

**NORTH YORKSHIRE COUNTY COUNCIL**  
**YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE**

**11 June 2010**

**Covering report**

**Implementation of the Special Education Needs (SEN and Behaviour, emotional and Social Difficulties (BESD) Review**

**1. Purpose of Report**

This report asks the Young People Overview & Scrutiny Committee to:

- note the information in this report and the September 2008 briefing report attached at Annex A for information purposes.

**2. Background**

North Yorkshire County Council consulted during the summer of 2006 on the future of specialist provision for children and young people with special educational needs (SEN) and behaviour, emotional and social difficulties (BESD) in North Yorkshire. The review included extensive consultation with parents, teachers, school governors and partner agencies. The pattern of provision which was agreed by the Council following that review includes the designation of 26 North Yorkshire schools as Enhanced Mainstream Schools. These schools will have an enhanced status in meeting particular needs, but in the school itself and through outreach support, in the community of local schools.

The Young People Overview & Scrutiny Committee has received several briefings on this important topic since 2006. The last update was in September 2008 when the Committee was provided with a progress report on 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).

There are several members of the committee who will not have had an opportunity to read the report presented at the 2008 September meeting. To assist all committee members with a refresh on the background of the previous report your Chairman suggested that a copy of the report *Review of Provision for SEN and Behaviour – Phase 1 Implementation* is circulated for information purposes (attached Annex A). Members of the Committee should note that this report does not outline the current position which will be provided by an officer from the Children & Young Peoples Service.

### **3. Recommendations**

The Young People Overview & Scrutiny Committee are asked to note the information in this report and the September 2008 Report attached at Annex A for information purposes.

**HUGH WILLIAMSON  
HEAD OF SCRUTINY & CORPORATE PERFORMANCE  
NORTHALLERTON**

Author: Stephanie Bratcher Scrutiny Support Officer  
Contact Details: Tel 01609 532049  
E-mail [stephanie.bratcher@northyorks.gov.uk](mailto:stephanie.bratcher@northyorks.gov.uk)

Presenter of Report: Stephanie Bratcher, Scrutiny Support Officer

Date: 3<sup>rd</sup> June 2010

Background Documents: none

Annexes: Annex A  
September 2008 Report - Review of Provision for SEN and Behaviour – Phase 1 Implementation attached for information purposes.

## NORTH YORKSHIRE COUNTY COUNCIL

### CHILDREN AND YOUNG PEOPLE'S SERVICE

#### YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

26 September 2008

#### **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. This is summarised at Appendix 1.

- 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 an implementation plan for Phase 1. A revised and updated version of the plan is attached at Appendix 3.

##### 3.0 PROGRESS IN IMPLEMENTATION OF PHASE 1

- 3.1 This section highlights key activities in the Areas for Development from the implementation plan.

Development Area A – Networks

Important work continues to:

- ensure wherever possible that existing staff in the central teaching services (Learning Support and Behaviour Support) are enabled to apply for posts in the new Enhanced Mainstream Schools (EMS) as they come on stream (1.6)
- the posts of Network Co-ordinator BESD and Sensory, Physical and Medical were filled through the staff assimilation process. The first attempt to recruit to the posts of Network Co-ordinator for Cognition and Learning and Communication and Interaction was unsuccessful. Interim arrangements have been made so that implementation is not delayed whilst a further recruitment campaign is taken forward (2.3)
- the post of Head teacher of Virtual School for Looked After Children has been filled. Work has been set in hand to develop an overarching Strategy for Ethnic Minority Achievement which will require revised staffing proposals for the EAL and Traveller support teams
- an initial training plan has been put in place for existing staff and staff in the new EMS. This will be further developed during the year so that staff have, or are working towards, the skills and qualifications which will be required in the EMS
- meetings with the Head teachers and SENCOs of the four groups of EMS have been planned for November 2008. Key to the meetings will be discussion of the Service Level Agreement which will form the basis of the arrangements for the provisions (5.3 and 6.1)
- the model of twinned special school and EMS for high functioning Autism Spectrum Condition is being revisited with the schools concerned to ensure that the most effective delivery and accountability arrangements are put in place (6.2)

Development Areas B and C – Capital

- on 27 May 2008 the Executive approved £24.5m of capital expenditure for the implementation of the first phases of the implementation of the SEN/BESD Review. This will cover the development of all the enhanced provisions in mainstream schools and the development of additional Pupil Referral Units in Selby, Craven and Hambleton/Richmondshire. The allocation of funding also allows for a start to be made on provision of the second BESD school and the first of the new combined special schools for Learning Difficulties with the remainder of costs falling against the next capital allocation in 2011/2012. Alternatively one project may accelerate with the second phased later.

Opportunities for accessing funding through Building Schools for the Future to progress the later phases of implementation will be considered as part of the resubmission of the authority's Expression of Interest for BSF later this term. This will reprofile the remaining waves of the BSF programme nationally. North Yorkshire's position

in the programme and the timescale for entry will be confirmed in Spring 2009

- second BESD School – work continues to identify options for the location of the second BESD School on a Council owned site or by acquisition
- PRUs – a timetable has been drawn up to open the Craven PRU at the Snaygill Centre, Skipton, and the Hambleton/Richmondshire PRU on the East Road site, Northallerton in September 2009. It has not yet been possible to locate a suitable site for a PRU in Selby and site searching continues. A significant improvement has been made to out of school provision in Harrogate on the Hornbeam Park site in partnership with Hull College. It is anticipated that there will be additional provision made at the PRU in Scarborough as leadership and management arrangements for out of school provision in the area are streamlined.
- Enhanced Schools – a programme is close to finalisation with Jacobs which will enable the opening of a number of new provisions in September 2009. Priority is being given to the Enhanced Primary Schools for Behaviour and the Enhanced Secondary Schools for Specific Learning Difficulties.
- closure of Netherside Hall School – the new mainstream provisions for Specific Learning Difficulties are a pre-requisite for the agreed closure of Netherside Hall School. Further consultation will be required regarding this, in line with DCFS guidance on Planning and Developing SEN Provision
- Statutory Notices will be required for the new specialist provisions and these will be published as the sites are confirmed, with appropriate reports to the Executive Committee

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

- there has been enhancement of the 16-19 provision at Springhead School working with The Woodlands School, Scarborough and between The Dales School and Northallerton College. There have been discussions with other special schools where pressing issues have arisen e.g. concerning ongoing use of the hostel at The Woodlands School; new provision at Brompton Hall School for a small number of very challenging boys; support to Springhead School in developing off-site multi-sensory provision and support in the capital programme 2008-2011 for additional temporary classroom provision at The Dales School. This is, however, an area of development in need of greater attention as the leadership capacity within the Local Authority's Network staff is built
- significant areas of interest have been taken into the service development strand of the integrated LDD Strategy (residential services and extended provision through Short Breaks and Positive Activities/Play strategies)

#### Area for Development E - Resourced Provisions

- the phasing out/redesignation of existing Resourced Provisions is being well managed through joint planning with the Head teachers and governors of the schools concerned

#### Area for Development F – Further Develop the Capacity of Mainstream Schools

- this is a critical area for development. The new pattern of provision for high need SEN and BESD depends upon mainstream schools becoming increasingly confident and skilled in meeting a wider range of needs and in their ability to convince parents that this is the case. This is in line with key strands of the national SEN agenda. Staffing in the Quality and Improvement Service has been enhanced to lead this.

#### Area for Development G – Communication

- a number of opportunities have been taken to communicate with a range of stakeholders including briefing of staff; publication of the SEN/LDD newsletter for schools, parents, staff and Members; briefings of schools at SINS and other meetings and regular discussion with the Professional Association representatives. It is recognised that more will need to be done as implementation of some of the new provisions approaches and this area of work will receive more attention during the year.

#### Area for Development H – Strategic Partnerships

- discussions with PCT commissioners have been opened but the issue of health service delivery to existing and new specialist provisions remains a concern

#### Area for Development I – Strategic Alignment

- the implementation of the Review is one of the major service developments which link under the LDD Strategy. Another of the service developments, residential services for children and young people with LDD, will result in the development of proposals for the use of the residential provision at Welburn Hall School and the hostel at The Woodlands School

#### Area for Development J – Finance

A Capital Plan has been established, based upon outline estimates of the cost of individual projects. The Plan covers the whole of Phase 1 of the Review with total costs of the order of £24M. These projects will be monitored as part of the overall monitoring of the

Capital Plan 2008/09 - 2010/11 both in relation to the "firming up" of the costs of individual projects and their timing"

#### 4.0 OVERALL ASSESSMENT OF PROGRESS

- 4.1 Implementation of the Review is a large complex undertaking involving the decommissioning of some existing provision aligned to the delivery of the new. The timetable for delivery remains ambitious but the appointment of Local Authority staff to the leadership and co-ordination posts in the four Networks should now mean that the pace of development will pick up. Finalisation of the service level agreement between the Local Authority and the mainstream schools in the Networks is essential and is planned for completion by January 2009 with key meetings with schools in November 2008. In turn this will facilitate the appointment to teaching and non teaching posts in those schools which, by then, will have been identified as the first tranche of openings and other important areas of preparatory work, including the stepped change of some of the existing support services.
- 4.2 The realistic possibility of delivering the new BESD school for the west of the County has implications for the pace at which the development of the first SEN Learning Difficulties School can progress. It is hoped that the position will be clearer later this term. This will require amendments to the original timescale at Appendix 2.
- 4.3 Progress on two of the three new PRUs, aligned to the development of Secondary Behaviour and Attendance Partnerships, is encouraging and should lead to the first new provision being opened in September 2009.

#### 5.0 FUNDING

- 5.1 The approved Capital Plan for 2008/09 - 2010/11 includes total provision of £24.5M for the SEN and Behaviour Review. This includes estimated costs of £10.0M for the Primary & Secondary Enhanced Provisions, the development of 3 new PRUs at Selby, Northallerton and Skipton (£4.5M) together with a provision of £10.0M for the new BSD school in the West of the County (see para 4.2 above).

This ambitious programme forms a significant proportion of the recently approved CYPS Capital Plan of £66M. This is funded by various DCSF allocations but supplemented by £6M from the Council's own capital resources. In addition CYPS have previously set aside £7.0M from its revenue resources to take forward the initial project in the Review.

- 5.2 The Medium Term Financial Strategy for 2008/09 - 2010/11 includes additional amounts of £400K in 2008/09 together with a further £200K in 2010/11 - this revised spending package is slightly less than the funding envisaged when the review was initially endorsed by the

Council which involved additional resources of £640K cumulative over the 3 year period. Clearly the additional sum of £200K in 2011 is provisional given the significant scale of change now underway. If Capital resources can be identified in subsequent years to take forward Stage II of the Review it will be possible, in the following financial years, to reduce overall spending requirements.

The monitoring of spending against the provisions made in 2007/08 provided a saving and, because of some delays in taking forward projects, a similar underspending is likely in 2008/09. These savings will be used to assist the funding of the programme in later years.

## 6.0 RECOMMENDATION

- 6.1 That progress in implementation of Phase 1 of the Review of SEN/BESD provision be noted.

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

APT/JR  
15 October 2008



PHASE 1 Mainstream Provision - Agreed provision subject to accommodation/ *To be confirmed* / *To be decided*

Specialist Provision Networks (SEN)	Craven	Harrogate	Richmond/Hambleton	Scarborough, Whitby, Ryedale	Selby
Enhanced Primary School for Communication and Interaction	<b>Embsay C of E School</b> (6)	<b>Hookstone Chase CP School</b> (6)	<b><i>Alverton Infant School / Bullamoor Junior School</i></b> (6)	<b>Kirbymoorside CP School</b> (6)	<b><i>Thorpe Willoughby CP School</i></b> (6)
Enhanced Secondary School for SpLD (Dyslexia)	<b>Upper Wharfedale School</b> (6)	<b>Rossett School</b> (6)	<b>Richmond School (6) Easingwold School (6)</b>	<b>Graham School (6) Lady Lumleys School (6)</b>	<b>Barlby High</b> (6)
Twinned Secondary School for High Functioning Autism	<b>South Craven School</b> (6)	<b>King James' School</b> (6)	<b>Bedale High School</b> (6)	<u>To be decided</u> (6)	<b>Holy Family Catholic High School</b> (6)
Specialist Provision Networks (BESD)	Craven	Harrogate	Richmond/Hambleton	Scarborough, Whitby, Ryedale	Selby
Primary Learning Support Unit for Behaviour with associated learning difficulties	<b>Greatwood CP School (8)</b>	<b>Grove Road CP School</b> (8) <b>Starbeck CP School</b> (8)	<b>Bedale CP School</b> (8) <b>Sowerby CP</b> (8)	<b>Barrowcliff CJ &amp; I Schools</b> (8) <b>Malton CP</b> (8)	<b>Barwic Parade CP School</b> (8)
Behaviour Collaborative	Developing	implementation September 08	Developing	Implemented January 2006	Developing
Pupil Referral Unit (PRU)	Site identified The Snaygill Centre (16)	Existing (24)	Site identified Ex East Road School (16)	Existing (24)	To be identified (16)

**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**

**Index**

<b>Development Area</b>	<b>Workstream</b>	<b>Page Number</b>
<b>A</b> Networks	<b>A1</b> Define the strategic (whole county) Networks for SEN and BESD (participants, roles, responsibilities and expectations)	3
	<b>A2</b> Establish the Local Authority's leadership and co-ordination of the Networks	4
	<b>A3</b> Determine the management arrangements for other Inclusion and Access Services for vulnerable children and young people which are not in the Networks (ELAC, EAL, Traveller Education)	5
	<b>A4</b> Recruit to the Enhanced/twinned mainstream provisions	6
	<b>A5</b> Establish cross county and local Networks for each specialism	7
	<b>A6</b> Governance and accountability of the Networks	8
<b>B</b> Capital – New Provision (BESD)	<b>B1</b> Explore the possibility of a new build BESD school in the west of the county	9
	<b>B2</b> Explore adaptations to Netherside Hall site to provide a new build BESD school and PRU for the west	
	<b>B3</b> Establish Primary Learning Support Units across the county	
	<b>B4</b> Explore and develop options for new PRUs in Hambleton/Richmondshire, Mid Craven and Selby	
	<b>B5</b> Progress the proposal for closure of Baliol School	
<b>C</b> Capital – New Provision (SEN)	<b>C1</b> Establish enhanced provision in secondary schools for SpLD (Dyslexia)	13
	<b>C2</b> Establish twinned secondary schools for Autistic Spectrum Condition	
	<b>C3</b> Establish Enhanced Primary School provision for Communication and Interaction	
	<b>C4</b> Phase out existing Resourced Provision at Brayton College, Aireville School, Hookstone Chase CP and Alverton Infant and Nursery Schools	

<b>Development Area</b>		<b>Workstream</b>		<b>Page Number</b>
<b>D</b>	Interim Arrangements – Special Schools	<b>D1</b>	Collaborative Working and Pressing Issues	15
		<b>D2</b>	Autistic Spectrum Condition	16
		<b>D3</b>	Residential Accommodation	17
		<b>D4</b>	Extended Services	18
<b>E</b>	Resourced Provisions	<b>E1</b>	Phase out/Redesignate existing Resourced Provisions	19
<b>F</b>	Mainstream Schools	<b>F1</b>	Further develop the capacity of Mainstream schools	20
<b>G</b>	Communication Strategy			21
<b>H</b>	Strategic Partnerships			22
<b>I</b>	Strategic Alignment			23
<b>J</b>	Finance	<b>J1</b>	Capital	24
		<b>J2</b>	Revenue	

APT/JR  
19 September 2008

# 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	Progress	By When
1.1	Cognition and Learning	MB	Achieved	
1.2	BESD	MB	Achieved	
1.3	Communication and Interaction	MB	Achieved	
1.4	Sensory, Physical and Medical	MB	Achieved	
1.5	Clarify the alignment to the Networks of the Educational Psychology Service	MC	Achieved	
1.6	Audit existing Local Authority services:			
	(i) to inform staff transferability to the Networks (numbers, skills, experience, qualifications)	APT	Achieved for LA posts. Work commenced with Human Resources with regard to staffing for Enhanced Mainstream Schools	
	(ii) identify and determine the future location of elements of 'core' Local Authority work (e.g. National Strategies, Schools Causing Concern, Early Support)	APT	Achieved	

## Review of SEN and Behaviour Provision Implementation

Workstream A2: Establish the Local Authority's leadership and co-ordination of the Networks				
Action		Lead	Progress	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	Achieved	
2.2	Define the job role and expectations of Network Co-ordinators	APT	Achieved	
2.3	Recruit to the 4 posts of Network Co-ordinators	APT	Achieved for BESD and Sensory, Physical & Medical. Interim arrangements put in place for C&I and C&L	July 08 Recruitment planned for Autumn Term 2008
2.4	Disestablish the posts of Head of BSS, LSS and STS		Achieved	
2.5	Define job descriptions and specification for management posts within the Networks (other than Network Co-ordinators)	APT	Achieved	

## 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	Progress	By When
3.1	Disaggregate the functions of existing support services	APT	Achieved	
3.2	Identify alignment of related functions in Q&I and Strategic Services	ADs for A&I, Q&I and SS	Achieved	
3.3	Agree future management and staffing structures	CYPLT	Temporary arrangements put in place for EAL and Traveller Education whilst overarching EMA strategy developed.	Feb 09
3.4	Define job descriptions and specifications for management posts	APT	Achieved for Head teacher of Virtual School	
3.5	Recruit to the management posts	APT	Head teacher of VS and Lead for Early Years SEN appointed	June 08

## Review of SEN and Behaviour Provision Implementation

Workstream A4: Recruitment to Enhanced/Twinned Mainstream Provisions				
	Action	Lead	Progress	By When
4.1	Establish the employment opportunities and entitlements of existing staff	APT	Discussions with HR commenced	Nov 08
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	Training commenced July 08	Detailed plan for each Network Oct 08
4.3	Define the staffing structure for each mainstream provision in the Network	APT	Achieved	
4.4	Agree the job descriptions and specifications for teaching and teaching assistant posts in the new provisions	JB	Majority achieved	Sept 08
4.5	Identify family/parenting support to be provided from existing CYPS services and agree job role and deployment	APT	Work in hand	Nov 08
4.6	Provide an overall proposed staffing structure for SEN and Behaviour Networks	APT	Discussions with HR commenced	Dec 08
4.7	Consult staff and professional associations on the proposed staffing structure	APT		Jan 09
4.8	Agree the final staffing structure for the Networks	APT		Feb 09
4.9	Recruit to posts	Network Co-ordinators with EMS		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	Progress	By When
5.1	Secure sign up of new mainstream provisions	APT	Largely Achieved	Complete asap
5.2	Ensure that schools and support services are prepared through awareness raising, appropriate accreditation, whole school and individual training	JB/MB	Ongoing	July 08 commencement
5.3	Work with specialist provisions to agree all required operational protocols (e.g. admissions criteria for EMS)	Network Co-Ordinators	SLA in process	Start Nov 08
5.4	Agree a framework for cross county and local Network meetings	Network Co-Ordinators		April 09
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 Co-Ordinators		Jan 2010

## Review of SEN and Behaviour Provision Implementation

Workstream A6: Governance and Accountability of the Networks				
Action		Lead	Progress	By When
6.1	Agree SLAs and quality assurance arrangements with EM Schools and special schools (commissioning agreements)	APT	SLA in draft for consultation November 2008	Jan 09
6.2	Determine operational partnership arrangements between special schools and twinned EM secondary schools (ASC)	Network Co-Ordinator C&I	Discussions held with special schools. Model being revisited	Jan 09
6.3	Determine the respective roles of Network Co-ordinators and the specialist provisions in the management of outreach support services	Network Co-Ordinators and Leads	Part of SLA in preparation	Jan 09

**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	Progress	By When
1, 2	Draw up the generic brief for a 30 place BESD school	Principal Adviser, Inclusion	Achieved	
2, 4	Draw up generic brief for PRU	PA Inclusion	Achieved	
3	Draw up generic brief for primary PLSUs	PA Inclusion	Achieved	
1	Draw up outline costs for new build 30 place BESD school	SPM SS	Achieved	
1	Exploration of site options for new BESD school	AD SS	Underway	
2	Feasibility study on adaptation of Netherside Hall to BESD School plus PRU	SPM SS	Achieved	
3	Confirm sites for PLSUs after discussions with schools identified in 2006 consultation.	AD A&I	Largely Achieved	
3	Draw up feasibility studies for PLSUs in agreement with schools and identity costs.	Relevant SPO SS for each area.	Largely Achieved	
4	Explore site options for PRUs in Hambleton/Richmondshire, Selby plus alternative mid-Craven site.	AD SS	Achieved for H/R and Craven. Site search continues in Selby	asap
2, 3, 4	Report to Executive Members on progress on PLSUs			Oct 08

	and PRUs			
3, 4	Report to Executive on proposals for first tranche of new provisions			Dec 08
3, 4	Publication of Statutory Notices for establishment of PRUs and PLSUs (if approved by Council)			Dec 08
3. 4	Determination of Statutory Notices by Executive			Feb 09
3, 4	Agree start on site dates			Summer Term 09
1, 2, 5	Report to Executive Members on the second BESD School/Baliol School position and the implications for progressing the Netherside Hall proposals			Oct 08

**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 High Functioning Autism

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	Progress	By When
1, 2, 3	Review specifications for new provisions.	AD A&I	Achieved	July 07
1, 2, 3	Determine outreach patches linked to localities	AD A&I	Achieved	Oct 07
1, 2, 3	Agree generic brief for building adaptations for each workstream	PA Inclusion	Achieved	July 07
1, 2, 3	Draw up feasibility study on adaptations and produce costings.	SPOs for each area	Achieved for most sites	April 2009
1, 2, 3	Draw up a draft capital programme.	AD SS	Achieved	
1, 2, 3	Report to Executive Members on all proposals for SEN and BESD provision	AD A&I		Nov 08
1, 2, 3	Progress report to Executive on all proposals relating to SEN and BESD provision.	AD A&I		Dec 08
1, 2, 3	Publication of any Statutory Notices needed.	AD SS		From Dec 08
1, 2, 3	Determination of any proposals by County Council following period for objection and consideration by Council.	AD SS		To be determined according to publication schedule.
1, 2, 3	Progress building adaptations to completion.	SPO for relevant area		From Sept 2009 to agreed timescales.

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

Workstream D1: Collaborative Working & Pressing Issues				
Action		Lead	Progress	By When
1.1	Agree a statement of purpose and function for each special school	APT	To be rescheduled	July 09
1.2	Identify pressing issues at each special school and develop action plans to address them	APT	Priority issues addressed	Ongoing
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	Delayed	Not started – Sept 08 commencement?
	(ii) develop improved 16-19 provision together with other providers	APT	Developments at Springhead School / The Woodlands School and The Dales School/ Northallerton College ongoing	Ongoing

Workstream D2: Autistic Spectrum Condition				
	Action	Lead	Progress	By When
2.1	Ensure that ASC provision in special schools is sufficiently specialist	Network Lead and Co-Ordinator		Ongoing
2.2	Further develop the role of special schools in ASC support	Network Lead and Co-Ordinator	Greater clarity of special school role in ASC Networks	Ongoing

Workstream D3: Residential Accommodation				
Action		Lead	Progress	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	Taken into the development of a Residential Strategy within the integrated LDD Strategy	Commencing Oct 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		
3.3	Develop a C&YPS Policy on residential provision (respite, post 16, distance related) linked to LDD strategy	PN/APT		



Workstream D4: Extended Services				
	Action	Lead	Progress	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	Taken into the LDD Strategy Workstream for Short Breaks and Positive Activities	Commencing Sept 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		

## Area for Development E: Resourced Provisions

Workstream E1: Phase out/Redesignate existing Resourced Provisions				
	Action	Lead	Progress	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	MC	Resolved. Existing provision to continue subject to ongoing PCT support	
1.2	Brayton College – agree a plan for the phasing out of the MLD provision (existing pupils, admissions, funding)	APT	Achieved	
1.3	Aireville School - agree a plan for the phasing out of the MLD provision (existing pupils, admissions, funding)	APT	Achieved	
1.4	Hookstone Chase Community Primary School – agree a plan to achieve redesignation of the provision for children with communication and interaction needs	APT	Discussions underway	Dec 08

## Area for Development F: Mainstream Schools

Workstream F1: Develop further the capacity of mainstream schools				
	Action	Lead	Progress	By When
1.1	Monitor Challenge, Intervention and Support	AD Q&I		Ongoing
1.2	Provide schools with Provision Maps for BESD, ADHD, Aspergers/ASC related behaviour. Establish Leading SENCOs. Develop lead schools for Inclusion Further develop the P Scale portfolio Continue to roll out the SEAL programme	AD Q&I		
1.3	Roll out Y1 of the Inclusion Development Programme and EY IDP	AD Q&I	Implementation plan for IDP (SpLD/SLCN) commenced	Ongoing

## Area for Development G: Communication

	Action	Lead	Progress	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>	DSM		Ongoing
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 VIP (IM) Parents Forum (HF)		Commencing Sep 08

## Area for Development H: Strategic Partnerships

Workstream H1:				
	Action	Lead	Progress	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)	AD A&I	Discussions planned with PCT Commissioners.	Oct 08
1.2	Review and agree co-ordinated CYPS and Health Outreach Support to mainstream schools and settings	AD A&I		
1.3	Work with the LSC to implement the plan for learners with LDD	AD, Q&I	Pathfinder Project Scarborough.	Ongoing
1.4	Work with the ALPs to ensure that the needs of young people with SEN and BESD are targeted	AD, Q&I	Long term arrangements to be determined in line with Raising Expectations	Ongoing

**Area for Development I: Strategic Alignment**

Workstream I:				
	Action	Lead	Progress	By When
1.1	Ensure that the Implementation Plan is embedded in, or linked to related strategies including CYPP, Integrated Youth Strategy, Parenting Strategy, LDD Strategy, Localities Strategy, Transition Strategy and Schools in Challenging Circumstances	CYPLT	SEN/BESD Review integral to new arrangements for taking forward an integrated approach to strands of the LDD Strategy	Ongoing

## Area for Development J: Finance

Workstream J:				
	Action	Lead	Progress	By When
1.1	Capital	GCB	Capital plan in place	Ongoing monitoring
1.2	Revenue	GCB	Addressed in MTFS	Ongoing monitoring