



**WOKINGHAM**  
**BOROUGH COUNCIL**

**CONSULTATION REGARDING  
CHANGES TO RESOURCE BASES  
FOR PUPILS WITH SPECIAL  
EDUCATIONAL NEEDS  
AND  
FOUNDRY COLLEGE ALTERNATIVE  
PROVISION**

7<sup>th</sup> March 2018 to 31<sup>st</sup> March 2018

## **Foreword from Councillor Mark Ashwell, Executive Member for Children's Services**

If you have had a chance to read the Council's draft 0 to 25 Special Education Needs and Disabilities Strategy you will be aware of the ambitions I have for our children and young people with SEND and their services.

A key priority is having the capacity and capability to support children within the borough and where possible in a mainstream school. To help realise this priority the Council commissioned a review of the mainstream school Resource Bases and associated support services. I am now seeking your views on this review before we finalise and prioritise plans for implementation.

Many families rely on the Resource Bases to provide inclusive education, so their children can attend a mainstream school. It is important that we get this right, so as many children as possible can attend a borough school. The package of measure we are consulting on is very wide ranging. It includes:

- changes to the number of places provided;
- how Resource Bases are run and funded;
- the services that Resource Bases and other settings use and how they could support inclusive education in other schools.

Despite the resource constraints we find ourselves having to work with, I believe these changes can really help families by making our local services more effective and more inclusive so fewer children need to be educated in schools out of the borough.

I hope you will agree with me that these are exciting proposals.

Cllr Mark Ashwell

Executive Member for Children Services

## **Introduction**

We are consulting on Wokingham Council's review of Resource Bases for pupils with Special Educational Needs and Disabilities (SEND) in mainstream schools and Foundry College, Alternative Provision and the resulting recommendations.

The Local Authority is obliged under Section 30 of the Children and Families Act 2014 to keep its Local Offer under review and therefore the consultation responses where appropriate will be fed into that ongoing review.

## **How will we consult people and what will we do as a result?**

We are asking for views on the proposals from children, young people and families who use SEND services, schools, other education settings, Council staff, support services and health partners.

You can tell us your views by completing the online questionnaire at:

<http://www.wokingham.gov.uk/news-and-consultation/consultation-and-having-your-say/current-consultations/>

or by emailing [piers.brunning@wokingham.gov.uk](mailto:piers.brunning@wokingham.gov.uk). We will listen to and take note of all your comments.

We will publish a summary of comments received in an anonymous format, removing any personal details and explaining what we plan to do next. We will make this widely available so it is clear where we have changed any proposals as a result of listening to people's views, and where we have not made changes.

When the consultation has closed, we will prepare a report to the Lead Member and Senior Leadership Team about our findings and this will inform the final decisions to be taken and the plan for implementation.

## **How long will this consultation run for?**

The consultation will begin on 12<sup>th</sup> March 2018 and will close at 5pm on 31<sup>st</sup> March 2018.

## **Who will be affected by this consultation?**

The consultation includes the following people:

- Children and young people who have special educational needs and/or disabilities and their parents/carers
- REACH, Parents Forum
- All Wokingham schools
- Foundry College
- Council staff including the Special Educational Needs and Disability Information and Advice Support Service

## **Background Information**

Following the introduction of the Children and Families Act 2014, Wokingham Council has implemented new ways of working to ensure that the needs of children and young people with SEND are identified and met appropriately. The Council is continually reviewing its processes and provision to ensure this meets the identified needs now and in the future.

Wokingham Council Members and officers identified the need for a specific review of the provision of resource bases in mainstream schools for children and young people with SEND and the alternative provision at Foundry College for those who are unable to attend school whether this is due to exclusion, those at risk of exclusion or who have medical needs. As a result a review took place during the Autumn Term 2017 which made specific recommendations to improve the provision and the Local Offer, aimed at improving the outcomes for local children and young people with SEND and those who are excluded, at risk of exclusion or who have medical needs.

This review included:

- Foundry College
- Emmbrook Infant and Junior Schools
- Wescott Infant School
- Westende Junior School
- St. Crispin's School
- All Saints C.E. Primary School
- Lambs Lane Primary School
- Highwood Primary School

The review also considered views of:

- relevant Council officers
- the Locality Lead for Therapy Services
- Sensory Consortium Service
- the Parent/Carer Forum
- special school Headteachers.

Parents were invited to participate in an on-line survey to ensure the views from as many parents as possible would help to shape the findings.

### Current resource base provision

Setting	Primary Need	Capacity	Total pupils as at Sept 17	Wokingham pupils as at Sept 17
Emmbrook Infants	HI	8	2	0
Emmbrook Junior	HI	In above	2	2
Wescott Infants	ASD	8	7	7
Westende Juniors	ASD	14	14	13
St. Crispin's Secondary	ASD	25	4	4
Lambs Lane Primary	PD	10	3	1
All Saints C.E Primary	PD	14	4	4
Highwood Primary	SLCN	24	14	14

Provision	Funded by	Places
PRU	LA	15
Medical needs	LA	32
Primary Behaviour Support	Maintained primary schools	N/A
Short term interventions/training	Charged on an individual basis	N/A

### Current provision at Foundry College

**What is your interest in this consultation?**

Are you: (Please tick as many boxes which apply)

- a) A child, young person or adult up to 25 years, with a special educational need and/or disability

- b) If you are a child or young person, tick your age group below

0 - 4	5 -10	11 - 15	16 - 18	19 - 25
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- c) A parent or carer of a child or young person with a special educational need and/or disability

- d) If you are a parent/carer, what age range are the children in your family? (tick as many as apply)

0 - 4	5 - 10	11 - 15	16 – 18	19 - 25
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- e) If you are a young person or parent/carer, what types of special educational needs or disabilities apply to you or your family (tick as many as apply)

- Specific Learning Difficulty
- Cognition & Learning Difficulty
- Profound & Multiple Learning Difficulty
- Social, Emotional and Mental Health
- Speech Language & Communication Needs
- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment
- Physical Disability
- Autistic Spectrum Condition

- e) Headteacher

- f) Governor

- g) SENCO or Inclusion Manager
- h) NHS including CCG and health providers
- i) Council employee
- j) Councillor

Other interest – please specify:

### **Our proposals**

- 1) We would like to strengthen the governance and commissioning arrangements we have in place with the mainstream schools which host a resource base and with Foundry College. We propose to:
  - a) set up Service Level Agreements with the host schools and update our Memorandum of Understanding with Foundry College and keep these under review;
  - b) support host schools to set up Steering Groups and allocate a link Council officer for each group;
  - c) review the number of places commissioned from Foundry College and the resource bases and make changes where necessary;
  - d) review the admission criteria for each resource base;
  - e) review the level of support available to the schools and Foundry College to enable them to maintain and develop their environments and strategies for including pupils with SEND, including Occupational Therapy.

### **QUESTION 1**

**Do you agree with our proposal to strengthen the governance and commissioning arrangements of the resource bases in mainstream schools and Foundry College, alternative provision?**

**Yes/No**

**Comments:**

- 2) We would like to develop a new system for allocating top up funding for pupils with Education, Health and Care (EHC) Plans which is applied consistently and fairly and supports children and young people to achieve their outcomes. This will enable us to allocate funding based on pupil needs rather than on their placement. We propose to:
- a) implement a new top up funding model based on a set of bands for each resource base from April 2018 to ensure these are fit for purpose for the next year;
  - b) start work on designing a top up funding model which works across mainstream, resource bases and special schools which we aim to have in place from April 2019;
  - c) start work on implementing a resource allocation system as part of our assessment processes to help us to identify the appropriate funding for each pupil with an EHC Plan, based on their assessed needs.

## QUESTION 2

**Do you agree with our proposal to implement new funding systems for pupils with Education, Health and Care Plans based on pupil needs to support them to achieve their outcomes?**

**Yes/No**

**Comments:**

- 3) We would like to increase and improve the provision in the borough for pupils with autism. We propose to:
- a) improve the facilities at the resource base at Westcott Infant School to ensure the building/environment enables the school to meet the needs of the pupils;
  - b) increase the range of local provision for pupils with autism ensuring there is an appropriate pathway for those who are high functioning and those who may have other learning needs including post 16 provision.

### QUESTION 3

**Do you agree with our proposal to improve the facilities at Westcott Infant School and increase the range of local provision for pupils with autism?**

**Yes/No**

**Comments:**

- 4) We would like to change the arrangements for making provision for deaf pupils to ensure this is sustainable and allows flexibility within the specialist staffing such that it can respond to the changing needs of pupils and parental preferences. We recognise that there is always like to be a small number of deaf children who requiring resourced provision in a mainstream school and we do not propose to close provision. We propose to:
- a) work with Emmbrook Infant and Junior Schools and the Berkshire Sensory Consortium to design a new model of resourced provision to meet the needs of deaf pupils and providing value for money.

### QUESTION 4

**Do you agree with our proposal to design a new model of resourced provision for deaf pupils in conjunction with the schools and the Sensory Consortium?**

**Yes/No**

**Comments:**

- 5) We would like to create resource base provision in mainstream schools for pupils with complex needs and reduce the provision for pupils with physical disabilities as most pupils now attend their local mainstream schools. By complex needs we mean children and young people who have persistent and complex learning needs. They may have additional needs such as physical disabilities, sensory

impairments, speech, language and communication needs and/or complex health needs. We propose to:

- a) explore with Lambs Lane Primary School and All Saints C.E. Aided Primary School the option of changing the designation of those resource bases to enable them to make provision for pupils with complex needs, not just those who have a physical disability.

### **QUESTION 5**

**Do you agree with our proposal to create resource base provision for pupils with complex needs and reduce the provision for those with a physical disability?**

**Yes/No**

**Comments:**

6) We would like to create nursery assessment places for children with speech, language and communication needs where they can receive intensive therapeutic support prior to starting school. We would like these children to be identified early and to be able to benefit from support at the earliest stages such that the majority of children will be able to attend their local mainstream schools with significantly reduced long term needs. We propose to:

- a) work with Highwood Primary School and the Therapy Services to adapt the provision to include nursery assessment places for children with speech, language and communication needs.

### **QUESTION 6**

**Do you agree with our proposal to create nursery assessment places for children with speech, language and communication needs?**

**Yes/No**

**Comments:**

7) We would like to create provision for primary aged pupils who are excluded or at risk of exclusion and who have special educational needs. There are primary aged pupils who currently attend Foundry College for extended periods of time and we would like these pupils to have access to mainstream opportunities. We propose to:

- a) work with Foundry College and local mainstream primary schools to establish provision for primary aged pupils with social, emotional and mental health difficulties. This provision will enable the pupils to have access to mainstream opportunities and will be in suitable accommodation.

### **QUESTION 7**

**Do you agree with our proposal to create specialist provision for primary aged pupils with social, emotional and mental health difficulties which allows them to access mainstream opportunities?**

**Yes/No**

**Comments:**

8) We know that a number of young people who attend Foundry College are unable to transfer successfully to a local further education college at post 16. Some young people need additional support prior to transfer to college often due to the size and nature of the environment. We propose to:

- a) support Foundry College to work with other local settings to develop pathways for young people who are not ready to transfer to college at post 16.

### **QUESTION 8**

**Do you agree with our proposal to support Foundry College to work with other local settings to develop pathways for young people who are not ready to transfer to college at post 16?**

**Yes/No**

**Comments:**

9) We know that secondary aged pupils with moderate learning difficulties sometimes attend school out of the borough. We would like to create local provision to enable pupils to remain in their local communities with access to mainstream opportunities. We propose to:

- a) work with Addington School to establish satellite provision in a mainstream secondary school.

### **QUESTION 9**

**Do you agree with our proposal to seek to establish local provision for secondary aged pupils with moderate learning difficulties through satellite provision based at a mainstream school but run by Addington School?**

**Yes/No**

**Comments:**

### **Question 10**

**Do you agree with the proposals to increase the capacity of and improve the quality of provision at Foundry College?**

**Yes/ No**

**Comments:**

**We want to hear from as many people as possible. Your views will help inform the decision on the future of special education provision in the borough for the current and future generations of young people.**

**Thank you for your time in responding to this consultation.**

## **RESPONDING TO THE DFE SEN IMPROVEMENT TEST**

In proposing changes to the resource base provision for pupils with special educational needs the council has set out below how this meets the Department for Education's SEN Improvement Test.

The SEN Improvement Test requires the council to identify the details of the benefits that will flow from the proposals.

### **A. Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment etc.**

All the proposals are aimed at creating good quality local provision for pupils with a range of special educational needs. This will reduce the need for pupils to travel to schools out of the area. Resource bases support inclusion in mainstream education and mainstream school life including all school activities. Where changes are made to individual resource bases, the accommodation will be reviewed and adapted as necessary. In setting out the new Governance arrangements for the resource bases, this will describe the access to local support/therapy services and will clarify the funding, staffing and admission processes and will set out the expectations on the school and the local authority.

### **B. Improved access to specialist staff, both education and other professionals, including external support and outreach services.**

All the proposals are aimed at ensuring pupils with special educational needs who can benefit from resource base provision in a mainstream school have access to appropriate specialist support. This also includes support for the school staff to develop their skills and expertise and access to support will be described in the new Governance arrangements.

The proposal for deaf pupils is to align the resource base provision with the Berkshire Sensory Consortium Service enabling the pupils to have access to a greater range of specialist expertise.

### **C. Improved access to suitable accommodation.**

All the proposals are aimed at ensuring pupils with special educational needs will have access to suitable accommodation based in mainstream schools. Where current accommodation is considered to require improvement e.g. Westcott Infant School, the proposal is to make changes to ensure this meets expected standards.

### **D. Improved supply of places.**

All the proposals are aimed at creating the right number of places in resource bases in mainstream schools to cater for the current and future needs of pupils with special educational needs. This means adjusting the numbers of places to

meet demand and changing the remit for some provision. The proposed Governance arrangements mean that the number of places in each resource base will be kept under review each year to ensure pupils can access the right level of local provision.

**The Local Authority should also:**

- a) **respond to written statements from all providers:** responses will be sent to all providers who make written statements as part of this consultation process setting out the final decisions.
- b) **Clearly state the arrangements for alternative provision:** this proposal includes Foundry College which is the local alternative provision. The intention is to improve the Governance arrangements, ensure the right number of places are commissioned and kept under review (this will currently require an increase in commissioned places), to support Foundry College to establish provision for young people who are post 16 but unable to attend FE college and to create provision for primary aged pupils with SEN who currently attend Foundry College for extended periods of time.
- c) **Set out transport arrangements that support access for children:** the Council's Travel Assistance Policy will apply to any pupils with Education, Health and Care Plans and requests for travel assistance will be considered on an individual basis. The proposals are to create a greater range of local provision and reduce the reliance of pupils who have to attend school out of the area and therefore reduce the time children have to spend travelling. This will also reduce the cost of travel assistance.
- d) **Describe how provision will be funded and the staffing that will be put in place:** The place funding and top up funding for pupils with Education, Health and Care Plans is through the high needs block (which is part of the DSG). The funding implications will be considered in more detail when each individual proposal is developed. Accommodation changes may require capital spend and the Council will look to use the new funding from the DfE for these purposes. Staffing changes will depend on the detail of each of the individual proposals.