



**Doncaster SEND Strategic Intent 2018 – 22
Updated Special Provision Fund Plan – updated October 2019**

a) Introduction

The Department for Education (DfE) has supported all local authorities (LAs) to undertake a strategic review of their High Needs provision for children and young people with special educational needs and disabilities (SEND). The review will enable LAs to access additional capital funding to develop specialist provision for children and young people who have an Education, Health and Care Plan (EHC Plans).

This paper describes the context for the initial consultation briefing for partners and stakeholders, which were planned as part of a series of engagement activities to be held during the 2017/18 academic year, based on a comprehensive data analysis of need and capacity across the Borough. The initial round of consultation concluded at a stakeholder engagement event on 12th March. The outcomes and findings informed an outline plan, published on Doncaster's Local Offer website on 14th March and set out in Appendix 1 below. A full summary of the consultation comments and outcomes is set out in Appendix 2 and a list of the consultation and engagement events is set out in Appendix 5. Consultation with stakeholders, including children, young and their families will continue and will focus on particular elements of the SEND review (detailed below)

b) Local Strategic Overview

Our Local Strategic Partnership '*Team Doncaster*' oversees a portfolio of functions designed to deliver transformation programmes called Doncaster Growing Together across the borough over the next four years. Our Children and Young People's Plan (C&YP's Plan) 2017-2020 is aligned with two of these portfolio themes, i.e. '*Learning*' and '*Caring*', The Learning theme, which is a key driver for strategic partnership support for Special Educational Needs and Disability (SEND) is made up of three key programmes: Education and Skills, Social Mobility and Education Inclusion. Our ambition is to ensure that we provide the best possible support for our children and young people to plan and achieve fulfilling lives, with bold reforms that will broaden their own individual ambitions and horizons. We will bring our education system and business community together to give our young people more exposure to the opportunities to flourish and to realise their ambitions.

The Opportunity Area (OA) Programme for Doncaster (2017-2021), includes a specified commitment to developing pathways through suitable education to fulfilling careers for SEND Learners (Priority 3). The Opportunity Area has also funded a wide-ranging Essential Life Skills Programme, which has provided SEND learners in the community an opportunity to fully engage with extra-curricular activities and develop key 'soft' skills which are invaluable for progression.

Our Children and Young People's Plan 2017-20 sets out the commission to deliver

Team Doncaster's learning portfolio, based on area-wide needs identified in the borough's Joint Strategic Needs Assessment and focused on the four key themes of: 'Staying Safe', 'Healthy & Happy', 'Achievement' and 'Equality'.

The Plan's impact will be measured against a clear outcomes framework, developed in partnership between Doncaster Council, the Clinical Commissioning Group and the Doncaster Children's Services Trust. Underpinning the design, delivery and review of the C&YP's Plan is a Participation & Engagement Strategy based on the principles of co-production and advocacy, providing children and young people with the opportunity to direct the strategic and operational support for the issues that they have identified as the most important to them.

The design of the C&YP's Plan was informed by the work of the Independent Commission on Education and Skills in Doncaster and their *One Doncaster* report which identified the need for the education and skills system in the borough to thrive. A key tenet of their report was the need to undertake a review of SEND support and provision.

The One Doncaster Report, was fully reviewed by the external Independent Commission (Sir Tim Brighouse and Dr. Anne Limb) in October 2018, who confirmed that Doncaster was in a 'virtuous circle' of improvement and that we are making significant progress against each of the areas detailed in the original report, including those which both specifically and intrinsically affect SEND learners.

c) Joint Local Area Inspection

In May 2019, Ofsted and Care Quality Commission undertook the joint local area SEND inspection in Doncaster. The inspection found no areas of significant weakness. The inspection identified a number of strengths across the local area including:

- Local area leaders are committed to improving the life chances of children and young people with SEND. The strategies that they have used have secured improvements to the quality of health, education and social care provision. This is having a positive impact on the quality of services for most children and young people. The 'big picture' in Doncaster is one of steady improvement.
- The voice of children and young people with SEND is given high priority in Doncaster. Local arrangements ensure that the ideas of children and young people influence leaders' strategic planning and the development of services. For example, the local offer has been shaped by the voice of children and young people.
- The local area's self-evaluation is detailed, accurate and comprehensive. Leaders know what is working well and where improvements are needed. They are acting quickly to bring these about. Development plans are sharply focused on what needs to improve.

d) SEND Review

Doncaster's Special Education Needs and Disabilities (SEND) Strategic Framework 2016-2019 was developed, ratified and published in January 2016 and is available on the Local Offer. This was then reviewed through the development of a wider Inclusion and SEND Strategy (to be launched November 2019).

This strategy sets out our ambition to ensure that children and young people with SEND, have the best possible start in life and as they grow up, they will have prompt access to reliable local, high quality education, health and care services.

More specifically, children and young people with SEND and their parents /carers will:

- Have their education, health and care needs accurately identified and assessed and met in a timely manner
- Receive timely information, advice and support to enable them to participate fully in discussions, decisions and choices about their lives.
- Receive services that will communicate effectively together so that children and their parents/carers only have to 'tell it once'.
- Have the routine option and be well supported to, take up a personal budget, and the right to access a personal health budget when meeting Continuing Care needs.
- Experience a smooth transition when they move between education settings or service providers.
- Continue to receive the health and care provision needed to meet their needs beyond the age of 16 and 19.
- Receive timely support for young people's preparation to adulthood

Long Term: Moving Forward to a 2030 Vision in Learning

Moving forward, we are working closely with an appointed Education Advisor to develop a vision for Education & Skills to 2030. Initial engagement with key stakeholders from across the sector has suggested that we focus on eight core characteristics of a successful Education and Skills system, which we are going to subject to a full and robust programme of public and community consultation over the course of Summer 2019. The characteristics which are of specific relevance to SEND learners are:

Cradle to career approach

"This characteristic is about ensuring that all Doncaster residents have access to high-quality career pathways with supporting services that are tailored to their individual needs and aspirations. This will mean that people of all ages will be effectively supported to access fulfilling and rewarding forms of learning that will enable them to pursue a fulfilling career that will also meet the skills challenge posed by our local economy. This will be supported by a wrap-around Careers Information, Advice and Guidance service for Doncaster. Employers and sector specialists will be at the heart of this characteristic; with their reach extending into all sectors as champions for the development of progression pathways. This will ensure that all residents, regardless of age, demographic or background, will be supported to access the highly skilled, highly paid jobs of tomorrow."

High Ambitions, High Expectations

"This is about ensuring that all in our locality have the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future. What is key is ensuring that all in Doncaster can achieve what they want in life, no matter what their background. Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications and careers. Alongside this, a relentless focus on the basics – outstanding literacy and numeracy skills – in statutory education and lifelong learning are required in order to support achievement in the borough. This is to be complimented by a wider essential life skills offer, in order to ensure that all young people have the tools they need to participate in our local economy and society."

An inclusive learning system which delivers for all

“Inclusive growth means no individual or community is ‘left behind’ in Doncaster. A successful learning system is one which meets the needs of all learners and Doncaster’s should be no exception. An inclusive learning system is a system where vulnerable pupils are supported with an education that is appropriately matched to their needs and capabilities and they have clear defined pathways into adulthood and the world of work. No child should be excluded from opportunity on account of their SEND status. An inclusive learning and skills system is one which is characterised by low exclusion rates and high participation in education. For gifted learners, a successful system works together to provide them with the opportunity to access either a world-class technical education or some of the country’s top universities. These three core elements represent an inclusive learning system, which delivers for all learners in a place.”

An open approach to innovation

“A successful learning system utilises both nationally-recognised and internationally successful ‘best practice’ models to engender continuous improvement in the local learning sector. This includes using technology and community assets to drive forward change in education and skills provision. A successful learning system forges strong and lasting partnerships with local, regional and national organisations, as well as academic institutions to ensure that practice in the classroom is robust, innovative and evidence based. This characteristic is also key to addressing the health and social care barriers to learning, which represent an important challenge to Doncaster’s learners. Furthermore, in a landscape of continuing public sector retrenchment, we should be open to working collaboratively to secure external funding in order to build capacity and capability within our Education and Skills system.”

Set against the previous provision fund plan and the emerging SEND strategic direction as detailed above a number of themes have been aligned and are at varying staged of development and progress:

- New Communication and Interaction Special School following an analysis of need and successful bid to Wave 12 of the Free School round – set to be opened in Sept 2020
- Sufficiency and capacity of High Needs provision 0-25
- Accelerating the review of Out of Authority placements, pathways, decision making and funding
- Review of Education Transport (SEND) entitlement and provision
- Integrated statutory assessments, planning, review & decision making across education, health and care
- Review, refresh and further co-production of the Local Offer
- Focus on SEN support in schools
- Focus on transition between school phases and between children’s and adult services
- Preparing for Adulthood, including working with the National Development Team for Inclusion (NDTi) and Mencap
- Behaviour Transformation Review (aligned)
- Short Breaks Offer: criteria, processes and commissioning of provision (aligned)
- Community Paediatrics and Autism Steering Group and Strategy development (aligned)

We have also reviewed arrangements for the provision of enhanced day nurseries to support children with a wide range of SEND and additional needs. A commissioning process is in progress to tender for the provision of four enhanced nurseries, located one in each of the four locality areas. This will give children 0-5 with complex SEN more equitable access to provision to meet their individual needs.

e) Doncaster's Organisation of Learning Provision Strategy

This Council-led strategy informs and complements the SEND Review, setting out the key components and approaches contributing to the whole *Learning Landscape* for all children and young people in the Borough. The strategy captures the main opportunities and challenges across the multi-provider infrastructure of learning provision in Doncaster, providing a framework for planning and generating the necessary resources to ensure that we meet the requirement to commission high quality learning settings. The process of ensuring there are sufficient places to meet the needs of learners with SEND is embedded within the strategy.

f) Behaviour Transformation Review

Doncaster currently has high numbers of fixed term exclusions and managed moves, high rates of persistence absence and poor educational outcomes for children and young people in alternative provision. Some of these children have special educational needs and have EHC Plans.

A whole system review in relation to behaviour management commenced in September 2016 intended to improve operational pathways and consider the future needs for commissioning alternative provision. The LA funds two Pupil Referral Units (PRUs), one for children of mainstream ability at risk of being, or who have been, permanently excluded and a second for meeting complex medical, social and emotional needs and autism. The LA also funds earlier intervention Learning Centres at primary and secondary phase. It is our intent to commission a variety of provision which will result in a graduated response to need.

g) Headline SEND data

Both the SEND Review and the Organisation of Learning Provision Strategy are informed by key data which describe the context for provision development in the Borough.

Doncaster's 2019 national data submission reported that 37% of Doncaster children and young people with statements of SEN/EHC plans were attending any type of special school. The number of placements in special schools has increased over recent years and is at its highest in 2019. The majority (88%) of these special school placements are in state-funded special schools (maintained or academy). Doncaster funds approximately 550 places across its 5 state-funded special schools. Doncaster maintains two specialist resources for children with a hearing impairment in a mainstream primary and secondary school. In 2019, 0.9% of children/young people with an EHC Plan attended this type of provision.

There are similar proportions of children and young people attending non-maintained special schools and independent special schools in Doncaster than national average. There was an increase in the number of placements in independent special schools since 2014 but the proportion attending such provision has decreased reflecting the

increased number of children and young people with an EHC plans.

Following the SEN reforms in 2014, there has been a significant growth in the number of young people with an EHC plan attending a post 16 provision (23% of the total cohort 0-25). 17% of all children and young people with a maintained EHC plan attend a general further education college; this is 5.8 percentage points higher than the national average for 2018 (latest available data). There is a slightly higher percentage (3.6 percentage points) of young people attending specialist post 16 institutions in Doncaster in 2019 compared to the 2018 national average (latest available data). The headline data shared at the initial consultation events is set out in more detail in Appendix 3.

h) Principles for the development of SEND Learning Provision in Doncaster

The key principles for the development of SEN Learning Provision in Doncaster are set out in our Organisation of Learning Provision Strategy and are based on the early outcomes of the SEN Review. These principles are focused on:

- Supporting the capacity of mainstream schools to enable them to be more inclusive.
- Enabling Quality First teaching in every setting
- Ensuring sufficient quality alternative provision in settings that enable us to meet the needs of individual pupils leading to improved outcomes
- A transparent, accountable, and principled system that enables targeted work and sustainable challenge.

The Plan for realising these principles will require modification to the management arrangements of existing provision, as well as the expansion of that provision in line with growth in demand. Following further refinement the Plan could include the development of areas in mainstream schools where SEN outreach work can be delivered effectively, the development of satellite and short-term assessment and targeted intervention provision, and the creation of environments within which commissioned services can be deployed more effectively.

i) The key outcomes of initial consultation

Partnership contributions and feedback gained from the consultation events and survey have strengthened our strategic case for investment in SEND provision. A series of meetings with head teachers from Doncaster's state funded special schools and PRUs, and an engagement event involving parents, mainstream schools, Doncaster College, specialist providers, partner agency colleagues have evidenced a strong will to work in partnership to achieve our aims.

The consultation with stakeholders has provided the following key views:

- Utilising capital funding to enhance and increase SEND provision is one part of incremental strategic and cultural change. These changes require ownership across all education settings and specifically across mainstream and special schools.
- Better assessment, earlier intervention and a comprehensive programme of training and development, utilising specialist expertise, will benefit more children for the longer term.
- Understanding and meeting the needs of children and young people involves

up skilling the whole work force and taking families on the same journey of sharing knowledge, skills and expertise. Building confidence is key for adults working with children and young people to be sure they are not doing the wrong thing.

- Good practice exists now and it is important to build on this and continue to learn and adapt.
- Concerns were expressed about increasing the capacity in special and alternative provision, and the risk that the system will just fill this new capacity.
- Colleagues favoured increases in inclusive capacity in mainstream provision and discussed the benefits and risks associated with a range of broad options, including *Satellite, Resource and Unit-based provision*. There was a general consensus that the risks should and could be managed effectively to assure better experiences and life outcomes for our children and young people, enabling them to remain in their communities
- There was a clear recognition that partnership resource needs to be focused on upskilling professionals in mainstream provider settings and possibly through enhancing the outreach offer of a range of agencies and providers.
- Colleagues also agreed that extending Early Years specialist provision to bolster the effectiveness of early intervention for our most vulnerable young learners is essential.
- There was also a clear focus on assuring the sufficiency of Post-16 specialist place provision, extending the range of available opportunities that are meaningful to our young people and that provide them with the opportunities to achieve the best possible life outcomes

Next steps:

- Our plan will require the full deployment of the special provision fund allocation available from the Department for Education (DfE), complementing Doncaster Local Authority funding for the development of SEND provision. The combined capital resource is intended to increase capacity and improve the quality of provision across mainstream and special schools for children and young people aged 0-25 with an Education Health Care Plan (EHCP). We intend to use the capital allocation available from the DfE to build interim capacity in years 1 and 2 of our plan, shaped on the outcomes of our comprehensive SEND and Behaviour Reviews, whilst we reset the commissioning landscape for specialist provision from year 3 of our plan, and onwards
- Further detailed discussions to finesse the plan continue to take place between senior leaders of the Local Authority, maintained mainstream, specialist and alternative provision school leaders, and academy sponsors. This also includes the sponsor for the new Communication and Interaction Special School and the Headteacher of one of our specialist schools.
- A fully costed plan will be processed according to the Council's internal reporting requirements and statutory prescribed alteration processes

Appendix 1: Outline plan of developments for children with SEND

Type of provision	Age range	Type of SEN or disability that the project is designed to meet.	Number of additional places	Timescale	Included in the High Needs Sufficiency Capital project
Special school - new	5-19	Communication and interaction	100 (80 commissioned by Doncaster)	To commence 2019/20 academic year	N
LA registered nursery (Seedlings provision)	2-5	Complex social, communication and additional needs	Relocation and increase in the number of places from 10 to 20 and the entitlement offer of funded hours to 15 hours nursery provision per child	Completed	Y Joint funding with Council
Special schools (state funded)	Primary and secondary and post 16	All types of SEN	Increase in funded places overall by 20 places including post 16-19	2018/19 academic year over 2 years Refurbished former nursery site	Y Joint funding with Council
Special schools (state funded): satellites in mainstream schools	Primary and secondary	Cognition and learning (MLD,SLD) and communication and interaction needs with associated SEMH needs	Increase in 30-40 funded places, locations tbc	2018/19 academic year over 3 years	Y Joint funding with Council
LA maintained alternative provision to a mainstream setting	Primary and secondary	SEMH and ASD needs (children who would be educated otherwise or at risk of exclusion)	Development of bespoke provision for more complex children with EHCPs – 30 places	2018/19 academic year over 2 years Works completed to create additional teaching space.	Y Joint funding with Council
General Further education	Post 16 and post 19/25	Complex learning, physical, social, communication and additional needs	Development of existing provision to meet a wider range of needs for more vulnerable learners	2018/19 academic year over 2 years Refurbishment and creation of a special post	Y Business case to be provided by college to the Council

				16 unit.		
Big Picture Learning (social impact bond)	Picture - new impact	11-16	High Needs	60 pupils a year (30 in 1st year)	To commence 2018/19 academic year over 6 years	N

Appendix 2: Summary of Consultation Comments

Draft Inclusion Principles

- Agreed with all principles
- Would like to see the term **advocacy** for both children who cannot talk for themselves and for parents who don't have the skill set or confidence to speak for their child.
- Colleagues would like to see **parents** explicitly named in the principles.
- In terms of objective one, **timely** was a term colleagues suggested may work well.
- How will we measure / success Criteria for most Child friendly borough
- Voice of Young Person is key – **advocacy** to improve services + outcomes should be a principle (Finding the right advocate for each Child or Family)
- The voice of **all** children. Not just the “engaged”
- Need to be **resourced appropriately** for SEND. Children to be **educated closer to home**.
- Nothing about **rapid identification** of student needs and referral on to the right pathway
- Emphasis on **post 18** – Young People “drop off at 18”
- Principle: Identify needs of Young People in a timely manner to enable access to services
- Having the right to choose
- Parents are fully informed
- **Shared learning** across providers not just dual placements
- Information **accessible** to all make sure it can be understood
- Developing **shared based learning** not labelling specialist provision
- **Quality** of experience
- What about **fun and enjoyment**
- Replace ‘possible’ with ‘**appropriate**’
- Add ‘as appropriate’
- Highlight support for **transitions**
- **‘Whole family approach’**
- Remove ‘public purse’ – Negative
- Add **sign-up** to these principles is **visible** on all plans and by all partners
- Need to identify **integrated** working and wider partners help
- How do we get **collective accountability** – accountability needs to be included
- Need shared understanding/ethos
- Would include and be able to **access local/community facilities**
- A piece of work is needed on how do we achieve **timely access**
- **High Quality** to everything we do (e.g. Partnership working, Moderation/sharing)
- Trust – evaluation& review (**Co-Reflection**)
- Focus on **attainment in mainstream** – Could potentially upskill staff
- Needs to include parents /carers

Shaping the Future

- Colleagues found it difficult to rank the priorities as all seemed important.
- They had concerns that if you increased the capacity in specials and alternative provision, then the system will just fill these.
- Colleagues favoured the increased inclusion in mainstream and discussed all three models (**Satellite, Resource and Unit**). They identified the risks in terms of the agenda of **attainment v inclusion** and the possible reluctance of mainstreams around data. They also raised concerns over governance, management and staffing and would like to see where the model has proven successful. They did think it would give children better experiences, enable them to remain in their communities, upskill mainstreams and possibly enhance outreach.
- Colleagues also thought extending **Seedlings** does seem like a good idea as early intervention is essential.
- Colleagues also thought ensuring **Post 16** had sufficient places and a range of opportunities was important for our young people.
- Better support for children with MLD in mainstream schools to remain in mainstream
- **Enhance increased capacity work** closely with all specialist provision in the Local Authority CSC/DSED
- **Specialisms + Specific skill sets to be shared**
- **Training?** Mainstream + Special
- **Wrap around** provision
- Parents who have children in specialist schools do not want them to be bigger

Risks	Suggestions	Benefits
<ul style="list-style-type: none"> • New School: Large Teaching groups could mean less support and less familiarity • Expansion of Special Schools: Impact on pupils; needs careful management • SEN Unit 5: Integration of Special School pupils in mainstream – potential for isolation in mainstream (lack of capacity in primary) • Change of Special Schools to locality based: Dilution of specialist support • Increase in capacity 	<ul style="list-style-type: none"> • Increase Seedlings provision : Outreach for parents • Transition is key • Improve pastoral and pastoral transition • What about the middling kids who need more support in mainstream? 	<ul style="list-style-type: none"> • Expand Seedlings: Early intervention Effective Transitions Fewer EHCPs – SEN Support More CYP going into mainstream • More options for post 16 chance for SEN Children & Young People • Post 16 Expansion: Increased independence for S/E cup • New School: Increased capacity Relief for mainstream & PRUs Increased outreach Less costs for OOA placements • Change to locality

<p>of special Schools: resulting less support for EHCP pupils in mainstream?</p>		<p>based Special Schools: Reduce travel costs Reduce travel anxiety</p> <ul style="list-style-type: none"> • Increase Post 16 Special School Capacity: Reduce growing FE/Post 16 costs for OOA Give more options to Young People Growing population • Increase Pre-School Special School Capacity: Early Intervention is key – Prevention is cost saving
<p>Priority area: Enhance and increase capacity in both special and alternative provision for vulnerable children with EHCPs who have long term communication & interaction/ASD/SEMH needs</p>		
<ul style="list-style-type: none"> • Timelines: To students at transition point, who could be allocated a place “blocked” by another • Capacity: 4.21 places per year group + demand (does not meet) • Capital Build: Risk that capital build does not meet profile of need • OOA Placements: How much do we hold back to cover complex children from OOA? • Process: Process – Children without EHCP may be missed • Funding Process: Funding process capacity to generate EHCP • Travelling efficient: People moving into Doncaster for the School – right children into the School Collate + batch requests consider collaborating • Potential for isolation in Mainstream School • Lack of capacity in 		<ul style="list-style-type: none"> • More Young People have opportunity to have needs met in current provision • Takes pressure off mainstream and med term • Travel Time reduced • Grows expertise in borough • Meets academic needs of high functioning children • More choice for parents • Focus on ASD and SEMH

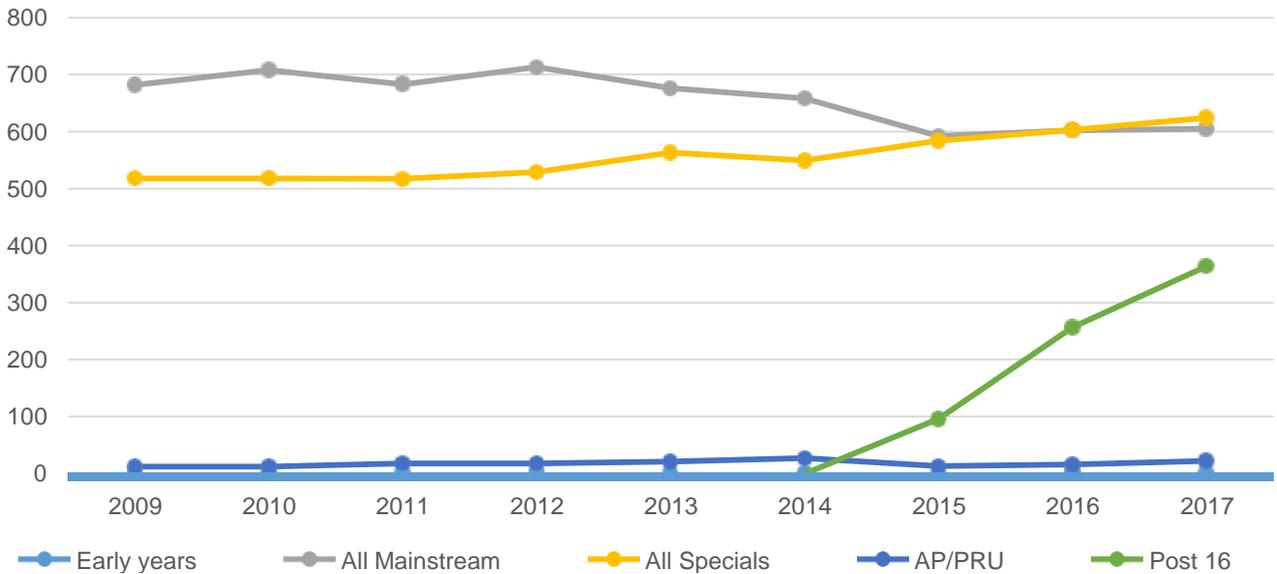
primary		
Priority area – Increase the number of places and the entitlement offer with the Seedlings Nursery Provision		
<ul style="list-style-type: none"> • Takes funding from EY budget • May impede inclusion • ? No of places • Difficult to discuss without cost analysis/ places • Travelling: Special Schools identifying needs 		<ul style="list-style-type: none"> • Earlier Id + Support • Reduce burden on KS1 specialist provision • Early ID improves support for parents – ultimately closes gap • Subsequent appropriate placement @ next level • Enhances transition • Improved outcomes • Make a lateral plan • Special School save differentiate methods & meeting needs of child with mainstream. • Provision fits child's needs • Early Intervention
Priority area – Increase capacity in special schools (all types of need) priorities 1-4 where 1 is the most urgent need.		
<ul style="list-style-type: none"> • Difficulty in ranking due to different backgrounds. • As above but children with different needs • Pathways need to be developed long term views – What getting ready for? • Managing different bands of need • Stresses on different parts of education settings if not balanced change. • No inclusive guidance for pre-school future choice. Order: • 1. Pre • 2. Post 16 • 3. Primary • 4. Secondary • (Post – 16) Are special School 6th forms meeting needs in preparation for employment? 		<ul style="list-style-type: none"> • (Post – 16) Increase places to reduce need for spend an independent provision and reduces risks associated with transition

Priority area – Enhance and extend Further Education (16-25) provision to meet more complex needs in partnership with other services		
<ul style="list-style-type: none"> • Insufficient support for many students • Don't put all your eggs in one basket 		<ul style="list-style-type: none"> • Transition • Improved Outcomes • Greater Offer • Needs Met • Learning + progress increase • Identify that we need to commission differently to support employability
Priority area – Increase capacity for specialist provision in mainstream settings via SEN resource, SEN unit or satellite unit priorities 1-4 where 1 is the most urgent need		
<ul style="list-style-type: none"> • Priority: <ol style="list-style-type: none"> 1. Pre 2. Secondary 3. Primary 4. Post 16 		<ul style="list-style-type: none"> • Satellites preferred by parents. – Better support and pathways and also work to reduce transport costs • Give Schools more say in commissioning support from agencies/partners • Better integration early on will reduce isolation and dislocation later on
Priority area – Change special schools to be locality based and meet a wider range of needs.		
<ul style="list-style-type: none"> • Pressures: Leadership Changing Mind-sets Academies Different Principles + Ethos • Schools don't have space for provision/ 'safe space' to calm down • Lack of partnership working and support from all agencies • Disruption to children who are already in special schools that are not near home 		<ul style="list-style-type: none"> • Specialism in School • Whole school community • Parents build relationships with school • Most parents would prefer children to be closer to home
Spend		
<ul style="list-style-type: none"> • In terms of spend, the increase in capacity in mainstreams was seen to be the most important, followed equally by Seedlings and Post 16. 		
Low/No Cost:		
<ul style="list-style-type: none"> • SEMH + in Mainstream 		
500k:		
Mainstream short term placement to address if child's needs can be met		
Unlimited:		

- Close all Special Schools
- Continuum mainstream – Short term environment 2 terms to assess the right place for that child

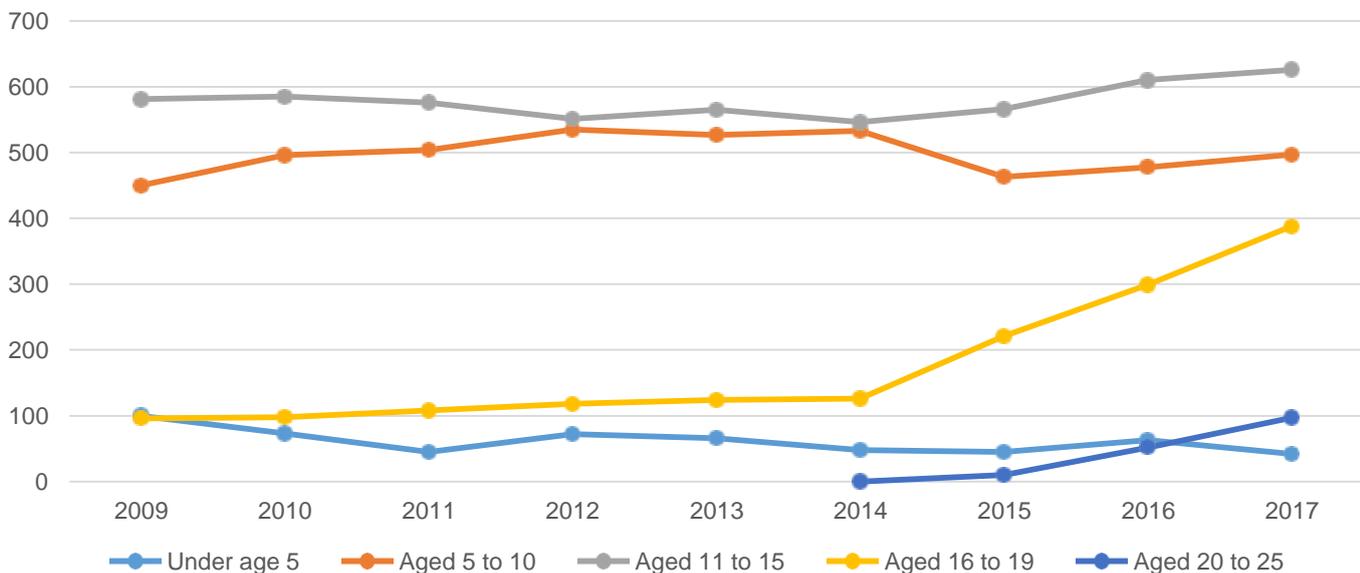
Appendix 3: Headline data shared during consultation

Number of children and young people with a maintained statement/EHC plan in each provision type [SEN2]



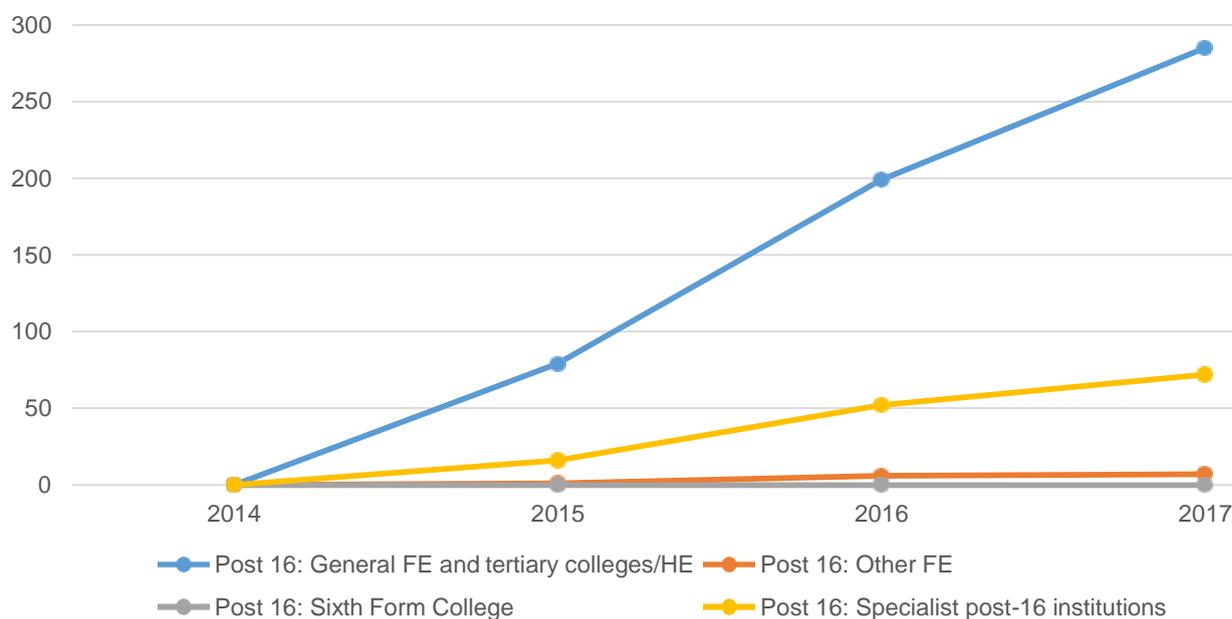
- Substantial increase in number of young people in post 16 provision
- Increase in number of young people in special school provision

Number of maintained statements/EHC plans by age range [SEN2]



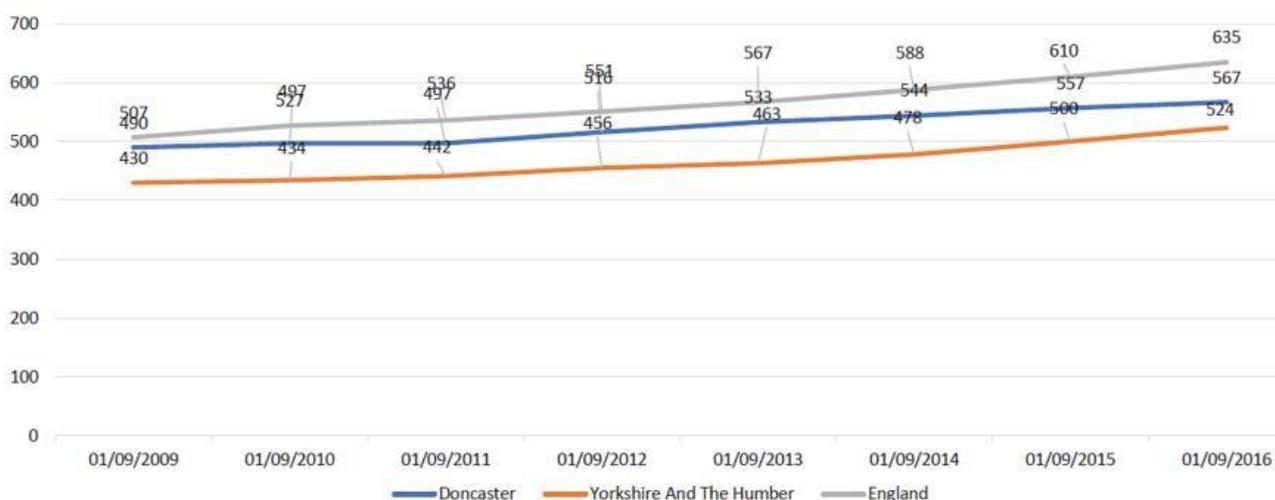
- Increase in number of young people with a statement/EHC plan aged 16 and over
- Increase in the number of children with a statement/EHC plan of secondary school age (11 to 15)

Number of young people with a statement/EHC plan by Post 16 provision type [SEN2]



- The number of young people with a statement/EHC plan attending a General Further Education college has increased dramatically since 2014.
- Young people are remaining in education for longer in FE mainstream and independent specials.
- The number of young people attending a Specialist Post-16 Institution has also increased notably.

2009/10 to 2016/17 Maintained and Non-Maintained Special School Pupil Numbers Compared to Regional and National Norms



The number of pupils in special schools in Doncaster (Maintained and Non-maintained) is higher than regional average but lower than national. This number has risen gradually over the years shown.

Updated October 2019

Based on 2019's SEN2 return, as of 17 January 2019:

Number of Children and Young People with an EHC Plan in each provision type:

Provision	Numbers
Early Years	17
Mainstream (Maintained, Academy and Free	704 (plus 16 in an additional resource)
All Specials	553
AP/PRU	30
Post 16	421
Independent/Non-maintained	73

Number of maintained EHC Plans by age range:

Age	Numbers
Under 5	37
5 -10	555
11-15	657
16 -19	445
20 -25	161

Number of YP with an EHCP by Post 16 provision type:

Type	Numbers
General and Tertiary FE/HE	318
Sixth Form College	0
Other FE	13
Specialist Post 16	90

Please note, the headline data states Statements/EHC Plans, but as of the time the data was taken, the LA no longer maintained Statements as any previous Statements agreed to transfer to EHC Plans had been done by 31 March 2018.

Other headline data

- Increasing high levels of Autistic Spectrum Disorder (ASD) and Speech, Language and Communication Need (SLCN) in special school settings in Doncaster projections set to increase considerably. There is a higher number of pupils with ASD in Doncaster's special schools than regional and Doncaster average
 - Substantial increase projected in the number of pupils with ASD attending an independent special school.
 - High levels of MLD in primary and secondary schools in Doncaster compared to regional and national averages.
 - The number of pupils in mainstream primary with an EHCP is projected to decrease, which could be due to a number of factors such as more effective earlier intervention, funding at SEN Support and effective transitions into mainstream schools.
 - Increasing number of pupils at SEN Support in LA Maintained Pupil Referral Units and projections suggest that this will increase.
 - Pupils attending in area provision travel shorter distances to their education provision with those in mainstream travelling just over a mile and those attending a maintained special school travelling nearly 6 miles.
- Those pupils attending provision in other local authorities travel further – 7 miles for those in mainstream schools and 11 miles for those in a maintained special. Those attending an independent provision travel further 24 miles for those attending an independent mainstream setting and 12 miles for those attending an independent special school.



Special Educational Need and Disability (SEND) Strategic Intent 2018 – 22 (Pre-consultation Draft)

j) Introduction

The Department for Education (DfE) has supported all local authorities (LAs) to undertake a strategic review of their High Needs provision for children and young people with special educational needs and disabilities (SEND). The review will enable LAs to access additional capital funding to develop specialist provision for children and young people who have an Education, Health and Care Plan (EHC Plans). This paper sets out the context for the initial consultation briefing as part of a series of engagement activities to be held during the 2017/18 academic year. An outline plan is set out below and following a more comprehensive data analysis of need and capacity due to conclude at a consultation event on 12th March, an updated short plan will be published on Doncaster's Local Offer website by 14th March. Doncaster intends to involve the sponsor of the new Communication and Interaction special school in some of the proposed developments. Further amendments and more specific details will be published in the summer term 2018.

k) Strategic Overview

Our Local Strategic Partnership '*Team Doncaster*' oversees a portfolio of functions designed to deliver transformation programmes called Doncaster Growing Together across the borough over the next four years. Our Children and Young People's Plan (C&YP's Plan) 2017-2020 is aligned with two of these portfolio themes, i.e. '*Learning*' and '*Caring*', The Learning theme, which is a key driver for strategic partnership support for Special Educational Needs and Disability (SEND) is made up of three key programmes: Education and Skills, Social Mobility and Education Inclusion. Our ambition is to ensure that we provide the best possible support for our children and young people to plan and achieve fulfilling lives, with bold reforms that will broaden their own individual ambitions and horizons. We will bring our education system and business community together to give our young people more exposure to the opportunities to flourish and to realise their ambitions.

Our Children and Young People's Plan 2017-20 sets out the commission to deliver *Team Doncaster's* learning portfolio, based on area-wide needs identified in the borough's Joint Strategic Needs Assessment and focused on the four key themes of: 'Staying Safe', 'Healthy & Happy', 'Achievement' and 'Equality'.

The Plan's impact will be measured against a clear outcomes framework, developed in partnership between Doncaster Council, the Clinical Commissioning Group and the Doncaster Children's Services Trust. Underpinning the design, delivery and review of the C&YP's Plan is a *Participation & Engagement Strategy* based on the principles of co-production and advocacy, providing children and young people with the opportunity to direct the strategic and operational support for the issues that they have identified as the most important to them.

The design of the C&YP's Plan was informed by the work of the Independent Commission on Education and Skills in Doncaster and their *One Doncaster* report which identified the need for the education and skills system in the borough to thrive. A key tenet of their report was the need to undertake a review of SEND support and provision.

l) SEND Review

Doncaster's Special Education Needs and Disabilities (SEND) Strategic Framework 2016-2019 was developed, ratified and published in January 2016 and is published on the Local Offer. This is currently under review as part of the transformation to a wider Inclusion Strategy, outcomes framework and action plan to be completed by the end of the calendar year 2018. There are a number of themes located under or aligned to the SEND aspects of the review, which have been in progress since in 2017 and are at different stages of development:

- New Communication and Interaction Special School following an analysis of need and successful bid to Wave 12 of the Free School round
- Sufficiency and capacity of High Needs provision 0-25
- Review of Out of Authority placements, pathways, decision making and funding
- Review of Education Transport (SEND) entitlement and provision
- Integrated statutory assessments, planning, review & decision making across education, health and care
- Review, refresh and further co-production of the Local Offer
- Focus on SEN support in schools
- Focus on transition between school phases and between children's and adult services
- Preparing for Adulthood, including working with the National Development Team for Inclusion (NDTi) and Mencap
- Behaviour Review (aligned)
- Short Breaks Offer: criteria, processes and commissioning of provision (aligned)
- Community Paediatrics and Autism Steering Group and Strategy development (aligned)

We have also reviewed arrangements for the provision of enhanced day nurseries to support children with a wide range of SEND and additional needs. A commissioning process is in progress to tender for the provision of four enhanced nurseries, located one in each of the four locality areas. This will give children 0-5 with complex SEN more equitable access to provision to meet their individual needs.

m) Doncaster's Organisation of Learning Provision Strategy

This Council-led strategy informs and complements the SEND Review, setting out the key components and approaches contributing to the whole *Learning Landscape*

for all children and young people in the Borough. The strategy captures the main opportunities and challenges across the multi-provider infrastructure of learning provision in Doncaster, providing a framework for planning and generating the necessary resources to ensure that we meet the requirement to commission high quality learning settings. The process of ensuring there are sufficient places to meet the needs of learners with SEND is embedded within the strategy.

n) Behaviour Review

Doncaster currently has high numbers of fixed term exclusions and managed moves, high rates of persistence absence and poor educational outcomes for children and young people in alternative provision. Some of these children have special educational needs and have EHC Plans.

A whole system review in relation to behaviour management commenced in September 2016 intended to improve operational pathways and consider the future needs for commissioning alternative provision. The LA funds two Pupil Referral Units (PRUs), one for children of mainstream ability at risk of being, or who have been, permanently excluded and a second for meeting complex medical, social and emotional needs and autism. The LA also funds earlier intervention Learning Centres at primary and secondary phase. It is our intent to commission a variety of provision which will result in a graduated response to need.

o) Headline SEND data

Both the SEND Review and the Organisation of Learning Provision Strategy are informed by key data which describe the context for provision development in the Borough.

Doncaster's 2019 national data submission reported that 37% of Doncaster children and young people with statements of SEN/EHC plans were attending any type of special school. The number of placements in special schools has increased over recent years and is at its highest in 2019. The majority (88%) of these special school placements are in state-funded special schools (maintained or academy). Doncaster funds approximately 550 places across its 5 state-funded special schools. Doncaster maintains two specialist resources for children with a hearing impairment in a mainstream primary and secondary school. In 2019, 0.9% of children/young people with an EHC Plan attended this type of provision.

There are similar proportions of children and young people attending non-maintained special schools and independent special schools in Doncaster than national average. There was an increase in the number of placements in independent special schools since 2014 but the proportion attending such provision has decreased reflecting the increased number of children and young people with an EHC plans.

Following the SEN reforms in 2014, there has been a significant growth in the number of young people with an EHC plan attending a post 16 provision (23% of the total cohort 0-25). 17% of all children and young people with a maintained EHC plan attend a general further education college; this is 5.8 percentage points higher than the national average for 2018 (latest available data). There is a slightly higher percentage (3.6 percentage points) of young people attending specialist post 16 institutions in Doncaster in 2019 compared to the 2018 national average (latest available data).

p) Principles for the development of SEND Learning Provision in Doncaster

The key principles for the development of SEN Learning Provision in Doncaster are set out in our Organisation of Learning Provision Strategy and are based on the early outcomes of the SEN Review. These principles are focused on:

- Supporting the capacity of mainstream schools to enable them to be more inclusive.
- Enabling Quality First teaching in every setting
- Ensuring sufficient quality alternative provision in settings that enable us to meet the needs of individual pupils leading to improved outcomes
- A transparent, accountable, and principled system that enables targeted work and sustainable challenge.

The Action Plan for realising these principles and will require modification to the management arrangements of existing provision, as well as the expansion of that provision in line with growth in demand. This could include the development of areas in mainstream schools where SEN outreach work can be delivered effectively, the development of satellite and short-term assessment and targeted intervention provision, and the creation of environments within which commissioned services can be deployed more effectively.

Appendices

- a) Inclusion Principles
- b) Types of SEN need
- c) Current provision in special schools
- d) Proposed plan of developments for children with SEND including those with an EHC plan.

Appendix A

Types of SEN Need:

- **Cognition and learning:** moderate learning difficulties (MLD), severe learning difficulties (SLD) profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD)
- **Communication and interaction:** speech, language and communication needs (SLCN), autistic spectrum disorder (ASD)
- **Social, emotional and mental health difficulties (SEMH):** including attention deficit hyperactivity disorder, attention deficit disorder, oppositional defiant disorder, attachment disorder, anxiety and depression.
- **Sensory and/or physical needs:** visual impairment (VI), hearing impairment (HI), multisensory impairment (MSI), physical difficulties (PD)

Appendix B**Current provision in Doncaster's state funded special schools (LA maintained* and state funded special academy)**

Name of school	Age range	Main types of need	Funded places
Stone Hill*	Y1-Y11	MLD (and ASD)	122
Pennine View	Y3-Y11	MLD	121
North Ridge*	Age 3-19	SLD	125
Coppice*	Age 3-19	SLD (and ASD)	123
Heatherwood*	Age 3-19	PMLD	63

Appendix 5: Consultation Record

Consultees	Date of Consultation	Purpose and Outcome
<p>Special and PRU Heads Meetings (half termly joint forum with LA service reps)</p> <p>Additional scoping review meetings</p> <p>1:1 discussions with the 5 special head teachers and 2 PRU head teachers (I with the Chair of Governors)</p> <p>Site visits to all 5 special schools and 2 PRUs</p> <p>Engagement activity with young people at each of the 5 special schools</p>	<p>16th November 2017</p> <p>1st February 2018</p> <p>26th January 2018</p> <p>21st February 2018</p> <p>w/c 26th February 2018 and w/c 5th March 2018</p> <p>8th March</p> <p>w/c 5th March</p>	<p>To discuss the High Needs SEND Review and SEND Provision Project</p> <p>Suggestions and agreements built into the plan for consultation</p> <p>To consult schools on their physical capacity as part of the Data analysis activity</p> <p>Inclusion and Participation Advisor designed and facilitated a highly differentiated interactive for young people with learning difficulties and additional needs using an APP to capture signs and symbols</p>
<p>High Needs Block Sub-Group of Schools Forum (termly joint forum)</p>	<p>26th February 2018</p>	<p>To discuss the High Needs SEND Review and SEND Provision Project</p> <p>Suggestions and agreements built into the plan for consultation</p>
<p>Primary Heads Briefing</p>	<p>23rd February 2018</p>	<p>To raise awareness of the High Needs SEND Review and SEND Provision Project and invite further participation</p> <p>Suggestions and agreements built into the plan for consultation</p>
<p>Secondary Heads Input</p>	<p>26th February 2018</p>	<p>To raise awareness of the High Needs SEND Review and SEND Provision Project and invite further participation</p> <p>Suggestions and agreements built into the plan for consultation</p>

