

The SEN Improvement Test – Richmond upon Thames Review of SEN Provision – Autumn 2009 (primary) and Spring 2010 (secondary) – Revised January 2010

Aim 1 - The proposals will clearly identify the details of the specific educational benefits that will flow from them. The detailed proposals are attached.	
Objective	Evidence/Data
1) Improved access to quality education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy	Enhanced specialist teaching and gathered provisions as set out in the attached schedule will increase the extent to which children with disabilities and learning difficulties can access the whole curriculum and extended school activities. Where necessary new or remodelled bases, sometimes linked to major building projects, will be provided so that high quality facilities are available. When establishing any new provision, help will be given to schools to make sure that written information distributed to parents can be understood by those with disabilities as detailed in the Authority's accessibility strategy.
2) Improved <i>access to</i> specialist staff, both education and other professionals, including any external support and/or outreach services	Staff attached to enhanced specialist teaching and gathered provisions will be suitably qualified, trained and experienced. Whole school training will also be made available to facilitate integration in mainstream classes. Educational psychologists and the Learning Needs Team will work with key school staff to help them meet the needs of pupils. This may include carrying out individual assessments of children, providing specialist training and intervention or project work. Staff from Oldfield House will provide specialist support to the proposed three school based behaviour provisions. Staff from Strathmore School will provide outreach to Buckingham, Darell and The Russell Primary Schools The Authority is in discussion with the Primary Care Trust (PCT) over the levels of speech and language and occupational therapy and physiotherapy to be provided to make sure that children's needs are met in all phases.
3) Improved <i>impact of</i> specialist staff, both education and other professionals, including any external support and/or outreach services	The authority tries to make sure that all pupils with SEN are correctly identified and educational arrangements are of a high standard. This is achieved through a number of means: <ul style="list-style-type: none"> • Termly multi-professional meetings held in schools support them in identifying pupils' needs, tracking progress and checking that appropriate arrangements are being made. This is also the mechanism by which support for schools is requested.

	<ul style="list-style-type: none"> • Schools track pupil progress using P Scales and National Curriculum levels. SEN achievement data is collected by the authority and then analysed to make sure that all pupils are making satisfactory progress. • The continuing professional development of staff is given a high priority. The authority funds training for teachers and support staff so they are appropriately skilled to support a wide range of needs. Support services also provide high quality advice and training to schools. • The special educational needs provision for each school is audited every two years. This helps recognise good practice and identifies areas for improvement.
4) Improved access to suitable accommodation	<p>In reviewing provision account will be taken of DCSF Building Bulletin 102, 'Designing for disabled children and children with special educational needs' published in January 2009. The guidance sets out inclusive design principles for different age groups that should underpin new and remodelled facilities. The Authority believes strongly that an attractive, accessible environment promotes a sense of belonging and self worth. Depending on the designation of the provision, regard will be given to the need for good quality acoustics and reduced levels of extraneous stimuli to provide a calming background to learning.</p>

<p>5) Improved supply of 'suitable' places with a curriculum to match skills/needs</p>	<p>The primary purpose of the review is to align provision more closely to need. An analysis of SEN provision in the Authority has identified the following areas to be addressed:</p> <ul style="list-style-type: none"> • Autistic spectrum condition provision, particularly for pupils with challenging behaviours • Co-ordination and quality of provision for emotional, behavioural and social development • Speech and language therapy provision for schools • Specific learning difficulties provision at secondary level • Over supply of KS1 unit provision for moderate learning difficulties • Provision for pupils with more complex and challenging needs <p>Additional places are proposed for children with ASC, SpLD, BESD and SLCN as set out in the attached schedule. There will be a reduction in places attached to mainstream schools for Key Stage 1 pupils with moderate and an increase for children with severe and complex learning difficulties.</p>
<p>6) Specify the transport arrangements that will support appropriate access to the premises</p>	<p>A copy of the Authority's Home to School Travel Policy which includes the provision of transport for children with statements of special educational needs can be found on the London Borough of Richmond upon Thames website at Home to school transport policy</p>
<p>7) Specify how the proposals will be funded</p>	<p>Initially the additional revenue cost of proposals will be funded from the Dedicated Schools Grant. Over a period of five years there is a potential revenue saving of £1,530,000 brought about by less reliance on the independent sector and reduced travel costs. Sufficient funding is available for necessary capital works.</p>
<p>8) Specify what planned staffing arrangements will be put in place</p>	<p>See attached schedule. As a minimum, therapy input will be sufficient to meet the individual needs of pupils as set out in their statements.</p>
<p>9) Specify timescales for proposed developments</p>	<p>It is expected that the proposals will be implemented from September 2010 onwards. See attached schedule</p>
<p>10) Make the opportunity for all providers of existing and</p>	<p>Consultation will take place in the Autumn term 2009 for the primary phase and in the Spring term 2010 for the secondary proposals with Head teachers, Governors, school staff, parents, children,</p>

proposed provision to set out their views on the changing pattern of provision seeking agreement where possible	neighbouring authorities, the PCT, the voluntary sector, local MPs, unions, diocesan bodies and any other interested parties. This consultation will inform which of the proposals to progress.
---	---

Aim 2 – The proposed new arrangements ensure improved outcomes for children and young people

Objective	Evidence/Data
<p>1) Children and young people (CYP) can attend schools and settings with</p> <ul style="list-style-type: none"> a) skilled staff able to provide high quality teaching and high quality therapeutic input b) personalised curriculum differentiated according to their needs which enables them to progress with their learning c) an appropriately resourced environment 	<p>a) Staff attached to enhanced specialist teaching and gathered provisions will be suitably qualified, trained and experienced. Whole school training will also be made available to facilitate integration in mainstream classes. Similarly, the PCT will ensure that therapists are appropriately qualified and experienced. The Authority and PCT have agreed a protocol clarifying the respective responsibilities regarding the delivery of therapies. The PCT is responsible for the professional management of competence and performance of PCT staff; continuing professional development, education and training related to professional competencies; individual performance management; and monitoring and evaluating the effectiveness and efficiency of therapy services in line with evidence-based practice.</p> <p>b) By extending the range of provision children’s needs will be better catered for within the Authority through access to specialist teaching and a curriculum tailored to individual needs.</p> <p>Through the Authority’s CPD arrangements teachers are developed to expect all pupils to succeed by offering higher levels of support or extra challenge for those who need it</p> <p>All pupils accessing Richmond specialist provision require individualised support to make sure that the objectives set out in part 3 of their statements are met. This can take the form of one-to-one tuition from a teacher, learning support assistant or therapist and the provision of suitably differentiated resources. Teachers attached to Gathered and Enhanced Specialist Teaching Provisions will be expected to liaise with class teachers so that where necessary differentiated resources are prepared in advance of the mainstream lessons. Teachers will also give personal advice as part of marking and feedback systems.</p> <p>c) As stated above the Authority will take account of Design Bulletin 102 when establishing or upgrading settings. Start up costs to resource the new facilities are estimated to be £160,000.</p>

<p>2) CYP can have access to specialist help, support and guidance – in the first instance from a skilled member of staff in their school or setting but from an external specialist where appropriate</p>	<p>The Authority intends to deliver its improved service in four ways:</p> <ul style="list-style-type: none"> • Enhanced specialist teaching provision: This would comprise a resource area in a mainstream school with additional specialist teachers, support staff and therapists. The children would spend most of their time in mainstream classes with additional support but there would be the facility for some withdrawal for intensive work. The specialist staff would provide mainstream teachers with on-site support and advice. • Gathered provision: This would provide a resource base in a mainstream school with its own staffing (specialist teaching, teaching assistants and therapists) and specialist teaching facilities. Children would spend a significant proportion of their time in the base but would be able to be included in mainstream lessons as much as possible. • Special schools: It is proposed to make use of their expertise to support the mainstream schools and enhance their provision for pupils with additional autistic spectrum conditions. • Early years provision: It is proposed to increase specialist provision in line with trends in identified special educational needs <p>Richmond’s, ‘Policy guidance on meeting children’s special educational needs’ sets out in detail the respective roles of schools, external support services and the Authority at the different stages of the SEN Code of Practice including children with statements. Policy guidance on meeting children's special educational needs</p>
<p>3) CYP benefit from integrated family support services and interventions where there are underlying difficulties related to home circumstances impacting on their learning</p>	<p>Croft Centre is the Authority’s one-stop shop for disabled children and their families. It also houses the Portage Service, Parent Partnership, early years advisers, paediatricians, therapists and an independent local charity the Three Wings Trust. Windham Nursery School is on the same site.</p> <p>The Social Work Team for Disabled Children is a specialised multi-disciplinary team. It provides advice, assistance and support to families with a child or young person who has a significant and permanent disability. An Occupational Therapist is based in the Disabled Children’s Team. This member of staff provides comprehensive assessments and recommendations to solve practical problems encountered by disabled children and young people (0 to 18 years) and their families to</p>

	<p>maintain independence at home. The service aims to improve the quality of life and assist the daily management of disability at home, taking into account the need for a normal family life.</p> <p>Crofters offers a range of clubs and schemes for disabled children and young people throughout the year, including weekly after-school clubs, weekend clubs and play schemes during school holidays.</p> <p>All children referred to Social Services are assessed by the Initial Response Team. If a child or family needs support from a social worker for more than a few months, they will be referred to the Family Support Team and allocated a social worker. The social worker will be responsible for making sure the child's health, education and social needs are being supported.</p> <p>The Common Assessment Framework (CAF) is a key component in supporting more effective prevention and early intervention. The CAF is used to provide a standardised approach for practitioners in the holistic assessment of a child's needs and the design of an integrated service to meet those needs. Use of the CAF helps reduce multiple assessments for young people and their families.</p> <p>The Authority has produced detailed guidance on Transition planning which can be found at : Transitions protocol and procedures</p>
<p>4) CYP have access to health related support and interventions where they have medical needs</p>	<p>The delivery of children's Therapy Services is the responsibility of Richmond and Twickenham Primary Care Trust. The primary care trust provides assessment and intervention and speech and language therapy. This includes occupational therapy and physiotherapy services for children and young people across special schools and units and mainstream settings. Currently, speech and language therapy is provided to pupils at key stages 1 and 2. It is also provided to pupils at key stages 3 in one secondary unit. In addition, Education and Children's Services funds a full-time occupational therapy post and 3.2 full-time speech and language therapy posts. The Authority is in dialogue with the PCT over the delivery of therapy support in the proposed new provisions.</p> <p>The Child and Adolescent Mental Health Service (CAMHS) Commissioning Sub-Group is a multi-agency sub-group of the Mental Health Commissioning Group whose purpose is to distribute mental health services for children and young people according to need. There are two additional CAHMS posts for children with disabilities and learning difficulties, a 0.5 family therapist and a 0.5</p>

	clinical psychologist. Pupils attending existing and new provisions will be considered for CAHMS support dependent on need.
5) Children have access to an Early Years Foundation Stage curriculum that addresses their development and maximises their progress	The majority of pre school children with special educational needs attend either private or maintained mainstream nurseries. However, the proposals address specifically the need to make Foundation Stage provision for children with an ASC. A nursery unit with 5FE places (for 10 children in total) is to be established at Stanley Infants School and the number of days that the Jigsaw Unit will be open has been increased from 2.5 to 5. Both provisions will be located within mainstream early years settings and will have access to the full early years curriculum with opportunities for integration.
6) CYP have access to a 14-19 programme that addresses their learning needs and which provides, where appropriate, access to the new vocational diploma courses	All students will have a transition review from Year 9 onwards until the Authority ceases to maintain their statement. Special schools and the new secondary provisions will work in partnership with the Connexions Service, students and parents to plan the students' transition into further education, training or work. Where appropriate pupils in years 10 and 11 will be offered the opportunity to access vocational courses and attend link courses at a local further education college. The Authority's guidance on Transition planning can be found at : Transitions protocol and procedures

Aim 3 – The proposed new arrangements support parents and families

Objective	Evidence
1) Parents and families get good information as and when they need it on the range of SEN provision in the area through local Parent Partnership Services and other routes	<p>The Authority's, 'Policy guidance on meeting children's special educational needs' and a range of other guidance, including the role of the Parent Partnership Service can be found on the Council website : Policy guidance on meeting children's special educational needs</p> <p>A second parent partnership worker has recently been appointed.</p> <p>Explanatory leaflets are given to parents throughout the assessment process and can also be accessed through the above link.</p>
2) Parents and families receive good information about the progress of their children and the plans and interventions used to	Parents and carers of children in the new provisions will receive all the communications that parents in the rest of the school receive (for example, newsletters, yearly reports). In addition, the use of home/school notebooks that are sent home on a regular basis for parents and teachers to

<p>address their learning and other difficulties</p>	<p>write in will be encouraged.</p> <p>Schools will be asked to invite parents to meet the teacher once or twice a term to discuss and review specific targets that the child is working towards. These targets will be set out in the IEP and devised by staff and parents as a result of assessment and observation.</p> <p>There will be an annual review of all children with statements, to which parents, carers and all professionals who have an involvement with the child are invited.</p> <p>As with all pupils any request by parents or carers to meet staff will be met as quickly as possible.</p>
--	---

SEN Provision Review- Proposals

Provision	Implications of Proposal	Proposed Education Staffing. * See below	Planned Places
Phase 1 – Implement September 2010			
Darell Primary School	Develop as a Gathered Provision for severe and complex learning difficulties at KS1.	1 teacher and 2 learning support assistants	8
The Russell Primary School	Develop as a Gathered Provision for severe and complex learning difficulties including children with ASC at KS1. Reduce places from 8 to 5.	1 teacher and 2 learning support assistants	5
Oldfield House	To become the hub for enhanced specialist teaching provision - KS2 BESD. Reduce capacity from 10 to 4.	2 teachers and 2 learning support assistants, to be reviewed for September 2011.	4
Primary Enhanced Specialist Provision BESD. - Holy Trinity C of E Primary School, Hampton Hill Juniors and East Sheen Primary School	3 primary schools for KS2 BESD.	3 provisions x 3 Learning Support Assistants and 0.3 teacher	9 (3x3)
Jigsaw (Windham)	Extend from 2.5 to 5 day gathered provision with 8 places (4 in morning and 4 in afternoon).	1 teacher and 1.4 learning support assistants	8 part time
Orlean's Park School-Secondary Enhanced Specialist Teaching Arrangement – specific learning difficulties.	Establish 6 places to reduce reliance on independent sector.	1 teacher and 1 Learning Support Assistant	6
Grey Court School - Secondary Enhanced Specialist Teaching Arrangement for speech language and communication needs.	Establish 8 places to reduce reliance on independent sector.	1 teacher and 2 Learning Support Assistants	8
Specialist Unit at Hampton Community College - Richmond House	To be re-designated to become a learning and multi agency centre as part of a broader service to support children with BESD.	To be determined	To be determined
The Gateway - ASC	Remain as an ASC gathered provision for Key Stages 3 and 4. Transfer responsibility to Clarendon School when Whitton becomes the		20

Provision	Implications of Proposal	Proposed Education Staffing. * See below	Planned Places
	Twickenham Academy		
Phase 2 – Implement September 2011 onwards.			
Secondary Enhanced Specialist Teaching Arrangement for speech language and communication needs – ASC focus- Waldegrave, Shene Academy and Hampton Academy	Establish 6 places in each to reduce reliance on independent sector	1 teacher and 1 Learning Support Assistant in each	6 in each
Secondary Enhanced Specialist Teaching Arrangement – Specific learning difficulties. – Christ's and Teddington Schools	Establish 6 places in each to reduce reliance on independent sector.	1 teacher and 1 Learning Support Assistant in each	6 in each
Phase 3 – Implement September 2012			
Stanley Infants	Develop as a 10 place (5 in morning and 5 in afternoon) Foundation Stage ASC Gathered Provision.	1 teacher and 1.4 learning support assistants	10 part time
Primary ASC Gathered Provision – Stanley	Additional 17 ASC places for KS1/2.	To be determined to take account of increase in places as a result of consultation	17
No Change			
Buckingham Primary	Maintain as a gathered provision to meet severe and complex needs at KS1. No resource implications	No change	8
George Tancred Centre (St James)	Maintain as ASC gathered provision at KS1/2. No resource implications	No change	10
Heathfield Junior School	Maintain as KS2 enhanced specialist teaching provision for communication and interaction. No resource implications	No change	10
Heathfield Infant School	Maintain as KS1 gathered provision for communication and interaction. No resource	No change	10

Provision	Implications of Proposal	Proposed Education Staffing. * See below	Planned Places
	implications		
St Mary's Primary School	Maintain as KS1/2 gathered provision for communication and interaction. No resource implications	No change	10

Enhanced specialist teaching provision: This will comprise a resource area in a mainstream school with additional specialist teachers, support staff and therapists. The children will spend most of their time in mainstream classes with additional support but there will be the facility for some withdrawal for intensive work. The specialist staff will provide mainstream teachers with on-site support and advice.

Gathered provision: This will provide a resource base in a mainstream school with its own staffing (specialist teaching, teaching assistants and therapists) and specialist teaching facilities. Children will spend a significant proportion of their time in the base but will be able to be included in mainstream lessons as much as possible.

* As funding for provisions will be delegated to schools the final staffing arrangements will be determined by individual head teachers and governing bodies.