

Who is involved?

Jennie Newman, County Lead for SEN (ISL) is leading this workstream. Jennie is working with the following members of the group: **Ian Palmer** (Consultant); **Jeanne Edwards** (Deputy Head of SEN, ISL); **Paul Johnson** (Head of St Luke's Special School); **Lucy Leith** (Head of Knightsfield Special School); **Merja Paakkonen** (Head of Breakspeare Special School); **Kerry Harris** (Head of Colnbrook Special School); **Carly Simmonds** (Head of Little Reddings Primary School); **Jackie Stevenson** (Head of Prae Wood Primary School); **Libby Duggan** (Head of Southfield Special School); **Leise Cooper** (Parent)

Special Schools Workstream

Why is this work necessary?

Work took place 5 years ago to recommission special schools in the light of changing patterns of demand. Alongside that an annual process has reviewed and adjusted place numbers at individual special schools within the total number of places available. In the current academic year, for the first time, there will not be sufficient special school places overall, and the number is being increased formally next year.

It is therefore timely to analyse special school provision and current issues and clarify the role of special schools, both for the pupils on their rolls and in terms of how best to use the schools' expertise to support mainstream schools in the continuum of provision for all pupils with SEND.

Proposed outcomes of the workstream

- Complete the evaluation of outreach from special schools and make any necessary recommendations for changes in future commissioning and delivery of services
- Identify further ways in which special schools can enhance mainstream capacity.
- Further develop strategic work across mainstream, special schools and other settings/services to ensure available resources are used effectively, efficiently and creatively.
- Review areas of pressure and relative under-use in the special school sector to ensure existing and emerging needs can be met.

Overall workstream objectives

- Evaluation indicates this support increases mainstream schools' skills to meet a broader range of needs. More children are supported successfully in mainstream schools. The service is targeted effectively and input is planned and coordinated with other services to maximize impact and resources.
- High quality specialist support from special schools enhances capacity in the mainstream sector.
- There is a clear and sustainable plan for the role of special schools in meeting existing and emerging needs as part of the local continuum of provision and services.
- An analysis of pressures and under-use is completed with recommendations to ensure there are sufficient and appropriate places in special schools to meet needs locally.
- Resources are used creatively, including more flexible models of meeting needs across the special and mainstream sector.

What work will be done?

Ref	Activity	End Date
1. Complete the evaluation of outreach from special schools and make any necessary recommendations for changes in future commissioning and delivery of services		
1.1	External evaluation of first year of operating the new arrangements, including consultation and feedback from mainstream schools and parents through the DSPL structures.	April 2016
1.2	Report to DSPL County group and SEND Executive with recommendations	April 2016
1.3	Implementation of any changes agreed to the current arrangements. Timescale needs to allow for potential introduction of other special schools offering the service, and for any staffing reductions required at special schools currently offering the service (from September 2016 if possible)	September 2016
2. Identify further ways in which special schools can enhance mainstream capacity		
2.1	Explore how special school expertise can best be drawn on for other training, advice and support for mainstream schools	June 2016
2.2	Develop a follow up plan based on the agreed options arising from 2.1	July 2016
3. Review areas of pressure and relative underuse in the special school sector to ensure existing and emerging needs can be met		
3.1	Clarify the extent to which pressure points have been relieved by increase in overall number of funded places and some redistribution of places between schools for 2016-17 (particularly SLD, primary LD and SEMH)	April 2016
3.2	Analyse and review reasons for increased demand and develop sustainable strategic options to manage continuing pressures, e.g. in primary LD sector and secondary SEMH provision for girls	June 2016
3.3	Establish physical capacity for individual special schools	June 2016
3.4	Analysis of current capacity and future demand in the secondary LD sector, particularly in some areas of the County, leading to proposals for future place numbers, minimum viable school size and possible flexible use of available buildings (including dual and assessment placements)	June 2016
3.5	Review provision for the most challenging pupils in SLD schools	June 2016
3.6	Clarify and develop post-16-19 progression and provision	June 2016
4. Further develop strategic work across mainstream and special schools to ensure available resources are used effectively, efficiently and creatively		
4.1	Review and clarify placement and funding for special schools within the overall continuum of provision to ensure value for money and best use of resources, in improving outcomes for children and young people	July 2016
4.2	Ensure links with other workstreams to identify opportunities for using resources flexibly, creatively and effectively across the continuum to meet needs	July 2016