



Resourced Provision for Children with Special Educational Needs and Disabilities

Consultation

12 June – 26 July 2017

Resourced Provision for Children with Special Educational Needs and Disabilities

Introduction

In 2003 Cumbria County Council adopted a policy for children with special educational needs and disabilities (SEND). Part of this was the development of Resourced Provision which works alongside dedicated special schools in Cumbria.

What is Resourced Provision?

Some primary and secondary schools received extra funding to develop expertise and provide support to children within a specific category of special educational need. This included hearing or visual impairments, physical disabilities, emotional and behavioural difficulties. This meant that fewer children had to go to dedicated special schools, and could attend mainstream schools with other children of the same age.

Although Resourced Provision was a positive step, this was not split equally across the county. It was not always placed to support good progression routes from primary into secondary school, and onwards into further education. There have also been several legislative changes for children with SEND, most recently via the Children and Families Act 2014. In addition a number of the key drivers to the 2003 strategy have changed:

- The pattern of need has changed significantly
- Building improvements have made more local schools accessible for children with physical disabilities
- A large reduction in requests for resourced provision for physical medical needs
- Many more schools have improved their support for children with a wide range of medical conditions
- Hearing and visual impairment needs are directly met through support into a child's local school
- The current model for Resourced Provision means some schools have more admission requests from children with Education, Health and Care Plans. This can jeopardise the ability of those schools to meet the needs of all children.

Because of these changes we are reviewing our current Resourced Provision model.

We want to encourage schools and others to come forward with their own ideas about the future of resourced provision and the pupils who currently use it. Some discussions have already taken place about links between special and mainstream schools about colocation, and these ideas need to be considered as part of this wider process.

What is this consultation about?

As part of our review of our current Resourced Provision model we are seeking to:

- Remove provision for which there is little demand or where need can be met through more local solutions
- Develop fair provision across the county so that, regardless of where children live they can expect the same level and quality of provision
- Recognise the growth in population with needs on the autistic spectrum
- Seek to develop a model of provision which does not adversely impact on schools' admission arrangements.

Proposals

To address and respond to the issues raised above this consultation focuses on three key proposals for the future of resourced provision in Cumbria:

- 1. That given the current patterns of demand for resource provision and the ongoing enhancement of the school estate to allow access for children with physical disability, all designations of resourced provision, except autism, cease.**
- 2. That resourced provision for autism is reviewed to ensure equity of, and improved access to, provision across the county.**
- 3. That this review seeks to identify collaboratives of schools to become resourced provision for autism. This will increase the place funding available to support autism expertise and support in resourced provision, and will increase the number of schools in which it is available. It will also ensure that no single school sees a disproportionate intake of children with and Education, Health and Care Plan (EHCP).**

Questions and answers

What does this mean for Children and Young People?

- No child currently attending resourced provision in any school will be required to change schools to access the appropriate level of support.
- Children with additional support needs specified in their Education, Health and Care Plan (EHCP) will continue to receive the same level of support they currently receive until their EHCP is reviewed and a change required.
- Children previously required to move schools to receive autism support should increasingly be able to attend a more local school as a result of the formation of collaborative networks.
- Fewer children will need to attend provision outside the county.

What does this mean for schools?

- The reconfiguration of resource provision places may mean changes to where places are commissioned, and consequently the current funding that schools receive for commissioned resource provision places. The national changes to the mechanism for funding resource provision is not expected to significantly change the current allocation of £10,000 per place and in some circumstances the allocation may be higher than £10,000 per place. Schools which currently have pupils attending resourced provision would continue to receive additional place funding based on the actual number of children attending until all children have left the school and the resourced provision is formally withdrawn. No new resourced provision places would be commissioned other than for autism support.
- Collaboratives of schools offering autism support across a discrete area would be allocated place funding in line with the national regulations for funding resource provision, which currently are £10,000 per place and from April 2018, will comprise AWPU and other pupil factors + £6,000 per filled place, and £10,000 per place for any additional commissioned places.
- Place-led funding would be allocated to the collaborative, and can be allocated to any school within it to support pupils with autism.
- Achieving the High Needs Recovery Plan may reduce the likelihood of any further impact on school budgets of supporting the High Needs budget pressures.

What does this mean for Cumbria County Council?

- The ability to support children within, rather than outside the county will produce significant revenue savings, whilst maintaining/improving the level of support available to individual children
- All of the funding set out relates to the Dedicated Schools Grant, so there would be no financial savings for the county council. Any reduction in expenditure on SEND would revert to the High Needs Block as set out above to support the High Needs Recovery Plan.

How many schools currently receive Resourced Provision?

There are currently 23 schools with resourced provision; 1 nursery, 12 primary and 10 secondary schools. In addition, 5 nursery schools also receive additional funding each year for 2 resourced provision places, although the type of need is not specified, and these are not formally designated. Furthermore, Sandside Lodge Special School is being developed as an Autism Centre of Excellence with resource provision places for autism being commissioned comprising 8 places in 2017-18 and a proposal for 20 places from April 2018.

How is Resourced Provision currently funded?

Resourced provision is funded separately to the main school budget. Currently, each designated place attracts £10,000 place funding from the High Needs Block. Each pupil in a resourced provision place receives additional top up funding via their Education, Health and Care Plan (EHCP). Where pupils are in resource provision and are included on the school census, they are deducted from the school census for the purpose of calculating the Schools Block funding formula. This means that schools do not receive the Age Weighted Pupil Unit (AWPU) and additional funding factors for these specific pupils as this funding forms part of the £10,000 place funding allocation. Schools are funded on the basis of a notional number of places which have remained at a similar level since 2014, with some minor amendments.

How is Resourced Provision going to be funded from next April?

From April 2018, there will be national changes to resourced provision funding. Pupils in resource provision at the census date will no longer be deducted from the census for the purpose of calculating the funding formula, and as funding for these pupils will now come through the funding formula, the place funding allocation from the High Needs Block will be £6,000 rather than £10,000. When taking into account the formula factors plus the £6,000 place funding, it is not expected that the funding will differ significantly to the current model of £10,000 per place and in some instances will be higher than the £10,000 per place. As currently, there will then be the top up above this level via the Education, Health and Care Plan (EHCP). This will comprise a top up above the £6,000 received from the High Needs Block. Where resource provision places are commissioned without pupils currently in those places, the funding will comprise a £10,000 allocation from the High Needs Block.

What does this mean financially for Cumbria County Council?

The county council High Needs budget is substantially overspent, and a recovery plan is in place which incorporates the reshaping of resource provision as set out in this informal consultation. The current mismatch between needs and available provision is placing pressure on school budgets and the Dedicated Schools Grant (DSG) more generally. Absence of appropriate provision has led to an increase in the number of children being placed in independent specialist provision at significantly higher unit cost than Cumbrian provision would incur. We believe that improving the accessibility of autism provision within the county will substantially reduce the sums spent on out-of-county provision; this amounted to over £2.2m in 2016-17 and could, instead, be used to provide support within the county.

We also believe, given the number of SEND children who attend mainstream schools, and who no longer require specially resourced provision, that there is no longer a need to maintain the current range of resourced provision across the county. As explained above, the savings achieved from the review of resource provision will support the High Needs Block recovery plan, which was recommended by the Cumbria Schools Forum, and approved by the Council's Cabinet in December 2016.

Where can I find out which schools in the county currently receive Resourced Provision funding?

A complete list of the designated schools, the category of need(s) catered for, the number of places available, the number of children attending at September 2016, and the funding made available is available online at www.cumbria.gov.uk/resourcedprovision. A map showing the geographical distribution of these schools across the county by phase and category of designation is also available.

What are schools with Resourced Provision expected to provide?

Using the funding received resourced provisions are expected to maintain a level of expertise through a qualified specialist teacher and where appropriate qualified teaching assistants. This does not necessarily mean appointing additional staff and may mean training current staff to have the expertise required.

How has the Special Educational Needs population changed in Cumbria?

Since the original establishment of resourced provision there has been a significant change in the need profile of Cumbria's SEND population. Cumbria profile of special educational needs 2002 to 2016:

Need Area	Number of Statements April 2002	Number of Education, Health and Care Plans September 2016	Trend
Autism	123	764	<i>Rising</i>
Speech Language and Communication Need	262	540	<i>Rising</i>
Severe Learning Disability	253	489	<i>Rising</i>
Social, Emotional Wellbeing and Mental Health	360*	323	<i>Falling Changed definition</i>
Physical/ Medical and/or Physical Disability	162	257	<i>Rising</i>
Profound and Multiple Learning Disabilities	39	94	<i>Rising</i>
Deafness	76	58	<i>Falling</i>
Moderate Learning Difficulty	498	42	<i>Falling</i>
Specific Learning Difficulty (Dyslexia)	140	39	<i>Falling</i>
Blind	21	37	<i>Rising</i>
Other	0	3	<i>N/A</i>

*Behaviour, Emotional and Social Difficulty up to September 2014.

Added to this, there has been ongoing investment in school buildings and facilities across the county to improve accessibility for children with SEND. This has meant more children being able to access the school of their parents' choice without having to be placed in a specially resourced school. Children with dyslexia and many of those with physical disabilities, learning difficulties are now able to attend a local school without any further specialist provision.

How will we tackle the growth in population with needs on the autistic spectrum?

The number of children diagnosed with autism has increased significantly, and this has resulted in some schools admitting very high numbers of autistic pupils, including applicants for non-resourced places where the child has an EHCP and autism is identified as the main category of need.

This is because those schools have gained a deserved reputation for the help they can give to children with autism, but these are not necessarily close to the children's homes, and it does mean that some schools (notably All Saints', Settlebeck and Vickerstown) are finding it increasingly difficult to provide the support required, with a disproportionate intake of children with EHCPs.

The growth in severe learning difficulties and profound and complex learning difficulties will be addressed through an expansion of special school provision by co-location. This will see mainstream schools partnering with special schools in the county to offer specialist support more widely across the county. We expect to firm up such proposals as part of this current exercise, with specific proposals put forward during the autumn term.

What will this mean for deaf children?

The number of profoundly deaf children requiring resourced provision is very low. Those whose language is British Sign Language (BSL) will, in most cases, require access to specialist provision in order to ensure the appropriate level of social interaction. Recent experience shows that bespoke provision can be developed in a setting local to the child's home rather than the child having to travel to specialist resourced provision which may be a considerable distance away. Provision is built around the child rather than the child placed in a provision. Where a child is profoundly deaf and has associated learning disabilities and/or other disabilities or medical needs a special school is in most cases the appropriate environment.

What will this mean for those with severe learning difficulties?

The number of children with severe learning difficulties (SLD) is increasing, largely because the number of children surviving premature and complex births has increased. These children cannot usually be catered for in a mainstream setting, so part of this consultation will be a consideration of how special school provision can be developed in order to provide for these children within the county.

Currently the needs of this group are met in our 5 special schools and in some SLD resourced provision. Demand for special school places is growing and there is a need to expand the availability of these places without growing individual place settings to a point at which they lose their unique character. The mechanism by which this can be achieved is to seek opportunities to co-locate special school provision with mainstream schools. This can be either through the development of existing available space within a school or through capital investment. This would enable an expansion of the reach of special schools and the sharing of expertise and curriculum opportunities between special schools and partner schools. This model has successfully operated in a number of local authority areas.

What will this mean for those with social, emotional wellbeing and mental health issues?

Whilst the number of children presenting with Social, Emotional Wellbeing and Mental Health issues has decreased, they have increasingly complex needs, which usually cannot be accommodated in a mainstream school. As with SLD, we will need to consider through this consultation how best alternative provision and other specialist provision in the county can be developed to meet those needs. This is also true for children with physical disabilities and profound and multiple learning difficulties, where numbers are rising, but where provision is lacking.

How to get involved in the consultation

The consultation runs from 12 June to 26 July 2017. You can respond by post, using the form at the back of this document, or online at www.cumbria.gov.uk/resourcedprovision . All views submitted will be taken into account before any final decisions are made. Further questions can be sent via email to rpquestions@cumbria.gov.uk

Drop in events

If you would like to find out more, you can also attend one of the consultation events being held across the county. For the latest information including details of venues, dates and times visit www.cumbria.gov.uk/resourcedprovision

What will happen next?

This informal consultation period comes to a close 26 July 2017, we will review all feedback and develop a proposal for formal consultation later in September. There will be a further consultation in the future focusing on the provision available in individual schools, and prior to any changes being made.

Further consultations will be undertaken on the nature of the provision proposed for individual schools and areas of the county during the autumn term, once the results of this consultation have been taken into account. We do not currently envisage any changes being implemented prior to September 2018, although this will depend on the options chosen. Some empty places may be decommissioned in 2017-18. The date(s) for any changes to be made will be included in the further consultation planned for the autumn term.

Consultation response questionnaire - your views

Please use this form to share your views on our proposals for Resourced Provision. An online version of this questionnaire is also available at www.cumbria.gov.uk/resourcedprovision

About you

Name (please print) _____ Date _____

Organisation _____

Address _____ Postcode _____

I am a *(Tick all boxes that apply)*

- Parent/carer of a child who attends resourced provision Member of staff at a resourced provision school Governor at a resourced provision school Other

If other has been selected please specify _____

Your views

Do you agree with the principle of removing all resourced provision designations except autism?

Yes No

Do you agree with the expansion of specialist autism provision in the county?

Yes No

Please provide any additional comments overleaf...

Please provide any additional comments below. *Attach additional sheets if required*

Returning your feedback

Please send your completed feedback form to Caroline McLeod, Economic Development and Infrastructure Planning, Parkhouse Building, Kingmoor Business Park, Carlisle CA6 4SJ

Data Protection

All the data you supply on this form will be held and used in accordance with the Data Protection Act.

Purpose

The information you provide on this form will be considered by the council as part of its consultation on Resourced Provision. Any personal information you supply on the form is confidential. The council will only publish aggregate or summary results from the consultation which will not identify individuals.

Storage

The information will be stored securely in a database and only accessed by members of the programme team.

Time

The information will be stored for 2 years after the consultation closes and will then be deleted.

If you require this document in an alternative format (eg CD, audio cassette, Braille or large type) or in another language, please telephone **01228 226610**.

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