

**LEAD SCHOOLS DRAFT POLICY STATEMENT
CONFIDENTIAL
1 February 2009**

This is a working document and is subject to review during the period of Phase One implementation and will be amended as a result of the evaluation of Phase One in readiness for Phase Two implementation.

Introduction

The lead school model is Kent's response to the Units and Designations Review.

The concept of the lead school was created out of a need to ensure that equal and fair access across Kent to high quality mainstream provision was extended to all children and young people with very severe and complex special educational needs and/or who had a disability.

The purpose of the review was to:

- Ensure the pattern, diversity and organisation of provision reflects the changing needs of pupil population.
- Support schools in becoming more inclusive and accessible to learners through more flexible approaches
- Reduce the long distances travelled by many children on a daily basis thus limiting stress for them and their families and reducing the expenditure on transport
- Ensure complementary provision to that available in special schools

Public consultation on the Lead School model and the proposals for each area took place during 2007 and 2008. This provided all stakeholders including children and young people, parents, schools and other professionals and agencies with an opportunity to put forward their views. The implementation of the Lead School model and the content of this draft policy have been informed by this consultation. Further consultation of this kind will continue throughout the pilot phase.

The SEN and disability discrimination legislation sets out the responsibilities placed upon Local Authorities and schools. The law imposes a duty on them to ensure that children and young people have their needs identified, assessed and provided for in educational settings that are inclusive. The law is clear about the right of a child or young person with special educational needs to have a mainstream education if their parents/carers so wish. Thus, while a child or young person may have their needs met in a special school setting, he/she has a right to a place in a mainstream school if that is the wish of their parents or

carers, provided that such a placement is not incompatible with the efficient education of other children with whom the child or young person would be educated. For those children and young people who have a disability, they have a right not to be unfairly discriminated against in the arrangements made for them in relation to admission, exclusion and how their education is provided.

This policy statement sets out how the new lead school model will operate in the Phase One implementation area in supporting and including children and young people with very severe and complex special educational needs and /or disabilities in mainstream schools. It is a draft statement pending evaluation of Phase One and will be appropriately amended and updated when full-implementation across the County takes place.

Phase One lead schools are located in the Partnership areas of Ashford, Shepway and NW Kent (Dartford East and West, Gravesham and Swanley and District).

To ensure the robustness and integrity of the model, Phase One will be evaluated first before full implementation.

The draft policy statement will also be subject to a full Equality Impact Assessment.

Model of Delivery

A lead school is a mainstream school which has responsibility for providing a specialist service for a particular need type to all the other mainstream schools in one or more than one Local Children's Services Partnership (LCSP) areas. It specialises and has expertise in one of the following need types: Autism, speech, language and communication difficulties, specific learning difficulties, physical and medical difficulties, visual impairment and hearing impairment. Some lead schools specialise in more than one need type.

The main function of a lead school is to lead the process of developing expertise and confidence in schools within its assigned geographical area of responsibility. By developing the capacity of schools it will enable them to support and include children and young people with very severe and complex needs within their local community.

A lead school will also admit some children with very severe and complex needs to its school if it is the nearest suitable school that can meet the child's needs and, if the child has a Statement, where it is parental/carer preference and the placement does not incur unnecessary additional expenditure. Local Partnerships can also agree locally with the lead school to offer some children or young people a temporary part-time or temporary full-time place at the lead school (see Decision-Making below). Where a child has a Statement of SEN,

any placement will always have to be compatible with the content of the Statement and agreed by the Authority.

Units and designations which exist currently and which have agreed to become lead schools will gradually be replaced by the lead school model. There will be no new admissions to the units but all children and young people currently in them will remain there until they are due to leave or until a review of the Statement of SEN determines their placement should change. Any move before the child or young person reaches the age he/she is due to leave the unit will be in consultation with parents/carers.

The lead school model is intended to be a resource to support schools with children and young people whose needs are very severe and complex. However, the principle underpinning the lead school model is to increase the capacity and confidence of mainstream schools to support all need types and to provide equity and fairness of access. Schools may agree locally to use the lead school resource flexibly to support the process of whole school training and development to meet needs at all levels. However, children and young people with very severe and complex needs must always be the priority and take precedence.

It should be noted that the lead schools will not be the only specialist service available to support mainstream schools. Partnerships will plan, develop, coordinate and manage a continuum of services and provision to be delivered by all the agencies, including Kent's special schools.

Funding

The proposed funding mechanism for lead schools is based upon population data for the defined catchment area for which the lead school is responsible (see proposed funding model attached at Appendix A). The funding provided does not represent a sum of money per pupil per need type in the way that the current units' budgets are calculated. The proposed formula that will be applied in Phase One, and which will be evaluated as part of the evaluation, is a methodology for distributing the available funding fairly across the lead schools according to the defined school population within the catchment area of each lead school.

There are some children and young people who have very severe and complex medical needs, sometimes combined with hearing and/or visual impairments. Because these are very low incidence needs and overall small in number, some funding will be retained centrally and allocated to meet these needs through a process similar to the Very Severe and Complex Needs (VSCN) Funding Scheme. The lead school will remain key in supporting this very small group of children and young people.

Over time, the current VSCN Funding Scheme will be phased out although it will remain in place in all cases where it has been allocated until the child or young person leaves the school. The funding released from this process will be made available to the pot of money for distribution to other schools as the lead school model is rolled out across the County.

Mainstream schools with children and young people who have very severe and complex needs associated with behaviour and/or general learning difficulties, can currently apply for VSCN funding. As there are to be no lead schools for these need types, arrangements will be made to ensure mainstream schools have the appropriate support. Such cases will have to meet the criteria for very severe and complex needs.

Criteria for access to the lead school service

Schools already receive funding in their delegated budgets so that they can make appropriate provision for children and young people with Statements of SEN. The funding provided through the lead school model is additional to this funding and is intended for those children and young people whose needs can not be met from the funding available through the normal delegated budgets.

To access the lead school service, criteria will have to be met. These criteria are currently draft, pending the evaluation of Phase One. They are attached at Appendix B.

Decision-making

Nothing in the lead school proposals supersedes or replaces the legislation on SEN. Decisions about describing provision and naming a school in a Statement of SEN are the responsibility of the Authority and are taken by County Panel and implemented and managed by the Area AEN teams. In accordance with the SEN Code of Practice, these decisions must be taken in consultation with the school. The process for ensuring a child or young person with a Statement has access to the lead school resource is attached at Appendix C.

The funding and provision available through the lead school model is intended for children and young people whose needs are very severe and complex. However, providing that resources are available, decisions can be taken locally by professionals, in consultation with the lead school, for a child or young person whose needs are less severe or complex, with or without a Statement, to have access to the lead school provision. Access to this provision is acceptable as long as it does not prevent access by a child or young person with a Statement that describes or names the lead school provision.

Right of Appeal

Nothing in the lead school proposals changes the law on a parent/carer's right of appeal. A parent/carer will still have a right of appeal against the content of a Statement or the school named in the Statement¹. The Area AEN team who manages the child or young person's Statement will continue to advise them of their right of appeal. Please see contact details at the end of this document. Further, parents/carers also continue to have a right of appeal against decision that they believe unfairly discriminates against their child on the grounds of disability. Disability discrimination appeals can be made directly against the school as well as the Local Authority and schools have a duty to advise parents/carers of their right of appeal.

¹ The right of appeal against a refusal to assess/re-assess, a refusal to issue a Statement and a decision to cease a Statement still also exists.

Partnership with Parents

Partnership with Parents service exists to provide advice, guidance and information to parents and carers of children and young people with special educational needs and/or disabilities. The service has been, and continues to be, closely involved with the review and implementation process and is happy to provide parents and carers with support and information. Please see contact details below.

Aiming High for Disabled Children

Kent is committed to implementing the Aiming High for Disabled Children agenda and has plans in place to sign up to the Every Disabled Child Matters Charter in the very near future. The Authority, together with its partner agencies, is planning the development of provision and services for all children and young people with disabilities and their families. As part of this agenda, all schools are required to develop and implement Disability Equality Schemes to ensure their schools are as fully accessible as is reasonable to all children and young people. This work will complement and underpin the development of lead school provision.

Home to School Transport

The Authority is required to provide free transport to school for all children of under 8 years of age who live more than 2 miles from their nearest appropriate school and all children and young people of 8 and over who live more than 3 miles from their nearest appropriate school. There are exceptions to these rules for some low income families and parents/carers can get advice from the Area AEN team who manages their child's Statement.

For children and young people who live less than the statutory distances set out above, they may be entitled to free transport if as a result of their special needs or disability their safety and welfare or the safety and welfare of others can not be guaranteed, even when they are accompanied by a responsible adult.

As a general rule, where a parent/carer chooses to send their child to a school that is not the closest school that can meet his/her needs, the Authority is not obliged to, and does not, provide free transport.

Parents/carers should seek advice about free transport entitlement from the Area AEN team that manages their child's Statement. See contact details below.

Risk Assessment

Key risks identified through the assessment of this policy and controls in place to mitigate against them are:-

Insufficient funding in the system to support children and young people reaching the criteria for Lead School provision

Implementation of the new funding mechanism is phased over a number of years. As with the policy as a whole, the funding mechanism is being piloted in a limited geographical prior to County-wide implementation. Numbers of children with very severe and complex needs meeting the threshold for this provision are identified as early as possible and known to the locality and Authority in advance so that provision can be planned to meet their needs. Close partnership working with Health colleagues in the pilot areas has facilitated this.

Negative impact on parental confidence in the system

Parental confidence is affected by any proposed change to specialist provision, to the decision-making process and to the allocation of resources. The communication strategy for Lead School Implementation aims to ensure that the key messages are reaching parents and providing reassurance with an emphasis on building capacity and inclusive practice in all schools

Increase in referrals for statutory assessment

Referrals for statutory assessment may increase. The proposed policy is being piloted in a limited geographical area and phased in over a number of years. Any potential impact on the key SEN indicators including the numbers of referrals for statutory assessment, numbers of tribunal cases or numbers of out county placements will be identified early and monitored closely throughout the pilot period. The policy and model of delivery will be evaluated and amended following the result of the evaluation.

**Lead School Implementation – Pilot Phase
Funding Arrangements
February 2009**

Introduction

The Schools Funding Forum (SFF) considered proposals in November and agreed the following funding arrangements to be implemented for Phase One Lead schools from April 2009. The SFF agreed the proposals on the condition that a thorough evaluation of Phase One is undertaken prior to countywide implementation of the Lead School policy.

The new funding formula for each lead school is based on a lump sum plus an allowance that reflects the total number of all pupils in the area that each Lead School is 'responsible' for in terms of its area of SEN expertise. Geographical areas covered by each Lead school vary significantly and this is why some lead schools will receive bigger budgets than others. The formula also reflects the specific need type supported and the different average costs of supporting those need types. Finally, because this is a new system only gradually superseding the previous unit model, there is some transitional phasing to make sure schools do not face dramatic changes in their funding levels.

Very Severe and Complex Need Funding (VSCN)

The proposed new funding formula for lead schools and a key element of the Unit Review strategy includes new arrangements for Very Severe and Complex Need (VSCN) funding. Lead schools in Phase One will be funded by formula through the distribution of the combined budgets from the current units and designations and the Very Severe and Complex Needs (VSCN) funding. The budget allocated to a lead school is to provide specialist support for children who meet the lead school criteria and who are at mainstream schools in the area for which a lead school is responsible. These may be children on the roll of the lead school or on the roll of other schools in its area of responsibility. The LA will continue to determine the school placement and support required through the Statement of SEN.

The new arrangements will be piloted in Phase One areas from April 2009. The LA is working with the LCSP Managers in the Phase One areas to develop guidance for schools and other professionals on the appropriate local decision-making arrangements and access points for the Lead school 'outreach' resource. The operation of these new arrangements in the Phase One local areas will be a key focus of the pilot.

Schools in Phase One areas will, therefore, not be able to apply for VSCN funding from April 2009. However, there will be some funding retained centrally to support those children with difficulties associated with complex medical needs, including multi-sensory impairment, who require high levels of individual support at all times of their school day. Further guidance is being prepared on the criteria and application process for this central resource. Additionally, because there will be no lead schools specialising in difficulties associated with very severe and complex emotional disturbance and social dysfunction or difficulties associated

with severe and complex learning, arrangements will be made to ensure that schools will be able to access outreach support for these need types in accordance with agreed criteria. All schools currently receiving VSCN funding for children in Phase One and Phase Two areas will continue to receive that funding until the children leave the school.

Basis of Budgets for 2009-10 and 2010-11

This following sets out how the budgets for Lead schools in the Pilot phase will be calculated in the two years during which the pilot will run. By the time the second year of the pilot is completed (March 2011) decisions will have been taken on the continuation or modification of these arrangements.

New Lead schools that did not previously run a special unit will receive a minimum allocation of £50,000 to ensure they can develop and operate the full range of in-school and outreach services expected, regardless of the number of pupils placed with them. That minimum allocation will be added to if the school's formula entitlement in year 1 or year 2 is greater than £50k.

Formula entitlement in year 1 is calculated as follows:

- i) a basic lump sum of £15,000
- ii) a general allowance based on the pupil population of the cluster(s) it serves - £1.04p per pupil
- iii) a SEN need type allowance, again based on the pupil population of the area served by the Lead school, but the rate per pupil varies with need type (see below)

Need Type	Autism	SPLD	SLCN	PD
Cash per pupil within the lead school's area	£13.54	£6.28	£14.48	£6.78

HI and VI Lead schools' need type allowance is based on actual placements, not using a population-based allocation

The sum of these three elements represents the total formula allocation that will apply eventually after the initial phasing in period and if the pilot proves to be successful and the formula remains unchanged.

In year 1, 2009-10 25% of this formula total is payable, subject to minimum payment of £50,000.

In year 2, 2010-11 50% of this formula total is payable, again subject to the £50,000 minimum.

Schools with Existing Unit The minimum sum that these Lead schools will receive will be based on the current level of funding for unit pupils. This total will be paid for 2009-10, even though some funded pupils may leave in July and not be replaced.

The potential full new formula entitlement for these Lead schools will be calculated as described above for New Lead schools, ie

- i) a basic lump sum of £15,000
- ii) a general allowance based on the pupil population of the cluster(s) it serves - £1.04p per pupil

- iii) a SEN need type allowance, again based on the pupil population of the area served by the Lead school, but the rate per pupil varies with need type (see table above)

For year 1, 2009-10, however, the formula entitlement will be 25% of this new formula plus 75% of the old total funding level. If this year 1 total exceeds the minimum level described above, then this 25/75 calculation will apply, otherwise the school receives the full 'protected' rate based on current funding commitments.

An example:

School A and School B both currently receive £160,000 each

School A's new formula allocation is £200,000

School B's new formula allocation is £100,000

School A's year 1 formula budget is 25% of £200k plus 75% of £160k, ie £170k

School B's year 1 formula budget is 25% of £100k plus 75% of £160k, ie £145k

School A receives £170,000; School B receives £160,000

For year 2, 2010-11 the formula share will be calculated using 50% and 50%, instead of 25% and 75% above, and the minimum guaranteed sum will be based on a reassessment of the pupil commitments from the former system that the school still has in January 2010 (ie will reflect leavers in July 2009 and 2010) plus up to 50% of the new formula entitlement.

Note on VSCN pupil allocations

Existing VSCN individual pupil allocations for need types not the responsibility of the Lead school will continue to be paid in addition to the Lead School budgets described in this note. From April 2009, however, no new VSCN allocations will be agreed for placements within pilot Lead School areas.

Appendix B

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

CLUSTER	PRIMARY/SECONDARY	CLUSTER	PRIMARY/SECONDARY
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			

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 e.g. 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 and 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 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)

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
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 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			

Access to Lead School Provision for Children with Statements of SEN who have Very Severe and Complex Needs Associated with Autism, Hearing Impairment, Specific Learning Difficulties, Speech, Language and Communication Difficulties, Physical Disabilities and Visual Impairment

February 2009

The following describes the process for children and young people securing access to the lead school provision.

1. Issue of a Statement for the first time following statutory assessment or re-assessment: Following a statutory assessment or re-assessment, if the Authority decides to issue a Statement, it will clarify if the lead school provision is required to meet the child or young person's needs. This will be reflected in the Statement and will be informed by the evidence provided for the assessment which should detail:

- The child's needs and any diagnosis
- The interventions and support made to date
- The child's lack of appropriate progress

The Statement content will describe the support needed and will name the school, taking account of parental/carer preference. The named school may be the lead school or may be another school supported by the lead school.

2. Where a Statement is currently in place: Where a child or young person already has a Statement and the school feels that he/she needs access to the lead school provision, a referral needs to be made to the Authority through the relevant AEN team. Ideally this should be done following an Annual Review meeting, brought forward if necessary. In order to consider whether the child or young person should have access to the lead school provision, appropriate evidence will need to be provided. As with new Statements, this should include details of:

The child's needs and any diagnosis
The interventions and support made to date
The child's lack of appropriate progress

It is recommended that where a local Partnership Based Review process, or similar arrangement, operates, that cases are discussed there first to ensure that all other options for supporting the child or young person are considered.

If the Authority agrees the child or young person needs access to the lead school provision, the Statement will be amended accordingly.

NB Where a child or young person has a Statement and the parent asks the Authority to change the name of the school to a lead school, the Authority must respond to this request within a prescribed timescale of 8 weeks, either to agree to amend the Statement and name the lead school or to refuse to name it. This means that the Authority needs to know of requests like these as soon as they are received.

3. Other cases: Where a Partnership, in consultation with the lead school, seeks short-term access to the lead school provision for other pupils, decisions may be taken locally to enable this to happen, provided that those children and young people for whom the lead provision is named in their Statements take priority and are not disadvantaged. Additionally, any such decisions should ensure equity of access to the resource for all schools in the catchment area.