

Developing Special Educational Needs (SEND) provision in mainstream schools

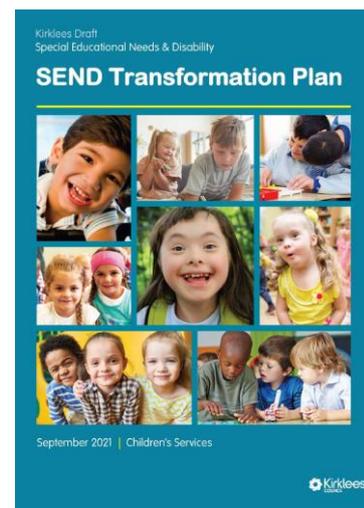
Consultation on the proposal for new Additionally Resourced Provisions in mainstream schools, specialising in social, emotional and mental health; cognition and learning; and complex communication and interaction needs.

Introduction and Background

Our vision for children and young people in Kirklees is that they have the best start in life. Our aspirations for children and young people with SEND are no different to those we hold for all children.

62,665 pupils between the age of 4 and 16 years attend 170 publicly funded mainstream schools in Kirklees - from infant to secondary and all-through schools. There is a diverse mixture of maintained schools and academies within Kirklees. There are 10,098 pupils aged 4 to 16 years with SEND - 7,866 at SEND Support and 2,232 with Education, Health and Care Plans (EHCPs). Of these, 9,407 pupils are educated in mainstream schools and settings and 691 in special schools (Spring 2022).

Our partnership across Education, Health and Social Care aims to improve the lives and life chances of children and young people (aged 0-25) with SEND. We will achieve this through delivering our [SEND Transformation Plan](#) which focuses on early identification of needs, key strategic investment to flexibly increase capacity and sufficiency, effective transitions for our children as they grow, and a focus on inclusivity across all our settings and provision.



Within our SEND Transformation Plan we have worked with stakeholders across Kirklees to develop our 'Inclusive Ambitions', which are:

- Responsive and holistic early intervention
- Culture of trust with parents and families
- Inclusive practice in the community and within education settings
- Children and young people thriving in education settings and celebrating more holistic outcomes and achievements
- An integrated system
- Embedding a shared culture of proactivity, holistic skills and knowledge
- Supporting children to have clear aspirations with a focus on preparing for adulthood

A key strand of the SEND Transformation Plan is 'Commissioning and Sufficiency', which includes improving local sufficiency of places across a graduated approach model.

Kirklees Continuum of SEND provision

A Graduated Approach

Updated Graduated Approach guidance to ensure outstanding inclusive practice at all levels in mainstream settings – clear expectations for all. Kirklees Inclusion Partners working across mainstream schools offering support and challenge in SEND – improving outcomes

Expand current specialist outreach offer to ensure consultation, training and support is accessible for all areas of need: SEMH/C&I, P&S, C&L & EY

Specialist provision (SP) to be renamed ‘Additionally resourced provision’ (ARP) from Sep 22 and current level of provision to be increased from 5% of schools with an ARP to 10% by Jan 23 – to ensure a more equitable offer geographically, across ages and covering all areas of need.

QA processes to be implemented against Ofsted framework to ensure all OLA/independent school provision is all good or better. Audit of need of pupils in OLA/Independent settings, outcomes and next steps



Expansion of ISO team to include Family Support. Graduated approach guidance to support targeted, specialist support for individual needs. Potential use of exceptional funding to create bespoke provision in mainstream settings.

Expand current AP offer to ensure sufficiency gaps are addressed. QA processes to be implemented against Ofsted framework to ensure that all AP in Kirklees is good or better

Cabinet approval of £36m for rebuild of two special schools with an increase of 100 additional places. Short term planning with Special School satellite sites to ensure increased sufficiency for Sept 22. Longer term strategic sufficiency strategy underway for special school places

Placements are fluid and can move both ways

What is Additionally Resourced Provision (ARP)?

Many children and young people with additional learning needs can make better, more sustained progress when they attend mainstream schools. An ARP is a provision in a mainstream school, designed to provide specialist and targeted support for children with special educational needs and disabilities (SEND). ARPs receive extra funding, which means they can offer additional support and resources for the pupils who attend the provision. ARPs can offer:

- Teaching and support staff with additional knowledge, skills, expertise and allocated time in a particular area of SEND.
- Specialist environments which support the learning, behaviour and social and emotional needs of each pupil.
- Systems to identify, plan for and track small-step progress to inform next steps.
- Lessons in mainstream classes, but with additional specialist resources and teaching.
- Additional Educational Psychologist and specialist health input as necessary.
- Accommodation and environment that is adapted to meet need.

Each ARP specialises in a particular area of special educational need and places are allocated according to the specific needs of the child or young person. Each ARP is an integral part of the school.

Our existing ARPs

We already have Additionally Resourced Provisions in Kirklees (although we currently call these specialist provisions). The ARP model was highlighted as an area of good practice in the recent Kirklees SEND inspection. Feedback from parents was positive and the majority of learners attending ARPs are making very good progress.

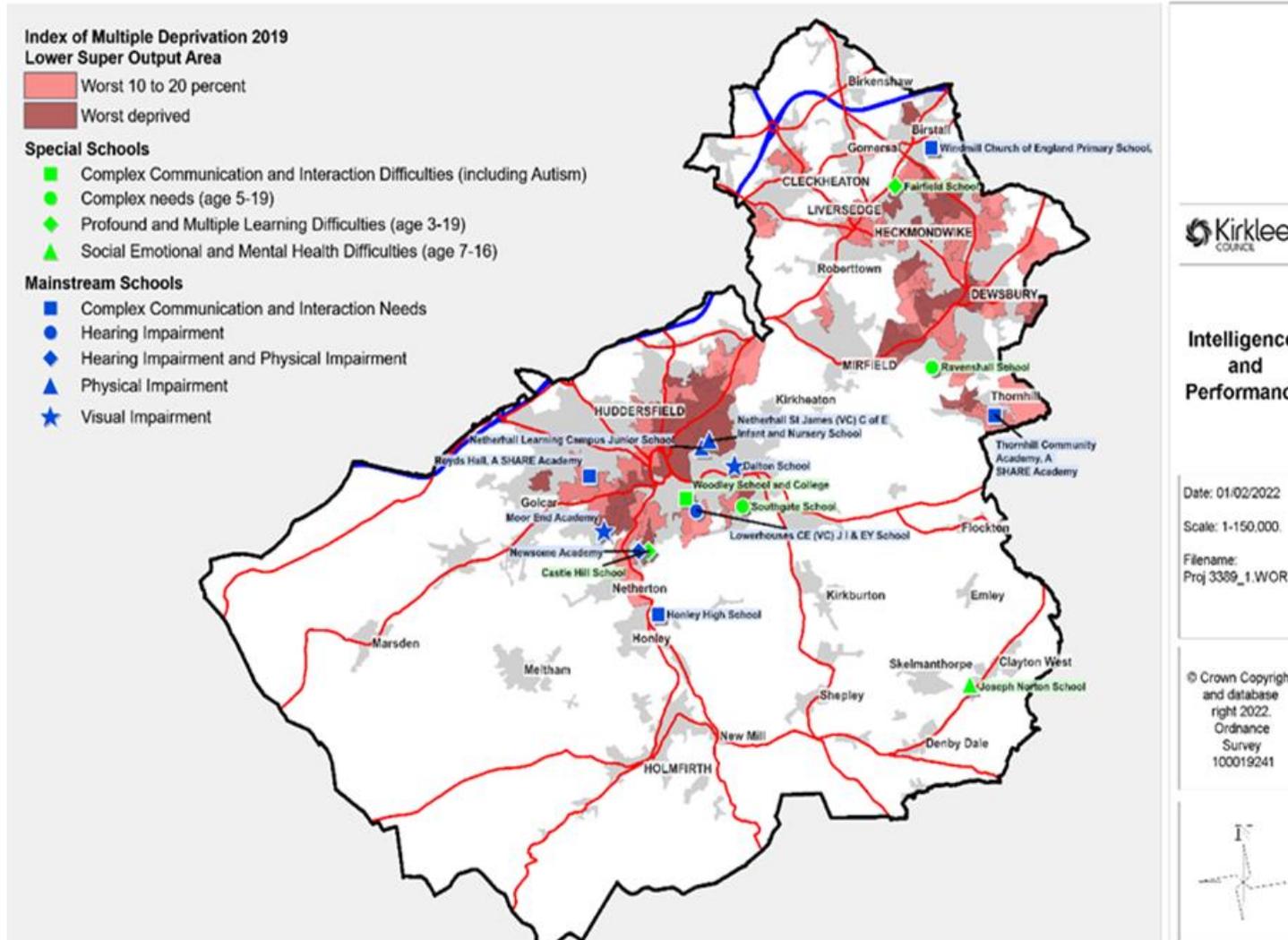
Currently we have nine ARPs hosted at mainstream schools in Kirklees. This equates to around 5% of our schools. The greatest proportion of provision is located in the south of the borough, which has significant impact on some learners from other parts of Kirklees attending ARP; travelling time; and emotional regulatory status on arrival at, or on leaving, school. There are no ARPs specialising in either Cognition and Learning needs or Social, Emotional and Mental Health (SEMH) needs, despite growing demand particularly in the SEMH area.

Existing ARPs:

Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School (South) 14 places	Newsome Academy (South) 14 places
Visual Impairment	Dalton School (South) 14 places	Moor End Academy (South) 14 places
Complex Communication and Interaction Needs	Windmill Church of England Primary School (North) 12 places	Royds Hall Community School (South) 24 places Honley High School (South) 20 places Thornhill Community Academy (North) 20 places
Physical Impairment	see additional proposal below	Newsome Academy (South) 14 places

Location of existing provision

Special Schools and Mainstream Specialist Provision



Additionally Resourced Provision in Kirklees has been known up to now as Specialist Provision.

In this document and going forward, we will refer to all such provision as **Additionally Resourced Provision**.

This will bring us in line with terminology used by the Department for Education and other local authorities.

The proposals for new ARPs

Working in partnership with our schools, we have identified a first phase of proposals which are outlined in the table below. Our first phase of proposals is intended to increase the number and geographical spread of ARP provision. We have more schools who have expressed an interest in hosting an ARP and work will begin shortly on a second phase to further increase provision. This will be the subject of a future consultation.

Name of School	Phase of school	Maintained or Academy	Places up to	North or South	Additional information
Social, Emotional and Mental Health Needs					
Beaumont Primary Academy	Primary	Academy	12	South	No existing provision. Proposals deliver primary provision in North and South Kirklees.
Carlinghow Academy	Primary	Academy	12	North	
Complex Communication and Interaction Needs					
Netherhall St James CE (VC) Infant and Nursery School	Primary	Maintained	12	Central*	Existing provision in the North. Proposals deliver provision in Central Kirklees.
Netherhall Learning Campus Junior School	Primary	Maintained	12		
Netherhall Learning Campus High School	Secondary	Maintained	20		Proposals also deliver primary through to secondary provision on one central site.
Cognition and Learning					
Old Bank Academy	Primary	Academy	16	North	No existing provision.

* Technically South in terms of school organisation but relatively central by distance

Additional Proposal

Although not operational for two years due to a lack of demand for places, Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School are registered as having ARP for 5 transitional places associated with Physical Impairment.

Proposal: Remove the registered provision for Physical Impairment at Netherhall St James CE (VC) Infant and Nursery School and Netherhall Learning Campus Junior School

Admission and pupil numbers

Admissions to the ARPs follow a different procedure from that operating for the rest of the school. Admissions into the ARP will be through the Kirklees SEND decision-making groups. These groups include representation from the Special Educational Needs & Disabilities Assessment and Commissioning Team, Educational Psychology, School Head Teachers/Special Educational Needs & Disabilities Co-ordinators, and other multi agency professionals.

What happens next?

This consultation is open between 24 June 2022 and 22 July 2022. During this time, we are inviting feedback about the proposals outlined in this consultation. You can express your views online, by email, or in person at a consultation event.

Once the consultation has finished, the next steps in the process will differ depending on whether a school is an academy or is maintained by the local authority.

Maintained schools

All feedback will be published in a consultation outcome report. This will inform a decision by the local authority on whether to move to the next stage. Moving to the next stage for one or more of the proposals would mean the publication of legal notices and another chance to view the proposals and comment on them before a final decision is made. The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

Milestone	Date
Publication of consultation outcome report	August/September 2022
Publication of statutory notices and representation period	September/October 2022
Final decision by Cabinet (within 2 months)	November/December 2022
Implementation from	January 2023

Academies

All feedback will be published in a consultation outcome report. This will inform a decision on whether to move to the next stage by the relevant Academy Trust. Moving to the next stage for one or more of the proposals would mean the Academy Trust will submit a significant change business case to the Regional Schools Commissioner (RSC) for approval.

Milestone	Date
Publication of consultation outcome report	August/September 2022
Significant change business case submitted to the RSC from	September 2022
Final decision by RSC	To be confirmed
Implementation from	January 2023



Have your say

Online: You can take part in the consultation by completing the online consultation form on our website at:

www.kirklees.gov.uk/schoolorganisation

In person: You can find out more about the proposals by attending one of the consultation drop-in sessions. Details of these events will be published on the following website:

www.kirklees.gov.uk/schoolorganisation

Email: Please note that you can contact us via email should you have any queries regarding these proposals. Please send emails to: school.organisation@kirklees.gov.uk

Please make sure you respond by **Friday 22 July 2022** to ensure that your views are heard.