

Report of the Strategic Director of Children's Services to the meeting of Executive Committee to be held on 3rd April 2018.

Subject:

BK

Ensuring the Sufficiency of Specialist places for Children and Young People with Special Educational Needs and Disabilities (SEND) across the District

Summary statement:

The Local Authority has a statutory duty to keep under review the specialist provision it makes for children and young people with special educational needs and disabilities (SEND). Whilst also ensuring there are sufficient specialist places available to meet the needs of the growing SEND population.

Under Part 1 of Bradford's SEND Review that commenced in July 2016: 'Ensuring the sufficiency of specialist places in the Bradford District for children and young people with SEND – current and future need 2016-2020' schools and academies, in partnership with the Local Authority, mapped current provision across the District and identified a need for additional specialist places. The School Forum agreed to fund the additional places from the High Needs Block and commissioned an additional 400 specialist places across SEND and Behaviour.

Bradford's long term plan is to deliver 300 of these additional places through the opening of 2 new Generic SEND Free Schools and for the remaining places to be provided in Designated Specialist Provisions across the District.

However the Local Authority can no longer open new maintained schools, therefore the only way additional places can be created is via the below routes:

- Maintained schools can seek approval from Executive to increase specialist places by way of expansion
- Maintained schools converting to an academy and increasing their published admission number at the point of conversion with approval from the Department for Education (DfE)
- Academies are able to increase specialist places by expanding with the approval of the Department for Education (DfE)

As there is no clarification from the DfE on the funding of the Generic SEND Free Schools, the Local Authority has no alternative but to move forward with the proposed transient delivery plan. This will ensure the needs of children and young

people can be met until such a point that the DfE approves the two Generic SEND Free Schools. The first two tranches of development can be seen in the proposals outlined within this report and further work is being carried out to address the remaining shortfall of specialist places.

Please note that the Capital works required to deliver all of the proposed additional places outlined in this report will be funded through an agreed amount from the Local Authority's Basic Need Allocation.

In addition Bradford was successful in its bid to establish a 72 place LA commissioned Social Emotional and Mental Health (SEMH) Free School through the Free School Programme.

This report asks the Executive to approve:

The outlined short term special school proposals

- **116 Additional proposed maintained special school places**

The outlined permanent Designated Specialist Provision (DSP) proposals

- **54 Additional proposed Designated Specialist Provision (DSP) places in maintained schools**

The outlined permanent Early Years Enhanced Specialist Provision (EYESP) proposals

- **28 Additional proposed 0.6 Early Years Enhanced Specialist Provision (EYESP) places**

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Portfolio:

Education Employment and Skills

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

1.1 This report asks the Executive to approve the following proposals:

116 Additional proposed maintained special school places

- Chellow Heights Special School – proposal to increase the number of places for pupils by 48 additional places from 200 to 248
- Beechcliffe Special School – proposal to increase the number of places for pupils by 30 additional places from 114 to 144
- Delius Special School – proposal to increase the number of places for pupils by 24 additional places from 124 to 148
- Oastlers School – proposal to increase the number of places for pupils by 14 additional places from 80 to 94

54 Additional proposed Designated Specialist Provision (DSP) places in maintained schools

- Proposal to establish DSP for pupils with communication and interaction needs including autistic spectrum disorders (ASD) at: Crossley Hall Primary School – 12 places
- Proposal to increase DSP for pupils with communication and interaction needs including autistic spectrum conditions (ASD) at: Crossflatts Primary School from 12 places to 16 places
- Proposal to increase DSP for pupils with communication and interaction needs including autistic spectrum conditions (ASD) at: Holy Family Catholic School from 12 places to 16 places
- Proposal to increase DSP for pupils with cognition and learning needs at: Titus Salt School from 16 places to 30 places
- Proposal to establish DSP for pupils with social emotional and mental health needs (SEMH) at: Long Lee Primary School – 10 places
- Proposal to establish DSP for pupils with social emotional and mental health needs (SEMH) at: Cottingley Village Primary School – 10 places

28 Additional proposed 0.6 Early Years Enhanced Specialist Provision (EYESP) places

The proposals set out below to increase provision across the District, by creating an additional 28 x 0.6 Early Years Enhanced Specialist Provision (EYESP) places for children aged 2 – 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities

- Strong Close Nursery School – Proposal to increase the number of EYESP places by an additional 7 x 0.6 part time places taking the current number of places from 23 x 0.6 to 30 x 0.6 places
- St. Edmunds Nursery School – Proposal to increase the number of EYESP places by an additional 7 x 0.6 part time places taking the current number of places from 26 x 0.6 to 33 x 0.6 places
- Canterbury Nursery School – Proposal to increase the number of EYESP places by an additional 7 x 0.6 part time places taking the current number of places from 21 x 0.6 to 28 x 0.6 places
- Abbey Green Nursery School – Proposal to formally establish EYESP at the school with up to 20 x 0.6 part time places
(This is a proposal to formally establish the EYESP at Abbey Green Nursery School. The Nursery School does not currently provide enhanced SEND provision. Under the proposal the nursery will establish EYESP provision for 20 children; 13 x 0.6 EYESP places, funded from the under occupancy of other Children’s Centre Plus settings and a further 7 x 0.6 (part time) places making the EYESP at the school a 20 x 0.6 (part time) places provision)

1.2 Please note:

- 74 additional places are proposed across the Academy Special Schools
- 23 additional DSP places are proposed across 2 Academy Primary Schools
- 40 additional PRU places (34 in Ellar Carr PRU and 6 in Park Primary PRU, which is within 10% of their designated number)
- 20 additional behaviour places have been commissioned on an interim basis

1.3 All of the above proposals including the academies proposals will deliver in total 267 additional specialist places in special schools and mainstream schools. Including the specialist behaviour places (60) this will total 327 additional places out of the agreed 360 + 40 commissioned places agreed by School Forum. These proposals will be delivered over a three year period.

1.4 This currently leaves a need for a further 73 additional places + 20 further commissioned places. A plan/proposal is currently being worked through.

2. BACKGROUND

2.1.1 The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

2.1.2 It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors in the Bradford District will be required. The School Forum agreed to commission the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

2.1.3 These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

2.1.4 Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

2.1.5 The proposed changes will ensure the continued delivery of high quality and cost effective provision for the children and Young People of Bradford. The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District

- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

2.1.6 Central to these proposals is the continuity of provision between early years, primary and secondary phases of education.

2.2 Special School Provision

2.2.1 Currently the Local Authority maintains four special schools, one for secondary pupils with social, emotional and mental health (SEMH) difficulties and three generic special schools, two primaries and one secondary who manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.

2.2.2 In addition, there are four Special School Academies, one for all-age pupils with communication and interaction (C&I) needs which may include Autistic Spectrum conditions (ASC) and three generic special schools, two secondary and one primary who manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.

2.2.3 The special schools broadly cover 3 areas of the District and manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.

Table showing current Special School Provision

School	Area of Need	Registered Places	Maintained school or Academy	Phase
Chellow Heights	Generic	165	Maintained	Primary
Delius	Generic	110	Maintained	Primary
Beechcliffe	Generic	100	Maintained	Secondary
Oastlers	SEMH	80	Maintained	Secondary
Beckfoot Phoenix	Generic	80	Academy	Primary
Hazelbeck	Generic	120	Academy	Secondary
Southfield	Generic	265*	Academy	Secondary
High Park	C&I	95	Academy	All age

*Includes 12 EDSP places

Generic = A wide range of learning needs and complex health needs

SEMH = Social emotional and mental health needs

C&I = Communication and Interaction needs including autism

2.3 Designated Specialist Provision

Currently the Local Authority maintains six designated specialist provisions three for primary aged pupils and three for secondary aged pupils. In addition there are four primary and eight secondary academies who also host designated specialist provisions.

Table showing current Designated Specialist Provision

School	Area of Need	Registered Places	Maintained school or Academy	Phase
Crossflatts	ASD	12	Maintained	Primary
Denholme	ASD	8	Academy	Primary
Haworth	ASD	12	Academy	Primary
Carrwood	ASD	12	Maintained	Primary
Bradford Academy	ASD	12	Academy	Secondary
Parkside	ASD	12	Maintained	Secondary
Holy Family	ASD	12	Maintained	Secondary
Southfield Grange	ASD	12	Academy	Secondary
Grange Technology	ASD	12	Academy	Secondary

Titus Salt Beckfoot Thornton Bradford Forster Academy	LD LD LD	15 15 15	Maintained Academy Academy	Secondary Secondary Secondary
Green Lane High Craggs Oasis Lister Park	SLCN SLCN SLCN	9 6 4	Academy Academy Academy	Primary Primary Secondary
Beckfoot Bradford Academy	PD PD	10 15	Academy Academy	Secondary Secondary
Learn & Play – High Park Special School	C&I /ASD	16	Academy	Early Years

ASD = Autism

LD = Learning Difficulties

SLCN = Speech Language and Communication Needs

C& I / ASD = Communication and Interaction needs including Autism

PD = Physical Difficulties

2.4 Pupil Referral Unit Provision

There are currently 4 Pupil referral Units for children and young people with Social Emotional and Mental Health Needs (SEMH), one for primary aged pupils and three for secondary aged pupils.

Table showing current Designated Specialist Provision

School	Area of Need	Registered Places	Maintained school or Academy	Phase
Park Primary PRU	SEMH	50	Maintained	Primary
Ellar Carr	SEMH	36	Maintained	Secondary
District PRU	SEMH	160	Maintained	Secondary
Central PRU	SEMH	50	Maintained	Secondary

SEMH = Social Emotional and Mental Health

2.5 Early Years Enhanced Specialist Provision

Currently the Local Authority maintains three Nursery Schools across the District which deliver integrated early years enhanced specialist provision for Children primarily aged 2 - 5 years alongside mainstream Nursery Schools places as part of the Children's Centre plus provision.

The children that access these provisions have an Education Health and Care Plan or are undergoing assessment for an Education Health and Care Plan.

The current maintained Nursery Schools with Early Years Enhanced Specialist Provision are:

- Strong Close Nursery School (BD21)
- St. Edmunds Nursery School (BD8)
- Canterbury Nursery School (BD5)

Table showing current Provision for Children primarily aged 2 – 5 years old
(Children aged 5 years+ would be by exception)

Name of Provision	Registered Places 3-5 years (No. of FTE places)	Registered Places 0-2 years (No. of FTE places)	Current Occupancy (No. of children)
Strong Close Nursery School	12	8	18
St Edmunds Nursery School	12	8	19
Canterbury Nursery School	12	8	15
Hirstwood Nursery School	12	8	0
Barkerend CC+	12	4	4
Woodroyd CC+	12	4	3

In addition the Local Authority maintains two generic Primary Special Schools that provide Early Years Enhanced Specialist Provision and manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.

Maintained Special Schools:

- Chellow Heights Special School
- Delius Special School

Furthermore, there are two Special School Academies, one for all-age pupils with communication and interaction (C&I) needs which may include Autistic Spectrum conditions (ASC) and one generic primary special school.

Academy Special Schools:

- Beckfoot Phoenix School
- High Park School

3. OTHER CONSIDERATIONS

3.1.1 The proposed establishment of a provision that is recognised by the Local Authority as reserved for children with SEN at a maintained school requires the Local Authority to publish formal Statutory Notices.

- 3.1.2 To increase the number of pupils by 10% or 20 pupils whichever is the lesser at a special school maintained by the Local Authority requires the Local Authority to publish formal statutory proposals.
- 3.1.3 Whenever the Local Authority and Academies propose to increase places or make changes to maintained special schools, all interested parties who are likely to be affected by the proposals must be consulted in the development of the proposals. Although there is no longer a statutory pre-publication consultation period there is a strong expectation that interested parties who are likely to be affected by the Council's proposals will be consulted in developing their proposals prior to publication of statutory notices in accordance with the DfE statutory guidance.
- 3.1.4 It is important that the proposals are the subject of broad consultation with all interested parties to ensure that your views are considered and that you are fully informed and involved before a final recommendation is made.
- 3.1.5 The responses to this consultation for maintained schools must be fully analysed and considered before the Local Authority decides to publish statutory proposals in the local newspapers. The decision to approve the proposals to increase the number of places across the districts maintained special schools, EYESPs and DSPs rests with the Council's Executive.
- 3.1.6 In the case of academies, the academy trusts will be required to submit a full business case to the Department for Education (DfE) outlining their proposed changes. The academy trusts will be required to confirm as part of their business case that a fair and open local consultation has taken place. In these particular cases with proposals to increase specialist places the Local Authority is agreeable to the expansion and would argue that without the proposed change it would have a detrimental impact on local SEN provision because there would be insufficient places to meet need.
- 3.1.7 The Local Authority has continued to work closely with the academies and has carried out the academy school's consultations on behalf of the academy trusts alongside the consultation process for maintained schools. However the final decision on the academies' proposals rests with the DfE and the Regional Schools Commissioner.
- 3.1.8 The responses to the consultation had to be considered before deciding whether to publish statutory proposals necessary to proceed to implement the proposals. A full list of consultees is given in Appendix B.
- 3.1.9 In addition, when proposing changes to existing SEND provision the Council and Academies have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities. The SEN Improvement Tests are set out in Appendix V and W.

3.2 Consultation Outcomes

- 3.2.1 Following approval from the Strategic Director of Children's Services to consult on the proposals, a consultation process for both maintained school and academies commenced on 16th November 2017 and closed on 14th December 2017. The consultation outcome report, including all the responses received is provided in Appendix A.
- 3.2.2 All interested parties were invited by letter/email to respond to the consultation. The letters/emails explained the proposals, where the consultation documentation could be found online, or details of receiving a paper copy, how interested parties could make a response and finally details of scheduled public consultation meetings. A full list of all interested parties consulted with is provided within Appendix B. A sample consultation letter can be found in Appendix C.
- 3.2.3 The consultation documents were all made available on Bradford's Local Offer Website, Bradford Schools Online and the Bradford Council Website. All of the websites invited all interested parties to respond to the consultation. The individual consultation documents relating to each phase can be found in:
- Appendix D – Special School Consultation Document
 - Appendix E – DSP/PRU Consultation Document
 - Appendix F – EYESP Consultation Document
- 3.2.4 All of the Websites had the option to respond to the consultation either via an electronic survey, letter or email.
- 3.2.5 All of the responses received came through the online survey or email address. No paper letters were received.
- 3.2.6 The written comments received, acknowledged the need to provide additional specialist provision in the District to meet the needs of a growing population but there was a clear request to the Local Authority that they give consideration to the development of provision in the Ilkley/Burley/Wharfedale area of the District.
- 3.2.7 On further analysis of the Ilkley/Burley/Wharfedale area of the District, it is recognised that there is a growing need for local provision within the area to ensure children and young people can access specialist places without the need to travel long distances. The Local Authority has started to have some tentative discussions with schools within this part of the district and will look to commence a separate consultation process in the near future to consider the proposals for enhanced specialist provision in Ilkley/Burley/Wharfedale area of the District. This will be subject to Capital funds being available.
- 3.2.8 Responses from health professionals asked that specialist staff are increased alongside the development of new provision. This will be looked at as part of a joint commissioning process with Education, Health and Social Care.

3.2.9 3 Consultation meetings were held on the below dates, at the below venues:

- Monday 27th November 7pm - 8pm at Central Hall Keighley – Alice Street, Keighley, BD21 3JD
- Tuesday 5th December 7pm – 8pm at Margret McMillan Tower – Princes Way, Bradford, BD1 1NN
- Tuesday 12th December 7pm - 8pm at Queensbury Victoria Hall – Children’s Centre, Station Road, Queensbury, BD13 1AB

3.2.10 The first public consultation meeting held in Keighley was attended by two parents and one voluntary organisation member. The proposals were supported in principle acknowledging that it was good to have local provision available for children and young people with special educational needs. Some questions were raised during the meeting; these related to the individual special school offers if the proposals to increase numbers were approved.

3.2.11 The second public consultation meeting held in Margaret McMillan Tower was attended by one parent. The proposals were supported in principle acknowledging that it was good to have local provision available for children and young people with special educational needs. Some questions were raised during the meeting. These related to the specific impact of children’s education, within one special school, following the proposed increase in places.

3.2.12 The third public consultation meeting held in Queensbury was attended by one parent. The proposals were supported in principle. Some questions were raised during the meeting. These related to the specific impact on their individual child, following the proposed increase in places.

3.2.13 Four individual telephone conversations have taken place with a number of parents, raising concerns about lack of provision in the Wharfe Valley area of the district. It is acknowledged that there is a need to develop DSP provision to manage an increasing population with a clear request to the Local Authority to give consideration to the development of new provision in the Ilkley/Burley/Wharfedale area of the District.

3.2.14 All of the proposals are fully supported by the all Headteachers and Governing Bodies at the proposed schools/PRU. (This includes both maintained and academy schools).

3.3 Publication of Statutory Proposals and Representations

3.3.1 Following approval from the Strategic Director of Children’s Services Statutory Proposals were published on 25th January 2018 for each school setting as set out in 1.1:

See Appendix G, H , I and J for Special School Proposals

See Appendix K, L, M, N, O and P for DSP Proposals

See Appendix Q, R, S and T for EYESP Proposals

- 3.3.2 The Representation Period for the proposals ended on 22nd February 2018. During this period any person or organisation could submit comments on and objections to the proposals to the Local Authority to be taken into account by the decision maker.
- 3.3.3 Eight separate responses to the statutory proposals were received. Full details of all the representation responses and analysis of these responses can be found in Appendix U.

4. FINANCIAL & RESOURCE APPRAISAL

4.1 Capital Costs

- 4.1.1 The Local Authority has identified £4 million pounds from the Basic Needs Allocation to pay for the proposed additional accommodation that is required.
- 4.1.2 It is proposed a phased approach be adopted as if the proposals are approved there would be a dependency on further capital funds being secured, to successfully deliver the proposed building programme.

4.2 Revenue Costs

- 4.2.1 All of the proposed additional places across all provisions would be funded in accordance with the local determined funding formula for special educational needs pupils. Core funding will be delegated to the schools for an agreed number of places. Additional funding would be paid in accordance with individual pupil needs. The revenue funding for all of the additional places is included in the High Needs Block (HNB) allocation determined by the Schools Forum. The Local Authority would continue to maintain a service level agreement with each of the schools who host the proposed EYESP or DSP.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

Individual risks associated with the development/expansion programmes would be managed as part of the overall project to deliver the sufficiency of specialist places across the District. The Governance Programme Board meets on a monthly basis.

6. LEGAL APPRAISAL

- 6.1 All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). There is no longer a statutory pre-publication period for proposed significant changes to schools. However, statutory DfE guidance states that there is a strong expectation on schools and Local Authorities that they consult

interested parties in developing their proposals prior to publication as part of their duty to act rationally and to take into account all relevant considerations. All responses received to such consultations must be considered in deciding whether to publish the necessary statutory proposals on the basis proposed.

- 6.2 When proposing changes to existing SEND provision the Local Authority has to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities. The SEN Improvement Tests are set out in Appendix V.
- 6.3 Local Authorities must follow a statutory process by publishing formal statutory proposals for proposed changes that are expected to be in place for more than two years:-
- 6.3.1 When the proposed establishment or alteration of a provision that is recognised by the Local Authority as reserved for children with SEN at a maintained school; and
- 6.3.2. To increase the number of pupils by 10% or 20 pupils whichever is the lesser at a special school maintained by the Local Authority
- 6.4 The Strategic Director of Children's Services approved the publication of statutory proposals set out in 1.1 to this Report. Statutory proposals were published on 25 January 2018 with a four week Representation Period during which period any person or organisation could submit comments on or objections to the proposals to the Council to be taken into account by the decision maker. These will be considered by the Executive in its capacity as decision-maker when it determines the proposals at the end of the Representation Period. Executive can decide to reject, approve, approve with modifications, or approve subject to certain conditions e.g. granting of planning permission.
- 6.5 The following factors need to be considered in deciding whether or not to approve Statutory Proposals. The Executive should:-
be satisfied that:
- appropriate consultation and representation period has been carried out
 - all comments and objections received must be considered by the Executive
 - consider the quality and diversity of schools in the relevant areas
 - consider the demand for new school places
 - in assessing demand consider proposal admission arrangements
 - have regard to the Public Sector Equality Duty
 - consider the impact on community cohesion
 - consider the SEN Improvement Test that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities

- be satisfied that travel and accessibility has been properly taken in to account
- be satisfied that any land, premises or capital required to implement the proposal will be available
- consider if the schools will be able to fulfil the legal requirement that suitable outdoor space can be provided in order to enable physical education is provided to pupils in accordance with the school curriculum; and that pupils play outside. The provision may be fulfilled by access to suitable facilities off-site

7. OTHER IMPLICATIONS

- 7.0.1 The Local Authority undertook a SEND Strategic Review 2016 - 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.
- 7.0.2 All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.
- 7.0.3 All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.
- 7.0.4 The Bradford Joint Strategic Needs Assessment (JSNA) is updated on an annual basis. This identifies considerable higher prevalence of some child disability and/or complex needs in Bradford compared to the national average, particularly in the south Asian population.
- 7.0.5 The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.
- 7.0.6 In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.
- 7.0.7 The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

- 7.0.8 Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%
- 7.0.9 In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. The current population is 100,495.
- 7.0.10 Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).
- 7.0.11 By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.
- 7.0.12 Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.
- 7.0.13 There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:
- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
 - The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
 - An increase in the number of referrals received for statutory assessment
 - In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
 - An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.

- 7.0.14 An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.
- 7.0.15 The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.
- 7.0.16 The distribution of special educational needs and disabilities is widespread across the District.
- 7.0.17 The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.
- 7.0.18 This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.
- 7.0.19 360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years.
- 7.0.20 Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

7.1 EQUALITY & DIVERSITY

The Local Authority must not discriminate directly or indirectly against any group or individual. The schools and any proposed new provision will continue to cater for the needs of all children and serve its community. An Equalities impact Assessment has been carried out and can be seen in Appendix X.

7.2 SUSTAINABILITY IMPLICATIONS

There are no direct sustainability implications arising from this report. Any development or changes to buildings undertaken as a result of these proposals will be undertaken in a sustainable way which minimises the future impact of the Local Authority's carbon footprint.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

The proposals would not impact on gas emissions. If children are able to attend their local provision this could lead to a reduction in emissions.

7.4 COMMUNITY SAFETY IMPLICATIONS

These arrangements will allow the children and young people to build their skills in a specialist environment and access their own community in the safest and most independent fashion.

7.5 HUMAN RIGHTS ACT

The Human Rights Act incorporates the European Convention on Human Rights which provides that no person shall be denied the right to education.

7.6 TRADE UNION

As part of the consultation process the Trade Unions will be consulted formally about this proposal in accordance with the Council's IR Framework.

7.7 WARD IMPLICATIONS

Ward Councillors have been consulted with about the proposed changes to the schools/provision in their wards.

8. NOT FOR PUBLICATION DOCUMENTS

None.

9. OPTIONS

Considering the outcomes of both rounds of consultation (initial consultation 16th November 2017 – 14th December 2017 and Statutory Representation period 25th January 2018 to 22nd February 2018) the Executive has the following options:

9.1 116 Additional proposed maintained special school places

9.1.1 Chellow Heights Special School:

- a) Approve the proposal to increase the number of places for pupils at Chellow Heights Special School by increasing the pupil numbers from 200 to 248 with effect from 16 April 2018 onwards (subject to the proposed capital building programme and the granting of planning permission)
- b) Reject the proposal to increase the number of places for pupils at Chellow Heights Special School
- c) Approve the published proposals with modifications

9.1.2 Delius Special School:

- a) Approve the proposal to increase the number of places for pupils at Delius Special School by increasing the pupil numbers from 124 to 148 with effect from 1 September 2018 onwards (subject to the proposed capital building programme and the granting of planning permission)
- b) Reject the proposal to increase the number of places for pupils at Delius Special School
- c) Approve the published proposals with modifications

9.1.3 Beechcliffe Special School:

- a) Approve the proposal to increase the number of places for pupils at Beechcliffe Special School by increasing the pupil numbers from 114 to 144 with effect from 16 April 2018 onwards (subject to the proposed capital building programme and permissions)
- b) Reject the proposal to increase the number of places for pupils at Beechcliffe Special School
- c) Approve the published proposals with modifications

9.1.4 Oastlers School:

- a) Approve the proposal to increase the number of places for pupils at Oastlers School by increasing the pupil numbers from 80 to 94 with effect from 16 April 2018 onwards
- b) Reject the proposal to increase the number of places for pupils at Oastlers School
- c) Approve the published proposals with modifications

9.2 54 Additional DSP places in maintained schools

9.2.1 Crossley Hall Primary School:

- a) Approve the proposal to establish DSP at Crossley Hall Primary School with up to 12 places for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) with effect from 1 September 2018 onwards
- b) Reject the proposal to establish DSP with up to 12 places at Crossley Hall Primary School
- c) Approve the published proposals with modifications

9.2.2 Crossflatts Primary School:

- a) Approve the proposal to increase the existing DSP at Crossflatts Primary School for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) from 12 places to 16 places, with effect from 16 April 2018 onwards
- b) Reject the proposal to increase the existing DSP at Crossflatts Primary School
- c) Approve the published proposals with modifications

9.2.3 The Holy Family Catholic School:

- a) Approve the proposal to increase the existing DSP at The Holy Family Catholic School for secondary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) from 12 places to 16 places, with effect from 16 April 2018 onwards
- b) Reject the proposal to increase the existing DSP at The Holy Family Catholic School
- c) Approve the published proposals with modifications

9.2.4 Titus Salt School:

- a) Approve the proposal to increase the existing DSP at Titus Salt School for secondary aged children and young people with cognition and learning needs from 16 places to 30 places, with effect from 16 April 2018 onwards (subject to the proposed capital building programme and the granting of planning permission)
- b) Reject the proposal to increase the existing DSP at Titus Salt School
- c) Approve the published proposals with modifications

9.2.5 Long Lee Primary School:

- a) Approve the proposal to establish DSP at Long Lee Primary School with up to 10 places for primary aged children and young people with social emotional and mental health needs (SEMH) with effect from 16 April 2018 onwards (subject to the proposed capital building programme)

- b) Reject the proposal to establish DSP with up to 10 places at Long Lee Primary School
- c) Approve the published proposals with modifications

9.2.6 Cottingley Village Primary School:

- a) Approve the proposal to establish DSP at Cottingley Village Primary School with up to 10 places for primary aged children and young people with social emotional and mental health needs (SEMH) with effect from 16 April 2018 onwards (subject to the proposed capital building programme)
- b) Reject the proposal to establish DSP with up to 10 places at Cottingley Village Primary School
- c) Approve the published proposals with modifications

9.3 28 Additional 0.6 Early Years Enhanced Specialist Provision (EYESP) places

9.3.1 Strong Close Nursery School:

- a) Approve the proposal to increase the number of EYESP places at Strong Close Nursery School for early years aged children from 23 to 30 x 0.6 part time places, with effect from 16 April 2018 onwards (subject to the proposed capital building programme and planning permission)
- b) Reject the proposal to increase the number of EYESP places at Strong Close Nursery School
- c) Approve the published proposals with modifications

9.3.2 St Edmunds Nursery School

- a) Approve the proposal to increase the number of EYESP places at St Edmunds Nursery School for early years aged children from 26 to 33 x 0.6 part time places, with effect from 16 April 2018 onwards
- b) Reject the proposal to increase the number of EYESP places at St Edmunds Nursery School
- c) Approve the published proposals with modifications

9.3.3 Canterbury Nursery School

- a) Approve the proposal to increase the number of EYESP places at Canterbury Nursery School for early years aged children from 21 to 28 x 0.6 part time places, with effect from 16 April 2018 onwards (subject to the proposed capital building programme)
- b) Reject the proposal to increase the number of EYESP places at Canterbury Nursery School
- c) Approve the published proposals with modifications

9.3.4 Abbey Green Nursery School

- a) Approve the proposal to formally establish 20 x part time 0.6 place EYESP at Abbey Green Nursery School for early years aged children with effect from 16 April 2018 onwards (subject to the proposed capital building programme)
- b) Reject the proposal to formally establish a 20 x 0.6 part time place EYESP at Abbey Green Nursery School
- c) Approve the published proposals with modifications

10. RECOMMENDATIONS

- 10.1 It is recommended that the Executive:
- 10.2 Approve the proposal to increase the number of places for pupils at Chellow Heights Special School by increasing the pupil numbers from 200 to 248 with effect from 16 April 2018 onwards (subject to the proposed capital building programme and the granting of planning permission)
- 10.3 Approve the proposal to increase the number of places for pupils at Delius Special School by increasing the pupil numbers from 124 to 148 with effect from 1 September 2018 onwards (subject to the proposed capital building programme and the granting of planning permission)
- 10.4 Approve the proposal to increase the number of places for pupils at Beechcliffe Special School by increasing the pupil numbers from 114 to 144 with effect from 16 April 2018 onwards (subject to the proposed capital building programme and permissions)
- 10.5 Approve the proposal to increase the number of places for pupils at Oastlers School by increasing the pupil numbers from 80 to 94 with effect from 16 April 2018 onwards
- 10.6 Approve the proposal to establish DSP at Crossley Hall Primary School with up to 12 places for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) with effect from 1 September 2018 onwards
- 10.7 Approve the proposal to increase the existing DSP at Crossflatts Primary School for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) from 12 places to 16 places, with effect from 16 April 2018 onwards
- 10.8 Approve the proposal to increase the existing DSP at The Holy Family Catholic School for secondary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) from 12 places to 16 places, with effect from 16 April 2018 onwards

- 10.9 Approve the proposal to increase the existing DSP at Titus Salt School for secondary aged children and young people with cognition and learning needs from 16 places to 30 places, with effect from 16 April 2018 onwards (subject to the proposed capital building programme and the granting of planning permission)
- 10.10 Approve the proposal to establish DSP at Long Lee Primary School with up to 10 places for primary aged children and young people with social emotional and mental health needs (SEMH) with effect from 16 April 2018 onwards (subject to the proposed capital building programme)
- 10.11 Approve the proposal to establish DSP at Cottingley Village Primary School with up to 10 places for primary aged children and young people with social emotional and mental health needs (SEMH) with effect from 16 April 2018 onwards (subject to the proposed capital building programme)
- 10.12 Approve the proposal to increase the number of EYESP places at Strong Close Nursery School for early years aged children from 23 to 30 x 0.6 part time places, with effect from 16 April 2018 onwards (subject to the proposed capital building programme and planning permission)
- 10.13 Approve the proposal to increase the number of EYESP places at St Edmunds Nursery School for early years aged children from 26 to 33 x 0.6 part time places, with effect from 16 April 2018 onwards
- 10.14 Approve the proposal to increase the number of EYESP places at Canterbury Nursery School for early years aged children from 21 to 28 x 0.6 part time places, with effect from 16 April 2018 onwards (subject to the proposed capital building programme)
- 10.15 Approve the proposal to formally establish 20 x part time 0.6 place EYESP at Abbey Green Nursery School for early years aged children with effect from 16 April 2018 onwards (subject to the proposed capital building programme)

11. APPENDICES

- Appendix A - Consultation Outcome Report
- Appendix B - List of Consultees
- Appendix C - Sample Consultation Letter
- Appendix D - Special School Consultation Document
- Appendix E - DSP/PRU Consultation Document
- Appendix F - EYESP Consultation Document
- Appendix G - Copy of Statutory Proposal for Chellow Heights Special School
- Appendix H - Copy of Statutory Proposal for Delius Special School
- Appendix I - Copy of Statutory Proposal for Beechcliffe Special School
- Appendix J - Copy of Statutory Proposal for Oastlers School
- Appendix K - Copy of Statutory Proposal for Crossley Hall Primary School
- Appendix L - Copy of Statutory Proposal for Crossflatts Primary School

Appendix M - Copy of Statutory Proposal for The Holy Family Catholic School
Appendix N - Copy of Statutory Proposal for Titus Salt School
Appendix O - Copy of Statutory Proposal for Long Lee Primary School
Appendix P - Copy of Statutory Proposal for Cottingley Village Primary School
Appendix Q - Copy of Statutory Proposal for Strong Close Nursery School
Appendix R - Copy of Statutory Proposal for St Edmunds Nursery School
Appendix S - Copy of Statutory Proposal for Canterbury Nursery School
Appendix T - Copy of Statutory Proposal for Abbey Green Nursery School
Appendix U – Responses to Statutory Notices
Appendix V – SEN Improvement Test (Special Schools/EYESP')
Appendix W - SEN Improvement Test (DSP's/PRU)
Appendix X – Equalities Impact Assessment

12. BACKGROUND DOCUMENTS

SEND Review 2016-2020

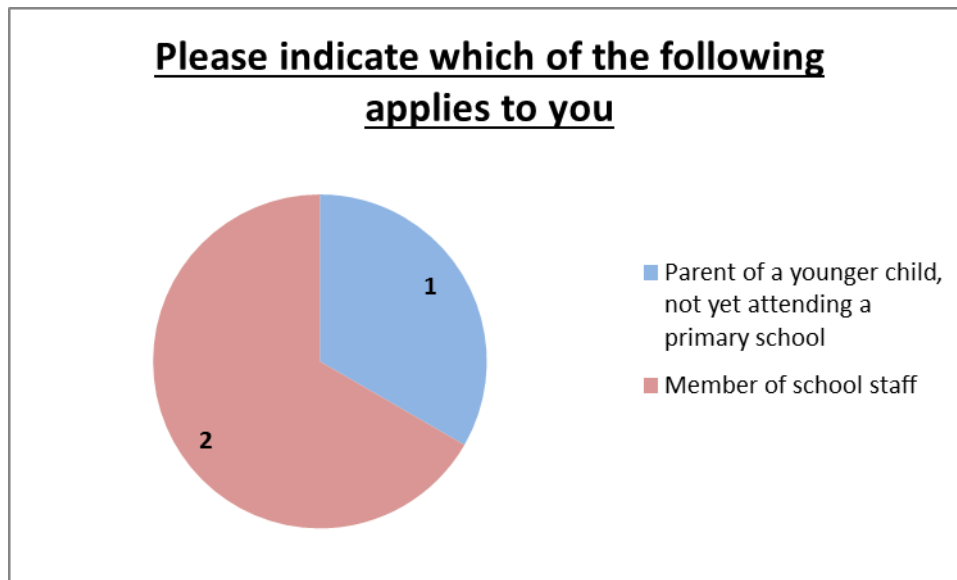
School Organisational Plan September 2017

Report to the SDCS to seek approval to consult – June 2017

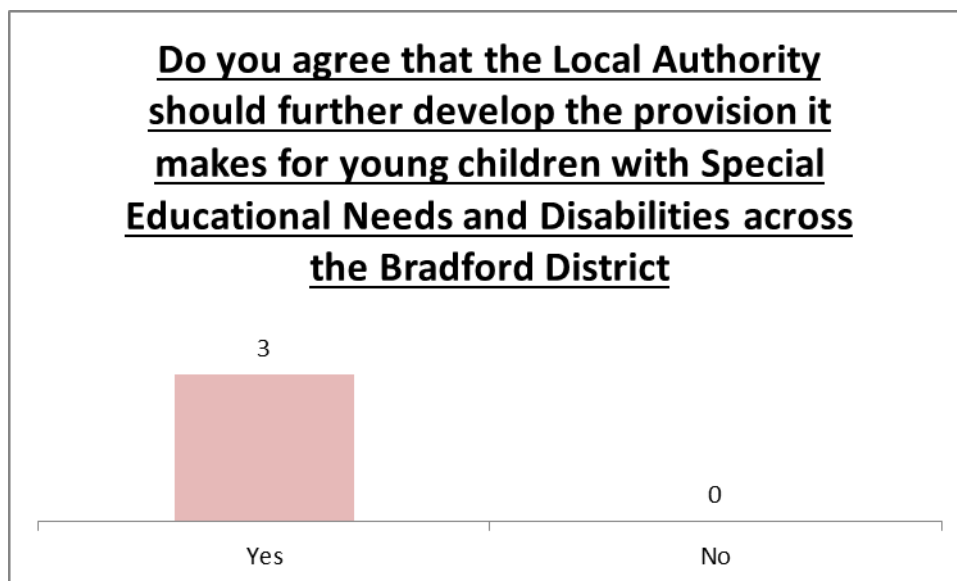
Report to the SDCS to seek approval to publish Statutory Notice – 12th January 2018

Consultation Documents for each phase (Special School, DSP/PRU and EYESP's)
published 16th November 2017

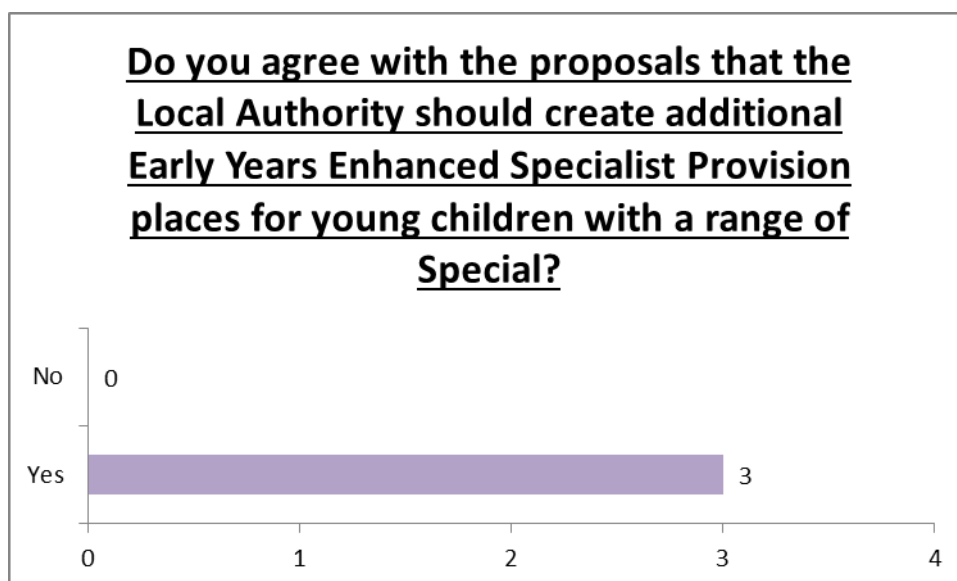
Appendix A

Early Years Enhanced Specialist Provision (EYESP)
Consultation Questionnaire Results

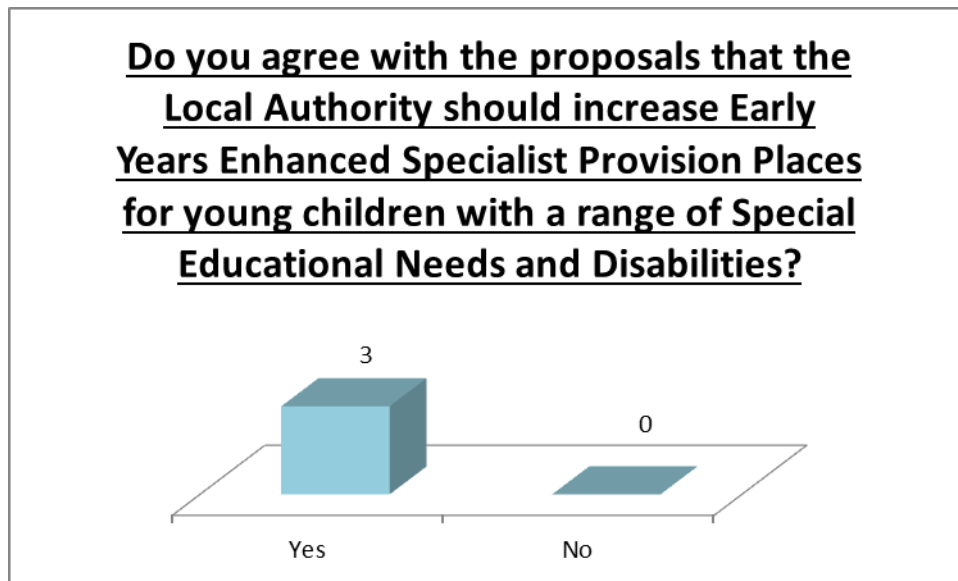
2 respondents were a Parent of a younger child not yet attending a primary school.
1 respondent was a member of school staff.



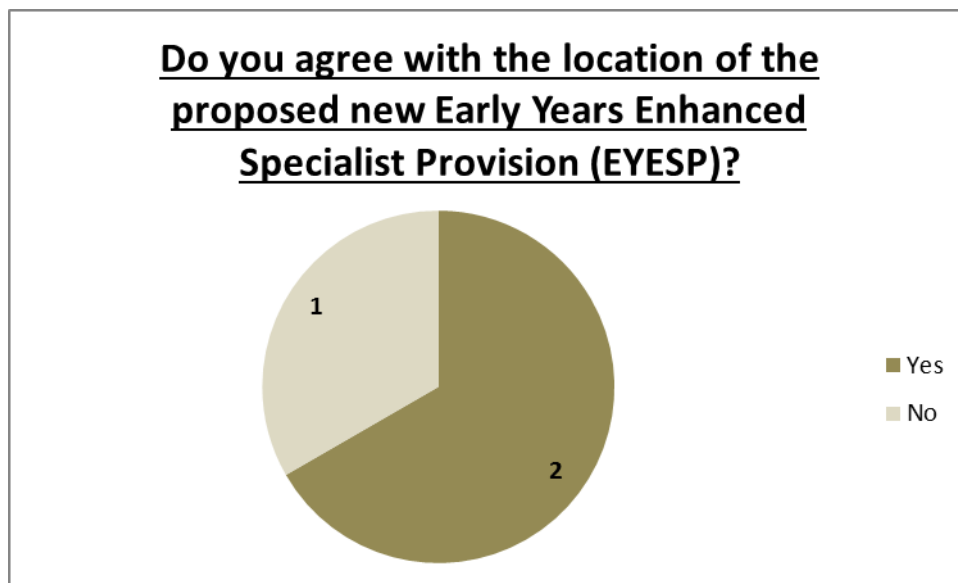
All respondents agreed that the Local Authority should further develop the provision it makes for young children with Special Educational Needs and Disabilities across the Bradford District.



All respondents agree with the proposals that the Local Authority should create additional Early Years Enhanced Specialist Provision places for young children with a range of Special Educational Needs and Disabilities.



All respondents agree with the proposals that the Local Authority should increase Early Years Enhanced Specialist Provision Places for young children with a range of Special Educational Needs and Disabilities.



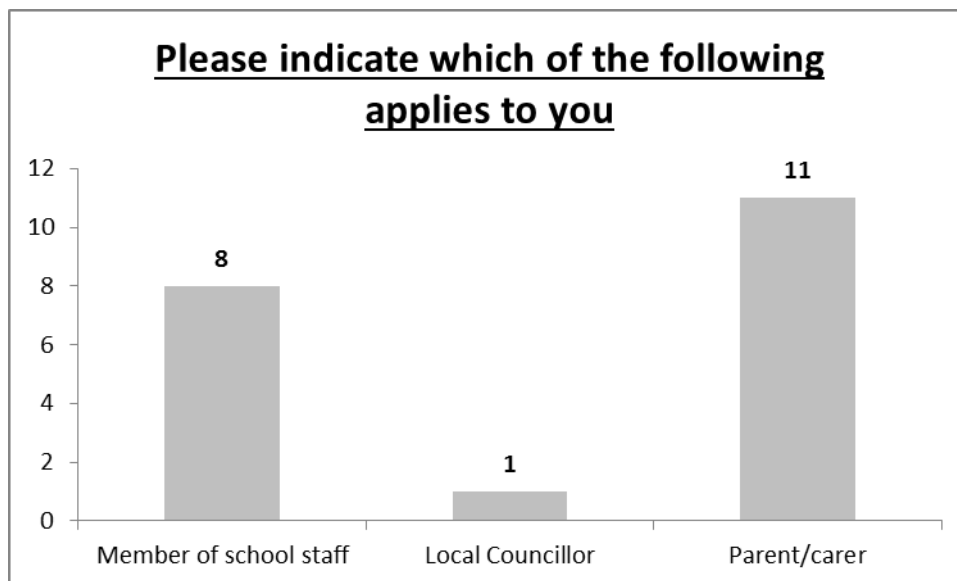
2 respondents agreed with the location of the proposed new Early Years Enhanced Specialist Provision (EYESP).

1 respondent disagreed with the location of the proposed new Early Years Enhanced Specialist Provision (EYESP). No comments were recorded by the respondent detailing why they disagreed with the proposals

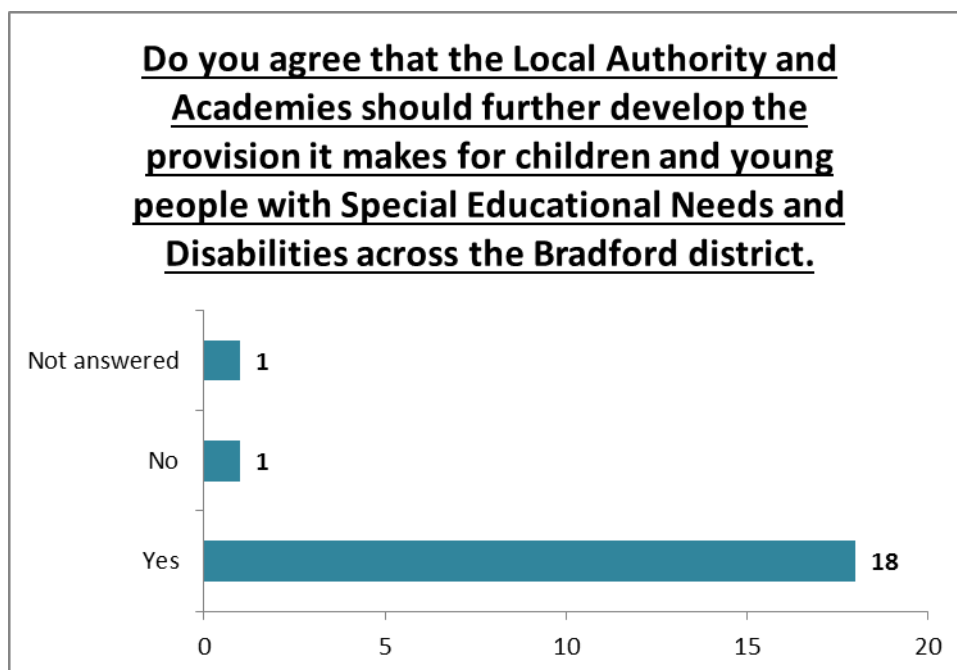
Feedback received concerning Early Years Enhanced Specialist Provision Consultation via email and consultation events

Do you want to make any additional comments or raise any other issues		
Type of respondent	Comments	Local Authorities Response
Charity, Community and Voluntary Sector	<ul style="list-style-type: none"> Hirstwood Arc is not mentioned in the consultation letter. Is this provision remaining the same with no additional places or will provision at Hirstwood cease to exist? 	The specialist places at Hirstwood Nursery School will cease due to the very limited take up over the last 3 years and a current occupancy of 0.

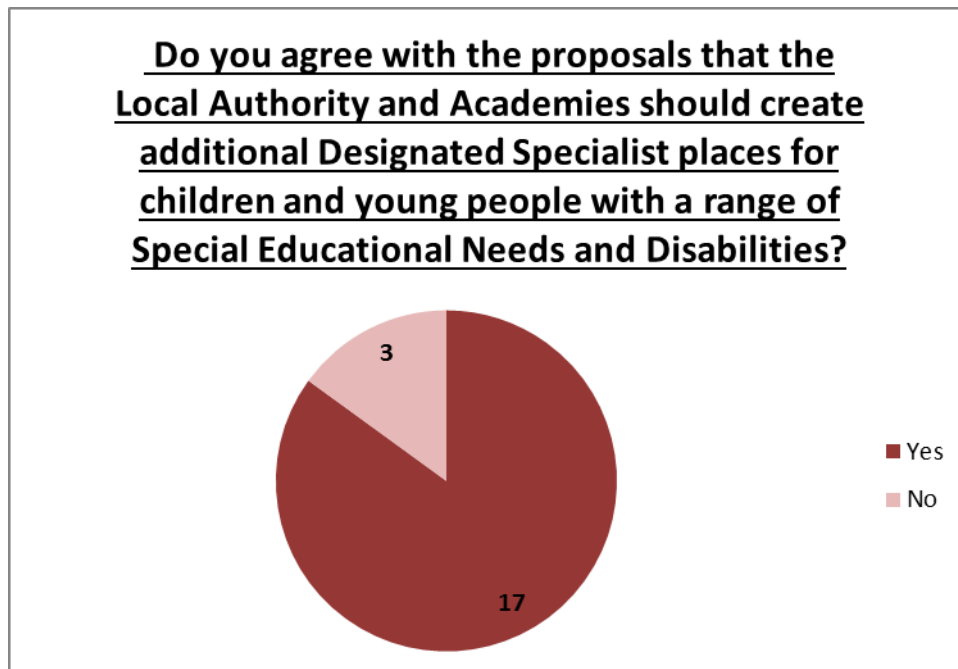
Designated Specialist Provision (DSP) and Pupil Referral Unit (PRU) Consultation Questionnaire Results



11 respondents were a Parent/Carer
 8 respondents were a member of school staff.
 1 respondent was a Local Councillor



18 respondents agreed that the Local Authority and Academies should further develop the provision it makes for children and young people with Special Educational Needs and Disabilities across the Bradford district.
 1 respondent disagreed that the Local Authority and Academies should further develop the provision it makes for children and young people with Special Educational Needs and Disabilities across the Bradford district. No comments were recorded by the respondent detailing why they disagreed with the proposals.
 1 person did not answer the question.

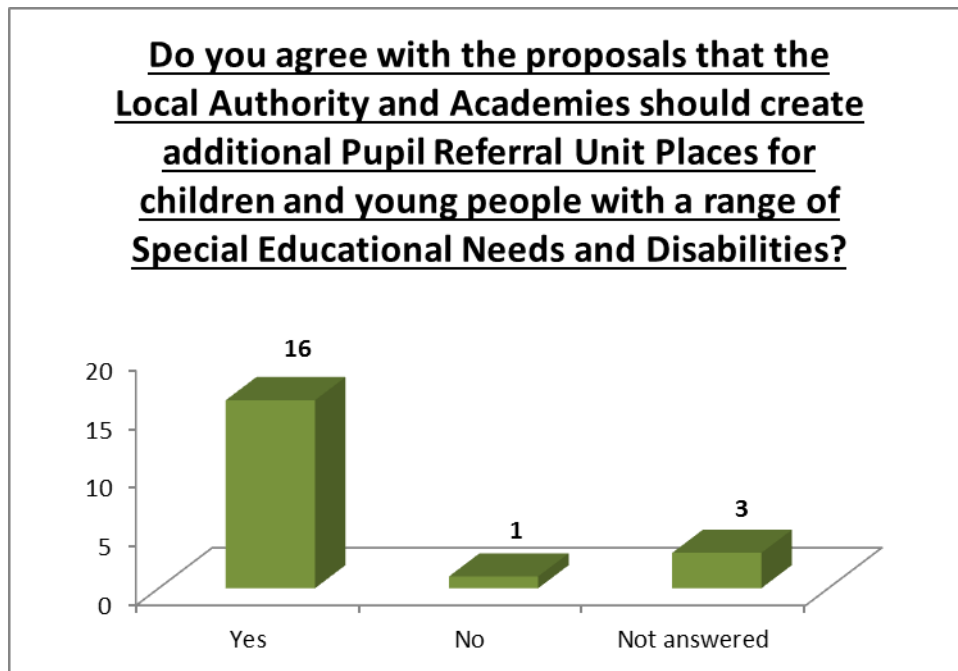


17 respondents agreed with the proposals that the Local Authority and Academies should create additional Designated Specialist places for children and young people with a range of Special Educational Needs and Disabilities.

3 respondents disagreed with the proposals that the Local Authority and Academies should create additional Designated Specialist places for children and young people with a range of Special Educational Needs and Disabilities.

1 comment was recorded by the respondent detailing why they disagreed with the proposals

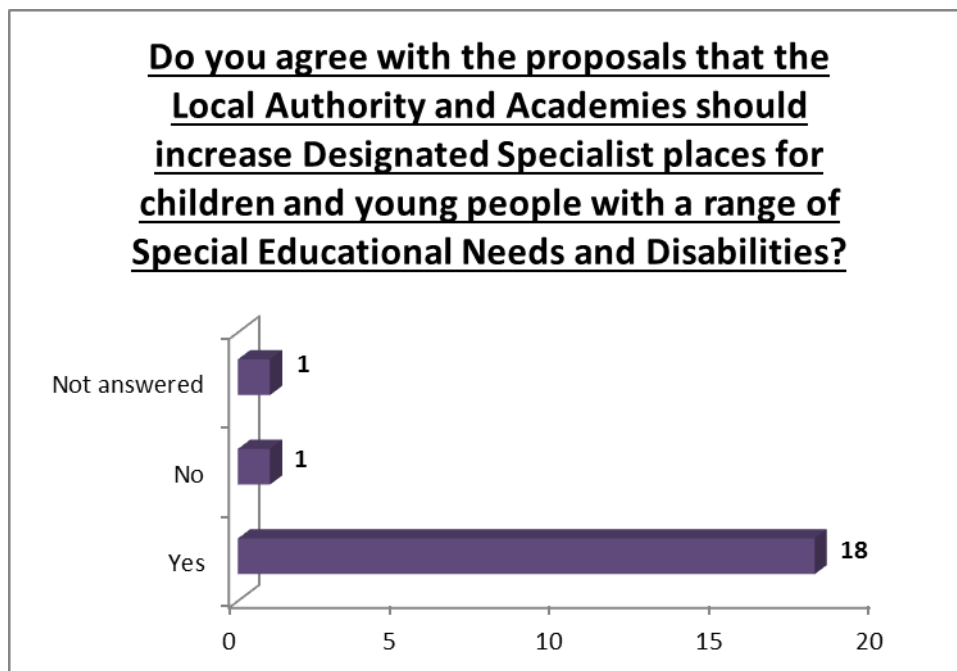
parent/carer	Build a new school instead, there is no local special school for my daughter in Ilkley
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16 respondents agreed with the proposals that the Local Authority and Academies should create additional Pupil Referral Unit Places for children and young people with a range of Special Educational Needs and Disabilities.

1 respondent disagreed with the proposals that the Local Authority and Academies should create additional Pupil Referral Unit Places for children and young people with a range of Special Educational Needs and Disabilities. No comments were recorded by the respondent detailing why they disagreed with the proposals.

3 people did not answer the question.



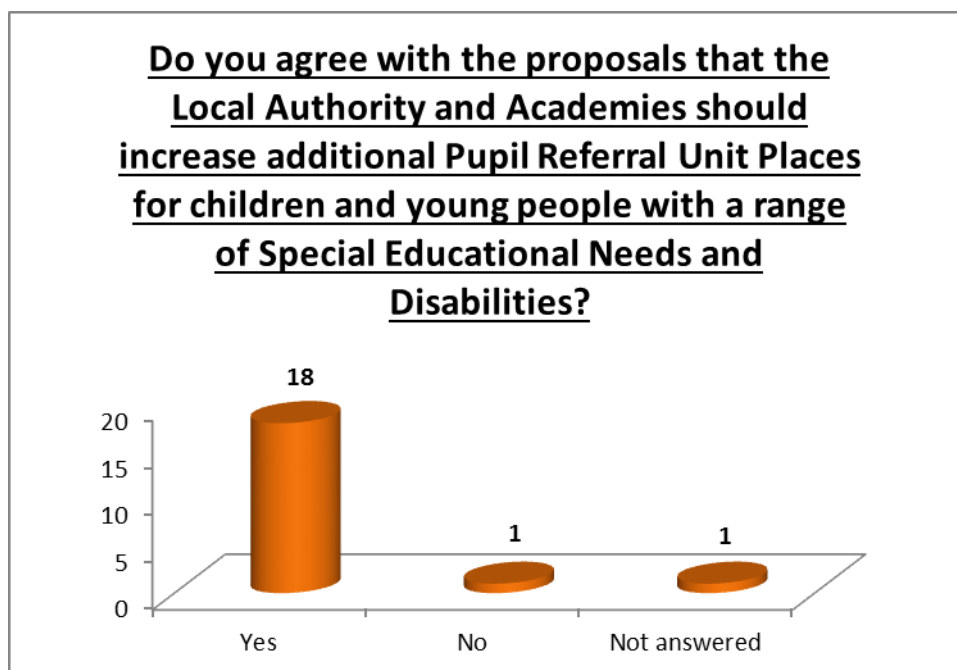
18 respondents agreed with the proposals that the Local Authority and Academies should increase Designated Specialist places for children and young people with a range of Special Educational Needs and Disabilities

1 respondent disagreed with the proposals that the Local Authority and Academies should increase Designated Specialist places for children and young people with a range of Special Educational Needs and Disabilities.

1 comment was recorded by the respondent detailing why they disagreed with the proposals

parent/carer	Help for adults with learning disabilities to continue their lifelong education must be included.
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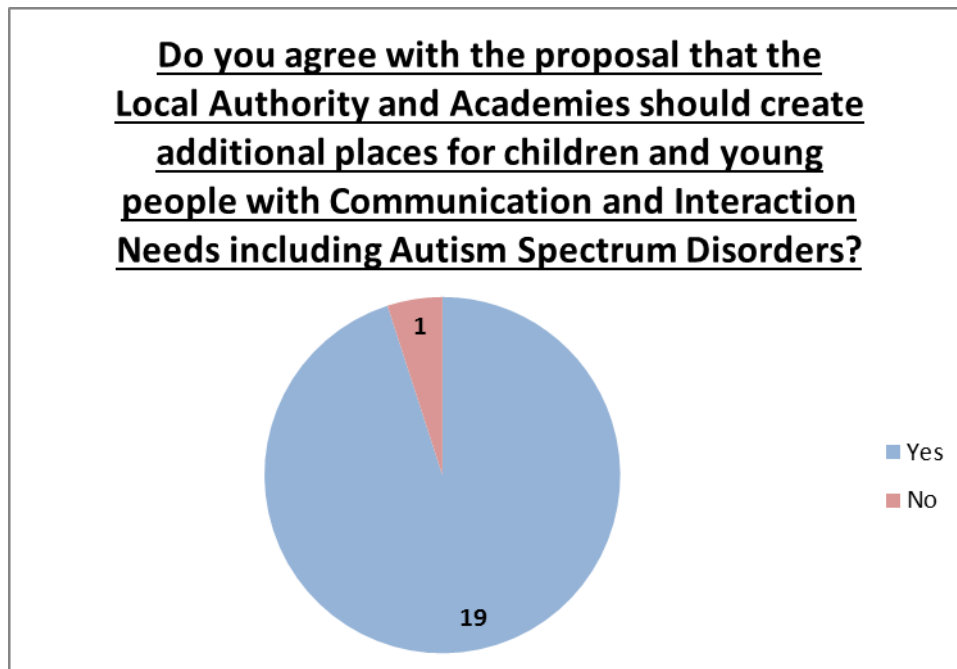
1 person did not answer the question.



18 respondents agreed with the proposals that the Local Authority and Academies should increase additional Pupil Referral Unit Places for children and young people with a range of Special Educational Needs and Disabilities.

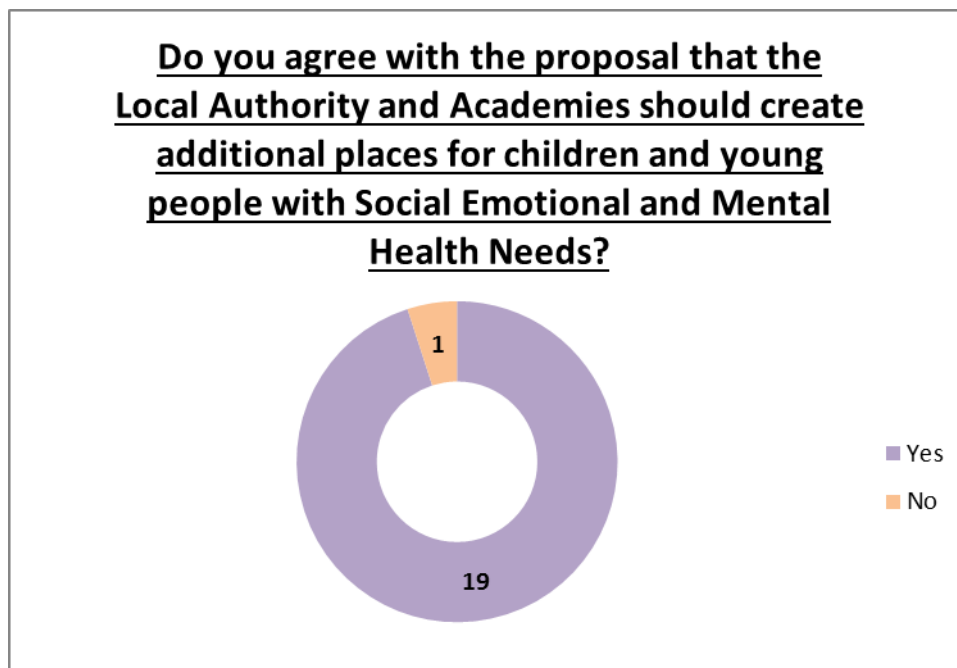
1 respondent disagreed with the proposals that the Local Authority and Academies should increase additional Pupil Referral Unit Places for children and young people with a range of Special Educational Needs and Disabilities. No comments were recorded by the respondent detailing why they disagreed with the proposals

1 person did not answer the question.



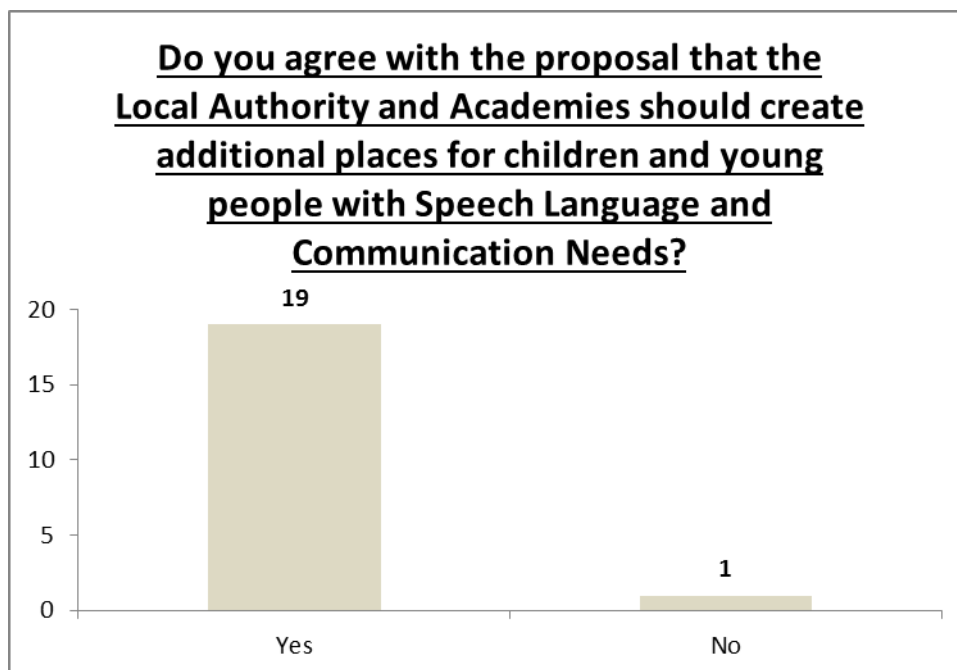
19 respondents agreed with the proposal that the Local Authority and Academies should create additional places for children and young people with Communication and Interaction Needs including Autism Spectrum Disorders.

1 respondent disagreed with the proposal that the Local Authority and Academies should create additional places for children and young people with Communication and Interaction Needs including Autism Spectrum Disorders. No comments were recorded by the respondent detailing why they disagreed with the proposals



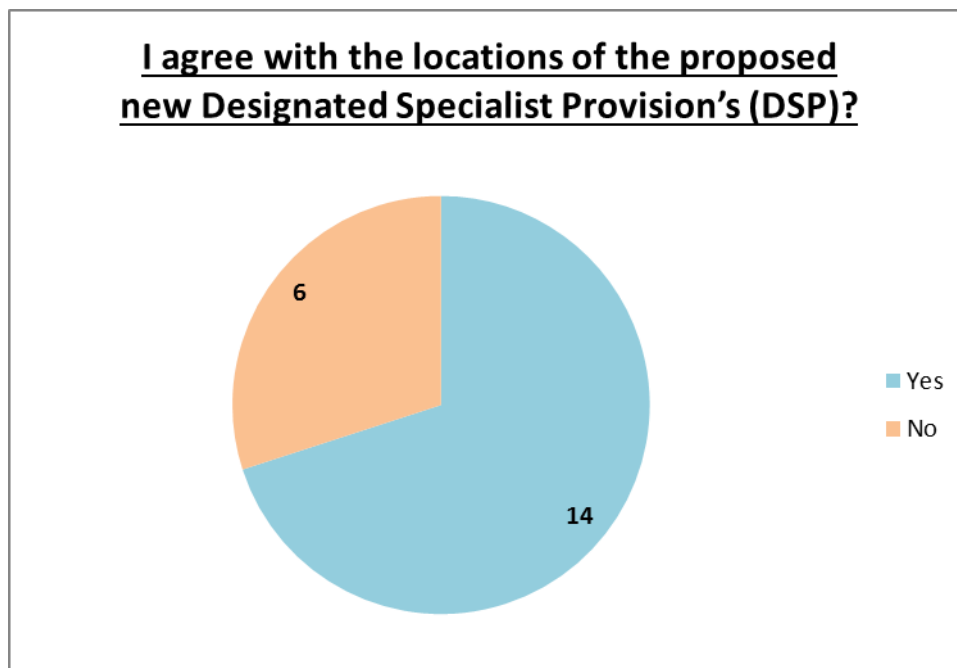
19 respondents agreed with the proposal that the Local Authority and Academies should create additional places for children and young people with Social Emotional and Mental Health Needs.

1 respondent disagreed with the proposal that the Local Authority and Academies should create additional places for children and young people with Social Emotional and Mental Health Needs. No comments were recorded by the respondent detailing why they disagreed with the proposals



19 respondents agreed with the proposal that the Local Authority and Academies should create additional places for children and young people with Speech Language and Communication Needs.

1 respondent disagreed with the proposal that the Local Authority and Academies should create additional places for children and young people with Speech Language and Communication Needs. No comments were recorded by the respondent detailing why they disagreed with the proposals.



14 respondents agreed with the locations of the proposed new Designated Specialist Provision's (DSP).

6 respondents disagreed with the locations of the proposed new Designated Specialist Provision's (DSP).

6 comments were recorded by the respondents detailing why they disagreed with the proposals

parent/carer	Worth Valley - 10 mins from Haworth. Green Lane - 15 mins from Carrwood. Still no Wharfe Valley DSP.
parent/carer	I personally think that a DSP in the Shipley area would be highly desirable!
parent/carer	Build a new school instead, there is no local special school for my daughter in Ilkley
parent/carer	There are currently no DSP's in the Wharfedale area, please consider this area for future DSP's!!
parent/carer	We need a DSP in the Wharfedale area or Ilkley or near
parent/carer	No Wharfedale valley provision at all. Esp secondary - kids want to be local with peers and community
parent/carer	Why is Bradford ignoring children in Wharfedale & Airedale again. Provision needs to be district wide.

All comments received via online questionnaire.

Do you want to make any additional comments or raise any other issues	
Type of respondent	Comments
parent/carer	Please make post 16 more of a priority. Remember Leeds/Bradford border should NOT affect the child
parent/carer	Worth Valley - 10 mins from Haworth. Green Lane - 15 mins from Carrwood. Still no Wharfe Valley DSP.
parent/carer	I personally think that a DSP in the Shipley area would be highly desirable!
parent/carer	Build a new school instead, there is no local special school for my daughter in Ilkley
parent/carer	There are currently no DSP's in the Wharfedale area, please consider this area for future DSP's!!
parent/carer	We need a DSP in the Wharfedale area or Ilkley or near
parent/carer	No Wharfedale valley provision at all. Esp secondary - kids want to be local with peers and community
parent/carer	Why is Bradford ignoring children in Wharfedale & Airedale again. Provision needs to be district wide.
member of school staff	We have offered / asked to be a dsp numerous times and have an additional provision already set up
parent/carer	Help for adults with learning disabilities to continue their lifelong education must be included.

Feedback received concerning DSP/PRU Consultation via email and consultation events

Do you want to make any additional comments or raise any other issues		
Type of respondent	Comments	Local Authorities Response
Parent/carer	<p>The 48 additional places at Chellow Heights. Unless the 48 are spread evenly between south and west sites, this number of extra places will put too much pressure on facilities at west. As it is, children are being moved to temporary classrooms and having to go outside in all weathers to get to the main building. The facilities in the main building itself (hydrotherapy, jungle gym etc) were designed with a certain number of children in mind, and pupils who need these facilities for physical therapy and emotional regulation will inevitably have less access to them when numbers increase.</p> <p>It's obvious that Bradford needs a new generic special school. Presumably this isn't financially possible, but surely the places should be evenly split between the existing schools? Delius are taking 24 and Phoenix 22, why are Chellow taking so many?</p> <p>The location of new ASD and communication and interaction DSPs. This doesn't affect my children directly as they attend Chellow Heights, but I was really surprised to see that the new ASD and communication and interaction DSPs are planned for Worth Valley, Green Lane, and Crossley Hall Primary Schools, all a 15 minute drive or less from existing DSPs.</p> <p>At the last round of consultation on DSPs three years ago, I lobbied along with a couple of other families for a Wharfe Valley DSP. The nearest for families from Ilkley, Addingham, Burley etc is Crossflatts, a good half hour's drive away in school run traffic. We had a meeting with Jenni Leary where we were told a Wharfe Valley DSP would be seriously considered in this round of consultations. Did that not happen? I know a number of families</p>	<p>The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour</p> <p>All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.</p> <p>The Local Authority has reviewed the capacity of all the schools proposing to increase provision, alongside the Headteachers/Governing Bodies and Academy Trusts and agreed collaboratively to the increase in specialist places.</p> <p>The plan for increasing specialist places at this stage is proposed to be an interim measure pending the successful outcome of Wave 13 Free Schools. The Local Authority</p>



who would benefit from a local DSP in the Ilkley area.

can no longer open new schools; however we are fully supporting two free school bids and have commissioned 300 specialist places.

If successful the earliest opening date for the new free schools would be September 2020/21.

The increase in places at Chellow Heights Special School is split across two sites.

On further analysis of the Ilkley/Burley/Wharfedale area of the District, it is recognised that there is a growing need for local provision within the area to ensure children and young people can access specialist places without the need to travel long distances. The Local Authority has started to have some tentative discussions with schools within this part of the district and will look to commence a separate consultation process in the near future to consider the proposals for enhanced specialist provision in Ilkley/Burley/Wharfedale area of the District. This will be subject to Capital funds being available.



<p>Parent/carer</p>	<p>I am very concerned about the complete lack of suitable specialist provision for children with autism in Wharfedale in these proposals. It seems to me that the proposed new DSP places are very close to existing facilities and there is no reasonable geographical spread across the district. I am aware of several other families who share these concerns.</p> <p>I do not believe that the Council is fulfilling its responsibility to ensure that suitable education is available for children across the district. Many children with autism in Wharfedale would struggle to cope with the journey to these DSPs day in day out and still have the energy to manage a full day at school, learn and fulfil their potential.</p>	<p>All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population. On further analysis of the Ilkley/Burley/Wharfedale area of the District, it is recognised that there is a growing need for local provision within the area to ensure children and young people can access specialist places without the need to travel long distances. The Local Authority has started to have some tentative discussions with schools within this part of the district and will look to commence a separate consultation process in the near future to consider the proposals for enhanced specialist provision in Ilkley/Burley/Wharfedale area of the District. This will be subject to Capital funds being available.</p>
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Parent/carer	<p>I has been very disheartening when undertaking this process to learn there that there is a lack of suitable specialist provision for children with autism in the Wharfedale area. I further understand that current proposals for increasing DSP capacity relate to locations outside Wharfedale. One of my primary concerns relates to the effect of extensive travelling time on an autistic child and whether it is appropriate for such children to have to travel such large distances, given how tiring and difficult this may be for some.</p>	<p>These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:</p> <ul style="list-style-type: none"> • A coherent geographical spread of provision across the District, minimising travel times • A dynamic network for sharing best practice and experience • Flexible and responsive provision to best meet the needs of Children and Young People with SEND <p>Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.</p> <p>On further analysis of the Ilkley/Burley/Wharfedale area of the District, it is recognised that there is a growing need for local provision within the area to ensure children and young people can access specialist places without the need to travel long distances. The Local Authority has started to have some tentative discussions with schools within this part of the district and will look to commence a separate consultation process in the near future to consider the proposals for enhanced specialist provision in Ilkley/Burley/Wharfedale area of the District. This will be subject to Capital funds being available.</p>
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Parent/carer	<p>I disagree with Bradford councils approach to increasing the amount of places available for send students in the Bradford area. i believe that by increasing the capacity of the currently operating schools this will increase the pressure on already struggling services and will lead to a poorer quality of education for not just the current students at the schools in question, but also the new students. the schools were designed with a maximum capacity in mind. whilst i understand that additional classrooms will be constructed in order to increase the schools capacity this will still place pressure on the schools already constructed services such as the assembly halls and sports facility's. the stretching of these current services cannot have anything but a negative effect on the students education.</p> <p>i understand that their is a need for SEND places in the Bradford area however i believe that their needs to be a different approach to solving the shortfall in capacity. i would suggest the the construction of new schools would be a more appropriate way to solve the shortfall in places without impacting negatively on their education.</p>	<p>The plan for increasing specialist places at this stage is proposed to be an interim measure pending the successful outcome of Wave 13 Free Schools. The Local Authority can no longer open new schools; however we are fully supporting two free school bids and have commissioned 300 specialist places.</p> <p>If successful the earliest opening date for the new free schools would be September 2020/21.</p> <p>All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.</p> <p>The Local Authority has reviewed the capacity of all the schools proposing to increase provision, alongside the Headteachers/Governing Bodies and Academy Trusts and agreed collaboratively to the increase in specialist places.</p>
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<p>Charity, Community and Voluntary Sector</p>	<p>a)Hirstwood Arc is not mentioned in the consultation letter. Is this provision remaining the same with no additional places or will provision at Hirstwood cease to exist?</p> <p>b)We feel that the consultation is a positive recognition of the requirement for more SEND places, particularly for ASD, and we agree that places need to be create</p> <p>c)Where will the additional staff with specialist skills required to facilitate these additional places come from?</p> <p>d)We note that the Local Authority are expanding units with specialism for ASD but simultaneously cutting the ASD support team. Will this adversely affect the support available for children in these spaces?</p> <p>e) There appears to be only 4 additional places in secondary DSPs in comparison to 34 new ASD places in primary DSP. The additional places for the secondary age range seems very limited and we question whether these are located in the most appropriate area of Bradford as all in the same area.</p> <p>f) Following on from the above point, where will those children in the new additional primary places go on to secondary?</p> <p>g)Oastler school is already oversubscribed. Are the proposed 14 new places for new children in addition to those already attending or in reality are these places already filled i.e. no additional places available.</p> <p>h)The Unit at Ellar Carr is effectively doubling in size in terms of numbers. Will this have a knock on effect on the impact for children – will they still receive the same adult: child ratio and intensity of support? This could potentially be a negative for children who require a small provision in order to cope.</p> <p>i) Ellar Carr is effectively going to become a school like Oastlers but without the specialist facilities. Will the offer be expanded to match this, to include similar therapeutic work and full curriculum?</p> <p>j)We note that there is no increase in places at alternative provision e.g. city farm, prism, pipeline. Has this been considered?</p>	<p>The specialist places at Hirstwood Nursery School will cease due to the very limited take up over the last 3 years and a current occupancy of 0.</p> <p>Proposals to increase enhanced SEND places in nursery schools, could potentially lead to staff currently employed within the LA being employed in the nursery provision.</p> <p>The restructure of Teaching Support Services, including the ASD team has not yet been finalised. A new model of delivery will be out for consultation from 17th January 2018.</p> <p>All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.</p> <p>The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond</p>
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		<p>effectively to local changes in demand. On further analysis of the Ilkley/Burley/Wharfedale area of the District, it is recognised that there is a growing need for local provision within the area to ensure children and young people can access specialist places without the need to travel long distances. The Local Authority has started to have some tentative discussions with schools within this part of the district and will look to commence a separate consultation process in the near future to consider the proposals for enhanced specialist provision in Ilkley/Burley/Wharfedale area of the District. This will be subject to Capital funds being available.</p> <p>A proportion of the new places have already been filled by a number of children and young people. This is within the permitted percentage increase limits.</p> <p>Increasing places, brings an increase in funding. Ellar Carr will receive additional funding to ensure the staff to pupil ratios can be maintained and the needs of children and young people are continued to be met. The Local Authority are proposing to redesignate Ellar Carr as a SEMH Special School. This will bring additional funding to support the facilities and the specialist offer of the</p>
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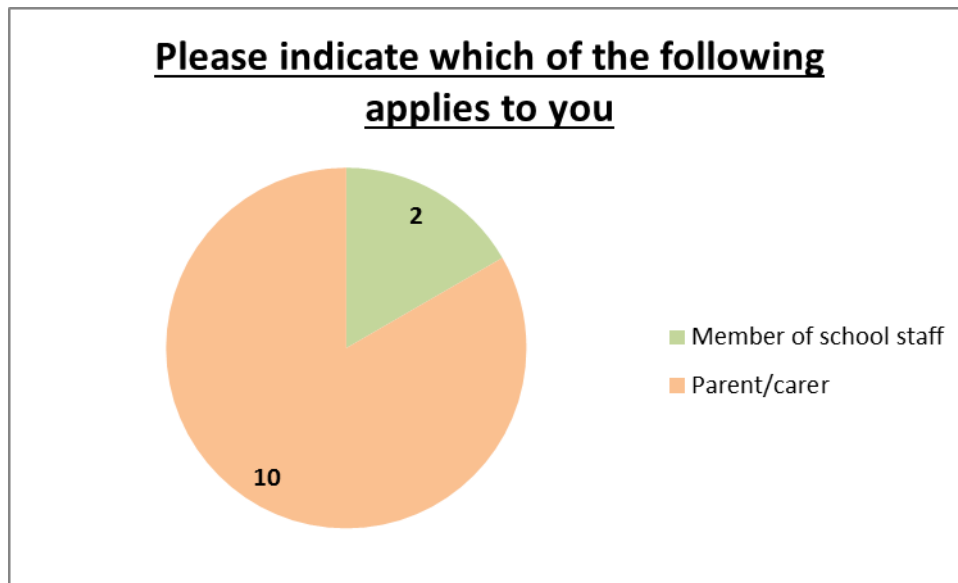
		<p>school.</p> <p>This is being considered as part of a review of behaviour and SEMH provision by the Local Authority.</p>
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Parent/carer	Hello that's really good all we wanted was that help which we're going to get hopefully. I think they should look into mainstream school as well because so many unwell children go there and they have special needs too.	Training and support for mainstream schools has been enhanced this academic year and they will continue to be able to access support for unwell children and young people from the Local Authority.
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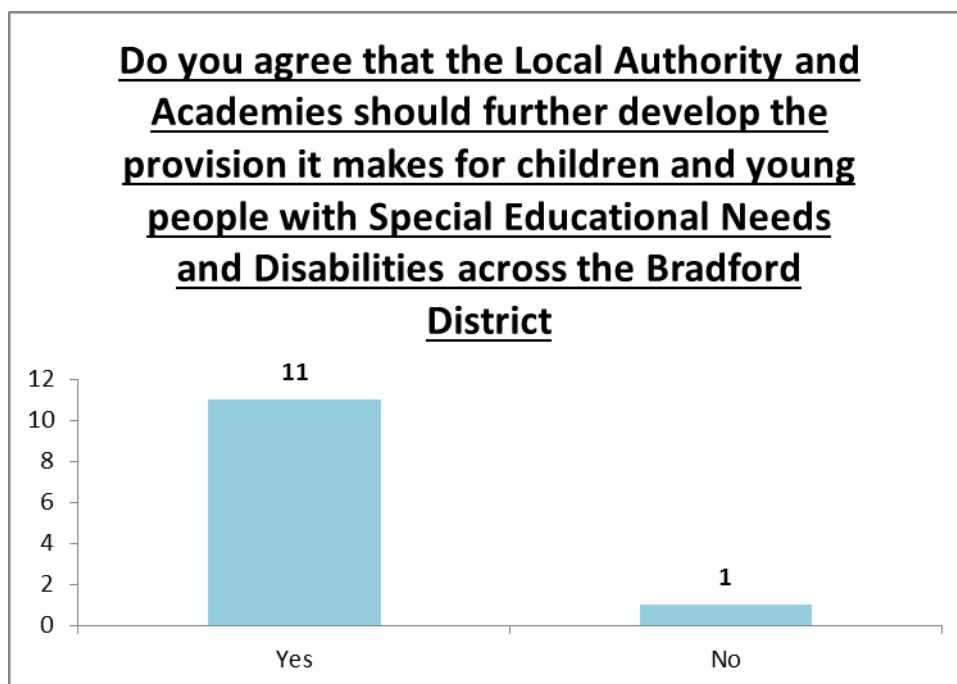


Special Schools Consultation Questionnaire Results



10 respondents were a Parent/Carer
2 respondents were a member of school staff.

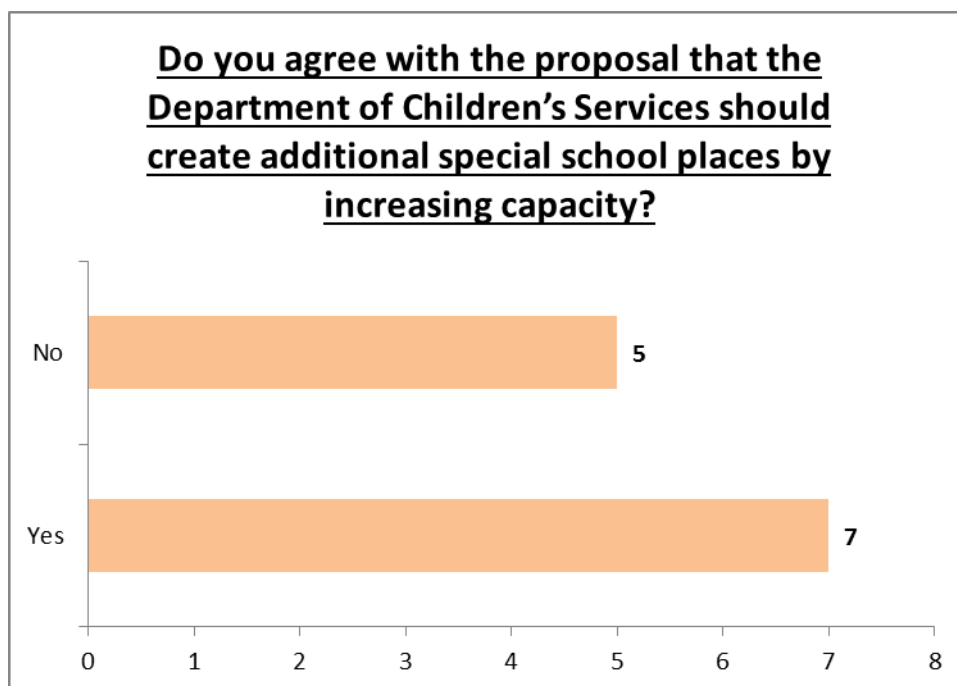




11 respondents agreed that the Local Authority and Academies should further develop the provision it makes for children and young people with Special Educational Needs and Disabilities across the Bradford District.

1 respondent disagreed that the Local Authority and Academies should further develop the provision it makes for children and young people with Special Educational Needs and Disabilities across the Bradford District. No comments were recorded by the respondent detailing why they disagreed with the proposals.





7 respondents agreed with the proposal that the Department of Children’s Services should create additional special school places by increasing capacity.

5 respondents disagreed with the proposal that the Department of Children’s Services should create additional special school places by increasing capacity. The below comments were received.

Do you want to make any additional comments or raise any other issues	
Type of respondent	Comments
Parent/Carer	Given the number of places required, it seems clear that a new generic special school is needed.
Parent/Carer	Worried increase in capacity will affect my child ability to cope and learn. New provisions needed
Parent/Carer	I have some concerns regarding the space and staff requirements of increasing special schools
Parent/Carer	There is no specialist provision particularly DSPs for children with autism in Wharfedale - why not?



Emails received concerning Special Schools Consultation

Do you want to make any additional comments or raise any other issues

Type of respondent	Comments	Local Authorities Response
Member of school staff	I have no objection to the proposal	
Parent/carer	<p>The 48 additional places at Chellow Heights. Unless the 48 are spread evenly between south and west sites, this number of extra places will put too much pressure on facilities at west. As it is, children are being moved to temporary classrooms and having to go outside in all weathers to get to the main building. The facilities in the main building itself (hydrotherapy, jungle gym etc) were designed with a certain number of children in mind, and pupils who need these facilities for physical therapy and emotional regulation will inevitably have less access to them when numbers increase.</p> <p>It's obvious that Bradford needs a new generic special school. Presumably this isn't financially possible, but surely the places should be evenly split between the existing schools? Delius are taking 24 and Phoenix 22, why are Chellow taking so many?</p> <p>The location of new ASD and communication and interaction DSPs. This doesn't affect my children directly as they attend Chellow Heights, but I was really surprised to see that the new ASD and communication and interaction DSPs are planned for Worth Valley, Green Lane, and Crossley Hall Primary Schools, all a 15 minute drive or less from existing DSPs.</p> <p>At the last round of consultation on DSPs three years ago, I lobbied along with a couple of other families for a Wharfe Valley DSP. The nearest for families from Ilkley, Addingham, Burley etc is Crossflatts,</p>	<p>The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour</p> <p>All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.</p> <p>The Local Authority has reviewed the capacity of all the schools proposing to increase provision, alongside the Headteachers/Governing Bodies and Academy Trusts and agreed collaboratively to the increase in specialist places.</p> <p>The plan for increasing specialist places at this stage is proposed to be an interim</p>



a good half hour's drive away in school run traffic. We had a meeting with Jenni Leary where we were told a Wharfe Valley DSP would be seriously considered in this round of consultations. Did that not happen? I know a number of families who would benefit from a local DSP in the Ilkley area.

measure pending the successful outcome of Wave 13 Free Schools. The Local Authority can no longer open new schools; however we are fully supporting two free school bids and have commissioned 300 specialist places.

If successful the earliest opening date for the new free schools would be September 2020/21.

The increase in places at Chellow Heights Special School is split across two sites.

On further analysis of the Ilkley/Burley/Wharfedale area of the District, it is recognised that there is a growing need for local provision within the area to ensure children and young people can access specialist places without the need to travel long distances. The Local Authority has started to have some tentative discussions with schools within this part of the district and will look to commence a separate consultation process in the near future to consider the proposals for enhanced specialist provision in Ilkley/Burley/Wharfedale area



		of the District. This will be subject to Capital funds being available.
Parent/carer	<p>I disagree with Bradford councils approach to increasing the amount of places available for send students in the Bradford area. i believe that by increasing the capacity of the currently operating schools this will increase the pressure on already struggling services and will lead to a poorer quality of education for not just the current students at the schools in question, but also the new students. the schools were designed with a maximum capacity in mind. whilst i understand that additional classrooms will be constructed in order to increase the schools capacity this will still place pressure on the schools already constructed services such as the assembly halls and sports facility's. the stretching of these current services cannot have anything but a negative effect on the students education.</p> <p>i understand that their is a need for SEND places in the Bradford area however i believe that their needs to be a different approach to solving the shortfall in capacity. i would suggest the the construction of new schools would be a more appropriate way to solve the shortfall in places without impacting negatively on their education.</p>	<p>The plan for increasing specialist places at this stage is proposed to be an interim measure pending the successful outcome of Wave 13 Free Schools. The Local Authority can no longer open new schools; however we are fully supporting two free school bids and have commissioned 300 specialist places.</p> <p>If successful the earliest opening date for the new free schools would be September 2020/21.</p> <p>All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.</p> <p>The Local Authority has reviewed the capacity of all the schools proposing to increase provision, alongside the Headteachers/Governing Bodies and Academy Trusts and agreed</p>



		collaboratively to the increase in specialist places.
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<p>Charity, Community and Voluntary Sector</p>	<ul style="list-style-type: none"> • Hirstwood Arc is not mentioned in the consultation letter. Is this provision remaining the same with no additional places or will provision at Hirstwood cease to exist? • We feel that the consultation is a positive recognition of the requirement for more SEND places, particularly for ASD, and we agree that places need to be create • Where will the additional staff with specialist skills required to facilitate these additional places come from? • We note that the Local Authority are expanding units with specialism for ASD but simultaneously cutting the ASD support team. Will this adversely affect the support available for children in these spaces? • There appears to be only 4 additional places in secondary DSPs in comparison to 34 new ASD places in primary DSP. The additional places for the secondary age range seems very limited and we question whether these are located in the most appropriate area of Bradford as all in the same area. • Following on from the above point, where will those children in the new additional primary places go on to secondary? • Oastler school is already oversubscribed. Are the proposed 14 new places for new children in addition to those already attending or in reality are these places already filled i.e. no additional places available. • The Unit at Ellar Carr is effectively doubling in size in terms of numbers. Will this have a knock on effect on the impact for children – will they still receive the same adult: child ratio and intensity of support? This could potentially be a negative for children who require a small provision in order to cope. • Ellar Carr is effectively going to become a school like Oastlers but 	<p>The specialist places at Hirstwood Nursery School will cease due to the very limited take up over the last 3 years and a current occupancy of 0.</p> <p>Proposals to increase enhanced SEND places in nursery schools, could potentially lead to staff currently employed within the LA being employed in the nursery provision.</p> <p>The restructure of Teaching Support Services, including the ASD team has not yet been finalised. A new model of delivery will be out for consultation from 17th January 2018.</p> <p>All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.</p>
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	<p>without the specialist facilities. Will the offer be expanded to match this, to include similar therapeutic work and full curriculum?</p> <ul style="list-style-type: none"> • We note that there is no increase in places at alternative provision e.g. city farm, prism, pipeline. Has this been considered? 	<p>The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.</p> <p>On further analysis of the Ilkley/Burley/Wharfedale area of the District, it is recognised that there is a growing need for local provision within the area to ensure children and young people can access specialist places without the need to travel long distances. The Local Authority has started to have some tentative discussions with schools within this part of the district and will look to commence a separate consultation process in the near future to consider the proposals for enhanced specialist provision in Ilkley/Burley/Wharfedale area of the District. This will be subject to Capital funds being available.</p> <p>A proportion of the new places have already been filled by a number of children and young people. This is within the permitted percentage increase limits.</p> <p>Increasing places, brings an increase in funding. Ellar Carr will receive additional funding to ensure the staff to pupil ratios can be maintained and the needs of children and young people are continued to be met. The Local Authority are proposing to redesignate</p>
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		Ellar Carr as a SEMH Special School. This will bring additional funding to support the facilities and the specialist offer of the school. This is being considered as part of a review of behaviour and SEMH provision by the Local Authority.
Parent/carer	Hello that's really good all we wanted was that help which we're going to get hopefully. I think they should look into mainstream school as well because so many unwell children go there and they have special needs too.	Training and support for mainstream schools has been enhanced this academic year and they will continue to be able to access support for unwell children and young people from the Local Authority.



Appendix B

Consultation List

Proposals to Increase and Develop SEND Places in Academies and Maintained Special Schools	
All parents of all children at: <ul style="list-style-type: none"> • Chellow Heights Special School • Delius Special School • Beechcliffe Special School • Oastlers School 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
All parents of all children at: <ul style="list-style-type: none"> • Beckfoot Phoenix School • Hazelbeck School • Southfield School • High Park School 	Letter – via email Academies to print and distribute
Headteacher and Governing Body of: <ul style="list-style-type: none"> • Chellow Heights Special School • Delius Special School • Beechcliffe Special School • Oastlers School 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
Headteacher and Governing Body of: <ul style="list-style-type: none"> • Beckfoot Phoenix School • Hazelbeck School • Southfield School • High Park School 	Letter – via email
All staff at: <ul style="list-style-type: none"> • Chellow Heights Special School • Delius Special School • Beechcliffe Special School • Oastlers School 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
All staff at: <ul style="list-style-type: none"> • Beckfoot Phoenix School • Hazelbeck School • Southfield School • High Park School 	Letter – via email Academies to print and distribute
All Bradford Schools/Academies/PRU's – Headteachers and Governing Bodies	Letter – via email
Headteachers and Governing Bodies of	Letter – via email



Children Centre Plus	
All Trade Union Representatives	Letter – via email
Neighbouring Local Authorities Director of Children’s Services	Letter – via email
Council for Mosques	Letter – via email
Church of England Diocese and Roman Catholic Diocese	Letter – via post
Muslim Association	Letter – via email
Youth Voice	Letter – via email
Parish Councils and Neighbourhood Forums	Letter – via email
All Councillors	Letter – via email
Members of Parliament	Letter – via email
Bradford and Airedale Primary Care Trusts/Clinical Commissioning Groups	Letter – via email
SENDIASS	Letter – via email
Bradford and Airedale Parents Forum	Letter – via email
Other relevant Charities	Letter – via email

All Letters and Consultation Documents are published on:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>



Consultation list

Proposals to Increase and Develop SEND Places for Young Children In Maintained Nursery School's (EYESP's)	
All parents of all children at: <ul style="list-style-type: none"> • St Edmunds Nursery School • Strong Close Nursery School • Canterbury Nursery School • Abbey Green Nursery School 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
Headteacher and Governing Body of: <ul style="list-style-type: none"> • St Edmunds Nursery School • Strong Close Nursery School • Canterbury Nursery School • Abbey Green Nursery School 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
All staff at: <ul style="list-style-type: none"> • St Edmunds Nursery School • Strong Close Nursery School • Canterbury Nursery School • Abbey Green Nursery School 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
All Bradford Schools/Academies/PRU's – Headteachers and Governing Bodies	Letter – via email
Headteachers and Governing Bodies of Children Centre Plus	Letter – via email
All Trade Union Representatives	Letter – via email
Neighbouring Local Authorities, Director of Children's Services	Letter – via email
Council for Mosques	Letter – via email
Church of England Diocese and Roman Catholic Diocese	Letter – via post
Muslim Association	Letter – via email
Youth Voice	Letter – via email
Parish Councils and Neighbourhood Forums	Letter – via email
All Councillors	Letter – via email
Members of Parliament	Letter – via email
Bradford and Airedale Primary Care Trusts/Clinical Commissioning Groups	Letter – via email
SENDIASS	Letter – via email



Bradford and Airedale Parents Forum	Letter – via email
Other relevant Charities	Letter – via email

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www.bradford.gov.uk/consultations

<https://bso.bradford.gov.uk>



Consultation List

Proposals to Increase and Develop SEND Places in Academies, Maintained Schools – DSP’s and PRU’s	
All parents of all children at: <ul style="list-style-type: none"> • Crossley Hall Primary School • Crossflatts Primary School • Holy Family Catholic School • Titus Salt School • Long Lee Primary School • Cottingley Village Primary School • Ellar Carr PRU 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
All parents of all children at: <ul style="list-style-type: none"> • Worth Valley Primary Academy • Green Lane Primary Academy 	Letter – via email Academies to print and distribute
Headteacher and Governing Body of: <ul style="list-style-type: none"> • Crossley Hall Primary School • Crossflatts Primary School • Holy Family Catholic School • Titus Salt School • Long Lee Primary School • Cottingley Village Primary School • Ellar Carr PRU 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
Headteacher and Governing Body of: <ul style="list-style-type: none"> • Worth Valley Primary Academy • Green Lane Primary Academy 	Letter – via email
All staff at: <ul style="list-style-type: none"> • Crossley Hall Primary School • Crossflatts Primary School • Holy Family Catholic School • Titus Salt School • Long Lee Primary School • Cottingley Village Primary School • Ellar Carr PRU 	Letter – Hardcopies delivered to all settings for distribution Electronic version also sent via email
All staff at: <ul style="list-style-type: none"> • Worth Valley Primary Academy • Green Lane Primary Academy 	Letter – via email Academies to print and distribute
All Bradford Schools/Academies/PRU’s – Headteachers and Governing Bodies	Letter – via email



Headteachers and Governing Bodies of Children Centre Plus	Letter – via email
All Trade Union Representatives	Letter – via email
Neighbouring Local Authorities, Director of Children’s Services	Letter – via email
Council for Mosques	Letter – via email
Church of England Diocese and Roman Catholic Diocese	Letter – via post
Muslim Association	Letter – via email
Youth Voice	Letter – via email
Parish Councils and Neighbourhood Forums	Letter – via email
All Councillors	Letter – via email
Members of Parliament	Letter – via email
Bradford and Airedale Primary Care Trusts/Clinical Commissioning Groups	Letter – via email
SENDIASS	Letter – via email
Bradford and Airedale Parents Forum	Letter – via email
Other relevant Charities	Letter – via email

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Appendix C



Department of Children's Services

Aiming High for Children

Deputy Directors Office
Margaret McMillan Tower
Bradford
BD1 1NN

PA: Gerrard McDowell
Tel: 01274 439255

Date: 15 November 2017

Dear All,

Consultation on Proposals to Increase the number of Designated Specialist Provision (DSP) places and Pupil Referral Unit (PRU) places for children and young people with Special Educational Needs and Disabilities (SEND)

I am writing to inform you of the Council's and Academies' proposals to increase designated specialist provision places and pupil referral unit places for children and young people with SEND, with effect from April to September 2018.

Whenever the Local Authority and Academies' propose to increase places or make changes to specialist provision, all interested parties who are likely to be affected by the proposals must be consulted in the development of the proposals. Therefore this letter is to gain your views and comments, on the Local Authority's and the Academies' proposals to develop and expand existing designated specialist provision and increase pupil referral unit places for children and young people with a range of Special Educational Needs and Disabilities as set out below:

The Local Authority is proposing to increase the number of Designated Specialist Provision places for pupils in Bradford's maintained schools by:

1. Developing new provision for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) at:
 - Crossley Hall Primary School – 12 places proposed by September 2018
2. Expanding the existing provision for primary aged children and young people with communication and interactions including autistic spectrum conditions (ASD) at:
 - Crossflatts Primary School from 12 places to 16 places proposed by April 2018



3. Expanding the existing provision for secondary aged children and young people with communication and interactions including autistic spectrum conditions (ASD) at:

- Holy Family Catholic School from 12 places to 16 places proposed by April 2018

4. Expanding the existing provision for secondary aged children and young people with cognition and learning needs at:

- Titus Salt School from 16 places to 30 places proposed by April 2018

5. Developing new provision for primary aged children and young people with social emotional and mental health needs (SEMH) at:

- Long Lee Primary School – 10 places proposed by April 2018
- Cottingley Village Primary School – 10 places proposed by April 2018

The Local Authority is proposing to increase the number of Pupil Referral Unit places for pupils by:

1. Expanding the existing provision for secondary aged children and young people with social emotional and mental health needs (SEMH) at:

- Ellar Carr Pupil Referral Unit (PRU) from 36 places to 70 places proposed by April 2018

The following Academies are also proposing to increase the number of Designated Specialist Provision places by:

1. Developing new provision for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) at:

- Green Lane Primary School – 12 places proposed by September 2018
- Worth Valley Primary Academy – 8 places proposed by April 2018

2. Expanding the existing provision for primary aged children and young people with speech language and communication needs (SLCN) at:

- Green Lane Primary School from 9 places to 12 places proposed by April 2018

The Local Authority is working closely with the Academies on their proposals and is carrying out the consultation process on their behalf.

Further detailed information on all of the above proposals can be found in the supporting Consultation Documents located online at:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer

www.bradford.gov.uk/consultations

<https://bso.bradford.gov.uk>



Background Information

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Pupil Referral Units (PRU's), Designated Specialist Provision (DSP's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

These proposals will expand and develop further specialist provision to enhance the network of DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District
- A dynamic network
- Flexible and responsive provision

The development of Designated Specialist Provision (DSP) and Pupil Referral Units (PRU) are based on the following principles:

- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises inclusion into mainstream classes
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

The Local Authority maintains six designated specialist provisions three for primary aged pupils and three for secondary aged pupils. In addition there are four primary and eight secondary academies who also host designated specialist provisions.

The Local Authority maintains four Pupil Referral Units for children and young people with SEMH, one for primary aged pupils and three for secondary aged pupils.

The SEN Improvement Test

When proposing changes to existing SEND provision Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities.

Information on all of the above required improvements is detailed in the consultation document and full SEN Improvement Test which is located online.

Consultation

The local community and other interested parties are also being consulted on the proposals. (Further details of who we are consulting with can be found online).



Prior to making any decisions in relation to the proposals for maintained schools/PRU's (Crossley Hall Primary School, Crossflatts Primary School, Holy Family Catholic School, Titus Salt School, Long Lee Primary School, Cottingley Village Primary School and Ellar Carr PRU) the responses to the consultation will be fully analysed and considered before the Council decides whether to publish statutory notices in the local newspapers.

In relation to the academies proposals, the academy trusts will consider the responses to the consultation and decide whether to submit a proposal for change and full business case (if needed) to the Regional Schools Commissioner for permission in relation to their proposals.

Consultation documents

If you would like further information about the proposals please refer to the following documents:

- Consultation document – DSP's & PRU's
- SEN Improvement Test – DSP's & PRU's
- Evidence of Need
- Equality Impact Assessment
- Maps showing Current and Proposed Provision
- Full list of Consultees
- Consultation Questionnaire

All of the above documents can be found online by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

The Local Authority is working closely with the Academies on their proposals and is carrying out the consultation process on their behalf.

Details of how you may respond to the Local Authority's and the Academies' consultation are set out below:

Online Responses

Online responses can be made by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>



Alternatively please send responses to Emma Hamer, Planning and Project Manager, SEND Services, 5th Floor Margaret McMillan Tower, Bradford BD1 1NN.

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

Consultation Meetings

You can attend a public consultation meeting. They are being held on the below dates:

Monday 27th November 7pm - 8pm at Central Hall Keighley –
Alice Street, Keighley, BD21 3JD

Tuesday 5th December 7pm – 8pm at Margret McMillan Tower –
Princes Way, Bradford, BD1 1NN

Tuesday 12th December 7pm - 8pm at Queensbury Victoria Hall –
Children's Centre, Station Road, Queensbury, BD13 1AB

The consultation closes on Thursday 14th December 2017. All responses must be received by this date.

Your views are important to us, thank you.

Yours sincerely,

Judith Kirk
Deputy Director
Education, Employment and Skills



Proposals for Increasing Specialist Provision for Children and Young People with Special Education Needs and Disabilities (SEND)

Proposed Increase in Numbers of Pupils at Special Schools Consultation document

Your views are important to us.

We would like to gain your views and comments on the council and academies' proposals and provide you with the opportunity to ask questions and discuss the proposals.

November 2017



The Consultation

Background information

The Local Authority and Academies offers a range of educational provision across the Bradford District including Special schools, Pupil Referral Units (PRU's), Designated Specialist Provision (DSP's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

Currently the Local Authority maintains four special schools, one for secondary pupils with social, emotional and mental health (SEMH) difficulties and three generic special schools, two primaries and one secondary who manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.

In addition, there are four Special School Academies, one for all-age pupils with communication and interaction (C&I) needs which may include Autistic Spectrum conditions (ASC) and three generic special schools, two secondary and one primary who manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.

The special schools broadly cover 3 areas of the District and manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.

Table showing current Special School Provision

School	Area of Need	Registered Places	Maintained school or Academy	Phase
Chellow Heights	Generic	165	Maintained	Primary
Delius	Generic	110	Maintained	Primary
Beechcliffe	Generic	100	Maintained	Secondary
Oastlers	SEMH	80	Maintained	Secondary
Beckfoot Phoenix	Generic	80	Academy	Primary
Hazelbeck	Generic	120	Academy	Secondary
Southfield	Generic	265*	Academy	Secondary
High Park	C&I	95	Academy	All age

*Includes 12 EDSP places

Generic = A wide range of learning needs and complex health needs

SEMH = Social emotional and mental health needs

C&I = Communication and Interaction needs including autism



What are we proposing and where?

The Local Authority is proposing to increase the number of places for pupils in the following maintained Special Schools with effect from April to September 2018:

- Chellow Heights Special School – 48 additional places proposed by April 2018
- Delius Special School – 24 additional places - proposed by September 2018
- Beechcliffe Special School – 30 additional places - proposed by April 2018
- Oastlers School – 14 additional places - proposed by April 2018

The following Academies are proposing to increase the number of places for pupils in the following Academy Special Schools with effect from April to September 2018:

- Beckfoot Phoenix School – 22 additional places proposed by September 2018
- Hazelbeck School – 8 additional places proposed by April 2018
- Southfield School – 32 additional places (inc. 12 EDSP places) proposed by April 2018
- High Park School – 12 additional places proposed by April 2018

The Local Authority is working closely with the academies on their proposals and is also carrying out the consultation process on their behalf.

These proposals set out to increase provision, by creating an additional 190 Special School Places for primary and secondary aged pupils with a range of special educational needs and disabilities across Bradford Maintained and Academy schools.

Why are we proposing to increase provision?

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places across all sectors (DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation



- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

When are the Council and Academies proposing to increase provision?

Before the Local Authority can increase provision in maintained schools, there is a statutory process that we must follow. Whenever the Local Authority proposes to increase the number of places at special schools or make changes to specialist provision, all interested parties who are likely to be affected by the Councils proposals must be consulted in the development of the proposals prior to publication of statutory notices.

In relation to the academies proposals, the academies will consider the responses to the consultation and decide whether to submit a proposal for change and full business case to the Regional Schools Commissioner for permission in relation to their proposals.

A timeline for completing the consultation processes and statutory process is set out below:

Activity	Timescales
Consultation period for maintained schools and academies begins	16 th November 2017
Consultation period for maintained schools and academies ends	14 th December 2017
For maintained schools the Director of Children's Services considers consultation responses and decides whether to publish statutory notices	14 th to 21 st December 2017
Academies consider the consultation responses and write Business Cases	14 th to 22 nd December 2017
Statutory notices published in the local newspapers (Consultation period begins)	4 th January 2018
End of 4 week Statutory Consultation period	1 st February 2018
Academies submit their full Business Cases to the DfE and RSC	4 th January 2017
Report to Executive to consider outcome of consultation and statutory notices and determine proposals	6 th March 2018
Academies receive confirmation of approval from DfE and RSC	January to March 2018
Proposed implementation date	April to September 2018



How will this affect my child? And is this the best option for Children and Young people with SEND?

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Designated Specialist Provision (DSP's), Pupil Referral Units (PRU's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

These proposals set out to increase provision, by creating an additional 190 Special School Places for primary and secondary aged pupils with a range of special educational needs and disabilities across Bradford Maintained and Academy schools which form part of:

- A coherent geographical spread of provision across the District
- A Network of special schools
- Flexible and responsive provision

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

Who are we consulting with?

- Parents/Carers
- School staff and Governors
- Bradford and Airedale Parents Forum
- Bradford and Airedale NHS Trusts/CCG's
- Elected members
- Local MPs
- Trade Unions
- Neighbouring Authorities
- SENDIASS - Barnado's
- Parish & Mosque Councils
- Muslim Association
- CoE and Catholic Diocese for Bradford/Leeds
- Relevant charities and voluntary organisations
- Any other interested parties



Why are we consulting with you?

Whenever the Local Authority and Academies propose to increase places or make changes to maintained special schools, all interested parties who are likely to be affected by the proposals must be consulted in the development of the proposals.

It is important that the proposals are the subject of broad consultation with all interested parties to ensure that your views are considered and that you are fully informed and involved before a final recommendation is made.

The responses to this consultation for maintained special schools must be fully analysed and considered before the Council decides to publish statutory notices in the local newspapers. The final decision on the proposals to increase the number of places in maintained special schools rests with the Council's Executive.

In the case of academies the academy trusts will be required to submit a full business case to the Department for Education (DfE) outlining their proposed changes. The academy trusts will be required to confirm as part of their business case that a fair and open local consultation has taken place.

The Local Authority is working closely with the academies and is also carrying out the academy school's consultations on behalf of the academy trusts alongside the consultation process for maintained schools. However the final decision on the academies' proposals rests with the DfE and the Regional Schools Commissioner.

In addition, when proposing changes to existing SEND provision the Council and Academies have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities.

Information on the required improvements is detailed in the full SEN Improvement Test which is located online.

How to respond to the consultation

- **Please refer to the below supporting documents:**
 - SEN Improvement Test – Special Schools, Academies and Early Years
 - Evidence of Need
 - Equality Impact Assessment
 - Maps showing Special Schools
 - Full list of Consultees
 - Consultation Questionnaire

All of the above documents can be found online by visiting:



<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

- **Complete the Consultation Questionnaire for both maintained schools and academies or let us have your comments no later than Thursday 14th December 2017**
- **The Local Authority is working closely with the academies on their proposals and is carrying out the consultation process on their behalf.**

Online responses can be made by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>

Alternatively please send responses to Emma Hamer, Planning and Project Manager, SEND Services, 5th Floor Margaret McMillan Tower, Bradford BD1 1NN

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

- **Attend one of the Public Consultation Meetings, they are being held on the below dates:**

Monday 27th November 7pm - 8pm at Central Hall Keighley –
 Alice Street, Keighley, BD21 3JD

Tuesday 5th December 7pm – 8pm at Margret McMillan Tower –
 Princes Way, Bradford, BD1 1NN

Tuesday 12th December 7pm - 8pm at Queensbury Victoria Hall –
 Children's Centre, Station Road, Queensbury, BD13 1AB

Thank you for taking the time to read this consultation document. Your views are important. Please make your views known to us by completing the Consultation questionnaire or submitting your comments.

Thank you



Appendix E

Proposals for Increasing Specialist Provision for Children and Young People with Special Education Needs and Disabilities (SEND)

**Proposed Development and Increase of places at Designated Specialist Provisions (DSP's) and Pupil Referral Unit's (PRU's)
Consultation document**

Your views are important to us.

We would like to gain your views and comments on the Council and Academies' proposals and provide you with the opportunity to ask questions and discuss the proposals.

November 2017



The Consultation

Background information

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Pupil Referral Units (PRU's), Designated Specialist Provision (DSP's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

Currently the Local Authority maintains six designated specialist provisions three for primary aged pupils and three for secondary aged pupils. In addition there are four primary and eight secondary academies who also host designated specialist provisions.

Table showing current Designated Specialist Provision

School	Area of Need	Registered Places	Maintained school or Academy	Phase
Crossflatts	ASD	12	Maintained	Primary
Denholme	ASD	8	Academy	Primary
Haworth	ASD	12	Academy	Primary
Carrwood	ASD	12	Maintained	Primary
Bradford Academy	ASD	12	Academy	Secondary
Parkside	ASD	12	Maintained	Secondary
Holy Family	ASD	12	Maintained	Secondary
Southfield Grange	ASD	12	Academy	Secondary
Grange Technology	ASD	12	Academy	Secondary
Titus Salt	LD	15	Maintained	Secondary
Beckfoot Thornton	LD	15	Academy	Secondary
Bradford Forster Academy	LD	15	Academy	Secondary
Green Lane	SLCN	9	Academy	Primary
High Craggs	SLCN	6	Academy	Primary
Oasis Lister Park	SLCN	4	Academy	Secondary
Beckfoot	PD	10	Academy	Secondary
Bradford Academy	PD	15	Academy	Secondary
Learn & Play – High Park Special School	C&I /ASD	16	Academy	Early Years

ASD = Autism

LD = Learning Difficulties

SLCN = Speech Language and Communication Needs

C& I / ASD = Communication and Interaction needs including Autism

PD = Physical Difficulties



The Local Authority currently maintains 4 Pupil referral Units for children and young people with Social Emotional and Mental Health Needs (SEMH), one for primary aged pupils and three for secondary aged pupils.

Table showing current Designated Specialist Provision

School	Area of Need	Registered Places	Maintained school or Academy	Phase
Park Primary PRU	SEMH	50	Maintained	Primary
Ellar Carr	SEMH	36	Maintained	Secondary
District PRU	SEMH	160	Maintained	Secondary
Central PRU	SEMH	50	Maintained	Secondary

SEMH = Social Emotional and Mental Health

What are we proposing and where?

The Local Authority is proposing to increase the number of Designated Specialist Provision places for pupils in maintained schools with effect from April to September 2018 by:

- Developing new provision for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) at:
 - Crossley Hall Primary School – 12 places proposed by September 2018
- Expanding the existing provision for primary aged children and young people with communication and interactions including autistic spectrum conditions (ASD) at:
 - Crossflatts Primary School from 12 places to 16 places proposed by April 2018
- Expanding the existing provision for secondary aged children and young people with communication and interactions including autistic spectrum conditions (ASD) at:
 - Holy Family Catholic School from 12 places to 16 places proposed by April 2018
- Expanding the existing provision for secondary aged children and young people with cognition and learning needs at:
 - Titus Salt School from 16 places to 30 places proposed by April 2018
- Developing new provision for primary aged children and young people with social emotional and mental health needs (SEMH) at:
 - Long Lee Primary School – 10 places proposed by April 2018
 - Cottingley Village Primary School – 10 places by April 2018



The Local Authority is proposing to increase the number of Pupil Referral Unit places for pupils with effect from April to September 2018 by:

- Expanding the existing provision for secondary aged children and young people with social emotional and mental health needs (SEMH) at:
 - Ellar Carr Pupil Referral Unit (PRU) from 36 places to 70 places proposed by April 2018

The following Academies are proposing to increase the number of Designated Specialist Provision places with effect from April to September 2018 by:

- Developing new provision for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) at:
 - Green Lane Primary School – 12 places proposed by September 2018
 - Worth Valley Primary Academy – 8 places proposed by April 2018
- Expanding the existing provision for primary aged children and young people with speech language and communication needs (SLCN) at:
 - Green Lane Primary School from 9 places to 12 places proposed by April 2018

The Local Authority is working closely with the Academies on their proposals and is carrying out the consultation process on their behalf.

These proposals set out to increase provision, by creating an additional 77 Designated Specialist Places for primary and secondary aged pupils with a range of special educational needs and disabilities across Bradford Maintained and Academy schools.

These proposals also set out to increase SEMH provision by creating an additional 34 Pupil Referral Unit places.

Why are the Council and Academies proposing to increase provision?

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places across all sectors (DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required.



- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford’s Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children’s diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of DSP’s and PRU’s which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs

When are we proposing to increase provision?

Before the Local Authority can increase provision in maintained schools, there is a statutory process that we must follow. Whenever the Local Authority proposes to increase places or make changes to specialist provision, all interested parties who are likely to be affected by the Councils proposals must be consulted in the development of the proposals prior to publication of statutory notices.

In relation to the academies proposals, the academies will consider the responses to the consultation and decide whether to submit a proposal for change and full business case to the Regional Schools Commissioner for permission in relation to their proposals.

A timeline for completing the consultation and statutory processes is set out below:

Activity	Timescales
Consultation period for maintained schools and academies begins	16 th November 2017
Consultation period for maintained schools and academies ends	14 th December 2017
For maintained schools the Director of Children’s Services considers consultation responses and decides whether to publish statutory notices	14 th to 21 st December 2017



Academies consider the consultation responses and write Business Cases	14 th to 22 nd December 2017
Statutory notices published in the local newspapers (Consultation period begins)	4 th January 2018
Academies submit their full Business Cases to the DfE and RSC	4 th January 2017
End of 4 week Statutory Consultation period	1 st February 2018
Academies receive confirmation of approval from the DfE and RSC	January to March 2018
Report to Council Executive to consider the outcome of consultation and statutory notices and determine proposals (maintained schools only)	6 th March 2018
Proposed implementation date	April to September 2018

How will this affect my child? And is this the best option for Children and Young people with SEND?

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Designated Specialist Provision (DSP's), Pupil Referral Units (PRU's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

These proposals set out to create an additional 77 Designated Specialist Provision (DSP) places for pupils with a range of Special Educational Needs and Disabilities and also proposes to increase SEMH provision by creating an additional 34 Pupil Referral Unit places.

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of DSP's and PRU's that will:

- Provide local DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new DSP's and PRU's.



It will be possible to individually differentiate and support the work and potential of each individual pupil

- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.

Who are we consulting with?

- Parents/Carers
- School staff and Governors
- Bradford and Airedale Parents Forum
- Bradford and Airedale NHS Trusts/CCG's
- Elected members
- Local MPs
- Trade Unions
- Neighbouring Authorities
- SENDIASS - Barnado's
- Parish & Mosque Councils
- Muslim Association
- CoE and Catholic Diocese for Bradford/Leeds
- Relevant charities and voluntary organisations
- Any other interested parties

Why are we consulting with you?

Whenever the Local Authority and Academies propose to increase places or make changes to specialist provision, all interested parties who are likely to be affected by the proposals must be consulted in the development of the proposals.

It is important that the proposals are the subject of broad consultation with all interested parties to ensure that your views are considered and that you are fully informed and involved before a final recommendation is made.

The responses to this consultation for maintained schools must be fully analysed and considered before the Council decides to publish statutory notices in the local newspapers. The final decision on the proposals for increasing places and alteration of SEND provision at maintained schools rests with the Council Executive.



In the case of academies the academy trusts will be required to submit a full business case to the Department for Education (DfE) outlining their proposed changes. The academy trusts will be required to confirm as part of their business case that a fair and open local consultation has taken place.

The Local Authority is working closely with the academies and is carrying out the academy school consultations on behalf of the academy trusts alongside the consultation process for maintained schools. However the final decision on the academies proposals rests with the DfE and the Regional Schools Commissioner.

In addition, when proposing changes to existing SEND provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities.

Information on the required improvements is detailed in the full SEN Improvement Test which is located online.

How to respond to the consultation

- **Please refer to the below supporting documents:**
 - SEN Improvement Test – DSP's & PRU's
 - Evidence of Need
 - Equality Impact Assessment
 - Maps showing Current and Proposed Provision
 - Full list of Consultees
 - Consultation Questionnaire

All of the above documents can be found online by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

- **Complete the Consultation Questionnaire for both maintained schools and academies or let us have your comments no later than Thursday 14th December 2017**
- **The Local Authority is working closely with the academies on their proposals and is carrying out the consultation process on their behalf.**



Online responses can be made by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>

Alternatively please send responses to Emma Hamer, Planning and Project Manager, SEND Services, 5th Floor Margaret McMillan Tower, Bradford BD1 1NN

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

- **Attend one of the Public Consultation Meetings, they are being held on the below dates:**

Monday 27th November 7pm - 8pm at Central Hall Keighley –
Alice Street, Keighley, BD21 3JD

Tuesday 5th December 7pm – 8pm at Margret McMillan Tower –
Princes Way, Bradford, BD1 1NN

Tuesday 12th December 7pm - 8pm at Queensbury Victoria Hall –
Children’s Centre, Station Road, Queensbury, BD13 1AB

Thank you for taking the time to read this consultation document. Your views are important. Please make your views known to us by completing the Consultation questionnaire or let us have your comments.

Thank you



Proposals for Increasing Specialist Provision for Young Children with Special Education Needs and Disabilities (SEND)

Proposed Increase of Early Years Enhanced Specialist Provision places Consultation document

Your views are important to us.

We would like to gain your views and comments on the council's proposals and provide you with the opportunity to ask questions and discuss the proposals.

November 2017



The Consultation

Background information

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Pupil Referral Units (PRU's), Designated Specialist Provision (DSP's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

Currently the Local Authority maintains three Nursery Schools across the District which deliver integrated early years enhanced specialist provision for Children primarily aged 2 - 5 years alongside mainstream Nursery Schools places as part of the Children's Centre plus provision.

The children that access these provisions have an Education Health and Care Plan or are undergoing assessment for an Education Health and Care Plan.

The current maintained Nursery Schools with Early Years Enhanced Specialist Provision are:

- Strong Close Nursery School (BD21)
- St. Edmunds Nursery School (BD8)
- Canterbury Nursery School (BD5)

Table showing current Provision for Children primarily aged 2 – 5 years old
(Children aged 5 years+ would be by exception)

Name of Provision	Registered Places 3-5 years (No. of FTE places)	Registered Places 0-2 years (No. of FTE places)	Current Occupancy (No. of children)
Strong Close Nursery School	12	8	18
St Edmunds Nursery School	12	8	19
Canterbury Nursery School	12	8	15
Hirstwood Nursery School	12	8	0
Barkerend CC+	12	4	4
Woodroyd CC+	12	4	3

In addition the Local Authority maintains two generic Primary Special Schools that provide Early Years Enhanced Specialist Provision and manage the varying needs of children who require a protected environment in a specially resourced school in order to make progress.



Maintained Special Schools:

- Chellow Heights Special School
- Delius Special School

Furthermore, there are two Special School Academies, one for all-age pupils with communication and interaction (C&I) needs which may include Autistic Spectrum conditions (ASC) and one generic primary special school.

Academy Special Schools:

- Beckfoot Phoenix School
- High Park School

What are we proposing and where?

The Local Authority is proposing to increase the number of Early Years Enhanced Specialist Provision places for pupils in Bradford's maintained Nursery Schools by:

1. Increasing the number of Early Years Enhanced Specialist Provision places at:

- Strong Close Nursery School
- St. Edmunds Nursery School
- Canterbury Nursery School

2. Developing new Early Years Enhanced Specialist Provision at:

- Abbey Green Nursery School

These proposals set out to increase provision across the District, by creating an additional 28 x 0.6 Early Years Enhanced Specialist Provision places for children aged 2 – 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities.

This means there will be a total of 76 full time equivalent places across the proposed 4 EYESP's which equates to 130 x 0.6 places, that can be used flexibly across the District.

The Early Years Enhanced Specialist places in the maintained and academy Special School's will not be affected by these proposals, as their places will be in addition to the Nursery School places.



Why are we proposing to increase provision?

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

These proposals will create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools which form part of:

- A coherent geographical spread of enhanced provision across the District
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet needs

The proposed development and expansion of Early Years Enhanced Specialist Provision is based on the following principles:

- There is an urgent need in Bradford for more specialist places due to the increase in population
- The complexity of special needs in Bradford is increasing; as a result there is a need for more enhanced specialist places.
- Bradford is a highly inclusive local authority; only 1% of our school population are in Special Schools
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs require a range of flexible and varied provision

When are we proposing to increase provision?

Before the Local Authority can increase provision in maintained schools, there is a statutory process that we must follow. Whenever the Local Authority proposes to increase the number of school places or make changes to specialist provision, all interested parties who are likely to be affected by the Councils proposals must be consulted in the development of the proposals prior to publication of statutory notices.



A timeline for completing the consultation and statutory processes is set out below:

Activity	Timescales
Consultation period begins	16 th November 2017
Consultation period ends	14 th December 2017
Director of Children’s Services considers consultation responses and decides whether to publish statutory notices	14 th to 21 st December 2017
Statutory notices published in the local newspapers (Consultation period begins)	4 th January 2018
End of 4 week Consultation period	1 st February 2018
Report to Executive to consider outcome of consultation and statutory notices and determine proposals	6 th March 2018
Proposed implementation date	April to September 2018

How will this affect my child? And is this the best option for Young Children with SEND?

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Pupil Referral Units (PRU’s), Designated Specialist Provision (DSP’s), Additionally Resourced Centres (ARC’s), Mainstream schools and Academies.

There are currently three Nursery Schools across the District already providing integrated early years special educational and disabilities (SEND) and mainstream nursery places (currently part of the Children’s Centre plus provision) at:

- Strong Close Nursery School (BD21)
- St. Edmunds Nursery School (BD8)
- Canterbury Nursery School (BD5)

These proposals set out to increase provision across the District, by creating an additional 28 x 0.6 early years enhanced specialist provision places for children aged 2 – 5 years but with capacity for some children aged up to 5+ where appropriate with a range of special educational needs and disabilities. This means there will be a total of 76 full time equivalent places across the proposed 4 EYESP’s which equates to 130 x 0.6 places, that can be used flexibly across the District.

The Early Years Enhanced Specialist places in the maintained and academy Special School’s will not be affected by these proposals, as there places will be in addition to the Nursery School places.



Young Children with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Young Children of Bradford.

The Council intend to have a District wide structure of Early Years Enhanced Specialist Provision's (EYESP's) that will:

- Ensure there is early identification, early assessment and early intervention of SEND
- Build responsive services, with a more personalised offer
- Increase high quality places to meet a growing need for SEND
- To make the most effective use of the outstanding practice and provision across the Bradford District
- Ensure there are effective transitions from home into provision and into schools
- Ensure continued use of our specialist knowledge, skills and expertise in meeting the need of children and young people with SEND
- Build capacity and expertise within SEND across the District and further develop Bradford's sector led model
- Ensure accessibility of SEND support and provision and support parental choice and aspirations
- Ensure there is local provision to reduce the need to travel long distances
- Provide an equitable distribution of EYESP's for young children with SEND

Who are we consulting with?

- Parents/Carers
- School staff and Governors
- Bradford and Airedale Parents Forum
- Bradford and Airedale NHS Trusts/CCG's
- Elected members
- Local MPs
- Trade Unions
- Neighbouring Authorities
- SENDIASS - Barnado's
- Parish & Mosque Councils
- Muslim Association
- CoE and Catholic Diocese for Bradford/Leeds
- Relevant charities and voluntary organisations
- Any other interested parties



Why are we consulting with you?

Whenever the Local Authority proposes to increase places or make changes to maintained nursery schools, all interested parties who are likely to be affected by the proposals must be consulted in the development of the proposals.

It is important that the proposals are the subject of broad consultation with all interested parties to ensure that your views are considered and that you are fully informed and involved before a final recommendation is made.

The responses to this consultation for maintained nursery schools must be fully analysed and considered before the Council decides to publish statutory notices in the local newspapers. The final decision on the proposals to increase the number of Early Years Enhanced Specialist Provision places in maintained nursery schools rests with the Council's Executive.

In addition, when proposing changes to existing SEND provision the Proposers (The Local Authority) have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities.

Information on the required improvements is detailed in the full SEN Improvement Test which is located online.

How to respond to the consultation

- **Please refer to the below supporting documents:**
 - SEN Improvement Test – Special School, Academies and Early Years
 - Evidence of Need
 - Equality Impact Assessment
 - Maps showing Current and Proposed Provision
 - Full list of Consultees
 - Consultation Questionnaire

All of the above documents can be found online by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

- **Complete the Consultation Questionnaire no later than Thursday 14th December 2017**



Online responses can be made by visiting:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=589> - Bradford SEND Local offer
www.bradford.gov.uk/consultations
<https://bso.bradford.gov.uk>

Alternatively please send responses to Emma Hamer, Planning and Project Manager, SEND Services, 5th Floor Margaret McMillan Tower, Bradford BD1 1NN

If you do not have access to the internet or you would prefer a paper copy of any of the documents, please contact telephone 01274 439261 or email Localoffer@bradford.gov.uk

- **Attend one of the Public Consultation Meetings, they are being held on the below dates:**

Monday 27th November 7pm - 8pm at Central Hall Keighley –
Alice Street, Keighley, BD21 3JD

Tuesday 5th December 7pm – 8pm at Margret McMillan Tower –
Princes Way, Bradford, BD1 1NN

Tuesday 12th December 7pm - 8pm at Queensbury Victoria Hall –
Children’s Centre, Station Road, Queensbury, BD13 1AB

Thank you for taking the time to read this consultation document. Your views are important. Please make your views known to us by completing the Consultation questionnaire or let us have your comments.

Thank you



Appendix G

Statutory proposal for a prescribed alteration

Proposal to Increase the Number of Pupils at Chellow Heights Special School

School and Local Authority details:

School: Chellow Heights Special School, Thorn Lane, Bradford, BD9 6AL (West Site)
Chellow Heights South, Netherlands Avenue, Low Moor, BD6 1EA (South Site). This is a maintained primary special school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

Chellow Heights Special School is an existing generic primary special school. It provides education to primary aged children with a range of special educational needs and disabilities. The school is based on two sites. The main site is located in the west of Bradford, with the second smaller site located in Low Moor, in the south of the district.

The proposal is to increase the number of places at the school for primary aged pupils from 200 places to 248 places across both sites. The proposed implementation date is 16 April 2018. The admission of pupils will continue to be managed by the special educational needs statutory assessment process.

Chellow Heights Special School was designated for up to 165 places and numbers on roll at the school have increased as there has been a significant increase in demand for additional places. As a result the school has operated on two sites from 2014. The numbers of pupils on the roll of the school have been consistently rising for the last 4 years.

There are currently 200 pupils on roll at the school, across the two sites;

Chellow West site – 145

Chellow South site – 55

Two separate capital building programmes are required to accommodate the proposed additional places. Current building work has already taken place on both sites to safely accommodate the increased number of pupils currently on roll at the school



Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is for the Local Authority to increase specialist provision in the Bradford District for primary aged boys and girls with special education needs and disabilities, by increasing the number of pupils at Chellow Heights Special School from 200 places for pupils currently on the school roll to 248 places for pupils across both sites.

When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

There are capital costs associated with the proposed increase in the number of places for pupils at Chellow Heights Special School. The Local Authority has secured and agreed the amount of capital costs for the proposed improvements and refurbishments across both sites. Current building work has already taken place on both sites to safely accommodate the increased number of pupils currently on roll at the school

All specialist places at Chellow Heights Special School will continue to be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding required for the additional places is included in the DSG allocation and the additional commissioned places have been agreed



by the Schools Forum.

Chellow Heights Special School currently has places for 200 pupils across both sites on the school roll. The proposal is to increase the current number of places for pupils at the school to 248 places across both sites.

Evidence of demand:

The current number of pupils on the roll of the school across both sites is 200. The proposed increase in the number of places for pupils at the school will ensure that current and short term demands for SEND provision can be met in the area.

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%



In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs



An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the



next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The Schools Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.



The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix H**Statutory proposal for a prescribed alteration****Proposal to Increase the Number of Pupils at Delius Special School****School and Local Authority details:**

School: Delius Special School, Barkerend Road, Bradford, BD3 8QX

This is a maintained primary special school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

Delius Special School is an existing generic primary special school. It provides education to primary aged children with a range of special educational needs and disabilities. The proposal is to increase the number of places at the school for primary aged pupils from 124 to 148 places. The proposed implementation date is 1 September 2018. The admission of pupils will continue to be managed by the special educational needs statutory assessment process.

Delius Special School was originally designated for up to 110 places for pupils. Since the school opened numbers have gradually increased, as has the demand for specialist places and the numbers of pupils on the roll of the school has been consistently rising for the last 2 years. There are currently 124 pupils on roll at the school.

It is proposed that remodelling of the existing building would be required to enable the proposed increase the number of places at the school. The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of places at the school.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is for the Local Authority to increase specialist provision in the Bradford District for primary aged boys and girls with a range of special educational needs and disabilities by increasing the number of pupils at Delius Special School from 124 places for pupils currently on the school roll to 148 places for pupils.



When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 1 September 2018. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of pupils at the school.

All specialist places at Delius Special School will continue to be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding required for the additional places is included in the DSG allocation and the additional commissioned places have been agreed by the Schools Forum.

Delius Special School currently has places for 124 pupils on the school roll. The proposal is to increase the current number of places for pupils at the school to 148 places.

Evidence of demand:

The current number of pupils on the roll of the school is 124. The proposed increase in the number of places for pupils at the school will ensure that current and short term demands for SEND provision can be met in the area.

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.



The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.



There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have



been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand



- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.



- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix I**Statutory Proposal for a Prescribed Alteration****Proposal to Increase the Number of Pupils at Beechcliffe Special School****School and Local Authority details:**

School: Beechcliffe Special School, Greenhead Road, Keighley, Bradford, BD20 6ED

This is a maintained secondary special school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

Beechcliffe Special School is an existing generic secondary special school. It provides education to secondary aged children with a range of special educational needs and disabilities. The proposal is to increase the number of places at the school for secondary aged pupils from 114 to 144 places. The proposed implementation date is 16 April 2018. The admission of pupils will continue to be managed by the special educational needs statutory assessment process.

Beechcliffe Special School was originally designated for up to 100 places for pupils. Since the school opened numbers have gradually increased, as has the demand for specialist places and the numbers of pupils on the roll of the school has been consistently rising over the last 2 years. There are currently 114 pupils on roll at the school.

It is proposed that remodelling of the existing building, in conjunction with using additional classroom space at University Academy Keighley would be required to enable the proposed increase in the number of places at the school. The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of places

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).



Objectives:

The objective of the proposal is for the Local Authority to increase specialist provision in the Bradford District for secondary aged boys and girls with a range of special educational needs and disabilities by increasing the number of pupils at Beechcliffe Special School from 114 places for pupils currently on the roll to 144 places for pupils.

When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of pupils at the school.

All specialist places at Beechcliffe Special School will continue to be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding required for the additional places is included in the DSG allocation and the additional commissioned places have been agreed by the Schools Forum.

Beechcliffe Special School currently has places for 114 pupils on roll. The proposal is to increase the current number of places for pupils at the school to 144.



Evidence of demand:

The current number of pupils on the roll of the school is 114. The proposed increase in the number of places for pupils at the school will ensure that current and short term demands for SEND provision can be met in the area.

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision.



The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these



provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.



It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities



- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix J**Statutory proposal for a prescribed alteration****Proposal to Increase the Number of Pupils at Oastlers School****School and Local Authority details:**

School: Oastlers School, Flockton Road, Bradford, West Yorkshire, BD4 7RH. This is a maintained secondary special school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

Oastlers School is an existing secondary special school. It provides education to secondary aged children with social, emotional and mental health needs, including behavioural needs. The proposal is to increase the number of secondary aged pupils from 80 to 94 places. The proposed implementation date is 16 April 2018. The admission of pupils will continue to be managed by the special educational needs statutory assessment process.

Oastlers School was originally designated for up to 80 places for pupils. Since the school opened in 2013 numbers have gradually increased and the numbers of pupils on the roll of the school has been rising for the last 2 years. There are currently 86 pupils on roll at the school.

No new or additional site is required for this proposed change. No remodelling of existing buildings would be required.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is for the Local Authority to increase specialist provision in the Bradford District for secondary aged boys and girls with social, emotional and mental health needs, including behaviour needs, by increasing the number of pupils at Oastlers School from 80 to 94 places for pupils.



When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

There are no capital costs associated with the proposed increase in the number of places for pupils at the school.

All specialist places at Oastlers School will continue to be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding required for the additional places is included in the DSG allocation and the additional commissioned places have been agreed by the Schools Forum.

The proposal is to increase the current number of places for pupils at the school from 80 to 94 places. Oastlers School currently has 86 pupils on the school roll

Evidence of demand:

The current number of pupils on the roll of the school is 86. The proposed increase in the number of places for pupils at the school will ensure that current and short term demands for SEND provision can be met.

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.



The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.



There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have



been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand



- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.



- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix K**Statutory Proposal for a Prescribed Alteration****Proposal to Establish a Designated Specialist Provision (DSP) at Crossley Hall Primary School****School and Local Authority details:**

School: Crossley Hall Primary School, Thornton Road, Bradford, BD8 0HJ

This is a maintained primary school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to establish Designated Specialist Provision (DSP) at Crossley Hall Primary School with up to 12 places for primary aged boys and girls with communication and interactions needs including autistic spectrum conditions (ASC). The proposed implementation date is 1 September 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time.

No new or additional site is required but some remodelling of existing buildings may be required. This would be phased in agreement with the school and Local Authority.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to establish a DSP at Crossley Hall Primary School with up to 12 places for primary aged boys and girls with communication and interactions needs including autistic spectrum conditions (ASC) to accommodate the increasing demand for specialist provision places across the District.



When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 1 September 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

No new or additional site is required at this time, but some remodelling of existing buildings may be required. This would be phased in agreement with the school and Local Authority.

The proposed Designated Specialist Provision places at Crossley Hall Primary School will be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding for all DSPs is included in the High Needs Block allocation and the additional commissioned places have been agreed by the Schools Forum.

The Local Authority maintains a Service Level Agreement with each of the schools/academies who host a DSP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the



sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school



places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the



Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation



- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.



- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix L**Statutory Proposal for a Prescribed Alteration****Proposal to Increase Designated Specialist Provision (DSP) places at Crossflatts Primary School****School and Local Authority details:**

School: Crossflatts Primary School, Morton Lane, Bingley, Bradford, BD16 2EP

This is a maintained primary school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to increase the Designated Specialist Provision (DSP) places at Crossflatts Primary School from 12 places to 16 places, for primary aged boys and girls with communication and interaction needs including autistic spectrum conditions. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process

No new or additional site is required for this proposed change. No remodelling of the existing buildings will be required.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to increase the number of DSP places at Crossflatts Primary School from 12 to 16 places for primary aged boys and girls with for primary aged boys and girls with communication and interaction needs including autistic spectrum conditions to accommodate the increasing demand for specialist provision places across the District.



When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. This would ensure a successful outcome for the school and children and young people.

Project Costs:

There are no capital costs associated with the proposed increase in DSP places at Crossflatts Primary School as no new or additional site is required for this change. No remodelling of the existing buildings will be required.

The proposed increase in Designated Specialist Provision places at Crossflatts Primary School will be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding for all DSPs is included in the High Needs Block allocation and the additional commissioned places have been agreed by the Schools Forum.

The Local Authority maintains a Service Level Agreement with each of the schools/academies who host a DSP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.



The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.



There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have



been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand



- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.



- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix M**Statutory Proposal for a Prescribed Alteration****Proposal to Increase Designated Specialist Provision (DSP) places at The Holy Family Catholic School****School and Local Authority details:**

School: The Holy Family Catholic School, Spring Gardens Lane, Keighley, Bradford, BD20 6LH

This is a maintained secondary school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to increase the Designated Specialist Provision (DSP) places at The Holy Family Catholic School from 12 places to 16 places, for secondary aged boys and girls with communication and interaction needs including autistic spectrum conditions. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process

It is proposed that remodelling of the existing building would be required to enable the proposed increase in the number of DSP places at the school, The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of DSP places at the school.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to increase the number of DSP places at The Holy Family Catholic School from 12 to 16 places for secondary aged boys and girls with communication and interaction needs including autistic spectrum conditions to accommodate the increasing demand for specialist provision places across the District.



When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of DSP places for pupils at the school.

The proposed increase in Designated Specialist Provision places at The Holy Family Catholic School will be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding for all DSPs is included in the High Needs Block allocation and the additional commissioned places have been agreed by the Schools Forum.

The Local Authority maintains a Service Level Agreement with each of the schools/academies who host a DSP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and



future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

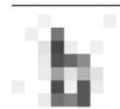
Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required



to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.



The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population



- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals



- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix N**Statutory Proposal for a Prescribed Alteration****Proposal to Increase Designated Specialist Provision (DSP) places at Titus Salt School****School and Local Authority details:**

School: Titus Salt School, Higher Coach Road, Baildon, Shipley, Bradford, BD17 5RH
This is a maintained secondary school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to increase the Designated Specialist Provision (DSP) places at Titus Salt School from 16 places to 30 places, for secondary aged boys and girls with learning difficulties. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process

It is proposed that remodelling of the existing building would be required to enable the proposed increase in the number of DSP places at the school, The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of DSP places at the school.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to increase the number of DSP places at Titus Salt School from 16 to 30 places for secondary aged boys and girls with learning difficulties to accommodate the increasing demand for specialist provision places across the District.



When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

The Local Authority has secured the amount of capital costs for the proposed improvements and refurbishments associated with the proposed increase in the number of DSP places for pupils at the school.

The proposed increase in Designated Specialist Provision places at Titus Salt School will be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding for all DSPs is included in the High Needs Block allocation and the additional commissioned places have been agreed by the Schools Forum.

The Local Authority maintains a Service Level Agreement with each of the schools/academies who host a DSP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the



sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school



places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the



Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation



- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.



- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix O**Statutory Proposal for a Prescribed Alteration****Proposal to Establish a Designated Specialist Provision (DSP) at Long Lee Primary School****School and Local Authority details:**

School: Long Lee Primary School, Cheery Tree Rise, Keighley, Bradford, BD21 4RU
This is a maintained primary school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to establish Designated Specialist Provision (DSP) at Long Lee Primary School with up to 10 places for primary aged boys and girls with social, emotional and mental health needs. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time.

No new or additional site is required but some remodelling of the existing building would be required to enable the proposed establishment of a DSP. The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed establishment of a 10 place DSP at the school..

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to establish a DSP at Long Lee Primary School with up to 10 places for primary aged boys and girls with social, emotional and mental health needs to accommodate the increasing demand for specialist provision places across the District.



When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

No new or additional site is required but some remodelling of the existing building would be required to enable the proposed establishment of a DSP. The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed establishment of a 10 place DSP at the school. This would be phased in agreement with the school and Local Authority.

The proposed Designated Specialist Provision places at Long Lee Primary School will be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding for all DSPs is included in the High Needs Block allocation and the additional commissioned places have been agreed by the Schools Forum.

The Local Authority maintains a Service Level Agreement with each of the schools/academies who host a DSP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it



has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.



Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and



young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population



- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals



- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix P**Statutory Proposal for a Prescribed Alteration****Proposal to Establish a Designated Specialist Provision (DSP) at Cottingley Village Primary School****School and Local Authority details:**

School: Cottingley Village Primary School, Cottingley Moor Road, Bingley, Bradford, BD16 1SY

This is a maintained primary school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to establish Designated Specialist Provision (DSP) at Cottingley Village Primary School with up to 10 places for primary aged boys and girls with social, emotional and mental health needs. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time.

No new or additional site is required but some remodelling of the existing building would be required to enable the proposed establishment of a DSP. The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed establishment of a 10 place DSP at the school.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to establish a DSP at Cottingley Village Primary School with up to 10 places for primary aged boys and girls with social, emotional and mental health needs to accommodate the increasing demand for specialist provision places



across the District.

When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time. The proposal would ensure a successful outcome for the school and children and young people.

Project Costs:

No new or additional site is required but some remodelling of the existing building would be required to enable the proposed establishment of a DSP. The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed establishment of a 10 place DSP at the school. This would be phased in agreement with the school and Local Authority.

The proposed Designated Specialist Provision places at Cottingley Village Primary School will be funded from the High Needs Block part of the Dedicated Schools Grant (DSG). In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils). Place funding will be delegated to the school for an agreed number of places. Additional funding will be paid in accordance with individual pupil needs (within the established 7 range model). The revenue funding for all DSPs is included in the High Needs Block allocation and the additional commissioned places have been agreed by the Schools Forum.

The Local Authority maintains a Service Level Agreement with each of the schools/academies who host a DSP.

Evidence of demand:



All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other



learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.



Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.



- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable



- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix Q**Statutory Proposal for a Prescribed Alteration****Proposal to Increase Early Years Enhanced Specialist Provision (EYESP) places at Strong Close Nursery School****School and Local Authority details:**

School: Strong Close Nursery School, Airedale Road, Keighley, Bradford, BD21 4LW
This is a maintained nursery school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to increase the Early Years Enhanced Specialist Provision (EYESP) places at Strong Close Nursery School from 23 x 0.6 (part time) places to 30 x 0.6 (part time) places, for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process

The Early Years Enhanced Specialist places in other maintained and academy Special schools will not be affected by this proposal as these proposed places will be in addition to the Nursery School's places.

No new or additional site is required for this change. No remodelling of the existing buildings will be required.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to increase the number of Early Years Enhanced Specialist Provision (EYESP) places at Strong Close Nursery School from 23 x 0.6 (part



time) places to 30 x 0.6 part time) places for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs to accommodate the increasing demand for specialist provision places across the District.

When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. This ensures a successful outcome for the school and children and young people.

Project Costs:

There are no capital costs associated with the proposed increase in EYESP places at Strong Close Nursery School as no new or additional site is required for this change. No remodelling of the existing buildings will be required.

The proposed increase in Early Years Enhanced Specialist Provision places at Strong Close Nursery School will be part funded from the Early Years Block and part funded from the High Needs Block.

In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils) the place funding will be delegated to the school for an agreed number of places from the Early Years Block and the additional place plus element funding will be paid in accordance with individual pupil needs (within the established 7 range model) from the High Needs Block.

The Local Authority maintains a Service Level Agreement with each of the schools who host an EYESP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils



with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound



and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced



provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.



- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable



- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix R**Statutory Proposal for a Prescribed Alteration****Proposal to Increase Early Years Enhanced Specialist Provision (EYESP) places at St Edmunds Nursery School****School and Local Authority details:**

School: St Edmunds Nursery School, Washington Street, Bradford, BD8 9QW

This is a maintained nursery school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to increase the Early Years Enhanced Specialist Provision (EYESP) places at St Edmunds Nursery School from 26 x 0.6 (part time) places to 33 x 0.6 (part time) places, for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process

The Early Years Enhanced Specialist places in other maintained and academy Special schools will not be affected by this proposal as these proposed places will be in addition to the Nursery School's places.

No new or additional site is required for this change. No remodelling of the existing buildings will be required.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to increase the number of Early Years Enhanced Specialist Provision (EYESP) places at St Edmunds Nursery School from 26 x 0.6 (part



time) places to 33 x 0.6 (part time) places for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs to accommodate the increasing demand for specialist provision places across the District.

When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. This ensures a successful outcome for the school and children and young people.

Project Costs:

There are no capital costs associated with the proposed increase in EYESP places at St Edmunds Nursery School as no new or additional site is required for this change. No remodelling of the existing buildings will be required.

The proposed increase in Early Years Enhanced Specialist Provision places at St Edmunds Nursery School will be part funded from the Early Years Block and part funded from the High Needs Block.

In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils) the place funding will be delegated to the school for an agreed number of places from the Early Years Block and the additional place plus element funding will be paid in accordance with individual pupil needs (within the established 7 range model) from the High Needs Block.

The Local Authority maintains a Service Level Agreement with each of the schools who host an EYESP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils



with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound



and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced



provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.



- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable



- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix S**Statutory Proposal for a Prescribed Alteration****Proposal to Increase Early Years Enhanced Specialist Provision (EYESP) places at Canterbury Nursery School****School and Local Authority details:**

School: Canterbury Nursery School, Basil Street, Bradford, BD5 9HL

This is a maintained nursery school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to increase the Early Years Enhanced Specialist Provision (EYESP) places at Canterbury Nursery School from 21 x 0.6 (part time) places to 28 x 0.6 (part time) places, for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

The admission of pupils will be managed by the special educational needs statutory assessment process

The Early Years Enhanced Specialist places in other maintained and academy Special schools will not be affected by this proposal as these proposed places will be in addition to the Nursery School's places.

Remodelling of the existing building will be required to enable the proposed increase in capacity. The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed increase in the number of EYESP pupils.

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The objective of the proposal is to increase the number of Early Years Enhanced Specialist Provision (EYESP) places at Canterbury Nursery School from 21 x 0.6 (part time) places to 28 x 0.6 (part time) places for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs to accommodate the increasing demand for specialist provision places across the District.

When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. This ensures a successful outcome for the school and children and young people.

Project Costs:

The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed increase in the number of EYESP pupils.

The proposed increase in Early Years Enhanced Specialist Provision places at Canterbury Nursery School will be part funded from the Early Years Block and part funded from the High Needs Block.

In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils) the place funding will be delegated to the school for an agreed number of places from the Early Years Block and the additional place plus element funding will be paid in accordance with individual pupil needs (within the established 7 range model) from the High Needs Block.

The Local Authority maintains a Service Level Agreement with each of the schools who host an EYESP.

Evidence of demand:



All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g. a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs



of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.



Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

360 Generic specialist places and 40 specialist behaviour places are required over the next 3 years. Schools Forum has agreed to fund the 400 additional places from the High Needs Block.

Future Specialist Provision

The Bradford District has experienced a significant increase in demand for Special Educational Needs and Disabilities (SEND) provision in the last 10 years.

It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.



- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil



- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix T**Statutory Proposal for a Prescribed Alteration****Proposal to Establish Early Years Enhanced Specialist Provision (EYESP) at Abbey Green Nursery School****School and Local Authority details:**

School: Abbey Green Nursery School, Green Lane, Bradford, BD8 8HT_____This is a maintained nursery school.

Local Authority: City of Bradford Metropolitan District Council, City Hall, Bradford BD1 1HY

Description of alteration:

The proposal is to formally establish Early Years Enhanced Specialist Provision (EYESP) at Abbey Green Nursery School with up to 20 x 0.6 (part time) places for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed implementation date is 16 April 2018. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs.

This is a proposal to formally establish the EYESP at Abbey Green Nursery School. The Nursery School does not currently provide enhanced SEND provision. Under the proposal the nursery will establish EYESP provision for 20 children; 13 x 0.6 EYESP places, funded from the under occupancy of other Childrens Centre Plus settings and a further 7 x 0.6 (part time) places making the EYESP at the school a 20 x 0.6 (part time) places provision.

The Early Years Enhanced Specialist places in other maintained and academy Special schools will not be affected by this proposal as these proposed places will be in addition to the Nursery School places.

The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time.

Remodelling of the existing building will be required to enable the proposed increase in capacity. The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed increase in the number of EYESP pupils..

Consultation:

The Local Authority consulted with all interested parties. The 4 week consultation period



commenced on 16th November 2017 and closed on 14th December 2017. A summary of the responses and the outcome of the consultation is attached. (Responses to the Consultation and Outcome of the Consultation report).

Objectives:

The proposal is to formally establish Early Years Enhanced Specialist Provision (EYESP) at Abbey Green Nursery School with up to 20 x 0.6 (part time) places for children aged 2 to 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities. The proposed provision is recognised by the Local Authority as reserved for children with special educational needs to accommodate the increasing demand for specialist provision places across the District.

When proposing changes to existing SEND Provision the Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality/and or range of educational provision for Children with special educational needs and disabilities. The rationale and expected benefits of the proposal are set out in the attached SEN Improvement Test.

The proposals will build on the good standards for teaching and learning already in place at the school and provide additional local places for local children with special educational needs without having any negative impact on other schools, academies and educational institutions in the area. This would also increase parental choice in the area.

Implementation and any proposed stages for implementation:

The proposed implementation date is 16 April 2018. The admission of pupils will be managed by the special educational needs statutory assessment process. It is anticipated that the provision will grow over time. This ensures a successful outcome for the children.

Project Costs:

The Local Authority has secured the amount of capital costs for the required improvements and refurbishments associated with the proposed increase in the number of EYESP pupils.

The proposed increase in Early Years Enhanced Specialist Provision places at Abbey Green Nursery School will be part funded from the Early Years Block and part funded from the High Needs Block.

In accordance with the Place Plus Model (the local determined funding formula for special educational needs pupils) the place funding will be delegated to the school for an agreed number of places from the Early Years Block and the additional place plus element funding will be paid in accordance with individual pupil needs (within the established 7 range model) from the High Needs Block.



The Local Authority maintains a Service Level Agreement with each of the schools who host an EYESP.

Evidence of demand:

All Local Authorities have a statutory duty to keep under review the provision they make for pupils with special educational needs and disabilities (SEND). This must be based on the regular review of current and future trends (pupil profiles). In monitoring these trends, data and information it has confirmed that further specialist provision is required to meet the needs of its current and future population.

The Local Authority has undertaken a SEND Strategic Review 2016- 2020 to ensure the sufficiency of specialist places for children and young people with special educational needs and disabilities (SEND) and Behaviour.

All the available data shows that there will be an on-going need to provide specialist provision for early years, primary and secondary phase children and young people with a range of special educational needs and disabilities throughout the Bradford District.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 360 additional specialist places for primary and secondary aged children and young people in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District Education Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2014 and 2018 anticipated that the Districts primary school population will increase by 4.9% and the Districts secondary school population will increase by 10.4%. This makes an overall increase of 7.1%

In January 2005 the population in the Districts Schools and Nurseries was 79,589. In January 2015 the population was 90,292 an increase of 13.4%. In January 2016 the population was 103,773.

Current hypotheses show that an increase in SEN will be 1.5 times the increase in population e.g.



a 20% increase in the population represents a 30% increase in demand for specialist provision. The overall needs of the population were predicted to be 33% severe learning difficulties (SLD) 33% profound and multiple learning difficulties (PMLD) 33% on the autism spectrum (ASD).

By 2017 the population of the special schools has changed. The number of children with moderate learning difficulties has dropped significantly. The nature and complexity of the needs of the current children has increased. The number of children on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and physical difficulties (PD) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

There have been a number of influencing factors in relation to the demand for special school places in the Bradford District:

- Improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- The overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.
- An increase in the number of referrals received for statutory assessment
- In 2013/14 the Local Authority received 350 requests for statutory assessment. In 2014/15 the Local Authority received 506 requests for statutory assessment. This represents a 47% increase. In 2015/16 the Local Authority received 666 requests for statutory assessment. Since 2013/14 this represents a 92% increase in the requests for statutory assessment. Approximately 20% of these requests resulted in a change of provision.
- An increase in the number of in-year admissions to special schools
In 2015/16 83 children and young people required a change in provision to special school. For place projection purposes it is anticipated that this number will continue at similar levels for the next three years.
- The capacity of our schools to meet the needs of children and young people with special educational needs

An 11 year analysis of the January PLASC data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a



growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs and disabilities.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the Local Authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs and disabilities is widespread across the District.

The projected population increases are applied to the current known special educational needs and disabilities population. In addition, other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessments have identified an increase in numbers for some areas of need.

This provides an indication of the future demand for places. By 2018 this shows that additional places will be required to support children and young people with special educational needs.

Long term, Bradford could be successful in the opening of two new specialist free schools to meet current and future need. If successful the earliest opening date for a new free school would be September 2020. As the existing special schools are currently full the Local Authority needs to provide additional places in the meantime.

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Future Specialist Provision



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It is projected that the demand for SEND provision will continue to grow and that in the next 3 years a minimum of 400 additional specialist places across all sectors (EYESP's, DSP's, Special Schools and Pupil Referral Units) in the Bradford District will be required. The School Forum has commissioned the additional places.

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
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- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, EYESP's, DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District, minimising travel times
- A dynamic network for sharing best practice and experience
- Flexible and responsive provision to best meet the needs of Children and Young People with SEND

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of EYESP's, DSP's and PRU's that will:

- Provide local EYESP's, DSP's and PRU's, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of EYESP's, DSP's and PRU's for children and young people with special educational needs and disabilities



- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the new EYESP's, DSP's and PRU's. It will be possible to individually differentiate and support the work and potential of each individual pupil
- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion for EYESP, DSP and PRU pupils who are otherwise very vulnerable
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the new EYESP's, DSP's and PRU's especially from the health authority and more specifically speech and language therapy.
- Provide a progression pathway from Primary phase to Secondary phase.
- Create additional Early Years Enhanced Specialist places and develop further specialist provision to enhance the network of high quality Nursery Schools

Central to these proposals is that continuity of provision between early years, primary and secondary phases of education are developed.

Objections and comments:

Within four weeks of the date of publication of this proposal, i.e. by 5pm on 22nd February 2018, any person may submit comments on the proposal (in support or objections) by sending them to the SEN Planning & Project Manager, SEND Services, 5th Floor, Margaret McMillan Tower, Bradford, BD1 1NN or email SENDPlacesConsultation@bradford.gov.uk



Appendix U

Response to the Statutory Notices

- i. I wanted to ask if there is any news on the outcomes of the Local Authority's consultation on DSP places. You will remember that I, and other local families, feel that Bradford is not meeting its responsibility to ensure suitable education for all children in the borough because there is no specialist provision for autism at all in Wharfedale.

- ii. Please find attached a response from our chair of Governors re the SEMH enhanced provision at Long Lee. The Governors have no objections to the enhanced provision but would just like it noted, as stated in the letter, that the original proposed number was a 6 place provision and that if using the current facilities we only have the capacity for 6 children and not the 10 as stated in the proposal.

- iii. I am writing to set out our beliefs, views and concerns regarding the education and inclusion of children with Down syndrome in the Bradford Area.
 Our charity, founded in 2000, to support the development, education and inclusion of children and young people with Down syndrome by offering training, intervention and guidance to both families and professionals, fully believes that the best place to educate a child with Down syndrome is in the mainstream.
 Such beliefs are supported by research (in particular by Prof. S Buckley, Down Syndrome Education International) which has demonstrated, many times, the significant gains made in understanding, speech, language, social skills, appropriate behaviours, reading, number, general knowledge, expectations of, and inclusion in, everyday society.
 Such inclusion promotes positivity and belonging; children are educated in the mainstream with the view that they will be living their adult lives in the mainstream.

All of our efforts over the last 17 years have been focussed on developing training and intervention programmes to help support our beliefs and we have been very successful in our endeavours. We are well known across the UK for our training and best practice.

Our concerns arise from the current situation, the proposed changes to SEN placements in Bradford. Over last term we experienced an increase in the number of schools (sometimes via parents) approaching us because they felt they could no longer support and educate a child with Down syndrome. That they felt they could no longer meet their needs and that the child did not belong in their setting. The tendency seems to be for pupils around year 2.



From many years of experience we know that lack of funding and training can result in schools being ill equipped to make good preparation and provision for a child with Down syndrome. This lack of preparation results in reduced expectation, unmet learning needs, poor progress and unwanted behaviours.

The answer is not special school but improved provision within the mainstream so that a school is fully prepared and the placement a success.

The opening of several new special schools in Bradford may be a good thing for pupils with more complex needs, but not, in the longer term, for children with Down syndrome. However we are concerned that mainstream schools who are struggling to meet needs may view this as an opportunity to remove the child from their setting.

We would like to see increased support for schools with a child(ren) with Down syndrome on role, we do our very best, but as a charity we are continually stretched beyond capacity.

We would also like to suggest that Designated Specialist Provision within a mainstream primary school be established to provide places for children with Down syndrome and other MLD, who are being failed by their current mainstream placements. This would provide them with the option of maintaining a semi-mainstream education but with more specialist provision. Such a setting could also be supported by our charity and could be used as a centre of expertise and best practice for other schools.

I hope to be able to attend the next SEND strategy group meeting but in the meantime please can this letter be acknowledged as our response to the consultation about the new specialist provision.

- iv. Having read the consultation, I think it is important to consider the impact of increasing special school places on input from the Speech and Language Therapy Service. An increase in special school places will naturally lead to an increase in referrals from the Special Schools to the Speech and Language Therapy Service. However, without increased funding to deliver this service, it will be hard to meet the demands that extra referrals will create.
- v. I am writing to comment regarding the consultation on additional DSP places across the Bradford District, on behalf of the Bradford Speech and Language Therapy Services.
The Local Authority currently commission Speech and Language Therapy Services to the existing DSPs.

There is no comment in the document about access to specialist services. New provisions are likely to have higher needs in training and developing specialist skills



in Learning Disability and Autism Spectrum Conditions and as such are likely to have an increased need for access to Speech and Language Therapists to provide this. This could not be provided within the current contract and therefore I am commenting to highlight the need to consider additional funding for Speech and Language Therapy in line with the increased provisions.

One requirement of the SEN Improvement test is:

“The required improvements of the test are as follows:

Improved access to specialist staff, both education and other professionals, including external support and outreach services”

Increasing the DSP places without increasing Speech and Language Therapy input will not improve access to external services and additionally, any attempt to provide services on the current contract will result in less access to external support being provided to existing DSPs.

In regards to other specialist provisions , there is extensive research to indicate that a large percentage of students with behavioural difficulties or social, emotional and mental health issues have undiagnosed, significant speech, language and communication needs. In light of this, I would urge the Local Authority to consider commissioning a suitable level of Speech and Language Therapy in order to provide appropriate recognition of communication difficulties, to increase staff awareness and knowledge of how to support young people with speech, language and communication needs, as well as communication assessments to avoid further difficulties caused by a lack of an appropriate diagnosis.

Further information regarding the links between SLCN and behavioural, social, emotional and mental health needs can be found here;

https://www.thecommunicationtrust.org.uk/media/2612/communication_difficulties_-_facts_and_stats.pdf

Key points;

- Two thirds of 7 -14 year olds with serious behaviour problems have language impairment.
- At least 60% of young people in young offender institutions have communication difficulties.
- Those with a history of early language impairment are at higher risk of mental health problems e.g. 2.7 times more likely of having a social phobia by age 19.

<https://www.gov.uk/government/publications/the-relationship-between-speech-language-and-communication-needs-slcnc-and-behavioural-emotional-and-social-difficulties-besd>

vii.



- 1) Southfield School has expanded up to have 265 students on roll as part of the collective response to growth in demand for additional special school places and is now full. The accommodation, which was built for 220, is above capacity, and despite discussions with LA colleagues there is no current plan to increase accommodation. On conversion in 2011 the LA advised the DfE to award a PAN of 260, and so the academy does not need to apply for a 'Making significant changes to an academy' approval to regularise the current position.
- 2) The Trust notes the LA's wish to see the numbers at Southfield rise further in order to support the pressing need for additional places, and will be willing to write a business case for consideration by the Headteacher Board, but only once a capital scheme has been identified and planning permission granted, to provide the accommodation for the additional 24 children already admitted since April 2017, and additional numbers identified in the consultation paper.
- 3) In September 2016, in the context of Grange Technology College being placed in special measures, Southfield School accepted responsibility for the EDSP provision, which was also failing. In a series of discussions with LA officers including Simon Ramsden and Angela Spencer-Brook during early 2017 agreement was reached to close the provision to new admissions and subsume the pupil population – who had no meaningful mainstream engagement due to their extreme challenging behaviour – within the special school population. This has been recognised by the LA for planning and funding purposes, an example being your own report to the DCS which on page 4 in a table showing current special school provision allocates 265 registered places to Southfield, including an asterisked note "includes 12 EDSP places". We now consider that the EDSP provision is closed and will not operate as a discrete provision for admission into, under either Southfield or Grange's management.
- 4) The current consultation documents make reference in the section on DSP provision to 12 places for ASD in Grange – which we agree is accurate – and an additional 12 places for ASD listed at 'Southfield Grange', which suggests we will be expected to provide 265 special school places plus an additional 12 DSP at Southfield. We wish to state clearly that this cannot be supported for the reasons given in points 1 and 2 above.
- 5) The Southfield Grange Trust, working in partnership with Delius Special School and Titus Salt School, has led work within the LA to develop applications for new Special Free Schools that will provide 300 places of SEND specialist provision, and is part of the New Schools Network Development Programme awaiting the announcement of Wave 13 Free School programme. We will work tirelessly to secure a new school building programme for Bradford so that new high quality accommodation can be provided in response to the growth in demand for specialist inclusive education services.
- 6) However, in 2016 the LA made an assessment to restrict the 'Expression of Interest' DfE pilot of 'LA Presumption' Free School procurement to a newly developed plan (ie in a closed internal LA discussion) for a 72 place SEMH Free School, and did not agree to the SG Trust's proposal to include the 300 places of SEND new provision within the application. In the absence of an announced Wave



13 route for new special school places, or any noticeable lobbying of the DfE to secure a route to a sufficient capital programme, the Local Authority appears to be 'settling for less', by distributing the burden of over-numbers across the High Needs Block sector on a permanent and legally enforceable basis, through the proposals contained in this consultation. This is very regrettable and leads us to take the stance that we have in point 2 above.

- viii. I have had a number of representations from constituents concerning the lack of provision of specialist schools in Wharfedale for autistic children. I understand that the provision of such schools is currently under review. If this is the case, I should hope that Wharfedale is being considered as an area in need of further provision.



Appendix V

SEN Improvement Test

Ensuring the sufficiency of specialist places in Bradford maintained Special Schools and Academy Special Schools for children and young people with Special Educational Needs and Disabilities (SEND)

This document demonstrates how the proposals to improve our offer of Specialist Provision meet the requirements of the 'SEN Improvement Test.

Background Information

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Pupil Referral Units (PRU's), Designated Specialist Provision (DSP's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

These proposals will create additional specialist places across the maintained special and nursery schools and Academies which form part of:

- A coherent geographical spread of provision across the District
- A network of special schools
- Flexible and responsive provision

The expansion of special school and nursery school (EYESP) provision is based on the following principles:

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision



Currently the local authority maintains four special schools. Two for primary aged pupils and two for secondary aged pupils. In addition there is one primary academy, one all age (0-19) academy and two secondary academy special schools.

Currently the Local Authority maintains three Nursery Schools across the District which deliver integrated early years enhanced specialist provision for Children primarily aged 2 - 5 years alongside mainstream Nursery Schools places as part of the Children's Centre plus provision.

The SEN Improvement Test

When proposing to make changes to existing SEND Provision, Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities.

The required improvements of the test are as follows:

- Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy
- Improved access to specialist staff, both education and other professionals, including external support and outreach services
- Improved access to suitable accommodation
- Improved supply of suitable places
- Confirmation from the school/s that they are willing to receive additional pupils with a range of special educational needs
- Confirmation of specific transport arrangements
- Confirmation of how the proposals will be funded and the planning for staffing arrangements that will be put in place

Confirmation of the requirements:

- **Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy**



SEND and Behaviour Services will continue to meet the requirements of the Government's inclusion agenda. It will ensure a flexible continuum of provision for pupils with a range of special educational needs and disabilities, according to the needs of individual children and will take into account the provision specified in the child's Education Health and Care Plan (EHCP)/Statement of special educational needs and the wishes of the parent/carer.

Leadership and management will be provided by the school's/academies who will ensure that all resources are used efficiently and effectively in supporting children and young people with a range of special educational needs and disabilities. Partnership working with the District Achievement Partnership (DAP) will ensure the development of a cohesive, district wide approach to training needs across the district and improve capacity.

The specialist provision/s will be delivered across a number of school/academy sites. Pupils will be on the roll of the special and nursery school/s. There will be a focus on maximising inclusion with other pupils in the school, but the development of a cohort of pupils with a range of special educational needs and disabilities will ensure that pupils have access to a specific curriculum with their peers, appropriate to meet their needs.

The school will offer individual timetables for pupils to learn specific skills and there will be regular opportunities to take part in learning outside classroom activities, specifically adapted for the pupils. The accommodation will be staffed by fully trained and qualified teaching staff and teaching assistants with access to specialist support such as speech and language therapy.

The proposals will, therefore, lead to improved access to education and associated services including the curriculum and wider school activities while providing improved facilities and equipment.

The overall aims of Bradford's Accessibility Strategy and the way they will be met are as follows:

- Curriculum: Increasing the extent to which disabled pupils or prospective pupils can participate in the curriculum
 - These proposals will deliver advantages and improvements for the children and young people attending specialist provision as their access to the specialist facilities and support will be more easily facilitated within their local community
- Physicality: Improving the physical environment of schools/academies to increase the extent to which disabled pupils can take advantage of education and associated services
 - The schools/academies will undergo a refurbishment programme, which may include the addition of temporary buildings which is focussed on improving access and inclusion for all pupils at the schools/academies
 - There will be access to specialist health and therapy services



- Information: Improving the provision of information in a wide range of formats for disabled pupils
 - The new accommodation will develop as a hub providing information for children, parents/carers and professionals.

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

Within the setting/s, the children and young people will enjoy the continued support of the full range of training and qualified specialist staff. They will also have access to trained teaching assistants and health and therapy service providers. Improved information routes and advice and support will be provided by the District Achievement Partnership (DAP) and will enable improved partnership working with professionals from other provisions.

The children will be able to access the curriculum according to their needs and abilities where they will be taught by qualified teachers and trained support staff. The staff will work in close co-operation and collaboration. Through economies of scale, the setting will also enable the pupils' easier access to a wide range of professionals within one setting.

The proposals will, therefore, ensure that children and young people with a range of special educational needs will continue to have high quality support from the full range of trained specialist staff. Their access to fully qualified and experienced teachers, teaching assistants and other professionals will be improved. Their opportunities will be further enhanced as the specialist staff will work more closely together, supporting each other and having access to targeted services.

- **Improved access to suitable accommodation**

The specialist accommodation for pupils with a range of special educational needs and disabilities, located at the various school and academy sites, will improve access to specialist accommodation and be fully fit for purpose.

- **Improved supply of suitable places**

Bradford has a strategic commitment to the development of a range of specialist provision. The purpose of this proposal is to move forward on delivering that commitment. Children and young people with a range of special educational needs and disabilities, with Education Health and Care Plans (EHCP's)/Statement of special educational need's, will have access to a range of specialist educational offers, including, local mainstream schools, mainstream school/s with access to specialist support and specialist designated provision with access to mainstream as appropriate and special schools, including academies.

This proposal increases current provision by providing additional Special School places



and additional Early Years Enhanced Specialist Provision (EYESP) places across the district's maintained and academy schools.

These proposals will create a district wide structure of special/nursery schools that reduces the need for pupils to travel long distances across the city, will provide a distribution of specialist provision for additional learning needs, will enable pupils to access a differentiated curriculum maximising the opportunities for inclusion, maintain a support network and target multi agency support.

- **Confirmation from the school that they are willing to receive additional pupils with a range of special educational needs**

The development of these proposals has been undertaken in consultation and partnership with all interested parties including Headteachers, staff, and parents/carers, Governing Bodies of the school/s and other relevant charities and voluntary organisations.

Preparations are now in place to consult widely on this proposal.

The schools and academies affected are all fully committed to ensuring they provide the best specialist provision and support for children and young people with a range of special educational needs and disabilities.

- **Confirmation of specific transport arrangements**

The current local authority Transport Policy for Special Educational Needs and disabilities will apply to all children and young people as it does currently.

- **Confirmation of how the proposals will be funded and the planning staffing arrangements put in place**

- All of the special/nursery schools and academy special schools will continue to be funded via the Place Plus Model, in accordance with the local determined funding formula for special educational needs pupils from the Dedicated Schools Grant (DSG).
- Place funding will be delegated to the special schools including academies for an agreed number of additional places.
- Additional plus funding from the High Needs Block will be paid in accordance with individual pupil needs (within the established 7 range funding model).

The school/s and Academies will be responsible for the appointment of suitably qualified staff to meet the individual needs of children and young people placed on roll of the special schools.



Appendix W

SEN Improvement Test

Proposals to Increase the number of Designated Specialist Provision places at maintained schools and academies, also increasing Pupil Referral Unit places for children and young people with Special Educational Needs and Disabilities (SEND)

This document demonstrates how the proposals to improve our offer of Specialist Provision meet the requirements of the 'SEN Improvement Test.

Background Information

The Local Authority and Academies offer a range of educational provision across the Bradford District including Special schools, Pupil Referral Units (PRU's), Designated Specialist Provision (DSP's), Additionally Resourced Centres (ARC's), Mainstream schools and Academies.

These proposals will expand and develop further specialist provision across maintained schools and academies to enhance the network of DSP's and PRU's which form part of:

- A coherent geographical spread of provision across the District
- A dynamic network
- Flexible and responsive provision

The development of Designated Specialist Provision and Pupil Referral Units is based on the following principles:

- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises inclusion into mainstream classes
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

There are a number of factors in determining the location of a new DSP/PRU:

- Geographical location to minimise travelling
- Current knowledge on existing pupil populations with additional learning needs
- The school/s and PRU's must have a demonstrable commitment to inclusion and support the principles of the DSP model from all of their communities including; staff, governors, pupils and parents
- The school/s and PRU's must be prepared to take part in whole school training as well as support specific training for individuals and groups



- The school/s and PRU's must be delivering high quality teaching and learning
- The leadership and management of the school/PRU must be good or better
- School/PRU buildings/accommodation must be suitable

Currently the local authority maintains six designated specialist provisions, three for primary aged pupils and three for secondary aged pupils. In addition there are four primary and eight secondary academies who also host designated specialist provisions.

Currently the local authority maintains 4 Pupil referral Units for children and young people with SEMH, one for primary aged pupils and three for secondary aged pupils

The SEN Improvement Test

When proposing to make changes to existing SEND Provision, Proposers have to meet the SEN Improvement Test and be able to demonstrate that the proposed arrangements are likely to lead to improvement in the standard, quality and/or range of educational provision for children with special educational needs and disabilities including social emotional and mental health needs (SEMH).

The required improvements of the test are as follows:

- Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy
- Improved access to specialist staff, both education and other professionals, including external support and outreach services
- Improved access to suitable accommodation
- Improved supply of suitable places
- Confirmation from the school/s that they are willing to receive additional pupils with a range of special educational needs
- Confirmation of specific transport arrangements
- Confirmation of how the proposals will be funded and the planning for staffing arrangements that will be put in place

Confirmation of the requirements:



- **Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy**

SEND and Behaviour Services will continue to meet the requirements of the Government's inclusion agenda. It will ensure a flexible continuum of provision for pupils with a range of special educational needs and disabilities, according to the needs of individual children and will take into account the provision specified in the child's Education Health and Care Plan (EHCP)/Statement of special educational needs and the wishes of the parent/carer.

Leadership and management will be provided by the school's/academies/PRU's who will ensure that all resources are used efficiently and effectively in supporting children and young people with a range of special educational needs and disabilities. Partnership working with the DSP and PRU Network will ensure the development of a cohesive, district wide approach to training needs across the district and improve capacity.

The specialist provision/s will be delivered across a number of school/academy/PRU sites. Pupils will be on the roll of the mainstream school/academy or PRU. There will be a focus on maximising inclusion with other pupils in the school, but the development of a cohort of pupils with a range of special educational needs and disabilities will ensure that pupils have access to a specific curriculum with their peers, appropriate to meet their needs. The school/academy/PRU will offer individual timetables for pupils to learn specific skills and there will be regular opportunities to take part in learning outside classroom activities, specifically adapted for the pupils. The accommodation will be staffed by fully trained and qualified teaching staff and teaching assistants with access to specialist support such as speech and language therapy.

The proposals will, therefore, lead to improved access to education and associated services including the curriculum and wider school activities while providing improved facilities and equipment.

The overall aims of Bradford's Accessibility Strategy and the way they will be met are as follows:

- Curriculum: Increasing the extent to which disabled pupils or prospective pupils can participate in the curriculum
 - These proposals will deliver advantages and improvements for the children and young people attending specialist provision as their access to the specialist facilities and support will be more easily facilitated within their local community
- Physicality: Improving the physical environment of schools/academies/PRU's to increase the extent to which disabled pupils can take advantage of education and associated services



- The schools/academies/PRU's will undergo a refurbishment programme, which may include the addition of temporary buildings which is focussed on improving access and inclusion for all pupils at the schools/academies/PRU's
- There will be access to specialist health and therapy services
- Information: Improving the provision of information in a wide range of formats for disabled pupils
 - The new accommodation will develop as a hub providing information for children, parents/carers and professionals.
- **Improved access to specialist staff, both education and other professionals, including external support and outreach services**

Within the setting/s, the children and young people will enjoy the continued support of the full range of training and qualified specialist staff. They will also have access to trained teaching assistants and health and therapy service providers. Improved information routes and advice and support will be provided by the DSP/PRU Network and will enable improved partnership working with professionals from other provisions across the district.

The children will be able to access the curriculum according to their needs and abilities, where they will be taught by qualified teachers and trained support staff. The staff will work in close co-operation and collaboration. Through economies of scale, the setting will also enable the pupils' easier access to a wide range of professionals within one setting.

The proposals will, therefore, ensure that children and young people with a range of special educational needs and disabilities will continue to have high quality support from the full range of trained specialist staff. Their access to fully qualified and experienced teachers, teaching assistants and other professionals will be improved. Their opportunities will be further enhanced as the specialist staff will work more closely together, supporting each other and having access to targeted services.

- **Improved access to suitable accommodation**

The specialist accommodation for pupils with a range of special educational needs and disabilities, located at the various school/academy/PRU sites, will improve access to specialist accommodation and be fully fit for purpose.

- **Improved supply of suitable places**

Bradford has a strategic commitment to the development of a range of specialist provision. The purpose of this proposal is to move forward on delivering that commitment. Children and young people with a range of special educational needs and disabilities, with



Education Health and Care Plans (EHCP's)/Statement of special educational need's, will have access to a range of specialist educational offers, including, local mainstream schools, mainstream school/s with access to specialist support and specialist designated provision with access to mainstream as appropriate and special schools, including academies and PRU's.

This proposal increases current provision by providing additional designated specialist provision in maintained and academy schools and increasing Pupil Referral Unit places across the district.

These proposals will create a district wide structure of designated specialist provision and Pupil Referral Units that reduces the need for pupils to travel long distances across the city. It will also provide a distribution of specialist provision for additional learning needs including social emotional and mental health needs, which will enable pupils to access a differentiated curriculum maximising the opportunities for inclusion, maintain a support network and target multi agency support.

- **Confirmation from the school/s that they are willing to receive additional pupils with a range of special educational needs**

The development of these proposals has been undertaken in consultation and partnership with all interested parties including Headteachers, staff, and parents/carers, Governing Bodies of the school/s and other relevant charities and voluntary organisations.

Preparations are now in place to consult more widely on these proposals.

The schools/academies and PRU's affected are all fully committed to ensuring they provide the best specialist provision and support for children and young people with a range of special educational needs and disabilities.

- **Confirmation of specific transport arrangements**

The current local authority Transport Policy for Special Educational Needs and disabilities will apply to all children and young people as it does currently.

- **Confirmation of how the proposals will be funded and the planning staffing arrangements put in place**

- All of the schools/academies and PRU's will continue to be funded via the Place Plus Model, in accordance with the local determined funding formula for special educational needs pupils from the Dedicated Schools Grant (DSG).



- Place funding will be delegated to the schools/academies/PRU's for an agreed number of additional places.
- Additional plus funding from the High Needs Block will be paid in accordance with individual pupil needs (within the established 7 range funding model).

The school/s, academies and PRU's will be responsible for the appointment of suitably qualified staff to meet the individual needs of children and young people placed in the designated specialist provision.



Appendix X

Equality Impact Assessment Form

Reference –

Department	Children' s Services Education Employment & Skills	Version no	V1.5
Assessed by	Emma Hamer	Date created	26/10/2017
Approved by	Angela Spencer-Brooke	Date approved	09/11/2017
Updated by	Emma Hamer	Date updated	12/11/2017
Final approval	Judith Kirk	Date signed off	14/11/2017

The Equality Act 2010 requires the Council to have due regard to the need to

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups; and
- foster good relations between different groups

Section 1: What is being assessed?

1.1 Name of proposal to be assessed.

Increasing Specialist Provision for children and young people with special educational needs and disabilities (SEND) by:

- Increasing specialist places for children and young people with SEND at Bradford's Special Schools, including Academies
- Developing and Increasing specialist places in Designated Specialist Provision (DSP) in maintained schools and academies and Pupil Referral Units (PRU) for children and young people with a range of SEND
- Increasing Early Years Enhanced Specialist Provision (EYESP) places for young children across four maintained nursery schools

1.2 Describe the proposal under assessment and what change it would result in if implemented.

The Local Authority is proposing to increase the number of places for pupils in the following maintained Special Schools with effect from April to September 2018:



- Chellow Heights School – 48 additional places proposed by April 2018
- Delius School – 24 additional places - proposed by September 2018
- Beechcliffe School – 30 additional places - proposed by April 2018
- Oastlers School – 14 additional places - proposed by April 2018

The following Academies are proposing to increase the number of places for pupils in the following Academy Special Schools with effect from April to September 2018:

- The Phoenix School – 22 additional places proposed by September 2018
- Hazelbeck School – 8 additional places proposed by April 2018
- Southfield School – 32 additional places (inc. 12 EDSP places) proposed by April 2018
- High Park School – 12 additional places proposed by April 2018

The Local Authority is proposing to increase the number of Designated Specialist Provision places for pupils in maintained schools with effect from April to September 2018 by:

- Developing new provision for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) at:
 - Crossley Hall Primary School – 12 places proposed by September 2018
- Expanding the existing provision for primary aged children and young people with communication and interactions including autistic spectrum conditions (ASD) at:
 - Crossflatts Primary School from 12 places to 16 places proposed by April 2018
- Expanding the existing provision for secondary aged children and young people with communication and interactions including autistic spectrum conditions (ASD) at:
 - Holy Family Catholic School from 12 places to 16 places proposed by April 2018
- Expanding the existing provision for secondary aged children and young people with cognition and learning needs at:
 - Titus Salt School from 16 places to 30 places proposed by April 2018
- Developing new provision for primary aged children and young people with social emotional and mental health needs (SEMH) at:
 - Long Lee Primary School – 10 places proposed by April 2018
 - Cottingley Village Primary School – 10 places by April 2018

The Local Authority is proposing to increase the number of Pupil Referral Unit places for pupils with effect from April to September 2018 by:

- Expanding the existing provision for secondary aged children and young people with social emotional and mental health needs (SEMH) at:
 - Ellar Carr Pupil Referral Unit (PRU) from 36 places to 70 places proposed by April 2018

The following Academies are proposing to increase the number of Designated Specialist Provision places with effect from April to September 2018 by:



Developing new provision for primary aged children and young people with communication and interaction needs including autistic spectrum disorders (ASD) at:

- Green Lane Primary School – 12 places proposed by September 2018
- Worth Valley Primary Academy – 8 places proposed by April 2018

Expanding the existing provision for primary aged children and young people with speech language and communication needs (SLCN) at:

- Green Lane Primary School from 9 places to 12 places proposed by April 2018

The Local Authority is proposing to increase the number of Early Years Enhanced Specialist Provision places for pupils in Bradford’s maintained Nursery Schools by:

3. Increasing the number of Early Years Enhanced Specialist Provision places at:

- Strong Close Nursery School
- St. Edmunds Nursery School
- Canterbury Nursery School

4. Developing new Early Years Enhanced Specialist Provision at:

- Abbey Green Nursery School

These proposals set out to increase provision across the District, by creating an additional 28 x 0.6 Early Years Enhances Specialist Provision places for children aged 2 – 5 years but with capacity for some children aged 5+ where appropriate with a range of special educational needs and disabilities.

Section 2: What the impact of the proposal is likely to be

2.1 Will this proposal advance equality of opportunity for people who share a protected characteristic and/or foster good relations between people who share a protected characteristic and those that do not? If yes, please explain further.

These proposals will expand and develop further specialist provision to enhance the network of Special Schools, DSP’s, PRU’s and Nursery Schools (EYESP’s) which form part of:

- A coherent geographical spread of provision across the District
- A dynamic network
- Flexible and responsive provision

These proposals are intended to advance the equality of opportunity and a range of improved outcomes for children and young people with a full range of Special Educational Needs and Disabilities (SEND) by creating additional specialist places:

The proposals will lead to an additional:

- 190 Special School places



- 77 Designated Specialist Provision places
- 20 Pupil Referral Unit places
- 28 x 0.6 Early Years Enhanced Specialist Provision places

The Local Authority undertook a SEND Strategic Review 2016-2020 to ensure the sufficiency of specialist places for children and young people with SEND and Behaviour. The review found:

- There is an urgent need for more specialist places in Bradford due to the increase in population
- Currently only 1% of Bradford's SEND pupils are in special schools and there is a growing need for more specialist places to meet need and demand

The development of additional specialist places is based on the following principles:

- All children to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises inclusion into mainstream classes where appropriate
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs require a range of flexible and varied provision
- All children are to be valued equally, regardless of their ability, behaviour, family circumstances, ethnic origin, gender and sexual orientation
- All children are to be provided with the best learning opportunities, environment and experience which maximises their learning
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs
- Children's diverse special educational needs and disabilities require a range of flexible and varied provision

2.2 Will this proposal have a positive impact and help to eliminate discrimination and harassment against, or the victimisation of people who share a protected characteristic? If yes, please explain further.

Yes – by providing and expanding additional specialist places for children and young people with SEND alongside their mainstream peers where appropriate, this will help to eliminate discrimination and harassment by fostering a greater understanding of each other's needs, and through early identification, assessment and intervention using specialists and high quality practitioners improve outcomes for all children with SEND.

2.3 Will this proposal potentially have a negative or disproportionate impact on people who share a protected characteristic? If yes, please explain further.

No - The equality impact assessment indicates that these proposals are likely to have no impact and that there is no disproportionate impact on any group who share protected characteristics.



Children and Young People with SEND, including social emotional and mental health needs (SEMH) will be predominantly affected by these proposals. However the focus of the proposals will be on providing additional specialist places for children and young people with SEND, therefore any impact on protected characteristics will be minimal.

Other changes within SEND Services not included in this EIA that may impact on children and young people with SEND are; The SEND Transformation and The Prevention and Early Help changes.

2.4 Please indicate the level of negative impact on each of the protected characteristics?

(Please indicate high (H), medium (M), low (L), no effect (N) for each)

Protected Characteristics:	Impact (H, M, L, N)
Age	N
Disability	N
Gender reassignment	N
Race	N
Religion/Belief	N
Pregnancy and maternity	N
Sexual Orientation	N
Sex	N
Marriage and civil partnership	N
Additional Consideration:	
Low income/low wage	N

2.5 How could the disproportionate negative impacts be mitigated or eliminated?

(Note: Legislation and best practice require mitigations to be considered, but need only be put in place if it is possible.)

The Local Authority and strategic partners have made significant efforts to mitigate against any negative impacts and will continue to promote the move to a school-led system; whilst continuing to use High Needs Block funding to intervene early and use it effectively to improve outcomes for Children and Young people with SEND.

Council officers continue to play an important role to support the changes.

In order to manage any negative effects, the proposals will be implemented using a phased approach, so any risks can be identified.



We are carrying out extensive consultation with all interested parties, to ensure we capture all the identifiable risks.

We will further review the potential impact on protected characteristics as part of the development of the delivery programme.

Section 3: Dependencies from other proposals

3.1 Please consider which other services would need to know about your proposal and the impacts you have identified. Identify below which services you have consulted, and any consequent additional equality impacts that have been identified.

There has been considerable analysis undertaken to identify the need for increasing and developing specialist provision places for children and young people across the district. We have assessed the optimal location of the proposed provisions. Part of this work has been considering the need and also the availability of suitable accommodation.

The initial consultation period commences on 16th November and will run for 4 weeks until 14th December. The Local Authority is carrying out the consultation process on behalf on the academies.

We are consulting with all interested parties, please see below:

- Parents/Carers
- School staff and Governors
- Bradford and Airedale Parents Forum
- Bradford and Airedale NHS Trusts/CCG's
- Elected members
- Local MPs
- Trade Unions
- Neighbouring Authorities
- SENDIASS - Barnado's
- Parish & Mosque Councils
- Muslim Association
- CoE and Catholic Diocese for Bradford/Leeds
- Relevant charities and voluntary organisations
- Any other interested parties

The additional SEND places have been commissioned by the School's Forum and will be funded from the High Needs Block.

Section 4: What evidence you have used?

4.1 What evidence do you hold to back up this assessment?

The proposals have all been informed by the extensive evidence and analysis from a range of sources:

- Bradford SEND Strategic Review 2016-2020



- Bradford SEND Needs Assessment 2015 (in depth report) and updated Joint Strategic Needs Assessment (JSNA) SEND chapter (2017) and related documents
- Strategic aims and objectives set out in related strategies and plans and initiatives including the Education and School Improvement plan
- The Children and Families Act 2014 and the SEND 0-25 Code of Practice 2014
- Bradford District Education Organisational Plan
- Analysis of the number of children and young people going out of authority
- The commissioning of 360 additional places by Schools Forum

Extensive evidence and data has been used including identifying the incidence of SEND across the district; by type, the number of referrals received, the type of referrals, the age of the children and young people, the type of special educational needs and disabilities, and the number and geographical spread of Education and Health Care Plan assessments.

To note:

- We have a growing population of children and young people in Bradford and proportionally have a growing population of children and young people with SEND;
- There is an urgent need for more specialist places in Bradford due to the increase in population
- The complexity of special needs in Bradford is increasing - as a result there is a need for more specialist places.
- Bradford is a highly inclusive Local Authority as currently only 1% of Bradford's Special Educational Needs and Disabilities pupils are in special schools and there is a growing need for more specialist places to meet need and demand
- Nearly 50% of all our monthly referrals for an Education, Health and Care Assessment are for children 0-7
- We are working in a challenging and changing landscape both financially and educationally.

These proposals will continue to make a range of specialist provision available across the District to ensure the needs of all children and young people in Bradford can be met.

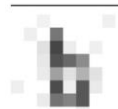
4.2 Do you need further evidence?

Before the Local Authority can increase provision in maintained schools, there is a statutory process that we must follow. Whenever the Local Authority proposes to increase places or make changes to specialist provision, all interested parties who are likely to be affected by the Councils proposals must be consulted in the development of the proposals prior to publication of statutory notices.

In relation to the academies proposals, the academies will consider the responses to the consultation and decide whether to submit a proposal for change and full business case to the Regional Schools Commissioner for permission in relation to their proposals.

A timeline for completing the consultation and statutory processes is set out below:

Activity	Timescales
Consultation period for maintained schools and academies begins	16 th November 2017



Consultation period for maintained schools and academies ends	14 th December 2017
For maintained schools the Director of Children's Services considers consultation responses and decides whether to publish statutory notices	14 th to 21 st December 2017
Academies consider the consultation responses and write Business Cases	14 th to 22 nd December 2017
Statutory notices published in the local newspapers (Consultation period begins)	4 th January 2018
Academies submit their full Business Cases to the DfE and RSC	4 th January 2017
End of 4 week Statutory Consultation period	1 st February 2018
Academies receive confirmation of approval from the DfE and RSC	January to March 2018
Report to Council Executive to consider the outcome of consultation and statutory notices and determine proposals (maintained schools only)	6 th March 2018
Proposed implementation date	April to September 2018

The report that will be presented to Council Executive on the 6th March 2018 will detail all the consultation responses received.

Section 5: Consultation Feedback

5.1 Results from any previous consultations prior to the proposal development.

The SEND Strategic Review 2016-2020 highlighted the need for additional specialist places across the district. The location of the places, was based on the following principles backed by the postcode and electoral ward data referred to in 4.1

Principles:

Children and Young People with a range of Special Educational Needs and Disabilities will continue to be well served in Bradford. The council is looking at the best way to offer a full range of provision locally for all children. We believe that a flexible district wide model will be able to respond effectively to local changes in demand.

The proposed changes will ensure the continued delivery of high quality and cost effective provision for the Children and Young People of Bradford.

The Council intend to have a District wide structure of Specialist Places across a number of settings that will:

- Provide local specialist places, reducing the need for pupils to travel long distances across the District
- Provide an equitable distribution of specialist places for children and young people with special educational needs and disabilities
- Provide increased access to the curriculum; both social and academic will be increased due to the staffing experience and capacity of the provisions. It will be possible to individually differentiate and support the work and potential of each individual pupil



- Provide an increased level of available support to all pupils and will give the greatest opportunity to increase inclusion
- Provide an improved support network, especially related to training that will support and develop the proposals
- Extend and target multi-agency support into the specialist provisions, especially from the health authority and more specifically speech and language therapy
- Provide a progression pathway from Primary phase to Secondary phase

5.2 The departmental feedback you provided on the previous consultation (as at 5.1).

All interested parties, including parents/carers, Headteachers/school staff and council officers recognise the urgent need for more specialist places and the Schools Forum has agreed to fund an additional 360 places from the High Needs block.

5.3 Feedback from current consultation following the proposal development (e.g. following approval by Executive for budget consultation).

Please refer to 4.2 for details of the consultation timeline.

As a result of the initial and statutory consultation processes any changes required to the proposals will result in an updated EIA being produced if necessary.

5.4 Your departmental response to the feedback on the current consultation (as at 5.3) – include any changes made to the proposal as a result of the feedback.

Feedback from all interested parties will be used to refine the proposals. However, in general the feedback received to date has been very supportive of the proposals to increase and develop additional specialist places for children and young people with SEND.

We will share the report following publication of the Statutory Notices and a further statutory consultation period with the Council Executive on 6th March 2018 for their approval. We are committed to on-going dialogue with all interested parties on the delivery of the proposals.

