

Cabinet – 26 April 2017

Specialist School Place Planning

Portfolio: Councillor Nawaz – Children's Services and Education

Service: Children's Services

Wards: All

Key decision: Yes

Forward plan: Yes

1. Summary

- 1.1 The Council has a duty to ensure there are sufficient school places for Walsall children who want a school place. A local authority has a general duty, under section 14 of the Education Act 1996, to secure that there are available in its area sufficient schools "in number, character and equipment to provide for all pupils the opportunity of appropriate education".
- 1.2 This report looks at the need for specialist school places in Walsall over the next 5 years. These are places in Special Schools and in Additional Resourced Provisions (ARPs) that are attached to mainstream schools for children and young people with Special Educational Needs and Disabilities (SEND).
- 1.3 There are two aspects:
 - i) There are short term pressures that need to be addressed for September 2017 particularly the pressure points of places for Key Stage 1 children with more complex needs. It is proposed to achieve this by selective use of adaptations and placing children at other appropriate school sites;
 - ii) There is a need for an additional 156 places in Walsall special schools (including the September 2017 increase) and for around 30 new places in Additional Resourced Provisions (ARPs) over the next 5 years, with proposals for a number of schools to be issued for further consultation;

2. Recommendations

- 2.1 That Cabinet approve the proposal to provide additional special school places at the school sites set out in this report to meet the increase in demand for special school places in September 2017.
- 2.2 That Cabinet notes the potential increase in the number of specialist school places in Walsall that may be required and approves a process of statutory consultation on the proposals to increase capacity. A formal period of consultation would run for a period of at least four weeks.

- 2.3 That Cabinet receive a further report to consider the options available to ensure the authority can meet its statutory requirement to ensure sufficient school places are available within Walsall.

3. Report detail

3.1 Background

The review of the demand for specialist school places is part of the wider review of the needs of children with SEND and the provision required to support them. The review required the development of a five-year plan for specialist provision that responds to the findings.

At their meeting on 4 February 2015, Cabinet received a report on the Special Educational Needs and Disability Review that sought approval to consult on a number of proposals to expand specialist provision in Walsall. That strategy was included in last year's review of SEN when further consultation took place.

Cabinet received a report on the Five-year Sufficiency Strategy plan for pupil place planning at their meeting on 8 February 2017. It requires "a robust assessment of how many [SEND] places of what type are needed across Walsall district mapped against current provision and only where the specific needs of SEND young people cannot be met with local provision how many out of district places are required." One of the outputs from this review is "a SEN strategy that suggests a number of places and designations for 5-10 years" and growth from September 2017. The current number of places is shown in **Appendix 1**. The Definition and types of Special Educational Needs (SEN) are explained in **Appendix 2**.

We have or have held:

- A SENDi Strategy for Walsall that has been approved by the SENDi Challenge Board and in which the need for specialist places forms part;
- A report on the numbers and types of specialist places that Walsall commissions both within Walsall and in other authorities' areas and the scope for reducing out of borough placements;
- Data analysis of the number of pupils on roll with 'SEN', projections of local and national demographic change and the changing demand for SEN provision by type of need;
- An analysis of achievement and attainment of children with special needs in Walsall;
- A multi disciplinary seminar on commissioning specialist school provision held in the autumn term;
- Visits to every special school in Walsall and meetings with Headteachers and some governors;
- Visits to Additional Resourced Provisions in Walsall;
- Presentations to and consultation meetings with Special Schools Headteachers (1 December, 18 January, 16 March); Primary Headteachers (24 November and, again, on 26 January); Secondary Headteachers (4 November).

3.2 Projections of Demand

3.2.1 We know that:

- Nationally, the Department for Education, forecast a significant (30%+) increase in the number of special school places that will be required in England up to 2024;
- The total school age population of Walsall will continue to increase over the next 10 years – it is increasing by just under 1% a year, adding around 400 young people a year to the school age population;
- There is a *pro rata* increase in the number of young people with special educational needs and disabilities. Around 15% of children have some form of special educational need. In Walsall, 3.5% have significant special educational needs and have either a Statement or an Education Health and Care plan. Whilst the vast majority of children with SEN are in mainstream schools, the general increase in the school age population alone is enough to justify over 100 additional specialist places;
- There has been an increase in the numbers of young people identified as having some form of SEND and a marked growth in particular types of SEND, such as ASD (Autistic Spectrum Disorder); an increase of 15% over a 5 year period, and other more complex special needs;
- No local authority is or ever will be self sufficient in its SEN provision. However, typically, there are over 200 Walsall children and young people a year going out of borough to school placements in other authority areas. Many are the nearest appropriate placement in neighbouring areas; others are in regionally based specialist provision, while 70 or more a year are in independent specialist provision. Placement costs are typically higher than those in-borough placements, even more so when transport costs are added. The aim of the SENDI Strategy is to ensure that wherever possible the child's needs are met in Walsall.
- There is local information about the numbers of very young children being identified as having some form of special educational need or disability. In the autumn term, just under 50 children were identified as possibly requiring a Key Stage 1 special school place in Walsall in 2017-2018.
- There are therefore short term pressures that need to be addressed for September 2017, particularly the demand for places for Key Stage 1 children with more complex special educational needs. It is proposed to achieve this by selective use of adaptations and/or placing at other appropriate school sites.

3.2.2 The Children and Families Act 2014 is clear that children and young people with special educational needs (SEN) should be educated in mainstream schools and other mainstream provision unless their need requires more specialist provision. The authority is working with all schools to promote and develop inclusion of children with special educational needs in mainstream settings and to improve the outcomes for those young people. As part of our strategic planning work for SEN, we are developing measures to support mainstream schools in meeting the special educational needs of a wider range of pupils, through workforce training and thorough developing and promoting the specialist expertise that exists within Walsall. An example of this work is in supporting school SENCOs (special educational needs coordinators) in the identification of particular types of special educational need and the appropriate response.

- 3.2.3 The proposals in this report include some to expand provision at a number of maintained special schools in Walsall. All special schools in Walsall are rated either as Good or Outstanding by Ofsted. Statutory guidance is clear that “it is expected that, where possible, additional new places will only be provided at schools that have an overall Ofsted rating of ‘good’ or ‘outstanding’.” The proposals will create additional quality places to meet changing needs that parents and young people will find attractive and which will create conditions that will help to improve the educational outcomes for those young people.

3.3 **Special Schools Places from September 2017**

The proposal in this report is for an increase of 156 special school places at existing schools over the next 5 years. In the short term, there is a need to respond to the demand for places at special schools in September 2017. It is proposed to carry out adaptations at 2 of the special schools to meet rising demand in the short term, particularly for places at Key Stage 1. These may also form part of the longer term development of each school. Also, to develop Key Stage 1 provision at other appropriate sites, probably as an annex to one of the existing special schools. There is currently no Key Stage 1 provision at other special schools in Walsall.

There is place funding for 50 additional places that is centrally held. This can be applied and used to meet the costs of the additional places that are required for September 2017.

The alterations are proposed for:

- Old Hall school – creating 16 teaching spaces for high needs children of primary age by relocating administrative functions to the external buildings and converting meeting rooms/storage (the 16 places are included in the total of 156 places above).
- Oakwood school – creating 6 teaching spaces for high needs children of primary age by providing temporary accommodation in the grounds of the school for meeting room/administration (the 6 places are included in the total of 156 places).
- Other appropriate site(s) as identified to meet Key Stage 1 need, creating up to 28 additional places.

Where the local authority is the proposer of a change for a community special school and it wishes to increase by 10% or 20 pupils, or decrease numbers, it must follow a statutory process for making ‘prescribed alterations’ that includes a public consultation lasting 4 weeks. There is a 6 week consultation process required to increase places at Old Hall because the increase is over 10% of the existing pupil population. There is no consultation required for the proposed changes at Oakwood.

3.4 **Special Schools**

The proposal in this report is for an increase of 156 special school places at existing schools over the next 5 years. That includes the 50 additional places proposed for September 2017.

The precise number of additional places depends on feasibility studies and agreement with the schools over the types of places needed and the type of special need to be met. The capacity and use of existing space at three of the special schools has been measured in order to give the schools and the authority an agreed baseline from which to work. An indication of the need for additional places in existing schools is as follows:

Types of places at present	Commissioned places (April – August 17)	Additional places
Moderate Learning Difficulties and Additional/Cognition & Learning (7-19)	251	60
Severe/complex needs (3-11)	155	48
Severe/complex needs (11-19)	127	20
Social & Emotional Health	112	0
Short stay	30	0
Centrally held places for September	0	28
Totals	675	156

22 of the 156 additional places are to be created at existing special schools (Old Hall and Oakwood) for September 2017. A further 28 centrally held places may be used to develop Key Stage 1 provision for September 2017 at existing schools. This gives a total additional requirement of 156 places over the next 5 years.

3.5 **Additional Resourced Provision (ARPs) in Walsall**

Additionally Resourced Provisions (ARPs) are specialist school places that are attached to or are part of mainstream schools. The Local authority makes the placement of the young person in the ARP and pays the school for the costs of the placement. The pupil is on the roll of the school and the staff are employed by the school. The young people may spend some time in the resource base, but the presumption is that there will be inclusion in the mainstream school for some of the time for learning and socialising.

- There are 9 ARPs in Walsall providing 105 places. In all cases, the model is one that provides for up to 80% inclusion in the mainstream setting.
- We have reviewed each Walsall ARP and also where in some cases, pupils, are going out of borough. We propose to increase the number of places in primary and secondary ARPs for young people with ASD. We propose to do this by both re-designation of places in existing ARPs, increasing the number of places in existing ARPs where this is possible and physical expansion within the buildings, adaptations and improvements or possibly new build.

- The proposal, to be subject to consultation, to expand ARP provision by up to 30 places over the next 5 years; particularly for children with ASD.
- We are open to opportunities to work with other mainstream schools to develop ARP provision in the future. It may be that such developments could be tied in with classroom extensions at primary schools as part of the 5 year schools' capital programme (Cabinet 8 February 2017 Agenda Item 16).

3.6 Local Authority Commissioned Free Special School

The opportunity was taken to submit an expression of interest for a Local Authority commissioned free school in Walsall to the Regional Schools Commissioner. All relevant local authorities were invited to do this in November.

The vision for the potential Walsall special free school was one that meets the needs of children who, among others, are over-represented in out of borough placements: the more challenging young people who have often complex social, emotional and mental health issues (SEMH) and with learning difficulties (LD). This would be for secondary age children and could have 60 places in the 11-16 age range, with possibly some residential/respite places. It is seen as enhancing the provision in Walsall to that provided by Elmwood school. A decision by Government Ministers was announced on 12 April and unfortunately the expression of interest was unsuccessful. Within the West Midlands region Herefordshire is the only Local Authority to have been successful. This means that we will not need to revisit Walsall's requirements in relation to provision for SEMH,

3.7 Other Developments

An academy chain with a number of schools in Walsall is seeking to establish a free special school in Walsall. This is for young people with autism (ASD). It may have up to 90 secondary age places for children aged 11-16. These may become available in 2021. There is an opportunity for the Authority to work with new providers to shape the kind of provision that will be made and to commission places at those new schools. Further, it is possible that the local authority would commission only a portion of the places available at a new school, given the potential interest from neighbouring Local Authorities.

4. Council Priorities

4.1 The Council's purpose is to 'Reduce inequalities and maximise potential'. Its four priorities are:

- Pursue inclusive economic growth
- Make a positive difference to the lives of Walsall people
- Children are safe from harm, happy and learning well with self-belief, aspiration and support to be their best
- Safe, resilient and prospering communities.

4.2 The proposals in this report contribute most directly to the Council priority of ensuring that 'Children are safe from harm, are happy and learning well, with self-belief, aspiration and support to be their best' and indirectly to the other three priorities.

5. Risk Management

- 5.1 There is a need to ensure there are sufficient specialist school places to meet local demand. There is a short term need in particular for additional specialist school places for Key Stage 1 children with more significant special educational needs to be created for September 2017.
- 5.2 However, an 'excess' or an over- supply of additional school places over the next five years would place pressure on the high needs funding block – each additional specialist school place costs £10,000 before it is filled.

6. Financial Implications

- 6.1 The costs of providing / supporting all special school places and high needs provision is funded through the High Needs block of the Dedicated Schools Grant (DSG) funding that the authority receives. For 2017/18 the places that have been commissioned by the local authority, including those additional places that are planned to be available from September 2017 that are set out in the report, are affordable within the totality of High Needs block DSG funding and balances that are available to the authority.
- 6.2 In terms of funding for any capital works that will be necessary to secure the additional special school Key Stage 1 provision that is required from September 2017, Schools Forum previously agreed, at their meeting on 9 December 2014, to allocate £1m of DSG revenue balances to be utilised to create additional SEN places, and a request to dis-apply the regulations (and utilise revenue funding for capital costs) was then made to the Secretary of State who formally approved the use of up to £1m of DSG revenue balances to be utilised for capital purposes.
- 6.3 The required alterations identified to date for special schools are therefore affordable within the capital funding that is available, and this capital project has been included within the reserve list of capital programme projects approved by Council for 2017/18.
- 6.4 Following consultation regarding options for future provision requirements, further detailed financial modelling will be undertaken to understand the costs of additional places required across all areas of educational provision (mainstream, high needs and early years) for the next 5 years, against the revenue and capital funding that will be available to the authority to develop and operate this provision. Cabinet will receive a further report to consider the options available to ensure the authority can meet its statutory requirement to ensure sufficient school places are available within Walsall.

7. Legal Implications

- 7.1 The Children and Families Act 2014 requires local authorities to keep the provision for children and young people with SEN and disabilities under review (including its sufficiency), working with parents, young people and providers (SEND Code of Practice, chapter 4, 2015).
- 7.2 A local authority has a general duty, under section 14 of the Education Act 1996, to secure that there are available in its area sufficient schools "in number, character

and equipment to provide for all pupils the opportunity of appropriate education” (subsection 2).

8. Procurement Implications/Social Value

- 8.1 The existing framework arrangements that the Council has in place will be used for school alterations and expansions over the next 5 years.

9. Property Implications

- 9.1 Proposals would involve expansions and/or alterations at the schools identified.

10. Health and Wellbeing Implications

- 10.1 The programme of works will be managed through IFM's (Integrated Facilities Management) processes and procedures. All Council Health and Wellbeing policies and procedures will be implemented.

11. Staffing Implications

- 11.1 There are no direct staffing implications arising from this report.

12. Equality Implications

- 12.1 Ensure access to suitable, high quality specialist school places that is attractive to parents and young people and which meets their needs and improve educational outcomes. An EqlA (Equalities Impact Assessment) has been completed for these proposals. This has included an analysis of children/families affected by or potentially benefiting from the specialist educational provision by 'protected characteristics' including, for example, ethnicity or different forms of disability.

13. Consultation

- 13.1 There has been extensive consultation with providers and other stakeholders in the course of the SEN review. The Headteachers of special schools in particular have helped to shape the proposals in this report. Proposals to increase the size, age range or designation of schools, including special schools, are to be subject to a process of statutory consultation. For local authority maintained schools, the requirements are set out in the School Organisation Prescribed Alterations to Maintained Schools, England, Regulations 2013. Subject to Cabinet approval, a consultation will follow on the specific school proposals where these are required.

Background papers

- | | |
|--|---|
| Cabinet 4 February 2015, Agenda Item 10: | Special Educational Needs and Disability Review. |
| Cabinet 8 February 2017, Agenda Item 16: | Proposed Implementation of the Five-Year Sufficiency Strategy plan. |

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Signed
David Haley
Executive Director
12 April 2017



Signed
Councillor Nawaz
Portfolio Holder
12 April 2017

Specialist places 5 year plan

Appendix 1

Special schools	Designation	Commissioned places Apr-Aug 17	Current places
Oakwood	SLD, PMLD, Medical (Severe Learning Difficulty, Profound & Multiple Learning Difficulty)	75	60
Old Hall	Complex need	80	60
Mary Elliot	Learning Difficulty, Complex needs	127	110
Phoenix	SEMH (Social, Emotional and Mental Health)	48	30
Elmwood	SEMH (Social, Emotional and Mental Health)	64	56
Jane Lane	Cognition & Learning	130	120
Castle	MLD (Moderate Learning Difficulty) and Additional Needs	121	100
Shepwell	Short stay	30	30
Total		675	566
Additional Resource Provisions (ARPs)			
Bentley West Primary	Sensory	10	10
Busill Jones Primary	AS/SLCN (Autistic Spectrum/Speech Language & Communication Needs)	15	15
Rushall Primary	AS/SLCN (Autistic Spectrum/Speech Language & Communication Needs)	15	15
Lindens Primary	PD (Physical Disability)	10	10
Pool Hayes Secondary	AS/SLCN (Autistic Spectrum/Speech Language & Communication Needs)	10	10
St Francis of Assisi Secondary	SpLD (Specific Learning Difficulty)	13	13
Shire Oak Secondary	SpLD (Specific Learning Difficulty)	10	10
Streetly Secondary	PD (Physical Disability)	10	10
Shepwell Short stay	AS/SLCN (Autistic Spectrum/Speech Language & Communication Needs)	12	12
Total		105	105
Pupil Referral Unit PRU - New Leaf			
on site		80	80
offsite		20	20
Total		100	100
Total		880	771

Definitions and Types of Special Educational Needs (SEN)

Definition of special educational needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
3. are under compulsory school age and fall within the definition at (1) or (2) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

1. for children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area
2. for children under 2, educational provision of any kind. (S. 312, Education Act 1996)

Categories of Special Educational Need

A child may be assessed as having one of the following types of SEN (SEN Code of Practice 2015). These are the categories used in EHC Plans. They are divided into 4 main areas:

1. Cognition and learning needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

2. Social, Emotional and Mental Health

- Social, Emotional and Mental Health (SEMH)

3. Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

4. Sensory and/or physical needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

‘SEMH’ replaced the category ‘BESD’ – Behavioural, Emotional and Social Difficulties.

Equality Impact Assessment (EqIA) for Policies, Procedures and Services

Proposal name	Specialist school place planning		
Directorate	Children's Services		
Service	Special Needs		
Responsible Officer	Claire Goss; Lynda Poole		
EqIA Author	Philip Wells		
Proposal planning start	16/9/16	Proposal start date (due or actual)	1/9/17

1	What is the purpose of the proposal?	Yes / No	New / revision
	Policy		
	Procedure		
	Internal service		
	External Service		
	Other - give details: To propose an increase in the number of specialist school places in Walsall over the next 5 years from September 2017		
2	What are the intended outcomes, reasons for change? (The business case)		
	<p>The proposal is based on the SENDi (special educational needs and disabilities) strategy for Walsall that indicates the need for an additional number of school places in existing and potential special school in Walsall and in Additional Resource Provisions (ARPs) that are attached to mainstream schools.</p> <p>The Council has a duty to ensure that there are available in its area "sufficient schools in number, character and equipment to provide for all pupils the opportunity of an education " (§14, Education Act 1996).</p> <p>There are three aspects:</p> <ul style="list-style-type: none"> i) There are short term pressures that need to be addressed for September 2017 – the pressure points of places for Key Stage 1 children with more complex needs. It is proposed to achieve this by selective use of adaptations and placing children at other appropriate school sites; ii) An indication of the need for additional 156 places in Walsall special schools (including the September 2017 increase) and for around 30 new places in Additional Resourced Provisions (ARPs) over the next 5 years, with proposals for a number of schools to be issued for further consultation; iii) Two outline proposals to further increase the number of special school places through the free schools programme. Up to a further 150 places are possible if 		



	both proposals are successful.										
3	Who is the proposal potential likely to affect?										
	People in Walsall	Yes / No	Detail								
	All	Yes	Ensuring sufficient school places and opportunities for education contributes to the realisation of the Council's purpose of 'reducing inequalities and maximising potential'								
	Specific group/s	Y	Pupil with special educational needs and/or disabilities, their parents/carers								
	Council employees	Y	Potential increase in staff numbers in schools that are maintained by the local authority (as well as in other providers)								
	Other										
4	Evidence, engagement and consultation										
4.1	<p>On 4 February 2015, Cabinet received a report on the Special Educational Needs and Disability Review that sought approval to consult on a number of proposals to expand specialist provision in Walsall. That report was accompanied by an EqIA that described a process of consultation and engagement that had preceded the Cabinet report. This is summarised below.</p> <table border="1"> <tr> <td>Type</td><td>Mixed</td><td>Date</td><td>2013-14</td></tr> <tr> <td>Audience</td><td colspan="3"> <p>There were 6 workshops with special headteachers, ARP leaders, representation from workforce development, social and health care professionals.</p> <p>September 2014-November 2014 initial informal consultation to ascertain thoughts, feelings and fears with Special Headteachers; Chair of Governors; parents / carers; pupils and staff of all the 6 special schools, Additional Resource Provision (ARP's) and PRUs within Walsall.</p> <p>There were 163 written responses received. These were broken down into the following areas (SLD/PMLD – 62 responses; MLD – 61 response; SME – 29 response; Communication and Interaction ARP – 6 responses; Specific Learning Difficulties – 5 responses).</p> <p>There were 3 telephone conversations regarding the SEND reform.</p> <p>Presentation at Director Children Services (DCS) November 2014 to highlight the journey regarding SEND reform and the</p> </td></tr> </table>			Type	Mixed	Date	2013-14	Audience	<p>There were 6 workshops with special headteachers, ARP leaders, representation from workforce development, social and health care professionals.</p> <p>September 2014-November 2014 initial informal consultation to ascertain thoughts, feelings and fears with Special Headteachers; Chair of Governors; parents / carers; pupils and staff of all the 6 special schools, Additional Resource Provision (ARP's) and PRUs within Walsall.</p> <p>There were 163 written responses received. These were broken down into the following areas (SLD/PMLD – 62 responses; MLD – 61 response; SME – 29 response; Communication and Interaction ARP – 6 responses; Specific Learning Difficulties – 5 responses).</p> <p>There were 3 telephone conversations regarding the SEND reform.</p> <p>Presentation at Director Children Services (DCS) November 2014 to highlight the journey regarding SEND reform and the</p>		
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	<p>commitment of the Local Authority through the secondment of 2 senior leaders from within the special sector.</p> <p>September 2014 – Attendance at parent forum to “myth bust” regarding the changes a foot within SEND.</p> <p>December 2014 – All stakeholders associated with the SEND reform from within the mainstream sector were invited to an initial consultation event across the North, East, South and West of the borough.</p>
Protected characteristics	<p>Disability</p> <p>Positive Effective identification of need for all pupils and matching that to appropriate provision will enable greater opportunities for learners to reach their full potential</p> <p>Negative The requirement to change schools for existing pupils (though this did not materialise) - travel arrangements and facilities at schools was identified as a risk that may adversely impact pupils</p>
Feedback	
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Implementation of the proposals in the February 2015 was only partially achieved. The present report builds on the 2015 exercise. From the autumn term 2016, a number of events and meetings took place as summarised below that helped in the development of the proposals

Type	Mixed	Date	Autumn 2016 – Spring 2017
Audience	<p>The proposals derive from :</p> <ul style="list-style-type: none"> • A SENDi Strategy for Walsall that has been signed off by the of the SENDi Challenge Board and in which the need for specialist places forms part; • A report on the numbers and types of specialist places that Walsall commissions both within Walsall and in other authorities’ areas and the scope for reducing out of borough placements; 		

		<ul style="list-style-type: none"> • Data analysis of the number of pupils on roll with 'SEN', projections of local and national demographic change and the changing demand for SEN provision by type of need; • An analysis of achievement and attainment of children with special needs in Walsall; • A multi disciplinary seminar on commissioning specialist school provision held in the autumn term; • Visits to every special school in Walsall and meetings with headteachers and some governors; • Visits to Additional Resourced Provisions in Walsall; • Presentations to and consultation meetings with special schools headteachers (1 December, 18 January, 16 March); primary headteachers (PNS 24 November and, again, on 26 January); secondary headteachers (WASH 14 November).
	Protected characteristics	<p>Disability</p> <p>Positive Effective identification of need for all pupils and matching that to appropriate provision will enable greater opportunities for learners to reach their full potential</p> <p>Negative None identified</p>
	Feedback	
	<p>There was support from those represented at the various fora for the proposals contained in the report, as there had been for the original set of proposals in 2015. Once the 5 year strategy is agreed, proposals will come forward to make changes at individual schools.</p> <p>Proposals to make significant changes at individual schools are subject to a statutory process of public consultation in which proposals are published and responses invited for a period of 4 weeks following the publication of a notice. In the case of local authority maintained schools, the local authority itself is able to 'determine' (agree or otherwise) the proposal in the light of feedback from consultation.</p>	
4.2	Concise summary of evidence, engagement and consultation	
	<ul style="list-style-type: none"> • The total school age population of Walsall will continue to increase over the next 10 years – it is increasing by just under 1% a year, adding around 400 young people a year to the school age population; • There is a <i>pro rata</i> increase in the number of young people with special educational needs and disabilities. Around 15% of children have some form of special educational need. In Walsall, 3.5% have significant special educational 	

needs and have either a statement or an Education Health and Care plan. Whilst the vast majority of children with SEN are in mainstream schools, the general increase in the school age population alone is enough to justify over 100 additional specialist places;

- There has been an increase in the numbers of young people identified as having some form of SEND and the marked growth in particular types of SEND, such as ASD (Autistic Spectrum Disorder)- an increase of 15% over a 5 year period- and other more complex special needs;
- No local authority is or ever will be self sufficient in its SEN provision. However, typically, there are over 200 children and young people a year going out of borough to school placements in other authority areas. Many are the nearest appropriate placement in neighbouring areas; others are in regionally based specialist provision, while 70 or more a year are in independent specialist provision. Placement costs are typically higher than those in-borough, even more so when transport costs are added.
- There is a decline nationally in the proportion of pupils with a statement or Education Health and Care plan who are in mainstream school settings;
- Also nationally, the Department for Education, forecast a significant (30%+) increase in the number of special school places that will be required in England up to 2024;
- There is local information about the numbers of very young children being identified as having some form of special educational need or disability. In the autumn term, just under 50 children were identified as possibly requiring a Key Stage 1 special school place in Walsall in 2017-2018,
- There are therefore short term pressures that need to be addressed for September 2017 –a demand for places for Key Stage 1 children with more complex special educational needs. It is proposed to achieve this by selective use of adaptations and/or placing at other appropriate school sites.

The proposals contained in this report have been developed in close consultation with schools and other stakeholders in Walsall. That occurred in a first phase of the process leading up to the report in 2015 and then, as part of the SENDi strategy work, in the autumn of 2016. The proposals are at a strategic level, indicating the need for additional specialist school places in Walsall over the next 5 years. School specific proposals will follow.

The proposals will create additional quality places to meet changing needs that parents and young people will find attractive and which will create conditions that will help to improve the educational outcomes for those young people.

5	How may the proposal affect each protected characteristic or group? The affect may be positive, negative or neutral.			
	Characteristic	Affect	Reason	Action needed Y or N
	Age	Neutral	No foreseen impact	N

	Disability	Positive	Effective identification of need for all pupils and matching that to appropriate and expanding provision will enable greater opportunities for learners to reach their full potential. See below on types of need/disability	N
	Gender reassignment	Neutral	Proposal does not change, remove or reduce	N
	Marriage and civil partnership	Neutral	Proposal does not change, remove or reduce	N
	Pregnancy and maternity	Neutral	Proposal does not change, remove or reduce	N
	Race	Positive	The identified prevalence of SEN associated with learning disabilities differs considerably between ethnic groups. The proposal expands opportunities See below.	N
	Religion or belief	Neutral	Proposal does not change, remove or reduce	N
	Sex	Neutral	Proposal does not change, remove or reduce	N
	Sexual orientation	Neutral	Proposal does not change, remove or reduce	N
	Other (give detail)			
	Further information			
6	Does your proposal link with other proposals to have a cumulative effect on particular equality groups? If yes, give details below.			Yes
	<p>SENDi strategy (Strategy Board 4 April 2017).</p> <p>Cabinet 8 February 2017, Agenda Item 16: Proposed Implementation of the Five-Year Sufficiency Strategy plan.</p>			

7	Which justifiable action does the evidence, engagement and consultation suggest you take? (Bold which one applies)	
	A	No major change required
	B	Adjustments needed to remove barriers or to better promote equality
	C	Continue despite possible adverse impact
	D	Stop and rethink your proposal

SEN and Disability by Ethnicity

The following present information on the ethnic composition of children with primary SEN (School Action Plus or with statements) associated with learning disabilities for all minority ethnic groups in 2013.

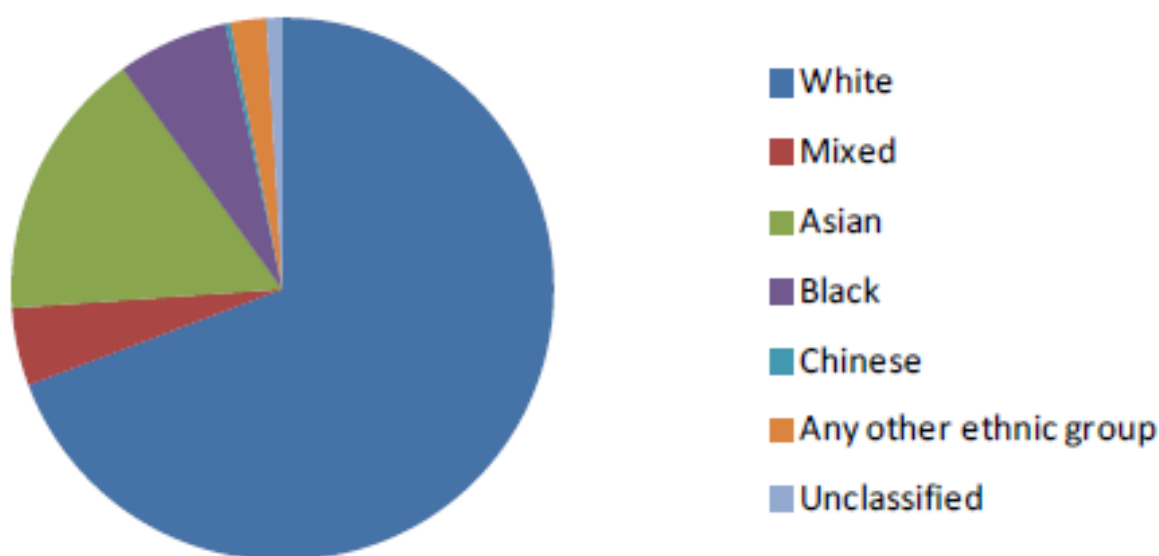
In 2013, 74% of children with a primary SEN of MLD were recorded as 'white British' compared with 71% of children with a primary SEN of SLD and 64% of children with a primary SEN of PMLD. These differences primarily reflect the higher rates of severe and profound multiple learning difficulties among 'Pakistani' and 'Bangladeshi' children.

Source: People with Learning Disabilities in England 2013 (PHE)

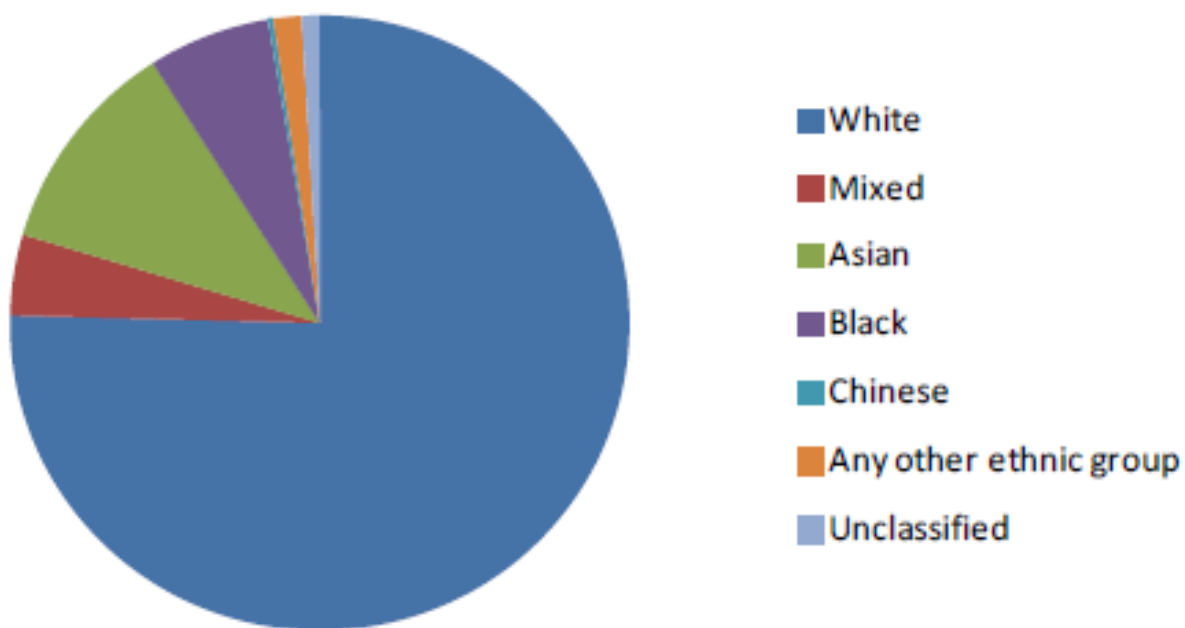
Extract of presentation to SENDi Challenge Board February 2017 by Dr Uma Viswanathan

The identified prevalence of SEN associated with learning disabilities differs considerably between ethnic groups.

Profound & Multiple Learning Difficulty



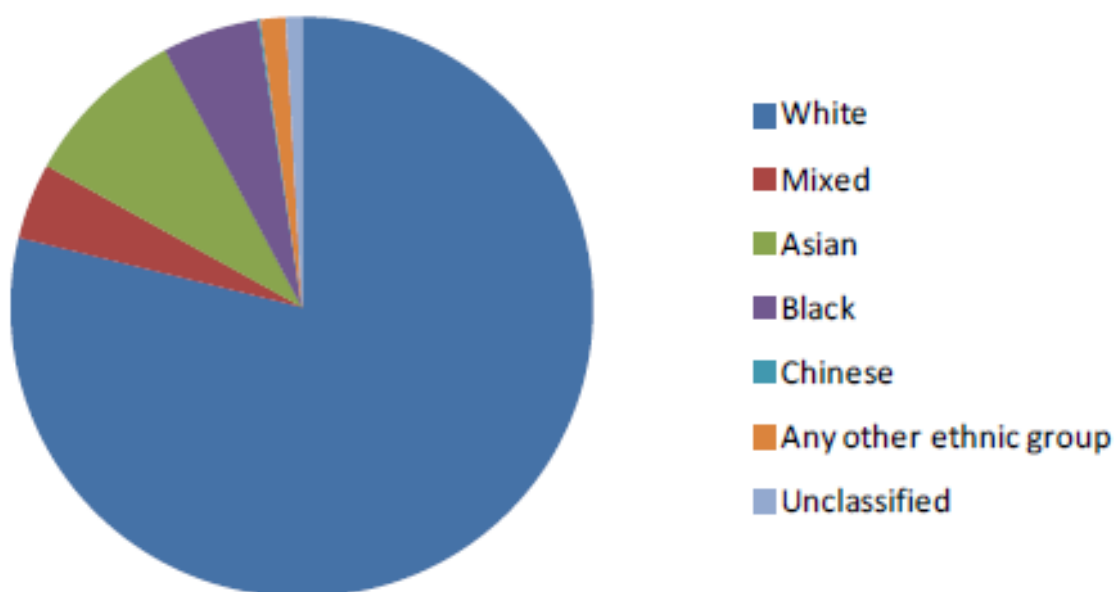
Severe Learning Difficulty



Ethnic

Composition of children with primary SEN (School Action Plus or with statements) of SLD, 2013

Moderate Learning Difficulty



Percentage of pupils by ethnic origin

State funded schools in England, 2016

Source: School Census

White non-British pupils now make up 7.1% of the population in primary schools. This is the third year that this ethnic group is the second largest ethnic minority, after pupils from Asian origins, who continue to be the largest minority. Pupils from Asian and Black origins are the two largest minorities in secondary schools. In pupil referral units (PRUs), there are a greater proportion of black pupils and pupils from mixed ethnic origins than in mainstream schools, and a smaller proportion of Asian pupils.

	Special schools	Primary	Secondary	PRU
White British	71.6	67.9	70.9	70.9
White non British	4.0	7.1	5.4	6.3
Asian	9.5	10.6	10.3	4.2
Black	6.7	5.7	5.5	7.1
Mixed	5.2	5.7	5.5	7.1
Chinese	0.3	0.4	0.4	0.1
Any Other	1.5	1.8	1.6	1.5
Unclassified	1.3	0.7	1.2	2.1

Walsall residents

School pupils with SEN and/or a Disability number	2009	2010	2011	2012	2013	2014	2015	Increase	%
Autistic Spectrum Disorder (ASD)	259	304	336	407	420	284	358	99	38.22
Social, Emotional & Mental Health (SEMH)	473	474	500	546	529	415	512	39	8.25
Hearing Impairment (HI)	70	66	68	65	78	64	57	-13	-18.57
Moderate Learning Difficulties (MLD)	1115	1093	1156	1242	1230	1013	1764	649	58.21
Multi-Sensory Impairment (MSI)	6	16	13	15	18	8	11	5	83.33
Other	81	70	71	102	112	59	96	15	18.52
Physical Disability (PD)	125	117	118	141	141	84	97	-28	-22.40
Profound & Multiple Learning Difficulties (PMLD)	83	82	75	74	64	84	65	-18	-21.69
Speech, Language & Communication Needs (SLCN)	396	401	415	444	478	369	615	219	55.30
Severe Learning Difficulties (SLD)	233	225	192	196	213	197	201	-32	-13.73
Specific Learning Difficulties (SpLD)	212	193	193	221	236	210	332	120	56.60
Visual Impairment (VI)	93	106	116	120	121	75	82	-11	-11.83
SEN No specialist assessment of need (NSA)	0						167	167	
Totals	3146	3147	3253	3573	3640	2862	4357	494	15.70

Source: National Statistics on special educational needs 2015. Walsall return

Action and monitoring plan

Action Date	Action	Responsibility	Outcome Date	Outcome

Update to EqlA

Date	Detail