

**NORTH YORKSHIRE COUNTY COUNCIL**  
CHILDREN AND YOUNG PEOPLE'S SERVICE  
CORPORATE DIRECTOR'S MEETING WITH EXECUTIVE MEMBERS  
**Tuesday 28 January 2020**

**TARGETED MAINSTREAM PROVISION FROM SEPTEMBER 2020**

**1.0 PURPOSE OF THE REPORT**

- 1.1 The report provides an update on the implementation plan for the establishment of the new models of Enhanced Mainstream Schools from September 2020 and requests support to gain approval for formal consultation on Year 1 of implementation.

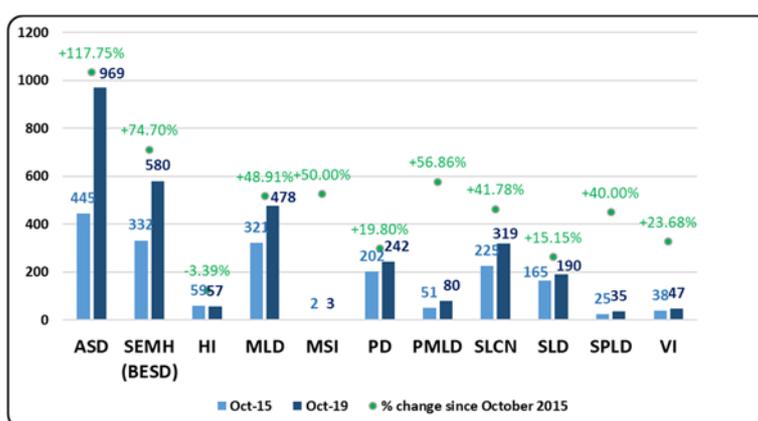
**2.0 EXECUTIVE SUMMARY**

- 2.1 In September 2018 the local authority launched its SEND Strategy, an ambitious 5-year strategy that transforms the range of educational provision across the local authority. This will ensure that children and young people with SEND can be educated locally in North Yorkshire and receive the right support at the right time and in the right place. The strategy clearly explains the future changes to the model of enhanced mainstream schools which will start to be implemented from September 2020.
- 2.2 In 2019 the local authority has engaged with primary and secondary schools regarding the new model to identify schools with interest in adopting targeted provision status from September 2020. The local authority has proposed and budgeted for the introduction of 31 targeted mainstream provisions when the programme is fully established. The focus for each provision will be either Communication and Interaction (C&I) or Social and Emotional Mental Health (SEMH)
- 2.3 In December 2020 9 schools have applied to take part in the first Year of implementation
- 2.4 The new targeted mainstream provision will be required to provide places for approximately 8 children. Six of the children will have Education, Health and Care Plans and will be on the roll of the school. Two places will be available for short term in reach places for children at SEN Support to allow assessment, intervention and strategies to be developed before transition to appropriate long term provision.
- 2.5 The targeted mainstream provision will receive further support from educational psychology, speech and language and occupational therapy which will amount to half a day per fortnight but will be flexible to meet particular needs. This will be in addition to support from the SEMH and Communication and Interaction professionals within the Inclusion Service.
- 2.6 This development will provide greater choice for parents/carers for children with Education, Health and Care Plans as to where they receive their education and in the first year will create an additional 72 places (including the flexible places)

### 3.0 ISSUES

3.1 In September 2018 the local authority launched its SEND Strategy, an ambitious 5-year strategy that transforms the range of educational provision across the local authority. This will ensure that children and young people with SEND can be educated locally in North Yorkshire and receive the right support at the right time and in the right place. The strategy clearly explains the future changes to the model of enhanced mainstream schools which will start to be implemented from September 2020.

3.2 Since the introduction of the SEND Reforms in 2014 there has been a 59% increase in Education, Health and Care Plans in North Yorkshire. The chart below shows the increases in each type of primary need for children with a North Yorkshire EHC plan between October 2015 and October 2019. The need with the biggest increase has been Autism Spectrum Disorder (+118%) and there are currently 969 children with ASD and a North Yorkshire EHC plan. The second greatest increase relates to children with SEMH with a 75% increase.



3.3 Currently there are 19 enhanced mainstream schools across North Yorkshire as detailed in the table below.

Locality	C&I		SEMH		C&L	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Harrogate/Ripon/Knaresborough	1	1	2			
Hambleton/Richmondshire	2		2			1
Selby	1	1	1			
Craven	1	1	1			
Scarborough/Ryedale	1		2			1

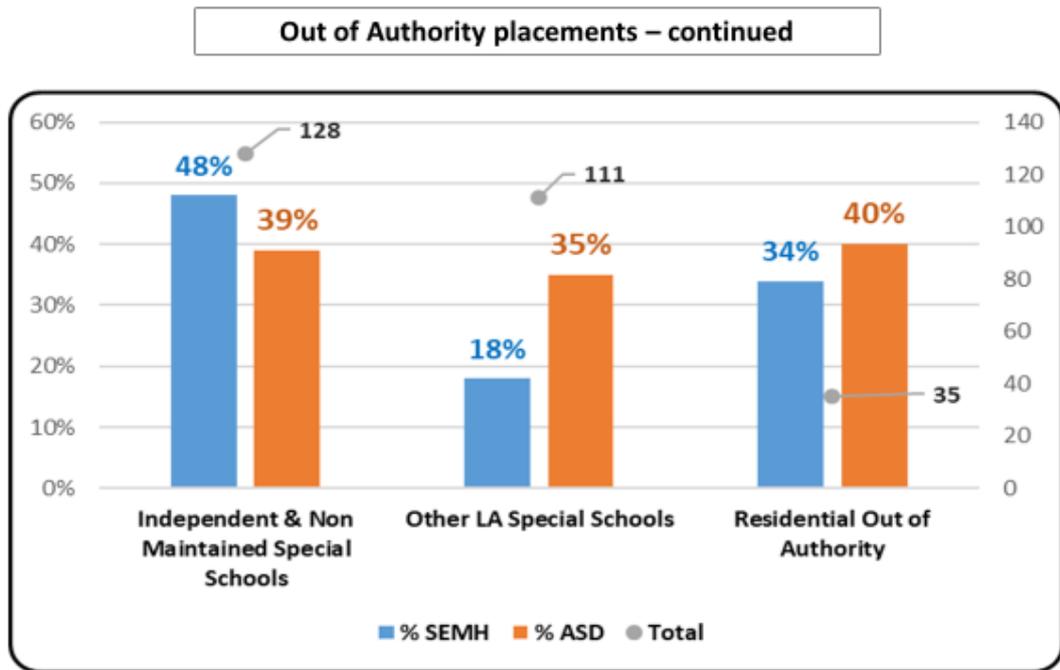
3.4 The current EMS model does not provide sufficient 'in reach' places for young people with SEND across North Yorkshire. When these places are offered they are largely part time as the EMS staff balance the support for children physically accessing the EMS with those receiving support in other schools.

3.5 When support from the EMS has been exhausted, and has not been sufficient to meet needs in the child's home school, statutory assessment will usually follow to secure a place within a special school. For some children this is entirely appropriate but for others a more local offer of support in a mainstream school may be a preferred option.

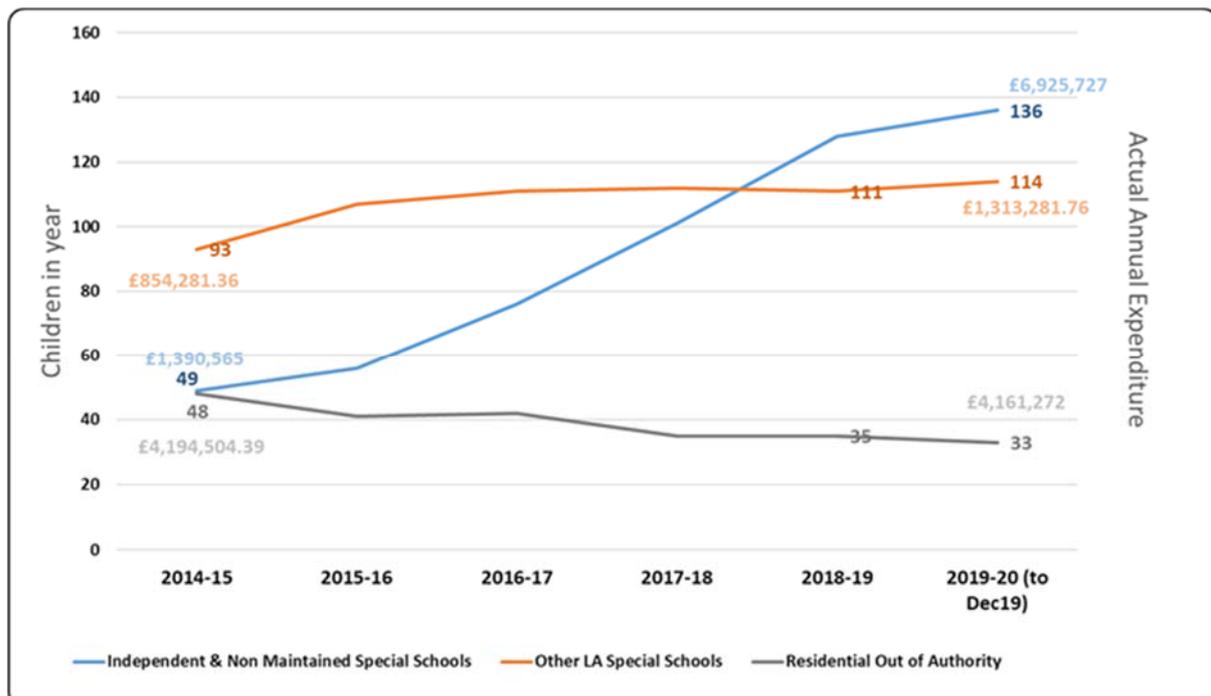
3.6 Whilst schools across the county are inclusive as evidenced by higher numbers of children with SEND attending mainstream schools in North Yorkshire, the demand for

specialist provision is increasing. This in turn means that the specialist capacity in North Yorkshire is saturated and more children are being placed in out of county placements.

- 3.7 The graph below highlights the increasing numbers of children and young people with ASD or SEMH that are accessing out of county provision. This is due to capacity issues, gaps in North Yorkshire provision or Tribunal direction.



- 3.8 The local authority currently spends £8.2 million on out of county placements (independent, non-maintained and other LA specialist provision) and an additional £4 million on out of county residential placements. The greatest demand relates to children with Autism and SEMH. This funding is from the High Needs Block and makes up 24% of the overall high needs budget for the local authority.



- 3.9 Significant work is underway to ensure that the continuum of education provision across the county provides a range of education pathways that will mean needs can be met within the local authority in the future, without the need for reliance on the independent and non-maintained specialist sector.
- 3.10 Head teachers from special school have also stated that some children attending their school have the cognitive ability to access a mainstream curriculum and could have remained in mainstream school if there was a different model of support to meet their special educational needs.

#### 4.0 TARGETED MAINSTREAM PROVISION FROM SEPTEMBER 2020

- 4.1 From September 2020 the local authority will begin the roll out of a new model of targeted mainstream provision. This will help strengthen the continuum of educational provision for children with SEND by providing over 200 places (at full implementation) in the Targeted Mainstream Provision for children with SEND. It will also provide greater choice for families when deciding where their child should be educated.
- 4.2 The new targeted mainstream provision will be required to provide places for approximately 8 children. Six of the children will have Education, Health and Care Plans and will be on the roll of the school. Two places will be available for short term in reach places for children at SEN Support to allow assessment, intervention and strategies to be developed before transition to appropriate long term provision.
- 4.3 The local authority has proposed and budgeted for the introduction of 31 targeted mainstream provisions when the programme is fully established. The focus for each provision will be either Communication and Interaction (C&I) or Social and Emotional Mental Health (SEMH). Locations are specified below:

Locality	C&I		SEMH	
	Primary	Secondary	Primary	Secondary
Harrogate/Ripon/Knaresborough	2	1	2	1
Hambleton/Richmondshire	1	1	2	1
Selby	1	2	1	1
Craven	1	1	1	1
Scarborough/Whitby/Ryedale	3	2	3	3

- 4.4 The schools will receive additional support from educational psychology, speech and language therapists and occupational therapists together with an enhanced offer of continuous professional development via the local authority.
- 4.5 New specifications and outcome focussed service level agreements have been developed and a performance monitoring process is currently being developed. This will ensure that the local authority is reassured of the quality and cost effectiveness of the provision. The specifications for the new EMS model are attached in **Appendix 1**
- 4.6 In 2019, the local authority engaged with 29 schools who expressed an initial interest in the new model and the deadline for formal applications was 19<sup>th</sup> December for schools wishing to be first implementers.
- 4.7 Applications have been received for the first stage of the roll out from the following schools:

Locality	Primary C&I	Secondary C&I	Primary SEMH	Secondary SEMH
Hambleton/Richmondshire	Alverton Primary	Wensleydale		Thirsk/PRS
Scarborough area				Scalby/PRS
Whitby	East Whitby Academy		West Cliff Academy	
Ryedale				
Selby		Holy Family		Selby High School
Craven				
Harrogate/Knaresborough Ripon	Grove Road Primary			

- 4.8 Applications have been carefully scrutinised and it is proposed that all 9 schools are taken forward within the first year. The application forms are attached in **Appendix 2**. The first year will create an additional 72 places for children with SEND, providing more choice for parents/carers in terms of where their child goes to school.
- 4.9 Schools will have access to additional support from Inclusion to ensure that the detailed model of delivery within each school reflects good practice in terms of approach and environment and ensures that training needs of the whole school are met in terms of SEND.
- 4.10 The targeted mainstream provision will receive further support from educational psychology, speech and language and occupational therapy which will amount to half a day per fortnight but will be flexible to meet particular needs. This will be in addition to support from the SEMH and Communication and Interaction professionals within the Inclusion Service.
- 4.11 Leaders of Targeted Mainstream Provisions will meet on a regular basis with the Leads for SEMH and Communication and Interaction to ensure that communication is strong identifying practice that can be shared and issues arising addressed.

## 5.0 OUTREACH SUPPORT

- 5.1 Central SEND and Inclusion teams have been restructured into locality hubs. This has included changes in job roles and structures to ensure each locality has a multi-disciplinary team to continue to support develop capacity within mainstream schools and support children and young people on an outreach basis.
- 5.2 Hub teams will begin operation in April with a full complement of staff expected to be in place by September 2020.
- 5.3 As new Targeted Mainstream Provisions are phased in, some mitigating action will be taken to ensure statutory duties are fulfilled. This will include utilising financial resources

for a temporary period, that in future will be used to establish the full complement of 31 targeted mainstream provision.

## 6.0 FINANCIAL MODEL FOR THE ENHANCED MAINSTREAM SCHOOLS

6.1 The financial model for this service has been based on the following assumptions:

- The new service will operate with 8 place provisions with each provision attracting planned place funding of £6,000 plus per pupil funding allocations where pupils are on roll in the unit, or £4,000 where places are empty at the point of the October census. This guarantees resources of circa £10,000 per place – in line with Special school funding arrangements
- Schools will receive “top-up funding” allocations in line with the assessment of need defined in the individual pupils EHCP using the banded funding methodology, introduced in April 2019.
- It is assumed that the “top-up funding” allocations are expenditure that the authority would have incurred regardless of this development because the EHCPs are already in place
- Start-up costs up to a maximum of £10,000 earmarked for each new provision to cover learning resources, IT Revenue costs and a provision for staff learning and development

6.2 The following table details the potential implications for the next three financial years of these developments and provides reassurance that the developments can be afforded within existing budget resources (as evidenced in the figures for the 2023-24 financial year).

6.3 In addition, the surplus derived in 2020-21 and 2021-22 has been partly redirected to mitigate the key risks

Table 1 :- Adjusted Base Budget

	£000s
Base Budget – EMS – 2020-21	2991.3
Transfer to Medical Budget for education of children with medical needs	-203.7
Transfer to Inclusion SEND Hubs	-200.0
Funding of specialist therapeutic support	-486.0
<b>Adjusted base budget</b>	<b>2101.6</b>

Table 2 :- Assessment of Affordability of new service model

	Fin Year 2020-21 (£000s)	Fin Year 2021-22 (£000s)	Fin Year 2022-23 (£000s)	Fin Year 2023- 24(£000s)
Adjusted Base Budget	2101.6	2101.6	2101.6	2101.6
EMS – Summer 2020	1161.5			
Medical Transfer – Summer 2020	80.6			
Place Funding	180.0	1287.0	1744.0	1760.0
Top-up Funding	107.0	900.0	1493.0	1669.4

Less E3 Funding – already budgeted	-107.0	-900.0	-1493.0	-1669.4
AWPU Funding		198.0	577.0	744.9
Less AWPU provision in budget			-198.0	-577.0
Start-up costs	90.0	160.0	60.0	
Provision contingency	250.0	250.0		
Severance Contingency	200.0			
(Saving) / Cost	(135.0)	(217.0)	81.0	(143.0)
Accumulated Recurring (Saving)/Cost	(135.0)	(352.0)	(271.0)	(414.0)

- 6.4 Following the establishment of the new provision, costs associated with start-up will not continue. Recurring direct savings of up to £143k are anticipated by 2023-24 although the strategic intent behind the development of the targeted provisions is to avoid expensive independent and non-maintained special schools by ensuring there is effective, high quality provision within mainstream schools.
- 6.5 There are the following identified risks to delivering the new service model within existing budget resources:
- (a) Adequacy of funding allocations for host schools - assuming that pupils have Band 6 and Band 7 placements, the individual 8 place provisions will receive a budget of circa £125k per annum. The provisions will be financially vulnerable if some places are unoccupied or if the needs of pupils are at a lower funding band – but there will be an expectation that schools are agile in their deployment of staff to balance the budget
  - (b) Short-term provision gap – there may be particular requirements for support to primary pupils beyond day 6 of a permanent exclusion in the period between the EMS Units being decommissioned and the roll-out of the targeted provisions. A provision of 250k has been set aside to mitigate this risk in Year 1 and Year 2
  - (c) The modelling assumes the development of further provision from April 2021 and April 2023; the modelling will be updated to reflect actual commissioning arrangements following consultation.

## 7.0 CAPITAL REQUIREMENTS

- 7.1 Capital investment will be required to ensure that the spaces identified for the targeted provisions are fit for purpose. The initial nine schools have identified some of their needs within their bids to host the new targeted provision.
- 7.2 It is anticipated, from the information provided by schools applying, that costs of works at those schools needing to adapt or create additional space would be between £20,000 and £40,000. Further work needs to be conducted to verify these costs with each school.
- 7.3 Although estimated costs have been provided this will require further analysis before committing to capital expenditure. The local authority has £232,558 of Special Provision Capital Funding (SPCF) which was approved by members to contribute to

the delivery of this aspect of the Strategic Plan. However, there is a risk that works required to establish all nine provisions exceeds the SPCF amount.

- 7.4 In order to mitigate this risk, consideration is being given to utilising some School Conditions Grant funding to provide a contingency should the SPCF not be entirely sufficient. School Condition Grant will not be used for Academies and therefore alternative sources of funding for this will need to be explored.
- 7.5 Capital investment requirements for the subsequent 22 targeted provisions have not been developed at this stage, as work with individual schools is less advanced. The overall programme will be closely monitored and a subsequent paper, linking into the comprehensive SEN Capital Review, will be brought forward to address issues around funding sources and requirements for this phase of developments.

## **8.0 HR IMPLICATIONS**

- 8.1 There is a risk that significant resource may be required to meet redundancy and potential pension strain costs. The maximum liability has been assessed as £325k for redundancy costs and £94k for pension strain. These resources would need to be committed during the 2020/21 financial year.
- 8.2 It is anticipated that there is potential to significantly mitigate some of this risk through supporting staff to potentially move into other roles within their schools. Staff will also have the opportunity to apply for posts not filled through the initial tranche of recruitment in the Inclusion restructure and the new Medical Education Service. Consideration will also be given to maintaining employment through the Autumn Term 2020 for the nine new targeted provisions and this will be on an individual business case assessment taking into account local context.
- 8.3 Provision of £200k has been factored into the financial model for the potential cost of redundancy and pension strain although this only represents a simple estimate recognising the potential liability falling in the financial year 2020-21.

## **9.0 LEGAL IMPLICATIONS**

- 9.1 The local authority is bound by the Children and Families Act 2014 in terms of placements of children with SEND. This new model will provide more choice for parents/carers in terms of preferred placements for their children.

## **10.0 CONSULTATION PROCESS**

- 10.1 Following the identification of the schools there is now a requirement to enter into a 2 stage consultation process to ensure that:
  - 1) Local stakeholders can give feedback on the model and proposed schools in each locality
  - 2) Stakeholders views are considered regarding the proposal to change the designation of identified schools and recognise their status as a targeted mainstream provisions

10.2 The proposed timescale for consultation is illustrated below:

Date	Action
16 January 2020	Paper to CYPLT
21 January	Paper to Management Board
28 January	Executive Members approval to consult
5 February	Call in ends
6 February	Commence Consultation
15 March	End of 30 day consultation
16 March	Report to Democratic Services
24 March	Executive to consider Consultation outcome for Year 1 roll out and approve school designation consultation
3 April	Call in ends
21 April-19 May	Consultation period ( 4 weeks)
2 June	Executive decision to publish statutory notices
11 June-18 June	Call in
19 June – 17 July	Statutory representation period
18 August	Executive Final Decision

10.3 The proposed consultation document is attached in **Appendix 3**.

10.4 The consultation process will involve a combination of locality meetings for professionals and parents/carers together with an on line survey.

## 11.0 ATTRACTION OF INTEREST FROM ADDITIONAL SCHOOLS

11.1 Whilst it was hoped that there would be more interest in the Year 1 roll out, starting with a smaller number of schools will enable them to access more intensive support and guidance from SEND professionals.

11.2 The first year roll out will create an additional 72 places for children with SEND. This will provide more choice for parents/carers in terms of where their child goes to school than is currently available.

11.3 The local authority will request feedback from the schools who have not submitted an application for year 1 to ensure there is a clear understanding of the reasons why they decided not to proceed.

11.4 The local authority will continue to promote interest via the Locality Boards within each area and will explore a greater range of alternative models including commissioning special schools to deliver the enhanced mainstream model in an interested host school.

11.5 It is also hoped that the success of the first implementers will also secure further interest as head teachers will be able to learn from the experience and expertise of these schools in establishing the new models

11.6 The local authority is keen to continue to engage with schools on an ongoing basis to ensure the roll out continues in accordance with the strategic plan.

## 12.0 CONSIDERATION OF EQUALITIES

12.1 An initial Equality Impact Assessment has been produced which will be updated post consultation. The EIA is attached in **Appendix 4**.

12.2 It is anticipated that the impact of the proposals will be positive in terms of children and young people with SEND and those with protected characteristics as it will enable more children with Education, Health and Care Plans to attend more local education provision and reduce long term journey times.

12.3 The impact of changes to staff have been mitigated in terms of opportunities for future employment as part of the Inclusion restructure.

### **13.0 RECOMMENDATION**

13.1 It is recommended that Executive Members note progress and give approval for public consultation on Year 1 proposals.

STUART CARLTON

CORPORATE DIRECTOR- CHILDREN AND YOUNG PEOPLE'S SERVICES

# **Service Level Agreement**

## Social, Emotional and Mental Health-Secondary

### **1. Purpose**

### **Targeted Provision**

#### **Aims of the Service**

The provision will enhance the social, emotional and educational outcomes for 8 children and young people in Key Stages 3 and 4 with Social, Emotional and Mental Health (SEMH) needs which impact on their ability to learn and establish positive relationships.

#### **Provision objectives**

- Provide full time high quality education provision for young people placed at the provision which capitalises on their skills and interests and prepares for adulthood from the earliest stages
- Provide personalised learning pathways for children and young people which are aspirational but achievable and seek to maximise learning and social experiences within the mainstream environment
- Provide a learning environment appropriate for the needs of children and young people with SEMH needs.
- Provide a positive nurturing environment which enables children and young people to feel secure and safe and is conducive to personal development and learning
- Skilled staff model high aspirations for children and young people, positive behaviour and values, effective relationships and restorative approaches to effectively resolve conflict.
- Skilled staff use evidence based approaches to meeting the needs of children and young people with SEMH needs, as required by each individual
- Ensure multi-disciplinary approaches are utilised to identify and support the holistic needs of young people who may display challenging levels of behaviour
- Strong communication with parents/carers and locality based LA teams to maximise support for young people and ensure consistent approaches in all settings
- Ensure whole school ethos and culture is supportive of inclusive education practice
- Ensure the needs of children are identified and personalised plans are developed and reviewed at least termly involving the child, parents and carers.
- Develop and sustain inclusive practice where children with SEMH needs are supported to access the curriculum in mainstream classrooms.

#### **Expected outcomes**

**The Council and the Provider agree that the Services will achieve the following outcomes for children:**

- Positive educational progress including towards all outcomes set within their EHCPs and appropriate accreditation. These needs will be met through close partnership working across agencies.
- Children and Young People show positive improvement in their social, emotional and mental health
- The measurable and observable progress made will facilitate a gradual increase in time spent within mainstream lessons, with the aim of a full return to a mainstream setting if this

is appropriate to the child or young person's needs. It is recognised that some children and young people will required targeted provision throughout their statutory school education

- High levels of attendance
- Improved ability to form close secure and satisfying relationships
- Increased ability to accept support in managing their emotions
- Increased ability to regulate their own emotions
- Improved communication skills
- Develop meaningful and secure attachments to peers

## 2. Respective Responsibilities

The Council will:	The Provider will:
<p>Provide agreed funding to improve outcomes for children and young people with SEMH needs.</p> <p>Monitor the provision in accordance with the service level agreement.</p> <p>Provide an enhanced offer of therapeutic support and intervention to the host school's targeted provision</p> <p>Provide a range of free CPD opportunities in SEMH and access to reduced cost CPD from Inclusive Education Service for the duration of the service level agreement</p> <p>Place children and young people appropriately, and following consultation, in line with the SEND Code of Practice</p> <p>Facilitate networking with other targeted provisions in the County to promote good practice and further CPD</p>	<p>Facilitate inclusion and improved outcomes for children and young people with SEMH needs in a mainstream environment.</p> <p>Monitor and report on the performance of the provision and staff to Locality Steering Groups</p> <p>Inform the local authority promptly if any child or young person is excluded or receives part time education provision</p> <p>Provide bespoke curricula that meet the assessed needs of children and young people including holistic interventions that enable academic progress</p> <p>Work within the funding arrangement agreed within the service level agreement</p> <p>Continue to develop knowledge and skills of staff across the wider school in line with the specialism of the targeted provision to enable young people to access a broad curriculum and learning experiences</p>

### 3. Service Delivery

#### Geographic coverage/boundaries

[LOCALITY AS SET OUT FOR STEERING GROUPS]

#### Location(s) of Service Delivery

[NAME OF SCHOOL]

#### Days/Hours of operation

In line with national requirements for schools. Children and young people should access a full time education programme.

#### Funding Arrangements – example only

Funding will be provided on a place basis from the High Needs Block and Dedicated Schools Grant on the basis set out below:

Initial places commissioned at £10k (April prior to September delivery)

#### At the point of census, those on roll will revert to:

£6k (HNB) plus AWPU and banded Top Up for places that are filled

£10k base funding for unfilled places

Secondary (6 named within EHCP and 2 flexible places)

8 x £6,000 = £48,000 (HNB base)

4 x £3,813 = £15,252 (AWPU KS3)

4 x £4,330 = £17,320 (AWPU KS4)

8 x Top Up = £49,400 (4 x Band 7 x Band 6)

**Total: £129,972**

## 4. Referral, Access and Acceptance Criteria

### Place consultation and access

The majority of places will be for those children and young people who have an assessed need and Education, Health and Care plan. NYCC will administer the consultation process in line with the SEND Code of Practice lasting 15 days. Targeted provision, where appropriate, will then be named within individual plans subject to this consultation.

A small number of flexible places will be agreed as set out above. These places will be managed in partnership between the targeted provision, the LA and Local Steering Groups for children and young people who may have unassessed needs and require enhanced provision for a short period whilst their needs are ascertained.

### Evidence to be considered in deciding the suitability of a placement on a flexible basis will include:

School based information in respect of:

- Attendance
- Attainment and progress
- Barriers to learning
- Significant evidence of specific and appropriate school based interventions detailed in SEN Support Plans
- Significant evidence of agency involvement
- Statutory assessment information and reports
- Recent reports including Educational Psychology
- Evidence of reasonable adjustments to support the young person in their current school

### Flexible place referral route

Recommendations for placement in the provision for children and young people are considered by the appropriate locality based partnership (representatives from the LA, schools)

Children and young people admitted to the provision will stay on the roll of their referring school with AWPU transferred

## 5. Quality and Performance Standards

The school will:

- Ensure the provision functions safely and effectively to meet its stated aims and objectives.
- Ensure the needs of the children and young people are continually assessed and reviewed.
- Establish systems to ensure the voice of the child/young person is heard and influences future developments and practices.
- Engage positively with parents to support the needs of each child or young person.
- Provide appropriate curriculum pathways that allow children and young people's needs to be met and them to achieve better outcomes alongside their mainstream peers
- Provide staff with appropriate and high quality CPD that can support the provision and wider school staff to better meet needs.
- Inform the local authority of complaints and compliments as part of the monitoring framework for the provision.

## 6. Performance indicators

Key Performance Indicators	Target	Reporting format
1.Attendance	95% attendance	Head Teacher annual report
2.Progress and attainment	To achieve expected levels of progress and attainment	
3.Emotional,social and personal development	Individual measurable progress in relation to EHCP outcomes	
4.Young person and parent/carer confidence	TBC	
5.Staff training and CPD	All staff employed to deliver targeted provision continue to receive at least 5 days CPD in line with national standards associated with the specialism of the provision	

## Performance Requirements

The Provider will ensure that relevant systems are in place to enable the monitoring data to be provided to the Council as agreed at finalisation of contract.

The school agrees to reasonably assist the LA in reviewing performance information and plans for further improvement of the provision.

The School agrees to preparing and submitting an annual report of outcomes relating to key performance indicators for the provision.

Compliments and complaints will be shared with the Council on an ongoing basis.

### Quantitative data will include:

- Breakdown of deployment of the budget allocated to the provision
- Base line assessment of young people
- Attendance and inclusion data
- Progress and attainment data
- Behaviour tracking profiles
- CPD undertaken
- Involvement of other agencies.

### Qualitative data

- Progress in the development of personal skills, self-management and establishing relationships
- Feedback from parents carers and other agencies
- Individual achievements of young people.

## 7. Continual Service Improvement

### Review of the Service

Formal review of the service will be carried out annually and will be used to inform and determine if the service is to be extended or de-commissioned.

#### Frequency of Review

**After first month of becoming operational and then quarterly / annually if all is satisfactory**

Following the review the host school and council will decide whether the service has been effective. In the event either party wishes to cease the arrangement a 1 year notice period will apply unless the ceasing of provision is due to significant and evidenced under performance or failure to deliver the provision set out in this service level agreement.

#### Agreement

**The agreement will be for provision at the current level from 1<sup>st</sup> September .....to 31 August ..... and thereafter reviewed annually.**

### Signatures

On behalf of:

North Yorkshire County Council

On behalf of

# Service Level Agreement

## Communication and Interaction-Primary

### 1. Purpose

#### Aims of the Service

The provision will enhance the social, emotional and educational outcomes for 8 children in Key Stages 1 and 2 with Communication and Interaction (C&I) needs which impact on their ability to learn and establish positive relationships.

#### Provision objectives

- Provide full time high quality education provision for children placed at the provision which capitalises on their skills and interests and prepares for adulthood from the earliest stages
- Providing personalised learning pathways for children which are aspirational but achievable and seeks to maximise learning and social experiences within the mainstream environment
- Provide a learning environment appropriate for the needs of children with C&I needs.
- Provide a positive nurturing environment which enables children to feel secure and safe and is conducive to personal development and learning
- Skilled staff model high aspirations for children, positive behaviour and values, effective relationships and restorative approaches to effectively resolve conflict.
- Skilled staff use evidence based approaches to meeting the needs of children with C&I needs, as required by each individual
- Ensure multi-disciplinary approaches are utilised to identify and support the holistic needs of children who display C&I needs
- Strong communication with parents/carers and locality based LA teams to maximise support for young people and ensure consistent approaches in all settings
- Ensure whole school ethos and culture is supportive of inclusive education practice
- Ensure the needs of children are identified and personalised plans are developed and reviewed at least termly involving the child, parents and carers.
- Develop and sustain inclusive practice where children are supported to access the curriculum in mainstream classrooms.

#### Expected outcomes

**The Council and the Provider agree that the Services will achieve the following outcomes for children:**

- Children will have their holistic needs met enabling them to make positive educational progress and achieve all outcomes set within their EHCPs. These needs will be met through close partnership working across agencies.
- Children show positive improvement in their communication and interaction needs
- The measurable and observable progress made will facilitate a gradual increase in time spent within mainstream lessons, with the aim of a full return to a mainstream setting if this is appropriate to the child's needs It is recognised that some children and young people will require targeted provision throughout their statutory school education.
- Improved functional communication skills- including in informal and real world settings, with known and unknown adults and peers
- High levels of attendance
- Improved ability to form close secure and satisfying relationships
- Develop skills of self-monitoring of communication skills, conversation repair strategies, and

## 2. Respective Responsibilities

<b>The Council will:</b>	<b>The Provider will:</b>
<p>Provide agreed funding to improve outcomes for children with communication and interaction needs.</p> <p>Monitor the provision in accordance with the agreed service level agreement</p> <p>Provide an enhanced offer of therapeutic support and intervention to the host schools targeted provision</p> <p>Provide a range of free CPD opportunities in communication and interaction and access to reduced cost CPD from Inclusive Education Service for the duration of the service level agreement</p> <p>Place children appropriately, and following consultation, in line with the SEND Code of Practice</p> <p>Facilitate networking with other targeted provisions in the County to promote good practice and further CPD</p>	<p>Facilitate inclusion and improved outcomes for children with communication and interaction needs in a mainstream environment.</p> <p>Monitor and report on the performance of the provision and staff to Locality Steering Groups</p> <p>Inform the local authority promptly if any child is at risk of exclusion, is excluded or receives part time education provision</p> <p>Provide bespoke curricula that meet the assessed needs of children including holistic interventions that enable academic progress</p> <p>Work within the funding arrangement agreed within the service level agreement.</p> <p>Continue to develop knowledge and skills of staff across the wider school in line with the specialism of the targeted provision to enable young people to access a broad curriculum and learning experiences</p>

### 3. Service Delivery

#### Geographic coverage/boundaries

[LOCALITY AS SET OUT FOR STEERING GROUPS]

#### Location(s) of Service Delivery

[NAME OF SCHOOL]

#### Days/Hours of operation

In line with national requirements for schools. Children should access a full time education programme.

#### Funding Arrangements – example only

Funding will be provided on a place basis from the High Needs Block and Dedicated Schools Grant on the basis set out below:

Initial places commissioned at £10k (April prior to September delivery)

#### At the point of census, those on roll will revert to:

£6k (HNB) plus AWPU and banded Top Up for places that are filled  
£10k base funding for unfilled places

#### Worked example of 8 place(primary)

##### Primary (6 named within EHCP and 2 flexible places)

8 x £6,000 = £48,000 (HNB base)

8 x £2,712 = £21,696 (AWPU)

4 x £7,570 = £30,280 (Top up Band 7)

4 x £4,780 = £19,120 (Top Up Band 6)

**Total:** £119,096

## 4. Referral, Access and Acceptance Criteria

### Place consultation and access

The majority of places will be for those children who have an assessed need and Education, Health and Care plan. NYCC will administer the consultation process in line with the SEND Code of Practice lasting 15 days. Targeted provision, where appropriate, will then be named within individual plans subject to this consultation.

A small number of flexible places will be agreed as set out above. These places will be managed in partnership between the targeted provision, the LA and Local Steering Groups for children who may have unassessed needs and require enhanced provision for a short period whilst their needs are ascertained.

### Evidence to be considered in deciding the suitability of a placement on a flexible basis will include:

School based information in respect of:

- Attendance
- Attainment and Learning
- Barriers to learning
- Significant evidence of specific and appropriate school based interventions detailed in SEN Support Plans
- Significant evidence of agency involvement
- Statutory assessment information and reports
- Recent reports including Educational Psychology
- Evidence of reasonable adjustments to support the young person in their current school

### Flexible place referral route

Recommendations for placement in the provision for children are considered by the appropriate locality based partnership (representatives from the LA, schools). Children admitted to the provision will stay on the roll of their referring school with AWPU transferred

## 5. Quality and Performance Standards

The school will:

- Ensure the provision functions safely and effectively to meet its stated aims and objectives.
- Ensure the needs of the children are continually assessed and reviewed.
- Establish systems to ensure the voice of the child is heard and influences future developments and practices.
- Engages positively with parents to support the needs of each child.
- Provide appropriate curriculum pathways that allows children's needs to be met and achieve better outcomes alongside their mainstream peers
- Provide staff with appropriate and high quality CPD that can support the provision and wider school staff to better meet needs.
- Inform the local authority of complaints and compliments as part of the monitoring framework for the provision.

## 6. Performance Indicators

Key Performance Indicators	Target	Reporting format
1.Attendance	95% attendance	Head Teacher annual report
2.Progress and attainment	To achieve expected levels of progress and attainment	
3.Emotional,social and personal development	Individual measurable progress in relation to EHCP outcomes	
4.Young person and parent/carer confidence	TBC	
5.Staff training and CPD	All staff employed to deliver targeted provision continue to receive at least 5 days CPD in line with national standards associated with the specialism of the provision	

### Performance Requirements

The Provider will ensure that relevant systems are in place to enable the monitoring data to be provided to the Council as agreed at finalisation of contract.

The school agrees to reasonably assist the LA in reviewing performance information and plans for further improvement of the provision.

The School agrees to preparing and submitting an annual report of outcomes relating to key performance indicators for the provision.

Compliments and complaints will be shared with the Council on an ongoing basis.

#### Quantitative data will include:

- Breakdown of deployment of the budget allocated to the provision
- Base line assessment of children
- Attendance and inclusion data
- Progress and attainment data
- Behaviour tracking profiles
- CPD undertaken
- Involvement of other agencies.

#### Qualitative data

- Progress in the development of personal skills, self-management and establishing relationships
- Feedback from parents carers and other agencies
- Individual achievements of children.

## 7. Continual Service Improvement

### Monitoring Requirements

The provision will be subject to termly monitoring meetings with named officers of the LA  
Preparation of an end of year annual report (November).

### Review of the Service

Formal review of the service will be carried out annually and will be used to inform and determine if the service is to be extended or de-commissioned.

Following the review, the host school and council will decide whether the service has been effective. In the event either party wishes to cease the arrangement a 1 year notice period will apply unless the ceasing of provision is due to significant and evidenced under performance or failure to deliver the provision set out in this SLA.

#### Agreement

**The agreement will be for provision at the current level from 1<sup>st</sup> September .....to 31 August ..... and thereafter reviewed annually.**

## Signatures

On behalf of:

North Yorkshire County Council

On behalf of

# Service Level Agreement

## Communication and Interaction-Secondary

### 1. Purpose

#### Aims of the Service

The provision will enhance the social, emotional and educational outcomes for 15 children and young people in Key Stages 3 and 4 with Communication and Interaction (C&I) needs which impact on their ability to learn and establish positive relationships.

#### Provision objectives

- Provide full time high quality education provision for children and young people placed at the provision which capitalises on their skills and interests and prepares for adulthood from the earliest stages
- Provide personalised learning pathways for children and young people which are aspirational but achievable and seek to maximise learning and social experiences within the mainstream environment
- Provide a learning environment appropriate for the needs of children and young people with C&I needs
- Provide a positive nurturing environment which enables children and young people to feel secure and safe and is conducive to personal development and learning
- Skilled staff model high aspirations for children and young people, positive behaviour and values, effective relationships and restorative approaches to effectively resolve conflict.
- Skilled staff use evidence based approaches to meeting the needs of children and young people with communication and interaction needs, as required by each individual
- Ensure multi-disciplinary approaches are utilised to identify and support the holistic needs of children and young people who display communication and interaction needs
- Strong communication with parents/carers and locality based LA teams to maximise support for children and young people and ensure consistent approaches in all settings
- Ensure whole school ethos and culture is supportive of inclusive education practice
- Ensure the needs of children and young people are identified and personalised plans are developed and reviewed at least termly involving the child, parents and carers.
- Develop and sustain inclusive practice where children and young people are supported to access the curriculum in mainstream classrooms.

#### Expected outcomes

**The Council and the Provider agree that the Services will achieve the following outcomes for children:**

- Children and young people will have their holistic needs met enabling them to make positive educational progress and achieve all outcomes set within their EHCPs. These needs will be met through close partnership working across agencies.
- Children and young people show positive improvement in their communication and interaction needs
- The measurable and observable progress made will facilitate a gradual increase in time spent within mainstream lessons, with the aim of a full return to a mainstream setting if this is appropriate to the child or young person's needs. It is recognised that some children and young people will require targeted provision throughout their statutory school education.
- Improved functional communication skills- including in informal and real world settings, with known and unknown adults and peers

- High levels of attendance
- Improved ability to form close secure and satisfying relationships
- Develop skills of self-monitoring of communication skills, conversation repair strategies, and self-advocacy

## 2. Respective Responsibilities

The Council will:	The Provider will:
<p>Provide agreed funding to improve outcomes for children and young people with communication and interaction needs.</p> <p>Monitor the provision in accordance with the agreed service level agreement</p> <p>Provide an enhanced offer of therapeutic support and intervention to the host schools targeted provision</p> <p>Provide a range of free CPD opportunities in communication and interaction and access to reduced cost CPD from Inclusive Education Service for the duration of the service level agreement</p> <p>Place children and young people appropriately, and following consultation, in line with the SEND Code of Practice</p> <p>Facilitate networking with other targeted provisions in the County to promote good practice and further CPD</p>	<p>Facilitate inclusion and improved outcomes for children and young people with communication and interaction needs in a mainstream environment.</p> <p>Monitor and report on the performance of the provision and staff to Locality Steering Groups</p> <p>Inform the local authority promptly if any young person is at risk of exclusion, is excluded or receives part time education provision</p> <p>Provide bespoke curricula that meet the assessed needs of children and young people including holistic interventions that enable academic progress</p> <p>Work within the funding arrangement agreed within the service level agreement.</p> <p>Continue to develop knowledge and skills of staff across the wider school in line with the specialism of the targeted provision to enable young people to access a broad curriculum and learning experiences</p>

### 3. Service Delivery

#### Geographic coverage/boundaries

[LOCALITY AS SET OUT FOR STEERING GROUPS]

#### Location(s) of Service Delivery

[NAME OF SCHOOL]

#### Days/Hours of operation

In line with national requirements for schools. Children and young people should access a full time education programme.

#### Funding Arrangements – example only

Funding will be provided on a place basis from the High Needs Block and Dedicated Schools Grant on the basis set out below:

Initial places commissioned at £10k (April prior to September delivery)

#### At the point of census, those on roll will revert to:

£6k (HNB) plus AWPU and banded Top Up for places that are filled

£10k base funding for unfilled places

#### Secondary (11 named within EHCP and 4 flexible places)

15 x £6,000 = £90,000 (HNB base)

8 x £3,813 = £30,504 (AWPU KS3)

7 x £4,330 = £30,310 (AWPU KS4)

15 x Top Up = £91,230 (7x Band 7 8x Band 6)

**Total: £242,044**

## 4. Referral, Access and Acceptance Criteria

### Place consultation and access

The majority of places will be for those children and young people who have an assessed need and Education, Health and Care plan. NYCC will administer the consultation process in line with the SEND Code of Practice lasting 15 days. Targeted provision, where appropriate, will then be named within individual plans subject to this consultation.

A small number of flexible places will be agreed as set out above. These places will be managed in partnership between the targeted provision, the LA and Local Steering Groups for children and young people who may have unassessed needs and require enhanced provision for a short period whilst their needs are ascertained.

### Evidence to be considered in deciding the suitability of a placement on a flexible basis will include:

- School based information in respect of:
- Attendance
- Attainment and progress
- Barriers to learning
- Significant evidence of specific and appropriate school based interventions detailed in SEN Support Plans
- Significant evidence of agency involvement
- Statutory assessment information and reports
- Recent reports including Educational Psychology
- Evidence of reasonable adjustments to support the young person in their current school

### Flexible place referral route

Recommendations for placement in the provision for children and young people are considered by the appropriate locality based partnership (representatives from the LA, schools). Children and young people admitted to the provision will stay on the roll of their referring school with AWPU transferred

## 5. Quality and Performance Standards

The school will:

- Ensure the provision functions safely and effectively to meet its stated aims and objectives.
- Ensure the needs of the children and young people are continually assessed and reviewed.
- Establish systems to ensure the voice of the child/young person is heard and influences future developments and practices.
- Engages positively with parents to support the needs of each child or young person.
- Provide appropriate curriculum pathways that allow children and young people's needs to be met and achieve better outcomes alongside their mainstream peers
- Provide staff with appropriate and high quality CPD that can support the provision and wider school staff to better meet needs.
- Inform the local authority of complaints and compliments as part of the monitoring framework for the provision.

## 6. Performance Indicators

Key Performance Indicators	Target	Reporting format
1.Attendance	95% attendance	Head Teacher annual report
2.Progress and attainment	To achieve expected levels of progress and attainment	
3.Emotional,social and personal development	Individual measurable progress in relation to EHCP outcomes	
4.Young person and parent/carer confidence	TBC	
5.Staff training and CPD	All staff employed to deliver targeted provision continue to receive at least 5 days CPD in line with national standards associated with the specialism of the provision	

### Performance Requirements

The Provider will ensure that relevant systems are in place to enable the monitoring data to be provided to the Council as agreed at finalisation of contract.

The school agrees to reasonably assist the LA in reviewing performance information and plans for further improvement of the provision.

The School agrees to preparing and submitting an annual report of outcomes relating to key performance indicators for the provision.

Compliments and complaints will be shared with the Council on an ongoing basis.

#### Quantitative data will include:

- Breakdown of deployment of the budget allocated to the provision
- Base line assessment of children/young people
- Attendance and inclusion data
- Progress and attainment data
- Behaviour tracking profiles
- CPD undertaken
- Involvement of other agencies.

#### Qualitative data

- Progress in the development of personal skills, self-management and establishing relationships
- Feedback from parents carers and other agencies
- Individual achievements of children and young people.

## 7. Continual Service Improvement

### Monitoring Requirements

The provision will be subject to termly monitoring meetings with named officers of the LA  
Preparation of an end of year annual report (November).

### Review of the Service

Formal review of the service will be carried out annually and will be used to inform and determine if the service is to be extended or de-commissioned.

Following the review, the host school and council will decide whether the service has been effective. In the event either party wishes to cease the arrangement a 1 year notice period will apply unless the ceasing of provision is due to significant and evidenced under performance or failure to deliver the provision set out in this SLA.

#### Agreement

**The agreement will be for provision at the current level from 1<sup>st</sup> September .....to 31 August ..... and thereafter reviewed annually.**

### Signatures

On behalf of:

North Yorkshire County Council

On behalf of

## **Service Level Agreement**

### Social, Emotional and Mental Health-Primary

#### **1. Purpose**

#### **Targeted Provision**

#### **Aims of the Service**

The provision will enhance the social, emotional and educational outcomes for 8 children in Key Stages 1 and 2 with Social, Emotional and Mental Health needs which impact on their ability to learn and establish positive relationships.

#### **Provision objectives**

- Provide full time high quality education provision for children placed at the provision which capitalises on their skills and interests and prepares for adulthood from the earliest stages
- Providing personalised learning pathways for children which are aspirational but achievable and seeks to maximise learning and social experiences within the mainstream environment
- Provide a positive nurturing environment which enables children to feel secure and safe and is conducive to personal development and learning
- Skilled staff model high aspirations for children, positive behaviour and values, effective relationships and restorative approaches to effectively resolve conflict.
- Skilled staff use evidence based approaches to meeting the needs of children with social emotional and mental health needs, as required by each individual
- Ensure multi-disciplinary approaches are utilised to identify and support the holistic needs of young people who may display challenging levels of behaviour
- Strong communication with parents/carers and locality based LA teams to maximise support for young people and ensure consistent approaches in all settings
- Ensure whole school ethos and culture is supportive of inclusive education practice
- Ensure the needs of children are identified and personalised plans are developed and reviewed at least termly involving the child, parents and carers.
- Develop and sustain inclusive practice where children with social, emotional and mental health needs are supported to access the curriculum in mainstream classrooms.

## Expected outcomes

**The Council and the Provider agree that the Services will achieve the following outcomes for children:**

- Positive educational progress including towards all outcomes set within their EHCPs. These needs will be met through close partnership working across agencies.
- Children show positive improvement in their social, emotional and mental health
- The measurable and observable progress made will facilitate a gradual increase in time spent within mainstream lessons, with the aim of a full return to a mainstream setting if this is appropriate to the child's needs. It is recognised that some children will required targeted provision throughout their statutory school education
- High levels of attendance
- Improved ability to form close secure and satisfying relationships
- Increased ability to accept support in managing their emotions
- Increased ability to regulate their own emotions
- Develop improved communication skills
- Develop meaningful and secure attachments to peers

## 2. Respective Responsibilities

The Council will:	The Provider will:
<p>Provide agreed funding to improve outcomes for young people with SEMH needs.</p> <p>Monitor the provision in accordance with the agreed service level agreement</p> <p>Provide an enhanced offer of therapeutic support and intervention to the host schools targeted provision</p> <p>Provide a range of free CPD opportunities in SEMH and access to reduced cost CPD in other areas from Inclusive Education Service for the duration of the service level agreement</p> <p>Place children and young people appropriately, and following consultation, in line with the SEND Code of Practice</p> <p>Facilitate networking with other targeted provisions in the County to promote good practice and further CPD</p>	<p>Facilitate inclusion and improved outcomes for young people with SEMH needs in a mainstream environment.</p> <p>Monitor and report on the performance of the provision and staff to Locality Steering Groups</p> <p>Inform the local authority promptly if any child is at risk of exclusion, is excluded or receives part time education provision</p> <p>Provide bespoke curricula that meet the assessed needs of children including holistic interventions that enable academic progress</p> <p>Work within the funding arrangement agreed within the service level agreement.</p> <p>Continue to develop knowledge and skills of staff across the wider school in line with the specialism of the targeted provision to enable children to access a broad curriculum and learning experiences</p>

### 3. Service Delivery

#### Geographic coverage/boundaries

[LOCALITY AS SET OUT FOR STEERING GROUPS]

#### Location(s) of Service Delivery

[NAME OF SCHOOL]

#### Days/Hours of operation

In line with national requirements for schools. Children should access a full time education programme.

#### Funding Arrangements – example only

Funding will be provided on a place basis from the High Needs Block and Dedicated Schools Grant on the basis set out below:

Initial places commissioned at £10k (April prior to September delivery)

#### At the point of census, those on roll will revert to:

£6k (HNB) plus AWPU and banded Top Up for places that are filled

£10k base funding for unfilled places

#### Worked example of 8 place (primary) 15 place (secondary) provision at capacity:

Primary (6 named within EHCP and 2 flexible places)

8 x £6,000 = £48,000 (HNB base)

8 x £2,712 = £21,696 (AWPU)

4 x £7,570 = £30,280 (Top up Band 7)

4 x £4,780 = £19,120 (Top Up Band 6)

**Total:** £119,096

## 4. Referral, Access and Acceptance Criteria

### Place consultation and access

The majority of places will be for those children who have an assessed need and Education, Health and Care plan. NYCC will administer the consultation process in line with the SEND Code of Practice lasting 15 days. Targeted provision, where appropriate, will then be named within individual plans subject to this consultation.

A small number of flexible places will be agreed as set out above. These places will be managed in partnership between the targeted provision, the LA and Local Steering Groups for children who may have unassessed needs and require enhanced provision for a short period whilst their needs are ascertained.

### Evidence to be considered in deciding the suitability of a placement on a flexible basis will include:

School based information in respect of:

- Attendance
- Attainment and progress
- Barriers to learning
- Significant evidence of specific and appropriate school based interventions detailed in SEN Support Plans
- Significant evidence of agency involvement
- Statutory assessment information and reports
- Recent reports including Educational Psychology
- Evidence of reasonable adjustments to support the young person in their current school

### Flexible place referral route

Recommendations for placement in the provision for children are considered by the appropriate locality based partnership (representatives from the LA, schools). Young people admitted to the provision will stay on the roll of their referring school with AWPU transferred

## 5. Quality and Performance Standards

The school will:

- Ensure the provision functions safely and effectively to meet its stated aims and objectives.
- Ensure the needs of the children are continually assessed and reviewed.
- Establish systems to ensure the voice of the child is heard and influences future developments and practices.
- Engage positively with parents to support the needs of each child.
- Provide appropriate curriculum pathways that allow children's needs to be met and achieve better outcomes alongside their mainstream peers
- Provide staff with appropriate and high quality CPD that can support the provision and wider school staff to better meet needs.
- Inform the local authority of complaints and compliments as part of the monitoring framework for the provision.

## 6. Performance indicators

Key Performance Indicators	Target	Reporting format
1.Attendance	95% attendance	Head Teacher annual report
2.Progress and attainment	To achieve expected levels of progress and attainment	
3.Emotional,social and personal development	Individual measurable progress in relation to EHCP outcomes	
4.Young person and parent/carer confidence	TBC	
5.Staff training and CPD	All staff employed to deliver targeted provision continue to receive at least 5 days CPD in line with national standards associated with the specialism of the provision	

## Performance Requirements

The Provider will ensure that relevant systems are in place to enable the monitoring data to be provided to the Council as agreed at finalisation of contract.

The school agrees to reasonably assist the LA in reviewing performance information and plans for further improvement of the provision.

The School agrees to preparing and submitting an annual report of outcomes relating to key performance indicators for the provision.

Compliments and complaints will be shared with the Council on an ongoing basis.

### Quantitative data will include:

- Breakdown of deployment of the budget allocated to the provision
- Base line assessment of children
- Attendance and inclusion data
- Progress and attainment data
- Behaviour tracking profiles
- CPD undertaken
- Involvement of other agencies.

### Qualitative data

- Progress in the development of personal skills, self-management and establishing relationships
- Feedback from parents carers and other agencies
- Individual achievements of children.

## 7. Continual Service Improvement

### Review of the Service

Formal review of the service will be carried out annually and will be used to inform and determine if the service is to be extended or de-commissioned.

#### Frequency of Review

**After first month of becoming operational and then quarterly / annually if all is satisfactory**

Following the review the host school and council will decide whether the service has been effective. In the event either party wishes to cease the arrangement a 1 year notice period will apply unless the ceasing of provision is due to significant and evidenced under performance or failure to deliver the provision set out in this SLA.

#### Agreement

**The agreement will be for provision at the current level from 1<sup>st</sup> September .....to 31 August ..... and thereafter reviewed annually.**

### Signatures

On behalf of:

North Yorkshire County Council

On behalf of

## **Targeted Mainstream Provision Application**

Appendix 2

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
Grove Road CP School	Good	C&I	Harrogate	3-11	295 + 25 (in Gov led Nursery)

**Vision** Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision

Grove Road Values

**Grove Road Vision**

Team GR living and learning together with **PRIDE**

To be entirely focused on our core role and responsibility to cause learning.  
To instill in our children the knowledge, skills and values to become confident, independent and successful life-long learners.

**OUR SUPER NORTH STAR**

**WARRIOR SPIRIT** (W) **ETHOS** (E) **STRATEGY** (S)

Passionate  
Resilient  
Intrepid  
Dependable  
Empathetic

We are unwavering in our dedication to champion the vulnerable learner.  
We constantly strive for academic excellence.  
We all work collaboratively to meet the social, emotional and mental health needs of our children.

All staff strive to demonstrate **PRIDE** values on a daily basis.  
We support and trust each other on our journey to realise the Grove Road Vision.  
We are determined, resilient and focused in our passion to reach our Super North Star.

In order to reach key milestones and goals in our journey towards Our Super North Star, we will use a strategic map that incorporates our key priorities and utilises the collective strengths of our team.

Developing language and oracy to close the word gap by providing a language-rich learning environment and curriculum.  
Embedding Talk for Teaching: a Personal Professional Development model that centres on collective teacher efficacy.  
Embedding our mastery maths approach to raise attainment.  
Establishing a metacognitive learning culture for our children which promotes the values of **PRIDE**.

**Grove Road Journey**

Grove Road Culture

Grove Road School is proud to celebrate the diverse nature of the pupils and families in our school community.

As a community, we are incredibly proud of our unique children, supportive parents, inspirational staff and forward-thinking governors, where we all work together to make Grove Road a safe, happy and fun place to learn.

At the heart of our School lies a learning community that embraces every opportunity to offer an exciting, social, multi-cultural and pioneering educational experience for each and every one of our learners.

Our philosophy of learning, delivered through our broad and rich Grove Road Curriculum, creatively embraces the essence of our vision to instil in all of our children the knowledge, skills and values to be confident, resilient, independent and successful life-long learners.

We understand and acknowledge that some of our learners require additional support and provision for them be able to embrace learning and to experience success and enjoyment within school.

Where we (school staff, parents or pupils) recognise that extra support is needed we work together to assess a child’s additional needs and to put in place timely and appropriate support to address the Special Educational Need (SEN). The school SENDCo co-ordinates and monitors this additional and different support and liaises closely with parents and carers, school staff, pupils and external agencies to ensure that children’s needs are being met and all children enjoy and embrace learning at Grove Road CP School.

<b>Leadership and Capacity</b>	<p><b>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</b></p> <ul style="list-style-type: none"> <li>• <b>The school leadership structure</b></li> <li>• <b>The role of the SENDCo and how this role is supported and influences practice within the school</b></li> <li>• <b>How SEND and Inclusion is prioritised within the school</b></li> <li>• <b>Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</b></li> </ul>
	<p><b>SLT:</b>  Headteacher – Chris Parkhouse  Deputy Headteacher – Jonny Davies (currently seconded and not in position at Grove Road School)  Assistant Headteacher &amp; SENDCo – Sasha Bune  Assistant Headteacher – Chris Harrison  Business Manager – Debbie Pitt</p> <p><b>Our last Ofsted report (9<sup>th</sup> July 2018) stated:</b>  <i>‘You set very high expectations for staff and pupils, together with the assistant headteacher and SENDCo, you have been determined and ambitious for pupils at the school. Leaders and governors are passionate about the school providing a high quality education. They are clear that not only is academic achievement important, but that emotional well-being is also critical to pupil’s success and development. Leaders inclusive approach has earned them a reputation for championing vulnerable pupils and providing a safe haven for those in need and a place where all pupils can shine.’</i></p> <p><b>SENDCo:</b></p> <p>The SENDCo is a member of the Senior Leadership Team and also holds the role of Assistant Headteacher.</p> <p>Inclusion and access to learning for all pupils is the highest priority for Grove Road School. Historically, the school has welcomed, supported and educated a large number of children with additional needs including EAL, disadvantaged learners, those with specific educational needs. We currently have a high number of children with EHCP’s (12) and pupils on the SEND Register 89/312. All of these pupils have undergone additional assessment to help us to better understand the barriers to access and progressing with learning (including Social &amp; Emotional aspects of school life) for the individual child. They have an individual ‘My Support Plan’ with details about the child gathered from staff, parents and the pupil as well as any other information from with health, education or care. Within the support plan are the current targets for the pupil which are assessed, planned, provided for and reviewed at least termly and are shared with parents / carers.</p> <p>The staff in the school are passionate advocates for all children. This is supported through regular contact, advice and information from a wide range of external agencies including: EMS SEMH, C&amp;I, EMS C&amp;L, EYAT, Early Help, Healthy Child Team. Further to this, regular whole school</p>

	<p>training is provided regularly to support staff in supporting children with additional needs. This has ensured that good practice for support all children has become embedded within quality first teaching throughout the school. Self-evaluation audits for class teachers and Learning Walks by the SENDCo and appropriate governors go towards ensuring that the high level of inclusion and support for staff is maintained.</p> <p><b>Targeted Provision:</b>  Staffing:  School SENDCo to oversee provision / planning: 0.2  Specialist Teacher – M4: 0.5 (<i>Planning &amp; morning teaching</i>)  HLTA – 35 hours (<i>Teaching</i>)  3 x Support Staff (2 x 30 hours, 1 x 20 hours)</p> <p>The ultimate aim for all children would be for them to be able to access a mainstream classroom full time and to be independent learners within that environment. The small steps of progress and the short-term targets towards this ultimate goal would be dependent on the individual needs / circumstances for each child.</p> <p>Each child within the provision would belong to a class within the school and it would be hoped that they would be able to access this in some way, for part of everyday (this could look like taking part in a whole session for one child or having a peer from the classroom come into their provision area and be able to tolerate this for another child).</p> <p>For the majority of the school day provision will be made in the ‘House’ – a building within the school grounds currently occupying the EMS SEMH. This is set up with 2 classrooms, a quiet room, 2 toilets and an office on the ground floor. The initial start up allowance would allow us to set up a sensory room to allow us to meet the sensory needs of the pupils within the targeted provision.</p> <p>The classrooms would be utilised as a KS1 and a KS2 classroom (depending on the cohort / academic levels of the cohort of pupils access this area) and within each classroom we would follow a daily timetable with clear classroom routines which followed the needs of the individual children.</p>
<b>Governance</b>	<b>Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring</b>

	<p><b>Designated SEND Governor:</b></p> <p>The SEND governor has a termly overview meeting with the SENDCo. This is coupled with a Learning Walk to allow the governor to gain a good understanding of the need and challenges faced by class teachers; the inclusive practice within classrooms and by support staff; the provision within the school for additional needs and the accompanying statutory paperwork which has been completed by the SENDCo.</p> <p>The SENDCo prepares an Annual SEND Report for all governors and is occasionally asked to speak at governor meetings to provide them with updates / changes to SEND provision within school.</p>
<p><b>Finance</b></p>	<p><b>Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement</b></p> <p>The school is currently in a cumulative deficit position. This has been caused by a number of challenging circumstances including increasing numbers of high need pupils. Income generation solutions and alternative staffing models have been implemented alongside comprehensive contract reviews. School is continuing to explore all avenues to ensure that we can achieve the recovery to a sound financial footing.</p> <p>We do not anticipate that the targeted provision model would be adopted as a way to bring additional funds into school. We believe that due to our staffing set up it may alleviate some of the staffing pressures that we are facing.</p> <p>We are currently employing 3 members of staff to deliver an alternative curriculum for a group of Year 5 pupils with EHCP's with a primary need of Communication &amp; Interaction (2 pupils with EHCP's, 1 pupil with EHCAR application in progress + 2 EAL children). These staff are building a knowledge and skills base we would be able to continue to develop.</p> <p>Despite our challenging financial position, funds bought in to school as part of the targeted provision would be spent on providing quality first teaching and support for the children targeted through the offer.</p>
<p><b>School Data Profile and Performance</b></p>	<p><b>The school data set provided will also be considered as part of the decision making process. Please provide any additional information or context you feel is relevant in relation to the schools performance in relation to progress, attendance and exclusion with particular focus upon those with SEND.</b></p>

	<p>We have experienced a rise in exclusions after seeing an increase in unsafe behaviours displayed in school by vulnerable learners. To reduce the risk of exclusion and to meet the sensory, social and academic needs of some children in our school we took the decision to set up an alternative curriculum outside of their main classroom setting. Following this, we have noticed a drastic decrease in unsafe behaviours and we believe that we would be able to replicate this through our offer of a targeted provision.</p>
<b>Capital Investment</b>	<p><b>Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.</b></p> <p>We would need to set up low stimulation classrooms in the House. As these are currently set up to meet SEMH needs, we would need the following:</p> <ul style="list-style-type: none"><li>Decoration</li><li>Smartboards</li><li>Door security system</li><li>Sensory resources inc. sensory room</li><li>Other curriculum / classroom resources</li></ul>

## **Targeted Mainstream Provision Application**

Appendix 2

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
<u>East Whitby Primary Academy</u>	<u>Good</u>	C&I	<u>Whitby and Ryedale</u>	<u>2-11</u>	<u>211</u>

Vision	Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision
	<p>400 (words max)</p> <p><b>East Whitby Vision and Values</b></p> <p>At East Whitby we take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. We challenge all children to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and enriched enquiry based curriculum. Our students are given time to explore subjects and develop deep understanding. We celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes.</p> <p>We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude. In order to create an inclusive school where everyone can flourish, whatever their background, we promote an ethos of respect and empathy, where diversity is valued and celebrated – both within school and the wider world.</p> <p>As a result of this SEND is fully integrated in all our classes supporting the needs of a diverse range of needs and pupils. In total, 5.2% (as of Dec.19) of pupils have an EHCP which is above the national average of 1.5%. A number of these pupils are from outside our school catchment area: our reputation across the local area for working with pupils with significant need is strong. We have invested significantly in staff training so that the diverse range of needs can be met. This involves working with professionals so that staff have access to quality learning opportunities. This has a positive impact on integrating and implementing targeted provision within school and supporting the pupils to be full members of the East Whitby school community. Special care is taken to educate everyone in the East Whitby community about the needs of others and how best to meet them.</p> <p>We foster open and honest communication with parents, carers and specialists and actively seek to engage with all members of the East Whitby community in a positive supportive manner. High quality teaching is a priority at East Whitby and the relationship between staff and children underpins inspirational, supportive and effective teaching and learning.</p>

	<p>It is our aim for all children to leave East Whitby as confident learners with self-belief and an abiding respect for others. We aim to instil a lifelong love for learning and a strong grounding for future success.</p>
<p><b>Leadership and Capacity</b></p>	<p><b>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</b></p> <ul style="list-style-type: none"> <li>• <b>The school leadership structure</b></li> <li>• <b>The role of the SENDCo and how this role is supported and influences practice within the school</b></li> <li>• <b>How SEND and Inclusion is prioritised within the school</b></li> <li>• <b>Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</b></li> </ul> <p>In November 2016 the school became a member of the Enquire Learning Trust. This has supported the school in creating a secure, consistent leadership team and in building the skill and capacity of the staff in that team. School is regularly supported/challenged by a member of the trust central team who explores the work we do. The trust creates a high level of accountability for the school and this would equally extend to the work of the provision. Being part of the trust has also allowed us to explore successful models of provision as a number of schools in the Trust already run similar provisions. The trust provides extra SEND support for school through the Director of SEND who brings a wealth of knowledge to support schools in getting their SEND provision right. Support includes high level professional development, participation in the SEND support network and extensive school to school collaboration that maximises the expertise available in school. This provides the school SENDCo with a high level of training and support both as part of trust networks and as part of Local Authority SEND networks.</p> <p>The school has had a consistent leadership structure for the past four years. The core leadership team is Principal/Vice-principal/ SENDCo/KS1 phase Lead/KS2 Phase Lead/Early Years Lead. The role of SENDCo is a key part of the school leadership team. The SENDCo reports half-termly to the SLT and termly to the governing body, SEND is on the agenda for every SLT meeting. Regular staff CPD is assigned to SEND to ensure staff are kept updated about SEND, further develop their skills and are able to share concerns.</p> <p>The SENCO has a regular weekly meeting with support staff to review provision and share updates. Training is targeted to build up a clear and broad range of specific skills on provision to support pupil need (eg Thrive, social stories, Mental health, Autism, Rett etc) this is ongoing and varies dependent on pupil need in school. Every child on the SEND register has an individualised plan to enable them to meet their outcomes that is based on the “assess, plan, do, review” termly cycles from the Code of Practice. Parents’ contributions play a key part in the development of the plan as does the pupil voice. Every member of staff working with the child is briefed and contributes to meeting the requirements of their plans. This includes clearly designed lunch provisions for Midday Supervisory staff who record foods and cater for both special diets and arranging foods in particular ways on the plate. The SENDCo works closely with advisory staff from various agencies to adapt the provision to meet pupil need.</p>

	<p>The SENDCo role in school is a no class teaching responsibility role which both reflects the high-level of need in the school and the priority that SEND is given. This ensures effective monitoring of provision and standards in addition to providing regular support for all staff. A key component of this is ensuring that Quality First Teaching meets the needs of all pupils in school and that the additional support required to meet the needs of pupils with SEND is in place. This has equally fostered effective relationships with parents, giving them a recognised point of contact and a way to contribute to and share the pupils’ individual plans. The SENDCO dedicates specific time to work with outside agencies to support the pupils in accessing their education. The SENDCo works closely with advisory staff from various agencies to adapt the provision to meet pupil need.</p> <p><b>The proposed structure of the Targeted Provision is detailed in the Finance section of this document.</b></p> <p><b>The Enquire Learning Trust has an inclusive ethos. This is clear in the figures around pupils with SEND as the Trust has a higher level of SEND than national, and even greater when compared to many other MATs</b> - The Trust has 15.8% a higher incidence of pupils with SEND than other schools nationally (DfE 2018 data release reveals that 13.8% of pupils have a SEND). This figure widens when compared to primary academies (13.2%).</p>
<p><b>Governance</b></p>	<p><b>Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring</b></p> <p>The Trust is a single entity and Trustees and Trust leaders – including Academy Principals – have responsibilities in relation to the quality of education provided that extend to all incorporated Academies. Trust governance operates at three levels:</p> <ul style="list-style-type: none"> <li>• Academy members are the guardians of governance across the Trust. Their role is to ensure Trustees perform their duties effectively and to have broad oversight of the work of the Trust. Members appoint and remove Trustees and sign the Articles of Association.</li> <li>• Trustees are the key strategic decision makers within the Trust and carry ultimate responsibility for the quality of education provided. In this capacity they offer challenge and support Academy Leaders, the CEO and Academy Directors.</li> <li>• The Academy Improvement Committee operates at a local level and have oversight of East Whitby Primary Academy and Stakesby Primary Academy. Membership is drawn from communities of all schools and parents are strongly represented. The AIC has oversight of key educational aspects of the school including pupil achievement, attendance, SEND, the use of the pupil premium and attendance.</li> </ul> <p>The specific responsibilities of each layer of governance – and those of Academy Directors and Principals – are set out in the Scheme of Delegation. This, in turn, reflects the Trust Articles or Association and the DfE Governance Handbook (March 2019).</p> <p>All those responsible for governance understand their roles and responsibilities and discharge them with skill and diligence. All Trustees, Directors and AIC members work within the NGA Code of Practice and adhere to the Nolan Principles of Public Life.</p> <p>All academies have common purpose:</p> <ul style="list-style-type: none"> <li>• Trustees have a clear strategic vision that is complemented and matched at local levels. There are robust and realistic plans to fulfil this strategic purpose at all levels.</li> </ul>

- Trustees, Directors and Principals ensure that all academies comply with their statutory duties. This includes responsibilities in relation to the Equality Act (2010), SEND, school admissions, safeguarding and Prevent duties. The Trust Board and each Academy Improvement Committee has a named person who carries responsibility for SEND.
- Self- evaluation at Trust and academy level is strong and there are well rehearsed mechanisms for holding all parties to account. Trustees and AIC members provide effective challenge to professionals in all key areas of operation including leadership, teaching and learning, curriculum implementation and pupil outcomes.
- Academy finances are well managed and schools, benefit from systems that are robust, effective and compliant with the Academies Financial Handbook.
- Training and development opportunities are available to all Members, Trustees and AIC members and closely matched to a skills audit and the needs of pupils.
- The AIC has an established Cycle of Activity that ensures oversight is effective, shared and informs practice.

Our governance processes are reviewed and validated by DfE, Ofsted and ESFA.

**Finance**

**Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement**

Following a significant restructure last year the school is financially stable and provision is sustainable.

The school budget is impacted heavily by the level of high needs (element 3) funding. We currently have 9 children on an Education Health Care Plan, (4.4% against the national average of 1.6%), three of whom meet the criteria for a Special School place but whose parental choice is for them to remain at East Whitby. This is an illustration of the inclusivity and the reputation of the school in the town as well as a challenge in terms of balancing the budget and the level of need.

The proposal for how we would operate within the funding arrangements set out in the Service Level Agreement is as follows:

	£
1.5 additional days – current SENCO	12,000 (+/- 0.5 days = £4000)
1 x specialist teacher	36,000 (up to M6)
2 x specialist teaching assistants	36,000 (to include after school and breakfast club)
Additional lunchtime cover	8,000 (4 x MSAs)
1 x additional teaching assistant	18,000 (intervention and classroom support when not in hub)
Supplementary resource requirements.	<u>8,000</u>
	<u>118,00</u> (+/- £4000 dependent on no. accessing the hub and need)

The hub will be situated in the main building of the school and encompass a classroom, an office, safe space and intervention area as well as a hygiene room. Provision will operate with teacher (FTE) and two specialist TAs. (FTE) Each child will receive their own personalised timetable, according to their own needs. This will involve some time in their year group class, time in the hub and some personalised intervention on a rotation. The safe space will provide an area that any child in crisis can access with supervision from the SENCO/member of the SLT to avoid the need for learning to be disrupted.

Depending on the mix of children using the hub, timetables will be set so that all hub children start the day together, then some stay to have specific teaching whilst others join classes and vice versa. When children join classes, one specialist TA and the additional TA is available to support in class, leaving the teacher and specialist TA to work with the others. The additional TA provides specialist intervention or frees other members of staff with specific skills to provide an intervention whilst covering their tasks elsewhere in the school. The intervention groups target identified need and will include children from the child's year group class to aid integration. These interventions may also include experiences such as Forest Schools, Yoga or Music Therapy, Social Stories or personalised Speech and Language programmes etc.

Each child will be allocated a key worker/named professional who would provide ongoing liaison with parents and who would keep an overview of the child's desirable outcomes and assess their ongoing development and progress. The kitchen area in the separate space will be used for the children to work on life skills, for example real life measuring, cooking and baking activities. In this way, the children could host a regular coffee morning for parents to show off their own work and continue working on their social, communication and interaction skills. This will also be an informal way of regularly inviting parents to be involved in the children's learning.

The hub will have its own entrance so that there could be a meet and greet and handover at the beginning and end of the day, with support to join the breakfast club or after school club, if desired. This will avoid the children being expected to wait in a busy environment and give them a calm start to the day. Again, it would also encourage close liaison with parents.

With four additional MSAs, the children could be supported to have lunch with their year groups, or since the lunch hall is a sometimes loud, busy environment, it would allow us to stagger the lunches and create a "quiet sitting" for those children who prefer a quieter environment. They would still be part of our "family service" which is an important part of the ethos at East Whitby. Again, time on the playground could be staggered, they could be out at the same time but in their own area or they could be supported to be with their peers on the playground. This could be flexible according to need. An inside space within the classroom could be made available with the external door to the playground left open to encourage free flow.

**School Data  
Profile and  
Performance**

	<p><b>Max 500 words</b></p> <p>The high number of pupils with significant need in each cohort has a significant impact on publicly available data. The 2019 Key Stage Two Cohort had a particularly high incidence of additional need. Despite this, progress data remains broadly in line with the national average. East Whitby is in the most deprived quartile of schools nationally and pupils tend to perform in and around national benchmarks and make expected progress from starting points by the end of KS2. This is sometimes effected by cohort fluctuations due to the above average SEND need in different cohorts.</p> <p>Additionally, pupils with SEND made strong progress against a range of measures including reaching ARE in at least one subject. Against personalised individual targets pupils with SEND make good progress, with some pupils achieving nationally expected in a variety of subjects. EHCP reviews have all shown pupils making significant progress against individual targets, and looking at the much broader picture of social, personal progress alongside academic progress, pupils achieve well.</p> <p>Work as part of the Speech Link project run as part of the opportunity area is beginning to show some impact. Pupils enter-school with low levels of communication and Speech Link is challenging the low baseline that a number of pupils enter school with. The program targets pupils from reception upwards and focus intervention on one of the biggest barriers to pupils academic success.</p> <p>In 2018/19 the school closed the attendance gap to national from 94.2%-94.8%. Two key factors accounted for the below national attendance. Term-time holidays had a significant impact on the in school attendance, as a school in a coastal tourist community with many families engaged in seasonal work, large numbers of our families are unable to take holidays in school holidays as these are the busiest times and therefore take holidays in term-time. Whilst school does not authorise any term-time holiday parents still choose to take family holidays at this time. The other key factor is due to the fact we have a significant number of pupils with complex medical needs due to their SEND need and at points this has led them to have extended periods off (1.1% of the 5.2% in 2018/19). As a school we monitor attendance rigorously and support our pupils to ensure attendance does not have significant impact on their progress.</p> <p>Three pupils received fixed term exclusions in 2018/19. The reasons for Fixed term exclusion-was that pupil's individual behaviour became so extreme as to put themselves and others at risk, these behaviours involved attacking staff and other pupils, going to the toilet in the classroom, throwing tables and chairs, elements of self-harm. This action was used as a last resort and as a time to reflect on the need and the provision to make necessary adaptations to ensure safety. The exclusion days were used to develop plans to ensure the child could safely return school and staff and pupils were safe.</p>
<p><b>Capital Investment</b></p>	<p><b>Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.</b></p> <p>We believe creating the provision in the heart of the school is key for building an inclusive provision model that will allow all pupils to thrive</p> <p>The existing classroom, that is next to the hygiene suite, and an intervention room is the area that we are proposing to use for the provision in school. The classroom would need refurbishment and a door would need to be added, leading out onto the playground. This would provide a separate entrance for parents picking up and dropping off at the start and end of the day and allow movement between the classroom and the</p>

outdoors. The intervention room would again need refurbishment with partitions added to create an office space, a safe space and a space for an intervention group. The SENCO would be based in the office, allowing a high level of involvement with the children and parents and the manning of the safe space that children could access when in crisis. A door between the intervention room and classroom would be ideal.

The hygiene suite currently has all the elements that would be necessary but does need some refurbishment, including the replacement of the shower. The classroom that is currently used as a nurture room, will be turned back into a classroom.

In the external building (formerly the Wooden Horse Nursery), there is capacity for a meeting room and a kitchen area for practising life skills. In order for this, it would need some refurbishment and suitable furniture. The smaller room will be resourced with sensory materials to create a sensory room.

Additional fencing and remarking of the playground allows for a more flexible use of the outdoor space and would give the hub children an outside area alongside but apart from the other children if they were not yet able to socialise. This also ensures that the space is secure and safe for the pupils.

All of the spaces would require neutral colours and resources such as sensory objects, a role play area. An investment in technology, (this is something the trust will cover) such as iPads for each of the children would also facilitate independent working and an alternative means of recording for those children who struggle with fine motor skills and writing.

***Projected Costs: Classroom/Office space development £30000, Furnishing £10000, Fencing £9000/ playground space development. (subject to quotes)***

## **Targeted Mainstream Provision Application**

Appendix 2

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
Thirsk School and Sixth Form College	2	<u>SEMH</u> or C&I	Hambleton and Richmonshire	11-18	915

**Vision** Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision

400 (words max)

Here at Thirsk School we pride ourselves on our inclusivity. Our values are rooted firmly in the belief that all young people have a right to a good education and that what we do as schools has significant impact on their futures. It is a widely known fact that students who are permanently excluded are less likely to achieve their academic potential and more likely to fall into poor behaviour patterns/make poor choices. Our ethos is simple:

**visions**

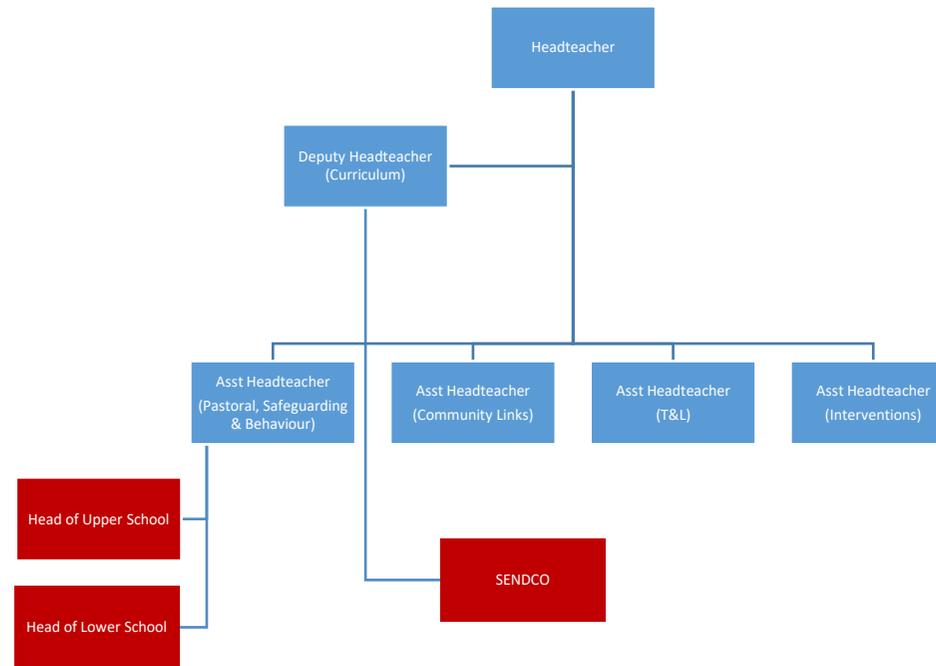
TOLERANT    HAPPY    INSPIRATIONAL    RESILIENT    SUCCESSFUL    KNOWLEDGEABLE

**values**

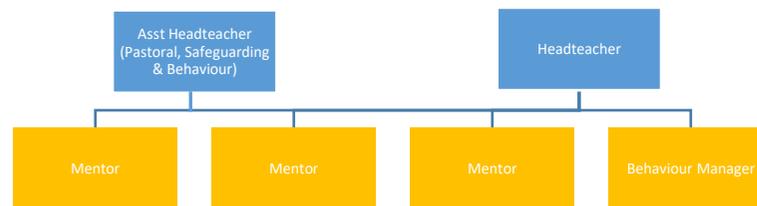
If as schools we cannot support our young people mentally and emotionally, we will not be able to help them maximise their potential academically. Ultimately, when 'we' are happy 'we' give of our best, hence the importance of supporting young people from a holistic stand

	<p>point. With this in mind, we felt that it was the right time to open an inclusion unit here at Thirsk School that we believe has potential to grow, especially if we can collaborate with other agencies/schools such as the PRS. Essentially the initial aims of the unit in-house are:</p> <ol style="list-style-type: none"> <li>1) To support any student at any point in the school day who may be experiencing 'difficulty'.</li> <li>2) To support behavioural issues.</li> <li>3) To have a base where professionals from external agencies can meet.</li> <li>4) To have a space that the young people know is their safe space.</li> </ol> <p>If we were able to collaborate long term with the PRS and become a 'specialist provision' the above aims would still stand alongside the following:</p> <ol style="list-style-type: none"> <li>1) Through development of the kitchen space within the unit, and garden area, provide catering and hospitality/land based studies as potential qualifications.</li> <li>2) For our mentors to become THRIVE trained and have a designated THRIVE room.</li> <li>3) For the systems to have 'fluidity' ie students who use the unit but are not on our roll to be able to access the main school for lessons where appropriate and vice versa.</li> <li>4) For students utilising the unit from other settings to be able to access some of our extra-curricular activities such as the Duke of Edinburgh Award.</li> <li>5) Longer term to consider other AP offers we could provide.</li> </ol> <p>Ultimately in promoting inclusion and implementing a fully integrated targeted provision you need the following:</p> <ol style="list-style-type: none"> <li>1) The building/physical capacity – which we have on site.</li> <li>2) The right mindset/ethos – which we have.</li> </ol>
<p><b>Leadership and Capacity</b></p>	<p>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</p> <ul style="list-style-type: none"> <li>• The school leadership structure</li> <li>• The role of the SENDCo and how this role is supported and influences practice within the school</li> <li>• How SEND and Inclusion is prioritised within the school</li> <li>• Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</li> </ul>

As a school our SLT structure is as follows:



The roles in red are members of SLT but not Assistant Headteachers – The line connectors indicate line and performance management structure ie Headteacher line/performance manages all blue roles, Deputy Headteacher line/performance manages SENDCO, Asst Headteacher line/performance manages both Heads of School. At present our line/performance management structure for the Inclusion unit is as follows:



	<p>Currently our unit is managed by the Assistant Headteacher for Pastoral Care, Safeguarding and Behaviour, overseen by myself as Headteacher, and on a day to day basis run by 3 non-teaching mentors and a behaviour manager. As a school we have started our ‘pivotal’ journey in terms of behaviour/ethos and in our recent ‘healthcheck report’ the following was stated:</p> <p><i>‘The ‘Inclusion’ block was outstanding and the adults who work there have the trust, relationships and investment in learners to support them in their behaviour. The students of Thirsk School hold the Inclusion team in very high regard.’</i></p> <p>All members of SLT see Inclusion and the unit itself as a school priority. Clearly Heads of School and the SENDCO work closely with inclusion staff in terms of referring students for support and looking at personalised curricula/AP packages. Likewise a member of the inclusion team attends fortnightly Pastoral meetings that include Heads of School, Assistant Headteacher for Pastoral, Safeguarding and Behaviour and SENDCO. Alongside this clearly in terms of Interventions, Curriculum and Community other members of SLT support the work of Inclusion. Our SENDCO is also central to our pupil progress tracking and monitoring systems, and as a result our support is responsive and flexible where appropriate.</p> <p>In terms of future collaboration and provision our plan would be to involve staff from the PRS in Pastoral meetings so that should they feel that a young person was able to access some mainstream lessons, that young person could be discussed/referred through our mainstream channels/systems via the appropriate Head of School and Year Head. Again if extra support within the mainstream school was needed we would work with our SENDCO and her team to support where possible. Our aim would be for staffing to be as ‘fluid’ as our overall approach. We would like to think that our mentors could work with and support some of the SEMH youngsters not on our roll and likewise PRS staff to support some students that are on our roll. It is also worth noting that myself and Alison Keane are both members of each others governing bodies/management boards.</p> <p>As a school we have prioritised Inclusion since my arrival in 2018 and SEND since the previous OFSTED in 2017. Our SIP last year was predominantly focused on Inclusion and Behaviour as agreed by the whole school and Governors. This year we have a specific focus on SEND as we are aware that in terms of data we need to make improvements in that area. Our Assistant Headteacher for Interventions has this as part of her remit as well as the Curriculum Deputy. However, it is also important to note that our number of SEN students is small meaning that data can be skewed.</p>
Governance	Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring

	<p>One of our Co-Chair of Governors has significant and extended experience in Special Education, and therefore it is clearly close to her heart and consequently, rightly so, always a school priority. Last academic year we undertook a whole school review regarding SEND and indeed will be working with the Local Authority to make improvements in this area before February 2020. The findings of the review resulted in changes to our assessing, planning and reviewing. Our system collates assessment data, and, importantly, specific subject progress information, relating to individual education plans and thus tracking progress in the specific learning challenges individuals face. The process is designed to ensure classroom teachers are fully aware of, and focused upon, specific strategies that can work to secure good progress. This has been very positively received by parents. Our SENDCO works closely with pastoral and curriculum leaders during routine reviews of support and other provision which enables a 'joined up' approach based on detailed knowledge of students.</p> <p>Our SENDCO works hard to be up-to-date: a wide range of assessment tools are regularly evaluated, exam access arrangements are thoroughly understood, and any new 'current thinking' is quickly assimilated. Our training and meeting schedule allow for flexibility. SEND training is a 'standing item' at least three times in the year, and where additional training, or information dissemination, is required SEND is prioritised.</p> <p>SEND 'learning walks' are scheduled to take place twice this year. These will involve discussions with students, lesson drop in, book scrutiny and discussions with teachers. This will build on a similar activity last year, a recent peer review that included a SEND/PP student forum, and work with the LA next term.</p> <p>Currently and for the last three years the Co-Chair or Governors meets at least termly with the SENDCO and the Curriculum Deputy to monitor, challenge and support the planned actions, and their impact, of the SENDCO.</p>
Finance	<p>Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement</p> <p>We have a long history of financial stability born through rigorous monitoring, planning and the application of strong policy and procedures.</p> <p>The results of this are evident in the reserves we have built up over the years, and despite the years of austerity, we remain in a strong financial position - a rarity within the LA.</p> <p>The proposal includes the provision for renovation works to turn the current building into a suitable environment. The same level of rigorous planning and the application of policy and procedure will be applied whilst managing the conversion. Once the unit is fully renovated and open for use, we see very little additional impact on the schools finances. We clearly would work with the PRS and LA in terms of the service level agreement but our understanding would be that the biggest financial cost would be to the PRS. Consequently we would be seeking a good and strong working relationship with them, acknowledging that financially they would need to be the establish requiring a recoup of costs. For us we would see the additional students not placing too much of a financial constraint on us as a school providing that we had made the environment fit for purpose to begin with.</p>

<b>School Data Profile and Performance</b>	<p>The school data set provided will also be considered as part of the decision making process. Please provide any additional information or context you feel is relevant in relation to the schools performance in relation to progress, attendance and exclusion with particular focus upon those with SEND.</p> <p><u>Max 500 words</u></p> <p>In terms of attendance and exclusions myself and Assistant Headteacher for Pastoral, Safeguarding and Behaviour recently met with Sally Zaranko from the Local Authority and Cath Preston from the Early Help Team. The following was noted:</p> <ol style="list-style-type: none"> <li>1) From the list of 19 students who had 3+FTE last year only 9 of them had had any FTE so far this term.</li> <li>2) Details of each of the 19 were discussed and CP was able to confirm Early Help involvement and to triangulate other agency involvements so it was clear that all avenues had been explored to wrap care around these young people.</li> <li>3) The school was clearly well informed about each student and clear interventions mapped and recorded. Assistant Headteacher very well informed and obviously goes ‘the extra mile’ for all these young people and knows families very well.</li> <li>4) Re attendance, all agreed that it was an area to focus on, but that said it was also noted that the Assistant Headteacher had clearly followed procedures and in some cases families had been fined. There has also been the appointment of a new attendance officer to support the Assistant Headteacher in this aspect of his role.</li> </ol> <p>The school wants to improve the aggregated P8 data of students designated K and EHCP. However relatively small cohorts demand that the aggregated data is treated with caution. The reliability of data is further challenged by the different way schools assess and decide if a student is ‘K’, or remains ‘K’ through their school career. In 2019 for instance our P8 for ‘K’ was skewed by some students that might be classified as ‘outliers’. To us they were young people we knew well, with a high level of need, and meeting this often involved accessing alternative provision, adjusting (sometimes significantly) their timetable and the courses they followed. A good number of our ‘K’ students also had positive individual P8 scores. Whilst always acknowledging the importance of their academic attainment it is not unreasonable to use alternative measures of success for some of our students. In many cases, for students with low attainment, their attendance, or course completion, or supported progression to their next provision were very positive outcomes. Our current cohorts in Key Stage 4 are predicted to do better than in 2019. There are some similar patterns in terms of a small number of outliers whose impact is very significant, and the current Year 10 students show further improvements are predicted, with fewer outliers in aggregated data. In 2019 we were pleased that our low prior attainers achieved progress that was significantly positive.</p>
<b>Capital Investment</b>	<p>Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.</p>

Please see attached plan – we would envisage approximately £80K to complete works.

**Room A:** This is currently the year 11 common room, used at lunchtime, with double door access from the school yard, meaning that there is a separate entrance to this area as well as from inclusion. Our aim would be that this room could be used by the community outside of normal school hours for community events etc. In terms of structure, it would need some new furniture and re-decoration. The internal wall that divides it from room B would possibly need some work, as it is currently just wooden panelling. You will see that I have drawn an internal wall in, (biggest structural change in A) thereby reducing the size of room A slightly, but allowing for inclusion and room A to be separate if necessary – there would be a door linking both areas. However, currently there are two table tennis tables for the year 11 common room. We would want to keep these, possibly consider a football table, air hockey etc. Likewise there would be tables and chairs in this room. Consequently, although our secondary aim, after year 11 usage, would be to ‘let’ this space for community use, obviously it could and would be available to students within inclusion for their ‘down time’. Longer term we may look at different break/lunchtimes for students within inclusion. Likewise, we are hoping to train two members of staff in ‘teen yoga’, and they could run sessions from this space.

**Room B:** Currently this is a disused kitchen, with great potential/scope for improvement. There are also various ‘cupboards/spaces’ within room B that would need plastering etc but some walls could potentially be removed to open up the space. What would be needed would be a toilet area, new units, fridge/freezer, possibly 3 ovens so that there is potential to teach hospitality and catering and a door to provide access into room A (this would mean that this area could be accessed either from inclusion or from room A).

**Room C:** Teaching space.

**Rooms E&F:** This is an office that can be split into two for 1 to 1 mentoring. It would require a dividing wall, an extra door for access to room E, furniture, telephone/computing facilities and a sky light to provide natural light as room F would have no windows. Also, possible soundproofing.

**Room G:** This would become the isolation room (currently room J). The window would be made into a door, so that again isolation can be accessed from outside as well as via inclusion. Likewise, telephone, computing and CCTV facilities needed.

**Room H:** Currently used as the main inclusion room. Only work needed would be possible boxing in of some pipes and a covering over the wall that currently is covered with carpet tiles – this would become the THRIVE room.

**Room I:** This room requires plastering, decoration, flooring, electrics boxed in. Our intention would be for this to become a storage cupboard.

**Room J:** This would become another potential teaching/quiet working/mindfulness space – a multi-purpose room. It would require some furniture and again potential resources such as yoga mats, cushions, sensory lighting etc.

## **Targeted Mainstream Provision Application**

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
The Wensleydale School and Sixth Form	Good	C&I	North Yorkshire- Richmondshire and Hambleton	11-18	364

<b>Vision</b>	<b>Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision</b>
	<p>Our core purpose of improving the Quality of Education is at the forefront of everything we do.</p> <p>Our intent is to create successful students who enjoy learning; make good progress and achieve excellence. To inspire confident individuals who are able to live safe, healthy and fulfilling lives and are responsible citizens who can make a positive contribution to society. The addition of a C&amp;I provision would dovetail perfectly into our current ethos and vision, as we are a wholly inclusive school and adapt to the needs of our individual students. In fact our downturn in results in 2019 is due, in part, to following the personalised learning pathways for 8x Yr11 students, most of whom transferred from other schools to us during KS4.</p> <p>We have developed a curriculum which creates an aspirational high achievement culture and takes into account individual needs and styles, allowing everyone to experience success. We are determined to raise standards of attainment.</p> <p>Our curriculum principles include:</p> <ul style="list-style-type: none"> <li>· Clear progress tracked and monitored over 7 years, accelerating student progress</li> <li>· A very broad KS3 Curriculum covering 17 subjects exceeding all the national curriculum requirements.</li> <li>· A bespoke Post 16 curriculum offer tailored to our rural needs</li> </ul> <p>However, we believe that the curriculum is not just enacted in the classroom and is a much broader experience; including trips, visits and extra-curricular opportunities. We are very proud of our school and local community and the extensive range of opportunities provided for all students. This would widen the opportunities for our C&amp;I students, who would be able to benefit from our broad enrichment and specialist SEND team.</p>

	<p>Our key behaviours are demonstrated consistently in and out of the classroom of being respectful, positive and hardworking, this includes all adults and students on site and our C &amp; I provision would be no exception. We have a proven track record of providing an excellent nurturing environment for our current SEND students and can demonstrate excellent communication skills with all stakeholders.</p> <p>We have developed and embedded inclusive practice in our school over the last 4 years and therefore are in a good position to widen this practice in our C&amp;I offer.</p> <p>We have systems and processes in place to be 'up and running' for September 2020</p> <p>We have robust QA and CPD stands in place for all staff - which follow North Yorkshires Inclusive practice vision.</p>
<p><b>Leadership and Capacity</b></p>	<p><b>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</b></p> <ul style="list-style-type: none"> <li>● <b>The school leadership structure</b></li> <li>● <b>The role of the SENDCo and how this role is supported and influences practice within the school</b></li> <li>● <b>How SEND and Inclusion is prioritised within the school</b></li> <li>● <b>Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</b></li> </ul>

The school leadership structure includes: Headteacher, Assistant Headteacher: Raising Standards Lead, Assistant Headteacher: Character and Culture (currently fulfilled by Acting Assistant Headteacher in this role), School Business Manager.

The Wensleydale School and Sixth Form SENDCO is the Senior Teacher for Access and Inclusion and has the capacity to undertake the strategic role within the C and I targeted mainstream provision onsite. This would involve withdrawing from teaching in the mainstream curriculum and focussing fully on the targeted provision and delivering content within it.

The SENDCo has SLT responsibilities and observes every staff member throughout the academic year to ensure that high standards and good practice is maintained. Currently the SENDCo offers twice weekly differentiation training and observes lessons to see this direction in practice. The influence of the SENDCO in everyday practice of teaching and support staff has grown and all staff are expected to use IEP's as standard practice- making following and meeting student needs, a priority in every classroom. Every teacher at The Wensleydale School and Sixth Form is a teacher of SEND and have a role to play in collective responsibility to meet our most vulnerable children's needs. This is a main directive from the SLT down.

SEND and Inclusion plays a huge part of school life at Wensleydale. Currently there are classes running as intervention in both Literacy and Numeracy from Entry Level 1 (Year 7 students catch up) up to Level 2 (Year 10 boys class). Need has been identified and the students have been withdrawn from other areas of the curriculum in order to focus on basic skills that will allow the students to access other classrooms more easily and feel more confident in their own abilities to succeed.

Proposed staffing structure- Our C & I targeted mainstream provision will be overseen by our Headteacher- Julia Polley and strategically led by the Senior Teacher for Access and Inclusion in a slight role change. We are fortunate to have a fully qualified primary teacher already employed to deliver Key Stage 3 literacy and numeracy courses at standard. Specialist teaching from the mainstream core offer will be used in the provision e.g. Maths teacher for Numeracy and English for Literacy.

Vocational courses will be offered and delivered from within the capacity of the SENDCo and other mainstream teachers- at KS4 this will be part of our GCSE 'blocking' system where courses will be created and staffed as a bespoke measure for the provision. Some students from the provision will access mainstream/whole school classes, supported by designated staff where appropriate and spend part time within the provision.

The C and I provision will have 1 exclusive day per week of wellbeing support from our current school Wellbeing Mentor as well as academically being supported by at least one GTA in each classroom for additional support.

**Governance**

**Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring**

	<p>The Headteacher has kept FGB fully informed of the proposed application to become a C and I provision school. The minutes of governors meetings clearly highlight the governors support for this move.</p> <p><b><i>FGB 1819:33 page 5 'Resolved action ': That the governors support the school putting its name forward for consideration to have a 'Communication and Interaction' base on site.</i></b></p> <p>Governors minutes also demonstrate the rigour with which SEND and Inclusion are challenged.</p> <p>Link Governor for SEND currently Jane Ritchie: visits SEND and Inclusion twice termly: 1 x meeting with SENDCo to deep dive data and ask challenging questions. 1 x time to work directly with students, collect student voice and view in lessons.</p> <p>One place is currently booked onto the National Governance Accreditation "The Role of the SEND Governor" online training and is due to be completed imminently.</p> <p>SEND data is fed back as part of Headteachers report termly to all governors for scrutiny- the SENDCo is present for any questions as part of Staff Governor role. This data is currently very favourable.</p> <p>Chair of Governors meets monthly with the Hedateacher, these informal meetings ensure operational issues are fully discussed and are a very supportive means of keeping the FGB fully updated .</p> <p>The skills audit conducted from September 2019 further demonstrates strength on the FGB in SEND and finance.</p>
<p><b>Finance</b></p>	<p><b>Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement</b></p>

The school undertook a substantial staff restructure during 2018-19 in order to stabilize the budget. Furthermore all elements of the budget have been reduced and cut to maintain a prudent financial status. NYCC finance office undertook a financial review in September 2018 and found all actions to reduce financial overspend had already been taken.

Revised budget for Dec 2019 shows an increase in in year deficit position for 2019-20, **however** this is largely due to additional costs incurred during the flooding of July 2019 and damage caused to building which are as yet not refunded via insurance. Secondly the revised 3 year budget shows surplus in 2020-21 of £ 89 595 and a further surplus the following year.

The schools is forecasting recovering position and the C and I SLA will be used to totally underpin the learning needs of those students placed here.

The Headteacher and Business Manager work relentlessly on managing the school budget whilst maintaining the quality of education. the staffing required for theC&I provision is largely already in place, however there would be a requirement for an additional GTA and an increase of salary for the SENDCO - commensurate with the Senior Leadership position required to deliver the outcomes of C and I. Specific staffing of the C & I base when fully established would be projected as :

6 x 1:1 TAs for support in mainstream classes - £14188 at 2020-21 rates = £85128

1 x day per week Wellbeing Mentor time costed at £300 per day = 38 weeks x £300 = £11400

Uplift in salary for SENDCO from UPS and TLR replaced onto Leadership scale 11 required = £9000

1 x primary Teacher = already on staff and paid as GTA plus some teaching hours at UPS 3- uplift required to pay as teacher full time = £20000

**Therefore total requirement of staffing costs are £125 528**

The SLA would ensure that even if some places were unfilled initially these costs could be met and obviously appointment of GTAs would take place on a need basis.

Mainstream classes would be accessed at no additional cost other than GTA support

Additional resources would be minila and be provided on a need basis- courses developed and taught in base would be i-achieve or similar to which the school already has a full license for.

**School Data  
Profile and  
Performance**

**The school data set provided will also be considered as part of the decision making process. Please provide any additional information or context you feel is relevant in relation to the schools performance in relation to progress, attendance and exclusion with particular focus upon those with SEND.**

### Max 500 words

As a wholly inclusive school, exclusion rates of SEND children is exceptionally low. The SENDCo and Headteacher work together daily to ensure that alternative sanctions can be sought that meet the needs of individual students where appropriate. This includes booked time in “The Bridge,” time spent using our fully differentiated online learning system “EdLounge” or completing 1:1 restorative work where appropriate.

Over the past three years, the academic gap between SEND students and their non SEND counterparts has closed considerably and has been smaller than the national average.

In academic year 2018/2019 SEND students in Year 7 outperformed their non-SEND counterparts in almost all subject areas:

1	SEND					
2	Subject Name	Avg KS2	Yr7 PR3 Avg Sub LOP	Progress Report 4 Avg Sub LOP	Progress Report 5 Avg Sub LOP	PR5 Analysis
3	Art	3b	-2	-1.2	-1.2	Greater Progress Than Non SEN
4	Design and Technology	3b	-1	-0.1	0	Greater Progress Than Non SEN
5	Drama	3b	0.7	3.2	3.4	Greater Progress Than Non SEN
6	English	3a	0.1	1.6	2.2	Less Progress Than Non SEN
7	French	3b	-1.5	-1.8	-1.3	Greater Progress Than Non SEN
8	Geography	3b	-0.1	0.5	1.2	Less Progress Than Non SEN
9	History	3b	-0.4	0.3	0.9	Less Progress Than Non SEN
10	Information Technology	3b	0.7	1.5	2.1	Greater Progress Than Non SEN
11	Mathematics	3b	-0.3	1.6	2	Less Progress Than Non SEN
12	Music	3b	-1.2	-0.5	0.1	Greater Progress Than Non SEN
13	Physical Education	3b	1.4	2.6	3.1	Greater Progress Than Non SEN
14	PSHE	3a	0	N/A	N/A	
15	Religious Studies	3b	-1.6	0	1.2	Greater Progress Than Non SEN
16	Science	3b	1.7	3	3.2	Greater Progress Than Non SEN
17	Spanish	3b	-2.4	-0.9	-0.6	Greater Progress Than Non SEN
18	Summary	3b	-0.4	0.7	1.2	Greater Progress Than Non SEN

Year 8 in 2018/2019 followed the same pattern:

SEND					
Subject Name	Avg KS2	Yr8 PR3 Avg Sub LOP	PR4 Year 8 Avg Sub LOP	Yr 8 PR4 Avg Sub LOP	PR5 Analysis
Art	3a	0.7	1.7	1.7	Greater Progress Than Non SEN
Design and Technology	3a	1.4	2.4	2.6	Greater Progress Than Non SEN
Drama	3a	4.5	6.9	7.1	Greater Progress Than Non SEN
English	3a	4.1	4.4	4.7	Greater Progress Than Non SEN
Food	3a	N/A	N/A	N/A	
French	3a	3.5	3.8	4.1	Greater Progress Than Non SEN
Geography	3a	2.1	2.8	4.1	Greater Progress Than Non SEN
History	3a	1.6	2.6	3.9	Greater Progress Than Non SEN
Information Technology	3a	4.2	4.9	5.5	Greater Progress Than Non SEN
Mathematics	4c	2.7	3.2	3.8	Less Progress Than Non SEN
Music	3a	2.5	2.6	2.7	Greater Progress Than Non SEN
Physical Education	3a	3.1	4	4.3	Greater Progress Than Non SEN
PSHE	3a	N/A	N/A	0	
Religious Studies	3a	2.2	2.6	3.7	Greater Progress Than Non SEN
Science	3a	4.2	4.5	5.6	Greater Progress Than Non SEN
Spanish	3a	-0.9	0	0.4	Greater Progress Than Non SEN
Textiles	3a	N/A	N/A	N/A	
Summary	3a	2.6	3.3	3.6	Greater Progress Than Non SEN

Year 9 in 2018/2019 also shows students progressing more than their non SEND counterparts:

SEND					
Subject Name	Avg KS2	Yr9 PR3 Avg Sub LOP	PR4 Year 9 Avg Sub LOP	Yr9 PR5 Avg Sub LOP	PR5 Analysis
Art	4b	3.9	4.9	4.9	Greater Progress Than Non SEN
Design and Technology	4b	4.8	5.7	5.8	Greater Progress Than Non SEN
Drama	4b	6.1	8.4	8.5	Greater Progress Than Non SEN
English	4b	4.6	5.3	5.6	Greater Progress Than Non SEN
Food	4b	N/A	N/A	N/A	
French	4b	4.9	5	4.8	Greater Progress Than Non SEN
Geography	4b	3	3	4.6	Less Progress Than Non SEN
History	4b	4.6	4.8	5.6	Less Progress Than Non SEN
Information Technology	4b	5.2	6.1	6.4	Less Progress Than Non SEN
Mathematics	4b	4.8	5.7	5.1	Less Progress Than Non SEN
Music	4b	4.9	4.5	4.8	Greater Progress Than Non SEN
Physical Education	4b	6	7.2	7.1	Greater Progress Than Non SEN
PSHE	4b	0	N/A	N/A	
Religious Studies	4b	3.1	3.9	5.8	Greater Progress Than Non SEN
Science	4b	3.9	4.4	4.7	Less Progress Than Non SEN
Spanish	4b	-1.6	-0.1	1.1	Greater Progress Than Non SEN
Textiles	4b	N/A	N/A	N/A	
Summary	4b	3.9	4.9	5.3	Greater Progress Than Non SEN

The key stage 4 key measure of Progress 8 in 2018/2019 (and for two academic years prior) shows that our SEND students perform consistently better than their non-SEND counterparts. This is due to the excellent wave 1 teaching, numerous specialist interventions, support and tracking completed by all staff who have a collective responsibility for teaching SEND students as well as from the specific SEND team.

	SEND	Non-SEND
2017	-0.02	-0.06
2018	0.09	-0.01
2019	-0.49	-0.61

**Analysis of Data provided :**

- 2018-19 A8 and P8 are low, there are a number of well documented reasons for this dip. previously the school has maintained an 'Average A8 and P8 with plans through a 3 year School Improvement Plan to improve these figures. However, the quality of education provided and the breadth of curriculum offer has been maintained despite severe restructuring in 2018-19 due to budget constraints. The quality of education remains our key focus.
- Use of EHE in 2018-19 was unprecedented and came as a lack of inclusive options within NYCC.
- Our school has a trend of very low SEND exclusions - demonstrative of inclusive practice
- Disadvantaged A8 figure is upward trend in our school
- SEND gap was closing - 2018-19 anomaly skews trend.
- Our school demonstrates stabilizing SEND E and M 9-5
- SEN gap follows NYCC trend- this will be corrected with new EMS and inclusive practice. North Yorkshire LA will have more control and accountability of our students rather than having placements out of county.

**Capital Investment**

**Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.**

It is anticipated that in year 1 no capital spend would be required.

The current 'Bridge' space (SEND base) is already functional and will complement this space and is within the main school building. This space is fully set up and can be used as additional space when required.

Existing space is available within currently vacant "caretakers bungalow." This space can create one large classroom and three smaller intervention classrooms- these areas will require refurbishment for Year 2 with associated costs :

1. Classroom furniture for main room 5x tables and 10 chairs, 2 x desktop computers and office equipment for 1 office-SENDCo
2. Remodelling of bathroom and toilet facilities to incorporate 1 disabled use toilet and washroom
3. larger bedroom to be converted into 4 place teaching area - whiteboard, projector and furniture required
4. 2 smaller current bedrooms to be converted into mentoring and meeting spaces
5. Some realignment of fencing
6. Some realignment of entrance ramps and accessibility points
7. Additional fire alarms and intruder detection required
8. Additional security in terms of locks and swipe card entrances
9. Some basic redecoration

**Breakdown of costs of work above:**

1. **Table and chairs already in school storage, IT and office equipment estimated £1500**
2. **Remodelling toilet- some building work required estimated cost £5000**
3. **Redecoration, whiteboard and projector estimated £1050**
4. **Redecoration + some furniture estimate £1000**
5. **and 6. More costly - rough estimate £5000**
7. **Security locks and fencing estimate £ 1800**
8. **Upgraded detection estimate £1000**

**Total capital spend required in Year2 = £16 350 estimate**

## **Targeted Mainstream Provision Application**

Appendix 2

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
<u>West Cliff Primary</u>	<u>Good</u>	SEMH or C&I	<u>Whitby</u>	<u>2-11</u>	<u>219</u>

<b>Vision</b>	<b>Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision</b>
	<p>This is a school where staff deeply care about the well being of the pupils (and their parents) that come here. Inclusion sits at the very heart of the school. School leaders and governors have a passionate commitment to helping all pupils be the best that they can be.</p> <p>Expectations for all pupils are high. This includes children with SEND. If any child is falling behind or has recently joined the school then there is a plan to address quickly. Pupils arrive at school eager to learn. The whole school enquiry curriculum is ambitious and extends the children's learning beyond their own limited life experiences. Enquiries are planned carefully to ensure progression of skills and knowledge across school.</p> <p>Pupils behave exceptionally well. They are kind and courteous, and have patience with children that find school life difficult. The school has a number of children who have recently joined as 'managed moves' – these are the children with individual plans that at times display challenging behaviour. Children feel happy and safe. Bullying is not tolerated.</p> <p>Pupils get many chances to see and experience the world beyond the school gates – with a variety of trips and a progressive set of beach school activities. Children are taught to respect their heritage, and also to understand and respect the wider world.</p> <p>Our staff are very experienced at working with challenging children, and firmly believe that all children deserve an excellent education. They understand that the behaviour that we see from children is usually the result of a child being in crisis. We have a very strong track record with helping very challenging young people to excel. All of our staff are trained in emotion coaching and have RPI training.</p>

<b>Leadership and Capacity</b>	<p><b>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</b></p> <ul style="list-style-type: none"> <li>• <b>The school leadership structure</b></li> <li>• <b>The role of the SENDCo and how this role is supported and influences practice within the school</b></li> <li>• <b>How SEND and Inclusion is prioritised within the school</b></li> <li>• <b>Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</b></li> </ul>
<b>Governance</b>	<p>The school has a headteacher an associate headteacher and 2 additional members of SLT. The SENCO sits on the SLT . Inclusion is the heart of our school – it runs through West Cliff like a stick of rock! We have always taken in any child that has been about to be excluded from another setting – we have a history of successful managed moves.</p> <p>Our SENCO would be the manager of the provision and would be based there 4 days a week – she works 0.8</p> <p>Children would move between the provision and their own age class throughout the week supported by dedicated teaching assistants – we would employ additional specialist teaching assistants once the provision was confirmed. Our class teachers are fully supportive of our plans and will embrace these additional young people into their classrooms.</p> <p><b>Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring</b></p> <p>We have a governor designated for SEND and inclusion and a shadow SEND governor. Both governors are teachers and as such fully understand SEND. These governors meet with the SENCO termly to discuss provision in school and progress of SEND children. The full governing body are fully supportive of the provision at West Cliff as they feel that it fully meets the ethos of the school and in part West Cliff already takes these pupils. As a Head in Whitby I have been requesting this provision for the last 15 years, and as such it is appropriate that West Cliff steps forward and offers to support this.</p> <p>Our Governors are fully trained and very vigilant in safeguarding training – this is robustly monitored in school by Governors.</p>

<b>Finance</b>	<b>Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement</b>
	<p>The school and trust are in a healthy financial situation – and the school has a reasonable carry forward. The school has rising numbers so has a healthy future financial forecast.</p> <p>The SLA set out looks as though it will finance the provision with dedicated teaching assistants and the SENCO overseeing the provision. Clearly the actual numbers will be dependent upon how many children are in the base.</p> <p>The finance committee of the GB have seen the SLA and are happy with those terms.</p>
<b>School Data Profile and Performance</b>	<b>The school data set provided will also be considered as part of the decision making process. Please provide any additional information or context you feel is relevant in relation to the schools performance in relation to progress, attendance and exclusion with particular focus upon those with SEND.</b>
	<p>West Cliff has had no exclusions for many years and this is a conscious decision. We have admitted around 10 children over the last 5 years that have been managed moves from other local primary schools. Every one of these children has been successful and subject to no fixed term exclusions at West Cliff.</p> <p>Attendance is an ongoing battle – our attendance was 95.7% last year – but 2% of our absence was holiday absence – our actual illness attendance was below national average and our persistent absentees were largely long holidays!</p> <p>Our criteria for SEND is very tight in the trust, and as a result we have very few pupils on the SEND register – and these are children that are significant 'outliers' It is no surprise therefore that these children do not reach expected standard in statutory tests. We have personal learning journeys for all our children with SEND and these chart ALL progress – not just very narrow academic progress. They showcase all of the small but significant steps that these children make. We are very proud of the good SAT results that we achieve each year, but this is not the most important measure of success that we have.</p>

<b>Capital Investment</b>	<b>Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.</b>
	<p>We have no spare classroom in school. The only option would be to remodel a section of school to create a new classroom and relocate the toilets. This would have to be done over the summer holidays. With the agreement of Chris we have employed an architect to draw up plans so that there will be an estimate of the cost of this and plans. Initial indications suggest it would cost £30000 to create the classroom, relocate the toilets and create an outdoor play area. When the architect completes the plans I am happy to send them onto Chris for discussion.</p>

## **Targeted Mainstream Provision Application**

Appendix 2

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
<u>Holy Family Catholic High School</u>	<u>RI</u>	SEMH or C&I	<u>Selby</u>	<u>11-16</u>	<u>444</u>

Vision	<p><b>Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision</b></p>
	<p>Holy Family Catholic High School is a small, oversubscribed and genuinely inclusive secondary school located in Carlton, North Yorkshire. Our aim is to provide an outstanding education for all children irrespective of background or prior attainment. We are proud of our Catholic ethos which we believe, sets us apart from other schools locally. Our mission is to help all pupils 'to grow in wisdom and grace' by working in genuine partnership with parents and carers to provide an outstanding education for all pupils that allows each one of them to achieve their potential academically, develop personally and grow spiritually. The school is much more than a family in name and is recognised widely as a warm and caring community where each pupil is recognised and valued as an individual and nurtured to achieve their full potential. We encourage all our students to use their God-given talents to be the best they can be and as a result, pupils leave with the qualifications, key skills and attributes they need to not only prosper personally but also, contribute to society and to the common good.</p> <p><b><i>'Together we step out in faith, knowing Christ is with us and united as a holy family.'</i></b></p> <p>We are currently an Enhanced Mainstream School (EMS) Secondary for high functioning autism. We have 11 autistic students currently on roll in school who access mainstream lessons and additional support and provision in 'The Hive'.</p>

<b>Leadership and Capacity</b>	<p><b>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</b></p> <ul style="list-style-type: none"> <li>• <b>The school leadership structure</b></li> <li>• <b>The role of the SENDCo and how this role is supported and influences practice within the school</b></li> <li>• <b>How SEND and Inclusion is prioritised within the school</b></li> <li>• <b>Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</b></li> </ul>
	<p>Our leadership structure includes Headteacher, Deputy Headteacher, Assistant Headteacher and Associate Assistant Headteacher. Our extended school improvement team includes our SENDCo, student progress leaders and curriculum leads.</p> <p>Our Deputy Head leads the school and team on 'Inclusion': Associate Assistant Head, SENDCo and Hive team, student progress leads, attendance officer and student support officer.</p> <p>Our SENDCo is new to post (Sept 2019) and we have supported her professional development on the NASENCO course at York St John University. She is supported to attend regular network opportunities with other SENDCos, in both the local authority and Leeds Diocese. She influences practice in school with regular input on training days, weekly input at our operational briefing, updates in our T&amp;L briefing and input in all 'achievement unlocked' meetings where all pupils in every year group are discussed.</p> <p>Our aim for 2020, with the decommissioning of the existing EMS provision is to reorganise 'The Hive' provision. Our proposed structure for 'The Hive' is:</p> <p>SENDCo  Specialist Teacher – C&amp;I Lead  HLTA x2  ATAs x2 (one of these staff will be based in 'The Hive' and one will lead support in mainstream)  Admin support – x1  GTAs – x6</p> <p>Each student with an allocated place in the provision would have a bespoke timetable. We would assess their individual needs. This could involve:</p> <ul style="list-style-type: none"> <li>• Access to mainstream lessons</li> <li>• Additional Maths, English and Science support in 'The Hive' (we currently provide Entry Level Science and Maths, Step Up to English)</li> <li>• Asdan (COPE) course</li> <li>• Positive Behaviour management course</li> <li>• Art and Lego therapy</li> <li>• Literacy and numeracy support</li> <li>• EAL support</li> <li>• Friendship support groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Lifeskills lessons and practical experiences</li> </ul> <p><b>Other additional support:</b></p> <ul style="list-style-type: none"> <li>• Designated 'Key Worker' in school as a point of contact for parents and staff</li> <li>• Enhanced transition provision from KS2 to KS3, KS3 to KS4 and KS4 to KS5</li> <li>• Enhanced offer of careers guidance with extra sessions with careers advisor, these meetings also involve parents and key workers</li> <li>• Meetings to discuss suitability of trips/visits and plans put in place to include where possible</li> <li>• Additional support from school counsellor 'SEMH'</li> </ul>
<b>Governance</b>	<p><b>Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring</b></p> <p>Our governing body have a named governor who is linked to SEND and Inclusion. As part of their role they visit the school each year and meet staff and students. This is fed back to the governing body. Data and information on SEND student's attendance, achievement and attainment is prioritised for discussion by governors.</p>

Finance	<p><b>Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement</b></p> <p>The school is undergoing a staffing restructure in 2020 to reduce a projected deficit budget for 2020/21. This is due to reduce numbers (now three form entry). This will be a reduction in the number of teaching staff in line with projected numbers. The current EMS provision staffing is going through the process of redundancy/restructure.</p> <p>The new funding in the SLA would allow us to restructure the staffing of the provision to meet the needs of the students.</p>
School Data Profile and Performance	<p><b>The school data set provided will also be considered as part of the decision making process. Please provide any additional information or context you feel is relevant in relation to the schools performance in relation to progress, attendance and exclusion with particular focus upon those with SEND.</b></p> <p>Our current data from 2017 to 2019 reflects the legacy of five years of turbulence with 4 different Headteachers and Deputy Heads. The staffing has now stabilised and the current Head and Deputy have experience of working in schools with additional resource provision. The Headteacher has overseen a successful review and restructure of C&amp;I provision at her previous school.</p> <p>Our current numbers for data analysis are small due to the size of the school (3 SEND E and 6 SEND K in 2019). This can then skew the data negatively. Every student has a case study that details the decisions that were made on access to courses, these are discussed with parents, students and staff.</p> <p>In the 2019 cohort all SEND students had destinations for post-16.</p> <p>Students were entered for GCSE where appropriate and in addition completed ASDAN and level one courses. All left with qualifications that has led to further study or apprenticeships.</p>
Capital Investment	<p><b>Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.</b></p>

	<p>We would like to refurbish 'The Hive' to be a more efficient space. If funds allow we would also refurbish the medical room and toilet that are adjacent to 'The Hive'. This would help us to accommodate any additional medical provisions.</p>
--	---

## **Targeted Mainstream Provision Application**

Appendix 2

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
<u>Selby High School</u>	<u>Good</u>	SEMH or C&I	<u>Selby</u>	<u>11-16</u>	<u>1162</u>

At Selby High School, we sincerely want to be part of the solution to ensure high quality provision for vulnerable young people in North Yorkshire. From experience, we know that students with an EHCP that recognises their SEMH can present specific challenges for a mainstream school, and therefore put forward this application fully aware of the risks involved. The success of this provision will be dependent upon:

- The level of seriousness of the needs of the young people in the provision; we will need to have a very clear role in deciding whether or not a student is suitable for the provision;
- The quality and regularity of the therapeutic provision provided through the Selby hub, and the ongoing support of SEMH professionals within NYCC;
- The provision initially being for students in key stage 3- ideally year 7 and 8.

<b>Vision</b>	<p><b>Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision</b></p> <p><b>400 (words max)</b></p> <p>Our vision statement- “Embracing Diversity, Unlocking Potential, Inspiring Learning”- runs through everything we do at SHS. At the forefront of all our decisions is “embracing diversity”; a consideration of equality and tolerance summed up in our first school aim: “To create a safe and inclusive environment, where everybody feels like they belong”. Our absolute commitment to being the best we can be in this area can be seen in the positive report we received on achieving Optimus Education’s Wellbeing Award, in 2018. We have been focused, in particular, on supporting students where SEMH is a serious barrier to progress, and through training, restructure and policy have worked towards an environment where <b>all</b> students can access an appropriate, challenging curriculum.</p> <p>A key part of our 5 year strategy, “excellence for all”, is the idea that “every teacher is a teacher of SEN.” We have led in terms of promoting inclusivity for all. We believe in high standards and high expectations “for ourselves and each other”, because we want all our students – particularly our most vulnerable- to achieve their potential and have the same advantages as everyone else. These high expectations are not just around academic achievement, but also include personal development, and preparation for future pathways. We also have high expectations in terms of behaviour, but with a clear understanding of the reasonable adjustments that have to be made to support vulnerable students.</p> <p>We serve a town which whilst diverse in terms of economic background, is not very diverse in terms of ethnicity or religion. We call our approach to PSHCE, British Values and SMSC the Values Curriculum, through which we promote a consistent message of embracing diversity, as well as encouraging our students to be global citizens who are well-prepared for their future pathways. The Values Curriculum approach will be key to ensuring a fully-rounded education for students within our provision.</p> <p>The central focus of our vision for 2020/21 is to introduce a whole school approach to SEMH issues, through partnership with the Forest Special School; this will help reduce issues within the classroom, but also ensure that staff are fully trained with the best approaches for ensuring that students from the targeted provision succeed within their classrooms.</p>
<b>Leadership and Capacity</b>	<p><b>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</b></p> <ul style="list-style-type: none"> <li>• <b>The school leadership structure</b></li> <li>• <b>The role of the SENDCo and how this role is supported and influences practice within the school</b></li> <li>• <b>How SEND and Inclusion is prioritised within the school</b></li> <li>• <b>Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</b></li> </ul>

The school leadership structure and key responsibilities are attached as an appendix. Leadership was identified as a strength in the most recent OFSTED Inspection, June 2018 and in subsequent visits by the NYCC School Improvement Partner.

An experienced team is in place, both at senior and extended leadership level, with 4 of the 5 Faculty Leaders undertaking an NPQSL with the Ambition Institute this year. As part of this course, all four faculty leaders are currently taking on a significant additional whole school responsibility in addition to their substantive roles. With this in mind, I am confident that I have the capacity to backfill the role of the senior leader who will oversee the introduction of this important project; this will either be one of the Assistant Principals or the SENDCO. The principal will line manage the senior leader who leads on the project, and take overall responsibility for its successful implementation. Lizzie Crawford, the SENDCO will be a central part of the development team, whether or not she takes on the role of setting up the provision.

A significant amount of importance is placed on the role of the SENDCO and as a key member of the Senior Leadership Team, Lizzie is involved in all decision making within the school; she also has a very small teaching allocation which allows her the necessary time for strategic development and day-to-day oversight of the team. Lizzie is at the heart of policy and practice for SEND within the school, and has led on the improvement of SEND over the last three years focusing on three key areas:

- Policy and Procedure
- Training and development of staff in the main areas of need
- Re-evaluating the role of the TA within and without the classroom

SEND and Inclusion are prioritised in various ways. Every teacher is a teacher of SEND, and we have had a significant focus on developing our teachers' skills in catering for the full range of needs. From September, 2020 we will be introducing a whole school approach to SEMH, and are currently investigating the most appropriate model in collaboration with the Forest Special School. The Forest School will also be helping us to train our staff with working with students with more complex needs so this partnership will be a key part of the Targeted Provision if we are successful. Our support for students with additional needs can already be seen in our Student Support Centre and Sensory Room (which provides a safe space for students if they are struggling to cope with their day). We have an absolute commitment to putting the training in place that is required to ensure the progress and safety of students in our care. For example, two teaching assistants became proficient in braille in order to support a partially-sighted student, and several members of the leadership team and pastoral team updated their Team Teach training when we had a boy who needed 2 to 1 provision for the time he was with us before finding a space at a special school. We ensure students are able to partake in all activities, and put significant adjustments in place to make sure all students can attend trips.

Our internal provision demonstrates our total commitment to inclusivity; the focus has been on developing provision to support our most significant growing area of need- SEMH. The Bridge offers an additional level of support for students struggling to engage with the mainstream curriculum, providing some short-term respite from lessons, but primarily helping students to succeed within the mainstream classroom. The Key offers students a chance to study a subject of their own choosing in very small groups- gaining a qualification in Cope- whilst the staff in the Key also work on social and emotional issues. Our SEMH Teaching Assistant deliver bespoke one to one support with students and then support them with using the skills that they have developed within the classroom. All of these approaches- which have already gained real impact- will be used within our targeted provision. The provision would be an integral part of our SEN support- which includes the Bridge and the Key- allowing us flexibility with staffing.

The students will be based where the Bridge is currently located, and the space next to the Bridge which is currently office space will be converted into an additional classroom space. Students will start every day in the provision with the 2 HLTAs and one TA who will be working with them. There will therefore be the flexibility to have all 8 students together or to break out into two groups of 4.

The aim will be to ensure that students in the provision attend as many mainstream lessons as possible, whilst acknowledging it may take some time for all students to be able to do this; students will also benefit from additional literacy and numeracy lessons, taught by Selby High maths and English specialist teachers who will receive additional training. Students would also have daily sessions delivered by the HLTAs, either to the whole group of 8, or divided into two groups of 4. Additional PE lessons would be taught to the whole group by a PE teacher with additional training; through building a relationship with the group this member of staff would then be able to take the students on outdoor learning activities.

A typical day would be:

Period	Lesson	Staff	Students	Notes
Registration	PSHSE	2 HLTAs/TA	All 8 students	
Period 1	English	English teacher plus 1 HLTA/TA	All 8 students	Some students might be attending main stream lessons.
Period 2	Maths	Maths teacher plus 1 HLTA/TA	All 8 students	Some students might be attending main stream lessons.
Period 3	Curriculum lesson 1	Supported by HLTA/TA and school TAs		Some students might need to remain in the provision.
Lunch				
Period 4	Curriculum lesson 2	Supported by HLTA/TA and school TAs		Some students might need to remain in the provision.
Period 5	Focused Activities	2 HLTAs/TA	All 8 students	ICT-based learning; arts and crafts; Therapeutic approaches

**Governance**

**Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring**

The governing body takes a strategic overview of the school through the 5 Year Strategic Plan, "Excellence for All". The importance of inclusion and SEND appears in several parts of the plan. The first bullet point in "Embracing Diversity" is "consider equality and inclusion as an aspect of

	<p>all decision-making and policy". Under "Unlocking Potential" governors "ensure that an annual strategic plan is in place to oversee the progress of students with SEND", and under "Inspiring Learning", the following two bullet points are prioritised:</p> <ul style="list-style-type: none"> <li>○ Embed the notion that every teacher is a teacher of SEN.</li> <li>○ Continue to develop the role of Teaching Assistants and Support Staff to ensure best practice.</li> </ul> <p>Because of this focus on inclusion and SEND through all parts of the strategic plan, governors are regularly asked to reflect upon and monitor relevant issues, as well as consider SEND as part of their strategic decision making. In addition to this, the progress of SEND students is also a key part of the annual School Development Plan, which is linked to the 5 Year Plan.</p> <p>There is a designated SEN Governor, who plays a key role in monitoring the school's approach to SEND through regular Link Governor Visits. This governor provides regular updates to the governing body.</p> <p>The SENCO presents a full report on SEND to the full governing body in October every year, and also builds in training around the school's approach to the different SEND needs. In addition to this, the Principal's report updates the governors on the performance of SEN students at each meeting, as well as on the impact of provisions such as the Key and the Bridge. The Finance Committee maintains a strong overview of the way in which the school spends its resources to support SEND students, and has ensured sufficient staff are in place to deliver the school's SEN priorities.</p>
<p><b>Finance</b></p>	<p><b>Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement</b></p> <p>The school's current financial position is now significantly stronger than that put forward in the original 3 year budget forecast in September, 2019. We are now anticipating a £38,000 in-year surplus, and a £200,000 carry forward in 2020. We can be confident of an overall surplus in 20/21, and have robust plans to ensure a balanced budget well into the future.</p> <p>The cost of a qualified teacher to work two lessons a day in the provision is approximately £26,000.</p> <p>The cost of one HLTA, paid at Band F, with an SEN allowance is around £25,000.</p> <p>The cost of a 0.5 HLTA, paid at Band F, with an SEN allowance is £12,500.</p> <p>The cost of a Teaching Assistant, paid at Band D with an SEN allowance is £22,000.</p> <p>The cost of the leadership time of the SENDCO and the Assistant Principal responsible for the provision is £5,000.</p> <p>The cost of ensuring that all curriculum lessons are supported by a suitably qualified TA is £10,000.</p> <p>This is a total of £100,500</p>

	<p>An estimated £15,000 would be spent on running costs and resources* £3000 in year 1 for staff training</p> <p>*We still have work to do on the finer details, but we would like to be able to provide regular opportunities for outdoor learning, and ensure that we build excellent relationship with the local community to provide opportunities for work-related learning.</p>
<p><b>School Data Profile and Performance</b></p>	<p><b>The school data set provided will also be considered as part of the decision making process. Please provide any additional information or context you feel is relevant in relation to the schools performance in relation to progress, attendance and exclusion with particular focus upon those with SEND.</b></p> <p><b><u>Max 500 words</u></b></p> <p>Since the new Principal’s arrival at Selby High School, the way in which students are included on the SEN register has changed significantly; students with SEMH issues - including several that we have found alternative routes to avoid permanent exclusion- are now included on the SEN register. As students with the most exclusions, least productive attitudes to learning and poorest attendance are going onto the SEND register because of the extra support we are putting in place, it will be understood that the headline “data” for these students is sometimes a challenge for the school. It will be noted that the school has very low EHE figures; we work with our most vulnerable students, right to the end of year 11.</p> <p>This said it is precisely the purpose of our policies within the school to improve the outcomes of students with SEMH, and we are already seeing improved outcomes through the following:</p> <ul style="list-style-type: none"> <li>• Much more effective use of access arrangements.</li> <li>• Increased motivation through the use of the Bridge and the Key.</li> <li>• Greater emphasis on ensuring that students with the most needs have the most appropriate teacher in front of them.</li> </ul> <p>Strong evidence for the success of our approaches can be seen in the data:</p> <ul style="list-style-type: none"> <li>• Exclusions for SEMH students have halved compared with the same time last year, and isolation have dropped by 40% (in year 7 and 10 there have been no exclusions at all.)</li> <li>• Attendance for SEMH students has generally improved, particularly at key stage 4 (November 2019 vs November, 2018):</li> </ul> <p>Yr 7 96.4 vs 89.2  Yr8 90.1 vs 90.5  Yr9 93.1 vs 93.9  Yr10 94.3 vs 88.4  Yr 11 93.2 vs 84.2</p> <ul style="list-style-type: none"> <li>• There is good evidence that some of our students in year 11 evidence with SEMH needs are benefitting from the provision that we have put in place. Whilst these students are unlikely to achieve a high progress8 score, because their provision does not fit in with this model, the students will gain a variety of qualifications and be well-prepared for the next stage of their education.</li> </ul>

	<p>For example, one student who does two days of week work experience at a nursery, has excelled in this placement and is now well-placed to start a child-care course at Selby College.</p> <p>A Targeted Provision would give even more focus on our efforts to train teachers to deal with SEMH issues more effectively; as mentioned above, we will be launching a whole school approach to SEMH in association with the Forest School.</p> <p>More widely, we have much better success with students who are on the SEND register. If SEMH students are removed from the data, SEN students gained a positive progress8 score last year. Attendance is good for SEN students who needs other than SEMH, and exclusions are extremely rare for these SEN students.</p>
<p><b>Capital Investment</b></p>	<p><b>Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.</b></p> <p>In order to ensure the provision can run effectively some work will need to be done:</p> <ul style="list-style-type: none"> <li>• Three doors will need to be fitted with maglocks</li> <li>• A space which is currently used as an office and reprographics will need to be converted into a classroom. The extent of work this will require is not yet known but is unlikely to be a major renovation.</li> <li>• The current staffroom will need to be re-configured to create a new office space and room for reprographics.</li> </ul>

## **Targeted Mainstream Provision Application**

Appendix 2

### **Guidance Note**

The information submitted in the application form below will be used to consider the most suitable schools to establish targeted mainstream provision that is consistent with that set out in the Strategic Plan for SEND Education Provision 0-25.

In addition to the information provided by schools North Yorkshire County Council will also use publicly available sources of information to inform the process.

A data set has been provided as part of the application process. It would be helpful if schools could provide some analysis of the data provided highlighting strengths and areas for improvement in relation to SEND and Inclusion.

Please complete all sections below and return to [chris.reynolds@northyorks.gov.uk](mailto:chris.reynolds@northyorks.gov.uk)

School	Ofsted Rating	Preferred primary need of new targeted provision	Locality	Age Range	Total Number on Roll
<u>Alverton Community Primary School</u>	<u>Good – Sept 18</u>	C&I	<u>Northallerton - Hambleton and Richmond</u>	<u>3-11</u>	<u>196</u>

<b>Vision</b>	<b>Please articulate the schools vision and ethos, how this promotes inclusion and would support the implementation of a fully integrated targeted provision</b>
	<p><b>400 (words max)</b></p> <p>Alverton Community Primary strives to meet the needs of all children in our care. Learning at Alverton is about children feeling enjoyment and gaining confidence as they explore new opportunities to discover, challenge and be creative in all aspects of their learning. We aim to engage and capture the interest of children through our inspiring curriculum with reading and oracy at its heart, which enhances key skills of development and has a strong emphasis on social, emotional and physical attributes.</p> <p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>• Ensure that all children feel safe and happy</li> <li>• Ensure that a climate of respect is embedded within the school environment</li> <li>• Embrace diversity by fostering positive, caring and tolerant attitudes towards everyone regardless of background</li> <li>• Prioritise reading, oracy and mathematical fluency in order to allow every child to access the full curriculum</li> <li>• Provide a deep, rich, creative and challenging curriculum which caters for every child’s needs, including disadvantaged pupils and those with SEND</li> <li>• Develop confidence, resilience, independence and a growth mindset</li> <li>• Prepare children for their lives in the wider world and help them become Global Citizens</li> <li>• Engage parents and families</li> <li>• 2019/2020 Year of Awesome Oracy to develop the Speech, Language and Communication Skills</li> </ul> <p>Addressing Speech, Language and Communication Needs (SLCN) is at the heart of our school. We are committed to achieving the best possible outcomes for all of our children. Our Enhanced Early Years Provision (EEYP) is based within Nursery. This currently provides both inreach and outreach for children with specific SLCN throughout the LA. This is a unique provision that has promoted the importance of SLCN throughout the school. Many of the principles of good practice established and praised in EEYP have been shared and used throughout the school, the development of Makaton for example. Highly trained staff have supported colleagues and pupils in individual and small group sessions. We are an inclusive school with a high level of ‘Disadvantaged Pupil Premium Children’, as a result we have worked hard to address the barriers to</p>

their learning. Hosting a targeted mainstream provision is the natural step to build on experienced staff skills and contribute positively to the school and wider community.

Alverton is a warm, welcoming and happy place to be; the family atmosphere and 'TEAM' spirit is what makes our school the place that it is. We expect excellent behaviour, kindness, respect and good manners from our children based on our core values of Care, Trust and Honesty. In return we promise to give each and every one of our children an excellent education, within a caring school community.

<b>Leadership and Capacity</b>	<p><b>Please evidence the strength and stability of leadership in the school demonstrating that capacity exists, or can be created, to undertake the development of a targeted mainstream provision. It would be helpful to understand:</b></p> <ul style="list-style-type: none"> <li>• <b>The school leadership structure</b></li> <li>• <b>The role of the SENDCo and how this role is supported and influences practice within the school</b></li> <li>• <b>How SEND and Inclusion is prioritised within the school</b></li> <li>• <b>Proposed staffing structure for the provision and how this would deliver access to the mainstream curriculum and desired outcomes</b></li> </ul>
	<p>As well as being headteacher of the school I am currently Chair of the Northallerton Beacon Partnership cluster of schools and a member of the Locality Board. I have undertaken Peer Reviews and Pupil Premium Reviews within the Swaledale Alliance and Chair the Pupil Premium Working Party. I have supported members of the LA on Pupil Premium Reviews and work closely with High Force SCITT as a Professional Tutor and PE Lead. During the Spring and Summer Terms I will be supporting two small schools within the LA; Melsonby and North &amp; South Cowton. I have a non-teaching Deputy headteacher who is experienced and is a moderator for the Local Authority. The leadership team also consists of an EYFS Lead, who provides support to other schools within the Authority and a SENDCo, who currently supports another school. There is a culture of professional generosity within the school and all staff are encouraged to share their expertise and experiences.</p> <p>The school has 27% of pupils on the SEN register and these are supported primarily in classrooms through Quality First teaching and Teacher support. We have a number of Teaching Assistants who can be used to deliver a range of interventions as well as those that support pupils on a one-to-one basis. The SENDCO regularly monitors provision and works closely with parents/carers and other professionals who are involved she is experienced in the role. As SENDCO she attends CPD and both LA/Swaledale SEN Networks and also delivers updates to school staff during staff meetings. Currently she is supporting another school in the LA.</p> <p>Currently the Leader of the Enhanced Early Years Provision (EEYP) is on maternity leave – it is anticipated that she will lead the new provision when it is established and act as SEND Lead for the pupils in the provision and KS1 working closely with the current SENDCO who will then eventually focus primarily on KS2 pupils. The EEYP Leader has already begun attending training on the role of the SENDCO and is greatly experienced due to the demands of her current role at working closely with a range of Health Care Professionals and Parents in order to meet the needs of children, many through the EHCP process.</p> <p>The proposed staffing structure is as follows:</p> <ul style="list-style-type: none"> <li>• A dedicated Resource Base Leader with SENDCo responsibilities to oversee the provision for all children with additional needs across KS1. ( previously employed by EEYP)</li> <li>• Experienced and highly qualified staff in the field of SLCN to directly support children in the Provision: <ul style="list-style-type: none"> <li>x 1 ATA (previously employed by EEYP and now working in school)</li> <li>x 1 HLTA to be employed</li> </ul> </li> </ul> <p>The Alverton SLCN team’s main objective is to ensure that the children in our care make the maximum level of progress possible by working together to address the needs of our individual children. We will include parents and class teachers as key partners in the team and work closely with them, enabling them to help their children more effectively.</p>

Whatever a child needs, we will try our best to ensure that it is provided. We will work closely with other professionals when necessary and implement their recommendations. We are proactive at understanding our children as a whole person. We know that in order for a child to thrive in school and life in general they need to have effective and confident communication skills. We try our best to ensure the best communicative outcomes for our children.

Initially it is proposed that children spend some of their day in their mainstream classroom and receive support when necessary in the provision. They would be withdrawn to the provision for their speech and language therapy and individual educational needs. This may be small groups or on an individual basis. The Provision would operate with a focus on:

- Clear systems for developing skills taught in the Provision across the curriculum, ensuring children are always well supported and appropriately challenged.
- A family ethos, where each child and their needs is understood by the school community.
- A head teacher fully committed to the inclusion of all children.
- Regular parental engagement events and an open door policy.
- All staff committed to the provision.
- Good liaison with provision staff and class teachers.

<b>Governance</b>	<p><b>Please evidence actions taken by the governing body to ensure that SEND and Inclusion is a high priority within the school. E.g. designated roles, training undertaken and monitoring</b></p> <p>The Governing Body are passionate supporters of the EEYP and were disappointed when it was going to cease providing support at the end of the Summer term 2020. Sue Porteus, Chair of Governors, has taken a keen interest in exploring opportunities in which the staff skill set we have in EEYP could be used to develop the skills in school, as well as those in a SLCN provision. As representatives of the school Sue and I have engaged with the restructuring process and attended numerous meetings at County Hall as well as inviting members of the LA to visit school and discuss ideas and finance implications. The development of a new Provision has regularly been on Governing Body agendas/minutes with discussions referencing the advantages and disadvantages to the school. This process culminated at the last Governing Body Meeting (Nov 19) where Governors voted to prepare an application for hosting a mainstream targeted provision for pupils with SLCN at KS1 initially, with the prospect of expanding to KS2 if funding and space allow.</p> <p>Sue Porteus, the Chair of Governors is an ex-headteacher and has significant experience of leading a school with an attached provision, I have also worked in a school as Key Stage Lead where there was a well-respected autism provision in Darlington. Governors have started a NGB review and identified strengths and areas for development which they will address during the Spring and Summer terms. Governors regularly attend Local Authority Network meetings and workshops as well as attending training supplied by the Swaledale Alliance and will look to develop more specialist knowledge of mainstream targeted provisions on receipt of a successful application.</p>

<b>Finance</b>	<p><b>Please describe the stability of the schools current financial position and how the school would propose to operate within the funding arrangements set out in the Service Level Agreement</b></p> <p>The school is currently in a healthy financial position and has a balanced budget and positive carry over for the next two years with the third year being recorded as a deficit - unless action is taken. Danny Fawcett is an associate Governor and previously worked as a school bursar for the Local Authority and he has been instrumental, along with the school Governors, in ensuring we have a strong financial model in school.</p> <p>As a Governing Body we have had lengthy discussions with Chris Reynolds and fully costed out the staffing possibilities of the unit in order for it to be self-sustainable on the money it generates for the children using the provision. Governors strongly feel that It is neither appropriate nor feasible to use the provision as a means of generating money for the rest of the school. Carefully considered calculations (based on staffing levels) shared with Governors suggest that it can be successful based on the finance model suggested in the draft SLA but that school would need to closely monitor spending to ensure it did not impact on the whole school budget.</p> <p>Initially the school would look to open an 8 place KS1 provision with the potential to increase numbers and staffing to incorporate a KS2 provision dependent on space and a successful funding implementation model during the first year.</p>
<b>School Data Profile and Performance</b>	<p><b>The school data set provided will also be considered as part of the decision making process. Please provide any additional information or context you feel is relevant in relation to the schools performance in relation to progress, attendance and exclusion with particular focus upon those with SEND.</b></p> <p><b>Max 500 words</b></p> <p>The % of pupils attaining the good level of development (GLD) in EYFS has increased from 2018 to 73.3% which is slightly above national averages. The % of pupils attaining the year 1 phonics standard decreased slightly in 2019 and was below the national average. We place significant importance on ensuring that any pupils who do not meet the phonics standard in Y1 do so in Y2. In 2019 100% of pupils attained the standard in year 2, which is an increase and is significantly above the national average.</p> <p>At Key Stage 1 the % of pupils attaining expected standard (EXS) and RWM combined are all above the national standards and have been for over three years. The % of pupils attaining the GDS standard in reading and writing are above the national average with reading demonstrating a three year increasing trend. The % of Key Stage 1 pupils attaining GDS in mathematics and RWM is slightly below national and provision for high attainers will be monitored.</p> <p>At Key Stage 2 the % of pupils attaining  EXS in reading 74%, GDS in reading 26% (both broadly in line with national)  EXS in writing 70%, GDS in writing 4% (both below national)</p>

	<p>EXS in mathematics 74% (slightly below national), GDS in mathematics 37% (well above national)  EXS in GPS 63% (below national average), GDS in GPS 37% (in line with national)  RWM combined EXS 67% (slightly above national), GDS 4% (below national)  Progress measures are reading -0.9, writing -5.1 and mathematics – 0.1.</p> <p>These progress measures were in line with expectations except in writing and additional analysis has identified that it is was the Key Stage 1 lower middle attainers (2c) pupils whose progress was lower. The year 6 group were a challenging cohort and received compensatory marks due to the exceptionally difficult circumstances they endured. Results in KS2 have remained above National for RWM combined for the previous 3 years and is reflective of the sustained efforts of Leaders to increase the % of High Quality Teaching and Learning for all pupils. This has also coincided with an increased focus on metacognition and the school taking part in an Education Endowment Fund trial to give pupils greater understanding of how they learn – this has been beneficial to all pupils including those who are SEN and PP.</p> <p>In-school data shows that at this point in the year 60% of SEND pupils are on track to achieve at or above age group expectations in RWM combined. In observations pupils are well supported, IPPs show that staff understand the needs and barriers to learning and progress data is positive. The SENDCo closely monitors progress and attainment and participates in all pupil progress meetings throughout the school.</p> <p>The school has worked particularly hard to increase the attendance of pupils and decrease the number of persistent absentees this is an area in which the school has been particularly successful. We have reduced the number of exclusions to zero and have worked closely with numerous agencies to support those pupils with challenging behaviour and complex needs to ensure they are properly supported and able to attend school regularly.</p>
<b>Capital Investment</b>	<p><b>Please describe any capital investment that the school feel would be needed to establish the new provision in school e.g. refurbishment of existing space, creation of space etc.</b></p> <p>Approximate costs will be to establish the unit using established Library Space:  IWB PANEL CTOUCH £5000  Laptop £600  Safety Glass in fire doors £1000  General Resources (sand/water tray and small world etc.) £500  Training for Louise SENCO AWARD £2000  IPad/Tablet for communication £600  Tables and Chairs £500  Approximate Costings £10,200*</p> <p>*Meeting with Mark Ashton to discuss using a room in the ‘Children’s Centre’ next door (Thursday 19<sup>th</sup>) this will involve knocking through or changing an existing doorway. Approx. cost tbc £1000 - £2000?</p>

# Consultation on the implementation of Targeted Mainstream Provisions for Children and Young People with SEND

6<sup>th</sup> February to 15<sup>th</sup> March 2020

North Yorkshire County Council has a duty to keep its special education provision under review and ensure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities (SEND).

We want all children and young people with SEND in North Yorkshire to;

- have the best educational opportunities so that they achieve the best outcomes;
- be able to attend a school or provision locally, where they can make friends and be part of their local community; and
- make progress with learning, have good social and emotional health and be prepared for a fulfilling adult life.

We know that there are more children and young people being identified as having special educational needs in North Yorkshire and we expect this increase to continue. We need to make sure that we have the right type of education provision in the right place to meet their needs. We know that a number of our children and young people have to go to school outside North Yorkshire, and we want to avoid this wherever possible.

We have developed a strategic plan for educating children with SEND which aims to create a better offer of provision for children and young people, improved communication, enable more local decision making, and reduce costly out of county placements. This plan was approved in September 2018 and we are now implementing the actions within it.

We now want to ask your views on the implementation of one aspect of provision set out in the strategic plan.

This document explains the proposal that we are consulting on. The full strategic plan document is here [www.northyorks.gov.uk/sendplan](http://www.northyorks.gov.uk/sendplan) so that you can see where this aspect of provision fits within the wide range of provisions established or being developed. We recommend that you read this document and ideally attend one of the information events (see here for details [www.northyorks.gov.uk/sendplan](http://www.northyorks.gov.uk/sendplan)) before responding to the survey and giving us your views.

We have explained who and how we are consulting, the timescale for the consultation and our equalities impact assessment, as well as how to complete the survey.

## Who are we consulting?

We are asking the public for views on our proposals, specifically the following groups;

- parents, carers and young people;
- staff in early years settings, schools and further education settings (e.g. colleges), including governors;
- parent and carer groups, including North Yorkshire Parents and Carers Together;
- local authority staff; and
- health colleagues.

## How are we consulting?

We are asking you a number of questions about our proposals and for any other ideas and suggestions. We are having an on line survey, via the council's website and via the Local Offer. Paper copies are available on request and an 'easy read' version is available on the website. We are also holding events for parents and carers and professionals around the county, during the day and evening, to talk about the proposals and these will take place as detailed below. Full details are also available on the website.

### Events for parents and carers:

Date	Time	Location

**Events for school staff and other education professionals:**

Date	Time	Location

**What is the timescale?**

The consultation will be open for 30 days starting on 6th February 2020 until 15th<sup>th</sup> March 2020. Once the consultation has closed, we will review all of the responses and prepare a report for councillors. They will consider the feedback on the proposed strategic plan and make decisions on 24<sup>th</sup> March 2020 about implementing the proposals. If the proposed implementation is agreed by councillors we will begin to undertake the necessary steps to change the designation of schools involved and begin implementation.

**Information about our equalities impact assessment**

We have carried out an equalities impact assessment (EIA) which can be found **here** [www.northyorks.gov.uk](http://www.northyorks.gov.uk). We will update this following comments received during the consultation and councillors will consider it again before they make a decision on implementing the proposal. The EIA has identified that there will be an impact on young people with SEND and if changes are made to current SEND education services, we will offer support to families to adapt to those changes.

We anticipate that, if the proposal is implemented, it may bring positive impacts to young people and their families, particularly by enabling more young people with SEND to be educated in their own community and achieve better outcomes. We anticipate that with more local provision children and young people with SEND will have more opportunities to attend a local school that is closer to home and will help them achieve better educational and social outcomes.

**Completing the survey**

Please give your feedback on the proposals in our strategic plan by completing our online survey, at [www.northyorks.gov.uk/sendplan](http://www.northyorks.gov.uk/sendplan)

The following pages are a brief summary of what the survey asks you to comment on, but it is strongly recommended that you attend an information event (details here [www.northyorks.gov.uk](http://www.northyorks.gov.uk)) before responding to the survey. In Addition to this you may also wish to read the full Strategic Plan document **here**.

If you would like a paper copy of the survey or an alternative format, please call our customer service centre on 01609 780 780.

## **Our Intention for SEND education provision- Targeted Mainstream Provision**

**We will establish a new model of enhanced support in 31 mainstream schools across the County to enable children and young people with SEND to have the right support to attend a local mainstream school (if this is appropriate to meet their needs)**

### Targeted Mainstream Provision

Targeted mainstream schools will provide enhanced levels of specialist support over and above that usually available in mainstream schools. They will provide an appropriate environment and personalised support for children and young people with SEND, who are able to access mainstream learning.

The staff within the school will be highly trained in SEND and will have access to SEND professionals such as educational psychologists, speech and language and occupational therapists.

#### **In developing the proposals we have:**

- Developed a different model of targeted mainstream provision to allow children and young people to receive more specialist support in small groups whilst being able to access aspects of a mainstream curriculum and the school community.
- Engaged with interested schools to identify those schools who wish to implement the new model in the first phase (Sept 2020 onwards)
- Developed an agreement detailing how schools will be funded and service standards expected
- Identified additional therapies and support needed to assist schools in delivering high quality provisions including Educational Psychology as well as Occupational and Speech and Language therapies

### What will the provision look like?

Schools have the flexibility to refine their model of delivery but in general the new provision will:

- Provide a minimum of 8 full time places for 6 children and young people with an Education, Health and Care Plan and 2 'flexible' places for children needing to access the provision for short term assessment and support.

- Specialise in meeting the needs of children and young people with Social, Emotional and Mental Health or Communication and Interaction needs at primary and secondary level
- Have access to a range of therapies and training opportunities to ensure children are fully supported
- Increase the opportunities for children and young people with SEND to access mainstream education together with more specialised small group interventions and support
- Be funded on a 'place' basis similar to special schools and in line with national guidance. They will receive £10,000K per place and top up funding in accordance with our Banding system. We expect the top up funding to be between £4780 to £7570 per place (banding levels as of 19/20 financial year)

And:

- Children who access the flexible placements will remain on the roll of their own school
- Each targeted provision will receive direct funding of approximately £120-130K per year

**Which schools would like to deliver the new provisions and which localities are they in?**

**When the new model is fully implemented in the next 2-3 years, we expect to have 31 targeted mainstream provisions as shown below:**

Locality	Primary C&I	Secondary C&I	Primary SEMH	Secondary SEMH
Hambleton/Richmondshire	1	1	2	1
Scarborough area	1	1	1	1
Whitby	1	1	1	1
Ryedale	1		1	1
Selby	1	2	1	1
Craven	1	1	1	1
Harrogate/Knaresborough Ripon	2	1	2	1

**In Year 1 we have 9 schools who have expressed an interest and these are listed below. These targeted mainstream provisions will be established from January 2021**

Locality	Primary C&I	Secondary C&I	Primary SEMH	Secondary SEMH
Hambleton/Richmondshire	Alverton Primary	Wensleydale		Thirsk/PRS
Scarborough area				Scalby/PRS
Whitby	East Whitby Academy		West Cliff Academy	
Ryedale				
Selby		Holy Family		Selby High School
Craven				
Harrogate/Knaresborough Ripon	Grove Road C.P.			

**Who will undertake the outreach support provided by the current enhanced mainstream schools?**

We have restructured the local authority SEND and Inclusion teams to create locality based teams (Hubs) of SEND professionals including specialists, specialist teachers and practitioners, speech and language, occupational and educational psychologists.

These teams, under the management of a locality based SEND Manager will work with schools and settings to identify children with SEND at the earliest stage and ensure they receive the support they require.

Staff within the teams will also be responsible for undertaking the statutory assessment process.

The teams will have a local base and will be accessible for parents/carers and schools and settings in terms of advice and support.

In summary the teams will:

- Work with schools and settings to identify children with SEND at the earliest stage and ensure they receive the right support at the right time
- provide advice and guidance to schools and settings as well as parents with concerns
- offer outreach to settings and schools in response to referrals
- deliver early intervention advice and support
- deliver training and professional development to schools and settings to enhance expertise and capacity to meet the needs of children and young people with SEND
- model interventions with school staff

- offer group sessions and training for children and young people and parents/carers;
- provide a targeted rapid response
- provide a range of therapies

## Survey questions

Consultation on the implementation of Targeted Mainstream Provisions for Children and Young People with SEND

North Yorkshire County Council has a duty to keep its special educational provision under review and to make sure there is the right type of provision and enough places to meet the needs of children and young people with special educational needs and/or disabilities (SEND).

We are now inviting you to share your views on the proposal to begin implementation of Targeted Mainstream Provisions in 9 schools across the county from September 2020. This will create 72 additional places for children and young people with SEND in enhanced mainstream settings.

**Please provide your views, via this online survey, by Sunday 15<sup>th</sup> March, 2020.**

**a) Please select your area:** (please tick one)

- Craven
- Hambleton / Richmondshire
- Harrogate / Knaresborough / Ripon
- Scarborough (with dropdown option of Scarborough / Whitby / Ryedale)
- Selby

**b) What is the main way that you are involved with special educational needs and disabilities service?** (please tick one)

- I am parent/carer
- I am a child or young person – with further dropdown to ask; If you are a child or young person what type of education setting do you go to?
  - Primary
  - Secondary
  - Special school
  - Further education
  - Other – please specify

I am responding on behalf of an organisation (Dropdown of School, Education, Health, Social Care, Voluntary, Other – if other please specify)

Other - **If other, please specify**

**c) Do you consider yourself to have a disability?** (please tick one)

- Yes
- No

**We would like your views on our proposals.**

**1) To what extent do you agree with our proposals for implementing new targeted provisions for children in mainstream schools? (*link*)**

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

**Please provide further information:** (Text box)

**2) To what extent do you agree with these provisions having access to additional therapies and education psychology?**

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

**Please provide further information:** (Text box)

**3) To what extent do you agree that the models described will help to support children and young people access local mainstream school?**

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

**Please provide further information:** (Text box)

**4) Please tell us if there are other aspects of this provision you would like us to consider.** (Text Box)

Thank you for taking the time to tell us your views.  
Please submit your views by Sunday 15<sup>th</sup> March 2020.

For printed surveys, once completed please send your responses to:  
Central Admin Team, SB110  
North Yorkshire County Council, County Hall, Northallerton, North Yorkshire DL7  
8AE

## Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

### *Targeted Enhanced Provision*

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk).



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

**Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.**

Name of Directorate and Service Area	Children and Young People's Services
Lead Officer and contact details	Chris Reynolds
Names and roles of other people involved in carrying out the EIA	Chris Reynolds Nikki Joyce Carol Ann Howe Jane Le Sage
How will you pay due regard? e.g. working group, individual officer	

When did the due regard process start?	<p>The new EMS proposals were developed as part of the SEND Strategic Plan for Educational provision which was approved in September 2018.</p> <p>The development of the Plan was undertaken by a number of officers across CYPS and was overseen by the AD for Inclusion. There was significant public consultation on all aspects of the Plan before its finalisation</p>
--	---

**Section 1. Please describe briefly what this EIA is about.** (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The EIA considers the implications of the changes in the model for enhanced mainstream schools from September 2020. We are decommissioning the current model which focusses on providing outreach support to children and young people with SEND. From September 2020 we intend to recommission a targeted mainstream provision which is based on a place based model

**Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it?** (e.g. to save money, meet increased demand, do things in a better way.)

The changes are being proposed to create more support for children with EHC Plans in mainstream schools. Currently when a child has exhausted the support from the EMS it is likely they will undergo statutory assessment and move into special school. This proposal will allow the creation of over 200 supported places in mainstream school for children with SEND.

**Section 3. What will change? What will be different for customers and/or staff?**

Children with SEND will have a greater opportunity to remain in mainstream school as they will have to enhanced support and a resource area when required. The new model will also provide more choice for parents/carers as to where their child will receive their education.

The staff working in the new targeted provision schools will have access to higher levels of training to ensure that they have the required knowledge and skills to support the children attending their schools via the Targeted Provision.

**Section 4. Involvement and consultation** (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

Consultation was undertaken as part of the development of the SEND Strategic Plan for Educational Provision. Further consultation is about to commence on more details including the schools identified for Year 1 roll out and the model of delivery

**Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?**

Please explain briefly why this will be the result.

It is hoped that the proposals will ensure that more children and young people can have their needs met in North Yorkshire. This will mean that more children will be able to access mainstream school with enhanced support for their special educational needs.

In turn this should reduce the pressures on NY special school placements and mean that they have more capacity. This in turn will reduce the need for higher cost independent and non maintained school places.

<b>Section 6. How will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
Age	x			
Disability		x		Children with SEMH and C&I needs will have greater opportunities to remain in mainstream provision
Sex	x			
Race	x			

Gender reassignment	x			
Sexual orientation	x			
Religion or belief	x			
Pregnancy or maternity	x			
Marriage or civil partnership	x			

<b>Section 7. How will this proposal affect people who...</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.</b>
..live in a rural area?		x		Children and young people with EHCPswill have more opportunity to remain in a more local mainstream school. This will reduce travel time and provide more social opportunities for children.
...have a low income?	x			
...are carers (unpaid family or friend)?	x			

<b>Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)</b>	
North Yorkshire wide	x
Craven district	
Hambleton district	
Harrogate district	
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	

<b>If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.</b>	
The new targeted provisions will be established across all localities as detailed in the Strategic Plan	

**Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.**

The proposals may have an impact on children with a combination of protected characteristics. However, this should be a positive impact as more children with EHCPs can have their needs met locally. Children with SEND in mainstream schools will still receive the support they require through the locality based SEND Hubs

There will be a potential impact on the staff in the current enhanced mainstream schools if the school is being decommissioned. Some staff may be at risk of redundancy. We are mitigating against this risk by ensuring staff are aware of current vacancies within the Inclusion service and they may also have the opportunity to move to alternative roles within their school. If they are employed by the Inclusion Service we will try to ensure they are based in an appropriate hub area to reduce unnecessary travel time and ensure a good home work balance.

<b>Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)</b>	<b>Tick option chosen</b>
<b>1. No adverse impact - no major change needed to the proposal.</b> There is no potential for discrimination or adverse impact identified.	
<b>2. Adverse impact - adjust the proposal</b> - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
<b>3. Adverse impact - continue the proposal</b> - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	<b>x</b>
<b>4. Actual or potential unlawful discrimination - stop and remove the proposal</b> – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
<b>Explanation of why option has been chosen.</b> (Include any advice given by Legal Services.)	
This option has been chosen ( pre consultation) as this proposal gained positive support from parents and stakeholders in the development of the Strategic Plan. It strengthened the education continuum for children with EHCPs and helps us to fulfil our principles in terms of children being able to be educated as locally as possible.	

The risk to staff and future employment is subject to mitigating action to reduce risk of unemployment.

**Section 11. If the proposal is to be implemented how will you find out how it is really affecting people?** (How will you monitor and review the changes?)

**Section 12. Action plan.** List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.

Action	Lead	By when	Progress	Monitoring arrangements

**Section 13. Summary** Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

This will be updated post consultation

**Section 14. Sign off section**

This full EIA was completed by:

**Name:**

**Job title:**

**Directorate:**

**Signature:**

**Completion date:**

**Authorised by relevant Assistant Director (signature):**

**Date:**