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**Doncaster SEND Strategic Intent 2018 – 22**

1. **Introduction**

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

1. **Strategic Overview**

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

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

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

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

1. **SEND Review**

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

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

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

1. **Doncaster’s Organisation of Learning Provision Strategy**

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

1. **Behaviour Review**

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

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

1. **Headline SEND data**

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

Doncaster’s 2017 national data submission reported that 40% of Doncaster children and young people with statements of SEN/EHC plans were attending any type of special school, which is around the national average. The number of placements in special schools has increased over recent years and is at its highest in 2017. The majority of these special school placements are in LA maintained special schools (88%). This is probably because there are no special academies in the Doncaster area. Doncaster funds approximately 550 places across its 5 state-funded special schools. Doncaster maintains two specialist resources for children with a hearing impairment in a mainstream primary and secondary school. In 2017, 1.2% of children/young people with an EHC Plan attended this type of provision which is less than half the national average.

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

Following the SEN reforms in 2014, there has been a significant growth in the number of young people with an EHC Plan attending a post 16 provision (17% of the total cohort 0-25). 13% of children and young people attend a general further education college; this is 4.5 percentage points higher than the national average. There is a slightly higher percentage of young people attending specialist post 16 institutions in Doncaster than nationally.

1. **Principles for the development of SEND Learning Provision in Doncaster**

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

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

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

**Appendices**

1. Inclusion Principles
2. Types of SEN need
3. Current provision in special schools
4. Proposed plan of developments for children with SEND including those with an EHC plan.

**Appendix A**

**Types of SEN Need:**

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

**Appendix B**

**Current provision in Doncaster’s state funded special schools (LA maintained\* and state funded special academy)**

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

**Appendix C**

**Outline plan of developments for children with SEND**

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| --- | --- | --- | --- | --- | --- |
| **Type of provision** | **Age range** | **Type of SEN or disability that the project is designed to meet.**  | **Number of additional places** | **Timescale** | **Included in the High Needs Sufficiency Capital project** |
| Special school - new | 5-19 | Communication and interaction | 100 (80 commissioned by Doncaster) | To commence 2019/20 academic year | N |
| Enhanced nurseries (Private, Voluntary and Independent) | 0-5 | Complex learning, physical, social, communication and additional needs | Increase from 3 to 4 nurseries in the 4 locality areas with an enhanced ratio  | 2018/19 academic year | N |
| LA registered nursery (Seedlings) | 2-5 | Complex social, communication and additional needs | Increase in the number of places and the entitlement offer of funded hours | 2018/19 academic year | Y |
| Special schools (state funded) | Primary and secondary and post 16 | Cognition and learning, communication and interaction needs with associated semh needs | Increase in funded places overall tbc | 2018/19 academic year over 2 years | Y |
| Special schools (state funded): satellites in mainstream schools | Primary and secondary  | Cognition and learning (mld,sld) and communication and interaction needs with associated semh needs | Increase in funded places overall tbc | 2018/19 academic year over 3 years | Y |
| LA maintained alternative provision to a mainstream setting | Primary and secondary | Semh and ASD needs | Development of bespoke provision for more complex children with EHCPs | 2018/19 academic year over 2 years | Y |
| General Further education | Post 16 and post 19/25 | Complex learning, physical, social, communication and additional needs | Development of existing provision to meet a wider range of needs for more vulnerable learners | 2018/19 academic year over 2 years | Y |
| Big Picture Learning - new (social impact bond) | 11-16  | Social, emotional & mental health provision | 60 pupils a year (30 in 1st year)  | To commence 2018/19 academic year over 6 years | N |