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To: Cabinet – 15 September 2008

Subject: **REVIEW OF SPECIALIST UNIT AND DESIGNATED PROVISION IN MAINSTREAM SCHOOLS – UPDATE. LEAD SCHOOL IMPLEMENTATION**

Classification: Unrestricted

Summary: This report updates Cabinet Members on the progress of the implementation of Lead School provision, seeks approval to proceed to consultation on the delegated funding proposals and asks Cabinet to note capital implications for some provisions

1. Background

1.1 Members have made a series of policy decision since 2004 to undertake and implement a review of Units and Designations. The implementation of Phase One of the Review will commence in September 2008 in the Local Children's Services Partnerships (LCSPs) in Ashford, Shepway, Dartford, Gravesham and Swanley.

2. Progress to Date

2.1 Phase One lead schools have been allocated a lump sum of £39,235 to begin the process of planning and developing their provision. Local multi-agency task groups were set up during the latter part of the last academic year to take this process forward. Whilst there is flexibility in how a lead school uses this funding, the LA provided advice and guidance on options for use, together with guidance to the LCSPs on overall provision planning and on referral and decision-making arrangements for supporting children and young people.

2.2 The guidance is underpinned by the understanding that lead schools do not operate in isolation but are a part of a continuum of provision that includes special schools and other specialist support services. The emphasis is on the multi-agency integration and co-ordination of services and provision for children and young people. It should be noted that for a school without an existing unit there is no expectation

that it will admit children or young people with Statements of SEN in September 2008.

- 2.3 Work will now commence in supporting lead schools in Phase Two and officers will continue to meet with those identified to ensure implementation will take place smoothly. Additionally, the LCSP Managers will be supported in local discussions in the process to identify lead schools in the very small number of localities where none exist. Lead Schools currently identified in the Phase Two areas are attached at Appendix I.
- 2.4 Lead schools in Phase One have completed a self-assessment of their current state of readiness. This assessment was used as the basis for preparing an implementation plan for the development of their provision over the next 3/5 years. It will act as a baseline for evaluation and enable identification of strengths and areas for development to inform their development needs and assess progress over the period of this school year. The Phase One self-assessment and further developments will inform the proposed implementation of Phase Two in September 2009. Phase Two will comprise all other LCSPs. A summary of the Phase One aggregated self-assessment is attached at Appendix 2.
- 2.5 In addition to the evaluation of Phase One, an on-going process to evaluate all lead schools and inform development plans will be put in place.

3. Funding – Revenue

- 3.1 On 20 July 2007, the Schools Funding Forum agreed the method of funding distribution proposed by the Units and Designations Steering Group. However, it was subsequently decided to postpone consultation on the proposals from the Autumn of 2007 to the Autumn of 2008. As the consultation did not go ahead, the Schools Funding Forum will be asked to consider the matter again at a later date. A copy of the proposals for funding the lead school provision is attached at Appendix 3. It is intended that the new formula will be put in place in September 2009 when Phase Two is implemented.
- 3.2 Lead schools will be funded by formula through the distribution of the combined budgets from the current units and designations and the Very Severe and Complex Needs (VSCN) funding. VSCN funding will be released when a child for whom it was allocated leaves school. Additionally, funding will be released from units and designations budgets as some reduce their intake to accommodate a smaller catchment area. These two processes, of necessity, would involve a phased release of funding over a number of years. This issue will be addressed through the Medium Term Plan.
- 3.3

4. Funding – Capital

- 4.1 Some lead schools have identified accommodation costs associated with developing their provision. For several schools these are considerable. Cabinet noted in February 2008 capital costs of £500k associated with West Malling Primary School (lead school for language) and of £1.1m for Cage Green (lead school for Autism). A summary of identified capital costs for Phase One and Phase Two lead schools are attached at Appendix 4.

5. Revised Timetable

Phase One Self-Assessment of readiness state	May/June 2008
Review of Funding Formula proposal made in 2007	June 2008
Presentation of Funding Formula to Schools Funding Forum	September 2008
Start-up funding for Phase One Pilot	September 2008
Consideration and agreement by KCC Cabinet on provision for implementation in September 2009	September 2009
Consultation on Funding Formula	Autumn 2008
Countywide implementation of Unit review	Commencing September 2009

6. Recommendations

Cabinet Members are asked to:

- (a) NOTE the progress of the Unit Review and the timetable detailed at paragraph 5.
- (b) NOTE the schools identified as lead schools in Phase Two.
- (c) NOTE the outcome of the Phase One lead schools self-assessment of state of readiness.
- (d) NOTE the additional revenue and capital implications for Phase One and Phase Two to be addressed through the Medium Term Plan.
- (e) AGREE to proceed to consultation on the funding formula in the Autumn term.
- (f) AGREE implementation of Phase Two subject to further review as part of the Medium Term Plan process.

7. Background Papers:

Cabinet Report – Unit Review – 6 February 2008
Cabinet Report – Unit Review – 17 September 2007
Cabinet Report – Unit Review – 12 March 2007
Cabinet Report – Unit review – 16 October 2006

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**PHASE 2
LEAD SCHOOL PROPOSALS**

Phase 2 Lead School Proposals – Autism

Name of Lead school	Phase	Cluster	Detail of Proposal	Clusters Lead school will serve
West Borough	Pri	Maidstone	No existing designation taking on Lead role for Autism	Two Maidstone Clusters
Astor of Hever	Sec	Maidstone	No existing designation taking on Lead role for Autism	Two Maidstone Clusters
Minster on Sheppey	Pri	Swale Urban	No existing designation taking on Lead role for Autism	Swale Urban
Joy Lane	Pri	Canterbury Coastal	School with existing unit for Autism taking on Lead role for Autism	Swale Rural Canterbury Coastal Canterbury C&C
The Abbey	Sec	Swale Rural	School with existing unit for Autism taking on lead role for Autism	Swale and Canterbury Clusters
Hereson & Ellington	Sec	Thanet	School with existing unit for SpLD taking on Lead role for Autism	Thanet 1&2
Aylesham	Pri	Dover	No existing designation taking on lead role for ASD	Dover and Deal & Sandwich
Archer's Court	Sec	Dover	Existing unit for ASD taking on lead role for Autism	Dover and Deal & Sandwich
Cage Green	Pri	Tonbridge	Existing unit for ASD taking on lead role for Autism	Tonbridge Malling Cranbrook Sevenoaks
St Mathew's High Broom	Pri	Tunbridge Wells	No existing designation taking on lead role for ASD	Tunbridge Wells
The Malling School	Sec	Malling	Existing designation for SLCN and SpLD taking on lead role for ASD	Malling

Phase 2 Lead School Proposals – Hearing Impairment

Name of Lead school	Phase	Cluster	Detail of Proposal	Clusters Lead school will serve
Molehill Copse	Pri	Maidstone	School with existing unit for HI taking on lead role for HI	Maidstone Malling
Maplesden Noakes	Sec	Maidstone	School with existing unit for HI taking on lead role for HI	Maidstone Malling
Slade	Pri	Tonbridge	School with existing unit for HI taking on lead role for HI	Tonbridge T Wells Cranbrook Sevenoaks
St Gregory's	Sec	T Wells	Currently has HI designation and lead school role still to be confirmed	Tonbridge T Wells Cranbrook Sevenoaks
Briary	Pri	Canterbury Coastal	School with no existing designation taking on lead role for HI	Swale Canterbury
Sittingbourne Community College	Sec	Swale Urban	School with existing unit for HI taking on lead role for HI	Swale Canterbury
Hartsdown	Sec	Thanet	School with existing designation for HI taking on lead role for HI	Thanet 1 & 2 Deal

Phase 2 Lead School Proposals – Physical Disability

Name of Lead school	Phase	Cluster	Detail of Proposal	Clusters Lead school will serve
Loose Junior	Pri	Maidstone	School with no existing designation taking on lead role for PD	Maidstone Malling
New Line Learning Academy – Senacre	Sec	Maidstone	School with existing designation for PD taking on lead role for PD	Maidstone Malling
Bishops Down	Pri	T Wells	School with existing designation for PD taking on lead role for PD	T Wells Cranbrook Sevenoaks
East Peckham	Pri	Tonbridge	School with no designation taking on lead role for PD	Tonbridge
Hugh Christie	Sec	Tonbridge	School with no existing designation taking on lead role for PD	Tonbridge; T Wells Cranbrook; Sevenoaks
Westminster Primary School – Isle of Sheppey	Pri	Swale Urban	School with no existing designation taking on lead role for PD	Swale Urban
Ethelbert Road	Pri	Swale Rural	School with no existing designation taking on lead role for PD	Swale Rural
Westlands	Sec	Swale Urban	School with existing designation for PD taking on lead role for PD	Swale Urban Swale Rural
Hampton	Pri	Canterbury Coastal	School with existing designation for PD taking on lead role for PD	Canterbury Coastal
Pilgrim’s Way	Pri	Canterbury C&C	School with existing designation for PD taking on lead role for PD	Canterbury C&C
St. Anselm’s	Sec	Canterbury C&C	School with existing designation for PD taking on lead role for PD	Canterbury Coastal Canterbury C&C
Garlinge	Pri	Thanet	School with existing designation for PD taking on lead role for PD	Thanet 1 & 2
Hartsdown	Sec	Thanet	School with existing designation for HI taking on lead role for PD	Thanet 1 & 2
Whitfield and Aspen School	Pri	Dover	School with existing units for Autism and PSC needs taking on lead role for PD	Dover Deal & Sandwich
Castle Community	Sec	Dover	School with existing designation for PD taking on lead role for PD	Dover Deal & Sandwich

Phase 2 Lead School Proposals – Speech, Language & Communication

Name of Lead school	Phase	Cluster	Detail of Proposal	Clusters Lead school will serve
West Malling	Pri	Malling	School with existing designation for SLCN taking on lead role for SLCN	Malling Maidstone 1 Maidstone 2 Tonbridge
The Malling School	Sec	Malling	School with existing designations for SLCN and SpLD taking on lead role for SLCN	Malling Maidstone 1 Maidstone 2 Tonbridge
St Mathew's High Broom	Pri	Tunbridge Wells	School with no existing designation taking on lead role for SLCN	T Wells Cranbrook Sevenoaks
Bysing Wood	Pri	Swale Rural	School with no existing designation taking on lead role for SLCN	Swale Rural
The Oaks Minterne	Infant Junior	Swale Urban	Both schools with existing designation for SLCN taking on lead role for SLCN	Swale Urban
Sittingbourne Community College	Sec	Swale Urban	School with existing designation for HI taking on lead role for SLCN	Swale Urban
Canterbury High School	Sec	Canterbury City and Country	School with existing unit for SLCN taking on lead role for SLCN	Canterbury C&C Canterbury Coastal Swale Rural
Wincheap	Pri	Canterbury C&C	School with existing designation for SLCN and ASDn taking on lead role for SLCN	Canterbury C&C
Hereson & Ellington	Sec	Thanet	Hereson School with existing designation for SpLD taking on lead role for primary and secondary SLCN	Thanet 1 & 2
Priory Fields	Pri	Dover	School with no existing designation taking on dual lead role for SLCN	Dover Deal & Sandwich
The Downs	Pri	Deal & Sandwich	School with no existing designation taking on dual lead role for SLCN	Dover Deal & Sandwich
Walmer	Sec	Deal	School with existing designation for SpLD taking on lead role for SLCN	Dover Deal & Sandwich
Southborough	Pri	Tunbridge Wells	School with existing designation for SLCN not taking on the lead role for SLCN	

Phase 2 Lead School Proposals – Specific Learning Difficulties

Name of Lead school	Phase	Cluster	Detail of Proposal	Clusters Lead school will serve
The Malling School	Sec	Malling	School with existing designation for SpLD taking on lead role for SpLD	Maidstone Malling Tonbridge
Sevenoaks Primary	Pri	Sevenoaks	School with no existing designation proposing to hold funding for SpLD	Sevenoaks
Bradbourne	Sec	Sevenoaks	School with no existing designation proposing to hold funding for SpLD	SEvenoaks
Westlands	Sec	Swale Urban	School with existing designation for SpLD taking on lead role for primary and secondary SpLD	Swale Urban Swale Rural
Archbishops	Sec	Canterbury Coastal	School with existing designation for SpLD taking on lead role for SpLD	Canterbury C&C Canterbury Coastal
Hereson & Ellington	Sec	Thanet	School with existing designation for SpLD taking on lead role for primary and secondary SpLD	Thanet 1&2
Walmer	Sec	Deal	School with existing designation for SpLD taking on lead role for SpLD	Dover Deal & Sandwich
Aycliffe	Pri	Dover	School with no existing designation taking on lead role SpLD	Dover Deal & Sandwich

Phase 2 Lead School Proposals – Visual Impairment

Name of Lead school	Phase	Cluster	Detail of Proposal	Clusters Lead school will serve
Sevenoaks Primary	Pri	Sevenoaks	School with no existing designation taking on fund holding role for VI	Sevenoaks
Bradbourne	Sec	Sevenoaks	School with no existing designation taking on fund holding role for VI	Sevenoaks
Cornwallis Academy	Sec	Maidstone	School with existing designation for VI taking on lead role for primary and secondary VI	Maidstone 1 & 2 Malling Tonbridge
Reculver	Pri	Canterbury Coastal	School with existing designation for VI taking on lead role for VI	Swale Canterbury
Archbishops	Sec	Canterbury Coastal	School with existing designation for VI taking on lead role for VI	Swale Canterbury
Charles Dickens	Sec	Thanet	School with existing designation for VI taking on lead role for VI	Thanet Deal & Sandwich
Changes to existing provision				
Bromstone	Pri	Thanet	School with existing designation for VI not taking on lead role for VI	
Dane Court	Sec	Thanet	School with existing designation for VI not taking on lead role for VI	

**Self-Assessment Survey by each Lead School of its State of Readiness
for Phase One Implementation
Abridged Report**

The survey provides a 'baseline' for all Phase One lead schools that will enable trends to be identified within and beyond one year. The results are aggregated and are not intended to be a measure of progress within any one individual school, since there will be an opportunity for a more in-depth self-review using a tool specifically designed for this purpose. The survey does however, reflect key aspects of the longer self-review and this allows schools to plan action with their Local Children's Services Partnerships (LCSP).

When reviewing the results, and in particular comparing the outcome of the survey with subsequent surveys, it should be borne in mind that many areas of expertise covered are new to lead schools. Key aspects of the role of lead schools in supporting other schools within their own and other local partnerships will take time to establish. It is unlikely that all of these activities will be established over the coming year but the survey format will detect movement towards them. All lead schools are being advised to use the outcome of the survey to plan for activity in the coming year.

A full version of the report can be found on KentTrustWeb under AEN and Resources, Information and Guidance.

Survey response

25 schools replied, out of a possible 30, 24 supplying their name and designation, one returning anonymously.

Reliability and integrity

The 83% return provides a very good baseline for the development and operation of Phase One Lead Schools, from which to judge progress towards the aims of the review. The under-representation of SLCN and PD provision does not undermine the validity of the result, although this will need to be taken into account when revisiting the issues sampled. A careful analysis of each return shows a high degree of internal consistency when the answers are placed against the known practice within the school, or placed alongside each other. The responses appear to have been well considered and honestly reported. This provides the overall 'aggregate' baseline with a high degree of reliability.

General Comment

Only a small number of schools are involved in providing other schools with advice and training or support for individual pupils, either in the pupil's own school or at the lead school. This is an area of activity that should expand

over time, as LCSPs begin to plan more flexibly the use of lead school provision to support a wider range of activity.

There would appear to be a strong culture of staff training and expertise in around a half of the schools, although this is not expected to be a feature at this point of new provision. All schools, however, will need to work towards key staff within the provision attaining advanced qualifications and all staff within the provision having attended training at the level of 'understanding'. Similarly, all schools will need to ensure that a large proportion of staff across the school receive 'awareness' training.

As might be expected, a large number of schools are supporting pupils within their 'base' provision and across their school as a whole, with just three schools providing support for pupils on the roll of other schools. If the review is successful in meeting its aim of supporting more children locally, then it could reasonably be expected that the balance between children attending a lead school and the numbers of children supported in the wider cluster of schools, will change markedly.

Responses

For the purposes of the current short-term evaluation, schools were asked to provide an 'estimate' of where they were on a scale of 1 – 4 for each of a number of 'standards' set out below, 1 being the most developed and 4 the least.

The following is a summary of the findings:

Standard	Weighted score (a lower score denotes greater confidence)	Ranking against schools' confidence levels
Working with Parents	45	1
Pastoral Support	47	2
Care Practice	48	3
Learning Opportunities	52	4
Staff Expertise	54	5
Partnership Working	56	6
Transfer and transition	56	6

Standard	Weighted score (a lower score denotes greater confidence)	Ranking against schools' confidence levels
Leadership	56	6
Resource Deployment	62	7
Accommodation	64	8
Working with Other Schools in the cluster(s)	81	9
Working within the Cluster Provision Plan	81	9
Policy	82	10
Flexible Placements	83	11
Provision of Training	83	11
Working with Special Schools	86	12

As can be seen from the above, the responses to the survey suggest that schools are most confident in working with parents and least confident about working with special schools. Pastoral Support, care practice and learning opportunities figure amongst the highest levels of confidence, whilst provision of training, flexible placements and working with other schools are quite low. As stated earlier and taking into account the concerns expressed above, this reflects the better known and least known of the role functions. As lead schools develop it might be expected that, even if the ranking does not alter, the gap between the items with the least and most confidence should decrease.

Priorities identified for development within the coming year

Response

14 schools responded to this aspect of the survey. The responses are listed in order of the number schools identifying the priority.

Priority	Number of schools
Produce audit and development plan for staff training	8
Write/develop policy for development and operation of provision	4
Complete specialist training	4
Prepare overall plan	4
Develop closer working relationship with special schools	3
Appoint staff	3
Develop working relationships within cluster	3
Support Cluster Provision Plan	3
Review and develop accommodation	2
Link up with other outreach providers	1
Develop closer working relationship with specialist services	1
Set up cluster working party	1
Review staffing	1
Provision of training for staff in cluster	1
Gather information on pupils across the cluster	1
Identify individual pupil learning and resource needs	1

Conclusion

The survey outcomes provide a very good base from which to establish and evaluate future progress in the development of lead schools in both Phases 1 & 2. It will also enable individual schools to plan for the development of their provision.

This is an abridged version of a report by John Moore, Consultant to Units Review, prepared by Marlene Morrissey.

July 2008

LEAD SCHOOLS: PROPOSALS FOR FUNDING ARRANGEMENTS

1. Background

In 2007 a sub-group of the Units and Designations Review Steering Group made recommendations on a formula for funding lead schools. This sub-group comprised:

- Keith Hargrave, Chair of Funding Forum and HT of a school with a SLCN unit
- Andy Blundell, Chair of DFFG and previous HT of a school with a HI unit
- Vivienne Resch, HT of a school with a HI unit
- Andy Taylor, teacher in charge of a VI unit
- Joanne Howcroft-Scott, HT of a school with a VI and PD unit
- Sue Wollett, bursar of a school with a HI and PD unit
- Nuala Ryder, Unit and designations review project manager
- Colin Feltham, Head of AEN and Resources Unit
- Vic West, Advisory Service and former HT of a school with a unit
- John Moore, specialist SEN consultant advisor
- Laura Froude, Local Education Officer
- Richard Hallett, finance manager
- Tristan Booth, Principal Officer, schools finance

2. Proposals

The sub-group's proposals were as follows:

(a) Principles and recommendations

The following principles were agreed:

- The formula should be as simple as possible and transparent in delegation and operation.
- The outcome should establish/rebalance equity of funding across the County.
- There should be stability and predictability of finance for the Lead School, allowing reasonable time for adjustment year on year.
- Need type weightings should reflect curriculum, organisational and other support arrangements appropriate for the type and level of SEN covered.
- The formula should be flexible enough to support children where they are currently being educated, but also to develop and operate 'services' to other schools, as required by the cluster development plan.
- There should be an element that reflects the organisational arrangements required to be a Lead School.

- The formula should try to break the link with the perverse incentives of both 'statementing' and assessing children as having very severe and complex needs.
- Lead Schools should be free to use their funding in the most effective way to meet the needs of all children within the commissioning guidelines provided.
- Peripatetic support provided by STS should be factored into the funding distribution. The support should be re-targeted and linked to lead schools.
- Transition arrangements should allow for current 'units' to operate with children presently on roll, tapering funding (both lump sum and place numbers) accordingly.
- The final funding solution should enable greater levels of participation / inclusion as well as increased rates of progress for children with SEN.

(b) Specific recommendations

- The formula funding for PD, ASD, SpLD and SLCN should be based on percentage of population rather than incidence of "Action Plus" and statements. These are higher level incidence need-types and as such are not expected to vary much from Cluster to Cluster. It was felt that the "action +" data was not fully reliable as an indicator and therefore the wider population data should be used. This use of the widest data set encourages more stability of funding.
- The formula funding for HI and VI should be based on data held by the Specialist Teaching Service to reflect the funding difficulties that may occur because of the lower level incidence. Funding will not be weighted for the different levels of impairment.
- Funding for children with PD medical needs and VI & HI high-end support will be removed from the formula and funded on a separate basis, as these very expensive cases cannot be expected to be met from the normal formula (see 3 below).
- Funding for children with a learning difficulty (e.g. Downs Syndrome) currently supported through VSCN funding, will be removed from the SpLD formula and alternative options will be developed to ensure funding to support this group is allocated appropriately.
- All lead schools will receive a lump sum to reflect their organisational arrangements. This will be based on a set amount per lead school (current recommendation is £15k), plus a top-up based on the total population that the lead school will be covering.
- The overall funding pot for each individual need type will be based upon weightings worked out by STS and the Advisory Service.
- Protection will be provided for all children in Units or with VSCN funding until they reach the end of their current phase of schooling. This funding will be paid directly to the school the child is attending.
- Weightings and distribution of funding will be reviewed after the first year to ensure that the formulas are working correctly.

3. Distribution of Retained Funding

The proposals outlined above refer to the need to keep back funding in order to support the smaller cohort of children and young people in mainstream schools with very high level low-incidence needs associated with VI, HI and PD/medical difficulties. Arrangements will be put in place to allow the allocation of funding where and when local need arises. This will require a process similar to the one currently used to allocate VSCN funding but it will include a much smaller group of children and young people. Schools will be the decision-makers but they will have access to expert and specialist advice and guidance from a multi-agency panel.

July 2008

