



Walsall Council

Walsall Children's Services

Report to:	Schools Forum
Date:	8 th July 2014
Subject:	SEN Review
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Purpose of report:	To inform Forum of a review of Special Educational Provision and progress to date.
Recommendation:	To note the contents of the report. To note the financial implications of the SEN Review will be the subject of a further report in the autumn term.

1. Introduction

- 1.1 The local authority is undertaking a review of special educational provision across Walsall with the intention of establishing a continuum of special educational provision that:
- meets the needs of children and young people with special educational needs and/or disabilities in the context of legislative reform in SEND and education;
 - secures outstanding progress and achievement for children and young people; and;
 - incorporates a range of provision – including inclusive mainstream schools, additionally resourced provision and units; and special schools that cater for a range of complex high needs pupils.

2. Background

- 2.1 Data analysis of special needs provision has been undertaken by the SEN team, the analysis looks at comparative data across Walsall and our statistical neighbours.
- 2.2 The data demonstrates that the authority needs to:
- identify the barriers to the inclusion of pupils with MLD in mainstream schools;
 - check that provision and services support the placement of pupils in mainstream or Additionally Resourced Provision (ARP) where this is the preferred option;
 - ensure support to and capacity of our provision makes this a successful option in terms of retention and pupil progress and achievement
 - review the number and type of places in specialist provision (ARP & Special schools) – we need to increase places in some ARPs and decrease places in SpLD

3. Progress to date

- 3.1 In January and February 2014 two half day workshops with key stakeholders were held. The group was asked to consider where we are now and identify the key issues to be addressed. In addition the group were asked to identify possible options that will ensure we have a full range of provision that provides enough of the right type of provision to meet the needs of all children and young people with SEN, including those with the most complex special educational needs in Walsall.
- 3.2 The stakeholders involved at these initial stages were special school head-teachers; head-teachers of schools with ARPs; providers of support services to schools and pupils; finance and school admissions.

From the learning and discussion so far the following principles and next steps have been proposed:

1. Maximise expertise and seek economies of scale
 2. Make sure Walsall children can attend Walsall schools
 3. Develop and ensure full parental engagement and support challenge
 4. Ensure support for education and family
 5. Ensure quality provision across the continuum – build capacity so that every mainstream schools is fully inclusive; commission specialist resourced provision and units; special schools that cater for the most complex needs.
 6. Address gaps in provision for speech, language and communication needs (SLI – specific language impairment) and autistic spectrum (AS)
- 3.3 Through the workshops possible options have been narrowed down to the preferred options for consideration. In summary these options include:
- Special schools - alongside the option to retain the current number and type of special school -
 - An increase in SLD/PMLD places, 10 primary and 20 secondary. These places are needed to cater for increasing incidence.

- Possible amalgamation of 2 primary SLD special schools.
- Review the number of places for MLD provision to include an increase in the published admission number (PAN) for the two current MLD schools - note: the number of places currently being funded is in excess of the PAN, therefore the proposed increase in PAN formalises provision already being made.
- One all age MLD campus based school.
- New build MLD – as separate primary and secondary.
- Post 16 provision will be reviewed and all year 11 transitions into sixth form will be for maximum of two years from September 2014.
- An increase in BESD places, 10 primary and 4 secondary.
- Secondary building needs urgent replacement.
- Possibility of one BESD school with separate primary and secondary departments – both the BESD schools are small in size and long term financial viability is a concern.
- Investigate the possibility Residential facility – to replace out of authority specialist placements.
- Establish outreach and training support for mainstream schools for pupils with SLD and MLD.
- Establish BESD outreach and training support for mainstream schools in partnership with the PRU and local authority services.

- Additionally Resourced Provision –

- ASD - An increase of 27 secondary places, with most of these places being available as new provision at the Shepwell Centre.
- ASD - Possible creation of one larger primary ASD unit rather than current two smaller ARPs.
- ASD - Establish a local authority transition support and outreach team to focus on ensuring a successful transition to secondary for year 6 pupils.
- SLI – specific language impairment – an increase of 2 places at existing secondary SLI-ARP.
- Increase SaLT - speech therapy intensive support to all eligible pupils in KS1.
- SpLD - no increase in existing provision in ARP's, however increase the capacity of the central Advisory Teacher Team to support eligible pupils and their schools.
- SpLD – develop a traded service to support schools in developing their capacity to deliver the local offer.
- Support all schools in achieving dyslexia friendly status.
- PD – increase secondary places by 5 to match the number of primary ARP.

4. Next Steps

- 4.1 Discussions will now be broadened and will involve elected members, parents and pupils, governors and central staff from agencies who work with children and young people 0-25.
- 4.2 The SEN review will have both capital and revenue implications. However specific costs of the various options have yet to be determined and will be subject of a future report.

5. Recommendation

- 5.1 Forum members are asked to note the contents of the report.
- 5.2 To note the financial implications of the SEN Review will be the subject of a further report in the autumn term.

