

NORTH YORKSHIRE COUNTY COUNCIL  
CHILDREN AND YOUNG PEOPLE'S SERVICE  
YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

28 September 2007

**Review of Provision for SEN and Behaviour – Phase 1 Implementation**

1.0 PURPOSE OF REPORT

- 1.1 To consider progress in taking forward the Phase 1 implementation plan for delivering the agreed outcomes of the review of provision for Special Educational Needs (SEN) and Behaviour Emotional and social Difficulties (BESD).

2.0 BACKGROUND

- 2.1 Following the publication of a consultation document in May 2006 and consultation during the summer and autumn, the Council agreed the proposed pattern of provision for SEN and BESD in North Yorkshire, as amended, at its meeting in December 2006. The agreed pattern at Appendix 1 sets out the over-arching strategic view of requirements.

- 2.2 The agreed timescale for delivery is set out at Appendix 2. It was recognised that implementation would need to be phased up to 2018/2019 to take account of:

- the large scale capital investment needed and the anticipated availability of Building Schools for the Future funding in the latter phases
- the need to ensure that new mainstream specialist provisions and PRUs are available before any changes in special schools
- the need to develop special schools and mainstream provisions into local networks, also linking with locality level inter-agency Children's networks including Local Authority support services.

- 2.3 The meeting of the Corporate Director and Executive Members on 6<sup>th</sup> July 2007 approved the implementation plan attached at Appendix 3.

3.0 PROGRESS IN IMPLEMENTATION OF PHASE 1

3.1 New specialist mainstream provisions

- the specifications for the four types of new mainstream specialist provisions have been reviewed with the headteachers and chairs of governors of the schools concerned

- meetings have taken place in most of the schools with, in some cases, follow up meetings to further clarify expectations and roles
- there is a high degree of 'sign up' by schools (only one has withdrawn, the reason being concern regarding over-commitment given that it is also a Children's Centre Venue)
- Strategic Services, working with Jacobs UK, are engaged in identifying potential costs to inform the capital programme and phasing of work

### 3.2 Networks

- training and development plans are being drafted for each type of new provision so that school and support service staff can be prepared in terms of required qualifications and expertise
- work has been undertaken to determine the roles and expectations of the new posts of Network Co-ordinator. These very senior posts will be crucial to the Local Authority's leadership of the Networks. The postholders will also provide the additional capacity and expertise to develop the Networks on the ground. The posts will be advertised nationally in the future

### 3.3 BESD School and PRUS/Behaviour Partnerships

- the potential costs are being researched of adapting Netherisde Hall School (including co-located Pupil Referral Unit) and new build or adaption on other potential sites to create a second BESD School for the West of the country. This information will be considered alongside other site considerations to produce, by mid November, options for further consultation
- potential sites for pupil referral units have been identified by our agents, Bruton Knowles, in the Selby, Craven and Hambleton/Richmond areas. Site assessments are under way
- the next Behaviour Partnership to be developed will be in the Harrogate area. Those in Selby, Craven and Hambleton/Richmond will be accelerated once the delivery of the new PRUs is further forward. In Harrogate, it is proposed that a single management and delivery structure be developed for the Pupil Referral Unit and REOTAS provision. Strategic Management will continue to be by the Local Authority, but with greater operational involvement of head teachers through a new PRU Management Committee structure and consideration of individual pupil referrals at the local Inclusion and Accountability Panel. REOTAS and PRU staff will meet with officers and representative head teachers in November to plan this development

### 3.4 Special Schools – interim issues

- work has been undertaken with the 3 'pairs' of special schools (The Dales/Mowbray; Springwater/The Forest; and Springhead/Woodlands) on post 16 issues including some new joint provision

between The Woodlands School and Springhead School and minor adaptations at Brooklands School, Skipton to improve provision

- funding has been secured from the LSC for 2007-2008 to develop a learner centred partnership approach to learning and training opportunities for young people with Learning Difficulties and Disabilities in the coastal area. This will include auditing and evaluating the existing opportunities and developing new and innovative learning pathways supported by shared CPD opportunities.
- additional investment has been made to improve provision for ASC and challenging behaviour in KS2 at Springwater School
- additional support has been provided to post 16 arrangements at The Dales School. Costed proposals for improved facilities (or temporary classroom) will be included in the 2008/09 capital plan

### 3.5 Communication

- a meeting was held in July with members of the specialist support services and education psychology service to launch the Phase 1 Implementation Plan. There will be ongoing dialogue with the services, and their professional associations, as implementation progresses. The support services have been reassured that there are no planned changes to their structures and model of delivery during the current academic year. When the new Network Coordinators take up post, the pace of change for services will accelerate to match the planned opening of new specialist mainstream provisions
- the Communications Unit has been asked to generate copy for County Talk and/or the local press relating to the post 16 development in Scarborough (collaborative working; additional investment, new local provision); developments in provision for pupils with communication and interaction difficulties (ASC Local Networks; new provision for ASC at Springwater School, and the production of materials for schools relating to speech and language difficulties) and new provision for pupils with Severe Learning Difficulties who attend mainstream schools (new model of outreach provision)
- further opportunities will be taken to communicate developments as they come on stream

### 3.6 Strategic alignment

- a whole Directorate approach is taken to the delivery of major strategies and it is therefore possible to ensure alignment of Phase 1 Implementation with, for instance, developments in Early Years provision and Extended Services. Implementation is also closely linked to the development of an integrated approach to services for children and young people with Learning Difficulties and Disabilities
- now that there is only one Primary Care Trust covering the whole of North Yorkshire it will be easier to discuss models of health service

delivery for pupils in specialist provisions and to co-ordinate outreach to support mainstream schools and settings. This is reflected in the revised governance arrangements for the Children and Young People's Strategic Partnership Board which now includes, from Health, a Director plus Assistant Directors for both Commissioning and Operations with responsibility for children and young people

#### 4.0 TIMESCALE AND PRIORITIES

##### 4.1 Whilst taking this work forward, it has become important to allow some more time for Phase 1

- to ensure that the necessary detailed work with head teachers and governors to determine the host schools for the new mainstream specialist provisions is thorough enough to provide really sound foundations for development
- because DCSF has delayed by a full year announcement of future capital guidelines for school buildings, we will not have figures until later this year. Whilst briefing work has continued, we cannot bring a programme forward until we know the resources available and any national planning parameters. We are, however, considering whether any existing venues may enable us to progress in a limited way

##### 4.2 The revised timescale for completion of Phase 1 implementation is September 2010. Within that period delivery will be prioritised so that the Primary Learning Support Units and Enhanced Secondary Schools for Specific Learning Difficulties (Dyslexia) and PRUs are achieved first and within the original timescale i.e. by September 2009. These are seen as priority because:

- new provision for dyslexia is a prerequisite for the agreed closure of Netherside Hall School
- the PLSUs are a vital part of the continuum of provision for behaviour and learning

##### 4.3 Prioritising implementation within Phase 1 in this way will better enable officer and adviser time and expertise to be focused and effective. Recruitment to the posts of Network Co-ordinators, as an early action, will also build the capacity of the organisation to deliver new provisions and develop the Networks.

##### 4.4 Statutory notices for some of the new specialist mainstream provisions will be published in December 2007. Others will follow as the sites are confirmed, with appropriate reports to Executive Members.

#### 5.0 FURTHER CONSULTATION

- 5.1 As the report to the Council in December 2006 explained, the proposals relating to the BESD school and Netherside Hall School site and associated PRU were new, having emerged from consultation, and therefore require further consultation. This will be arranged for November, once options have been determined.

## 6.0 FUNDING

### 6.1 Capital

As indicated under 4.1, briefing continues on the proposed schemes as does the search for sites to develop PRUs. With firmer costs, it will be possible to draw up a draft Capital programme during the Autumn. However, initial indications are that delivery of the agreed pattern of provision for SEN& Behaviour will take a significant amount of available capital from the next three years. We are proposing to discuss this with the Department for Children, Schools and Families to ascertain whether additional support is a possibility.

#### Revenue

- 6.2 A total assessment of the overall revenue implications of implementing the new pattern of provision has been carried out which demonstrates that costs are broadly in line with those included in the November 2006 report to the Executive Committee.
- 6.3 A detailed assessment of Phase I costs is underway. The review will identify the impact of both the timing of changes and the need, in many cases, to provide the new facilities/arrangements in advance the removal, wholly or in part of existing provision. The timing will be influenced by the speed at which capital developments can proceed. It is intended to draw up a revenue plan of spending, year by year, based upon the best information currently available. This phased plan, as well as the revenue implications of the plan, on completion will both require careful ongoing monitoring. However the 'year by year' spending plan will require ongoing re-assessment within the overall envelope of the resources available. The facility, within Schools Block funding, to carry forward resources from year to year may be a very useful aid in addressing these issues.

## 7.0 RECOMMENDATIONS

- 7.1 That progress in taking forward work on implementation of the pattern of provision for SEN and BESD be noted.

*Report prepared by Andrew Terry, Assistant Director, Access and Inclusion*

APT/LC  
24 September 2007



Agreed Pattern of Provision (as of 02/07/07)

Appendix 1

Specialist Provision Networks (SEN)	Craven	Harrogate	Richmond/Hambleton	Scarborough, Whitby, Ryedale	Selby
Enhanced Primary School for Communication and Interaction	Embsay C of E School (6) *	Hookstone Chase CP School (6)	Alverton Infant School / Bullamoor Junior School (6)	Kirbymoorside CP School (6)	Thorpe Willoughby CP School (6)
Enhanced Secondary School for SpLD (Dyslexia)	Upper Wharfedale School (6)	Rossett School (6)	Richmond School (6) Easingwold School (6)	Graham School (6) Lady Lumleys School (6)	Barlby High (6)
Twinned Secondary School for Autistic Spectrum Condition	South Craven School (6)	King James' School (6)	Bedale High School (6)	Scalby School (6)	Brayton College (6)
Special School (SEN)	Brooklands School Max (45)	The Forest School Site Max (150)	Mowbray School Site Max (160)	The Woodlands School Site Max (105) Welburn Hall School Max (48)	-
Special School Satellite (SEN)**	-	-	Stokesley & Rural – Primary Max (8) Stokesley & Rural – Secondary Max (8)	Whiteby & Rural – Primary Max (6) Whitby & Rural – Secondary Max (8)	Sherburn & Tadcaster – Primary Max (8) Sherburn & Tadcaster – Secondary Max (10)
Specialist Provision Networks (BESD)	Craven	Harrogate	Richmond/Hambleton	Scarborough, Whitby, Ryedale	Selby
Primary Learning Support Unit for Behaviour with associated learning difficulties	Greatwood CP School (8)	Grove Road CP School (8) Starbeck CP School (8)	Bedale CP School (8) Thirsk CP School (8)	Barrowcliffe CJ School (8) Ryedale location to be identified (8)	Selby Abbey C of E School OR Barwic Parade CP School (8)
Behaviour Collaborative	Developing	Developing	Developing	3 implemented January 2006	Developing
Pupil Referral Unit (PRU)	(16)	Existing (24)	To be identified (16)	Existing (24)	To be identified (16)
Special School (BESD)	(30)	-	-	Brompton Hall School (48)	-

\* numbers in brackets = fte places available

\*\* numbers are included in the fte for the relevant local special school

**Note:** the mainstream schools named in this appendix agreed, without final commitment, to further discussions following consultation

**Phasing in of new or improved SEN and BESD provision**

<b>Phase 1 Original Timescale 2007/08 – 2008/09</b>	<b>Phase 2 Original Timescale 2009/10 – 2012/13</b>	<b>Phase 3 Original Timescale 2013/14 – 2018/19</b>
<b>SEN</b> <ul style="list-style-type: none"> <li>• 7 Enhanced Secondary Schools for SpLD</li> <li>• 5 Twinned Secondary Schools for ASC</li> <li>• 5 Enhanced Primary Schools for Communication and Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• special school 1</li> </ul>	<ul style="list-style-type: none"> <li>• 3 special schools by amalgamation (Mowbray, Woodlands and Forest School sites)</li> <li>• Special School 5</li> </ul>
<b>BESD</b> <ul style="list-style-type: none"> <li>• Primary Support Units LSUs</li> <li>• 3 PRUs</li> <li>• 5 Secondary Behaviour Collaboratives (September 2007)</li> </ul>	New BESD school in the West of the County (September 2010)	

**Phasing out of existing SEN and BESD provision**

<b>Phase 1 Original Timescale 2007/08 – 2008/09</b>	<b>Phase 2 Original Timescale 2009/10 – 2012/13</b>	<b>Phase 3 Original Timescale 2013/14 – 2018/19</b>
<b>SEN</b> Existing RPs at: <ul style="list-style-type: none"> <li>• Brayton College</li> <li>• Hookstone Chase CP School</li> <li>• Alverton Nursery &amp; Infant School RP - redesignate as an Early Years provision aligned to Children's Centre developments in consultation with PCT</li> </ul>	<ul style="list-style-type: none"> <li>• Close Netherside Hall School (September 2010)</li> <li>• Aireville School RP</li> </ul>	
<b>BESD</b>	<ul style="list-style-type: none"> <li>• Close Baliol School (September 2010)</li> </ul>	



**SEN and Behaviour Provision  
Phase 1 Implementation Plan**

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# Implementation Plan for the Pattern of Provision for SEN and BESD, 2007/2010

## Review of SEN and Behaviour Provision Implementation

### Area for Development A: NETWORKS

Workstream A1: Define the Whole County Networks for SEN and Behaviour (participants, expectations, roles and responsibilities)					
Action		Lead	Support	Resources	By When
1.1	Cognition and Learning	MB		Staff time	August 07
1.2	BESD	MB		Staff time	August 07
1.3	Communication and Interaction	MB		Staff time	August 07
1.4	Sensory, Physical and Medical	MB		Staff time	August 07
1.5	Clarify the alignment to the Networks of the Educational Psychology Service	MC	MB	Specialist EPs to be costed	June 07
1.6	Audit existing Local Authority services:				
	(i) to inform staff transferability to the Networks (numbers, skills, experience, qualifications)	APT	RW	Staff time	July 07
	(ii) identify and determine the future location of elements of 'core' Local Authority work (e.g. National Strategies, Schools Causing Concern, Early Support)	APT	JB/MB with Heads of Service	Staff time	July 07

## Review of SEN and Behaviour Provision Implementation

Workstream A2: Establish the Local Authority's leadership and co-ordination of the Networks					
Action		Lead	Support	Resources	By When
2.1	Agree the management framework for each of the Networks including any elements of services which will not be managed by provisions	APT	JB/MB	Staff time	July 07
2.2	Define the job role and expectations of Network Leaders	APT	JB/MB	Staff time	July 07
2.3	Recruit to the 4 posts of Network Leaders	APT	HR	To be costed	Dec 07
2.4	Disestablish the posts of Head of BSS, LSS and STS			Unknown (depending upon individual circumstances)	Simultaneous with start dates of Network Leaders
2.5	Define job descriptions and specification for management posts within the Networks (other than Network Leaders)	APT	JB/MB with Heads of Services & HR	Staff time	Aug 07

## Review of SEN and Behaviour Provision Implementation

Workstream A3: Other Inclusion and Access Services for vulnerable children and young people which are not in the Networks (e.g. ELAC, EAL, Travellers) Early Years					
Action		Lead	Support	Resources	By When
3.1	Disaggregate the functions of existing support services	APT	JB/MB, Heads of Support Services	Staff time	July 07
3.2	Identify alignment of related functions in Q&I and Strategic Services	Ads for PPS, Q & I and SS	MB/JB	Staff time	July 07
3.3	Agree future management and staffing structures	CYPLT	ADs for PPS, Q&I, SS	Staff time	July 07
3.4	Define job descriptions and specifications for management posts	APT	MB/JB/HR	Staff time	Sept 07
3.5	Recruit to the management posts	APT	JB/HR	Staff time	April 08

## Review of SEN and Behaviour Provision Implementation

Workstream 4: Recruitment to Enhanced/Twinned Mainstream Provisions					
Action		Lead	Support	Resources	By When
4.1	Establish the employment opportunities and entitlements of existing staff	APT	HR	Staff time	Nov 07
4.2	Establish a training and development plan which will ensure that <ul style="list-style-type: none"> <li>• schools have expertise,</li> <li>• support staff have opportunities to be considered</li> </ul>	JB, MB	H of S/ Network Leaders	Retained School Development Grant/PPS Training budgets	Sept 07 start (ongoing)
4.3	Define the staffing structure for each mainstream provision in the Network	APT	JB/MB	Staff time	Aug 07
4.4	Agree the job descriptions and specifications for teaching and teaching assistant posts in the new provisions	JB	HR/MB	Staff time	Jan 08
4.5	Identify family/parenting support to be provided from existing CYPS services and agree job role and deployment	APT	AD LY&S	Staff time	Sept 07
4.6	Provide an overall proposed staffing structure for SEN and Behaviour Networks	APT	HR	Staff time	Feb 08
4.7	Consult staff and professional associations on the proposed staffing structure	APT	HR	Staff time	March 08
4.8	Agree the final staffing structure for the Networks	CYPLT	HR	Staff time	April 08
4.9	Recruit to posts	Network Leaders	MB/JB	Staff time	To be determined by schedule of openings

## Review of SEN and Behaviour Provision Implementation

Workstream A5: Establish cross county and local Networks for each specialism					
	Action	Lead	Support	Resources	By When
5.1	Secure sign up of new mainstream provisions	APT	MB/JB	Staff time	Nov 07
5.2	Ensure that schools and support services are prepared through awareness raising, appropriate accreditation, whole school and individual training	JB/MB	Heads of Service	Staff time	Sept 07 start (ongoing)
5.3	Work with specialist provisions to agree all required operational protocols (e.g. admissions criteria for EMS)	Network Leaders	MB	Staff time	Start Jan 08
5.4	Agree a framework for cross county and local Network meetings	Network Leaders	MB/JB	Staff time	Start April 08
5.5	Establish local Networks of SEN and Behaviour to co-ordinate support and outreach for mainstream schools and to develop the local range of provision for high need SEN and behaviour	Network Leaders	MB/JB	Staff time	Start April 08

## Review of SEN and Behaviour Provision Implementation

Workstream A6: Governance and Accountability of the Networks					
Action		Lead	Support	Resources	By When
6.1	Agree SLAs and quality assurance arrangements with EM Schools and special schools (commissioning agreements)	APT	MB/JB	Staff time	Start Aug 07
6.2	Determine operational partnership arrangements between special schools and twinned EM secondary schools (ASC)	MC	MB	Staff time	April 08
6.3	Determine the respective roles of Network Leaders and the specialist provisions in the management of outreach support services	MB	JB	Staff time	Nov 07



## AREA FOR DEVELOPMENT B: CAPITAL – NEW PROVISION (BESD)

Workstream B1 – To explore the possibility of a new build BESD school in the west of the County.  
 Workstream B2 – To explore adaptations to Netherside Hall to provide a new build BESD school and PRU for the west.  
 Workstream B3 – To establish Primary Learning Support Units (LSU) across the County.  
 Workstream B4 – To explore and develop options for new PRUs in Hambleton/Richmondshire, Mid Craven and Selby.  
 Workstream B5 – To progress the proposal for closure of Baliol School.

Workstream	Action	Lead	Support	Resources	By When
1, 2	Draw up the generic brief for a 30 place BESD school	Principal Adviser, Inclusion	Strategic Planning Manager (SPM) SS	Staff time	End Jan 07
2, 4	Draw up generic brief for PRU	PA Inclusion	SPM SS	Staff time	End Feb 07
3	Draw up generic brief for primary EPSB	PA Inclusion	SPM SS	Staff time	End Mar 07
1	Draw up outline costs for new build 30 place BESD school	SPM SS	Assistant Director SS	Staff time	End Feb 07
1	Exploration of site options for new BESD school	AD SS	Corporate Landlord Unit	Staff time	March to April 07
2	Feasibility study on adaptation of Netherside Hall to BESD School plus PRU	SPM SS	PA Inclusion and Jacobs UK	Staff time	April 07
3	Confirm sites for primary PLSUs after discussions with schools identified in 2006 consultation.	AD SS	PPS Staff	Staff time	May 07
3	Draw up feasibility studies for PLSUs in agreement with schools and identity costs.	Relevant SPO SS for each area.	SPM SS Jacobs UK PA Inclusion	Staff time plus fees in accordance with Jacobs UK scale of	June to Nov 2007

Workstream	Action	Lead	Support	Resources	By When
				charges.	
4	Explore site options for PRUs in Hambleton/Richmondshire, Selby plus alternative mid-Craven site.	AD SS	Corporate Landlord Unit	Staff time plus Jacobs UK fees	March to August 07
1, 2, 3, 4	Report to Executive Members on progress on PLSUs and PRUs plus seek approval to consult on Netherside Hall proposal.	AD PPS	AD SS	Staff time	Dates are 17/8 or 14/9 (special meeting to be arranged?)
1, 2, 4, 5	If approved, further consultation on proposals for Netherside Hall or new BESD school. This includes consultation with <ul style="list-style-type: none"> <li>▪ parents and the wider community</li> <li>▪ staff of Netherside and Baliol schools</li> <li>▪ other interested parties.</li> </ul>	AD PPS	PPS staff Q & I staff SS staff as appropriate	Staff time, printing and venue costs.	17 Sept to 16 Nov 2007
1, 2, 4, 5	Analysis of the outcome of consultation	AD PPS	SS staff	Staff time	16 Nov – 23 Nov
1/2 plus 3, 4	Drawing up a draft capital programme.	AD SS	SPM SS	Staff time	August 07
1/2, 3, 4, 5	Report to Executive Members and agreement of recommendations to Executive.	AD PPS	AD SS	Staff time	Special meeting approx 27 Nov
1, 2, 3, 4, 5	Report to Executive on all proposals relating to BESD provision.	AD PPS	AD SS	Staff time	4 Dec 07
1 or 2, 3, 4 and 5	Publication of Statutory Notices (if approved by Council) for closure of Netherside Hall and opening of a new BESD	AD SS	AD PPS	Staff time Publication costs (£10K)	14 Dec 07 expire 25 Jan 08

Workstream	Action	Lead	Support	Resources	By When
	school for the west of the County closure of Baliol School establishment of PRUs establishment of EPSBs			budget)	
1/2, 3, 4	Start detailed briefing of building work for new BESD school, PRUs, EPSBs	SPOs	SPM SS and PA Inclusion	Staff time + fees according to Jacobs UK scales (NB: may be abortive if proposals not finally approved)	mid December 07 onwards
1 or 2, 3, 4, 5	Report to Executive on response to Statutory Notices.	AD PPS	AD SS	Staff time	Feb 08
1 or 2, 3, 4, 5	Complete briefing of building projects, achieving planning permission where necessary.	SPOs	SPM SS	Staff time	end April 08
1/2, 3, 4	Agree start on site dates for BESD school, PRUs and LSUs as appropriate.	AD PPS	AD SS Jacobs UK	Resources as agreed in capital programme.	Summer Term 08 to Summer Term 09
1, 2, 3, 4	Pattern of new provision in place.	AD PPS	AD SS		Summer Term 2010
5	Closure of Baliol School	AD PPS	AD SS		31 Aug 2010

**AREA FOR DEVELOPMENTC: CAPITAL – NEW PROVISION (SEN)**

Workstream C1 – To establish enhanced provision in secondary schools for SpLD (Dyslexia).

Workstream C2 – To establish twinned secondary schools for Autistic Spectrum condition

Workstream C3 – To establish Enhanced Primary School provision for Communication and Interaction.

Workstream C4 – To phase out/redesignate the existing resourced provisions at Brayton College, Aireville School, Hookstone Chase CP and Alverton Infant and Nursery Schools.

Workstream	Action	Lead	Support	Resources	By When
1, 2, 3	Review specifications for new provision.	AD PPS	Principal Adviser, Inclusion	Staff time	July 07
1, 2, 3	Determine outreach patches linked to localities	AD PPS	PA Inclusion	Staff time	Oct 07
1, 2, 3	Consult with mainstream provision on the revised specification and gain their agreement to taking the development forward.	AD PPS	PPS staff	Staff time	April 07
1, 2, 3	Agree generic brief for building adaptations for each workstream	PA Inclusion	SPM SS	Staff time	July 07
1, 2, 3	Draw up feasibility study on adaptations and produce costings.	SPOs for each area	SPM SS and PA Inclusion	Staff time plus fees according to Jacobs UK scale of charges.	End July 07
1, 2, 3	Progress report to Executive Members (with BESD report)	AD PPS	AD SS	Staff time	Aug 07
4	Discussions with schools on phasing out provision.	AD PPS	PA Inclusion	Staff time	Sept-Dec 07
1, 2, 3	Draw up a draft capital programme.	AD SS	SPM SS	Staff time	end August 07

<b>Workstream</b>	<b>Action</b>	<b>Lead</b>	<b>Support</b>	<b>Resources</b>	<b>By When</b>
1, 2, 3, 4	Report to Executive Members on all proposals for SEN and BESD	AD PPS	AD SS	Staff time	End Nov 07
1, 2, 3, 4	Progress report to Executive on all proposals relating to SEN provision.	AD PPS	AD SS	Staff time	4 Dec 07
1, 2, 3, 4	Publication of any Statutory Notices needed.	AD SS	AD PPS	Staff time Publication costs (£5K budget)	From Dec 07
1, 2, 3, 4	Determination of any proposals by County Council following period for objection and consideration by Council.	AD SS	AD PPS	Staff time	To be determined according to publication schedule.
1, 2, 3	Progress building adaptations to completion.	SPO for relevant area	SPM SS	Capital Programme allocations	2008/9 to agreed timescales.

## Area for Development D: Interim Arrangements – Special Schools

Workstream D1: Collaborative Working & Pressing Issues					
Action		Lead	Support	Resources	By When
1.1	Agree a statement of purpose and function for each special school	APT	JB/MB	Staff time	Start April 08
1.2	Identify pressing issues at each special school and develop action plans to address them	APT	JB/MB	Staff time	Dec 07
1.3	Actively promote collaborative working and partnership between the 3 'pairs' of special schools to:				
	(i) rationalise nursery provision in the 3 pairs of special schools	APT	JB/MB	Staff time	Start April 07
	(ii) develop improved 16-19 provision together with other providers	APT	JB/MB	Staff time	March 08

Workstream D2: Autistic Spectrum Condition					
Action		Lead	Support	Resources	By When
2.1	Ensure that ASC provision in special schools is sufficiently specialist	MB	MC	Staff time	Dec 07
2.2	Further develop the role of special schools in ASC support	MB	MC	Staff time	March 08

Workstream D3: Residential Accommodation					
Action		Lead	Support	Resources	By When
3.1	With colleagues in CSC determine the basis on which the residential accommodation will be used during Phase 1 Implementation	APT/PN	MB/JB/KP	Staff time	March 08
3.2	With colleagues in CSC and Health determine the longer term role of residential school provision for children with severe and complex needs	PN/APT	MB	Staff time	Start April 08
3.3	Develop a C&YPS Policy on residential provision (respite, post 16, distance related) linked to LDD strategy	PN/APT	MB/JB	Staff time	Aug 08



Workstream D4: Extended Services					
Action		Lead	Support	Resources	By When
4.1	Plan to extend provision from special schools during weekends and holidays in response to needs identified by locality integrated teams, specialist provisions, children and young people and their families	ADs, SS/LYS/Q&I	MB	Staff time	March 08
4.2	Monitor the impact of the Positive Activity Development Workers and further develop their role ensuring alignment with the Special Partnership and other providers	ADs, LYS/Q&I	MB	Staff time	March 08

## Area for Development E: Resourced Provisions

Workstream E1: Phase out/Redesignate existing Resourced Provisions					
	Action	Lead	Support	Resources	By When
1.1	Alverton Infant and Nursery School – determine the role of the provision in relation to the delivery of other Early Years services in the area	CAB	MB	Staff time	Dec 07
1.2	Brayton College – agree a plan for the phasing out of the MLD provision (existing pupils, admissions, funding)	APT	MB/LD	Staff time	Dec 07
1.3	Aireville School - agree a plan for the phasing out of the MLD provision (existing pupils, admissions, funding)	APT	MB/LD	Staff time	Dec 07
1.4	Hookstone Chase Community Primary School – agree a plan to achieve redesignation of the provision for children with communication and interaction needs	APT	MB/LD	Staff time	Dec 07

## Area for Development F: Mainstream Schools

Workstream F1: Develop further the capacity of mainstream schools					
	Action	Lead	Support	Resources	By When
1.1	Monitoring Challenge, Intervention and Support				
1.2	Inclusion Development Programme				
1.3	Personalised Learning				
1.4	Leading Teachers for Inclusion				

## Area for Development G: Communication

	Action	Lead	Support	Resources	By When
1.1	Develop a communication strategy for all stakeholders <ul style="list-style-type: none"> <li>- existing provision</li> <li>- new provision</li> <li>- parents and carers</li> <li>- partner agencies/voluntary organisations</li> <li>- schools and settings</li> <li>- specialist support service</li> <li>- CYPS</li> <li>- Elected Members</li> <li>- Professional Associations</li> <li>- Press</li> </ul>	RW	Ben Hayes	Staff time	Aug 07
1.2	Ensure that we have regard for the views of children and young people and their parents in the establishment of new provisions as they come on stream	AD/LYS		Staff time	Sep 08

## Area for Development H: Strategic Partnerships

Workstream H1:					
	Action	Lead	Support	Resources	By When
1.1	Agree a model of Health Service delivery for children and young people attending specialist provisions (SALT, OT, Physiotherapy, CAMHS, Paediatricians, School Nurses, Health Visitors)				Start Sept 07
1.2	Review and agree co-ordinated CYPS and Health Outreach Support to mainstream schools and settings				Start Sept 07
1.3	Work with the LSC to implement the plan for learners with LDD	AD, Q&I	MB/JB/Network Leaders	Staff time	Ongoing
1.4	Work with the ALPs to ensure that the needs of young people with SEN and BESD are targeted	AD, Q&I	MB/JB/Network Leaders	Staff time	Ongoing

## Area for Development I: Strategic Alignment

Workstream I:					
	Action	Lead	Support	Resources	By When
1.1	Ensure that the Implementation Plan is embedded with, or linked to related strategies including CYPP, Integrated Youth Strategy, Parenting Strategy, LDD Strategy, Localities Strategy, Transition Strategy and Schools in Challenging Circumstances	CYPLT	All ADs	Staff time	Ongoing

## Area for Development J: Finance

Workstream J1: Establish Capital and Revenue Budget Requirements, Identify Sources of Funding and Monitor Spending Against Budget					
	Action	Lead	Support	Resources	By When
1.1	Capital – Establish outline Capital Plan of spending and its timing.	BJ	AG	Staff time	Sept 07
1.2	Capital – Identify sources of funding both within authority and seek funding from DfES.	BJ	GCB	Staff time	Sept 07/ Ongoing
1.3	Capital – Prepare and gain acceptance of full Capital Plan setting out spending and sources of funding.	BJ	AG	Staff time	Oct 07
1.4	Capital – Monitor Capital Plan to reflect development and cost changes (as part of ongoing monitoring of Capital Plan but presented separately.)	GCB	AG&BJ	Staff time	From Oct 2007

Excerpt from DfES guidance Planning and Developing Special Educational Provision (May 2007)

This guidance requires that when proposals are developed for reorganising or altering SEN provision LAs and/or other proposers will need to show how they will improve on current arrangements. Paragraphs 21 and 22 set out a number of factors that local authorities and other decision makers should consider when determining statutory proposals to reorganise SEN provision. It encourages LAs to develop a range of provision to meet the range of children's SEN, recognising that this may include provision in mainstream schools or special schools or, in specialist resourced provision within a school or in a specialist unit attached to, or co-located with a school, in mainstream early years and childcare settings, or through federations, collaborations and partnerships. The key features of any form of SEN provision should be its flexibility and capacity to meet the individual needs of the children through access to appropriate specialist support and advice, however that is provided, and its effectiveness in improving progress and raising achievements

### **The SEN Improvement Test**

When proposing any reorganisation of SEN provision, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and decision makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to decision makers should show how the key factors set out in the paragraphs below have been taken into account. Proposals which do not credibly meet these requirements should not be approved and decision makers should take proper account of parental or independent representations which question the LA's own assessment in this regard.<sup>1</sup>

### **Key factors**

When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they should:

- identify the details of the specific educational benefits that will flow from the proposals in terms of:
  - a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy
  - b) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services



- c) improved access to suitable accommodation
- d) improved supply of suitable places

- LAs should also:
  - i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible
  - ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum.
  - iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children
  - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.