

SEN Improvement Test – New Arrangements for Resourced Provision for pupils with Complex Learning needs – Beeston Hill St Luke’s Church of England Primary School (Voluntary Aided).

Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment	<p>A proposal to expand Beeston Hill St Luke’s Church of England Primary School from a capacity of 315 pupils to 420 pupils with an increase in the admission number from 45 to 60 and to establish a Resourced Provision for pupils with Complex Communication Difficulties including children who may have a diagnosis of ASC (Autistic Spectrum Condition) for approximately 8 pupils with effect from September 2019</p> <p>The new service arrangements will enable children and young people to attend a local mainstream school, including a differentiated curriculum and including access mainstream social and wider curriculum activities. A specific resource base within the school would support their inclusion in mainstream school.</p> <p>Beeston Hill St Luke’s is an Ofsted rated Outstanding School.</p>
Improved access to specialist staff, both education and other professionals, including any external support and/or outreach services	<p>The Resourced Provision will be led by specialist staff with expertise and skills in supporting pupils with Autism and who will develop and support the whole school approach and curriculum. This will encompass an inclusive ethos to enable children to be included and valued.</p>
Improved supply of suitable places	<p>This provision will form part of a continuum of provision in Leeds which enables high quality learning places within mainstream school, in areas of the city where there is demand for places. It would therefore add to the quality of provision for pupils with SEN.</p>
Clearly shows how the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible	<p>Consultation on the proposal took place from 11 September to 6 October 2017, involving parents of pupils at local primary schools, governors and staff of the school, nearby schools, local residents, the diocese, Councillors, MPs, and parents and residents groups including EPIC (Empowering Parents, Improving Choices) and Beeston Hill Residents and Tenants Association. The majority of those who responded supported the expansion of the school and the proposal to establish Resourced Provision for pupils with special educational needs (SEN).</p> <p>To ensure maximum engagement with families we asked the school to promote the consultation on the proposal through their usual methods of communication such as the school website and by sending letters home to the parents of children attending at the school and school nursery. Documents used during the consultation were available from the school and via links to the council’s webpage. These documents could be requested in different languages. Informal consultation drop in sessions took place at the school which provided an opportunity for</p>

	<p>stakeholders to meet council officers, ask questions and to tell us what they thought of the plans. These sessions were planned at the school.</p> <p>Any pupils that will be placed in the Resourced Provision in the future will be through parental preference and through the statutory process of the Education Health and Care process.</p>
Clearly state arrangements for alternative provision.	If no provision is available then we risk not being able to place children in their local area and increase the need for pupils to travel to schools further away. There is also a risk in the increase of out of area places.
Specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN/disabled c&yp	Children who attend the Resourced Provision may be eligible for travel assistance in line with the Leeds City Council Transport policy. Providing local mainstream Resourced Provision supports the vision to keep children at their local schools, reducing the need for long distance travel.
Specify how the proposals will be funded and the planned staffing arrangements that will be put in place.	The Resourced Provision revenue (staffing) would be funded through the High Needs Block. The school would be responsible for the staffing and running of the Resourced Provision. The school is clear on the funding model and are satisfied that they can put in place high quality provision within that budget.

SEN Improvement Test – New Arrangements for Partnership provision for pupils with Complex Learning needs – Brigshaw High School and East SILC

Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment	<p>The East SILC has been rated as a 'Good' school by Ofsted.</p> <p>The East SILC Partnerships with mainstream schools continue to be oversubscribed and the demands of places continues to grow. In order to address this and to expand and improve provision the SILC is considering the need to relocate the 16+ pupils from Temple Moor High School (where there is an existing Partnership with the East SILC) and to create a bespoke setting for these students at Brigshaw High School. This would enable the East SILC to put in place high quality specialist provision. The provision/curriculum offered would mirror what the pupils are receiving now, and could be developed further. This proposal would not only create capacity in the existing secondary partnership (Temple Moor High School) but could also release places at our main site (John Jamieson School).</p> <p>This proposal is in line with the authority's Preparation for Adulthood Strategy. To develop a partnership with Brigshaw High School would meet the social and academic needs of pupils as well as support them to achieve their aspirations for the future.</p>
Improved access to specialist staff, both education and other professionals, including any external support and/or outreach services	Brigshaw High School are in agreement with the Partnership development. A space has been identified which will provide a number of rooms for the main teaching space. Young people would benefit from the opportunities of mainstream access as well as specialist teaching. The young people at Brigshaw High School would also be able to access the provision if required. Future development will also be about intending to develop the partnership into KS3 and KS4, which would also increase SEND provision.
Improved supply of suitable places	This proposed Partnership will allow places for pupils in a key part of the city where demand outstrips places and for pupils with complex learning and Autism. Developing the Partnership also releases space at the main East SILC site, which increases the number of overall specialist places available.
Clearly shows how the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible	The East SILC held a parent's information evening in October 2017. The proposal has been received well by families. Further consultation will be held in the Spring term with the LA and any changes to existing children and young people's placements will be held in line with the statutory annual review process which takes into account the views and wishes of families.

Clearly state arrangements for alternative provision.	If no provision is available then we risk not being able to place children in their local area and there will not be sufficient special school places in the city. This puts pressure on the out of area places. This partnership will increase spaces in the city by 25 overall.
Specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN/disabled c&yp	Children who attend the Partnership may be eligible for travel assistance in line with the Leeds City Council Transport policy. Transport have been consulted as part of these proposed changes.
Specify how the proposals will be funded and the planned staffing arrangements that will be put in place.	The Partnership will be funded through the High Needs Block and the East SILC and is a sustainable model. There will be further capital improvements that will be needed to support access and enable young people to attend.

SEN Improvement Test – New Arrangements for Partnership provision for pupils with Complex Learning needs – Carr Manor Community School (Primary)

<p>Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment</p>	<p>Carr Manor Community School is an Ofsted rated 'Good' school with Outstanding Leadership and Management.</p> <p>The proposal is to expand Carr Manor Community School from a capacity of 210 to 420 pupils in its primary phase and to increase the admission limit in reception from 30 to 60 pupils from September 2018.</p> <p>The proposal also includes provision for pupils with Complex Communication Difficulties including children who may have a diagnosis of ASC (Autistic Spectrum Condition) from September 2018 for approximately 12 pupils (6 primary, 6 secondary). This will enable a consistent through-school approach for pupils with ASC and enable access to mainstream teaching and the wider social activities that the whole school offers.</p> <p>The SEN provision would also allow for some of our most vulnerable learners with ASC (Autistic Spectrum Condition) who often have the academic ability but who are displaced from learning as a result of their social difficulties and anxiety, the chance to access mainstream school. This would be a city-wide provision taking into account the growth in all areas, but particularly for children living in the North East of the city. The ASC provision would give the individual pupil a flexible and tailored education as well as providing a safe space within the school. This would be supported by specialist and experienced staff supporting teaching and learning. Pupils would feel safe and have full access to the broad and balanced mainstream curriculum. The aim of the provision would be for pupils to access mainstream most of the time. Providing ASC places from primary to secondary in one provision would allow for effective transition planning supporting the authority's drive to improve young people's preparation for adulthood. Provision within Carr Manor Community School supports the authority's drive to make Leeds' provision accessible and inclusive.</p>
<p>Improved access to specialist staff, both education and other professionals, including any external support and/or outreach services</p>	<p>The Resourced Provision will be led by specialist staff with expertise and skills in supporting pupils with Autism and who will develop and support the whole school approach and curriculum and this will incorporate an inclusive ethos to enable children to be included. This will be developed in conjunction with the specialist support services within Complex Needs as well as including families in the development of the design of the provision.</p>

Improved supply of suitable places	This would provide for 12 pupils in an area of the city where there is a demand and for pupils with higher functioning ASC. This will improve the suitability and supply of places.
Clearly shows how the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible	<p>A formal consultation process was followed and to ensure maximum engagement with families we asked the school to promote the consultation on the proposals through their usual methods of communication such as the school website and newsletters. Documents used during the consultation were available from the school and via links to the council's webpage. These documents could be requested in different languages. Informal consultation drop in sessions took place which provided an opportunity for stakeholders to meet council officers, ask questions and to tell us what they thought of the proposal. These sessions were planned at various times throughout the day to ensure we were available to speak to people at convenient times and to assist working parents/carers and residents.</p> <p>The design of the future provision will need to include the views of young people and their families as they have a great deal of expertise and experience about what works well.</p>
Clearly state arrangements for alternative provision.	There is a lack of provision in the city for pupils with higher functioning ASC. This provision would go some way to meet the gap in places. Currently pupils attend out of area placements such as Ackworth and Breckenbrough and the aspiration is that pupils would be able to attend a more local Leeds provision.
Specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN/disabled c&yp	Children who attend the Resourced Provision may be eligible for travel assistance in line with the Leeds City Council Transport policy. Providing local mainstream Resourced Provision supports the vision to keep children at their local schools, reducing the need for long distance travel.
Specify how the proposals will be funded and the planned staffing arrangements that will be put in place.	The Resourced Provision revenue (staffing) would be funded through the High Needs Block. The school would be responsible for the staffing and running of the Resourced Provision. The school and the LA will work closely to ensure that the funding is sustainable.

Improving provision in Leeds to meet complex social, emotional and mental health needs: closure of the provision for these needs at the Oakwood Lane site of the West Oaks SEN Specialist School and College: SEN Improvement test

Leeds City Council is re-designing our local offer of specialist education provision for children and young people with complex social, emotional and mental health (SEMH) needs (formerly known as 'behavioural, emotional and social difficulties', or 'BESD').

We aim to radically improve the quality, range and flexibility of our current provision, developing world-class education in Leeds for this vulnerable group of learners and providing more places to support our growing population.

Developments are already underway to improve provision in Leeds for secondary aged learners with SEMH needs. The current offer consists of 3 different provisions for 11-16 year olds, each under different leadership. They are based in buildings which are old and not high quality. We are bringing these provisions together into a single, unified provision with an extended age range of 10-19. This new provision will be located on different sites but led by one academy, the Wellspring Academy Trust, recognised for their outstanding provision for learners with SEMH needs. This will provide a more 'joined-up' approach and more flexibility about which site the learners can access. Sites will include a new building and refurbished buildings, designed specifically for SEMH needs, to improve accommodation.

The developments to provision for 10-19 year olds as above have already been agreed. We are now consulting on a proposal to also bring the current SEMH provision at the Oakwood Lane site of the West Oaks SEN Specialist School and College into the new single, unified 'through-school' provision under the Wellspring Academy Trust.

This would mean that the West Oaks SEN Specialist School and College would cease to provide for SEMH needs at their Oakwood Lane site from 1 September 2016. Instead the provision, staying on the same site, would become part of the new academy provision and run by the Wellspring Academy Trust.

The new academy provision led by Wellspring would become a single 'through school' offering flexible provision across different sites for the full age range from 4 -19.

This would create greater flexibility for learners who need to transition from one provision to another. In our current model, as all the provisions are run separately, transition from one site to another is not as timely and efficient as it could be. Having just one leadership and governance would make transition much smoother.

It would also mean greater flexibility about when a learner can move on to 'secondary' provision. In our current model, age ranges are fixed at 4-11 for 'primary' provision and 11-16 for 'secondary' provision. Our new model proposes to create one 'through-school' provision for all learners aged from 4-19, and to allow children aged 10 years to move into 'secondary' provision on other sites if this better suits their needs. This will allow for a more personalised approach to meeting individual needs.

Currently the range of provision to meet different complex SEMH needs in Leeds is limited. As a result, some children and young people have to access provision outside of Leeds. This can mean travelling a long way and is unfair, as other learners in Leeds do not have to do this. It is also not good value for money. Working with the Wellspring Academy, who have a great deal of experience on this area, and increasing the flexibility on transition of pupils from one provision to another, will allow us to better meet individual needs and support learners here in Leeds.

The governors at the West Oaks SEN Specialist School and College accept that there are demonstrable benefits to providing one clear 'continuum' of provision in the city which will provide children and young people with SEMH needs a clear pathway of progression through primary and secondary provision. The governors have therefore indicated their full support for the changes.

For more detailed information about these proposals or to request a copy of the consultation booklet that you can use to give your views on these proposals, please email the Capacity Planning and Sufficiency Team: educ.school.organisation@leeds.gov.uk

For more detailed information regarding SEMH provision, please contact the complex needs service's best practice team via bpteam@leeds.gov.uk, marking your email 'SEMH proposals'.

Any local authority (Council) who wants to make changes to schools providing places for children and young people with any kind special educational need (SEN) or disability, including SEMH needs, is required by the Department for Education (DfE) to show that the proposed changes meet the requirements of the 'SEN Improvement Test'.

The requirements of the test are as follows:

- Improved access to education including the curriculum, wider school activities, facilities and equipment, with reference to the local authority's Accessibility Strategy
- Improved access to specialist staff, both education and other professionals, including external support and outreach services
- Improved access to suitable accommodation
- Improved supply of suitable places

This document sets out how the proposal to improve our offer of SEMH specialist education provision meets these requirements.

The local authority proposing to make changes is also required to provide:

- Confirmation from the host school that they are willing to receive pupils with communication and interaction needs
- Confirmation of specific transport arrangements
- Confirmation of how the proposals will be funded and the planning staffing arrangements put in place

This document also provides those confirmations.

Requirements of the SEN improvement test and how the proposals above meet them:

- Improved access to education including the curriculum, wider school activities, facilities and equipment, with reference to the local authority's Accessibility Strategy

The current SEMH provision is rated 'outstanding' by Ofsted. The proposed development of a unified, multi-site provision for SEMH needs, including those pupils whose needs have been met at West Oaks to date, would be led by an academy noted for their outstanding provision and excellence in supporting SEMH needs, the Wellspring Academy Trust. We can be confident of maintaining the current high standards of practice regarding teaching and learning, wider school activities, and facilities.

Our proposed developments would also allow us to strengthen arrangements for pupils who need to make a transition from one SEMH provision to another, including pupils at the West Oaks provision. In our current model, as each provision has separate leadership and governance and operational arrangements, it can be difficult and time-consuming for pupils to transfer to another provision if it is decided that would better meet their needs. By having all the provision unified under one leadership, we can avoid these issues.

Our new provision will also have greater flexibility on the age at which pupils might access 'secondary-aged' provision. Currently the provisions have fixed age ranges of 4 -11 and 11-16. However some pupils aged 10 may have their needs better met in a 'secondary' environment. Our new provisions will allow for pupils aged 10 at the provision currently run by West Oaks to make the transition earlier if this better meets their individual needs. The whole offer of provision will also extend to 19 years.

Our Access Strategy in Leeds states:

'All children with special education needs and disabilities (SEND) and their families are entitled to equal access to services which do not discriminate on the grounds of religion, ethnic origin, linguistic background, culture, gender, disability or sexual orientation. Where services are offered, access to services, provision and inclusion may be an issue. Therefore the following considerations may be given.

- A workforce representative of the community it serves.
- Avoiding physical features that make it difficult for people with a disability and making reasonable adjustments to improve the environment.
- Improving access to information, premises, safe environment, transport and communication.
- A focus on inclusive practice and removing barriers to learning.

The Wellspring Academy Trust is fully committed to these principles and models them in their existing provisions.

The purpose of this provision is to enable access to learning for children and young people whose SEMH needs have been a considerable barrier to learning to date. Our academy sponsor has a record of excellent practice in supporting children and young people with these needs to access learning.

- Improved access to specialist staff, both education and other professionals, including external support and outreach services

If this proposal is approved, then staff currently working at the Oakwood Lane Site would become employees of The Wellspring Academy Trust, at the point when the academy conversion takes place. A formal consultation regarding TUPE arrangements would also take place at a later date, which will involve all staff affected and will include trade union representatives.

The new unified provision will benefit from support from the city's Educational Psychologist team and SEN and Inclusion team. It will also be part of a new 'cluster' of special schools in the city, who will support each other and have access to support from targeted services including family support, an emotional health and well-being lead, and guidance and support for staff seeking additional support for families.

- Improved access to suitable accommodation

The current buildings at Oakwood Lane require some renovation works. Regardless of the outcomes of this consultation, works will be undertaken to improve the building. This will improve access to suitable accommodation. During these works, learners will be supported as an interim arrangement at a nearby site which will be carefully assessed to make sure it meets their needs. This will improve access to suitable accommodation regardless of the outcomes of consultation.

Our planned developments to secondary age provisions include one new building and two existing buildings that will be significantly renovated. It is likely that many of the learners at West Oaks SEN Specialist School and College currently accessing the provision at the Oakwood Lane site, will continue to need specialist support as they grow up and move into secondary education. These developments will assure them improved access to suitable accommodation at that point of transitioning to secondary education.

- Improved supply of suitable places

For the provision at Oakwood Lane, in the proposed model, some learners at age 10 would be access the 'secondary aged' provisions. This would release more places to be available at this site for younger pupils.

- Confirmations from the host schools that they are willing to receive pupils with communication and interaction needs:

The Wellspring Academy Trust are fully committed to ensuring they provide the best provision and support for pupils with communication and interaction needs.

Confirmation of specific transport arrangements:

The usual transport policy of Leeds City Council would apply for any children or young people accessing extra places in specialist education. You can find full details at <http://www.leeds.gov.uk/residents/Pages/Childrenstransport.aspx>

Confirmation of how the proposals will be funded and the planned staffing arrangements put in place:

In November 2015 the Council's Executive Board committed to securing and investing £45 million of capital funding in a world class provision to meet SEMH needs in Leeds.

Currently substantial funding – projected to be over £3million in 2015 – is spent each year on placing Leeds children and young people with SEMH needs in provisions outside of Leeds, as their complex needs cannot be met by the limited provision we have at present. By developing a higher quality, more diverse provision, we can recoup this funding and avoid the significant costs of travel also incurred.