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To: Cabinet – 12 March 2007

Subject: UNIT REVIEW (including designated and specialist provision and Very Severe and Complex Need Support for children and young people with special educational need at mainstream schools)

Classification: Unrestricted

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## **Introduction**

1. (1) In 2004 Members confirmed the need to review Units and specialist designations. A paper to Cabinet on 16 October 2006 stated the objectives of the review and the ways in which they would be achieved. That report gave details of the existing provisions and the changed context for the Review in light of Cluster development and the Children's Trust.

(2) National developments including Every Child Matters and the Children Act 2004 require greater emphasis on all responsible agencies to work more closely together to achieve better outcomes for children and young people with learning difficulties and disabilities.

(3) Effective joint Planning and Commissioning is increasingly at the heart of improving outcomes of children and young people. The DfES document 'A 5 Year vision for joint planning and commissioning of children's services' describes joint planning and commissioning as a tool for Children's Trusts to build services' around outcomes for children. In Kent, Clusters form the foundations of collaborative multi-agency working in localities. Through Clusters the Children's Trust will ensure local provision can be commissioned to meet local needs.

(4) Part 4 of the Disability Discrimination Act requires all schools to work towards developing approaches to ensure better outcomes for children and young people with learning difficulties and disabilities. As the resourced provision (currently called Units) becomes more flexible, the achievement of this requirement will be supported.

(5) At a strategic level, through the Education and Inspection Act (2006), Local Authorities have extended powers to propose enlargement of premises, the addition of SEN provision or sixth form provision to any foundation, foundation special or voluntary school. This means that the Local Authority continues to have a key role in the location of SEN provision.

(6) As Members will know, provision for children with Behavioural, Emotional and Social difficulties is not made in Units, but is provided in Special Schools and school-based Learning Support Units, as well as Pupil Referral Units. The recent Ofsted report (Inclusion: Does it matter where pupils are taught? July 2006) found that pupils with BESD were disadvantaged within the statutory assessment process. Many children with these difficulties often have an underlying learning or language difficulty. Where possible, addressing these needs early and effectively in mainstream schools with the help of partners will achieve better outcomes for children with behaviour difficulties. This approach will be facilitated as the Children's Trust develops.

(7) The devolution of provision for children out of school in Kent to Clusters (which takes effect in September 2007) complements the Review strategy and will encourage schools to work collaboratively to address the needs of all children living in their locality.

(8) This report updates the Cabinet on developments to date with the Units Review and proposes several recommendations for agreement including a proposed mechanism to secure Member's agreement of more detailed proposals, starting with Phase One.

## **Strategic Outcomes**

2. The Review strategy is designed to ensure that:
  - (a) Specialist resourced provision complements but does not overlap the provision made in special schools. Through Cluster planning, more children and young people will have access to appropriate provision in their locality. Travelling times will be reduced as will expenditure on transport.
  - (b) By using existing revenue funding more effectively, and with agreement from the Funding Forum for any necessary changes to distribution of funds, it should be possible to create more specialist provision for children with autism, the area of need for which additional provision is required. Potential capital implications are mentioned later in this report.
  - (c) There will be improved educational outcomes for children, measured by residual methodology.
  - (d) Annual surveys of resourced provision will indicate higher levels of satisfaction amongst children and young people and their parents.
  - (e) The new pattern of provision that develops over time will enable Clusters to support children more flexibly through local planning. This will particularly apply to those children who need some specialist support but do not require a Statement of SEN or full time attendance at specialist provision. Similarly it will enable children who have less severe needs to make a supported transition into an appropriate mainstream school.

- (f) As with the Special School Review, a key principle of this review is the avoidance of disruption to the education of children and young people and the retention of highly skilled and qualified teaching and support staff. Since all children and young people in Unit provision in Kent have Statements of SEN, any proposed changes to their placements can be made only following consultation with parents and following processes identified in the SEN Code of Practice. Parental preference is protected by recourse to the SEN and Disability Tribunal. Should any changes to staffing be indicated by the Review there would be full and appropriate consultation.

## **Key strands of the strategy**

### Establishing and supporting local commissioning

3. (1) Commissioning for improved outcomes will have a strategic countywide foundation based on need. The Local Authority will determine (on the basis of actual numbers and statistical information on special educational need trends) the number of resident children and young people within each need type who are likely to require resourced specialist provision. Each Cluster will be commissioned to make this amount of provision available and will be monitored and evaluated as part of the commissioning cycle to ensure that local practice is appropriate and effective. Clusters may work together to establish their plans and develop provision.

(2) Need will be identified and analysed through (a) statistical information on children in Early Year's provision (Children's Centres and nurseries); (b) information produced by Health and Social Services from data about children with health related issues and disabilities; (c) information from Statutory Assessments, Annual Reviews and Statements of SEN; and (d) analysis of Common Assessment Framework and other information as it becomes available.

(3) Through a locality Cluster-based commissioning and delivery mechanism Clusters will support the development of Cluster Lead Schools proposals. To enable planning, each Cluster will be informed initially and then annually about the number of children and young people requiring resourced specialist provision. The Cluster Lead School would be responsible for taking a lead in a particular need type or types and developing special expertise to support children and young people within a locality either in their own school or in other schools. A locality would consist of a Cluster, district or area dependent upon the incidence of need. New funding mechanisms are being developed to fit with this new structure of provision.

(4) A commissioning framework and accompanying guidance is being developed for Clusters to support their local planning as it progresses. Provision once commissioned will be monitored against agreed outcomes for children in each need type.

(5) Draft Criteria for provision have been drawn up under the auspices of the Multi-Agency Unit Review Steering Group. The criteria provide a common framework of the expectations of a Cluster Lead School for each need type (see Appendix 1).

(6) There are two parts to these documents; the first covers the criteria, which will be used by schools in taking decisions on children and young people accessing Cluster Lead School provision. Schedule 27 of the Education Act 1996 is detailed in the introduction and is common to all need type. This states that the LA is required to comply with parental preference for a school unless the school is unsuitable to the child's age, ability, aptitude or SEN and/or if the placement would be incompatible with the efficient use of resources. Each set of criteria provides a description of symptoms and diagnoses of the relevant special educational need, to be used when considering whether access to Cluster Lead School provision is appropriate. The existing range of provision available to pupils with this need type is listed.

(7) The second part of this document details the expectations of a Cluster Lead School for each need type, including the curriculum, special curricular features, pastoral support arrangements, multi-agency work, arrangements for working in partnership with parents, the expected contribution of the Cluster Lead School to schools in the community, behavioural management, essential building features, post-16 provision, Staff Continuous Professional Development and access to specialist staff and resources. It is proposed that the Steering group now consults stakeholders on the content of these documents.

(8) Should schools or Clusters not achieve the required outcomes for children and young people in resourced provision, support will be provided in the first instance. Ultimately if remedies tried fail to secure improvement the Local Authority will retain its right to make different provision or in exceptional cases of inappropriate provision or outcomes not being met, suspend delegation of funding.

#### Development of Cluster Provision

(9) Currently, there are 63 specialist units and designations covering the six need type categories across Kent. There are 690 children with statements accessing this provision. 485 of these children travel outside the Cluster in which they live to access this provision.

(10) Consultation and planning in Clusters began in May 2006. Clusters have worked in groups with the support of the Project Manager, Local Education Officers, specialist CFE staff and local health professionals to develop proposals for Cluster provision for children within each need type. It is very important to note that the emerging pattern of provision suggests that most schools with existing Units are being identified by their Clusters as the Cluster Lead School. Clusters are at two different stages of development.

(a) Phase One Clusters

In these Clusters, proposals have been made by schools, fully discussed with Local Education Officers, agreed in principle and are ready for wider consultation. There are eight Clusters, which fall into this category. These proposals would result in 5 new Cluster Lead Schools in addition to schools with existing units in these localities taking on the Cluster Lead School role. It is estimated that based on current numbers over 60 children would travel shorter distances to their educational provision. Furthermore, children and young people within other mainstream schools in these Clusters would begin to benefit from the outreach services offered by the Cluster Lead Schools in the area as they develop.

(b) Phase Two Clusters

For the remaining Clusters, progress has been made during the second stage of planning on engaging schools and on the development of Cluster Lead School proposals. Further work on securing the agreement of individual schools, establishing effective collaboration between schools (special and mainstream) enabling Cluster Boards to take ownership of their proposals to ensure sustainability long term is required. It is anticipated that these proposals will be ready for wider consultation later in the year.

### Revenue funding proposals

(11) Principles for developing revenue funding models are: -

(a) The need to ensure that children with similar need types attract similar levels of funding.

(b) Equity of funding across all Cluster Lead Schools with specialist provision.

(c) Formula funding based on incidence of need of children resident in a Cluster.

(d) Investigation of the potential to support more specialist provision for children with autism through the more effective use of funds as identified in (a) –(c) above.

(12) Illustrative models of the revenue funding proposals detailed in the Cabinet paper of 16 October were presented to the Development Formula Funding Group and the Schools Funding Forum. While Headteachers agreed the principles and policy of the Review a number of issues were raised at formal meetings and in other discussion. These included:

(a) The incomplete engagement of schools during the first stage of planning in Summer 2006.

(b) The necessity to reconsider weightings for individual need types.

(c) The need for stability of funding for Cluster Lead Schools to ensure the retention of highly qualified staff and enable longer term planning.

(d) The capacity of Cluster Boards to administer the responsibilities proposed.

(13) The Multi-Agency Unit Review Steering Group considered the feedback on these points and has responded as follows.

(a) Extensive further consultation took place over the autumn term and continues.

(b) New proposed weightings for funding each need type have been developed by the Steering Group. The new weightings will be used in revised models.

- (c) Financial stability could be improved in a number of different ways:
  - (i) by providing guaranteed funding for each year based on the number of children attending provisions at the start of the year which would not be reduced in year if a child moved out of the provision;
  - (ii) by providing “safety net” funding if a provision changed markedly in character to reduce over several years the impact of change;
  - (iii) by considering the development of a new “lump sum” for the basic administrative functions of provisions;
  - (iv) a retained contingency for children with Very Severe and Complex Needs.
  
- (d) Changes to the timetable as the Review progresses has meant that Clusters are able to develop proposals more fully and implement them in a measured way (subject to consultation).

(14) New revenue funding models supported by the commissioning framework described at 3.1 above will be presented for agreement to the appropriate fora in the Spring. The framework will reinforce continuity and stability of provision while recognising that change is necessary to make specialist provision in schools of all types more local and equitable across the County.

(15) Any capital resources needed to implement the Review will be detailed in proposals from Clusters that are made to Members. Subject to Member agreement, proposals may include refurbishment of existing premises, new provision (e.g. for autism); and may be linked with BSF/PFI plans for school buildings in each locality.

### **Proposed Next Stages**

4. (1) Planning and consultation in the Clusters will continue in phases throughout the remainder of 2007. A more detailed report of the provision that is proposed in Phase One will be made to Cabinet Members for their approval prior to wider consultation starting. Final Cluster Lead School nominations will be agreed by the end of 2007 in preparation for SEN admissions in September 2008 and associated delegation of funding in April 2008.

(2) Revised models of revenue funding distribution will be presented to the Schools Funding Forum in May 2007 with a view to consultation with schools in the Autumn 2007.

(3) Communication with parents/carers will continue through the website, newsletter and informal meetings. Consultation meetings will be planned in each area as necessary as proposals progress.

(4) A revised timetable is set out at Appendix 2.

## **Recommendations**

5. Cabinet is asked to:-

- (a) Note the progress of the Review.
- (b) Agree the proposed next stages in paragraph 4.
- (c) Agree the revised timetable for the Review in Appendix 2..
- (d) Agree that the Multi-Agency Unit Review Steering Group consults on the draft Criteria for provision.
- (e) Agree that the Multi-Agency Unit Review Steering Group, in partnership with the appropriate Cluster Boards consults more widely on the provision proposals in relation to Phase One Clusters.

Joanna Wainwright  
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Background Documents:

Education & Libraries Policy Overview Committee Paper – 17 November  
2005 Cabinet Papers – 10 July 2006 & 16 October 2006.

**CRITERIA FOR ACCESS TO PROVISION BY THE CLUSTER LEAD SCHOOL FOR AUTISM**

**Parents express a preference for a particular school to be named in their child's statement**

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other the placement would be incompatible with the efficient use of resources



**In considering the parental request for placement within a named school consideration must be given to the following criteria for access to provision from the Cluster Lead School:**

The pupil may have a formal diagnosis of Autistic Spectrum Disorder (Autism, Asperger Syndrome, Atypical Autism, Oppositional Defiance Disorder, Social Communication Disorder or Semantic Pragmatic Language Disorder) or be presenting with a range of needs which reflect the triad of impairments which are associated with the autistic spectrum (social interaction, social communication and lack of flexibility).

These pupils may have a **secondary** diagnosis of dyspraxia/ADD/ADHD and additional learning needs in the form of dyslexia or dyscalculia.

The child/young person will have difficulties associated with an autism spectrum disorder that seriously impedes the development of social relationships and causes barriers to learning. The pupil will present with many of the following:

- severe difficulties in following instructions, classroom/setting routines and in maintaining attention to task, which make it impossible for child/young persons to participate in most ordinary classroom/setting activities without a high level of support and structure
- highly atypical behaviour, such as obsessive, withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and evidence of distress or emotional disturbance without obvious cause
- inappropriate social behaviour leading to rejection by peers and social isolation
- mixed profile of attainment (some below the expected range below)
- impairment in reciprocal social interaction and in communication
- restricted, repetitive and stereotyped patterns of behaviour, interests, movements and activities A specific interest in non-functional elements of objects; and there may be a resistance to changes in routine or in details of the personal environment
- In addition to these specific diagnostic features, the pupil may exhibit a range of other non-specific problems such as fear/phobias, sleeping and eating disturbances and temper tantrums





**RANGE OF EXISTING PROVISION AVAILABLE TO PUPILS**

<b>CLUSTER</b>	<b>PRIMARY/SECONDARY</b>	<b>CLUSTER</b>	<b>PRIMARY/SECONDARY</b>
AS1		Malling	
Ashford Rural		Sevenoaks South	
Canterbury Coastal	Joy Lane	Rural Shepway	
Canterbury City & Country	Wincheap/Simon Langton Grammar for Boys	Shepway 1	
Cranbrook & Paddock Wood		Swale Rural	Abbey
Dartford East	Langafel/Axton Chase	Swale Urban	
Dartford West		Swanley & District	
Deal & Sandwich		Thanet 1	
Dover		Thanet 2	
Gravesham	Meopham	Tonbridge	Cage Green
Maidstone 1		Tunbridge Wells	
MC2			

## EXPECTATIONS OF A CLUSTER LEAD SCHOOL FOR AUTISM

**The school will have a disability equalities plan in place, which will reduce disability discrimination and ensure that all activities have been assessed through disability assessment**

### **Curriculum**

The content of the curriculum for this group of children will be broadly the same as for all other children. Additionally it will need to include the development of physical, social, linguistic and cognitive skills. Curricular emphasis will be on the development of social communication skills and the social and emotional aspects of learning.

### **Special curricular features**

There will be an emphasis on a whole school approach to meeting the needs of pupils with ASD and there will need to be advice and liaison with the mainstream staff both class and subject teachers. Emphasis will be on modification and structuring of the learning environment together with appropriate differentiation of the oral/social language content of the curriculum. Extensive use will be made of visual support materials as an aid to understanding.

Curriculum will work to the individual child's strengths (e.g. ICT assessment of the child's strengths and needs) and will focus on maximising the child's ability to relate to his/her age appropriate peers supported through an individualised learning plan.

- Individual behaviour plans developed in consultation with parents/cares with effective practices being shared between home and school
- Use of language in social contexts
- Life skills curriculum
- Study skills/homework clubs at KS3 and KS4
- Organisational skills
- Flexible timetabling arrangements
- Assistive technology to support written recording and alternative ways of delivery and access to the curriculum

### **Pastoral support arrangements**

- Teaching/supervision/organisation arrangements during unstructured parts of the day, including arrival/start of school day, break times, lunchtimes, between lessons.
- Children who are capable of doing so are involved in setting and evaluating learning and social targets
- Pupil consultation processes take account of the social communication/interaction needs and preference of individual children
- Pre-entry information, planning, interventions and monitoring of progress is co-ordinated by a key professional with knowledge/expertise in the area of ASD
- Both formal and informal opportunities made for parents/professionals and school to exchange and update information
- The school fosters positive relationships between the child with ASD and their peers through evidence of buddy or mentoring schemes, 'circle of friends' or peer tutoring, lunchtime clubs and group support systems both in classroom settings and at break and lunch times.
- There are facilities for the pupil to withdraw from situations when they are exhibiting undue levels of anxiety or sensory overload.

### **Multi agency work**

Links with key voluntary groups/organisations. There is effective liaison between agencies, which promotes partnership working that includes parents/carers.

## **Arrangements for working in partnership with parents**

Close partnership with parents and carers will be essential. This will include:

- parent training
- home visits
- parents working in school
- regular home/school liaison
- pre-entry information and planning

## **Behavioural management**

Staff need to receive high levels of professional support in terms of analysis of behaviour of consequent behavioural management.

## **Essential building features**

1. Provision needs to be sited within/close to the main body of the school, rather than as a separate building unit
2. Provision needs to be secure in the primary phase.
3. A range of flexible indoor and outdoor areas which allow distraction free work areas for use with individual or small groups of pupils, taking into account need for more personal space for pupils with ASD.
4. Attention to visual and auditory stimuli (lighting/fire alarms etc)
5. Safe haven created in school to which children can go to when they feel anxious
6. Separate play and leisure, indoor and outdoor areas with appropriate equipment
7. Separate office space, meeting space and staff room
8. Consideration given to other specialist areas e.g. multi-sensory room, distraction free room,
9. Separate toilets, changing rooms (for PE etc), showers, kitchen and domestic areas
10. As much of the host school to be made accessible to the need type as possible

## **Post 16**

The provision within secondary school should, ideally, extend to 19 with work placement opportunities and links with local colleges. The aim would be for staff to support colleges in developing their own courses and support mechanisms for this group of pupils. This group of pupils is currently unable to access/sustain placement on college courses.

## **Staff CPD**

There should be an identified pathway/programme of training for staff in ASD and associated areas (dyspraxia, dyslexia) which should take account of the KCC autism policy 3 tier training model for staff. All staff should attend such relevant courses and be encouraged to seek recognised qualifications.

## **Specialists and resources**

- Educational Psychology and Specialist Teacher (C & I) support for ongoing parental/staff training, behavioural management strategies, ongoing pupil assessment, evaluation of intervention strategies, dissemination of current research
- Speech & Language Therapist to work alongside staff
- Occupational Therapist to work alongside staff – access to training may be all that is required
- Appropriate ICT resources – taking into account of visual learning styles of pupils with ASD
- Access to specialist teacher with recognised qualification in dyslexia either in-house or within the cluster of schools
- Access to CAMHS support and advice for staff and parents.

### **Multi-disciplinary work**

The Cluster Lead School will be highly specialist and will assist ongoing multi-disciplinary support to pupils. More able pupils are vulnerable to family breakdown and mental health problems. They are unable to access support from Children's Social Services where they do not meet the definition of a child "in need". They often do not respond to counselling/family therapy approaches and without timely intervention they can demonstrate a rapid deterioration in their behaviour.

### **Contribution of the Cluster Lead School to schools in the community**

**The CLS will play an important part in the community and detailed arrangements will be needed for:**

- outreach/inreach
- supporting professional development of staff within the 'host' school and disseminating good practice to schools within and across clusters
- links with key voluntary groups/organisations
- effective liaison between agencies which promotes partnership working
- raising pupil awareness of factors surrounding autism and their learning in the CLS and schools in the community
- provide advice and support to local schools, working within and across clusters, alongside special school teachers, specialist teachers etc
- deliver training opportunities for staff within the locality

## EXPECTATIONS OF A CLUSTER LEAD SCHOOL FOR HEARING IMPAIRMENT

**The school will have a disability equalities plan in place, which will reduce disability discrimination and ensure that all activities have been assessed through disability assessment**

### **Curriculum**

The content of the curriculum for this group of children will be broadly the same as for all other children. Curricular emphasis will be on the:

- development of communication skills (oral, total communication, sign, augmentative communication)
- development of language (receptive and expressive)
- development of speech perception and production
- listening skills
- lip-reading skills
- development of subject-specific vocabulary
- development of literacy
- development of social communication

### **Special Curricular Features**

- There will be an emphasis on a whole school approach to meeting the needs of pupil with hearing impairment (including signing where appropriate).
- Emphasis will be on the modification of the learning environment together with appropriate differentiation of the curriculum.
- Extensive use will be made of visual support materials as an aid to understanding
- A pupil will have individual tutorial sessions with a Teacher of the Deaf to work on language and auditory skills
- A pupil will have individual sessions with a Teacher of the Deaf working on a differentiated curriculum
- Additional and specific pre and post lesson support will be provided as appropriate
- Teaching Assistants will be trained in appropriate communication strategies
- There will be access to audiological aids such as radio aids and soundfield systems and auditory training units
- There will be access to an acoustically treated environment which will need to be part of an ongoing programme of improving accessibility within the whole school
- Teachers will be trained to understand classroom strategies appropriate to a hearing impaired pupil.
- Speech and language therapy will be provided in close liaison with teaching staff
- There will be opportunity to develop the use of language in social contexts
- There will be access to a life skills curriculum (KS3 and above)
- There will be training in organisational skills
- There will be opportunity to access the diverse extra curricular and enrichment programmes available (KS3, 4 & 5)
- There will be the opportunity for work experience in KS4 & 5

### **Pastoral Support Arrangements**

- Pupils will have hearing aids, radio aids and any other personal audiological equipment checked at the start of each day. Independence in this task is to be encouraged and taught
- The school fosters positive relationships between the pupil with hearing impairment and peers by teaching deaf awareness and where appropriate sign language to all pupils
- There are facilities for the pupil to withdraw from situations where it becomes apparent during the lesson that they are not able to follow the linguistic flow and would benefit from alternative delivery
- Pre-entry information, planning and interventions and monitoring of progress is co-ordinated by a key professional with expertise in the area of hearing impairment
- Preparation for coping in the 'hearing world'
- Developing an understanding of deaf culture

### **Multi agency work**

Links with key voluntary groups/organisations. There is effective liaison between agencies which promotes partnership working that includes parents/carers.

At secondary level there will be close liaison between specialist careers advisors, further education colleges and the Deaf Services Bureau, particularly in KS4 and 5.

### **Arrangements for working in partnership with parents**

**Close partnership with parents and carers will be essential. This will include:**

- Training opportunities for parents
- home visits
- regular home/school liaison
- pre-entry information and planning
- written correspondence

### **Contribution of the Cluster Lead School to schools in the community**

**The CLS will play an important part in the community and detailed arrangements will be needed for:**

- outreach/inreach
- supporting professional development of staff within the 'host' school and disseminating good practice to schools within and across clusters
- links with key voluntary groups/organisations
- effective liaison between agencies which promotes partnership working
- raising pupil awareness of factors surrounding hearing impairment and their learning in the CLS and schools in the community
- provide advice and support to local schools, working within and across clusters, alongside special school teachers, specialist teachers etc
- deliver training opportunities for staff within the locality

### **Behavioural management**

Staff need to receive high levels of professional support in terms of behavioural management.

### **Supervision in unstructured time**

It may be necessary to pay attention to:

- the safety and security of pupils who are vulnerable
- support for pupils who have specific communication difficulties
- support for students with specific medical needs

### **Essential building features**

1. Provision needs to be sited within the main body of the school, rather than as a separate building unit.
2. A range of flexible indoor areas that allow for quiet and distraction free work areas for use with individual or small groups of pupils.
3. Attention to visual and auditory stimuli (lighting/fire alarms etc)
4. Optimum acoustic treatment to all rooms accessed by HI pupils
5. Deaf friendly school entry system

### **Post 16**

The provision within secondary school should extend to 19 with work placement opportunities and links with local colleges to support access/sustain placement on college courses.

### **Staff CPD**

Teaching staff should hold, or undertake training to hold a mandatory qualification for teaching deaf pupils. Teaching assistants should attend specialist training to support pupils with hearing impairment. Teachers and teaching assistants should hold relevant sign language qualifications where appropriate.

### **Specialists and Resources**

- Speech and language therapy
- Hearing aid
- Radio aids
- Auditory trainers
- Hearing aid test box
- Sound level meter
- Other auditory equipment e.g. soundfield systems
- Regular maintenance and calibration of equipment by qualified technicians
- Deaf Services Bureau

## EXPECTATIONS OF A CLUSTER LEAD SCHOOL FOR PHYSICAL DISABILITY AND MEDICAL NEEDS

**The school will have a disability equalities plan in place, which will reduce disability discrimination and ensure that all activities have been assessed through disability assessment**

### Curriculum

The timetable provision will enable full access to the Foundation Curriculum and the National Curriculum at Key Stages 1,2,3 and 4 in line with inclusive practice and meeting the criteria set out in the Disability Discrimination Act and the Code of Practice for Schools. Specialised differentiation will be required to take account of physical/medical needs and there will be a focus on pupils achieving appropriate levels of attainment across the curriculum.

### Special Curricular Features

There will be an emphasis on:

- A whole school approach to meeting the needs of pupils with physical disabilities and complex medical needs
- Personal independence
- Mobility
- Physical management and health care programmes
- ICT and curriculum access using technology
- Physical and health well being targeted in curriculum and school organisation
- Communication including Augmentative and Alternative Communication (AAC)
- Acquisition of life and social skills
- Knowledge, skills and understanding to enable students to be included in all aspects of school life
- Achievement of participation appropriate to each pupil's needs
- Gross and fine motor skills development
- Specific adaptation/differentiation of PE and practical subjects

### The School

The school day will incorporate:

- full curriculum entitlement as well as adequate provision for personal care, therapies and health care programmes
- adequate levels of support for personal care, learning support, communication and curriculum access, lunchtime and feeding support and physical management
- adequate time for play and socialising

### Pastoral Support Arrangements

The pupil's needs will be met within the school's pastoral system however additional support may be sought from other agencies including specialised pupil and parental support. Such support may be in relation to disability issues, medical interventions and surgery, deteriorating medical conditions, family relationships and aspects of care, loss and bereavement and resolving conflicts between child and parents particularly in relation to risk taking and/or future living arrangements.



### **Multi agency work**

Staff from different disciplines and agencies work together and with the pupils to plan and deliver programmes of intervention/support. Links with key voluntary groups/organisations. There is effective liaison between agencies which promotes partnership working that includes parents/carers.

### **Arrangements for working in partnership with parents**

Close partnership with parents and carers will be essential. This will include:

- parent training
- home visits
- parents working in school
- regular home/school liaison
- pre-entry information and planning
- written correspondence

### **Contribution of the Cluster Lead School to schools in the community**

**The CLS will play an important part in the community and detailed arrangements will be needed for:**

- outreach/inreach
- supporting professional development of staff within the 'host' school and disseminating good practice to schools within and across clusters
- links with key voluntary groups/organisations
- effective liaison between agencies which promotes partnership working
- raising pupil awareness of factors surrounding physical disability and medical needs and their learning in the CLS and schools in the community
- provide advice and support to local schools, working within and across clusters, alongside special school teachers, specialist teachers etc
- deliver training opportunities for staff within the locality

### **Supervision in unstructured time**

It may be necessary to pay attention to:

- the safety and security of pupils who are vulnerable through appropriate risk assessments
- support for pupils who have specific communication difficulties
- pupils requiring support/supervision for mobility
- support for students with specific medical needs

### **Essential building features**

1. Provision needs to be sited within the main body of the school, rather than as a separate building unit.
2. Fully accessible care suite
3. Overhead and portable hoists
4. Ideally access to hydro therapy pool and swimming pool with high temperature
5. Access to all buildings and floors and/or all curriculum and social areas which may include the provision of automatic doors
6. Adequate classroom spaces and storage
7. Outdoor play equipment and PE facilities
8. A therapy area with provision of a wide therapy plinth and floor space with mats
9. Fire safe refuges wherever possible on upper floors

### **Post 16**

The provision within secondary school should extend to 19 with work placement opportunities and links with local colleges to support access/sustain placement on college courses.

### **Staff CPD**

There will be specialist training, such as, moving and handling and teaching staff should be encouraged to attend relevant training courses.

### **Specialists and Resources**

Access where appropriate to:

- Therapies
- Specialist counselling services
- Adjustable furniture and accessible curricular and social/leisure facilities
- Specialist ICT resources for communication and curriculum access
- Specialist equipment and facilities for personal care (including medical care) and physical management
- Specialist cluster staff e.g. specialist teachers, educational psychologists

## EXPECTATIONS OF A CLUSTER LEAD SCHOOL FOR SPECIFIC LEARNING DIFFICULTIES

**The school will have a disability equalities plan in place, which will reduce disability discrimination and ensure that all activities have been assessed through disability assessment**

### **Curriculum**

The content of the curriculum for this group of pupils will be broadly the same as for all other pupils. Additionally it will need to include the development of literacy, numeracy, social, linguistic and cognitive skills. Curricular emphasis will be on the development of pupils' social and emotional adjustment as well as their measured attainment.

### **Special Curricular Features**

There will be a whole school approach to meeting the needs of pupils with specific learning difficulties. The school will ensure that the pupil and all who work with them are aware of the pupil's strengths (for example, their oral strengths) as well as the difficulties in order to allow the application of learnt skills within a mainstream class context.

For each pupil there will be an individualised programme delivered/designed and overseen by a specialist teacher which includes:

- Intervention that is evidence based on approaches which have a proven research based track record of success and allows ongoing evaluation
- Structured, cumulative and multi-sensory methods for teaching word level work delivered with frequency, regularity and consistency
- Structured reading and spelling programmes using multi-sensory teaching strategies
- Strategies to improve working memory
- Innovative teaching methods appropriate to pupils' different learning styles, for example, strategies for visual learners such as mind mapping.
- Access to appropriate information technology, for example word processing facilities and spellcheckers, providing training in the use of the technology for the pupil, his or her parents/carers and staff.
- Help with sequencing and study skills
- Planned strategies to make sure the pupil's literacy difficulties do not hold them back in other areas - for example using alternatives to paper and pencil tasks, or having pupils work in pairs on occasion, where both contribute ideas but the better writer acts as the scribe.
- Fine and gross motor skills programmes
- Phonological skills programmes
- Social use of language programmes

### **Pastoral Support Arrangements**

- Teaching/supervision/organisation arrangements during unstructured parts of the day including arrival/leaving
- The school will foster positive relationships between pupils with specific learning difficulties and their peers through such things as lunchtime clubs, circle of friends, talking heads, groups support systems and buddy schemes both in classroom setting and at break and lunch times.
- Access to pastoral, personal and social support so as to provide opportunities to discuss anxieties and frustrations, and improve self-esteem
- Access to facilities for pupils to be withdrawn from situations when they are exhibiting undue levels of anxiety

### **Multi agency work**

There is effective liaison between agencies which promotes partnership working that includes parents/carers and key voluntary groups/organisations.

### **Arrangements for working in partnership with parents**

Close partnership with parents and carers will be essential. This will include:

- Supporting parents/carers to understand their pupil's strengths and difficulties and support their learning
- home visits
- regular home/school liaison
- pre-entry information and planning
- written correspondence

### **Contribution of the Cluster Lead School to schools in the community**

The CLS will play an important part in the community and detailed arrangements will be needed for:

- outreach/inreach
- supporting professional development of staff within the 'host' school and disseminating good practice to schools within and across clusters
- links with key voluntary groups/organisations
- effective liaison between agencies which promotes partnership working
- raising pupil awareness of factors surrounding specific learning difficulties and their learning in the CLS and schools in the community
- providing advice and support to local schools, working within and across clusters, alongside special school teachers, specialist teachers etc
- delivering training opportunities for staff within the locality

### **Behavioural management**

Staff need to receive professional support in terms of behavioural management.

### **Supervision in unstructured time**

It may be necessary to pay attention to:

- opportunities for 'catch up sessions'
- social and 'sanctuary' clubs

### **Essential building features**

1. Provision needs to be sited within the main body of the school, rather than as a separate building unit.
2. A range of flexible indoor areas that allow for quiet and distraction free work areas for use with individual or small groups of pupils.
3. Attention to visual and auditory stimuli (lighting/fire alarms etc)
4. Safe haven created in school to which pupils can go when they feel anxious

**Post 16**

The provision within secondary school should extend to 19 with work placement opportunities and links with local colleges to support access/sustain placement on college courses.

**Staff CPD**

All teaching staff (QTS and TAs) will have accessed awareness-level training to develop an understanding of the potential frustration and emotional response that accompany pupils with specific learning difficulties which will enable them to develop appropriate practices to help pupils access the curriculum. At least one teacher will have an accredited diploma in dyslexia leading to a nationally recognised qualification. All staff should be encouraged to attend relevant training courses in dyspraxia and related areas of speech and language.

**Specialists**

Access to other specialists where appropriate e.g.

- Speech and language therapy
- Educational Psychology
- Occupational Therapy
- Specialist Teaching Service

## **EXPECTATIONS OF A CLUSTER LEAD SCHOOL FOR SPEECH & LANGUAGE DIFFICULTIES**

### **Curriculum**

The content of the curriculum for this group of children will be broadly the same as for all other children. It will include the development of the physical, social, linguistic and cognitive skills which children need if they are to benefit from the rest of the school curriculum.

In some cases pupils may be disapplied from areas of the National Curriculum (eg modern foreign language) and special arrangements will be made for examinations as appropriate.

Curricular emphasis will be placed on the development of speech, language, communication skills and written communication with particular attention to:

- the development of language comprehension
- use of grammar and syntax
- understanding word meaning
- phonological skills
- identification of speech sounds
- social interaction/functional skills
- use of narrative
- memory and attention skills
- literacy skills

### **Speech & Language Therapy**

- A quiet base sited within the cluster lead school will be available for joint assessment, liaison and delivery of therapy.
- There is joint planning (ie target setting) and evaluation of pupils needs
- The speech and language therapist is involved in staff meetings as appropriate
- The speech and language therapist works collaboratively with staff in the differentiation and delivery of curriculum
- Speech, language and communication targets are integrated within the context of the classroom to support learning across the curriculum
- There is an appropriate balance between the support provided within the classroom and withdrawal for direct individual and/or group therapy.
- There are opportunities for joint professional development to promote collaborative practice between staff and the speech and language therapist.

### **Special Curricular Features**

- An emphasis on a whole school approach to meeting the needs of pupils with speech and language difficulties
- An emphasis on the modification of the learning environment together with appropriate differentiation of the oral language content of the curriculum
- The balance between mainstream and specialist teaching is flexible to meet the needs of individual pupils
- The speech and language therapist works collaboratively with staff to differentiate and deliver aspects of the curriculum. Pupils will have access to direct individual and/or group therapy outside the classroom as appropriate
- Extensive use is made of ICT (eg interactive white boards) and visual supported materials in delivering the curriculum to support understanding eg use of signing and symbols
- Curriculum works to the individual pupil's strengths
- Individual behaviour plans are developed in consultation with parents/carers with effective practices being shared between home and school (eg system of rewards)
- There are supported opportunities to promote interaction with pupil's peer group
- Life skills curriculum
- Social skills training
- Study skills/homework clubs for KS3 and KS4
- Organisational supports to promote independence (eg task planners)
- Assistive technology to support written recording

### **Pastoral support arrangements**

1. Teaching/supervision/organisation arrangements during unstructured parts of the day, including arrival/start of school day.
2. Pupils are involved in setting and evaluating learning and social targets
3. Pupil consultation processes are in place and take account of the communication needs and preferences of individual children
4. Pre-entry information, planning, interventions and monitoring of progress is co-ordinated by a key professional with knowledge/expertise in the area of specific language impairment.
5. Both formal and informal opportunities made for parents/professionals and school to exchange and update information
6. The school fosters positive relationships between the pupil with significant speech, language and communication needs and their peers through evidence of buddy or mentoring schemes, 'circle of friends' or peer tutoring, lunchtime clubs and group support systems both in classroom settings and at break and lunch times.
7. There are facilities for the pupil to withdraw from situations when they are exhibiting undue levels of anxiety or sensory overload.
8. There is a clear behaviour policy and professional support available to meet the needs of pupils with challenging behaviour.

### **Arrangements for working in partnership with parents**

**Close partnership with parents and carers will be essential. This will include:**

- parent training
- home visits
- parents working in school
- regular home/school liaison
- pre-entry information and planning
- written correspondence

### **Contribution of the Cluster Lead School to schools in the community**

The CLS will play an important part in the community and detailed arrangements will be needed for:

- outreach/inreach
- supporting professional development of staff within the 'host' school and disseminating good practice to schools within and across clusters
- links with key voluntary groups/organisations
- effective liaison between agencies which promotes partnership working
- raising pupil awareness of factors surrounding speech and language difficulties and their learning in the CLS and schools in the community
- provide advice and support to local schools, working within and across clusters, alongside special school teachers, specialist teachers etc
- deliver training opportunities for staff within the locality

### **Essential building features**

1. Provision needs to be sited within the main body of the school, rather than as a separate building unit.
2. A range of flexible indoor areas that allow for quiet and distraction free work areas for use with individual or small groups of pupils.
3. Safe haven created in school to which children can go to when they feel anxious
4. Integrated playground with access to secure play area for vulnerable pupils

### **Post 16**

The provision within secondary school should extend to work placement opportunities and links with local colleges to support access/sustain placement on college courses.

### **Staff CPD**

Staff should be encouraged to attend relevant training courses in specific language impairment and associated areas (dyspraxia, dyslexia) and to seek recognised qualifications.



**Specialists and Resources**

Educational Psychology – there will be flexible access to psychology support to support ongoing parental/staff training, behavioural management strategies, ongoing pupil assessment and support with intervention and dissemination of current research.

Occupational Therapy – there will be access to input and support from Occupational Therapy

Specialist Teachers- there will be access to specialist teachers with recognised qualifications in associated areas of need either in-house or within the cluster of schools.

## EXPECTATIONS OF A CLUSTER LEAD SCHOOL FOR VISUAL IMPAIRMENT

### Curriculum

The content of the curriculum for this group of children will be broadly the same as for all other children. Work will be modified to meet individual visual needs e.g. Braille

### Special Curricular Features

- There will be an emphasis on a whole school approach to meeting the needs of pupil with visual impairment
- Many different strategies, including the use of tactile and concrete aids, training with low vision aids, ICT (eg touch typing) and Braille tuition, will be used when appropriate to enhance access and support understanding
- Modification of the PE curriculum may be appropriate with suitable alternative available
- Additional and specific pre and post lesson support will be provided as appropriate
- There will be access to a life and social skills curriculum
- There will be training in organisational skills
- There will be opportunity to access the diverse extra curricular and enrichment programmes available (KS3, 4 & 5)
- Study skills and homework club
- There will be the opportunity for work experience in KS4 & 5
- Independence and mobility skills
- Individual/pupil risk assessments

### Pastoral Support Arrangements

- Teaching/supervision/organisation arrangements during unstructured parts of the day including arrival/leaving, registration, break, lunch and after school.
- Toileting/medication assistance where appropriate
- Respite/time out offered when pupils exhibit sensory overload, fatigue or anxiety
- Support to foster positive relationships between the pupil with visual impairment and their peers through peer support both in and out of lessons and by buddy and circle of friends schemes.
- Support to foster pupils' emotional well being and self-esteem.

### Multi agency work

Links with key voluntary groups/organisations. There is effective liaison between agencies which promotes partnership working that includes parents/carers and the Shared Vision Partnership (KCC, KAB, RLSB, Health and PWP).

### Arrangements for working in partnership with parents

Close partnership with parents and carers will be essential. This will include:

- parent training
- home visits
- parents working in school
- regular home/school liaison
- pre-entry information and planning
- written correspondence

### **Contribution of the Cluster Lead School to schools in the community**

The CLS will play an important part in the community and detailed arrangements will be needed for:

- outreach/inreach
- supporting professional development of staff within the 'host' school and disseminating good practice to schools within and across clusters
- links with key voluntary groups/organisations
- effective liaison between agencies which promotes partnership working e.g. "Shared Vision"
- raising pupil awareness of factors surrounding visual impairment and their learning in the CLS and schools in the community
- provide advice and support to local schools, working within and across clusters, alongside special school teachers, specialist teachers etc
- deliver training opportunities for staff within the locality

### **Behavioural management**

Staff need to receive high levels of professional support in terms of behavioural management.

### **Supervision in unstructured time**

It may be necessary to pay attention to:

- the safety and security of pupils who are vulnerable
- support for pupils who have specific communication difficulties
- pupils requiring support/supervision for mobility
- support for students with specific medical needs

### **Essential building features**

1. Provision needs to be sited within the main body of the school, rather than as a separate building unit.
2. A range of flexible indoor areas that allow for quiet and distraction free work areas for use with individual or small groups of pupils.
3. Attention to visual and auditory stimuli (lighting/fire alarms etc)
4. Safe haven created in school to which children can go to when they feel anxious
5. Modification to the school site e.g. handrails, tactile markings, blinds. An environment audit of the site from the KAB
6. Regular checks to maintain the safety and accessibility of the site for pupils with a visual impairment

### **Post 16**

The provision within secondary school should extend to 19 with work placement opportunities and links with local colleges to support access/sustain placement on college courses.

### **Staff CPD**

Teaching staff should be encouraged to attend relevant training courses. Teaching assistants should attend specialist training to support pupils with visual impairment. (Supporting children with a visual impairment in the mainstream setting part 1 & 2 plus mobility training and certificate in Grade 2 English Braille).

## **Specialists**

- Qualified Teacher Visually Impaired and trained TAs
- Technician with access to appropriate VI training to support and maintain pupil access to IT software
- Mobility training from KAB to pupils and TAs

## **Access to other specialists where appropriate e.g.**

- Speech and language therapy
- Educational Psychology

## **Resources – to include where appropriate**

- Braille Embosser
- CCTV
- Portable CCTVs
- Hand held magnifiers
- Thermal Fuser and paper and plastic embossing film for raised diagrams
- Perkins Braille + paper
- Desk tops with large 19" (21") screen and access to the internet
- Modified keyboards
- Laptops
- Screen enlarging software
- Screen reading software
- Text reading software
- Talking tactile technology (T3)
- Soft refreshable Braille
- Scanners with OCR software
- A3 colour printer and A4 laser printer
- Digital notetakers
- Talking calculator/thermometer/kitchen scales/measuring jugs/tape measure/audible light probe etc
- Sloping writing frames
- Tactile maths apparatus – rulers, protractors, peg boards
- Selection of large print books, audio tapes, DVDs
- Modified text books in Braille and large print
- Simulation spectacles
- Access to colour A3 photocopier
- Digital camera

## CRITERIA FOR ACCESS TO PROVISION BY THE CLUSTER LEAD SCHOOL FOR PUPILS WITH HEARING IMPAIRMENT

### Parents express a preference for a particular cluster lead school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



### In considering the parental request for placement within a cluster lead school for pupils with hearing impairment regard must be given to the following admission criteria.

The pupil has a permanent, significant hearing impairment that causes substantial and extensive barriers to learning and to the development of social relationships. The pupil will present with most of the following:

- an inability to make progress within the curriculum without extensive amplification of hearing and the support of visual means of communication eg lip-reading, signed support
- significant speech and language difficulties restricting communication with peers/teachers/practitioners and inhibiting expressive and receptive language use in accessing the curriculum
- difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration
- emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school
- significant difficulties in maintaining and sustaining concentration in the classroom leading to problems in completing work
- a need for adapted materials and specialist equipment
- a need for a highly differentiated communication delivery in terms of pace and content

### RANGE OF EXISTING PROVISION AVAILABLE TO PUPILS

AS1	Christchurch	Malling	
Ashford Rural		Sevenoaks South	
Canterbury Coastal		Rural Shepway	
Canterbury City & Country		Shepway 1	Cheriton/George Spurgen
Cranbrook & Paddock Wood		Swale Rural	
Dartford East		Swale Urban	Sittingbourne Community College
Dartford West	Fleetdown Infant & Junior/Liegh CTC	Swanley & District	
Deal & Sandwich		Thanet 1	
Dover		Thanet 2	
Gravesham		Tonbridge	Slade
Maidstone 1	Maplesden Noakes	Tunbridge Wells	St Gregory's
MC2	Molehill Copse		

## CRITERIA FOR ACCESS TO PROVISION BY THE CLUSTER LEAD SCHOOL FOR PUPILS WITH PHYSICAL DISABILITY/COMPLEX MEDICAL NEEDS

### Parents express a preference for a particular cluster lead school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



### In considering the parental request for placement within a cluster lead school for pupils with physical disability/complex medical needs regard must be given to the following admission criteria:

The child or young person has a **permanent, severe and/or complex physical disability or serious medical condition** that causes substantial and extensive barriers to learning and to the development of social relationships. The pupil will present with many of the following:

- a level of independent mobility or self-care that restricts/prevents an alternative mainstream placement
- an inability to make progress within the curriculum without the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment of the school
- difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration
- emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school
- a requirement that health care inputs and therapies may be intensive and on a daily basis
- given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires regular direct intervention
- has a complex medical need requiring frequent monitoring and medical intervention throughout the school day
- is an Augmentative Alternative Communication (AAC) user
- has a degenerative condition

### RANGE OF EXISTING PROVISION AVAILABLE TO PUPILS

AS1	Willesborough Inf & Jun/Christ Church	Malling	
Ashford Rural		Sevenoaks South	
Canterbury Coastal	Hampton	Rural Shepway	
Canterbury City & Country	Pilgrim's Way/St Anselms	Shepway 1	Christ Church/Pent Valley
Cranbrook & Paddock Wood		Swale Rural	
Dartford East		Swale Urban	Westlands
Dartford West		Swanley & District	
Deal & Sandwich	Castle Community	Thanet 1	Garlinge Inf & Jun
Dover	Melbourne	Thanet 2	
Gravesham	Raynehurst Nursery, Inf & Jun/Thamesview	Tonbridge	
Maidstone 1		Tunbridge Wells	Bishop's Down
MC2	Senacre		

## CRITERIA FOR ACCESS TO PROVISION BY THE CLUSTER LEAD SCHOOL FOR PUPILS WITH SPEECH & LANGUAGE DIFFICULTIES

### Parents express a preference for a particular cluster lead school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



### In considering the parental request for placement within a cluster lead school for pupils with speech and language difficulties regard must be given to the following admission criteria.

A specific language impairment (specific speech and/or language disorder) as opposed to a language delay. Additionally the pupil may have a diagnosis of autistic spectrum disorder, aspergers syndrome, social communication disorder or pragmatic language impairment. The pupil will have long term speech and language difficulties that cause barriers to learning. The pupil will present with many of the following:

- measurable speech and language behaviours which are long term and significantly below those of peers
- speech production that limits participation in classroom activities
- difficulties in meeting the language demands of ordinary learning activities
- difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties
- a high level of frustration caused by the inability to participate in the classroom or interact with peers

### RANGE OF EXISTING PROVISION AVAILABLE TO PUPILS

AS1	Linden Grove	Malling	West Malling/The Malling
Ashford Rural		Sevenoaks South	
Canterbury Coastal		Rural Shepway	Hythe Community
Canterbury City & Country	Wincheap/Canterbury High	Shepway 1	
Cranbrook & Paddock Wood		Swale Rural	
Dartford East		Swale Urban	The Oaks Infant & Minterne Junior
Dartford West	York Road Junior	Swanley & District	Hextable
Deal & Sandwich		Thanet 1	
Dover		Thanet 2	
Gravesham		Tonbridge	
Maidstone 1		Tunbridge Wells	Southborough
MC2			

## CRITERIA FOR ACCESS TO PROVISION BY THE CLUSTER LEAD SCHOOL FOR PUPILS WITH SPECIFIC LEARNING DIFFICULTIES

### Parents express a preference for a particular cluster lead school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



### In considering the parental request for placement within a cluster lead school for pupils with specific learning difficulties regard must be given to the following admission criteria.

The pupil has a primary diagnosis of specific learning difficulties (dyslexia). The LA's definition of dyslexia may be found within the Council's Dyslexia Policy published in June 2005 (see below for web link).

Pupils will present with complex needs arising from intractable reading and spelling difficulties with attainments at or below the lowest 2% for literacy and/or numeracy. Pupils will demonstrate a cognitive profile that reflects non-verbal ability within the normal range (low average to above average ability range). Pupils will not be able to access and progress within large areas of the curriculum and will have been unable to overcome these weaknesses to any significant degree. There will be evidence of intensive whole school, class, group and individual level interventions. The pupil will present with most of the following difficulties:

- processing the sounds in speech and linking sounds to written letters
- short term or working memory
- assessed speech, language and communication needs
- low self esteem leading to poor social relationships
- lack of confidence in his/her ability to learn
- academic frustration leading to behaviour difficulties
- co-ordination problems (dyspraxia)

([http://www.clusterweb.org.uk/communication/comms\\_docs/dyslexia-policy-June-2005.doc](http://www.clusterweb.org.uk/communication/comms_docs/dyslexia-policy-June-2005.doc))

### RANGE OF EXISTING PROVISION AVAILABLE TO PUPILS

AS1	The North	Malling	Malling
Ashford Rural		Sevenoaks South	
Canterbury Coastal		Rural Shepway	
Canterbury City & Country	Archbishops	Shepway 1	Pent Valley
Cranbrook & Paddock Wood		Swale Rural	
Dartford East		Swale Urban	Westlands
Dartford West		Swanley & District	
Deal & Sandwich		Thanet 1	
Dover	Walmer	Thanet 2	Hereson
Gravesham		Tonbridge	
Maidstone 1		Tunbridge Wells	
MC2			



## CRITERIA FOR ACCESS TO PROVISION BY THE CLUSTER LEAD SCHOOL FOR PUPILS WITH VISUAL IMPAIRMENT

### Parents express a preference for a particular cluster lead school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



### In considering the parental request for placement within a cluster lead school for pupils with visual impairment regard must be given to the following admission criteria.

The pupil is blind or has a severe visual impairment that causes substantial and extensive barriers to learning and to the development of social relationships. In addition to the primary need of visual impairment the pupil may have secondary needs relating to learning (including gifted and able), hearing impairment, physical disability, medical, communication, social and emotional and resulting behavioural needs. The pupil will present with some or all of the following:

- an inability to make progress within the curriculum without the use of specialist materials and equipment
- mobility problems impacting significantly on participation in school and classroom activities
- difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration
- the visual impairment leads to significant difficulties in maintaining and sustaining concentration in the classroom and completing work
- emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school

### RANGE OF EXISTING PROVISION AVAILABLE TO PUPILS

AS1		Malling	
Ashford Rural		Sevenoaks South	
Canterbury Coastal	Reculver	Rural Shepway	
Canterbury City & Country	Archbishops	Shepway 1	Morehall/Pent Valley
Cranbrook & Paddock Wood		Swale Rural	
Dartford East		Swale Urban	
Dartford West		Swanley & District	
Deal & Sandwich		Thanet 1	
Dover		Thanet 2	Bromstone/Charles Dickens/Dane Court Grammar
Gravesham	Raynehurst Inf & Jun	Tonbridge	
Maidstone 1	Maplesden Noakes/Cornwallis	Tunbridge Wells	
MC2			

**REVISED TIMETABLE**

Second stage of cluster planning led by LEOs and supported by the steering group	October-December 2006
Initial Consultation with Schools Funding Forum on Funding proposals	
Update on progress and approval on next stages and wider consultation of phase one proposals to KCC Cabinet	March 2007
Presentation on phase one proposals at Cabinet Briefing	2 April 2007
Informal consultation with parents and C&YP	Ongoing
Revised models of Funding proposals presented to Schools Funding Forum for agreement	May 2007
Wider consultation with stakeholders on area proposals (phase one)	May-June 2007
Approval on provision (phase one) and agreement to consult on provision (phase two) from KCC Cabinet	September 2007
Wider consultation with stakeholders on area proposals (phase two)	October/November 2007
Consultation on Funding arrangements	November 2007
Final approval from KCC Cabinet on provision proposals and funding arrangements	January 2008
Implementation on Cluster Lead School provision	September 2008