

Appendix 3: SEN Improvement Test

Ensuring the sufficiency of specialist places in Bradford's Special Schools, Designated Specialist Provision (DSPs) and Resourced Places (RPs) within the Mainstream schools and Academies 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 currently offer a range of educational provision across the Bradford District including; Mainstream schools and Academies, Special schools, Designated Specialist Provision (DSP's), Additionally Resourced Centres (ARC's), and Pupil Referral Units (PRU's).

These proposals will create additional specialist places across the maintained/academy schools sector and mainstream/academy special schools which form part of:

- A flexible and responsive offer of provision across the district

The expansion of special school, DSP and new Resourced Provisions is based on the following principles:

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

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**

Bradford Council 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 young people 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 along with council (centrally retained model) 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), DSP and SENDCO Networks, 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 mainstream 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, where required.

These 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.

- **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, where necessary to meet individual needs. Improved information routes and advice and support will be provided by the District Achievement Partnership (DAP), DSP/SENDSCO network meetings and schools 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, to ensure the needs of children and young people are met.

- **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, resourced provision and specialist designated provision with access to mainstream as appropriate and special schools, including academies.

These proposals increase current provision by providing additional Special School places, new resourced provisions and DSP places across the district's maintained and academy schools.

These proposals will create a district wide structure of specialist provision that potentially 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 the LA Maintained school proposals has been undertaken in consultation and partnership with all interested parties including Headteachers, Governing Bodies of the school/s

Preparations are now in place to consult widely on this proposal with all interested parties.

The development of the Academy school proposals has been undertaken in consultation and partnership with all interested parties including Headteachers, Governing Bodies, CEOs/Trust boards of the multi academy trusts.

Preparations are now in place for the academies to consult widely on their proposals with all interested parties.

- **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 for staffing arrangements put in place**

All of the provisions 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 and mainstream DSPs 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).
- Funding of the proposed resourced provision places will be funded in accordance with the local determined funding formula for special educational needs pupils.

- Element 1 of the place funding will be delegated to the schools for an agreed number of places.
- Element 2 & element 3 (additional funding will be paid in accordance with individual pupil needs – 7 range funding model) will be retained by the central service to pay for the staffing/resources in the proposed provisions.
- The Local Authority will maintain a service level agreement with each of the schools who host the proposed new resourced provisions.

The special school/s and mainstream schools hosting a DSP will be responsible for the appointment of suitably qualified staff to meet the individual needs of children and young people placed on roll of their schools.

The mainstream schools hosting a RP will not be responsible for the appointment of suitably qualified staff, as this will be the responsibility of the council central service. The children and young people placed in the RPs will be on roll of the host schools.