



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum 24 May 2012

**Agenda Item
8**

Report Status

For information/note
For consultation & views
For decision

Report Title:

Provision of Support for Pupils with Special Education Needs.

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Purpose:

This report provides an update on

- The impact of establishing new provision for children and young people with additional needs and disabilities in Haringey.
- The reduction in the Language resourced provision at Coleraine Park Primary School.
- Plans to address the proposals set out in the Support and Aspiration: A new Approach to special educational needs (DfE 2011)

Recommendations:

- 1 To note the impact of the development of the new provision at the Brook, Riverside and heartlands resourced base for young people with autism
- 2 To note the reduction of provision in the for Language resource base at Coleraine Primary school and the proposal to re allocate the funding;

3 To note work underway in response to proposals in Support and Aspiration: A new Approach to special educational needs (DfE 2011) and the proposed change to SEN Funding arrangements DfE March 2012).

1. Background.

- 1.1 This report provides an update on the impact of establishing new provision for children and young people with additional needs and disabilities in Haringey
- 1.2 The new provision has been designed to increase the number of places in borough for children and young people with complex needs and in particular for those with autism and thereby reduce the reliance on out borough independent special schools.
- 1.3 The Council's Executive approved the proposal to establish Inclusive Learning Campuses at Broadwater Farm and Woodside High School on 22nd March 2005.
- 1.4 The development involved the reorganisation of Moselle and William C Harvey Special schools into the Brook special school for primary aged children and Riverside Special School for secondary aged young people. Both schools provide for children and young people with profound and multiple learning difficulties, severe learning difficulties and autism.
- 1.5 The new schools opened in September 2011; the Brook caters for 100 planned places and Riverside 120 [laces resulting in an additional 34 places for children and young people with complex needs.
- 1.6 The Brook is co-located with the Willow primary school in a purpose built Inclusive Learning Campus at Broadwater Farm. Phase one of the building programme was completed for Key Stage 1 for both schools in September 2011 and the Key Stage 2 programme will be completed by October 2012.
- 1.7 Riverside special school is located in a purpose built facility and shares an Inclusive Learning Campus with Woodside High Academy.
- 1.8 In borough special provision was further increased by the establishment of resourced provision for 25 young people with autism at Heartlands High School. This provision opened in September 2011 and will grow incrementally in line with the mainstream admissions.
- 1.9 The new provision was created to address the over reliance on out of borough special school provision for children and young people with autism which has represented a year on year pressure on the SEN budget.

2 Current position

- 2.1 The priority over the past five years has been to get places right from the start. This has been achieved by enabling children requiring specialist provision and who are starting school or at secondary transfer to attend special schools in Haringey. This provides stability of placement and reduces the difficulties in negotiating moves in borough when places become available outside the transfer stages.
- 2.2 The Brook is full and has 100 children and young people on roll. The additional places resulted in all children being placed in borough for Reception in 2011 and in addition children who were attending mainstream schools and tuition and were on the waiting list for special schools, were also admitted. This was achieved although the building works were not completed and with the full co-operation of staff, parents/carers and the children.
- 2.3 The table below shows the impact of the strategy of placing children at reception stage in borough. This was achieved with the support of Moselle Special School who re-organised their admissions arrangements so that only children with autism were admitted to Key Stage 1 each year.

Reception children transferring to a new placement in September

(represents new placements usually moving from nursery to new placement, some of the children moved from the nursery to reception in a mainstream school)

	September 2011		September 2010		September 2009		September 2008	
	In	Out	In	Out	In	Out	In	Out
Independent Special School (Day)								
Maintained Special School	17		11	1	12		19	
Maintained Mainstream	9		22		7	2	10	
Resourced Unit	2		3		3		2	
Independent Mainstream								
other							1	
	28	0	36	1	22	2	32	0

- 2.4 Work is ongoing for Reception transfer for September 2012. There are thirteen vacancies for September (twelve at the Brook and one at Mulberry resourced provision). Indications to date show that there are 16 parental preferences for special provision, in particular for children with autism. This reflects the increasing number of children with a diagnosis of autism. It is likely that one placement will be made in the independent sector. This position is reflected in neighbouring boroughs who also report a shortfall in places for children with autism at Reception and in other year groups.
- 2.5 Riverside has 106 young people on roll. At secondary transfer in 2011 all young people requiring special school provision were placed in Haringey with two young people placed in maintained special schools in other boroughs (one in an Orthodox Jewish provision and

one in a maintained special school). Two young people who had been placed out of borough for their primary years were also admitted. This was the first year that there were no placements made in the independent sector at secondary transfer. In addition young people on the waiting list for specialist provision were admitted including three young people on tuition following a move in borough. Riverside will increase their intake incrementally over the next two years so that the planned number of children in the primary sector can be accommodated. However, any requests for special or young people moving in borough will be considered for a place at Riverside.

2.6 Secondary transfer for September 2012 shows that all young people can be placed at Riverside including four young people moving to the school from their current independent special schools.

2.7 The following table shows a summary of placements for young people with profound and multiple learning difficulties, severe learning difficulties and autism at Riverside.

2.8 STUDENTS TRANSFERRING TO SPECIAL SCHOOLS AT SECONDARY TRANSFER

YEAR	RIVERSIDE	HEARTLANDS	OUTBOROUGH
2008	5	n/a	4
2009	8	n/a	2
2010	8 <i>(including 1 moved in from OB)</i>	n/a	5
2011	7 <i>(including 2 moved in from OB)</i>	4	2 (Maintained sector Orthodox Jewish School)
2012	11 <i>(including 3 moved in from OB and 1 from Kestrel)</i>	1 2 pending outcome of SENDIST	0

2.9 The following table shows the gradual reduction in the number of children and young people placed in independent schools. The reductions have been achieved by slowing the number the new placements and the number of leavers each year.

Year	Independent day placements	Residential schools
1999-00	141	58
2009-10		
2010-11	107	34
2011-12	73	25
2012-13	68	18

2.10 The pressure on special school places for children with autism, although reduced, continues due to the following factors:

- New provision at the Brook is already full;
- Number of children with a diagnosis of autism continues to increase and there are currently over 600 children and young people with a diagnosis of autism compared to 300 at the initiation of the Inclusive Learning Campuses in 2005;
- A significant number of children move in borough each year and require placements;
- The success of the strategy to reduce of the number of children and young people in residential schools has resulted in an increased number in day special schools.

2.11 The tables below show the pressures on the SEN budget for independent special school placements. The table also shows the impact of the strategy to reduce the number of young people placed in residential schools and a downturn for the first time in 2011-12 in the cost of day provision.

Year	Outturn		Total £
	Independent day Special School Outturn £	Residential School costs Outturn £	
2008-09	2,408,254	2,327,222	4,735,476
2009-10	2,600,852	2,530,542	5,131,394
2010-11	2,902,848	2,290,105	5,192,953
2011-12	2,989,227	1,505,784	4,495,011
Budget vs Outturn for both Day Special and Residential School costs			

year	Budget Total £	Outturn total £	Variance £
2008-09	4,665,600	4,735,476	69,876
2009-10	4,988,900	5,131,394	142,494
2010-11	5,011,800	5,192,953	181,153
2011-12	4,963,800	4,495,011	-468,789

- 2.12 Further work to address the need for additional special provision within borough is required.
- 2.13 Work is underway to identify a further resource provision for primary aged pupils with autism in the centre or west of the borough. This is a challenging proposal given the pressure to create pupil places in mainstream schools and the shortage of suitable building space.
- 2.14 Close monitoring of data needs to continue to inform planning for the secondary sector. The numbers of young people with autism transferring to secondary is increasing each year and young people in mainstream school continue to be vulnerable to placement breakdown in Year 9. Plans to establish a resource provision for young people with Asperger syndrome needs to be revisited.

3. North London Strategic Alliance

- 3.1 It is acknowledged that it is very unlikely that all children and young people with complex needs will have their all their educational needs met in borough and that this number needs to needs to be kept to a minimum. Placements need to be able to meet needs, enable the child and young person to have an inclusive experience as close to home as possible and be cost effective. Therefore Haringey recognises the need to work in collaboration with neighbouring Local Authorities and the independent sector in order to have a wide range of provision.
- 3.2 Haringey is a member of the North London Strategic Alliance (NLSA) with Enfield, Camden, Islington, Hackney and Barnet.
- 3.3 The NLSA has shared data on placements and pressures and the emerging profile across the sector shows pressure on places for children and young people with autism and social and emotional behavioural difficulties.
- 3.4 The Alliance members have agreed the following action:
- The NLSA Category Manager to start negotiations with high cost placements with a lead LA officer based upon the borough with the most places in each school. All negotiation carried out in this way or any carried out by the LAs in the alliance with other special schools will be done on behalf of the NLSA.
 - Priority for placements after making sure the child's needs can be met should be:
Maintained special school (own borough);
Maintained special school (other boroughs);

Independent Day special schools ;
Independent residential;

- NLSA boroughs will share their development plans with independent sector and seek innovative and cost effective solutions to meeting needs.
- NLSA to work with providers to develop provision within / local to the alliance's boundaries.

4. Reduction in the Language resource provision at Coleraine Park Primary School

4.1 Background

- 4.2 The school provided additionally resourced provision for 16 children with specific language impairment from across the borough. The Local Authority provided the funding for the provision in addition to the school's budget and the funding was determined by the planned place formula used in special schools. The funding for the provision was £249,859 per annum.

This funding allowed for two specialist classes each with a specialist teacher, (main scale plus 2 SEN allowances), TA and SMSA.

- 4.3 The provision is an integral part of the school and has provided opportunities for children from mainstream classes to access the language provision and vice versa. Specialist staff have provided advice and training to all staff. The recent Ofsted inspection recommended that the expertise in the language provision is shared more widely across the school.
- 4.4 Funding was initially devolved to the school and then delegated in line with government requirements for resourced provision. The arrangement allows a review of the funding, including efficient use of places, changes in circumstances etc.
- 4.5 Over the past years there has been less demand for the language resource provision for pupils in KS2 and since September 2011 there were only eight children on roll. There has been no adjustment to the budget and the school budget had continued to receive the full amount for 16 places (2 specialist classes)
- 4.6 The reduction in demand has been in the older age group in KS2. This is a reflection of the success of the early language intervention work which is now well embedded in all mainstream schools and the high level of language provision available to schools. The LA contributes £900,000 to the Whittington Trust for Speech and Language Therapy and retains a central Language team.

4.7 This enables children to attend their local school and reduces the need for them to travel, sometimes at considerable distance to specialist provision. Parents/carers also tend to prefer to have their children in their local mainstream school as they prepare for secondary transfer.

4.8 In July 2011 a teacher and TA vacancy occurred in the KS2 provision. The teaching post was advertised and attracted two applicants but it was not possible to appoint as neither had appropriate experience or additional training. Given the combination in the reduction in demand for places and the vacancies it was decided it was opportunity to release the funding so that children with speech language and communication difficulties across the borough could continue to benefit from this resource.

4.9 Following a meeting with the Governors it was agreed:

- to retain the 8 planned places provision in Key Stage 1 and to operate a memorandum of agreement with the Harris Academy from September 2012. Funding for this provision will be £124,295.
- to permanently reduce the number of planned places from 16 places to eight places from April 2012.
- to reduce the budget by £124,295. There will be no impact on the school's budget and there are vacancies in the teacher, TA and SMSA post, therefore no redundancy costs incurred by the school.
- that this reduction will come into effect from April 2012 and will not affect the underspend for the provision between September 2011 – March 2012;
- that subject to Schools' Forum agreement, the funding will be used to benefit children with speech, language and communication needs across the borough.

4.10 It is therefore proposed that the released funding will address the shortfall in the Speech and Language Therapy costs and thereby prevent reduction in services and the establishment of a centrally based Occupational Therapist to provide sensory integration support, advice and training for children and young people with autism in mainstream and special schools.

4.11 Summary of costs

Shortfall in Speech and Language therapy budget	£76,000
Occupational Therapist (Sensory Integration)	£48,000

Total £124,000

- 5 Green Paper Support and Aspiration: A new Approach to special educational needs (DfE 2011)
 - 5.1 The Government's response to the Green Paper is awaited and 20 Pathfinder projects are underway to test the implementation of a new assessments process leading to a single plan to address education, health and social care needs. The White Paper will provide greater clarity on the proposed changes and although it is difficult to assess the full implication for the Local Authority, a steering group comprising stakeholders from statutory and voluntary services has been set up to start this work. The steering group will also oversee the implementation of the Strategic Improvement Plan to further integrate services for children and young people with disabilities.
 - 5.2 This steering group will also be well placed to consider the implication of the reforms to SEN funding for mainstream and Special schools as set out in 'Reformed funding system: Operational implications guidance for Local Authorities' (DfE March 2012).