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To: Cabinet – 17 September 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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Summary: This report updates the Cabinet Members on the progress of the Unit Review and seeks approval on the proposals for Phase One Clusters and the timetable for consultation on proposals for Phase Two Clusters.

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## **Introduction**

1. (1) In 2004 Members agreed the need to review Specialist Unit and Designated provision in mainstream schools in Kent. The Cabinet paper on 16 October 2006 set out the objectives and strategy of the Review. The Cabinet paper on 13 March 2007 set out in more detail the policy context for the Review and Members agreed the next stages including the consultation process for approving proposals for each area.

(2) This report updates Cabinet Members on progress of the key strands of the Review strategy and seeks approval from Cabinet Members on the proposals for Phase One Clusters and the timetable for consultation on proposals for Phase Two Clusters.

## **Phase One Clusters**

2. (1) In Phase One, there are eight Clusters. Proposals for these Clusters formed the basis of a consultation process undertaken during June and July 2007. The majority of responses to the consultation on Phase One proposals, 71% were positive. Stakeholders were particularly supportive of the following elements of the proposals:

- the Lead school vision of sharing expertise and resources within a locality;
- the concrete proposals for new Lead schools which will reduce travelling distances for children in the future;
- the idea of groups of schools working together to make decisions; and
- the potential within the proposals for influencing the practice of staff in all schools.

(2) Reports on the consultation in each Phase One area are attached at Appendix One. Each report includes the list of proposed Lead schools, feedback from the consultation in the area, changes or actions proposed as a result of the consultation. During the consultation process common concerns and issues set out below, were identified which will inform the next stages of the Review.

(3) Key themes and outcomes of consultation

Monitoring of provision and resources

The monitoring of Lead Schools and Clusters was a recurrent theme of the consultation. Stakeholders wanted reassurances that the Local Authority would monitor the resources allocated to Lead schools and decisions taken by Clusters. The County Steering Group has set out the arrangements that will be put in place to monitor and evaluate Clusters and Lead schools against agreed criteria which include Pupil Outcomes, Parent/carer satisfaction, Planning and decision-making processes and Efficient and Effective use of Resources. In addition, the Local Authority will require all Clusters and Lead schools to demonstrate conformity with statutory requirements, integrity of decision making, traceability of expenditure and consistency of provision.

Planning for a range of SEN provision in each locality

The Headteachers of Special Schools for children with Profound, Severe and Complex Needs raised specific issues regarding the planning of Lead school outreach support in the context of the wider range of SEN provision. The County Steering Group is clear that Lead schools will offer one part of the full range of SEN provision within each locality alongside other providers like Specialist Teachers, Special Schools and Health services. The Steering group is proposing to work more closely with the Headteachers of Special Schools to ensure that there is a common understanding of the vision for SEN outreach support to mainstream schools in the future. In addition, Guidance to Clusters on the development of Lead schools will be strengthened to emphasise the role of the Special School as a joint partner within the range of SEN provision in each locality.

Role and Expectations of Lead schools

Stakeholders put forward valuable suggestions on the kind of services Lead schools could provide. These included awareness training for all school staff and pupils, follow up monitoring of advice provided to schools, joint training and closer working with community groups and parent support groups. Children and young people were particularly concerned that schools address bullying more effectively. The County Steering Group is proposing to strengthen the Expectations of Lead schools for each need type to include suggestions put forward during the consultation. Feedback from the consultation will also be shared with Lead schools and Cluster Boards to inform the planning of provision locally.

### Capacity of proposed Lead Schools

There was a positive response from all stakeholders to the vision of what Lead schools for each need type will deliver in the future as set out in the Expectations of Lead Schools. There was concern raised about the capacity within some of the proposed Lead schools to deliver the full range of support from September 2008. In line with Kent County Council's Improvement Strategy for Schools and Settings<sup>1</sup>, the County Steering Group will endeavour to ensure that all Lead schools are schools within the top two categories of Outreach schools or General Support Schools as defined by the Advisory Service Kent within the strategy. Where a Lead school is identified in the other categories of Substantial or Intensive support the following is proposed. The Lead school and Cluster Board(s) in consultation with the Principal Advisor, Primary or Secondary will agree a level of provision which ensures that the Lead school delivers on its responsibilities for individual children within the Cluster(s) but reduces its outreach role to enable the school to focus on improvement. The County Steering Group is proposing to strengthen the Monitoring and Evaluation Framework to reflect this.

### Communication with parents

During the consultation parents asked questions about the role of the Lead school, the timetable for the development of each Lead school and how their children will access them. Parents were also concerned that they retain the right to choose a provision outside of their area if it is the most appropriate. The Steering Group working with each Cluster or group of Clusters is proposing, from September 2007 to provide regular information to parents on the implementation of Lead school provision in their locality as it develops.

#### (4) Resource Implications

##### Revenue

Phase One proposals will be developed within the current Unit and Designation revenue budget.

Therapy support for new provision and the potential outreach role implicit in the expectations of all Lead schools will have resource implications for the Health Therapy services. Health colleagues represented on the County Steering group have begun work on mapping existing therapy resources across the County and planning for proposed Lead school provision.

##### Capital

The following are the capital costs of Phase One proposals:

- New Primary Lead school provision for Autism in the Ashford Clusters to include 6-8 specialist placements - £150,000
- Dartford Grammar School – proposed Lead school for Visual Impairment secondary in the North West Kent Clusters – mobile accommodation to locate resource base - £9,000 - £12,000

Additional capital costs of new provision and refurbishment of existing provision is included in either PFI or BSF planning. There are no other capital implications to the Phase One proposals.

#### (5) Staff Implications

The Ashford Clusters have proposed Furley Park primary school as the new Lead school for Physical Disabilities. The current designations for Physical Disabilities in the area are Willsborough Infant and Junior schools. The new proposal will have potential

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<sup>1</sup> Kent County Council Improvement Strategy for Schools and Setting July 2007 – Produced by Advisory Service Kent

implications for the small number of permanent staff working within the current designation.

As a result of the proposals in North West Kent, staff currently employed directly by Kent County Council at the Nick Hornby Centre in Meopham school will need to be TUPE transferred to the employment of Meopham school which is proposed as a Lead school for children with Autism Spectrum Disorder. Staff currently employed by Kent County Council at the Hearing Impairment unit at Leigh CTC will need to be TUPE transferred to the employment of the new Leigh Academy which will be commissioned by the Clusters to provide Lead school services in North West Kent.

#### (6) Transition

Transition arrangements proposed for the Review will ensure that children currently accessing specialist support in mainstream schools continue to receive the same level of support for the duration of their education. This means that there will be a lengthy transition period of at least five years during which Lead schools and Clusters with the support of the Local Authority will plan the development of provision taking account of the staffing and resource implications outlined above.

Once agreed by KCC Cabinet Members, Phase One Clusters will begin work with local service providers and multi-agency partners on the development of detailed implementation plans for each Lead school with the support of the Project manager and specialist CFE staff.

### **Phase Two Clusters**

3. All remaining Clusters are part of Phase Two. Continued progress has been made on Lead school nominations for these areas and a detailed presentation will be made to Cabinet Members in the Autumn prior to a wider consultation in each area. A timetable is attached at Appendix Two.

### **Funding proposals**

4. (1) Proposals for new funding arrangements, which fit with the new structure of provision implicit in the Review strategy, have been developed by a working party established in April. In addition to the relevant CFE officers, the working party included members of the Schools Funding Forums, Headteachers and Teachers in charge of current units and designations and Local Education Officer representation.

(2) The proposals developed by the group were presented to the Schools Funding Forum on 20<sup>th</sup> of July and agreed for consultation during the Autumn term 2007. The key elements of the proposed funding formula are:

- Formula Funding for provision for children with Physical Disabilities (PD), Autism (ASD), Specific Learning Difficulties (SpLD) and Speech, Language and Communication (SLCN) should be based on percentage of population.
- Formula funding for provision for children with Hearing Impairment (HI) and Visual Impairment (VI) should be based on data held by the Specialist Teaching Service to reflect the variance by area in low incidence needs.
- Funding for children with PD medical need 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 met from the normal formula.

- All lead schools will receive an annual operational sum to reflect organisational and management arrangements.
- Protection will be provided for all children in Units or with Very Severe and Complex Need 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.
- Specific anomalies identified during the first modeling of the formula for Autism in the North West Kent Clusters will be analysed and resolved in consultation with the Clusters and proposed Lead schools in the area.

(3) It is proposed that the new funding arrangements set out above be approved for wider consultation with schools with a view to implementation in September 2008.

## **Recommendation**

5. The Cabinet is requested to:

- (a) NOTE the progress of the Review;
- (b) APPROVE Phase One proposals (detailed in Appendix Two) for implementation to start in September 2008; and
- (c) AGREE funding proposals set out at paragraph 4 for consultation in the Autumn term 2007.

Joanna Wainwright  
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*Background Papers:*

Cabinet Report – Unit Review – 12<sup>th</sup> of March 2007

Cabinet Report – Unit Review – 16<sup>th</sup> of October 2006

**Unit Review Consultation - Proposals for specialist provision and support in mainstream school for children with Special Educational Needs (SEN) in North West Kent Clusters (Dartford East, Dartford West, Gravesham and Swanley & District)**

**Proposed Lead School provision**

	<b>Primary</b>	<b>Secondary</b>
<b>ASD</b>	Langafel	Axton Chase Meopham School
<b>SLCN</b>	York Road	Hextable
<b>SpLD</b>	West Kingsdown	Wilmington Enterprise College
<b>HI</b>	Fleetdown	Leigh CTC
<b>VI</b>	Raynehurst	Dartford Grammar
<b>PD</b>	Raynehurst	Thamesview

**Feedback from consultation**

	<b>Yes</b>	<b>No</b>	<b>Undecided</b>	<b>Total</b>
<b>Parents/carers</b>	31	19	1	51
<b>School Staff</b>	18	12	0	30
<b>Other</b>	2	1	3	6
<b>Total</b>	51	32	4	87
	<b>59%</b>	<b>37%</b>	<b>4%</b>	

**Summary of responses**

Parents and Support groups

- More support staff are needed in Mainstream schools and Lead schools
- Mixing more children with SEN of different need types in mainstream schools is not a good idea
- Sharing of expertise and resources with other schools will provide more choice for parents and reduce travelling times
- Every school should offer full inclusion to every child – staff training and raising awareness needs to be increased
- Concerns about bullying of children with disabilities in mainstream schools
- Parents need to be able to choose the best provision even if it involves travel
- Very good idea
- Monitoring of resourcing going to schools is vital
- Advice given to schools needs to be monitored to ensure it happens
- Concerns raised by parents of children at the Nick Hornby Centre about funding going to the Headteacher of Meopham school instead of directly to the Head of Unit
- Lead schools should provide Life skill classes for children involving parents and parent support groups
- Proposals are encouraging

Lead School Staff

- Concerns raised regarding impact on working conditions for staff in current units

- **Teaching Assistants would like to be more informed and involved in discussion locally**
- **Concerns about two Lead schools for ASD serving the same area**
- Concerns about funding for Units
- **Concerns about the capacity of the school to manage the resources**

#### Schools in the area

- Lead Schools need more resources and staff than are currently in units
- No mention in the proposal of the need to increase 'unit provision' for children with ASD. This is parents preferred option
- Outreach support provided by Special Schools needs to continue
- More strategic planning required of the full range of outreach support including Specialist schools, SMILE centres, Special School within a locality
- More consultation and engagement of Special Schools required

#### Health Professionals

- Potential for using the expertise within units to influence practice in other schools is a good thing
- Implications of the proposals on Speech and Language Therapy services needs to be planned carefully
- Additional funding will be required to resource the extra therapy time required to provided outreach

#### Children and young people

- All children consulted felt it was a good idea for groups of schools to work together in a local area
- Children wanted school to be more fun – learning through games
- Children wanted a ban on bullying

<h3><b>Changes proposed as a result of the consultation</b></h3>
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1. The North West Kent Cluster boards through the Local Education Officers will consult specifically and regularly with staff and parents at the Nick Hornby Centre to ensure that their concerns regarding the implications of the proposals are addressed satisfactorily as the Review progresses.
2. Guidance will be provided to all proposed Lead schools in the North West Kent Clusters during the Autumn term 2007 on staff and personnel issues including training and support.
3. The planning arrangements for Lead School provision in the North West Kent Clusters will be strengthened to increase the input of Local Special Schools Headteachers.

**Unit Review Consultation - Proposals for specialist provision and support in mainstream school for children with Special Educational Needs (SEN) in Ashford**

**Proposed Lead School provision**

	<b>Primary</b>	<b>Secondary</b>
<b>ASD</b>	Oaktree/Ashford	Provision at The North School Outreach commissioned from Wyvern Special school Places commissioned from Simon Langton Grammar school in Canterbury if required
<b>SLCN</b>	Linden Grove	
<b>SpLD</b>		The North
<b>HI</b>	Morehall	Christchurch
<b>VI</b>	Cheriton/Castle	Pent Valley
<b>PD</b>	Furley Park	Christchurch

**Feedback from consultation**

	<b>Yes</b>	<b>No</b>	<b>Undecided</b>	<b>Total</b>
<b>Parents/carers</b>	7	4		11
<b>Schools</b>	10	1	3	14
<b>Other</b>	3	0	1	4
<b>Total</b>	20	5	4	29
	<b>69%</b>	<b>17%</b>	<b>14%</b>	

**Summary of responses**

Parents/Carers and Support Groups

- Concern that staff in Lead schools will not want to work in other schools
- Concerns about lack of Speech and Language therapy support for children at secondary schools
- More consultation required regarding proposals
- It is a good idea to share expertise within a locality
- Proposals will cut down on travelling times for children
- Importance of not underestimating the amount of support children with ASD require
- Deaf children need regular support from a teacher of the deaf and withdrawal time in unit
- Secondary SLCN provision should be based at The North instead of Christchurch
- New proposals for The North are good but the current provision at the same school should not be compromised
- If these proposals work they will be very good for children
- The proposals are very encouraging

Lead School Staff and Governors

- Proposals are a very good idea
- Will there be training and support for Lead school staff
- It is vital that Lead school provision is properly resourced
- Concerns about how the ASD and Dyslexia provision can be combined at The North
- ASD accommodation and staffing will need to be separate
- Training and recruitment of new teachers of the Deaf will be required

- Monitoring of Lead school provision made and decisions taken by Clusters will need to happen
- Concerns about Clusters making decisions that are not in the interest of children
- Primary and secondary HI Lead schools should plan provision together
- Unit provision is best and this should be recognised

#### Schools

- No grammar schools have been identified for children with VI, HI and PD
- There is a huge gap in provision for children with SLCN and ASD
- Adequate funding must be provided to allow Lead schools to provide outreach services
- Special School should be considered as Lead schools
- Concerns raised about the need to plan strategically all of the outreach provision available in each locality for children with SEN including SMILE centres, STS and Special Schools
- More consultation required with Special Schools

#### Children & Young people

- Children liked the extra help they get as they wouldn't like school if this wasn't available
- Children consulted said that they didn't like bullying and didn't like being in a school when building work was going on
- Children said that they would like more choice about what they read, more playtime and more cameras and staff to make sure that there is no bullying
- They would like to travel less to get to school
- Children like being asked for their opinions and in future would like to give their views on any proposals to their teachers

<h3><b>Changes as a result of consultation</b></h3>
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1. Further consideration to be given to location of secondary Speech Language and Communication provision
2. Guidance on staff and personnel issues including training and support to be made available to all Lead schools during the Autumn term 2007
3. Two Lead school provisions at The North school to be planned independently ensuring that the new Autism role does not compromise in any way the existing provision for children with Specific Learning Difficulties.

**Unit Review Consultation - Proposals for specialist provision and support in mainstream school for children with Special Educational Needs (SEN) in Shepway**

**Proposed Lead School provision**

	<b>Primary</b>	<b>Secondary</b>
<b>ASD</b>	Cross-phase outreach provision to be commissioned from Foxwood Special School Places commissioned from Simon Langton Grammar school in Canterbury if required	
<b>SLCN</b>	Hythe Bay Primary School – Cross-phase provision	
<b>SpLD</b>	Pent Valley – Cross-phase provision	
<b>HI</b>	Cheriton/Castle Hill	Christchurch
<b>VI</b>	Morehall	Pent Valley
<b>PD</b>	Folkestone	Pent Valley

**Feedback from consultation**

	<b>Yes</b>	<b>No</b>	<b>Undecided</b>	<b>Total</b>
<b>Parents/carers</b>	17	1	1	19
<b>School</b>	25	2		27
<b>Other</b>	3	0	1	4
<b>Total</b>	45	3	2	50
	<b>90%</b>	<b>6%</b>	<b>4%</b>	

**Summary of responses**

Parents/Carers

- **Parents requesting further clarity about the difference between a Special School and a Lead School**
- All school staff should be taught deaf awareness
- Will there be a school like Laleham Gap for children in Shepway
- Longer term proposals for ASD in the area need to be clearer including how all of the provision will work in a joined up way
- The proposals are good but more needs to be done for children with ASD in Shepway
- There is a lack of consideration in the proposals for 6<sup>th</sup> form provision
- Additional staff need to be recruited to implement the proposals
- A local school would definitely be better for my child
- Opening up and sharing school resources within a community is a great idea
- Concerns that there will be enough staff recruited to implement the proposals
- Lead school for ASD in Shepway is needed
- Figures need to take account of the children with ASD who are not in school
- If properly planned and funded it would be a huge step forward for Shepway and very welcome
- Concerns about the timing and when a fully operational Lead school will be up and running in Shepway
- Vital that the Lead school includes a unit like the one at The Abbey Langton
- Concerns about the capacity of existing staff at Foxwood outreach
- Children without statements should be admitted to Lead schools also

- Projected numbers do not make sense as children at School Action Plus in primary so not appear in secondary figures

#### Support Groups

- **Broadly support the proposals but keen to see an ASD provision in Shepway**
- **Principles of the proposal are very positive**
- **Role of Special School – Highview and Foxwood needs to be considered**
- Concerns expressed about funding and commitment for long term funding
- More consultation with parents more regularly
- Could the new Academy in Shepway not be considered as Lead school for ASD
- Concerns raised that children with ASD have stability of placement and are not taken in for periods of inreach as is proposed for other needs

#### Lead school staff and Governors

- **Appropriate staff training and time needs be given to planning the development of provision**
- **ASD children find it very difficult to cope in mainstream and need specialist support**

#### Schools

- Foxwood Special School outreach service do an excellent job and should be maintained and extended
- Ofsted cite Unit support for children with ASD as the most effective – can you not consider a primary unit for children with ASD in Shepway
- More consultation is required with Special schools in each area
- Special School should be considered as Lead schools
- Concerns raised about the need to plan strategically all of the outreach provision available in each locality for children with SEN including SMILE centres, STS and Special Schools

<h4><b>Changes/Actions proposed as a result of the consultation</b></h4>
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1. A key concern raised by parents and schools within the area is the current gap in provision for children with Autism. The Cluster(s) are developing further proposals for Lead school provision for children with Autism at Primary and Secondary phases. Stakeholders will be fully consulted on new proposals as they become available.
2. Implementation plans for each Lead school will take account of the capacity within the school and will allow sufficient time for development.
3. Guidance will be provided to all proposed Lead schools in the Shepway Clusters during the Autumn term 2007 on staff and personnel issues including training and support.
4. The planning arrangements for all Lead School provision in the Shepway Clusters will be strengthened to increase the input of Local Special Schools Headteachers.

**Timetable**

Approval on provision (phase one) from KCC Cabinet	17 September 2007
Agreement to consult on provision (phase two) from KCC Cabinet	15 October 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 Lead School Provision starts	September 2008