

Schools Forum

12 June 2007

Members of the Schools Forum are Requested to Approve the Recommendations
in this Report

Maintained Specialist Educational Provision for Children and Young People in Walsall

1. Purpose of the Report

The purpose of the report is to inform members of the Schools Forum of developments in special education, the cost pressures involved and the educational benefits for children in Walsall.

2. Background

In September 2004, Education Walsall went to informal consultation on proposed revisions and improvements to specialist educational provision available in the Borough. The review was grounded in providing inclusive education where possible for pupils with special needs. The review also serve to ensure that Walsall was operating with due regard to legislation concerning disability discrimination and equality of opportunity. The review considered the pattern of maintained special schools that would best meet pupil need. It also considered the location of specially resourced units within mainstream schools.

Good progress has been made on enacting the proposals in the review. More children are educated in the communities where they live. It is also significant that the number of cases taken to the SEN & Disabilities Tribunal has decreased significantly, from 36 cases in 2003, to 13 cases in 2006, reflecting increased parental confidence in the provision available within Walsall to meet children's needs.

3. Additionally Resourced Mainstream Provision

Developments

- Adaptions have been made to 2 primary schools and 1 secondary school to meet the needs of children with communication needs. These units make it possible for children on the Autistic continuum to be educated near the communities where they live.
- The adaption of 2 primary schools and 2 secondary schools to meet the needs of children and young people with specialised learning needs, including dyslexia
- Adaptions have been made to 1 primary school and 1 secondary school to meet the needs of children and young people with physical and complex medical needs.

- The establishment of a Nurture Group for Key Stage 1 children with emotional and social needs.
- The establishment of 1 primary school for pupils with sensory needs. Children with sensory needs form a numerically small group and the expertise needed to meet their needs would be difficult to source on an individual basis in mainstream schools. The creation of the sensory impaired unit has provided a centre of expertise and obviated the need for children to be sent out of Borough to receive their education. The unit is of benefit to pupils and it is cost effective.
- An Additionally Resourced Unit for secondary aged pupils with Sensory needs has not yet been established. If no Walsall provision in Walsall is available, it is likely that out-borough places will have to be found for pupils of secondary age. It is therefore proposed that a unit should be opened in a suitable secondary school for up to 10 pupils.
- In the first instance, facilities need to be made for three pupils, who will be transferring from primary school in September, 2008.

4. Special School Provision for Children with Complex Needs

Developments

- Three Crowns school has closed and pupils have been successfully integrated into other provision within Walsall. Savings from the closure of the school have been re-assigned to the establishment of Additionally Resourced Units in mainstream schools.
- From September 2008 a significant change in character will be made to Old Hall, Oakwood and Mary Elliot schools. In line with the Review, a school for pupils aged 11-19 will be created on the Mary Elliot site. The two other schools will meet the needs of children aged 3-11.
- Projections indicate that the pupil population is likely to rise in the mid term, and it will be necessary to create more places for children who have significant special educational needs. The number of places available across the three schools will increase by 30.

5. Provision for Children with Emotional and Behavioural Difficulties

Developments

- Public notices were published on the closure of Daw End school from 31 December 2007, and the creation of a primary ESD school and a Secondary ESD school from 1 January 2008. A Temporary Governing Body has been appointed for the Secondary School and an advertisement has been placed for a Headteacher. Similar arrangements will soon be in place for the Primary School.
- The Public Notices provide for the primary school to have a pupil population of 30 and for the secondary school to have a pupil population of 55. This represents a growth in planned places of 30. The intention in the Review was that the additional places would be funded from savings achieved by not purchasing out-borough and independent non-maintained places for children with emotional, social and behavioural difficulties.

- The main building currently occupied by Daw End Special School is no longer fit for purpose. It is therefore proposed that the new secondary ESD school should be accommodated in the building formerly used by Rushall Community College. The site area for the school will need to be in line with current DfES guidelines for special school design. The new school will occupy larger premises than those currently in use and the maintenance of the larger site and buildings will be reflected in the budget prepared for the new secondary school.
- It would not be in the best interests of pupils, especially those at the secondary stage, to remove them from established educational arrangements and therefore a phased increase in planned places for the two new ESD schools is proposed.
- It is suggested that the primary school should open with 20 places and the secondary school with 35. This would accommodate the number of pupils who attend the school, and the anticipated number of pupils who would join mid year.

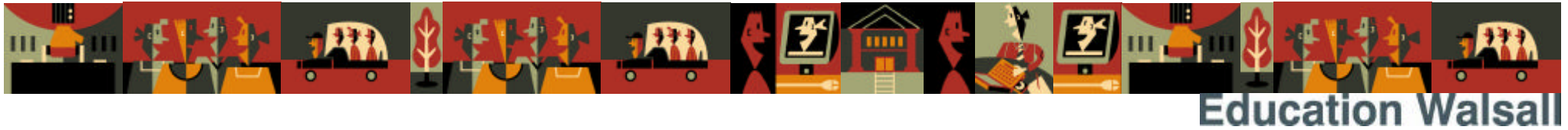
6. Financial Implications

The costs, resulting from the need to make changes to available special needs facilities, will have to be considered alongside other identified spending pressures when details of the 2008-2011 budget are known.

7. Recommendation

The Schools Forum is requested to:

- note progress made to date on enacting changes to maintained provision for pupils with SEN
- note that there will be financial implications as a result of the changes, and
- add consideration of changes to the debate on the allocation of the ISB for the 2008-2011 funding period



Education Walsall and Walsall MBC

Initial Consultation - September 2004

**PROPOSALS FOR INFORMAL CONSULTATION FOLLOWING A REVIEW OF
MAINTAINED SPECIALIST EDUCATIONAL PROVISION FOR CHILDREN AND
YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS IN WALSALL**

DRAFT DISCUSSION DOCUMENT

EDUCATION WALSALL

September 2004

INTRODUCTION

Along with all other Authorities, Walsall is required to review its specialist provision for children and young people with Special Educational Needs (S.E.N.). Over the past few years this process has been started by the Council on several occasions, but for a number of reasons has never progressed to the point of consultation either informal or formal, on proposals for change. With the outsourcing of the Education Services to Education Walsall (January 2003), the completion of this review is now being undertaken as part of the delivery of the contract between the Council and Education Walsall.

The original intention was to restrict the review to the special schools alone, but with the significant changes that are already taking place to develop SEN in Walsall, alongside the changes in legislation in this area, it has now become essential to extend the review and subsequent proposals to embrace the specialist end of the new continuum of need that has been developed within Walsall. This means that the proposals make recommendations for;

- the development of specialist resourced SEN provision in mainstream schools;
- the size and composition of the future special school sector; and
- the ways in which flexibility can be developed to allow children and young people to move across the boundaries of different schools to access individual learning suited to their needs.

It covers a series of formal proposals to complete the continuum of provision that will match the continuum of need in Walsall.

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SECTION ONE - BACKGROUND TO THE PROPOSALS FOR CHANGE

1.1 The drivers for change, both nationally and locally are very similar across Authorities, and they are being supported by reviews carried out by; the Office For Standards in Education (OFSTED), the Audit Commission, District Auditors, and internal Best Value review processes. **Nationally** they can be summarised as:

- The revised Code of Practice for SEN and statutory guidance “Promoting Inclusive Schooling” – create the expectation that with a very few exceptions children with SEN will be educated in a mainstream school, preferably their local school. Under a change in legislation, the first consideration of Education Walsall and the Council in meeting its duty will be to look at whether any child with Special Educational Needs (SEN) can be supported in their local mainstream school;
- Disability Discrimination Act/ SEN and Disability in Education Act / United Nations convention on the rights of the Child (Salamanca Statement) – all reaffirm and strengthen the rights of disabled people, including children, to be treated no less favourably than anyone else, and to expect reasonable steps to be taken to change the environment, policies, practices, and procedures that apply to all children, to allow them to be included in their local educational provision. The law now clearly supports the principle that physical disability cannot be a barrier to a child being included and educated in their local mainstream school;
- The Governments new strategy for SEN “Removing Barriers To Achievement - provides a National Strategy Direction through action in 4 Key areas; i] Early Intervention – improving coordination of service delivery across agencies, investing in early intervention; ii] Removing Barriers to Learning – Increasing the proportion of children attending mainstream schools, developing the skills of all staff, developing a new role for special schools; iii] Raising Expectations and Achievement – developing individual learning, having high expectations for pupils with SEN, monitoring and tracking attainment and achievement; and iv] Delivering Improvements In Partnership – reviewing the effectiveness of SEN provision and Inclusion; working more coherently across agencies at a National &Local level and sharing and celebrating good practice;
- OFSTED / Audit Commission / District Auditors / Best Value– expect Authorities to look closely at the role of special schools in supporting inclusion and to review provision and resource allocation in the light of falling rolls in special schools, and higher numbers in mainstream schools. Authority provision should reflect the principles that funding should follow children and any additional specialist provision should be fully justified in terms of best value in the use of public funds (Audit Commission “SEN : a mainstream issue”); and
- DfES guidance “The Report of the Special Schools Working Group” – maps out a future programme of change for the special school sector, including: the need to cater for a growing population of children with very severe and complex SEN; to develop as centres of expertise working collaboratively with mainstream schools; and to provide leadership for others in a number of areas including teaching and learning for SEN, working collaboratively with other agencies eg Health and Social Services, and providing support beyond the classroom.

1.2 The same impetus for change exists **locally**, and as identified by the review process, includes:

- Fair Funding – the principle that funding should follow the pupil is one that needs to be fully implemented in Walsall. If Education Walsall and the Council, as evidenced, has seen a shift in the educational placements of significant numbers of children from one sector into another i.e. from special school provision to mainstream provision, then this must also be reflected in the movement of available resourcing;
- The Walsall Vision for Inclusion in Education – Walsall has clearly stated its commitment to inclusion through, ‘INCLUDING ALL FROM THE START’ and, ‘RETURNING TO LEARNING’ those who are at risk or already isolated and excluded. Over the past year Walsall has put this into practice by beginning to invest significantly in developing the ability of mainstream schools to support the inclusion of children with SEN. This is being strongly supported by additional government funding, some of which is going directly into school under such things as Excellence Cluster, and Excellence in Cities. Over the next few years, and to coincide with the passing of the SEN and Disability Act, the funding to improve the accessibility of schools will be significantly enhanced, and Education Walsall and the Council are now required to put in place a strategic plan to demonstrate commitment to this principle;
- Parental Expectations – increasing numbers of parents of children with SEN are requesting and insisting upon a place in their local mainstream school for their child. Education Walsall and the Council must seek to balance and respond to both parents who wish a specialist placement for their child, and those who wish a mainstream education, whilst ensuring that the best use is being made of scarce public resources;
- The New Role For Special Schools – special schools in Walsall are already developing excellent links and inclusion arrangements with mainstream schools. They are keen to embrace the Government’s vision for a changed emphasis in their work, and having experienced several “false starts” via previous attempts to produce proposals following review, would like to formalise their direction, funding, capacity and role to create stability for the foreseeable future.
- The lower numbers and changing needs of the current and future severe and complex SEN population - in one of Walsall’s special schools this has led to a situation where:
 - high unit costs per pupil are incurred which require a very high level of subsidy;
 - children have a very restricted access to an appropriate peer group;
 - very small classes are in operation covering children of a wide ability, age and curriculum range; and
 - delivery of a broad, balanced and appropriate curriculum is reaching the point at which it is not viable.In other special schools the number of children with profound, multiple and complex needs is increasing as medical advances mean that children with very extreme needs are now making progress beyond the very early years of life. This has both physical space and staff expertise implications. A similar situation has arisen with regard to children on the autistic spectrum, where nationally and locally the incidence of Autism has significantly increased, but our provision has not taken this into account.

- The potential for capital development to support educational change through the Building Schools For The Future Programme.

- 1.3 To achieve change in this very sensitive area, there are particular concerns which Education Walsall and the Council recognises that it will need to take very seriously in putting forward these proposals. These include;
- Parental worries and anxieties, and possible opposition to change;
 - Concerns and worries from and for the children and young people affected;
 - School worries and anxieties;
 - Perceived shortfalls in skills, knowledge and expertise to facilitate changes; and
 - The need for investment in this area that must be agreed by all, to bring about the required changes and developments.
- 1.4 In drawing up these proposals Education Walsall and the Council has adopted the following principles to guide thinking and set the agenda for change. To:
- Create future stability for provision for children with severe and complex needs, and extend and develop flexibility in meeting a wider range of needs across an expanded continuum;
 - Support inclusion through putting in place structures that can manage the gradual movement of children between different parts of the school sector, without the need for complex bureaucratic procedures;
 - Ensure that funding follows children, is used to best effect, and in a way that constitutes value for money;
 - Improve and extend the possible educational provision and experiences for all children with SEN;
 - Extend good practice, and improve training, skills, and expertise amongst all staff who support children with SEN;
 - Ensure that provision reflects the new local and national strategic framework for meeting SEN;
 - Offer a wider range of provision locally to remove the need for children to be placed in schools outside the Borough;
 - Establish greater opportunities for children in mainstream schools to have their knowledge understanding and experience enhanced by greater contact with children with severe and complex SEN;
 - Listen to all parties, but ensure that no one sector of those involved dominates any other, and that decisions are made in the best interests of all children with SEN;
 - Utilise the potential for significant capital resources that may become available under the Building Schools for the Future Programme; and
 - Learn from the experiences of other Authorities but ensure that any proposed changes are the right solution for Walsall.
- 1.5 Prior to the drafting of these proposals, Education Walsall has had discussions with both mainstream and special school Headteachers, reviewed the current SEN population in Walsall mainstream schools, existing resourced units, and special schools, and also children attending mainstream schools in other Authorities, and in independent and non-maintained special schools that Walsall children attend. As part of the comprehensive review of the formula for funding schools that has taken place over 2003/04, the delegation of specific funding for supporting SEN in mainstream schools has been increased, a new formula for funding additionally resourced schools has been developed, and currently the formula for funding special schools is under review, with a view to change that will underpin the proposals for the new role for special schools, as set out in this document.

1.6 Current provision in Walsall includes:

- A number of mainstream schools are already additionally resourced to meet a higher level of a specific SEN;
 - **1 primary school (Bentley West)** is currently resourced to support children with hearing needs, and a temporary arrangement has also been made with **1 secondary school (Joseph Leckie)** to support secondary age children with hearing needs ,
 - **1 secondary school (St Francis of Assisi)** is resourced to support children with **specific learning difficulties**,
 - **1 primary (Lindens) and 1 secondary school (Streetly)** are currently being developed to support children with **physical disabilities** who are already on inclusion programmes from Three Crowns,
 - **1 primary school (King Charles)** is in the process of developing a **Nurture Group** provision for young children with **social, emotional and behavioural difficulties**; and
 - **1 primary school (Rushall JMI)** is resourced to support children **with speech and language difficulties**.
- current special school provision in Walsall;
 - **1 school for children with physical difficulties within normal ability range (Three Crowns)**, Department for Education & Skills (DfES) approved for 135 places between the ages of 2 – 16 years;
 - **2 schools for children with moderate learning difficulties**. 1 DfES approved for 160 places between the ages of 7 –16 years (**Castle**), and 1 DfES approved for 180 places between the ages of 5 – 16 years (**Jane Lane**);
 - **3 schools for children with severe learning difficulties**. 1 DfES approved for 80 places between the ages of 13 – 19 years (**Mary Elliot**), 1 DfES approved for 60 places between the ages of 2 – 13 years (**Oakwood**), and 1 DfES approved for 120 places between the ages of 2 - 13 years (**Old Hall**); and
 - **1 school for children with emotional and behavioural difficulties, including 10 boarders (Daw End)**, DfES approved for 50 places between the ages of 8 – 16 years.
- Children with statements attending outside the Borough (as at June 04) include; **40 in other Authority mainstream schools, 6 in resourced mainstream schools, 20 in special schools, and 50 in independent and non-maintained schools**.

1.7 It is apparent that a number of building changes and place number changes have been agreed with individual schools over the years, but none of these have been formally consulted upon or registered with the DfES. The proposals will allow the opportunity for this situation to be rectified.

1.8 The review undertaken has considered the following issues;

- The age and distribution of the current special school population;
- The current size of each of the special schools and what will be required for the future;
- The changing requirements of curriculum delivery, particularly for older children;

- The changing ability range of the Walsall SEN population;
- Trends in the demand for resourced mainstream / special schools;
- Staff numbers, skills and expertise that will be required in the future;
- Financial viability and sustainability of different settings;
- Overcapacity / undercapacity;
- Building requirements and the availability of additional resourcing for the future; and
- Other significant local developments such as the vision for Primary and Secondary Education.

A detailed profile of the present situation with regard to the level of statutory assessment of children with SEN and a picture of the number of children and basic level of funding for each special school is attached at Appendix A.

1.9 All of the Special Schools in the Borough have developed some excellent working relationships with certain mainstream schools. Some children and young people from special schools now spend a considerable proportion of their time, each week, accessing a mainstream curriculum alongside their peers. This is the way of the future and is entirely in accordance with the Government's intentions as set out in "Removing Barriers To Achievement", and "The Report of the Special Schools Working Group", on the new role for special schools. To further support and develop this new way of working, these proposals recommend that Walsall;

- **develops the new role of special schools as centres of expertise and support to other schools;**
- **reviews the formula for funding special schools to reflect the changing population and new role for special schools;**
- **extends the number of resourced mainstream schools, as funding allows, to develop a strong network of flexible SEN provision across mainstream and special schools in the Borough; and**
- **identifies and develops a partnership mainstream school for each special school , and supports them in developing a close working partnership that allows staff and pupils to work together across the two schools, on a regular basis.**

1.10 The remainder of the sections set out;

- **A summary of the main recommendations, and the stages and timetable for consultation on the proposals;**
- **The proposed continuum which forms the framework for the future organisation of provision in Walsall;**
- **The formal proposals for change and development of additionally resourced mainstream provision; and**
- **the formal proposals for change, development and reorganisation of special school provision.**

SECTION TWO a] SUMMARY OF THE MAIN RECOMMENDATIONS

A GENERAL

- A.1 To develop the new role of special schools as centres of expertise and support to other schools;**
- A.2 To review the formula for funding special schools to reflect the changing population and new role for special schools;**
- A.3 To identify and develop a partnership mainstream school for each special school , and support them in developing a close partnership relationship;**
- A.4 To develop the proposed continuum of provision in Walsall to ease movement of children with different levels of need between different types of schools;**
- A.5 To put in place working arrangements that ensure all schools with additional resourcing for SEN are able to share their expertise and work together to provide a comprehensive continuum of support for the children and young people in Walsall; and**
- A.6 To engage partner agencies in supporting these developments and looking for opportunities within the proposals to provide better support to children and young people and their families.**

B ADDITIONALLY RESOURCED MAINSTREAM SCHOOL PROVISION:

- B.1 To develop 3 mainstream primary and 3 mainstream secondary schools as resourced for physical and medical needs;**
- B.2 To develop a further 1 primary school and 2 secondary schools in addition to Rushall primary, as resourced schools for communication needs;**
- B.3 To develop the current resourced primary for hearing needs into 1 for sensory needs (hearing or a combination of sensory), to identify 1 secondary school to match, and to therefore develop a primary and secondary school resourced for sensory needs;**
- B.4 To develop a further 3 primary schools and 2 secondary schools as resourced mainstream schools for specialist learning needs (specific learning difficulties); and**
- B.5 To develop 3 nursery settings as mainstream provision for young children with potentially severe and complex needs.**

C SPECIAL SCHOOL PROVISION:

- C.1 To close Three Crowns special school for children with physical disabilities, and further develop the existing specialist support outreach service for children with physical and medical needs in mainstream schools;**
- C.2 To reorganise Old Hall, Oakwood, and Mary Elliot special schools into two primary special schools for complex needs (Old Hall and Oakwood, age 3 – 11) and one secondary special school (Mary Elliot, age 11 - 19) for complex needs, from the current position of two 2 –13 schools and one 13 – 19 school ;**
- C.3 To extend the number of places at Daw End Special school for children with emotional and behavioural needs from 50 to 78, and to rebuild the school onto one site; and**
- C.4 To reorganise Jane Lane and Castle special schools into one primary school for significant needs (60 places, age 3 – 11) and one secondary school for significant needs (120 places, age 11 – 18), from the current position of two all age schools.**

SECTION TWO b] - STAGES AND TIMETABLE FOR CONSULTATION ON THE PROPOSALS

Stage 1 January 2004 – July 2004

Report to WMBC Cabinet to establish the review (January 2004)



Information collected, considered, reviewed and proposals for change drafted

Stage 2 September 2004 – November 2004 – Informal Consultation on Formal Proposals

Formal proposals developed by Education Walsall (Discussion document, July 2004) and approved for informal consultation by WMBC Cabinet (Sept 2004)



Approved proposals shared with Headteachers, SEN Advisory Group, Joint Consultative Council, parents, children, staff in special schools, other mainstream schools and other agencies (September and October 2004)



Responses collated and considered by Education Walsall and the Council, then reported to Cabinet members with recommendations for any immediate formal consultation (November 2004)

Stage 3 December 2004 – February 2005 – Formal Consultation on most urgent Formal Proposals

Formal statutory notice issued for immediate changes, formal consultation begins (December 2004)

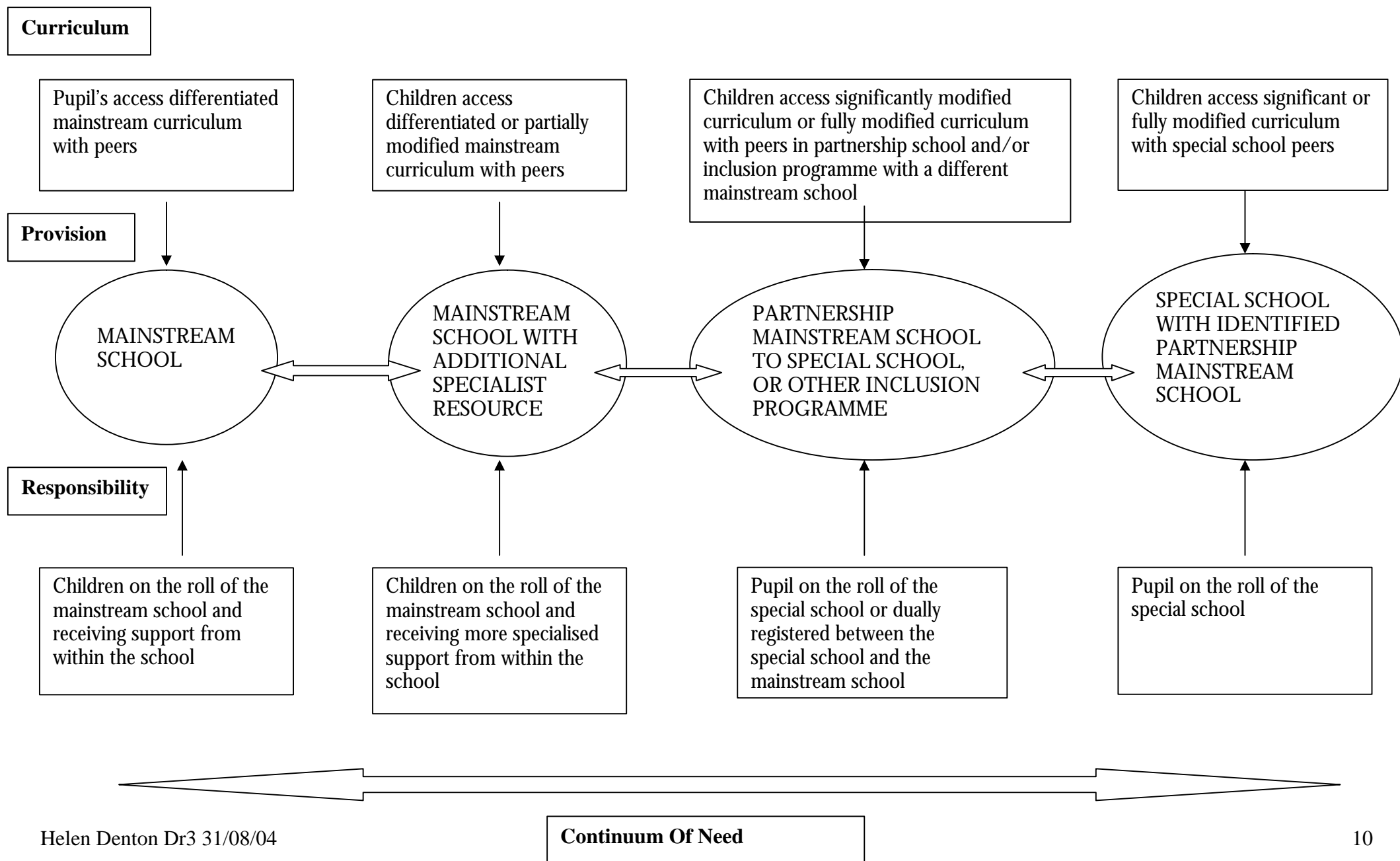


Statutory notice period ends – consultation closes (beginning February 2005)



Proposals submitted to the Schools Organisation Committee (March 2005)

SECTION THREE - PROPOSED WALSALL CONTINUUM FOR MEETING SEN



SECTION FOUR – FORMAL PROPOSALS FOR CHANGE AND DEVELOPMENT OF ADDITIONALLY RESOURCED MAINSTREAM PROVISION

4 Present Position

4.1 The SEN & Disability Act has strengthened the right to a place in a mainstream school for all children and young people with SEN. The new provisions of the Disability Discrimination Act charge all schools, and Authorities with ensuring that all reasonable adjustments must be made to offer the same opportunities to Disabled children and young people as are offered to all children. This includes access to the curriculum, buildings and information. The current additionally resourced mainstream provision that is available in Walsall is set out in paragraph 1.6 above. It is clear that this presently does not form a coherent or strategic section of the continuum of need and provision. More specifically, no primary provision for specific learning difficulties exists, no secondary provision for speech and language difficulties exists, the provision for sensory needs is for hearing needs, and the development of enhanced physical needs provision is in the early stages (See approved Access Strategy). No mainstream provision exists for the increasing numbers of children on the autistic spectrum, or the more severe end of moderate learning difficulties particularly where this is linked to difficult behaviour.

4.2 The aims of further developing this type of provision are to:

- Offer an additional strand to the Borough's continuum of provision for pupils with more severe and complex SEN;
- In line with the approved Access policy, strategy and plan, extend the number of schools with facilities available to support pupils with physical and medical needs across the borough;
- Enhance opportunities for inclusion for pupils with levels of need that are amongst the highest in the education service with the aim of full reintegration within their community mainstream school wherever possible;
- Provide models of good practice and develop additional skills and expertise in a number of schools, that can be shared across the education service;
- Offer a high quality inclusive learning environment for those pupils involved, which will provide high levels of support coupled with high expectations;
- Provide an identified group of pupils with teaching and learning experiences specifically tailored to their area of identified need;
- Encourage the development of self-confidence and skills which will allow the pupil to adapt to and manage their learning needs within a mainstream environment;
- Ensure that schools, parents and carers and children & young people feel supported in meeting needs and that access to specialist skills and expertise from all supporting agencies is available; and
- To further develop a 'joined-up' approach to meeting needs across health, social and educational services and other appropriate agencies.

4.3 What does this group of children and young people require?:

- Intensive support to pupils in the particular area of their learning needs;
- Both individual and small group teaching but with guaranteed inclusion opportunities for socialisation and learning with mainstream peers in mainstream classes;
- A significantly differentiated /modified curriculum tailored to meet the needs of pupils with particular types of difficulties;
- Additionally trained and qualified staff with experience of meeting the needs of pupils with specific types of difficulties;
- Opportunities to advise/share good practice with mainstream and special school colleagues related to their specialist areas and inclusion.
- A socially and emotionally supportive environment which fully involves parents in their child's learning;
- Enhanced opportunities for the involvement of external professionals eg. therapy services;
- Individual planning and target setting, which involves closer and more frequent scrutiny and recording of each pupil's progress.

4.4 Proposals:

- **Physical disabilities and complex needs** – In line with the agreed Disability Access strategy, to fully develop **Lindens Primary and Streetly Secondary** as additionally resourced mainstream schools with specialist physical care facilities. Identify a **further Primary and Secondary school in the West of the Borough** to replicate this provision, and a **further Primary and Secondary school in the North/Central of the Borough**.
In 5 years time we would wish to see 6 additionally resourced mainstream schools for physical and medical needs, with up to 10 places available in each school.
- **Communication Needs, including Autism** – to redesignate **Rushall JMI**, as an additionally resourced school for communication needs (subject to the agreement of the school). To identify a **Secondary school that receives children from Rushall** to develop as an additionally resourced secondary school for communication needs and, to identify a **further Primary and Secondary School in the Central/South East of the Borough** to replicate this provision.
In 3 years time we would wish to see 4 additionally resourced mainstream schools for communication needs, including autism, with the link secondary school for Rushall being the first priority in this area of development. Within the primary age range this should be up to 30 places across the 2 settings, reducing to 20 places across the 2 secondary schools.

- **Sensory Needs** – to redesignate the **Bentley West Hearing needs provision** as provision for **Sensory Needs**, (subject to the agreement of the school). To review the temporary placement of the secondary hearing needs provision in Joseph Leckie, and identify a **secondary sensory needs additionally resourced provision**.
In 2 years time we would wish to see 1 additionally resourced primary and 1 additionally resourced secondary school for sensory needs, providing up to 10 places in each school.
- **Specialist Learning Needs (including specific learning difficulties)** – to identify a **Primary School close to St Francis of Assisi Roman Catholic Secondary school** to develop as an additionally resourced school for specialist learning needs. To identify a **further Primary and Secondary school in the West of the Borough** to replicate this provision, and a **further Primary and Secondary school in the Central/ South East of the Borough**.
In 5 years time we would wish to see 6 additionally resourced mainstream schools for specialist learning needs, providing 30 places in the primary age range, and 30 places in the secondary age range.

4.5 In addition:

We will look to develop the links and liaison between all of these additionally resourced mainstream schools and the special schools, and hope to utilise the skills and expertise in specific areas of need to deliver support to schools across the Borough. Additional provision for children with emotional and behavioural difficulties is planned under the developing behaviour continuum, as set out in the Behaviour Support Plan. We will also seek to **identify 3 additionally resourced nursery settings, one in each of the three areas of Walsall ; North/ Central, West and South/East to offer a total of 5 places in each school for young children where the area of primary need is still under assessment**. Where possible the location of this provision should be selected to minimise transition into resourced primary provision.

In 3 years time we would wish to see 3 additionally resourced mainstream nursery settings with places for young children with severe and complex needs.

4.6 Funding additionally resourced schools

As part of the formula funding review completed over 2003 / 2004, detailed costings were developed for an activity and place led formula for additionally resourced mainstream schools in preparation for this review. The costings vary according to the type of need to be catered for, and reflect the true cost of introducing inclusive not separate unit provision. With the agreement of headteachers we would seek to utilise part of any increase in the Annual Schools Budget to fund the development of this provision.

SECTION FIVE- FORMAL PROPOSALS FOR CHANGE, DEVELOPMENT AND REORGANISATION OF SPECIAL SCHOOL PROVISION

PROVISION FOR CHILDREN WITH COMPLEX NEEDS – SEVERE LEARNING NEEDS / SEVERE MEDICAL NEEDS / SEVERE PHYSICAL NEEDS / SEVERE AUTISTIC NEEDS.

5 Present Position.

- 5.1 There are presently four schools providing support to children with this range of needs – **Old Hall** special school, **Oakwood** special school and **Mary Elliot** special school support children with severe learning needs / severe medical needs / severe physical needs / and severe autistic needs. **Three Crowns** supports children with severe physical and medical needs, but is not designated for support for learning difficulties. Of these four schools, **Old Hall, Oakwood and Mary Elliot** have maintained reasonably consistent numbers, but **Three Crowns has seen a very significant fall.**
- 5.2 **The reducing number of children in Three Crowns.** When Three Crowns was established, it was at a time when physical disability was both an emotional, social and educational reason for separating children from their mainstream peers. In terms of both social philosophical and legal standing this is no longer the case. There is no valid educational reason for children with physical and medical needs alone, to access anything other than the same education that is provided for all other children. **Every Authority is charged with producing and implementing a Disability Access Strategy and plan, and Walsall now has one that has been approved by Cabinet.** There may still be physical barriers that prevent children from accessing facilities in existing mainstream schools, but these are reducing and will soon be eradicated altogether. Any new schools that are built must be fully accessible, and schools in Walsall and the Council, have been committing resources to improving physical access for some years. For 03 / 04 the number of children and young people in Three Crowns stands at **47 aged from 3 – 18/19**, for a school that was originally approved for **135**. This number is set to reduce from September 2004 when it is predicted that there will only be **30**, children in the school of **statutory school age**, and **14 at Post 16**. There is national recognition that this size of school creates great difficulties in the successful delivery of a broad balanced curriculum and access to a relevant peer group for the children attending. This would be the case for schools, which are a single age phase, i.e. either all primary or all secondary age, but is further exacerbated in this instance, as Three Crowns has a designated age range of 2 - 16, but in fact has also retained a significant number of 16+ students despite the fact that it is not officially approved for this age range. In some age groups therefore, (Yr 1, Yr 2, Yr 6, Yr, 10) there is only 1 pupil of a particular age and no peer group for that pupil to socialise or be taught alongside. The situation is particularly acute within the Primary age group, where there will only be **12** Primary age pupils from September 04. Nationally, Her Majesty's Inspectors of Schools [HMI], and OFSTED recommend that the continuation of a school with such low numbers is not viable, and pupil's education is not best served by these arrangements. This position is further exacerbated by the fact that there are some children and young people attending Three Crowns who have Severe Learning Difficulties, as well as physical and medical difficulties. Children and young people with this combination of needs would normally be appropriately placed in either Oakwood, Old Hall, or Mary Elliot, as this is where the specialist curriculum for this level of learning needs is available. At Three Crowns this means that staff must offer everything from a GCSE level to a Foundation level, which is impossible to do successfully. The number of children with significant physical difficulties requiring additional support in mainstream schools is now over three times

the number who are placed at Three Crowns, (**151 children & young people, 13 of whom are successfully supported by advice and guidance from Three Crowns**). This is a direct result of the National and Local policy changes to extend the support and accessibility of schools, which is planned to continue and significantly increase through additional spending, in the coming years. Despite the best efforts of the Acting Headteacher and staff, there is little doubt that the education of the children and young people in Three Crowns is being affected by this situation.

5.3 **The significant variation in age range across Old Hall, Oakwood, and Mary Elliot.** At present, Old Hall and Oakwood both span 4 National Curriculum stages – Foundation, Key Stage 1, Key Stage 2, and Key Stage 3 with an age range of 2 – 13 years. In contrast, Mary Elliot spans 2 National Curriculum stages, Key Stage 4, and Post 16 with an age range of 14 –19 years. This produces the current population distribution – **9 nursery age children, 97 primary age children, 56 secondary age young people (37 at Key Stage 3, and 19 Key Stage 4), and 30 Post 16’s**. This does not take into account any children and young people with Severe Learning Difficulties who may currently be attending Three Crowns. There does not appear to be any sound educational reason for this age split, and in fact it does not enhance progression beyond school, and makes delivery of the transition from Key Stage 3 – Key Stage 4 more difficult, and despite the best efforts of staff, less coherent. The flexibility of Mary Elliot to deliver alternative and specialised vocational training and education, is considerably reduced by the lower numbers involved in the current arrangements. Greater balance and improved educational organisation and delivery would be achieved by reflecting the normal primary to secondary split. Young people could access more specialist curriculum facilities, and begin preparation for a more vocational curriculum in Year 9, at Mary Elliot, and staff in Old Hall and Oakwood would be able to concentrate on delivery of the Foundation and Primary strategy, without staff having to take on the additional burden of Key Stage 3. On current numbers that would create two Primary schools of **60 places, 120 in total**, and a secondary / Post 16 provision of **110 places**. Mixed primary and secondary provision in the same school and on the same site is also not favoured by OFSTED or HMI, who feel that the dilution of staff expertise across such a wide age range does not enhance learning. Across all three schools there is a need to share and further develop the considerable expertise that is being gained through supporting the increased number of children and young people with profound and multiple learning needs, and severe autism. There are also both short term and long term accommodation issues that need to be addressed at Mary Elliot, both of which are already under discussion for possible solutions at Education Walsall. The intention would be to develop a Vocational SEN centre within the management of Mary Elliot, that could be accessed by both young people with significant needs and complex needs.

To summarise:

5.4 In Three Crowns;

- numbers are very low and continuing to reduce;
- A broad balanced curriculum with specialist teaching in subject areas is becoming impossible to deliver;
- Children do not have access to an age appropriate peer groups in many cases;
- the provision is heavily subsidised by Education Walsall and the Council, making very high costs per pupil, which is not good value for money or fair on other children with similar needs;
- The ability of the children has changed to include children with more severe and complex learning needs that are not educationally suited for Three Crowns, but who would be better placed in a school that can match their learning needs;

- Significant staff expertise exists that is already being used to support mainstream schools;
- There are children travelling significant distances to access the school; and
- There is little likelihood of any future increase in numbers with the continuing impact of new Disability legislation in this area, and parental preference.

5.5 In Oakwood and Old Hall;

- The present position, with small numbers of key Stage 3 children in each school is not educationally sound or viable, despite the best efforts of the staff;
- Better transition and progression would be possible if the normal primary to secondary transfer were to be introduced;
- More space is needed to better meet the more complex needs of Primary children with profound and multiple learning needs; and
- More development work and sharing of resources and practice will lead to better and more comprehensive provision for children with autism.

5.6 In Mary Elliot;

- The changing and more complex nature of the present and future population of Mary Elliot mean that more accommodation is needed than is currently available;
- In particular the accommodation and availability of facilities to deliver a more relevant and enriching vocational curriculum in preparation for later independence is severely limited; and
- More flexible working for staff and greater educational opportunities would be available if the numbers of young people in the school increased, particularly through developing a Key Stage 3 provision.

5.7 What does this group of children require to enhance their educational provision?

- Access to a broad balanced relevant curriculum modified to take account of the ability range and age of the children involved;
- Specialist areas of support such as mobility training and communication;
- School organisation and management, and teaching styles which support a flexible approach to meeting individual needs;
- Small class sizes with a high adult to pupil ratio which operates to support children but seeks to develop skills and reduce the amount of individual support over time, through planning for and encouraging greater independence;
- A barrier free physical environment;
- Access to specialist facilities such as hydrotherapy;
- Medical oversight, and access to specialist health support services such as speech therapy, physiotherapy etc;
- Access to an age appropriate peer group with opportunities for socialisation beyond the special school environment; and
- For all professionals involved in offering support and education to have high expectations for their children and to be setting and working towards the achievement of challenging targets for the progress of individuals.

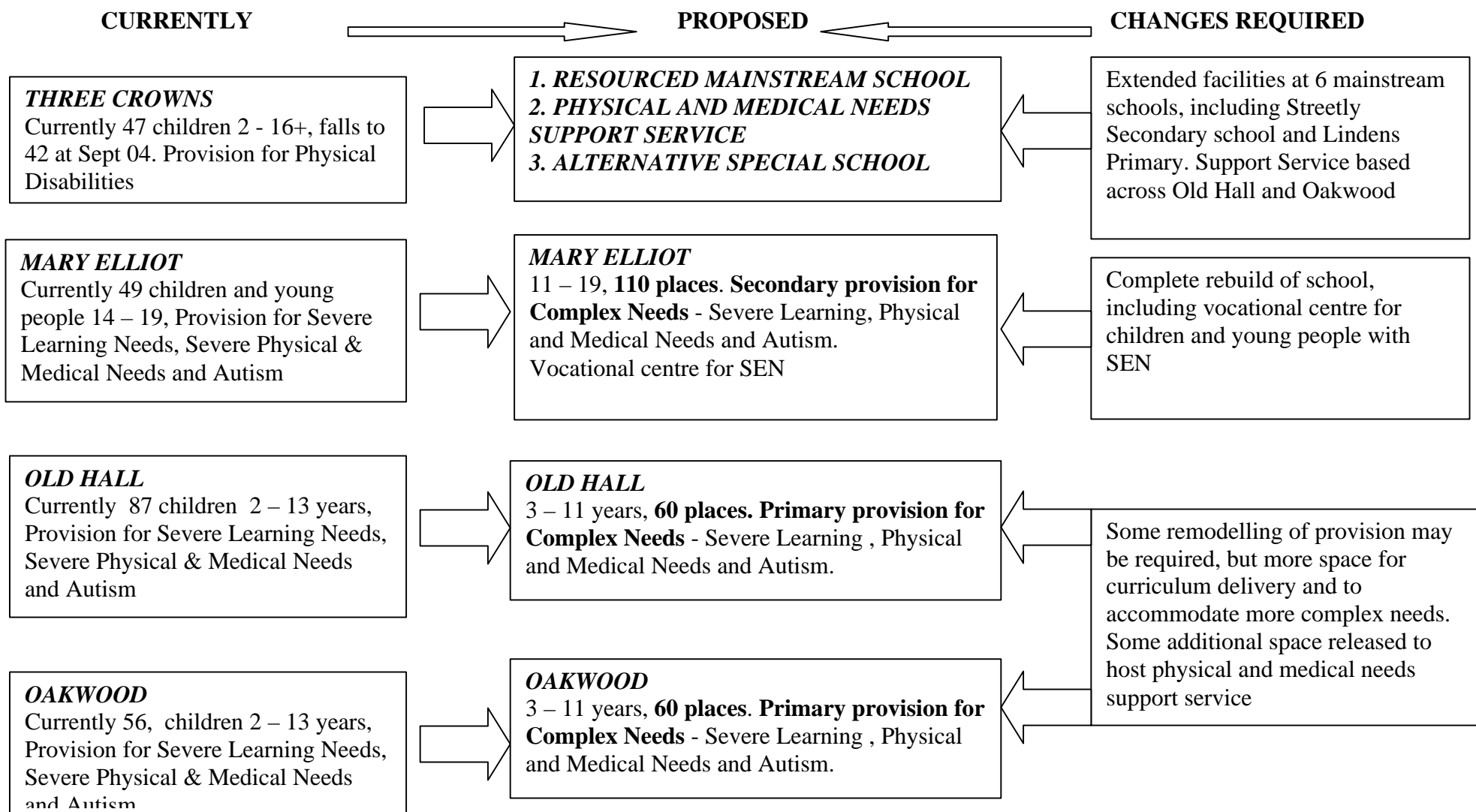
5.8 **Proposals** (see flow chart at the end of this section)

- **To move to two primary centres and one secondary centre for children and young people with complex needs within Walsall. This would require Oakwood (60 places)and Old Hall (60 places), to be redesignated as Primary Schools (3 – 11), and Mary Elliot to be expanded and rebuilt as a secondary school and Vocational centre (110 places, for age 11 – 19).**
- **To close Three Crowns Special School and offer the children and young people who attend a more educationally viable placement after full consultation with the child, their parents/carers, and relevant professionals, either within one of the already developing specially resourced Walsall mainstream schools, another Walsall special school, or a neighbouring Authority special school (where places are available).**
- **To develop an outreach support service for physical and medical needs in mainstream schools, based across the two Primary special schools, and utilising expertise and skills available within the current staffing of Three Crowns.**

5.9 Action required to implement the proposal.

- The formal closure of Three Crowns;
- The redesignation of Old Hall and Oakwood special schools as Primary schools;
- The building of a new Secondary Special school to replace Mary Elliot, that includes Key Stage 3 provision and a vocational centre for SEN students;
- Discussions and formal negotiations with local FE colleges and the Learning and Skills Council to establish an extended range of provision within the Post 16 sector, as set out in the 14 – 19 plan;
- Additional training and support for staff within both the special schools and any identified mainstream schools;
- Support for parents and children in Three Crowns who will be affected by this proposal; and
- Consultation and negotiation with the Health Services to refocus the delivery of health support services to the new provision for children affected by these proposals.

PROPOSED CHANGES TO SPECIAL SCHOOL PROVISION FOR CHILDREN WITH PHYSICAL NEEDS/ SEVERE LEARNING DIFFICULTIES AND AUTISM



PROVISION FOR CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Present position

- 7.1 There is currently only one special school in Education Walsall and the Council providing support to children with emotional and behavioural difficulties – **Daw End** special school. The school is now at maximum capacity, and has been divided across two bases, primary (**Priory Centre**) and secondary (**Daw End**), in recent years. The school is relatively small for an EBD special school, (**14 primary age children and 40 secondary**) and has a given age range of 8-16. The Department for Education and Employment are not in favour of all age schools and neither are Her Majesty's Inspectors of schools (H.M.I), believing that there are greater benefits to organising along the same lines as mainstream schools. As the provision at Daw End is now full, Education Walsall and the Council are only able to place a few children there throughout the year, and consequently has no option but to seek other specialist placements outside of Walsall for children with the same needs. This could either be in a special school maintained by a neighbouring Authority (although this is very limited in the West Midlands, or in a private or voluntary agency special school. As all other Authorities are experiencing the same level of demand as Walsall, no Authority maintained places are available, which means that the only alternative for placement for children with emotional and behavioural difficulties is outside of the public sector. As a consequence of this Walsall is currently supporting **15** children in such places, at a total cost of **£1 million**. This does not include the transport costs, which also have to be met, as Education Walsall and the Council is not able to offer a place to the child within a reasonable distance of their home. Of all types of special school provision, that for children and young people with emotional and behavioural difficulties is perhaps the most difficult to run and maintain successfully. Daw End has experienced significant difficulties in recent years, but is now moving forward with significant support to deliver excellence for all children and young people in the school.
- 7.2 The school is also approved to offer residential boarding placements to 10 children, although the legislation covering the space and resource requirements of offering full time care has changed since this was approved (1975) and this number should now be considerably less for the accommodation available. This provision is not utilised as full time boarding accommodation as intended, and has not been for some years. It is has most recently been used for offering one or two nights of respite care to families where children in the school are going through particularly difficult periods, and on the advise of staff in the school. There is no Social Services involvement in this provision, either in determining admission, running the provision, or using it as part of a comprehensive approach to supporting a particular family in difficulties. This is very unusual as Social Services also offer a similar service, and there is a need to ensure that if this provision continues it is part of a Borough wide approach to respite care. A separate and externally commissioned review of the future use of this provision is due to report shortly. The boarding provision is also funded from within the Schools Budget share, and it is likely that this situation is not legal.
- 7.3 To summarise:
- Daw End school is now almost full, and it is not predicted that this position will change significantly over the next 3 – 5 years
 - Education Walsall and the Council are being forced to place children in costly and distant private and voluntary run special schools; as a result;

- Placements such as this are more difficult for Education Walsall and the Council to monitor in respect of the safety of the children and the quality of the education they receive;
- Children are having to leave behind their local peer groups and may feel very isolated by this experience;
- As the placements are usually some distance away from the children home address, it is difficult for parents to visit the school and become fully involved in supporting their child's education;
- Travelling long distance to school is particularly inappropriate for younger children;
- Education Walsall and the Council is not getting value for money from funding expensive out –of –borough placements when it may be possible to meet the needs of some of these children by extending the provision available within Walsall; and
- Running a split site provision over some distance creates higher costs and less flexible use of staff.

7.4 What does this group of children require to enhance their educational provision?

- Access to a broad balanced and relevant curriculum which includes
- the national curriculum differentiated to cover the normal mainstream ability range,
- an emphasis on developing skills to support positive interaction with others, good behaviour and adherence to basic classroom discipline
- Flexible teaching strategies to include behaviour and cognitive approaches
- A school structure which supports positive behaviour management, and responds safely and effectively to difficult and challenging behaviour
- Small class sizes with a high adult to pupil ratio which operates to support children but seeks to develop skills and reduce the amount of individual support over time, through planning for and encouraging greater independence
- Access to an age appropriate peer group with opportunities for socialisation beyond the special school environment
- For all professionals involved in offering support and education to have high expectations for their children and to be setting and working towards the achievement of challenging targets for the progress of individuals.

7.5 Proposal (see flow chart on next page)

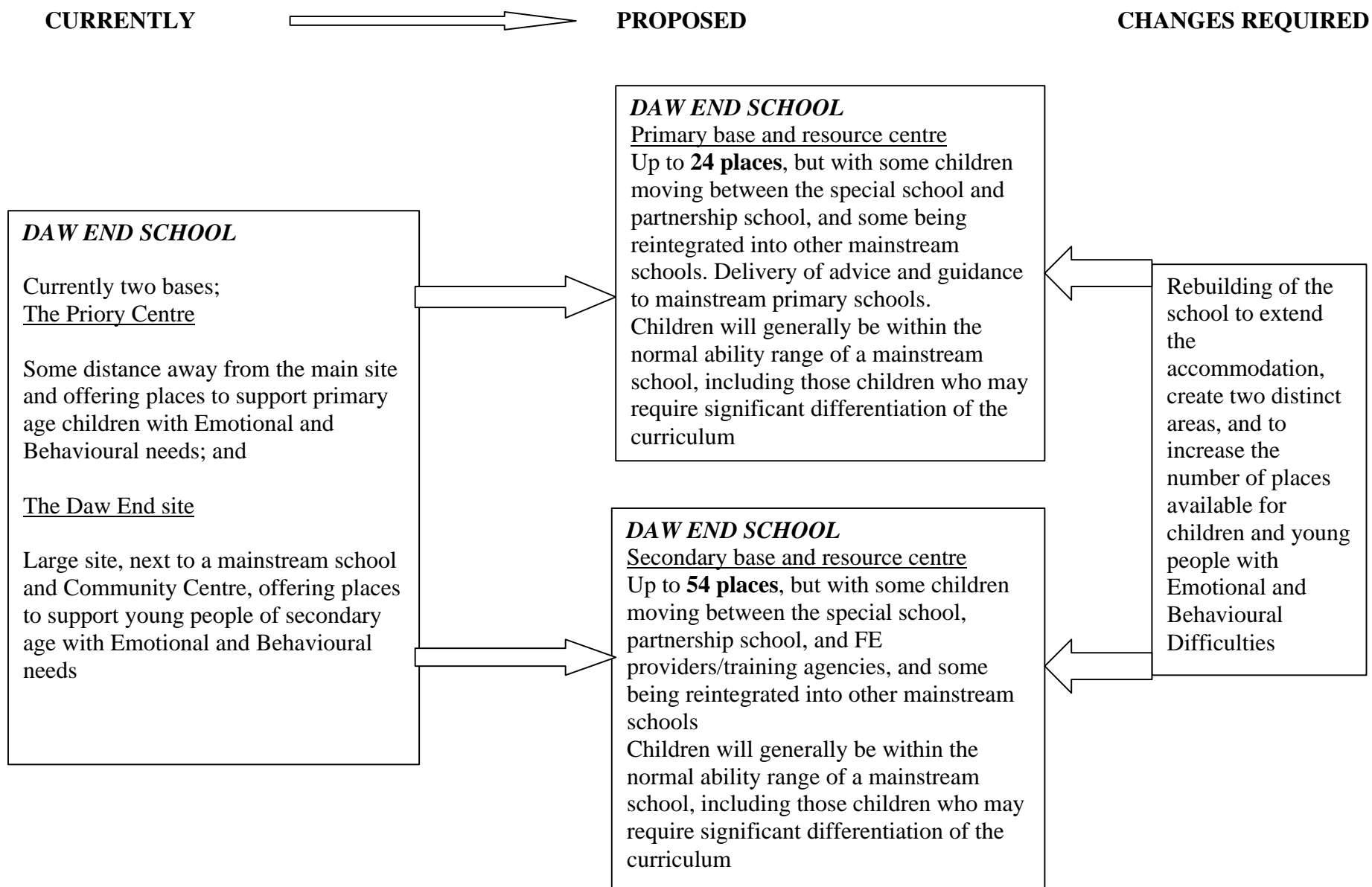
- **To rebuild Daw End on one site, but with a clear distinction and separation between the Primary provision and the secondary provision, and for that site to be shared with a mainstream school, as is the case with the current building;**
- **To further develop the ability of the school to offer advice and guidance to mainstream primary schools in meeting the needs of children with emotional and behavioural difficulties;**
- **To increase the number of places available in the school to offer; 24 places at Key Stage 2, 30 places at Key Stage 3, and 24 places at Key Stage 4, a total of 78 places; and**

- **To explore with the other key statutory agencies the possibilities of extending this new development to include a range of other facilities and services to support children and young people with these needs, and their families, such as a respite care facility.**

7.6 Action required to implement the proposal.

- Consideration as to the potential for the new development to be undertaken on the existing site;
- Identification and bidding for the resources necessary to rebuild the school;
- Identification of a partnership mainstream school for each primary age group and each secondary age group
- Discussion with the other statutory agencies with regard to the development of other services and facilities on site;
- Discussions and formal negotiations with local Further Education institutions and specialist training providers FE colleges and the Learning and Skills Council to broaden access to alternative curriculum packages for children at the school; and
- Additional training and support for staff within both the special school and any identified mainstream schools

PROPOSED CHANGES TO SPECIAL SCHOOL PROVISION FOR CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES



PROVISION FOR CHILDREN WITH SIGNIFICANT NEEDS - MODERATE LEARNING DIFFICULTIES/ ASPERGERS SYNDROME / AUTISTIC SPECTRUM DISORDERS/ SCHOOL PHOBIA

Present position

- 7.1 There are currently two special schools in Education Walsall and the Council providing support to children with moderate learning difficulties – **Jane Lane** special school and **Castle** special school. The schools are geographically close to each other, and both offer both primary, secondary and Post 16 provision. The DfES approved numbers and age range are for Castle – 160 places for 7 –16 years, and Jane Lane 180 places for 5 – 16 years. Official DfES approval does not seem to have been requested by the Council for Post 16 provision to be offered, and this will need to be rectified. There are currently **103** pupils at **Castle**, and **117** at **Jane Lane**, across both schools, **59** are of **Primary** age, **129**, of **Secondary** age, and **32 Post 16's**.
- 7.2 The nature of the needs of children attending the the two special schools has changed in recent years. Children are more likely to have additional difficulties such as emotional and behavioural difficulties, or a range of needs that would not fit into previous descriptions of moderate learning difficulties. There are now significant differences in the numbers of primary and secondary aged children in both schools, with significantly lower numbers of primary age children, than there have been in the past. If the total number of primary age children continues to be split across two schools the quality of education they receive will start to be affected, including difficulties in delivery of an age appropriate but broad and balanced curriculum, and the lack of an age appropriate peer group. The fall in the number of children who could be said to have purely moderate learning difficulties is largely due to the enhanced capacity of mainstream schools to meet more significant levels of need, but this has been matched by a corresponding increase in the number of children with a wider range of needs such as Aspergers Syndrome, Attention Deficit Hyperactivity Disorder, (ADHD) and other Autistic Spectrum disorders. There also appears to have been no consideration of placement in Castle and Jane Lane for children with a combination of both moderate-learning difficulties and physical and medical difficulties, which could reasonably be defined as significant needs.
- 7.3 To summarise:
- The number of primary age children across both schools has fallen significantly as the capacity of mainstream schools has increased, and there is no evidence to suggest that this will change, rather that this reduction will continue;
 - The total number of children with moderate learning difficulties is likely to fall over the coming years;
 - The needs of the children at both schools have become more diverse and wide ranging;
 - The low numbers of primary age children spread across two schools would indicate that it is becoming difficult to give access to an age appropriate peer group, and a broad and balanced primary curriculum with specialist teaching in subject areas;
 - The ability of each school to continue to deliver to a full age range of educational provision from 5 – 19 is starting to prove difficult; and
 - Across Education Walsall and the Council there are different groups of children with more wide ranging needs than simply moderate learning difficulties, who require more specialist provision.
- 7.4 What do this group of children require to enhance their educational provision?
- Access to a broad balanced and relevant curriculum which includes;

- the national curriculum differentiated to ensure access
- an emphasis on developing social skills to support positive interaction with others
- Flexible teaching strategies to respond to different cognitive needs
- A school structure which is similar to a mainstream environment with a focus on developing organisational skills
- Small class sizes with a higher than mainstream adult to pupil ratio which operates to support children but seeks to develop skills and reduce the amount of individual support over time, through planning for and encouraging greater independence of learning
- A physical environment which is safe and supportive
- Access to an age appropriate peer group with opportunities for socialisation beyond the special school environment
- For all professionals involved in offering support and education to have high expectations for their children and to be setting and working towards the achievement of challenging targets for the progress of individuals.

7.5 Proposal (see flow chart on next page)

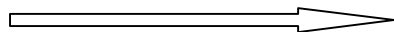
- **To reorganise the existing all age Jane Lane and Castle special schools into:**
 - **A 60 place primary school for children and young people from 3 – 11 with significant learning needs, and**
 - **A 120 place secondary school for young people from 11 – 18 with significant learning needs;**
- **To carry out a feasibility study to determine which of the two school sites could best become a primary provision and which a secondary provision;**
- **To redesignate each school as significant needs rather than moderate learning difficulties, to reflect the changing population and wider range of needs in Walsall; and**
- **To further develop the ability of each school to offer advice and guidance to mainstream schools in meeting the needs of children with significant needs.**

7.6 Action required to implement the proposal.

- Formal re-designation of both schools one as a 3 – 11 primary school for significant needs, and one as a 11 – 18 secondary school for significant needs;
- Identification of a partnership mainstream school for each special school;
- Additional training and support for staff both within the special school and any identified mainstream schools to establish the partnership classes;
- Support for the parents and children who may be affected by these proposals; and
- Additional support and training for staff within the school if any is required to further support the developments proposed.

PROPOSED CHANGES TO SPECIAL SCHOOL PROVISION FOR CHILDREN WITH MODERATE LEARNING DIFFICULTIES

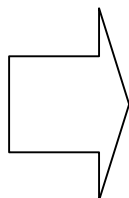
CURRENTLY



PROPOSED

CHANGES REQUIRED

CASTLE SCHOOL
 Currently 103 children & young people
 5 - 19,
 Provision for children with moderate
 learning difficulties



JANE LANE SCHOOL
 Currently 117 children & young people
 5 – 19,
 Provision for children with moderate
 learning difficulties

PRIMARY SPECIAL SCHOOL FOR CHILDREN WITH SIGNIFICANT NEEDS
60 Places, 3 –11 years
 Children who require a differentiated or partially modified curriculum, but who have a range of other social/ emotional / behavioural needs e.g. Autistic Spectrum Disorders ETC

Some children remain in the special school environment, some children within partnership school and movement between.

Redesignation as a primary school and consideration of whether any accommodation changes are required

SECONDARY SPECIAL SCHOOL FOR CHILDREN WITH SIGNIFICANT NEEDS
120 Places, 11 – 18 years
 Children who require a differentiated or partially modified curriculum, but who have a range of other social/ emotional / behavioural needs e.g. Autistic Spectrum Disorders / school phobia etc

Some young people may access the vocational centre planned at Mary Elliot

Redesignation as a secondary school with post 16 provision, and consideration of whether any accommodation changes are required

Number of Children in Special Schools 2001 - 2004 plus projected 2004/05

	DfES approved number of places including year of approval	January 01					January 02					January 03					January 04					Projected September 04				
		Nursery	Primary	Secondary	Post-16	Total	Nursery	Primary	Secondary	Post-16	Total	Nursery	Primary	Secondary	Post-16	Total	Nursery	Primary	Secondary	Post-16	Total	Nursery	Primary	Secondary	Post-16	Total
Castle	7-16 yrs 160 places (1959)	-	26	53	21	100	-	28	56	20	104	-	22	57	22	101	-	22	59	22	103	-	23	58	19	100
Daw End	8-16 yrs 50 places (1975)	-	17	31	-	48	-	13	35	-	48	-	11	32	-	43	-	14	40	-	54	-	13	36	-	49
Jane Lane	5-16 yrs 180 places (1971)	-	36	61	18	115	-	36	67	15	118	-	34	37	43	114	-	37	70	10	117	-	27	74	17	118
Mary Elliot	13-19 yrs 80 places (1971)	-	-	19	32	51	-	-	17	37	54	-	-	19	33	52	-	-	19	30	49	-	21	26	-	47
Oakwood	2-13 yrs 60 places (1971)	4*	42	13	-	59	3*	45	11	-	59	4*	38	15	-	57	5	35	16	-	56	1	40	17	-	58
Old Hall	2-13 yrs 120 places (1975)	5*	55	20	-	80	11*	50	23	-	84	6*	58	25	-	89	4	62	21	0	87	7	50	24	-	81
Three Crowns	2-16 yrs 135 places (1970)	3*	19	24	9	55	3*	22	24	7	56	2*	17	26	6	51	3	13	24	7	47	-	12	18	13	43

Funding per pupil over the last three years, based on Formula Allocation, and PLASC numbers

Special School	01/02				02/03				03/04			04/05		
	Formula Allocation £	Number	Per Pupil Cost £	National Average per pupil 2001/02	Formula Allocation £	Number	Per pupil cost £	National Average per pupil 2002/03	Formula Allocation £	Number	Per Pupil Cost £	Formula Allocation £	September Projected Numbers	Per Pupil Cost
Castle	834,583	104	<u>8,024.84</u>	6,601.00	867,214	104	<u>8,338.60</u>	9,561	926,758	103	<u>8,997.65</u>	968,668	100	<u>9,68</u>
Daw End	917,588	48	<u>19,116.42</u>	11,850.00	*732,920	43	<u>17,044.65</u>	14,484	*780,002	54	<u>14,444.74</u>	*813,417	49	<u>16,60</u>
Jane Lane	894,720	118	<u>7,582.37</u>	6,601.00	932,691	114	<u>8,181.50</u>	9,561	994,297	117	<u>8,498.26</u>	1,034,953	118	<u>8,77</u>
Mary Elliot	608,749	54	<u>11,273.13</u>	10,681.00	629,891	52	<u>12,113.29</u>	13,573	669,637	49	<u>13,666.06</u>	700,520	47	<u>14,90</u>
Oakwood	650,254	59	<u>11,021.25</u>	10,681.00	670,047	57	<u>11,755.21</u>	13,573	714,447	56	<u>12,757.98</u>	747,098	58	<u>12,88</u>
Old Hall	936,299	84	<u>11,146.42</u>	10,681.00	998,869	89	<u>11,223.25</u>	13,573	1,075,801	87	<u>12,365.53</u>	1,121,406	81	<u>13,84</u>
Three Crowns	694,706	56	<u>12,405.46</u>	11,725.00	716,040	51	<u>14,040.00</u>	14,239	760,287	47	<u>16,176.32</u>	789,307	43	<u>18,35</u>

Pupil numbers January Form 7 (PLASC) other than September 2004

‘ - 20% for residential provision costs

Background Information

Statistical Profile - Statutory Assessment

1) Number of Pupils with a Statement of SEN for the last three years

	2001/02	2002/03	2003/04
a) In Walsall Mainstream Schools	838	855	786
b) In additionally resourced Walsall mainstream Schools	36	37	42
c) In Walsall Special Schools	485	470	518
d) In other Authority Mainstream Schools	-	-	40
e) In other Authority additionally resourced mainstream schools	-	-	6
f) In other Authority Special Schools	26	36	20
g) In Independent/non-maintained Out of Borough Schools	38	31	50

2) Statutory Assessment Rate

	2001/02	2002/03	2003/04
a) Percentage of statutory assessments completed in 18 week timescale, excluding exceptions	96.2%	82.0%	57.1%
b) Percentage of statutory assessments completed in 18 week timescale, including exceptions	64.6%	65.1%	42.7%
c) Total number of requests for statutory assessment	389	328	257
d) Total number of requests for statutory assessment that were agreed	-	-	131
e) Total number of requests for statutory assessments that were refused	-	-	130
f) Total number of new statements issued within the year	170	174	183

3) Estimation of the number of statements ceasing August 31st

2003/04
149