

REPORT TO: Executive Board

DATE: 4th June 2009

REPORTING OFFICER: Strategic Director – Children and Young People

SUBJECT: Primary Special Education Needs Review

WARDS: Boroughwide

1.0 PURPOSE OF REPORT:

1.1 To complete the review of Special Educational Needs (SEN) provision in Halton.

2.0 RECOMMENDED: That

(1) Consultation on the revised proposals on the number of places and location of the provision for SEN units within primary mainstream schools commences; and

(2) Schools are asked to come forward with Expressions of Interest.

3.0 SUPPORTING INFORMATION

3.1 Background

Members will be aware that the Local Authority has been undertaking a review of Special Educational Needs provision within the Borough.

3.1.1 The reasons for this review are:

- The need to be able to describe clearly the nature of Special Educational Needs (SEN) provision that is required for Halton pupils and the number of places required both now and in the future. This is linked both to Building Schools for the Future (BSF) and the Primary Capital Programme (PCP);
- Acknowledgement that Halton currently retains a significant amount of unit provision, with some of these units carrying a number of unfilled places;
- Concern that the current range and scope of Special Educational Needs Unit provision may not be appropriate, and
- As a result of (1), (2) and (3) the Local Authority is potentially not fully securing value for money in its SEN provision.

3.1.2 A number of stages to this review have taken place. This has included:

- 2005 Review of SEN Unit Provision
- Strategic Review of Autistic Spectrum Disorder Provision in Halton (28th August 2008)
- A local analysis of need

3.1.3 Informal consultation has taken place on the original proposal for primary resourced provision and this has led to the revised proposal being put forward.

The present provision of units in Primary mainstream schools is shown in Appendix 1. Appendix 2 presents a glossary of terms.

3.2 PROPOSALS:

3.2.1 Halton's aim is to ensure that 'Pathways' for learning for SEN pupils will be personalised to meet individual and family needs.

3.2.2 This will involve the current SEN Unit Provision across KS1 and KS2 be re-designed to provide flexible provision within a mainstream school, or early years setting, that enables the learner to spend as much time as possible in the mainstream part of the school, depending on the needs of the individual pupil.

3.2.3 When it has been shown, through assessment, that the pupil's needs cannot be met in a mainstream school alternative provision will be sought. Prior to this decision there will be an expectation that 'reasonable adjustments' (i.e. the application of the Disability Discrimination Act) using the totality of resources made available to the mainstream school.

3.2.4 For primary schools it is proposed that a consultation on revised proposals takes place considering the following areas:

Assessment: Reception and KS1	14 places
Autistic Spectrum Disorder (ASD) KS1 & KS2	28 places
Complex Language and Communication Difficulties	20 places
Social Emotional or Behavioural Difficulties (SEBD)	14 places
Complex Learning Needs – KS2 (to include provision for 3 assessment places)	10 places
Profound Hearing Impairment	6 places

3.2.6 Expressions of interest will be asked for from the primary schools to establish where the provision will be sited. It is conceivable that the number of places for specific types of provision maybe split across Runcorn and Widnes. If several schools wish to have the same form of provision a decision will be made based on a clear set of criteria.

3.2.7 Within all primary resourced provision, joint working with all areas of Children's Services including health will provide a wrap around provision for children and families.

4.0 FINANCIAL IMPLICATIONS

4.1 These will be contained within the Capital Programme. There may be some additional costs incurred through the application of the Transport Policy.

4.2 The current model represents a potentially inefficient use of resources and this review will create a more efficient use of funding for unit provision.

5.0 POLICY IMPLICATIONS

5.1 The Council's 'Strategy for the Inclusion of Pupils with SEN' provides the policy content and framework by which Halton intends to meet the Special Educational Needs of young people in the Borough.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

- Increase choice, diversity, inclusion and high standards and reduce the surplus capacity within units in Halton schools.
- Educational attainment is key to the future life chances of children and young people in Halton. All pupils should have the opportunity to the appropriate provision to match their individual need.

6.2 Employment, Learning and Skills in Halton

Educational attainment of children and young people will have a significant impact on future employment, learning and skills of Halton's children and young people.

6.3 A Healthy Halton

All pupils will have access to appropriately aligned health provision within education.

6.4 A Safer Halton

Not applicable.

6.5 **Halton's Urban Renewal**
Not applicable.

7.0 RISK ANALYSIS

7.1 Provision for SEN within mainstream units does not match the needs of the Borough and young people. The present provision for units within schools does not provide value for money due to the number of surplus places.

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Educational attainment is central to reducing inequalities and ensuring the best outcomes for all children and young people in Halton with a particular focus on vulnerable groups.

Review of Unit provision must be inclusive and consider the contribution of all schools. The review aims to increase diversity, access and choice, address under performance and provide more integrated local services for every child and family.

9.0 REASON(S) FOR DECISION

9.1 At present, there are surplus places within mainstream units.

9.2 Mainstream SEN units are not matching the present and future requirements of the Borough.

9.3 As part of Primary Capital Programme (PCP) a review of SEN unit provision needs to be undertaken

10.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

10.1 To leave provision as it is. This would potentially leave the Council vulnerable to challenge.

11.0 IMPLEMENTATION DATE

11.1 The Primary SEN unit provision review to be agreed by July 2009 and implemented by September 2011

12.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

Document	Place of Inspection	Contact Officer
OFSTED Inspection of LEA – January 2004	Grosvenor House	Judith Kirk
Strategy for the Inclusion of	Grosvenor House	Judith Kirk

Pupils with SEN – 2006/7		
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Appendix 1

PUPILS ATTENDING PRIMARY SEN UNITS - APRIL 2009

(inc Statements and Enhanced)

KEY STAGE	SCHOOL	SEN UNIT TYPE	NO OF FUNDED PLACES	NO OF PUPILS ATTENDING	SURPLUS PLACES
KS1	Oakfield CP	Inf Ass	12	3	9
KS1	Simms Cross CP	Inf Ass	12	6	6
KS1	Weston CP	Inf Ass	12	2	10
Total			36	11	25
KS1/2	The Brow CP	SPAL	20	18	2
Total			20	18	2
KS1/2	Westfield CP	HI	8	5	3
Total			8	5	3
KS2	Weston Point CP	EBD	7	5	2
KS2	Woodside CP	EBD	7	7	0
Total			14	12	2
KS2	Moore CP	MLD	12	2	10
KS2	Oakfield CP	MLD	24	13	11
KS2	Palacefields CP	MLD	12	4	8
KS2	Simms Cross CP	MLD	12	6	6
KS2	The Grange Jnr	MLD	12	10	2
KS2	Weston CP	MLD	12	3	9
Total			84	38	46
	Grand Total		162	84	78

Pupils attending - 65 have Halton Statements + 1 Other LA statement

18 pupils are SA Plus Enhanced (84 in total)

Appendix 2

GLOSSARY OF TERMS

Assessment

Children who without early intervention, the potential impact of the difficulties the child is experiencing may have a profound and long-term impact on the development of academic and/or social and emotional skills. Existing evidence from appropriate professionals suggests that information that may be gained from further time-limited, specific assessment could be expected to make a major difference to the child's long-term achievement and/or well being.

Complex Learning Difficulties

Children who need a functional curriculum for the majority of the time, or have been labelled previously as having 'severe learning difficulties', but have no additional significant barriers to their learning.

Social, Emotional Behavioural Difficulties (SEBD)

Children who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, those with immature social skills: and those presenting challenging behaviours arising from other complex special needs.

Complex Language and Communication Difficulties

Children with communication needs that are both diverse and complex and will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.

Autistic Spectrum Disorder (ASD)

The term is used to describe children who have features in common, but who might also be different from each other. Different sub groups exist within the spectrum but all children in these sub groups share difficulties in three areas (to a greater or lesser extent) referred to as the 'triad of impairments'.

Children are affected in:

- their ability to understand and use non-verbal and verbal communication
- their ability to understand social behaviour, which affects their ability to interact with children and adults
- their ability to think and behave flexibly.

There is evidence that for some children their sensory perception and responses may be different.