

Wiltshire Council

Cabinet

27 July 2010

Subject: Review of Special Educational Needs (SEN) Provision Post Consultation Report

Cabinet member: Lionel Grundy – Children’s Services

Key Decision: Yes

Executive Summary

The Council has a statutory responsibility to keep Special Educational Needs (SEN) provision under review. The Joint Area Review (2008), concluded that value for money in relation to SEN provision needed to improve. It is also a priority to close the gap between the achievement of pupils with SEN, and their peers without SEN, particularly for primary aged pupils. The Review seeks to initiate a process of whole system change to address these issues with implementation from September 2011.

Proposal

The Cabinet is recommended to agree that:-

1. A SEN Inclusion Service be made available to provide a wider range of SEN advice to schools.
2. An SEN Support Network be set up to co-ordinate SEN support services and outreach advice from schools.
3. The formulae for funding SEN in Resource Bases and mainstream schools be reviewed to help improve SEN provision.
4. A statutory notice be published regarding the closure of the Specialist Learning Centre for Autism at Holy Trinity Primary School, Calne.
5. A statutory notice be issued regarding the closure of the Specialist Learning Centre for Complex Needs at the Manor Primary School, Melksham, which should cease to admit pupils and the provision used to increase capacity at the school’s Autism Centre to 21 places.
6. The capacities of the Centres for Hearing Impairment (HI), Physical Impairment,(PI), Speech, Language and Communication, and ASD be adjusted as set out in the tables at paragraphs 25 and 27 in the report.
7. The capacity of the Specialist Learning Centres for Complex Needs at the following primary schools be adjusted to 20: The Avenue School, St

Dunstan Church of England Primary, Frogwell Primary, King's Park Primary, Salisbury Manor Fields Primary, Studley Green Primary, Wansdyke Community School, and be funded according to the number of full time places commissioned by the Council on an annual basis, under the new service level agreement and formula funding arrangements. For 2011/12 the number of places, commissioned would be the same as the capacity.

8. The Specialist Learning Centres for complex needs at St Peter's Junior School and St Mary's Infant School Marlborough to develop arrangements to work together as a joint provision with a nominal capacity of 10 for each school. The centres to be funded according to the number of full time places commissioned by the Council on an annual basis, under the new service level agreement and formula funding arrangements. For 2011/12 the number of places commissioned would be the same as the capacity.
9. A statutory notice be issued for the closure of the Early Years Provision at St Mary's Marlborough so that it can become part of the Early Years SEN Network, subject to a contractor being engaged to take over the running of the provision.
10. The Specialist Learning Centres for complex needs at Westbury Junior School and Westbury Infants School to develop arrangements to work together as a joint provision with a nominal capacity of 10 each for each school. The centres will be funded according to the number of full time places commissioned by the Council on an annual basis, under the new service level agreement and formula funding arrangements. For 2011/12 the number of places commissioned would be the same as the capacity.
11. Studley Green Primary School to retain Specialist Learning Centres for Complex Needs and Speech Language and Communication Needs, and will be funded according to the number of full time places commissioned by the Council on an annual basis, under the new service level agreement and formula funding arrangements.
12. Statutory notices be published regarding the closure of:
 - a. The Specialist Learning Centre for Complex Needs at Durrington Junior School.
 - b. The Specialist Learning Centre for Complex Needs at Harnham Junior School
 - c. The Specialist Learning Centre for Complex Needs at Mere School.
 - d. The Specialist Learning Centre for Complex Needs at Zouch School in Tidworth.
13. The Specialist Learning Centre for Complex Needs at Longleaze Primary School should be retained under the new service level agreement and formula funding arrangements pending a review, starting in 2012, of all SEN provision in the North East of Wiltshire, including special school provision in the area adjacent to Swindon. The centre to have a nominal capacity of 10 places and be funded

according to the number of full-time places commissioned by the Council on an annual basis. For 2011/12 the number of places commissioned would be the same as the capacity.

14. The Specialist Learning Centre for Complex Needs at Malmesbury Primary School be retained under the new service level agreement and formula funding arrangements pending a review, starting in 2012, of all SEN provision in the North East of Wiltshire, including special school provision in the area adjacent to Swindon. The Centre to have a nominal capacity of 10 places and be funded according to the number of full-time places commissioned by the Council on an annual basis. For 2011/12 the number of places commissioned would be the same as the capacity.
15. The descriptions, age ranges and capacities of special schools be amended as set out in the table at paragraph 41 in the report.
16. All pupils moderated at Level 2 of Enhanced Learning Provision (ELP) in Secondary Schools to have a Statutory Assessment initiated as a matter of course. The current arrangement where pupils without statements can be funded through ELP be retained pending discussions on the further developments of ELP provision.

Reason for Proposal

The proposals taken together will initiate the system change needed to improve educational provision and raise the achievement of pupils with SEN by:

- Better commissioning of SEN provision to match need.
- Releasing resources to support improved provision for pupils with SEN in mainstream schools and Specialist Learning Centres in mainstream schools.
- Refocusing SEN support services to schools.
- Ensuring more consistent and focussed outreach support from specialist provision to support mainstream schools.

Carolyn Godfrey
Director of Children's Services

Wiltshire Council

Cabinet
27 July 2010

Subject: Review of Special Educational Needs (SEN) Post Consultation Report

Purpose of Report

1. To give the outcome of the consultation on the Review of Special Educational Needs (SEN) Provision that was held from 22 February to 24 May 2010.
2. To make recommendations for decisions on future provision based on the matters considered in the Review.

Background

2. Wiltshire Council has a statutory duty to keep SEN provision under review. The current review is primarily concerned with three mutually dependent areas of activity:
 - Provision in Specialist Learning Centres (SLCs)
 - Wiltshire Council SEN support services to schools
 - Provision for pupils with SEN in mainstream schools.

The review also includes some aspects of special school provision and Enhanced Learning Provision (ELP) in secondary schools.

The Council needs to make some changes in the way it makes provision for pupils with SEN in primary schools to help reduce the SEN/non SEN achievement gap, make it possible for more children to be included in their local school and to make sure that the money spent on SEN supports the best achievements of pupils.

3. The Joint Area Review in 2008 raised concerns about value for money in the Council's provision for SEN. The proposals in the review set out to enable more efficient use of resources whilst securing and enhancing a quality core of SEN provision for Wiltshire.
4. When comparing Wiltshire to both our Statistical Neighbours (local authorities with similar characteristics) and other South West local authorities, Wiltshire has a much lower percentage (35.6%) of pupils with Statements in mainstream schools than average (48.6% for statistical neighbours and 50.9% for South West LAs). Wiltshire has a higher percentage of statemented pupils in SLCs and other Units (13.7%) than average in other comparable LA's (1.8% for statistical neighbours and 2.9% South West LAs). See Appendix 8.
5. The Achievement gap between pupils with SEN needs and their peers, based on pupils achieving level 4 or above in both English and mathematics, Appendix 7, shows that Wiltshire has a higher than average attainment gap for both Statistical

neighbours and the South Western local authorities. The national average is 50.8% and Wiltshire is 54.5% in 2009.

6. Consultation

Prior to the consultation, during Autumn 2009 there were discussions with:

- Wiltshire Association of Secondary Headteachers –
- Primary Headteachers Forum
- Special School Headteachers
- Wiltshire Parent and Carers Council
- The Special Educational Needs Parents Forum
- The Children and Young Peoples Trust Disability Group
- The Children and Young Peoples Trust Executive

These discussions were in relation to the:

- Guiding Principles for SEN Service Delivery
- Special Educational Needs Service Delivery Statement

These two documents form the basis of the principles used in the Review of SEN. There was general agreement that the principles gave a firm basis for the development of SEN provision in Wiltshire.

7. The Children's Services Select Committee considered a report setting out the Review issues at its meeting on 28 January 2010. It endorsed the issues as the basis for the consultation document, together with the principles underpinning the review.
8. A wide ranging consultation was conducted, covering the period of 3 months to 24 May 2010. The consultation document (Appendix 1) was sent in hard copy to:
- All parents of children with a Statement of SEN maintained by Wiltshire Council.
 - Parents of children without a Statement of SEN who are accessing provision within the Specialist Learning Centres (SLCs).
 - Headteachers of Wiltshire schools.
 - Special Educational Needs Coordinators (SENCOs) of Wiltshire schools.
 - Chairs of governing bodies of Wiltshire schools.
 - Other local authorities that share a boundary with Wiltshire or have children with Statements of SEN placed in Wiltshire schools.
 - Health Service bodies
 - Trade Unions
 - Diocesan authorities
 - MPs with Wiltshire constituencies

The Consultation document was sent in electronic form to:

- Wiltshire Area Boards

The consultation document was also available on the Council's website. Attached to the consultation document was a response proforma with space for further comments.

9. Five consultation meetings were held in different locations and the notes from each meeting are available with the full set of written responses for access by Members of the Council the Members' Room, through the Cabinet Member for Children's Services and on the Council's website. The venues for the consultation meetings are set out on page 10 of Appendix 1. The full list of organisations consulted is set out in Appendix 9.
10. The responses to the consultation were collated with a statistical analysis completed from the proforma responses. Comments from the forms were collated in sections relating to each question. Other letters and e-mails are available in the Cabinet and Members' Rooms.
11. Three batches of consultation response forms were returned that appear to display pre-selected choices using a tick or a full stop.
12. The large number (135) of 'batched' response forms in the consultation responses means that we have to be particularly careful to fairly report individually completed forms. In Appendix 10 the individually completed forms and the 'batched' forms have been analysed separately and together, so that there is nothing to fetter the drawing of conclusions by decision makers.
13. Two petitions were received. One was received at the Salisbury public meeting from a parent from Harnham Junior School containing 114 names in response to the wording "Petition to Save our SLC" The second petition contained 3,456 names was received at County Hall from parents at Longleaze School in response to the wording "Stop the proposed closure of our Specialist Learning Centres".
14. There was consultation with children and young people through primary school councils and the Wiltshire Assembly of Youth. These responses are available to members in the Members Room.

Children from Longleaze Primary School accompanied by adult helpers visited County Hall to deliver the Longleaze petition and some response forms. They were invited to tea and had a tour of the Council Chamber.

15. Public Meetings

The attendance at public meetings was variable with only small numbers attending most meetings except those in Chippenham and Trowbridge. All comments from the public meetings were recorded and are available to Members of the Council through the Cabinet and in the Members Room.

16. Analysis of Consultation

The number of individually completed response forms returned was a small percentage of the forms sent out. Many forms expressed views on a small number of the consultation issues as these were the issues affecting consultees. There was a clear majority wishing to retain both SLCs at Studley Green.

17. A number of groups opposed the proposed closure of the Specialist Learning Centres for Complex Needs at Malmesbury and Longleaze Primary schools (Wootton Bassett). Of the individual letters, e-mails and printed leaflet responses received, 57.5% were concerned with Longleaze and 30.5% with Malmesbury.

Many of these written responses did not appear to differentiate the schools' own SEN provision, for which it has its own funding, from the Specialist Learning Centre which has a Council provision function and additional resources. Many parents may have been under the false impression that all special needs provision was being withdrawn, or that the schools would not be able to continue to meet the special educational needs of pupils at the school.

18. In relation to all the proposals, concerns were expressed about transition arrangements for children currently on roll. In relation to the proposed closure of the Autism Centre at Holy Trinity Primary School (Calne) and the possible transfer of the pupils to the Manor Primary School (Melksham) the concern was in relation to the nature of the children's needs.

Main Considerations for the Council

SEN Inclusion Service

19. Overall 29% of respondents agreed, 25% disagreed and 45% expressed no opinion. A SEN Inclusion Service will enable the support for capacity building in primary schools to be improved and more advice on supporting individual pupils with specific SEN needs such as Autism, or Speech, Language and Communication Needs to be available to schools. This will build upon the enhanced level of expertise available to SENCOs following the new national training for newly appointed SENCOs. The aim is to ensure that primary schools will in the future feel confident that they will be able to call on advice and support above the level generally available in schools. This service can be created from the existing central staffing establishment through restructuring and new job descriptions, however, it may be necessary to look at alternative arrangements in the future as a result of the creation of Academies and the potential impact on the funding arrangements for this service.

Support Network

20. An SEN support Network is needed to co-ordinate centrally managed SEN Support Services and outreach providers from schools. Overall 29% of respondents agreed, 24% disagreed and 47% expressed no opinion. Currently there is some outreach through the Social Communication Intervention Team (SOCIT) and outreach from complex needs Specialist Learning Centres. There are significant issues in relation to access to this support and equity of provision across Wiltshire. In particular the number of sessions per term available as outreach from the SLCs for Complex Needs varies greatly depending on the Centre. Special School outreach does not have equity of access across Wiltshire. Therefore a new structure is needed to co-ordinate the resources available in the future, to ensure that there is a more equitable and effective offer available that does not duplicate the work of other services. Initial work on this coordinating function can be resourced by restructuring existing Local Authority posts.

Formula Funding

21. Work has been undertaken with staff of the various Specialist Learning Centres over the last year to develop service level agreements and formula funding arrangements that are needs led, transparent and responsive to changing pupil needs. Overall 46% of respondents agreed, 6% disagreed and 48% expressed

no opinion. This work has reached an advanced stage in relation to Complex Needs, Autism, and Speech, Language and Communication. Proposals for changes to the formula funding scheme for these centres will be put to School's Forum for inclusion in the 2011-2014 funding cycle. Proposals for the other centres will be brought forward in the same way. The School's Forum has already agreed in principle that the service level agreements should be implemented. Funding will be on the basis of the capacity of the centre for 2011/12 and then in succeeding years according to the number of full-time places commissioned by the Council. This is set out in detail in the Service Level Agreement Document attached as Appendix 14.

22. Work has commenced with primary schools regarding changes to the mainstream SEN formula funding scheme. Funding released from the closure of centres, should this proceed, will be added to the Individual Schools Budget (ISB). Consideration will be given to transferring resources from centrally held budgets within the Dedicated Schools Grant (DSG) to the delegated Individual Schools Budget to promote early intervention by schools directly. This will help improve the percentage of funding delegated to schools, and in particular attention can be given to increasing the funding allocated through deprivation indices in line with the goals of the coalition government to reduce the achievement gaps between different groups of children and young people.

Autism Centres

23. Overall 10% of respondents agreed, 24% disagreed and 66% expressed no opinion about the proposed closure of the Autism Centre at Holy Trinity Primary School, however the pre-completed forms gave a different pattern to the individually completed forms (Appendix 10). A similar pattern was apparent in relation to the proposal concerning the Manor. The three centres for children with Autism, Charter, Woodford Valley and The Manor) are full most of the time. They have a capacity of 14 places each. The proposal to close the Specialist Learning Centre for Autism at Holy Trinity Primary School (Calne) was taken forward after initial contact from the governors of the school. The centre only has one class and therefore it is more difficult to cater for the full primary age range.
24. In Melksham there are currently two schools with Specialist Learning Centres for Complex Needs i.e. The Manor and Kings Park. The provision at Kings Park has enough capacity for the town, so the classroom currently being used for the SLC for Complex Needs at The Manor can be used for the Autism provision displaced from Holy Trinity Primary School. To take the proposals forward concerning Holy Trinity and The Manor it will be necessary for the Cabinet to agree that statutory notices school be published:
 - 24.1 To propose the closure of the Specialist Learning Centre for Autism Holy Trinity Primary School, Calne.
 - 24.2 To propose the closure of the Specialist Learning Centre for Complex Needs at the Manor Primary School, Melksham, which should cease to admit pupils and the physical provision used to increase capacity of the ASD Resource Base to 21 places.

Hearing and Physical Impairment

25. The Specialist Learning Centres for Hearing Impairment and Physical Impairment will need to be retained, and their capacities need to reflect the future needs of Wiltshire's population. Therefore the capacities need to be adjusted as set out in the tables below. There was a higher percentage of consultation responses agreeing with this proposal amongst the individually completed responses.

Hearing Impairment and Physical Impairment Specialist Learning Centres in Mainstream Secondary Schools

SLC Information (09-10 FY Term 1 / 09-10 AY) School & Centre Type	Number of places funded 2009/10	Pupils with Statements placed by LA	Resource Base proposed capacity full-time 2011/12
HI			
Sheldon	6	6	14
Stonehenge	6	0	6
Total	12	6	20
PI			
Clarendon	12	<5	8
Trafalgar	4	<5	8
Total	16	<5	16

Hearing Impairment and Physical Impairment Specialist Learning Centres in Mainstream Primary Schools

SLC Information (09-10 FY Term 1 / 09-10 AY) School & Centre Type	Situation now		The Future
	Number of places funded 2009/10	Pupils with Statements placed by LA	Resource Base proposed capacity full-time 2011/12
HI			
Grove	8	<5	6
Sarum St Paul's	8	<5	6
Total	16	8	12
PI			
Pembroke Park	8	7	6
Total	8	7	6

26. Proposals will be discussed with Schools' Forum regarding changes to the formula for these centres to enable efficient use of resources. The formula must enable capacity to be retained in both the North/West and South/East of the county but also enable the funding to follow a reasonable allocation of planned places.

Autism/Speech, Language and Communication

27. There was a higher percentage of consultation responses agreeing with this proposal amongst the individually completed responses. The Specialist Learning Centres for Autism, and Speech and Language Needs need to be funded to a consistent pattern. Therefore it is proposed to organise the centres according to

a class size of 9 for the Speech and Language Needs Centres, and 7 for the Autism Centres. This will enable a consistent needs led funding model to be proposed to Schools Forum, which will help overcome the identified funding shortfall in the Speech and Language Needs Centres. It is clear that these centres have been providing for children with increasingly complex needs, some of whom now have identified needs on the Autistic spectrum. Resources to address this shortfall will need to be found from within the Dedicated Schools Grant (DSG), from within the Individual Schools Budget (ISG), through cost reductions resulting from the closure of the identified Specialist Learning Centres for Complex Needs.

Specialist Learning Centres for Autistic Spectrum Disorders and Speech and Language needs in Mainstream Primary Schools

SLC information (09-10 FY Term 1 09-10 AY) School & Centre type	Number of places funded 2009/10	Situation Now			The Future Resource Base proposed capacity full- time 2011/12
		Pupils with Statements placed by LA	Number of pupils accessing 50% or more of week	Use, % available sessions	
Speech & Language					
Amesbury Christ the King RC	16	13	13	81	18
Corsham Primary	18	15	15	83	18
Studley Green	16	14	14	88	18
Wilton & Barford	10	9	9	90	9
Total	60	51	51		63
Autism					
Charter	14	14	14	100	14
Holy Trinity	8	<5	<5	38	0
Manor	14	14	14	100	21
Woodford Valley	12	14	14	100	14
Total	48	45	45		49

Complex Needs

28. The table in Appendix 4 regarding the Specialist Learning Centres for Complex Needs shows that the overall use of available sessions of 59% indicates a very considerable under-utilisation of resources. Overall responses to the proposal to close some of the SLCs for Complex Needs were 9% agreed, 37% disagreed and 54% expressed no opinion. As a large proportion of the people who disagreed were clearly concerned about the proposals in relation to Malmesbury and Longleaze responses these have been taken into account in the recommendations.
29. The levels of need catered for by the various Centres are inconsistent and do not enable the Council to inform parents what the SEN offer is across the county. New service level agreements and centrally managed admissions will enable this to be rectified. As there are many pupils with SEN in Wiltshire's mainstream schools, having needs at this level met successfully, it does emphasise that this provision should be for pupils with Statements at a higher level of need. Based on the assessment of need 180 places will provide sufficient capacity for the County as a whole and enable a geographical distribution to keep travelling time to a minimum. There will be an additional expectation that the centres will provide training opportunities for local schools as part of the SEN Support Network. A new formula funding scheme will be discussed with Schools Forum, with any additional resources being dependent on the resources being released from centres that are proposed for closure. Schools Forum, at its meeting on 24 June

2010 agreed that the Service Level Agreement (Appendix 14) was the way that Resource Base provision will be commissioned in the future. Should Cabinet decide that a centre be closed or that its designation be changed, then a statutory notice would need to be issued. Transitional arrangements are set out later in this report and in Appendices 3 and 4. In the consultation there were more individually completed responses against the closure of some of the centres (23%) as against (11%) for the proposal, however 66% offered no opinion. (Appendix 10). Many of the responses were specifically concerning the proposals to close the centres at Malmesbury Primary and Longleaze Primary schools.

30. It is important that when a child has high level needs that require a Specialist Learning Centre place, then that provision is made for the whole of the primary phase in the same school. Currently there are two Specialist Learning Centres for Complex Needs based in Junior Schools without a local infants school making equivalent provision. These do not enable a child to have provision in one school for the primary phase, and the centres cannot be potentially large enough to support two teachers which is desirable. Therefore it is proposed to close both Harnham Junior (Salisbury) and Durrington Junior School Specialist Learning Centres for Complex Needs.
31. The proposal to close the Specialist Learning Centre for Complex Needs at Zouch school has not raised appreciable comment during the consultation. The school has provided a lot of outreach support to other schools but there is not the amount of high level needs in the area to warrant retaining the centre.
32. The proposal to close the Specialist Learning Centre for Complex Needs at Mere School has not raised appreciable comment during the consultation. The school has provided a lot of outreach support to other schools but there is not the amount of high level needs in the area to warrant retaining the centre.

Statutory notices should be published regarding the closure of:

- a. The Specialist Learning Centre for Complex Needs at Durrington Junior School.
 - b. The Specialist Learning Centre for Complex Needs at Harnham Junior School
 - c. The Specialist Learning Centre for Complex Needs at Mere School.
 - d. The Specialist Learning Centre for Complex Needs at Zouch School.
33. At Manor Fields Primary School in Salisbury recent building work has provided the Specialist Learning Centre for Complex Needs with accommodation that is in line with current central government recommendations for a two class centre. As this provision is centrally placed to serve the Salisbury area it is proposed to expand this centre to 20 places to provide for this part of the county. The school supports expansion of the provision.
 34. Malmesbury Primary School serves an area with a level of SEN well below the average for Wiltshire. It is clear that the school wishes to keep the centre open. The school's own special needs provision has been historically made through the same organisational arrangements as the Specialist Learning Centre for Complex Needs. There was strongly expressed support for keeping the Centre open. The Specialist Learning Centre for Complex Needs at Malmesbury Primary School should be retained under the new service level agreement and

formula funding arrangements pending a review, starting in 2012, of all SEN provision in the North East of Wiltshire, including special school provision in the area adjacent to Swindon. The Centre should have a nominal capacity of 10 places and be funded according to the number of full-time places commissioned by the Council on an annual basis. For 2011/12 the number of places commissioned would be the same as the capacity.

35. The proposal to close the Specialist Learning Centre for Complex Needs at Longleaze Primary School at Wootton Bassett has been the subject of much comment during the consultation. This included a petition and a large number of individual responses. It has become clear during the consultation that there are some geographical factors that will need further examination. The Specialist Learning Centre for Complex Needs at Longleaze Primary School should be retained under the new service level agreement and formula funding arrangements pending a review starting in 2012 of all SEN provision in the North East of Wiltshire including special school provision in the area adjacent to Swindon. The centre should have a nominal capacity of 10 places and be funded according to the number of full-time places planned by the Council. For 2010/11 the number of places funded would be the same as the capacity.
36. The Consultation revealed clear agreement for the pre-school provision at the Specialist Learning Centre at St. Mary's Marlborough to become part of the Early Years SEN Network. A statutory notice should be issued for the closure of the Early Years Provision at St Mary's Marlborough so that it can become part of the Early Years SEN Network, subject to a contractor being engaged to take over the running of the provision as part of a contract for the area.
37. There were strong representations from the local community of Studley Green to retain the two centres for Complex Needs and Speech Language and Communication needs. The statistical analysis of the consultation responses regarding whether it would be beneficial to seek another school to host one of the Specialist Learning Centre at Studley Green Primary School gave a clear majority against the proposal. Studley Green Primary School should retain Specialist Learning Centres for Complex Needs and Speech Language and Communication Needs.
38. There was clear support for the development of a joint provision to cover the primary phase at Westbury Infants and Juniors as there was no available capacity in another primary school. Both Headteachers have agreed to work together to ensure progression and continuity. Officers will work with the schools to ensure that resources and staff are managed in a sensible and efficient way within the new service level agreement arrangements. The Specialist Learning Centres for complex needs at Westbury Junior School and Westbury Infants School should develop arrangements to work together as a joint provision with a nominal capacity of 10 each.
39. There was clear support for the development of arrangements for St. Peter's Junior School and St. Mary's Infant School Marlborough to work together as there was no available capacity in another primary school. Both Headteachers have agreed to work together to ensure progression and continuity. Together the schools will be funded as one centre in the new formula funding arrangements, and resources will be allocated separately and managed in an efficient way within the new service level agreement arrangements. The Specialist Learning Centres for complex needs at St Peter's Junior School and St Mary's Infant

School Marlborough should develop arrangements to work together as a joint provision with a nominal capacity set as 10 for each school

Designation

40. The current Specialist Learning Centres in Wiltshire will in the future be known as Resource Bases as this is a nationally used term. The Speech Language and Communication Needs Centres will be known as Communication and Interaction Resource Bases.

Special Schools

41. The proposals regarding the amendment to the SEN designation, age ranges and capacities of special schools were well supported although there were some comments on individual issues.

WILTSHIRE SPECIAL SCHOOL AGE RANGES, DESIGNATIONS AND CAPACITY

Name of School Current Designation (DCSF Website)	Current Age range & Sex	Current DCSF Capacity	Residential/ Day	Proposed Designation	Proposed Age Range & Sex	Proposed capacity	Residential/ Day
Downland EBD + SpLD	11-16 Boys	63	Boarding & Day	BESD	11-16 Boys	70	Day and 22 residential places
Exeter House VI + MLD, SLD, Autism, EBD, delicate medical, PD, SpLD, Sp&Lang	2-19 Mixed	96	Day	ASD/SLD	3-19 Mixed	100	Day
Rowdeford MLD	11-16 Mixed	124	Boarding & Day	ASD/ Complex needs	11-16 Mixed	130	Day and 23 residential places
Larkrise MLD + SLD	4-19 Mixed	78	Day	ASD/SLD	3-19 Mixed	78	Day
Springfields EBD	10-16 Mixed	65	Boarding	ASD/BESD	9-16 Mixed	70	Residential places
St Nicholas SLD	2-19 Mixed	68	Day	ASD/SLD	3-19 Mixed	68	Day
Total		494				516	

42. One issue raised was about the combination of the Behaviour, Emotional and Social Difficulties (BESD) and the Autistic Spectrum Disorders designations. Some respondents were concerned about the potential effects of the joint designation on some pupils with ASD, however the Headteacher and Governors of the schools were supportive of change. What is important is to ensure that only pupils that can benefit from the provision are admitted. This will be managed through the Central SEN Panel that makes admissions decisions. The descriptions, age ranges and capacities of special schools should be amended as set out in the preceding table, Wiltshire Special School Ages Ranges, Designations and Capacity.

43. Another issue raised by respondees was about the lack of post 16 provision at some of the schools. This will be addressed as part of the work of the Select Committee Task Group on SEN, proposed for Autumn 2010, together with the new commissioning role of the local authority for post 16 provision.

Enhanced Learning Provision

44. The proposal to ensure that all pupils admitted to Enhanced Learning Provision (ELP) in Secondary Schools would have statements of SEN was supported by parent respondees. However as this provision is in all non-selective secondary schools in Wiltshire and the resources are for pupils from that school only it is proposed to only proceed at present with a requirement for Statements of SEN to be issued for pupils who have been assessed as being at ELP2, i.e. the higher level of need. All pupils moderated at Level 2 of Enhanced Learning Provision (ELP) in Secondary Schools should have a Statutory Assessment initiated as a matter of course. The current arrangement where pupils without statements can be funded through ELP1 should be retained pending discussions on the further developments of ELP provision.

Transitional Arrangements

45. It is vital that transitional arrangements are put in place to support the needs of pupils who are within the Specialist Learning Centres for Complex Needs proposed for closure and who would still require provision at that level of need. Where pupils were admitted to such a Specialist Learning Centre, on the understanding that provision could be made to meet their needs without a Statutory Assessment/Statement of Special Educational Needs being required, it is essential that the Statutory Assessment is carried out quickly to determine the most appropriate provision for the pupil. Should the Centre close, resources can be provided through an individual Named Pupil Allowance, which will allow the pupil's needs to be met in the school where the centre currently is, or in a school local to the pupil's home. Full details of the transition arrangements are set out in Appendix 2.
46. The provision of SEN advice, support and challenge to primary schools needs to be a coherent offer across the whole of Wiltshire. Therefore the provision of this service centrally will in future enable schools to be supported according to their organisational and pupil needs. Work to create an Inclusion Support Service is underway, but until that is completed the current Learning Support Service will target support on those primary schools that currently receive outreach support from Specialist Learning Centre staff. As this support has been at a low level historically from most Centres it will be possible to assimilate it into the work of the service. The details of this transitional support for schools is set out in Appendix 3.

Environmental and Climate Change Considerations

47. It is possible that some buildings currently used will be closed, and others will extend their capacity within the confines of the current site. It is anticipated that these changes will result in the static carbon footprint decreasing for the SEN service. At this stage it is unclear as to whether the buildings that become unoccupied would be used for other Council purposes and how any alternative uses could impact the overall carbon footprint of the authority. With more

children being educated at their local schools journey distances should decrease, lowering the carbon emissions. An assumption is that with more children in local mainstream schools there may be increased need for specialist staff to commute around the county. This may increase the number of business miles claimed. This will be mitigated by ensuring staff follow the authority's green travel guidance. There are no perceived environmental management issues associated with the report. As SEN provision is under constant review, further consideration does not need to be given to the unavoidable impacts of climate change at this stage.

Equalities Impact of the Proposal

48. The review proposes a number of changes that together should mean that there will be greater inclusion. This will mean that pupils with SEN will be more likely to be able to attend their local school with appropriate levels of support so reducing the achievement gap and promoting cohesive communities.

Risk Assessment

Risks

49. **If it is not decided to proceed with the proposals:**

- There will be reduced resources to enable the reallocation of funding to correct the imbalance of SEN provision.
- The SEN budgets of mainstream schools and the budgets of SEN centres will not be enhanced and it will not be possible to provide appropriately for children with high level needs, possibly creating a requirement for expensive out of authority placements.
- The provision of SEN advice and support for mainstream schools will not be improved and the level of achievement of primary phase pupils with SEN will not improve.
- Parents of prospective special school pupils will be confused regarding the type of special needs the school is approved for and the age range and capacity of the school may not reflect the current operational position.

50. **If it is decided to proceed with the proposals:**

- Some pupils might be affected by changes to their SEN support.
- Mainstream schools may not be able to further develop their SEN expertise prior to changes in pupil provision.
- A high enough level of resources might still not be available for some children in the current centres.
- Where a number of pupils on the roll of the host school for a Centre that closes all have new Statements of SEN and Named Pupil Allowances, this could put a strain on the school budget to provide the school's financial contribution.
- A few pupils may have to travel further.
- Some schools with Complex Needs Centres may have to review their SEN budgets if the school was using some Specialist Learning Centre resources for main school SEN provision.

Mitigations

51. If it is not decided to proceed with the proposals:

- Schools Forum would have to consider reallocating funding from mainstream school budgets to correct the budget shortfalls in the SEN Centres that remain open, with the effect of disadvantaging a number of pupils in mainstream schools.
- Some Centres would have to have a reduction in planned places to reduce the amount of spare capacity and allocated funding. This could reduce the quality and sustainability of provision.
- The Inclusion Support Service would still need to be created to provide advice to mainstream schools to improve their capacity to raise standards for pupils with SEN.

52. If it is decided to proceed with the proposals:

- Each child in an SEN centre that closes will have individual transition arrangements made in conjunction with the parents and the school.
- Schools that relied on advice and support from Specialist Learning Centres will have an additional allocation of time from the Learning Support Service to help them further develop their SEN capacity.
- A transitional allowance will be provided for Centres that are closing to allow them time to adjust their budgets. This will enable the school to fund for two years the school's contribution to the funding to support the Statement where a Named Pupil Allowance is in place for a child that was in a Specialist Learning Centre. The aim will be to provide support to enable the child to remain at the school.
- A statutory assessment should be conducted for any pupil on the roll of a Specialist Learning Centre for Complex Needs identified for closure, if there is any doubt about the level of a child's needs and whether a statement of SEN is needed.
- Schools with Specialist Learning Centres that are closing will be provided with additional budget planning advice by Council staff.

Financial Implications

53. Complex Needs Centres – there will be savings arising from the proposed closures of Specialist Learning Centres for complex needs. Excluding Longleaze and Malmesbury which were originally proposed for closure these are estimated at £392,000, based on 2009/10 costs, in a full year. The transitional arrangements details in Appendix 2 will result in additional costs estimated at £35,200 in the first year (again excluding Malmesbury and Longleaze). The detailed savings are outlined in the table below using the 2009/10 cost base for comparisons.

Specialist Learning Centres – Complex Needs – Financial Implications

School	Estimate of Extra NPA Units at rate of £440 p.a.	NPA Extra Cost	Current Cost 2009/10	Additional Formula Cost	Cost reduction	Cost of Transition Allowance per year for two years
Durrington Junior	34	14,960	92,916		77,956	4,400
Harnham Junior	60	30,800	97,231		66,431	13,200
Manor	25	11,000	90,754		79,231	
Manor Fields	0	0	84,286	69,116	-69,116	
Mere	30	13,200	97,231		84,031	11,000
St Mary's Pre-School	0	0	86,288		86,288	
Zouch Primary	38	16,726	84,286		67,560	6,600
TOTAL	187	86,686	632,992		392,381	35,200
Longleaze Primary	85	37,400	97,230		59,830	13,200
Malmesbury Primary	55	24,208	82,128		57,920	8,800
TOTAL	327	148,294	812,350	69,116	510,131	57,200

54. Autism Centres – it is anticipated that the cost of the additional class in the Autism Centre in the Manor will be offset by savings from the closure of the Autism Centre at Holy Trinity. Funding models for Autism Centres are being developed and will be considered by School's Forum in time to set the budget for 2011/12. It is recommended that a transitional contingency of £9,000 be retained to fund provision for any pupils who do not transfer to The Manor. These costs are likely to be in the form of additional Named Pupil Allowances for other local schools. This transitional funding would be required at least one year.

Transport Costs

55. i. Specialist Learning Centres

There will be an impact on the cost of transport to school for those pupils attending Specialist Learning Centres for Complex Needs. Attendance will only be for whole days and this will enable transport to be delivered in a more cost effective way leading to savings within the SEN Transport Budget. It is anticipated that this will offset any additional costs arising from any children who have to travel to placements in other centres, see Appendix 13. It is further expected that over time increased inclusion in mainstream schools will further reduce transport costs to Specialist Learning Centres.

- ii. Transport to Special Schools

No significant impact is expected on the cost of adjusting transport capacity to special schools (Appendix 13). With the exception of transport costs all of the other costs of the other financial implications are within the DSG.

Utilisation of Savings

56. Resources released from the closure of some Specialist Learning Centres will be available to support the results of the needs led funding exercise being conducted in parallel to the Review of SEN Provision and also to support the review of the mainstream primary schools SEN formula. Formula reviews are being carried out for Speech, Language and Communication Centres in particular as it is felt that the current funding models are limiting provision for pupils within centres.
57. The development of the Inclusion Support Service will be undertaken from within the existing staffing establishment.
58. Redundancy costs – every effort will be made to minimise any staff redundancies arising from the closure of the Specialist Learning Centres and colleagues in HR will be working with DCE and the schools concerned to ensure opportunities for alternative employment. Currently redundancies that result in compensating savings to the overall schools' budget are allowable expenditure against the Dedicated Schools Grant, it is not proposed that any redundancy costs should be a cost pressure on the individual school concerned but they would be pressure on the overall schools' budget.

Legal Implications

59. If it is decided to change the character of a school, or to open or discontinue a school it is necessary to issue a Statutory Notice. This must be published in the press, displayed at the school and displayed in a conspicuous place in the area served by the school. A period of six weeks must be allowed for the notices to be in the public domain to ensure that there is time for any interested party to make a statutory objection. For proposals published:
 - Where there is no recorded statutory objection the decision can be confirmed by the Executive Member for Childrens' Services.
 - Where there is a recorded statutory objection the decision must be confirmed by the Cabinet.
60. A statutory notice should only be issued when it is clear that arrangements will be in place to make alternative provision for any pupils that could be displaced. It may be necessary to delay the publication of a statutory notice effected if there is doubt about the availability of alternative provision.

Options Considered

61. In relation to the proposals relating to the Inclusion Support Service, the SEN Support Network and special schools, the decision is whether to proceed with the proposals or to retain the status quo.
62. The proposals relating to formula funding are within the sphere of responsibilities of Schools Forum who will be able to consider options for changes to formulae.
63. The proposal to close the Autism provision at Holy Trinity School Calne was first raised by the governing body of the school. That proposal is related to the

proposal to close the Specialist Learning Centre for Complex Needs at the Manor School Melksham. The capacity there can then be used to expand the Autism provision so that there is still the same amount of Autism capacity available. Therefore the option of whether to close or not to close the Autism provision depends on the proposal to close the Specialist Learning Centre at the Manor. Therefore these are linked proposals if the Autism Centre at Holy Trinity is closed.

64. The proposal to close some of the Specialist Learning Centres for Complex Needs was set out in the Consultation document. It would be possible to close all of those centres or none of those centres. Alternatively it is an option to consider keeping some centres open that were proposed for closure. The more Centres that are kept open, the less funding will be available to make improved provision for pupils elsewhere. However, where issues have arisen in relation to individual Centres during the consultation period, it is necessary to take these into account. In relation to Longleaze Primary School Wootton Bassett it has been identified that there is an issue about distance from specialist provision for people living in the area to the north of Swindon. This requires further review and discussion with Swindon Local Authority. Therefore an option is to keep the Specialist Learning Centre at Longleaze Primary school open pending the results of the further review. As there is some overlap with the areas served by the Specialist Learning Centre at Malmesbury Primary school, another option could be to also keep that Specialist Learning Centre open pending the results of the review in the area around Swindon, and this is the recommendation.
65. Whilst it would not be appropriate to keep the high percentage of surplus capacity in the other Complex Needs Specialist Learning Centres it would not be sensible to close the Specialist Learning Centres at Longleaze or Malmesbury as further work needs to be completed.

Conclusions

67. The proposals to develop the Council's support services to schools for SEN should be taken forward.
68. The re-designation of special schools should proceed to the issuing of statutory notices.
69. Statutory notices should be issued to propose the closure of the Specialist Learning Centres proposed for closure in the consultation document with the exception of the Specialist Learning Centres at Longleaze and Malmesbury Primary Schools.
70. The Council should consider keeping the Specialist Learning Centres at Longleaze and Malmesbury Primary Schools open pending further review of SEN provision in the area around Swindon.

Name of Director: Carolyn Godfrey
Director of Children's Services
Report Author: Trevor Daniels
Head of Special Educational Needs – 01225 713762
Background Papers: None

Appendices

1. Review of SEN Provision Consultation Document
2. Transitional Arrangements
3. Planned Inclusion Support Service Intervention During Specialist Learning Centre Transitional Period
4. Specialist Learning Centres for Complex Needs in Mainstream Schools
5. Guiding Principles for Specials Needs Service Delivery
6. Specialist Educational Needs Service Delivery Statement
7. National Indicator 104 (End of National Curriculum Year 6) Achievement gap between pupils with Special Educational Needs and their peers, based on pupils achieving level 4 or above in both English and Mathematics
8. Placement of children for whom the authority maintains a statement of special educational needs
9. Review of Educational Needs Provision Spring 2010 – List of people and interested parties who the consultation document was sent.
10. Summary of Responses to Review Questions
11. Summary of Letters, emails and additional comments
12. Analysis of short comments on response forms
13. Transport Cost Changes
14. Service Level Agreement – Complex Needs Schools Forum – 24 June 2010

Re Appendices - due the size of the appendices, these have been circulated to Cabinet members only but are available to other Councillors and members of the public along with the agenda on our website

<http://cms.wiltshire.gov.uk/ieListDocuments.aspx?CId=141&MId=415&Ver=4>

Re 'Evidence pack' due the size of this information, this has been made available to members of the Cabinet, a copy has been placed in the Members' Room and available for inspection by members of the public. Please contact Democratic Services on 01225 713018.

**Consultation on the Review of Special Educational Needs Provision
Spring 2010**

Wiltshire Council has worked with schools, parent representatives and other people to review Special Educational Needs (SEN) provision in the county.

This document sets out what the review has shown and what the Council would like to do in the future.

The document is being sent to a wide range of people who are invited to say what they think about what the Council is proposing. The document is also available on the Wiltshire Council website.

There is a form at the back of the document that can be used to give your views. There will be meetings too, for details see section 7.

Your views must be received by 12 noon on Monday 24 May 2010.

The content of the consultation responses will be available to the Members of Wiltshire Council who will make decisions in relation to the proposals.

- ❖ If you need this document in a different format or have any questions about the consultation process please contact Tracy Gates 01225 756170 tracygates@wiltshire.gov.uk .

- ❖ Parents and carers can also access confidential support from the SEN Support Service 01380 872912 info@askwiltshire.org .

Trevor Daniels
Head of SEN
Wiltshire Council
22 February 2010

CONSULTATION ON THE REVIEW OF SPECIAL EDUCATIONAL NEEDS PROVISION

1 Why are we consulting you on these aspects of Special Educational Needs (SEN) in this document?

Wiltshire Council has a statutory duty to keep special educational needs (SEN) provision under review. The current review is primarily concerned with three mutually dependent areas of activity:

- provision in Specialist Learning Centres (SLCs)
- Wiltshire Council SEN support services to Schools
- provision for pupils with SEN in mainstream primary schools.

The review also includes some aspects of special school provision and Enhanced Learning Provision (ELP) in secondary schools.

The Council needs to make some changes to the way that it makes provision for pupils with SEN in primary schools to make it possible for more children to be included in a local school and to make sure that the money spent on SEN gets the best results for pupils.

This consultation allows you to contribute your views about the proposed changes.

2 Who is being consulted?

This document is being circulated to individuals or groups who may have an interest in the future of these aspects of SEN provision in Wiltshire. These include:

- Families of Wiltshire Children and young people with Statements of SEN or who are undergoing a statutory assessment.
- Families of children and young people at school Action Plus who access a Specialist Learning Centre (SLC) or receive Enhanced Learning Provision (ELP)
- All Wiltshire schools
- Wiltshire's Area Boards
- Wiltshire's SEN services
- Diocesan authorities
- Professional Associations
- Neighbouring local authorities
- Voluntary and statutory organisations

The consultation process will enable people to attend meetings to discuss the proposals and written responses can be sent in until the end of the consultation period 12 noon on Monday 24 May 2010.

There has already been a series of meetings with parents and schools to look at the issues that lead to the proposals for change. A programme of consultation meetings is set out in Section 7 of this document.

3 What is the current situation and what needs to be done?

Wiltshire Council is committed to the inclusion of children and young people with special educational needs in mainstream settings wherever possible, provided their needs can be met with additional support. Some individuals may require a place in specialist provision in a mainstream school or a place in a special school. If an appropriate placement is not available in special schools in Wiltshire, a place may be sought in a special school run by a neighbouring local authority or in a school in the independent / non-maintained sector.

Special Schools

Wiltshire Council maintains six special schools. Over the years they have each developed to provide for a particular group of children and young people at each school. The way these schools are currently officially described by central government's Department for Children, Schools and Families does not accurately reflect the work undertaken by the schools over recent years and it is not helpful to parents looking for a school, or to the schools themselves. A building project for a large extension is being planned at Exeter House School in Salisbury. This will improve the accommodation for the pupils at the school and increase the number of places from 96 – 100. The adjustments to the designation (the official label) are small and set out in Table 1.

WILTSHIRE SPECIAL SCHOOL AGE RANGES, DESIGNATIONS AND CAPACITY **Table 1**

Name of School Current Designation (DCSF Website)	Current Age range & Sex	Current DCSF Capacity	Residential / Day	Proposed Designation	Proposed Age Range & Sex	Proposed capacity	Residential / Day	Comments
Downland EBD + SpLD	11-16 Boys	63	Boarding & Day	BESD	11-16 Boys	70	Day and 22 residential places	4 night residential places specified on Statement for some pupils
Exeter House VI + MLD, SLD, Autism, EBD, delicate medical, PD, SpLD, Sp&Lang	2-19 Mixed	96	Day	SLD/ASD	3-19 Mixed	100	Day	
Rowdeford MLD	11-16 Mixed	124	Boarding & Day	ASD/Complex needs	11-16 Mixed	130	Day and 23 residential places	4 night residential places specified on Statement for some pupils
Larkrise MLD + SLD	4-19 Mixed	78	Day	SLD/ASD	3-19 Mixed	78	Day	
Springfields EBD	10-16 Mixed	65	Boarding	ASD/BESD	9-16 Mixed	70	Residential places	4 night residential places as specified on Statement . KS2

								provision is for NC Yrs 5/6
St Nicholas SLD	2-19 Mixed	68	Day	SLD/ASD	3-19 Mixed	68	Day	
Total		494				516		

Secondary Schools

In each non-selective secondary school, there is Enhanced Learning Provision (ELP) where pupils' SEN are met particularly in relation to Cognition and Learning, Autistic Spectrum Disorders, and speech, language and communication. These provisions started in 2008 and there has been positive feedback from parents.

There is a national expectation that pupils should be included in mainstream schools wherever possible. Each non-selective secondary school has taken responsibility for meeting the special needs of children in its area of the County through the Enhanced Learning Provision (ELP) in each school. This is a good way of meeting the needs of pupils with SEN in a large rural area. There is an unevenness in the way pupils are admitted to these provisions in that some do not have Statements of SEN. To make admissions to ELP and monitoring of ELP clearer it is proposed that all pupils admitted to ELP in the future should have a Statement of SEN. The same level of need will continue to be catered for by ELP and arrangements do not need to be changed for young people who currently are at School Action Plus and accessing ELP.

There are also four secondary school centres catering for specialist needs. The number of pupils in most of the secondary specialist centres is low and can vary greatly from year to year. These centres are:

The Stonehenge School – Hearing Impairment (HI)
 Sheldon School – Hearing Impairment (HI)
 The Clarendon College – Physical Impairment (PI)
 The Trafalgar School – Physical Impairment (PI)

Each Centre only has a small number of pupils attending and with such small numbers, it is often difficult to keep a balance of places available across the County as a whole. Therefore, it will be necessary to review how the formula budget component for each of these provisions is determined so that fluctuations in the number of pupils can be successfully managed. The capacity of the centres will be adjusted as set out in Table 2.

Hearing Impairment

Sheldon School and Stonehenge School serve different areas of Wiltshire. The Council will look at how they can be funded to take account of the varying numbers of pupils in each centre and consult separately on changes to the schools' formula. (See Table 2) It will be necessary to increase the capacity of the provision at Sheldon School in view of the number of pupils with HI projected from this part of Wiltshire in the future.

Physical Impairment

Clarendon College and Trafalgar School serve different parts of the County and have enough places for the future. It is proposed to adjust the capacity of each centre to 8 places. As a result of the ongoing process to improve accessibility brought about by the 'Access Initiative', many local mainstream schools can also

meet the needs of children with physical disabilities. The Council will look at how these centres can be funded to take account of low or varying numbers and consult separately on changes to the schools' formula. (See Table 2)

MAINSTREAM SECONDARY SCHOOLS **Table 2**
Hearing Impairment and Physical Impairment Specialist Learning Centres

SLC Information (09-10 FY Term 1 / 09-10 AY) School & Centre Type	Number of places funded 2009/10	Pupils with Statements placed by LA	Resource Base proposed capacity full-time 2011/12
HI			
Sheldon	6	6	14
Stonehenge	6	0	6
Total	12	6	20
PI			
Clarendon	12	2	8
Trafalgar	4	1	8
Total	16	3	16

Primary Schools

Serving the primary age range there are specialist learning centres for:

- Hearing Impairment (HI)
- Physical Impairment (PI)
- Autism
- Speech and Language
- Complex Needs

Hearing Impairment

In the primary phase, both Grove Primary School and Sarum St Paul's Primary School have enough places for the future and between them the provision can serve the whole County. The Council will look at how they can be funded to take account of the varying numbers of pupils in each centre and consult separately on changes to the schools' funding formula. (See Table 3)

Physical Impairment

Pembroke Park Primary School in Salisbury has capacity for 8 pupils but only serves part of the County. As a result of the ongoing process to improve accessibility brought about by the 'Access Initiative', many local mainstream schools can also meet the needs of children with physical disabilities. Therefore, it would be appropriate to adjust the capacity of the provision at Pembroke Park to 6 places for the future. The Council will look at how this centre can be funded to take account of low or varying numbers and consult separately on changes to the school's formula. (See Table 3)

MAINSTREAM PRIMARY SCHOOLS

Table 3

Hearing Impairment and Physical Impairment Specialist Learning Centres

SLC Information (09-10 FY Term 1 / 09-10 AY) School & Centre Type	Situation Now		The Future
	Number of places funded 2009/10	Pupils with Statements placed by LA	Resource Base proposed capacity full-time 2011/12
HI			
Grove	8	4	6
Sarum St Paul's	8	4	6
Total	16	8	12
PI			
Pembroke Park	8	7	6
Total	8	7	6

Speech, Language and Communication

For speech, language and communication needs (SLCN), there are four speech and language centres in primary schools giving good coverage across the County. The capacities of the centres need to be altered to bring them in line with each other on a multiple of nine places, so that staffing appropriate to the level of the pupil's needs can be more easily calculated.

This will slightly increase the number of places across the County. A new funding formula will be separately consulted on to reflect the increased needs of some pupils attending at the centres. Some pupils have more complex social communication needs. (See Table 4)

Autism

Three of the centres for children with Autism (Charter, Woodford Valley and The Manor) are full most of the time. These centres now each have a capacity of 14 places although Woodford Valley's capacity was limited to 12 before new accommodation was built. Holy Trinity has a capacity of 8 places but only half the places have been filled more recently. The school has a restricted site which would make expansion difficult and the one teacher size has made it

difficult to cater for the full 4 – 11 age range. As a result it has been agreed with the governors of the school that this capacity should be transferred to another school. The Manor School will increase the number of children with Autism in its centre. The future capacity of centres for autism should be based on a multiple of 7 places to enable appropriate resource allocations to be made for pupils with this level of need (See Table 4)

MAINSTREAM PRIMARY SCHOOLS **Table 4**
Specialist Learning Centres for Autistic Spectrum Disorders and
Speech, Language and Communication needs

SLC information (09-10 FY Term 1 09-10 AY) School & Centre type	Number of places funded 2009/10	Situation Now			The Future Resource Base proposed capacity full- time 2011/12
		Pupils with Statements placed by LA	Number of pupils accessing 50% or more of week	Use, % available sessions	
Speech & Language					
Amesbury Christ the King RC	16	13	13	81	18
Corsham Primary	18	15	15	83	18
Studley Green	16	14	14	88	18
Wilton & Barford	10	9	9	90	9
Total	60	51	51		63
Autism					
Charter	14	14	14	100	14
Holy Trinity	8	3	3	38	0
Manor	14	14	14	100	21
Woodford Valley	12	14	14	100	14
Total	48	45	45		49

Complex Needs

The Complex Needs Centres were established from an extensive network of provision for children with specific or moderate learning difficulties in mainstream primary schools that had been in existence for a long time predating the national development of increased inclusion in local mainstream schools. Currently there are 19 centres with a total budget of £2,138,271. Wiltshire is a large rural area so it is sensible to maximise the ability of each mainstream primary school to meet SEN so that:

- pupils can have their SEN met locally
- pupils can be educated along with their friends
- they can be fully included in local society.

The level of need of pupils who attend or are supported through the Complex Needs Centres varies considerably. There are some pupils with severe complex needs who might later transfer to a special school and some pupils at School Action Plus who could have their needs met in a local primary school from the school's own resources. Only a small percentage of Wiltshire primary schools access the provision in the Complex Needs Centres. Some centres have a large amount of part-time attendance. This is potentially disruptive for a pupil with SEN.

If a child does not have needs at a high enough level to require a Statement of SEN specifying full-time attendance at the centre, then logically that pupil's needs should be at a level that could be met at the local mainstream school with or without a Statement of SEN.

Across Wiltshire there is a pattern of variable use of the resources invested in the centres for Complex Needs because there are many vacant places and a considerable amount of part-time attendance. It is proposed to reduce the number of centres to have larger centres of 20 places serving the whole primary age range. This will enable more secure staffing arrangements to be made for the future. (See Table 5).

**MAINSTREAM SCHOOLS
Specialist Learning Centres for Complex Needs**

Table 5

SLC information (09-10 FY Term 1 09-10 AY) School	Places funded 2009/10	Centre funding totals 2009/10	Situation Autumn 2009						Use, % available sessions (Note 4)	The Future Resource Base Proposed capacity full-time 2011/12 (Note 5)
			Pupils with Statements placed by LA	Pupils with Statements other support (Note 1)	SA+ Pupils accessing (Note 2)	Pupils accessing 50% or more of week (Note 3)	Pupil half-day Contacts per week			
		£								
Avenue	24	147,855	10	0	4	13	110	46	20	
Calne Dunstan CE	24	139,225	8	2	11	5	76	32	20	
Durrington Junior	12	92,916	5	2	9	10	57	47	0	
Frogwell	24	152,170	12	9	3	16	137	58	20	
Harnham Junior	12	97,231	3	3	6	9	61	51	0	
King's Park	24	143,539	13	0	8	20	185	77	20	
Longleaze Primary	12	97,230	3	7	2	4	39	33	0	
Malmesbury	12	82,128	3	0	9	7	72	60	0	
Manor	12	90,754	4	0	6	8	61	52	0	
Manor Fields	12	84,286	4	7	3	9	65	55	20	
Mere	12	97,231	1	5	7	10	71	59	0	
St Mary's Infant (Marl) Pre-School/ Nursery	12	86,288	1	0	7	4	30	25	0***	
St Mary's Infant (Marl)	12	82,128	3	0	3	8	78	65	10**	
St Peter's Junior (Marl) Pre-school/ nursery	12	131,667	11	0	9	14	128	61	10**	
Studley Green	30	199,965	10	0	7	17	162	55	20	
Wansdyke	24	178,060	11	1	6	16	152	63	20	
Westbury Infants	12	71,341	5	0	3	7	57	48	10*	
Westbury Junior	12	79,971	6	0	12	10	89	74	10*	
Zouch	12	84,286	2	0	14	3	39	33	0	
Total	306	2,138,271	115	36	129	190	1669	54	180	

Notes

1. This covers a variety of arrangements from part daily arrangements to termly advice.
 2. This covers a variety of arrangements from full time placements to termly advice.
 3. This access covers a range of activities from direct attendance at the centre to inclusion within local school with support from centre staffing.
 4. % calculated on the basis of 10 possible sessions per week, per place funded against number of sessions accessed by pupils.
 5. This is the capacity of the Resource Base not the number of planned (funded) places in any one year.
- * Westbury Infants/Juniors proposed coordinated provision
 ** Marlborough St Mary's / St Peter's schools proposed co-ordinated provision
 *** Marlborough St Mary's nursery provision to be part of Early Years Structure

It is clear that:

- many children and young people without Statements of SEN could have their needs met in their local schools without travelling to the centres. This would bring Wiltshire more in line with the national pattern of provision.
- some of the pupils with Statements of SEN in the centres for Complex Needs would, in other local authority areas have their needs met in their local primary school.
- the amount of travel generated by this system in a large rural authority is unsustainable, where needs should be met locally.
- some pupils' days are being disrupted by being transported during the school day.

The current Specialist Learning Centres in Wiltshire will be known as Resource Bases as this is a nationally used term. The Speech Language and Communication Needs Centres will be known as Communication and Interaction Resource Bases.

Mainstream Schools

Across Wiltshire, the provision in primary schools is uneven. Some primary schools include with complex and high level SEN successfully, but other schools are not perceived by parents/carers as being so successful. It is clear that the availability of professional advice to schools needs to be improved to enable all mainstream schools to meet the same levels of SEN with confidence.

To ensure more effective provision for pupils with SEN, and better value for money, it will be necessary to change the strategy for managing SEN in the primary phase to reflect good practice in other local authorities. Currently, provision is uneven because:

- the maximum number of pupils should be educated in a primary school near to where they live but at the moment a significant number are transported to other schools.
- all pupils at School Action Plus should be educated in a primary school near where they live but at the moment they are not.
- there is difficulty for schools in delivering Statements of SEN because of the issue of retaining staff in posts that are temporary because of the current arrangements for funding SEN in schools.
- there is less incentive to train staff if they are easily lost to the school.
- some mainstream primary schools can successfully meet pupils' complex high level SEN needs whilst some have not developed the same capacity.
- mainstream primary schools do not always have enough funding delegated to them to meet a wider range of SEN needs.
- new training requirements for SENCOs will enhance their ability to advise school staff on how to meet the needs of pupils with SEN.
- the current structure of SEN support services has not facilitated the development of the necessary expertise in all mainstream schools.
- mainstream schools have not been fully supported to develop an inclusive ethos.
- resources have not been allocated to schools in a way that encourages schools to include all local children with SEN.

Therefore the Council will look to delegate more funding to mainstream primary schools and provide more comprehensive advice and guidance to school staff to help them meet the needs of pupils with SEN.

Support and Advice to Schools

There are a number of services that provide advice for mainstream schools i.e.

Educational Psychology Service
Hearing Impairment Service
Visual Impairment Service
Physical Impairment Service
Young People's Support Service (Secondary)
Behaviour Support Service (Primary)
The Learning Support Service (Primary)

Schools currently access support for social communication difficulties and Autistic Spectrum Disorders from the Social and Communication Intervention Team (SOCIT) which is provided through primary Autism Centres and Rowdeford Special School.

It is clear that additional capacity is needed to provide advice on SEN system issues and higher level SEN needs, to both primary and secondary schools. This is particularly important for primary schools so that all schools can provide the same level of inclusion. Currently, schools report that they are finding it difficult to access advice on how to best meet the needs of pupils with Autistic Spectrum Disorders and Speech, Language and Communication Needs.

4 What is the proposed way forward?

The aim of the changes is, to improve progressively, the effectiveness of SEN provision in Wiltshire and make sure that the money available to support children and young people with SEN is spent in the best possible way. In order to achieve this, it will be necessary to make some parallel changes to parts of the SEN system in Wiltshire. These are summarised below.

- a) The Learning Support Service and some other SEN Support posts will be re-organised into the SEN Inclusion Service so that capacity building and specific special needs advice on high level needs' cases can be made available to all mainstream schools in Wiltshire.
- b) The SOCIT Service (primary and secondary) will be included in the context of the development of the SEN Support Network which will co-ordinate centrally managed SEN Support Services and outreach providers.
- c) Consultation with schools on the formula for funding SEN support for primary schools in the 2011-14 funding cycle, and the revised funding formulae for resource bases in mainstream schools will take place in Autumn 2010.
- d) Holy Trinity Primary School Specialist Learning Centre for ASD should be closed and the capacity of the ASD Resource Base at The Manor Primary School increased to 21 places.
- e) The SLC for Complex Needs at The Manor Primary School should cease to admit pupils with complex needs and the provision be used to increase the number of places for pupils with ASD from 14 – 21.
- f) The capacities of the Resource Bases should be adjusted as set out in Tables 2, 3 and 4.
- g) The centres for pupils with Complex Needs should be rationalised to provide 180 places across Wiltshire in Resource Bases with a capacity of 20 places for pupils with Statements in each base that should cover the whole primary school age range.
- h) The following Specialist Learning Centres for Complex Needs should be closed and their resources released to improve the funding for the remaining Resource Bases and the SEN component of mainstream primary schools budgets:

Durrington CE Controlled Junior School
Harnham CE Controlled Junior School
Longleaze Primary School
Malmesbury CE Primary School
Mere School

Zouch Primary School

- i) In order that Early Years SEN provision be clarified across Wiltshire, the pre-school provision at the SLC at St Mary's, Marlborough should be discontinued subject to the completion of contractual arrangements to operate provision for pre-school pupils with SEN in Marlborough on its current site through the Early Years SEN Network.
- j) The Council should consider with Studley Green Primary School whether it is beneficial for the school to continue to host two Resource Bases in the future. If it is not agreed that it is beneficial, then the Council should look for a host school for one of the Resource Bases.
- k) The SLCs for Complex Needs at Westbury Infants and Juniors should develop arrangements to work as a joint provision so that they can make the best use of resources and ensure continuity of provision for the pupils.
- l) The SLCs for Complex Needs serving the primary school age range at St. Peter's Junior School and St. Mary's Infant School in Marlborough should develop arrangements to work as a joint provision, so that they can make the best use of resources and ensure continuity of provision for the pupils.
- m) The capacity of the Complex Needs Resource Base at Manor Fields Primary School should be increased to 20 places using the new classroom accommodation that is available.
- n) The designation, age ranges and capacities of special schools should be amended as set out in Table 1.
- o) Pupils admitted to Enhanced Learning Provision in secondary schools will all have Statements of SEN from September 2011.

5 Questions you may have

What will happen to the pupils attending the centres that are proposed for closure?

Each pupil will have an individual plan worked out by the Council and the school in consultation with the pupil's parents/carers to make sure that appropriate alternative provision is made. This might be more support in the local school or a place in one of the Resource Bases for Complex Needs or to stay in the mainstream of their current school with an individual support package. The Council will provide transport to school if appropriate.

How will mainstream schools continue to get SEN advice?

The development of the SEN Inclusion Service will give improved opportunities for schools to access advice on complex SEN.

How will SEN pupils in mainstream schools benefit?

The resources released by these changes can be re-allocated to those Resource Bases where the funding needs to be enhanced and to mainstream schools. This

will enable schools to improve SEN provision for a considerable number of children and young people across Wiltshire. The SEN Inclusion Service will be able to provide advice to schools on a wider range of SEN issues than at present so this will help schools provide for pupils with SEN.

Why is it necessary to close some centres?

In some centres the resources are used inefficiently because there are only a small number of pupils receiving support whilst there are also empty places elsewhere. In other local authority areas most primary phase pupils with SEN have their needs met in their local school without being taken to another school. The resources needed to keep these centres open would be better used to support other Resource Bases and mainstream schools. It is more appropriate that provision in the future should serve the whole of primary age range. The current large number of centres for Complex Needs should not be necessary as pupils should be educated in their local school unless they need a specialised placement on a full-time basis. In a large rural area like Wiltshire, the number of children having to travel is far too great when their needs should be met in their local mainstream school. The current pattern of provision is unsustainable in the long-term.

If children still need specialist placements, will they still be able to get one?

The reduction in places only affects the Complex Needs Centres and there will still be enough places available for all those pupils who need a full-time place. There is a slight increase in the numbers of full-time places for children with ASD and Communication and Interaction (Speech and Language Needs).

Why is it necessary to change the designations of special schools?

The descriptions of the special schools as published by the central government's Department for Children, Schools and Families, do not show what the schools are like now. We need to correct this to prevent confusion for parents who are looking at school places. This can only be done as a result of a public consultation.

Will more children need Statements of SEN?

It may be necessary to conduct a few extra Statutory Assessments and issue some more Statements of SEN to ensure that all the pupils in Resource Bases and Enhanced Learning Provision are properly identified. It may not be necessary for so many children in mainstream primary schools to have Statements issued if resources for SEN are better allocated across mainstream schools, so that the children can get the support they need more quickly.

Is this a way of making a reduction in total SEN funding?

There is no intention to reduce the total SEN funding, only to use the funding in the best possible way for the benefit of pupils with SEN.

If these changes are agreed, when are they going to take place?

Any agreed changes would mainly happen from 1 September 2011.

6 The Process of Change

It is important that you understand what will happen as a result of this consultation. There is a period up to 24 May during which you can express your views in writing or in person at meetings. At the end of this time, the proposals and all your views on the consultation issues will be considered by Wiltshire Council's Cabinet.

If Wiltshire Council decides to proceed with the changes proposed, then it will be necessary to publish statutory notices to outline changes to schools. These statutory notices would also be published for a period of six working weeks during which time views on the proposal could be sent in writing to the Council and a final decision then be made.

The statutory notices would relate to the removal of some of the Specialist Learning Centres or the changes to the description of the special schools.

7 How to express your views

We want to know what you think about these proposals. You can do this by completing the attached reply slip to the consultation document. In addition, you can attend one of the meetings to be held at:

Devizes School, Devizes SN10 3AG 5.00 pm School staff and Governors	Monday 29 March 7.00 pm Parents/carers and other interested parties
Sheldon School, Chippenham SN14 6HJ 5.00 pm School staff and Governors	Wednesday 21 April 7.00 pm Parents/carers and other interested parties
Kingdown School, Warminster BA12 9DR 5.00 pm School staff and Governors	Thursday 22 April 7.00 pm Parents/carers and other interested parties
Salisbury City Hall, Salisbury SP2 7TU 5.00 pm School staff and Governors	Tuesday 4 May 7.00 pm Parents/carers and other interested parties
St John's Parish Church Centre Trowbridge BA14 9EA 10.00 am Meeting for anyone who wishes to attend	Friday 7 May

This consultation is your chance to ask for more information and to make your views known. If you want to respond in writing, please do so by no later than 12 noon on Monday 24 May 2010 by completing the enclosed form. If you want this document electronically it is available from the Wiltshire Council website.

It is important that as many people as possible contribute to the consultation so that members of Wiltshire Council can be fully informed of the opinions of the people concerned.

If you require special access arrangements for a consultation meeting please contact tracygates@wiltshire.gov.uk or ring her on 01225 756170.

RESPONSE TO THE CONSULTATION ON THE REVIEW OF SPECIAL EDUCATIONAL NEEDS PROVISION

Please return this to: Tracy Gates
Schools and Learning Division
Department for Children & Education
County Hall
Trowbridge
BA14 8JN

tracygates@wiltshire.gov.uk

to arrive no later than noon on Monday 24 May 2010.

Please give your name if you wish

Name

Your interest in SEN (eg parent/carer, member of school staff, governor, other professional, response from an organisation etc) This will be used to analyse the responses.

.....

Please answer the consultation questions by ticking one box only for each question.

	Agree	Disagree	No opinion
a. An SEN Inclusion Service should be set up to provide a wider range of SEN advice to schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. An SEN Support Network should be set up to co-ordinate SEN support services and outreach advice from schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The formulae for funding SEN in Resource Bases and mainstream schools should be reviewed to help improve SEN provision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The Centre at Holy Trinity Primary School should be closed and the capacity of the ASD Resource Base at The Manor Primary School increased to 21 places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Specialist Learning Centre for Complex Needs at the Manor Primary School should cease to admit pupils and the provision used to increase the capacity of the AD Resource Base to 21 places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The capacities of the Resource Bases should be adjusted as set out in Tables 2, 3 and 4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Agree	Disagree	No opinion
g.	The capacity of the remaining Resource Bases for Complex Needs should be changed to 20 full-time primary phase places each for pupils with Statements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	The specialist learning centres for complex needs listed in Section 4 should be closed and the resources released should be used to improve other SEN provision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	The Early Years Provision at St Mary's, Marlborough should become part of the Early Years SEN Network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	If after consideration by the Council and the School that it is not thought appropriate for there to be two Resource Bases at the school then an alternative host school for one of the specialist learning centres at Studley Green Primary School should be sought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	The SLCs for complex needs at Westbury Infants and Westbury Junior Schools should develop arrangements to work together as a joint provision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	The SLCs for complex needs at St. Peter's Junior School and St. Mary's Infant School serving the primary age range should develop arrangements to work together as a joint provision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	The capacity of the Complex Needs Resource Base at Manor Fields should be increased to 20 places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	The descriptions of the age ranges and capacities of special schools should be amended as set out in Table 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	All pupils admitted to Enhanced Learning Provision in secondary schools will all have Statements of SEN from September 2011.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have any further comments on the specific proposals for change, please write them in the space below. Please note we cannot respond individually to any comments but they are a valued part of the consultation.

Transitional Arrangements for Pupils Currently in SLCs

Purpose

To ensure that appropriate provision can be secured for pupils currently in the SLCs who would be affected by changes to those centres, should they be agreed after the consultation.

Outreach from Centres

From April 2011 – Learning Support Service (ISS) will take over the lead for advice and support to other schools. The ISS will work in conjunction with the outreach provision from the centres during the change over period during summer 2011. The centre staff will provide outreach till March then work into conjunction with the ISS to ensure a smooth hand over of existing pupils to the ISS who will assume full responsibility for providing advice to all schools from September 2011.

Centres Remaining Open

Following review of children/moderation of the levels of need in Autumn 2010 those pupils without a statement who currently attend the SLC, but still need a place, will be allowed to access the provision until July 2011. These children will initially generate funding on the basis of the new formula. This will allow time for a statutory assessment to be conducted to see if a Statement of SEN is required. All new admissions would be full time only places on the school roll. Pupils with statements will have needs met according to the provision set out on statement, either in the centre or in the main school classes.

Centres Closing

a) Pupil on roll of the school with the Centre

There would be no new admissions from the date of the Cabinet meeting if closure is approved at that meeting.

Each pupil's parents individually in conjunction with the school and LA services would agree on the preferred future placement. This could be:

- If the pupil already has a statement
 - Transfer from the current to another Centre
 - Stay in current centre school with support funded through a Named Pupil Allowance (NPA) and a transitional allowance for 2 years.
 - Attend other local school with support funded through an NPA

N.B. The Transitional allowance is a mechanism to ensure that a school with a centre that closes, can fund for 2 years any additional Statements resulting from the centre closure without pressure on the school budget.

- If the pupil already has a statement
 - If a pupil does not have a statement the LA will determine if a Statutory Assessment is needed
 - If Statutory Assessment is needed and a Statement is issued then the pupil will be funded as above.
 - If a Statement is not issued at the end of a Statutory Assessment, or an Assessment is not thought to be needed then the pupil will be supported at school action plus by the school where the child is on roll as additional funding would not then be justified. The Learning Support Service would provide guidance to the school as necessary.

b) Pupil on the roll of a school other than the school with a Centre

Parents in conjunction with the school and LA services would agree on the preferred future placement. This could be:

If the child has a Statement then provision would be made with an NPA and through the school's SEN budget in the normal way.

If the child does not have a statement and no Statutory Assessment is proposed then provision would be made from the home school's SEN budget in the normal way.

Admissions

For centres proposed for closure admission in Term 6 2010 the local Resource Allocation Meeting (RAM) admission would be on the basis of current procedures. No admission should be made at that time will be for more than one year in the first instance pending the outcome of the review.

Transition arrangement for children attending Holy Trinity (Calne) Autism Centre

Each pupil's parents and the school would agree the future placement with the LA. This would be on an individual basis and might include:

- A placement in the main school at Holy Trinity with an individually resourced allocation of funding.
- A placement at another Autism Centre.

Planned Inclusion Support Service Intervention During Specialist Learning Centre Transitional Period

The Service Level Agreement for Specialist Learning Centres will ensure that all mainstream schools receive a coherent and consistent service across the Local Authority. It is imperative that during the transition period from current practices to those stated within the Service Level Agreement, effective systems are in place to ensure pupils continue to receive appropriate and effective levels of support and intervention. It will be both necessary and appropriate for the Learning Support Service to work with the small proportion of mainstream schools that have accessed outreach support from Specialist Learning Centres. This additional support will act as a bridge between the two support structures, that is schools accessing outreach via a Specialist Learning Centre and being in a position to have sufficient capacity and skill to meet the pupil's needs themselves. The Inclusion Support Service will be able to integrate this activity within the overall pattern of SEN development support each school receives. Until this service has been fully established staff of the Learning Support Service will carry out some of its duties.

- From term 2 onwards of the 2010-11 academic year liaison will take place between the SEN Education Officers and the Learning Support Service about the volume and type of outreach support being provided by each centre to different schools. This will be done by sharing the detailed planning records being co-ordinated by the SEN Education Officers.
- In terms 3 and 4 of the 2010-11 academic year members of the Learning Support Service will make direct contact with any Specialist Learning Centres in their area re transfer of pupil information. This information will be used to inform any ongoing advice and support to the pupil's own school once outreach work with the SLC concludes.
- From April 2011 the lead for advice to other schools still being undertaken by Specialist Learning Centre staff for those pupils in Year 5 and below will be transferred to Advisory Teachers for SEN from Wiltshire Learning Support Service. Arrangements will be made to provide appropriate advice and support to schools, which may include:
 - training for staff regarding specific areas of need;
 - recommendations for resources, strategies and programmes;
 - supporting the development of appropriate provision including programmes of work and individual targets;
 - consultations with class teachers, Teaching Assistants (TAs) and SENCOs;
 - support and advice regarding further diagnostic and standardised assessment.

This provision will be available to pupils for up to two years (i.e. up to March 2013) or until the end of their primary school career if this is sooner. For those pupil's who make good progress or where the skills of staff with in school have developed in order to support pupils' needs effectively it may not be necessary for advice to the School from the Learning Support Service to continue for the full two years.

- From April to July 2011 those pupils in Year 6 supported through SLC outreach will continue to receive this support from Specialist Learning Centre staff. This will ensure consistency for the pupils prior to their secondary phase transition.

In addition to activity linked to individual pupils who have in the past received outreach from a Specialist Learning Centre there will be opportunities for targeted capacity building in order to develop skills knowledge and understanding of staff as appropriate. For example:

- Training for SENCOs and class teachers on using and interpreting diagnostic and standardised assessments, and using this information to develop effective programmes of support;
- Priority places on Wave 3 training courses for those schools who have accessed Specialist Learning Centres for outreach provision;
- Training for school staff in specific areas of need/issues, eg SpLD/Dyslexia, Dyscalculia, DCD, differentiation and independent learning.

In addition the Learning Support Service is currently developing models of delivery for the Continuing Professional Development materials, 'Inclusion Development Programme' and 'OnlineInset'. These materials will enable school staff to develop knowledge, skills, and understanding in a range of specific areas of SEN.

APPENDIX 4

Specialist Learning Centres for Complex Needs in Mainstream Schools

Situation May 2010									The Future
SLC information (09-10 FY Term 1 09-10 AY) School	Places funded 2009/10	Centre funding totals 2009/10	Pupils with Statements placed by LA	Pupils with Statements other support	SA+ Pupils accessing	Pupils accessing 50% or more of week	Pupil half-day Contacts per week	Use, % available sessions	Resource Base Proposed capacity full-time 2011/12
		£							
Avenue	24	147,855	11	<5	<5	14	123	51	20
Calne Dunstan CE	24	139,225	7	<5	10	10	110	46	20
Durrington Junior	12	92,916	<5	5	8	12	70	58	0
Frogwell	24	152,170	13	7	<5	17	153	64	20
Harnham Junior	12	97,231	<5	<5	8	10	70	58	0
King's Park	24	143,539	13	<5	8	19	185	77	20
Longleaze Primary	12	97,230	<5	7	9	6	83	69	10
Malmesbury	12	82,128	<5	<5	12	9	90	75	10
Manor	12	90,754	<5	<5	6	7	56	47	0
Manor Fields	12	84,286	<5	7	<5	8	62	52	20
Mere	12	97,231	<5	5	10	10	71	59	0
St Mary's Infant (Marl) Pre-School/ Nursery	12	86,288	<5	<5	6	<5	30	25	0***
St Mary's Infant (Marl)	12	82,128	<5	<5	5	6	55	46	10**
St Peter's Junior (Marl) Pre-school/ nursery	12	131,667	9	<5	13	14	139	66	10**
Studley Green	30	199,965	9	<5	8	18	172	57	20
Wansdyke	24	178,060	12	<5	9	24	190	79	20
Westbury Infants	12	71,341	5	<5	<5	8	63	53	10*
Westbury Junior	12	79,971	6	<5	10	11	85	71	10*
Zouch	12	84,286	<5	<5	17	<5	47	39	0
Total	306	2,138,271	95	51	149	194	1,854	59	180

This table sets out the activity levels of the SLC's for Complex Needs. The percentage use of available sessions for Wiltshire shows that only 59% of the capacity was utilised and that included some pupils without Statements of SEN who would have their needs met in the mainstream classroom in many schools. As there are only 95 pupils with Statements accessing the provision this should mean that there will be capacity within the proposed 180 places to meet needs in the future.

GUIDING PRINCIPLES FOR SPECIAL EDUCATIONAL NEEDS SERVICE DELIVERY

The delivery of Special Educational Needs (SEN) services for children and young people in Wiltshire must be organised within a strategic framework which aims to both meet their needs and be sustainable in the long-term.

- It will normally be expected that each child or young person, irrespective of status, will be able to have their SEN needs met in the mainstream school nearest to where they live. All schools will be inclusive and work to develop inclusive practices for all vulnerable children.
- Each mainstream school should be able to meet a range of SEN needs.
- Each mainstream school should have a qualified/experienced Special Educational Needs Co-ordinator (SENCO) and have developed awareness of SEN and appropriate skills in all other members of staff through training or other staff development strategies.
- Schools should be inclusive and it should be an expectation on all staff that they work to develop inclusive practices for children with SEN and for all other vulnerable groups.
- The SEN Support Network will co-ordinate the provision of outreach advice and support and training from special schools and resource bases in mainstream schools with the advice and support from the Council's SEN support services.
- Special Schools will meet the needs of a small proportion of the children and young people with SEN in Wiltshire whose needs cannot be met in mainstream schools or resource bases within some of those mainstream schools. All the children and young people admitted will be admitted by the Council following recommendation from the Case Panel.
- Special provision in Wiltshire will be developed to meet the changing needs children and young people with SEN in partnership with other agencies.
- Schools will work in partnership with parents both in relation to liaison and in relation to providing structures within which parents can work with the school to help maximise their child's progress. They will be expected to provide accessible information on advice and support that is available to parents.
- Children and young people should be part of the process of negotiating their own programme.
- The Council should broker a range of training opportunities so that schools can increase the skills of their staff, with the aim of increasing capacity through increasing the capability of all school staff to meet the needs of children and young people with SEN.

- The Council should structure the budgets for SEN support in mainstream schools so that they are transparent and are based on generally available proxy indicators apart from where some children with Statements of SEN have very high level needs.
- Individual allocations of support for pupils with Statements of SEN in mainstream schools should generally be available only where the child has a high level of severe, complex and long lasting needs.
- Special provision in resource bases in some mainstream schools should provide for children and young people who require provision that requires staffing of a nature that is unlike that available in the mainstream provision.
- Admissions to all special provision both in mainstream schools and special schools will be of children and young people with Statements of SEN and will be controlled by the Council on the recommendation of the Case Panel.
- The SEN Support Service will provide advice to schools on how to support individual children and young people with SEN and on how the school can build its capacity.
- Placements in provision outside of Wiltshire will only be sought when suitable provision cannot be made in Wiltshire schools.
- The Council will work in partnership with other agencies in an effort to ensure that children and young people's needs are reasonably met.

Special Educational Needs Service Delivery Statement

Vision

The Council's vision for all children and young people whatever their disability, ability, ethnicity, gender, background and religion, is to be able to access a broad and balanced educational programme that allows them to progress and achieve, be healthy and safe and to be able to look forward to making a positive contribution to society.

One of the key areas of development in Wiltshire's SEN Strategy 09-10 is around provision. High quality consistent provision to meet SEN enables children and young people in Wiltshire to make appropriate progress whilst, at the same time, having positive educational experiences.

There is significant value in being able to meet SEN in a range of different settings eg mainstream schools, enhanced provision in mainstream schools, and special schools. This pattern of provision enables children and young people to be taught as close as possible to their home, maintaining community contact and significantly reducing the need for any young people to attend provision other than that provided in schools and colleges in Wiltshire.

An excellent range of provision meeting different types and degree of need is reliant upon the roles, targets and accountability of settings, systems and services being agreed and monitored in conjunction with, a range of stakeholders. Transparent performance measures which relate to impact and clarity about funding, practice and accountability are essential for all forms of SEN provision.

The LA is responsible for ensuring geographical consistency across the county so that a suitable range of provision is available wherever a child or young person lives in Wiltshire. Wiltshire LA aspires that SEN provision will be equitable across the county in relation to levels of need, location and funding.

Our vision for special educational needs seeks to secure better outcomes for children and young people and to narrow the attainment gap between young people with SEN and their peers. To achieve this we need to commission and develop a range of provision which consists of:

- All settings, schools and colleges will be inclusive.
- Excellent provision for children with special educational needs in all our mainstream schools and settings.
- Excellent enhanced provision in our primary and secondary schools.
- Excellent special schools providing support to our most vulnerable children and young people.
- Improving outreach provision to mainstream schools from special schools and other specialist provision in primary and secondary schools in a way that integrates successfully with other services providing support, advice and training.

- Improving access to suitable places where there are gaps in provision.
- Providing equitable access to specialist support services.
- Developing better and more flexible post-16 opportunities for young people with a broad range of special needs.
- The SEN Inclusion Service will be developed to provide the advice, support and guidance needed by mainstream schools.
- Continuing to improve the physical environment of our special schools by investing capital resources as available.
- Recognising and responding to the voice of children and young people.
- Improving our partnerships with parents and partners.
- Developing Service Level Agreements between our specialist provision and the Local Authority.
- Working in partnership with other agencies.

Governance

It is a requirement that processes to secure the accountability of service delivery are in place. Special educational Needs will fall within the general responsibility of the Children and Young People's Trust Board with specific responsibilities falling to its Disability Group.

Commissioning

Special Educational Needs (SEN) Provision for Wiltshire children and young people is commissioned by Wiltshire Council from a variety of providers, but mainly from schools. Commissioning is the process of determining which providers will provide the service to Wiltshire children and determining the mechanism for funding that provision. The Council will make best endeavours to work in partnership with providers but ultimately it has to take decisions to ensure that adequate provision of sufficient quality is available when needed.

Current Commissioning

SEN provision in Wiltshire is currently commissioned from:

- All mainstream schools through their responsibility to provide support to pupils with SEN on their school roll.
- Secondary mainstream schools through Enhanced Learning Provision.
- All mainstream schools through Named Pupil Allowances (NPA).
- Some mainstream schools through Specialist Learning Centres (SLCs).

- Wiltshire Local Authority maintained special schools.
- Other Local Authority special schools.
- Independent and non-maintained special schools, through the list of approved and pre placement agreements i.e. contracts for individual pupil placements.
- Speech and Language Therapy is being jointly commissioned by Wiltshire Council and Wiltshire Health.
- CAMHS
- Other children's community health services are jointly commissioned by Wiltshire Health.
- Parent Partnership service is commissioned by the Council through a tendering process.

Future Commissioning

Whilst the commissioning of the range and amount of school and other services is a discreet aspect it must be thought of alongside the way resources are allocated to providers. In the context of SEN school provision it may be helpful to consider the funding mechanisms and service level agreements at the same time as the pattern of provision is commissioned. All these aspects are currently being reviewed by Wiltshire Council.

As part of this review of provision it is necessary to determine the strategy for commissioning SEN provision in the period from 2010. It is envisaged that SEN provision will be made by following these strategic principles:

- It will normally be expected that each child or young person will be able to have their SEN needs met in the mainstream school nearest to where they live. All schools will be inclusive and work to develop inclusive practices for all vulnerable children.
- Each mainstream school will have a Special Educational Needs Co-ordinator (SENCo) who has skills at least at the level attained on gaining the new national qualification. This will help enable schools to meet a variety of more common SEN needs to a consistent level and quality across all schools in Wiltshire.
- An SEN Support Service will be provided by Wiltshire Council so that advice can be made available to schools when a pupil's needs are beyond the level that could reasonably be met with advice from the qualified SENCo. This service will also provide monitoring for some pupils with Statements of SEN and provide constructive challenge to schools where their practice needs improvement. The service will be expected to provide support, help schools increase their capacity to meet SEN needs.

- Resource Bases within mainstream schools will continue to be maintained only where they:
 - provide for pupils with Statements of SEN who are wholly on the roll of the school with the Resource Base;
 - provide for pupils who require input from Therapists as a regular part of their programme;
 - have teachers qualified in specialist aspects of SEN provision;
 - provide for children with particularly complex needs that are at a level that makes it difficult for that child to access the curriculum such as Hearing Impairment (HI), Physical Impairment (PI), Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorders (ASD) or for children whose needs might be met in special schools in some other local authority areas e.g. Severe Learning Difficulties (SLD).
- Special schools will each continue to provide for a designated need type or types, but the designations of the schools will be brought in line with the projected needs of the pupils in Wiltshire.
- Residential places in special schools will only be allocated when this has been specified on a Statement of SEN.
- Placements in independent and non-maintained special schools will only be made when all other placement options have been considered. Opportunities to jointly fund such placements with other agencies will be actively sought through the Complex Needs Panel.
- The determination of the level of pupil support or special placement for all pupils with statements of SEN will be controlled by the Council on the recommendation of the Case Panel.
- The level of delegation of resources to both primary and secondary schools should be the same so that there is a common funding threshold for the Named Pupil Allowance throughout Wiltshire.
- All funding should be allocated through the formula or Named Pupil Allowances (NPA).
There should be no funding allocated exceptionally except where:-
 - a) Case Panel has advised that, for a pupil with a Statement of SEN, an alternative placement is needed and the Council has accepted this advice and an alternative placement cannot for the time being be secured, or
 - b) Where a short-term integration programme from special provision to a mainstream placement requires additional time limited support.
- The mainstream funding formula will be reviewed to increase the level of delegation, to encourage early intervention and support the principle that the school itself should be responsible for meeting the special educational needs of children and pupils on its own school roll.
- Statements of SEN for mainstream schools will generally be issued for all children and

young people who would receive an allocation of 15 hours of NPAs or greater. All pupils in Resource Bases or special schools will at least have needs at a level beyond the threshold for issuing a Statement. It is not envisaged that Statements will be necessary for children and young people with allocations below 15 hours of NPAs in mainstream schools if support at School Action Plus is available from the school's delegated resources. Where parents request a Statutory Assessment for lower level needs this may indicate a lack of confidence in the school by the parents. Where there were repeated parental requests from an individual school. The Council might want to consider the circumstances with the school.

- Placements in other local authority special schools and resource bases in mainstream schools will be purchased for individual statemented pupils where there are no suitable places in Wiltshire schools close to the family home. Payment will be via the inter-authority recoupment process.
- Placements in independent and non-maintained special schools will be made where no suitable maintained provision is available. Pre-approved list providers will be used in preference to others. Contracting will use the established Local Government Association/ DCSF/National Association of Independent and non-maintained Special Schools agreed contract/pre-placement agreement. The contract should be in place before the pupil takes up the place at the school.

In order that the strategic principles can be established, the following actions will be taken:

- 1) Review of SEN provision in 2010 regarding
 - Designation of special schools;
 - Number of places required in Resource Bases;
 - Location and number of Resource Bases;
 - Function and designation of Resource Bases for children and young people with complex needs.

This will require a formal consultation process.

- 2) Establishment of an SEN Support Network in 2010 to comprise support for mainstream schools through:
 - SEN Support Service
 - Support based in special provisions.

This will require reorganisation of some existing services.

- 3) Review of the formula for funding cycle 2011-14 for:
 - Resource bases in mainstream schools
 - Mainstream school SEN, especially primary phase.

This will be reviewed through the Schools Forum.

It will be necessary for all aspects of this strategy to be pursued in order that the SEN system can be made fairer and more transparent, as well as delivering provision in a more effective way for delivering pupil outcomes.

Trevor Daniels
November 2009

APPENDIX 7

National Indicator 104: Achievement gap between pupils with special educational needs¹ and their peers, based on Pupils achieving level 4 or above in both English and mathematics

Local Authority and Government Office

Region

Year 2008 - 2009²

Coverage: England

	2008				2009			
	Percentage of pupils achieving level 4 or above in English and mathematics			Attainment gap ^{5,6,8}	Percentage of pupils achieving level 4 or above in English and mathematics			Attainment gap ^{5,6}
	All pupils with SEN ³	Pupils with no identified SEN	All pupils ⁴		All pupils with SEN ³	Pupils with no identified SEN	All pupils ⁴	
Statistical Neighbours	32.6	85.4	73.8	52.8	31.8	84.8	72.4	53.0
South West	33.1	84.2	73.3	51.0	33.0	83.8	72.5	50.8
England	33.6	84.6	73.0	51.0	33.5	84.4	72.3	50.9
Wiltshire	30.0	84.6	73.1	54.7	28.4	82.9	70.7	54.5

Source: National Pupil Database

1. The SEN status at the beginning of the Key Stage, i.e. when the pupil began National Curriculum Year 3.
2. Figures for both years are based on revised data.
3. All pupils with SEN is the total number of pupils with SEN but without a statement (School Action and School Action Plus) plus pupils with a statement of special educational needs.
4. Includes pupils for whom SEN status could not be determined.
5. Figures are calculated using unrounded data.
6. The attainment gap is calculated from the percentage of pupils without SEN minus the percentage of pupils with SEN achieving level 4 or above in both English and mathematics.

APPENDIX 8

Placement of children for whom the authority maintains a statement of special educational needs

	Total School Population Of authority ²	Total Children For whom The Authority Maintains A Statement of SEN	Children for whom the authority maintains a statement ¹ - placed in:														
			Resourced provision in maintained mainstream schools			SEN units in maintained mainstream schools			Maintained mainstream schools			Maintained special schools			Non-maintained special schools, independent special schools and other independent schools		
			Number	% of those with statements	% of total school population	Number	% of those with statements	% of total school population	Number	% of those with statements	% of total school population	Number	% of those with statements	% of total school population	Number	% of those with statements	% of total school population
Statistical Neighbours	865,540	22,363	827	3.7	0.10	402	1.8	0.05	10,877	48.6	1.26	8,254	36.9	0.95	1,178	5.3	0.14
South West Authorities	688,430	18,602	474	2.5	0.07	548	2.9	0.08	9,477	50.9	1.38	6,352	34.1	0.92	996	5.4	0.14
Wiltshire	71,650	1,843	241	13.1	0.34	253	13.7	0.35	657	35.6	0.92	531	28.8	0.74	90	4.9	0.13

Source: SEN 2 Survey 2009

1. Excludes pupils with statements placed in academies. In 2009, 2,480 pupils with statements of SEN were placed in academies.
2. National and regional totals have been rounded to the nearest 10.
3. Total schools population (all types of schools) January 2009 School Census

APPENDIX 9

Review of Special Educational Needs Provision Spring 2010 – List of people and interested parties to whom the consultation document was sent.

Interested party	Details
Governing bodies	Full document, via chair of governors at all Wiltshire maintained schools and academies (primary, secondary and special)
LA that maintains schools listed in proposals	Full document to Wiltshire Council staff: Deputy HR Manager (schools); Head of Local Collaborative Partnerships; Head of Lifelong Learning; Accounting and Budget Manager; Service Director Commissioning and Performance; Service Director Children and Families Social Care; Service Director Schools and Learning; Secondary Team Leader; Director Department for Children and Education; Head of School Places and Buildings; Head of School Support; Finance Manager; Head of Sure Start; Parent Support Adviser Project Manager
Families of pupils	Full document to parents and carers of: all Wiltshire pupils with statements/ under statutory assessment wherever they are educated; all pupils receiving Enhanced Learning Provision at school action plus; all pupils attending a specialist learning centre at school action plus Discussion of questions raised by parents/carers at SEN Parents' Forum
Teachers and other staff	Access to full document, for staff at all Wiltshire maintained schools and academies (primary, secondary and special) via headteacher Full document to SENCOs at all Wiltshire maintained schools and academies (primary and secondary) Presentation and full document to Primary SENCO Conference Presentation to Primary Heads Forum (Finance and SEN committees) Full document to Wiltshire Association of Secondary School Headteachers Presentation and discussion at consultation meetings at Devizes School; Sheldon School (Chippenham); Kingdown School (Warminster); Salisbury City Hall; St John's Parish Centre (Trowbridge)
Other local authorities likely to be affected	Full document to: Director of Children and Young People's Services (Bristol City Council); Strategic Director Children's Services (Bath and North East Somerset Council); Corporate

	Director Children and Young Peoples' Services (Somerset City Council) Head of Children and Families Services (Dorset County Council); Director of Children's Services (Hampshire County Council); Assistant Director Children and Young People's Services (North Somerset Council); Director for Children and Young People (South Gloucestershire Council); Director of Children's Services (Dudley Metropolitan Borough Council); Director of Education and Children's Services (Reading Borough Council); Director Services to Children and Young People (Swindon Borough Council); Director of Children's Services (Gloucestershire County Council); Corporate Director for Children and Young People (West Berkshire Council); Head of CEAS (Ministry of Defence)
Headteachers	Full document to all Wiltshire maintained schools and academies (primary, secondary and special)
Trade unions	Full document to: National Union of Teachers; National Association of Schoolmasters/ Union of Women Teachers; National Association of Headteachers; Secondary Heads Association; ASCL; Association of Teachers and Lecturers; VOICE; AMICUS; GMBTU; UNISON; UNITE; Transport and General Workers Union Briefing to Joint Consultative Committee
Diocesan authorities	Full document to: Clifton and Bristol diocese; Director of Education and advisers for school development for Salisbury diocese.
MPs	Full document, via constituency and House of Commons to: Mr Robert Key MP; Dr Andrew Murrison MP; Mr James Gray MP; Rt Hon. Michael Ancram QC MP
Local district or parish councils	Notification and access to full document, via Local Area Boards
Other	Local councillors: Full document to Wiltshire Council's elected members Select Committee: Full document to seven members of who are not elected members Local Area Boards: Full document to Head of Community Governance; notification and access to full document to all area boards, via Head of Community Governance Parent organisations/services: Full document to Wiltshire Parent Carer Council; ask Parent Partnership Service Health: Full document to Head of Speech and Language Therapy Services (Wiltshire Community Health Services); Chair of Wiltshire Primary Care Trust; Chair of

	<p>Salisbury Foundation Trust; Managing Director (Wiltshire Community Health Services); CAMHS Service Development Manager</p> <p>Settings: Full document to managers of all early years district specialist centres</p> <p>Voluntary groups: Full document to Chair of Voluntary Sector Forum</p> <p>Public: Full document on Wiltshire Council website; electronic/paper copies sent on request; secondary-age consultation document on Sparksite (partner site for young people); contact with local press; public meetings at Devizes School; Sheldon School (Chippenham); Kingdown School (Warminster); Salisbury City Hall; St John's Parish Centre (Trowbridge)</p>
Pupils	<p>Separate primary-age consultation document to all primary schools and specialist learning centres, via school council (at headteacher's discretion)</p> <p>Separate secondary-age consultation document to Wiltshire Assembly of Youth</p>

Summary of Responses to Review Questions

	Question	Response	Individually completed forms			Pre-completed forms			Total Forms		
			Number	% of Responses	% of Papers Despatched	Number	% of Responses	% of Papers despatched	Number	% of Responses	% of Papers despatched
a.	As SEN Inclusion Service should be set up to provide a wider range of SEN Advice to Schools.	Agreed	220	36%	8%	0			220	29%	8%
		Disagreed	54	9%	2%	135	100%	5%	189	25%	7%
		No Opinion	341	55%	12%	0			341	45%	12%
		Total	615		22%	135			750		27%
b.	An SEN Support Network should be set up to co-ordinate SEN support services and outreach advice from schools.	Agreed	215	35%	8%	0			215	29%	8%
		Disagreed	48	8%	2%	135	100%	5%	183	24%	7%
		No Opinion	352	57%	13%	0			352	47%	13%
		Total	615		23%	135			750		28%
c.	The formula for funding SEN in Resource Bases and mainstream schools should be reviewed to help compare SEN provision	Agreed	239	39%	9%	106	79%	4%	345	46%	13%
		Disagreed	19	3%	1%	29	21%	1%	48	6%	2%
		No Opinion	357	58%	13%	0			357	48%	13%
		Total	615		23%	135		5%	750		28%
d.	The Centre at Holy Trinity Primary School should be closed and the capacity of the ASD Resource Base at The Manor Primary School increased to 21 places.	Agreed	72	12%	3%	0			72	10%	3%
		Disagreed	75	12%	3%	106	79%	4%	181	24%	7%
		No Opinion	468	76%	17%	29	21%	1%	497	66%	18%
		Total	615		23%	135			750		28%
e.	The Specialist Learning Centre for Complex Needs at the Manor Primary School should cease to admit pupils and the provision used to increase the capacity of the ASD Resource Base to 21 places.	Agreed	70	11%	3%	0	0		70	9%	3%
		Disagreed	76	12%	3%	106	79%	4%	182	24%	7%
		No Opinion	469	76%	17%	29	21%	1%	498	66%	18%
		Total	615		23%	135		5%	750		28%

f.	The capacities of the Resource Bases should be adjusted as set out in tables 2, 3, 4 of the consultation document.	Agreed	91	15%	3%	0	0		91	12%	3%
		Disagreed	70	11%	3%	135	100		205	27%	8%
		No Opinion	454	74%	17%	0	0	5	454	61%	17%
		Total	615		23%	135		5	750		28%
g.	The capacity of the remaining Resource Bases for Complex Needs should be changed to 20 full-time primary phase places each for pupils with Statements.	Agreed	112	18%	4%	0	0		112	15%	4%
		Disagreed	76	12%	3%	135	100	5	211	28%	8%
		No Opinion	427	69%	16%	0	0		427	57%	16%
		Total	615		23%	135		5	750		28%
h.	The specialist learning centres for complex needs listed in section 4 should be closed and the resources released should be used to improve other SEN provision.	Agreed	66	11%	2%	0			66	9%	2%
		Disagreed	143	23%	5%	135	100	5	278	37%	10%
		No Opinion	406	66%	15%	0			406	54%	15%
		Total	615		22%	135		5	750		27%
i.	The Early Years Provision at St Mary's Marlborough should become part of the Early Years SEN network.	Agreed	95	15%	3%	0			95	13%	3%
		Disagreed	27	4%	1%	0			27	4%	1%
		No Opinion	493	80%	18%	135	100	5	628	84%	23%
		Total	615		22%	135		5	750		27%
j.	If after consideration by the Council and the School that it is not thought appropriate for there to be two Resource Bases at the School then an alternative host school for one of the specialist learning centres at Studley Green Primary School should be sought.	Agreed	81	13%	3%	0			81	11%	3%
		Disagreed	407	66%	15%	0			407	54%	15%
		No Opinion	127	21%	5%	135	100	5	262	11%	10%
		Total	615		23%	135		5	750		28%
k.	The SLCs for complex needs at Westbury Junior Schools should develop arrangements to work together as a joint provision.	Agreed	166	27%	6%	106	79	4	272	36%	10%
		Disagreed	14	2%	1%	0	0		14	2%	1%
		No Opinion	435	71%	16%	29	21	1	464	62%	17%
		Total	615		23%	135		5	750		28%

i.	The SLC's for complex needs at St. Peter's Junior School and St. Mary's Infant School serving the primary age range should develop arrangements to work together as a joint provision.	Agreed	154	25%	6%	106	79	4	260	35%	10%
		Disagreed	15	2%	1%	0	0		15	2%	1%
		No Opinion	446	73%	16%	29	21	1	475	63%	17%
		Total	615		23%	135		5	750		28%
m.	The capacity of the Complex Needs Resource Base at Manor Fields should be increased to 20 places.	Agreed	131	21%	5%	0	0		131	17%	5%
		Disagreed	40	7%	1%	135	100	5	175	23%	6%
		No Opinion	444	72%	16%	0	0		444	59%	16%
		Total	615		22%	135		5	750		27%
n.	The description of the age ranges and capacities of special schools should be amended as set out in table 1.	Agreed	108	18%	4%	0	0		108	14%	4%
		Disagreed	47	8%	2%	106	79	4	153	20%	6%
		No Opinion	460	75%	17%	27	21	1	489	65%	18%
		Total	615		23%	133		5	750		28%
o.	All pupils admitted to Enhanced Learning Provision in secondary schools will have Statements of SEN from September 2011	Agreed	127	21%	5%	0	0		127	17%	5%
		Disagreed	92	15%	3%	135	100	5	227	30%	8%
		No Opinion	396	64%	14%	0	0		396	53%	14%
		Total	615		22%	135		5	750		27%

Letters, emails and additional comments

	additional (lengthy) comments on response forms	Printed leaflet response form	additional comments and printed leaflet responses as a % of total received	Petition (number of signatures)
Questions d, e, h in general	4		2.30%	114
Longleaze	23	77	57.50%	3456
Harnham	1		0.60%	
Malmesbury	53		30.50%	
Zouch	1		0.60%	
Question j (Studley Green)	4		2.30%	
Question o (ELP)	1		0.60%	
Proposals in general	10		5.70%	
Total	97	77		3570

APPENDIX 12

Analysis of short comments on response forms

	Re. a and b (SEN inclusion service and SEN support network)	Re. c (formulae funding review)	Re. d, e, h in general (closure of centres, increase in capacity of centres, release of resources for other provision)	d/e/h: Holy Trinity	d/e/h: The Manor	d/e/h: Durrington	d/e/h: Harnham	d/e/h: Longleaze	d/e/h: Malmesbury	d/e/h: Mere	d/e/h: Zouch	Re f, g, m (adjustments to capacities of resource bases)	Re. i (early years provision at St Mary's)	re. j (Studley Green)	Re. k, l in general (SLCs developing arrangements to work as joint provision)	k/l: Westbury	k/l: St Peters and St Marys	Re. n (descriptions of special schools to be amended as in table 1)	Re. o (Enhanced Learning Provision)	General comments	Comments unrelated to proposals	Comments about process	Total	
Total (individually completed)	21	7	15	1	1	1	1	12	4	0	1	17	5	12	3	2	1	11	3	3	4	9	1	205
positive re proposals	1	5	2	0	0	0	0	0	2		0	6	0	0	2	1		0	7	4				30
negative re proposal	7	0	7	1	1	1	1	12	2		0	0	1	12	0	0	1	9	1	1				84
neutral comments, questions and suggestions	13	2	6	0	0	0	0	0	0		1	11	4	0	1	1	0	2	1	1				68
Other local authority	0	1	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	3	0	0	0	4
Headteacher/ deputy	3	0	2	0	0	0	0	0	0		0	2	0	1	0	2	0	0	3	3	1	0	0	17
School governor	1	3	1	0	0	0	0	1	0		1	0	0	1	1	0	0	3	2	6	0	0	0	20
Wilts Council	11	1	1	0	0	0	0	0	1		0	3	1	0	2	0	0	0	7	0	0	0	1	28
School/ setting staff	2	1	6	0	1	0	1	5	0		0	6	2	1	0	0	0	1	1	3	2	5		48
Parent/carer	2	1	1	1	0	1	0	6	2		0	2	0	5	0	0	1	6	6	0	4	7		55
Other	0	0	1	0	0	0	0	0	1		0	2	0	1	0	0	0	0	0	3	0	0	0	8
Not known	2	0	3	0	0	0	0	0	0		0	2	2	3	0	0	0	1	3	6	2	1		25
Comments on pre-marked responses	0	0	0	0	0	0	0	8	16		0	0	0	0	0	0	0	0	0	1	0	1		26

TRANSPORT COST CHANGES

	Cost - 2009/10 academic year	Cost - 2010/11 academic year	Cost - 2011/12 academic year
St Marys	£10,529	£3,800	£3,800
St Peters	£20,977	£26,242	£21,492
Zouch	£0	£0	£0
Frogwell	£15,414	£14,282	£15,414
Longleaze	£4,373	£3,103	£1,638
Malmesbury	£0	£0	£0
Kings Park	£9,265	£9,265	£9,265
The Manor	£9,447	£9,447	£9,447
Mere	£5,633	£5,633	£7,600
Westbury Jnrs	£2,774	£2,774	£2,774
Westbury Infants	£950	£0	£0
The Avenue	£11,460	£11,460	£11,460
Studley Green	£11,420	£11,420	£11,420
Salisbury Manor Fields	£7,600	£7,600	£4,750
Harnham	£13,110	£13,110	£14,250
Durrington	£18,110	£18,110	£14,250
St Dunstan	£0	£0	£0
Wansdyke	£19,871	£19,871	£14,668
Holy Trinity	£11,400	£11,400	£11,400
Total	£172,336	£167,520	£153,631

Assumptions

- i. The costs populated in this spreadsheet were obtained on 3rd June 2010.
- ii. All costs represented here are estimates based upon the known transport commitment for the network as at 3rd June 2010.
- iii. Costs against pupils attending the same school will in some cases be the same. This is because they are sharing and the cost against them is a proportion of the total annual costs.
- iv. All costs shown are full academic year costs.
- v. It is highly likely that these costs will change over the period they are depicting. This will be due to pupil movements and contractual changes, therefore these figures can only be estimates as of 3rd June 2010.

Version 4 May 2010 Complex Needs – for resource bases in single schools

Service Level Agreement

This agreement is between Wiltshire Council and X school. It relates to the resource base at the school for pupils with complex learning needs.

Resource bases are an essential element on the continuum of provision in Wiltshire for pupils with special educational needs. While the Local Authority (LA) endeavours to maintain pupils within their local mainstream schools, with support as appropriate, resource bases offer specialist provision for pupils with statements of special educational needs (SEN), along with opportunities for the planned integration of these pupils, which may not be readily available in either mainstream or special schools.

1. Nature of needs met

Primary needs

- i. Learning difficulties, generally in the range of moderate and severe learning difficulties, with additional associated needs.
- ii. Modifications to the mainstream curriculum required to enable access, despite suitable modifications pupil may fail to attain at the age appropriate level.

The pupil requires additional support above that which is available in mainstream schools and will benefit academically and socially from a place in the resource base. The pupil will be able to achieve a degree of mainstream inclusion with support for at least part of each week by the first Annual Review following placement. It is recognised that inclusion can relate to location, social interaction or be for learning. Each individual's needs, targets and progress over time will be considered when planning inclusion for pupils.

Associated needs may include

- i. Autistic Spectrum Disorder/Social and Communication Difficulties up to the level that would normally be met through the support of a statement of special educational needs in a mainstream school.
- ii. Speech and language difficulties up to the level that would normally be met through the support of a statement of special educational needs in a mainstream school.
- iii. Physical or medical needs that can be met in the resource base e.g. sensory impairment, toileting.
- iv. Behavioural, emotional or social difficulties occurring as a result of the primary need that could reasonably be expected to abate when the primary need is being appropriately met.

Possible changes of placement will be considered via the annual review of a pupil's statement of SEN. The school must alert the LA, in advance, of the annual review meeting, if there is likely to be any discussion regarding an alternative placement.

2. Number of pupils able to access the resource base

The resource base's capacity is X!. This takes account of the physical space dedicated to the resource base and the provision of opportunities for integration across the school.

The number of pupil places that the resource base will be funded for in each financial year is confirmed in writing annually. This figure ensures sufficient funding for the school to maintain the provision for the number of pupils to be admitted. Whilst planned places will be determined annually, changes will only be made to reflect longer term trends rather than shorter term cyclical variations in pupil numbers. If the number of pupils placed is significantly below the number of places funded, arrangements will be made to re-deploy centre capacity, see section 10, Sharing Expertise, below. In exceptional circumstances the LA may need to consult with the school about placing a pupil above the agreed numbers, see section 4, Admissions below.

The number of pupil places to be funded is set for each financial year at the annual monitoring meeting, see section 12 and appendix A.

3. Age range of pupils

Pupils accessing the resource base are of statutory school age, from the reception year through to year six.

4. Admissions

The LA, having the ultimate statutory responsibility to secure provision for children and young people as set out in their statements of SEN, determines admission of pupils to resource bases. Pupils are allocated a place in the resource base by the LA following a meeting of the SEN Panel where their needs are discussed and placement is thought suitable on the grounds that:

- their statement of SEN sets out provision that cannot easily be met in a mainstream school with extra support provided through a statement of SEN
- a full time place is required
- they have a complexity of need that will require teaching and support staff with specialist training
- they require some teaching strategies that can only be delivered outside a mainstream class setting.

The SEN Code of Practice places a duty on the LA to consult with the school before naming the school in a final statement of SEN. It is appropriate for the governing body to formally resolve to delegate this responsibility to the headteacher. In all cases where a resource base placement is sought the LA will consult with the school about the suitability of the placement with particular emphasis on the ability of the resource base to meet the pupil's needs and the possible effect of the admission on other pupils in the resource base or in the main body of the school. The LA will make every effort to consult well before the proposed admission by sending the school a proposed statement and appendices. The usual response time allowed to schools is fifteen working days, this can be adjusted to take the longer school holidays into account.

In making any representations to the LA the school should base these on the pupil's statement and the written advice on which it is based. If the school has any concerns about the proposed admission it is always necessary to consider what reasonable steps can be taken by the school or the LA to overcome concerns in the light of both the SEN Code of Practice (8:58 and 8:59) and current disability discrimination legislation (Disability Rights Commission www.drc-gb.org). Should concerns remain they must be raised on the consultation form that is sent by the LA to the school. This information could be made available to the pupil's parents/carers as LA files are open. The details of the school's representations could be made available to other parties particularly if there were to be a dispute over admission.

In considering any responses by the school the LA will refer to this agreement, particularly in relation to the type of needs which the resource base meets. The final decision as to placement must rest with the LA in accordance with the SEN Code of Practice and its responsibilities to provide school places.

In exceptional circumstances the LA may consult with the school about placing a pupil over and above the agreed numbers. This may occur when a parent expresses a preference for the particular resource base, the LA has a duty under section 8.62 of the SEN Code of Practice to comply with that preference unless it believes that:

- the placement would not meet the pupil's needs
- it would disadvantage other pupils at the school, or
- it would be an inefficient use of resources.

Issues that might be taken into account would be undue demands on staff and a very considerable imbalance of placements in a particular year group.

The general number of pupils able to access the resource base has been set at a level where the provision for the resource base pupils is compatible with the satisfactory education of the mainstream pupils within the school. Only in circumstances where an additional placement in the resource base would not significantly disadvantage other pupils at the school, and be an efficient use of resources will an additional place be agreed. Additional funding, proportionate to the total funding for the resource base, will be allocated solely for the time that the pupil is additional to the number of pupil places funded.

In cases where the SEN and Disability Tribunal (SENDIST) rules that a pupil is placed in the resource base, despite objections by the LA and representations by the governors that the placement would not be appropriate, SENDIST's ruling is binding upon the LA and upon the school.

5. Purpose of the provision

The resource base enables provision to be made for pupils whose needs are difficult to meet in mainstream schools. The pupils have learning difficulties, generally in the range of moderate and severe learning difficulties, with additional associated needs. Meeting a pupil's associated needs sometimes has to be the priority to enable their learning needs to be addressed. The resource base works to remove barriers in order that each pupil can make good progress from their starting point, as judged by using the Progression Guidance (2009) DCSF Ref: 00553-2009BKT-EN and any subsequent updates to guidance about progress for pupils with SEN.

The resource base works with pupils, parents/carers, other mainstream schools and LA support services with the aim that, whenever possible and appropriate, pupils become fully integrated into a primary school close to their home prior to the beginning of year 6. Links with each pupil's local school are crucial to support this, and importantly even if a pupil continues to be placed in resource base provision until the end of year 6, it enables the establishment of peer group relationships prior to primary-secondary transfer.

The school will prepare and maintain a policy statement for the resource base, outlining its provision, philosophy and its relationship with the school as a whole. The policy must reflect this agreement and be drawn up in consultation with the LA, with written comments being sought from the LA. The policy statement should be kept with this document.

6. Curriculum

The resource base enables a personalised approach to the curriculum which is flexible and anticipates individual needs. Pupils have access to the full curriculum accessed through specialised teaching informed by relevant agencies. At different times pupils may require a mixture of small group, individual and class teaching. The provision map for the resource base should be kept with this document.

Pupils are placed in the resource base because of their need for specialist support within a mainstream setting. An important element of the work undertaken by the resource base is the availability of integration opportunities. Appropriate provision that meets the needs of resource base pupils enables integration into mainstream activities with peers of the same or similar age for part of the week by the time of the first Annual Review of a pupil's Statement of SEN following placement. It is recognised that inclusion can relate to location, social interaction or be for learning. Each individual's needs, targets and progress over time will be considered when planning inclusion.

The resource base put into place appropriate transition arrangements for all pupils joining or leaving the resource base, for example visits and books of photographs. Ongoing links are maintained by the resource base with each pupil's local mainstream primary school, for example invitation to Annual Review meetings. This facilitates pupils returning full time to mainstream, if appropriate, or if that is not possible having peer group links to support transition to secondary school.

7. Working with parents/carers and other agencies

The resource base works in partnership with parents/carers. This is vital to achieve the best outcomes for pupils. A range of means are used to support communication. It is recognised that the amount and type of contact necessarily varies between families and over time, with transition into and out of the resource base being particularly crucial times.

As part of the school's SEN information for parents the operation and funding of the resource base should be set out distinctly from the SEN provision for pupils on the main school role. The resource base may also wish to provide resource base specific information for parents based upon the resource base policy statement, see section 5, and the resource base's provision map, see section 6.

As a necessary part of Wiltshire's pattern of specialist SEN provision it is important for the resource base and LA services to maintain effective ongoing links. Engagement in multi-agency working is important.

Effective liaison with parents/carers and associated professionals facilitates a clear understanding of each pupil's holistic needs, and how best to enable pupils to achieve their potential.

8. Staff

Pupils attend the resource base to access a high level of expertise and an enhanced staffing ratio.

The school employs additional staff including both teachers and teaching assistants (TAs), for the resource base. If resource base staff do not hold relevant specialist qualifications when appointed they will be supported by the school in working towards gaining them.

Resource base staff have an understanding of developmental progression in learning across the curriculum for pupils with attainment within the P levels. They are able to tailor appropriate activities that support pupils to make small steps of progress.

The induction of all school staff includes information about pupils with complex learning needs. Systems are in place to ensure that all staff are regularly updated about resource base pupils.

The overall training programme will be decided by the headteacher in conjunction with resource base staff and should seek to address priority requirements as well as linking with the whole school training programme.

The LA will maintain an overview across resource bases of staff qualifications and necessary skills development and facilitate priority training.

9. Premises

The school meets the day to day premises costs associated with the resource base. Any proposal by the school to relocate, or make major adaptations to, accommodation must be fully agreed with the LA at an early stage.

The upkeep and maintenance of furniture and equipment is the responsibility of the school.

10. Sharing expertise

The resource base maintains ongoing links with other primary school resource bases for complex needs. This is facilitated by the LA.

The resource base shares its expertise with other mainstream schools supporting continuous professional development through the delivery of a twilight session at least three times a year.

The LA may approach the school to request that aspects of the resource base's expertise contribute to the provision needed by a pupil with a high level of need who is attending a different school. This outreach activity will not be arranged to the detriment of resource base pupils. If there are any additional costs when the resource base is full, i.e. has the number of pupils it is funded for, these will be met by the LA.

If when numbers of pupils are considered at the annual monitoring meeting, see section 13, should the resource base will be operating with fewer pupils than it is funded for, see section 2, a plan will be drawn up between the LA and the school about how to best use this capacity funded from Dedicated Schools Grant for the benefit of pupils with learning needs who attend other Wiltshire schools. Whenever such an arrangement is put in place it will be formalised in a separate written agreement and promptly reviewed if circumstances change during the year.

11. Management

In delegating funding for the local management of resource bases it is necessary to strike a balance between the statutory strategic role of the LA and the managerial authority of the school. Both parties need to be clear about their respective responsibilities:

- the LA will secure provision through an arrangement with the governing body. This arrangement specifies the number of planned places and the type of needs to be met
- the LA will monitor individual placements through the statutory annual review process
- the LA will determine admissions in accordance with the SEN Code of Practice and the criteria set out for the resource base
- the LA will control funding arrangements and set the number of planned places on an annual basis following consultation with the school
- the Headteacher will be responsible for the day to day management of the resource base, ensuring that available resources are deployed to make the provision set out in pupils' statements of SEN.

Line management of the resource base is the responsibility of the school. The governing body and headteacher exercise the same range of responsibilities as for other staff employed in the school.

The LA recognises the advantage of staff appointed to the resource base also having responsibilities within the rest of the school but this must not undermine the needs of the resource base pupils. The LA recommends that resource base responsibilities should be distinct and separate from whole school responsibilities including those of the SEN co-ordinator (SENCO). Funding for the responsibilities of the SENCO is included within the mainstream element of the school's budget. Whilst resource base staffing might be deployed in conjunction with the mainstream school's SEN provision it is important that the resources allocated for the resource base can be accounted for separately.

12. Funding arrangements

The school budget receives an additional budget share for the resource base. It is anticipated that this additional delegated budget share will be deployed to fund the resource base provision. The funding for the resource base is designed to cover all aspects of resource base provision e.g. teaching, support staff, lunch time cover, clerical support and non-staff costs such as suitable waste disposal facilities and protective equipment required by staff associated with pupil's toileting needs.

Each year a moderation exercise is conducted by LA staff in conjunction with all the schools who host a complex needs resource base. The moderation process will check which resource base pupils are in each banding category and confirm any changes for the next financial year. Following this a separate process will confirm the number and level of planned places for the following financial year.

This process will normally be conducted in October so that the outcome informs the budget setting process prior to the next financial year. An annual funding statement for the resource base will be produced by the LA for the school which summarises the number of planned places, the level of pupil need and level of funding.

If, in exceptional circumstances, a pupil is placed in the resource base above the agreed number for the financial year an additional payment will be made to the school.

If the governing body is being asked to accept a pupil whose requirements are obviously well in excess of the definition of the needs to be met from the resource base, as defined by the SEN Panel, then an exceptional needs allocation may be made. It is unlikely that exceptional needs payments will be necessary in more than one percent of the total number of planned resource base places e.g. a pupil with needs commensurate with those usually met through the resource base who also has a very high level of sensory impairment.

13. Monitoring arrangements

Both the school and the LA have a responsibility to monitor and evaluate the effectiveness of the resource base to ensure appropriate pupil progress and value for money as well as to inform the resource base, school and LA development plans. Evaluation will be informed by reference to the purpose of the provision, section 5 above.

Monitoring is achieved in a variety of ways including:

- through Individual Education Plans (IEPs) drawn up in conjunction with pupils, parents/carers and other services and the Annual Review of Statements of SEN
- as part of the school's pupil tracking and performance monitoring
- via annual monitoring.

The joint school and LA annual monitoring will include: consideration of pupil progress; the provision map for the resource base; the school's policy statement for the resource base; the LA's support and engagement with the resource base; feedback from parents, carers and pupils; and consideration and endorsement of this service level agreement.

14. Duration and termination of the agreement

The arrangement for there to be a resource base at the school is binding on both parties until further notice. The arrangement can be subject to formal review but cannot be terminated by either party without due processes being followed and the publishing of Statutory Notices with final determination by the Secretary of State.

15. Disagreement resolution

If parents/carers have a concern relating to the resource base the usual first step is to speak to resource base staff. If necessary, parents/carers should then follow the school's complaints procedure which is available from the school office.

If a school has a concern relating to the resource base this should initially be raised with the LA staff member responsible for the annual monitoring meeting. If necessary reference can then be made sequentially to: the Head of SEN; the Service Director - Department for Children and Education; and, the Director - Department for Children and Education.

Endorsement of this document

On behalf of school		On behalf of LA		Date
Name	Signature	Name	Signature	