



Derby City Council

COUNCIL CABINET
4 October 2017

ITEM 8

Report of the Cabinet Member for Education
and Skills

**Special Educational Needs & Disability (SEND) Provision in
Derby**

SUMMARY

- 1.1 The Council has an important role in championing the needs of vulnerable children in Derby, and ensuring the continued inclusion of children with special needs in all of our schools in the City. The Department for Education also requires Local Authorities to consider Special Educational Needs and Disabilities (SEND) provision in the context of meeting the national SEND reforms.
- 1.2 Following very careful consideration and initial consultation with parent representatives, Special Educational Needs and Disabilities (SEND) partners and headteachers, proposals have been developed to improve Derby's specialist provision for children and young people with SEND and to help support parents, carers and families. There are no proposals to reduce the overall levels of funding available for children and young people with SEND.
- 1.3 Attached, as Appendix 3 to this report, is a draft Consultation Document setting out details on the proposals to improve SEND provision. The key proposals include:
 - a. Updating Enhanced Resource School and Special School Placement Criteria to help ensure that children and young people with SEND are placed in the most appropriate type of provision for their individual needs and to provide transparent and clear criteria for children, young people and their families
 - b. A fresh look at specialist provision to ensure it is relevant to current needs of children and young people in Derby, for example, proposals have been developed to create Enhanced Resource School provision to meet with Social, Emotional and Mental Health Needs, which the City does not current have.
 - c. Improving SEND pupil pathways and alignment between infant, junior and secondary Enhanced Resource School placements to help effective transition planning for Children.
 - d. Developing an Early Years Inclusion Fund for all Early Years providers as a single source of funding to support the inclusion of children with SEND.
 - e. Capital investment to add Enhanced Resource Provision to Meadow Farm

Primary School and increase and improve Enhanced Resource School provision at The Bemrose School.

- f. Updating Derby's Special Education Needs & Disabilities (SEND) Funding Bands so that the methodology for allocating SEND funding to schools is fit for purpose and reflects the proposed new placement criteria.
- 1.4 This report seeks Council Cabinet approval to consult on the proposals set out in the Consultation Document, attached as Appendix 3 to this report. Subject to Council Cabinet approval, the consultation period will start on Monday, 6 November 2017 and will run for a six week period up until Friday, 15 December 2017. The proposals will be widely consulted on and two consultation events will be held for parents and carers on Tuesday, 14 November 2017 and Tuesday, 28 November 2017.
- 1.5 The outcome of the consultation will be reported to Council Cabinet on 14 March 2018. At that meeting, Council Cabinet will be asked to consider consultation responses and decide whether to:
- a. approve those proposals that do not require a statutory process.
 - b. approve moving to the next stage of the consultation process for those proposals that do require a statutory process.
- 1.6 It is anticipated that a final decision on those proposals requiring a statutory process will be taken in June 2018. If approved, the proposals will be implemented from September 2018. A draft Consultation Timeline is attached as Appendix 4 to this report.

RECOMMENDATION

- 2.1 To approve consultation on proposals to improve Derby's specialist provision for children and young people with Special Educational Needs and Disabilities.

REASONS FOR RECOMMENDATION

- 3.1 Following very careful consideration and initial consultation with parents, SEND partners and headteachers, the aim has been to develop proposals to increase mainstream inclusion and ensure, wherever possible, local placements for pupils with SEND to help support parents, carers and families.



Derby City Council

COUNCIL CABINET

4 October 2017

Report of the Strategic Director for People Services

SUPPORTING INFORMATION

Special Educational Needs and Disabilities (SEND): National Context

- 4.1 The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with Special Educational Needs (SEN) should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.
- 4.2 As set out in the Special Educational Needs & Disability (SEND) Code of Practice 0-25 years, all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. The aim is that children and young people with SEND will have aspirations that are as high as any other young person's, they achieve well at school and college, and lead fulfilling, happy lives.
- 4.3 The reforms to the SEND system have introduced a more collaborative and holistic approach to supporting children and young people with SEND, putting them and their families at the centre of the Education, Health and Care (EHC) needs assessment and plan development process.

SEND: Regional Study

- 4.4 In Spring 2016, a study entitled 'Reducing distant SEND placements - Increasing regional sufficiency' was commissioned by NHS England on SEND placements in the East Midlands Region. The assumption made was that, in almost every case, it is better for child and family for placements to be close to their family home.
- 4.5 The conclusion of the regional study was that it is both feasible and achievable to reduce and eventually eliminate the need to place young people with complex SEND conditions in schools that are far away from the family home.

SEND: Derby Context

4.6 Derby City Council is committed to improving outcomes for children and young people with SEND. A SEND Vision for Derby has been developed working closely with partner organisations. The Vision sets out that children and young people with SEND want to:

- Be happy, healthy and safe with good relationships.
- Be informed about the choices they have available.
- Feel involved in setting their own goals and types of support.
- Be able to access the right support at the right time.
- Live independently and achieve their full potential.

4.7 In order to achieve these outcomes, the Council, service providers and partners will need to work differently. There will be a need to:

- Help to keep children local wherever possible.
- Respond at the lowest level of need.
- Be honest and fair about decisions that we make.
- Deliver value for money.

The SEND Vision is attached as Appendix 2 to this report.

Overview of Proposals to Improve Specialist Provision in Derby

4.8 The Council has an important role in championing the needs of vulnerable children in Derby, and ensuring the continued inclusion of children with special needs in all of our schools in the City. There are no proposals to reduce the overall levels of SEND funding available for children and young people with Special Educational Needs and Disabilities. Proposals have been developed to improve Derby's specialist provision for children and young people by:

- Supporting children, young people and their families through helping to ensure that pupils with SEND are attending a school most appropriate to their individual needs.
- Reducing high levels out of authority placements, some distance away from the family and local community which can hinder preparation for adulthood.
- Improving SEND pathways and alignment between infant, junior and secondary Enhanced Resource School placements to help effective transition planning for children.

- 4.9 Attached, as Appendix 3 to this report, is a Consultation Document setting out details on the proposals to improve provision for children and young people with SEND. The key proposals include:
- a. Updating Enhanced Resource School and Special School Placement Criteria to ensure that children and young people with Special Educational Needs and Disabilities are placed in the most appropriate type of provision for their needs and to ensure transparent and clear criteria for children, young people and their families.
 - b. A fresh look at specialist provision to ensure it is relevant to current needs of children and young people in Derby, for example, proposals to create Enhanced Resource School provision to meet with Social, Emotional and Mental Health Needs, which the City does not current have.
 - c. Improving SEND pupil pathways and alignment between infant, junior and secondary Enhanced Resource School placements to help effective transition planning for Children.
 - d. Developing an Early Years Inclusion Fund for all Early Years providers as a single source of funding to support the inclusion of children with SEND.
 - e. Capital investment to add Enhanced Resource Provision to Meadow Farm Primary School and increase and improve Enhanced Resource School provision at The Bemrose School.
 - f. Updating Derby's Special Education Needs & Disabilities (SEND) Funding Bands so that the methodology for allocating SEND funding to schools is fit for purpose and reflects the proposed new placement criteria.
- 4.10 In terms of pupil pathways, proposals have been developed to create clearly defined pupil pathways between primary and secondary Enhanced Resource Schools. With regard to Special Schools, currently, there is one Primary Special School and four Secondary Special Schools in Derby. Further consideration will be given to pupil pathways for Special Schools.

- 4.11 It is important to note that there are no proposals to reduce funding for children and young people with Special Educational Needs and Disabilities.

Early Engagement

- 4.12 On 9 May 2016, the Headteacher SEND Group agreed a range of strategic priorities relating to Derby schools' approach to inclusion. Eight representative Headteacher engagement meetings have been held to help shape proposals, with a focus on those priorities. The meetings included Headteacher representation from across the City's special schools, enhanced resource schools and mainstream schools at nursery, primary and secondary level. Initial engagement meetings have also been held with SEND partners, for example, the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) and Umbrella. The Council has also discussed proposals with our regional Department for Education SEND Adviser.

Consultation and Next Steps

- 4.13 This report seeks Council Cabinet approval to consult on the proposals set out in the Consultation Document, attached as Appendix 3 to this report. Subject to Council Cabinet approval, the consultation period will start on Monday, 6 November 2017 and will run for a six week period up until Friday, 15 December 2017. The proposals will be widely consulted on and two consultation events will be held for parents and carers on Tuesday, 14 November 2017 and Tuesday, 28 November 2017.
- 4.14 The outcome of the consultation will be reported to Council Cabinet on 14 March 2018. At that meeting, Council Cabinet will be asked to consider consultation responses and decide whether to:
- a. approve those proposals that do not require a statutory process.
 - b. approve moving to the next stage of the consultation process for those proposals that do require a statutory process.
- 4.15 It is anticipated that a final decision on those proposals requiring a statutory process will be taken in June 2018. If approved, the proposals will be implemented from September 2018. A draft Consultation Timeline is attached as Appendix 4 to this report.

OTHER OPTIONS CONSIDERED

- 5.1 Following very careful consideration and initial consultation with parents, SEND partners and headteachers, proposals have been developed to improve Derby's specialist provision for children and young people. This Council Cabinet report seeks approval to consult on the proposals.

This report has been approved by the following officers:

Legal officer Financial officer Human Resources officer Estates/Property officer Service Director(s) Other(s)	Emily Feenan, Principal Lawyer Alison Parkin, Head of Finance – People Services None None Gurmail Nizzer, Director of Commissioning (Acting) Paula Nightingale, Head of Inclusion Ann Webster, Equality and Diversity Lead
For more information contact: Background papers: List of appendices:	Gurmail Nizzer, Director of Commissioning (Acting) 01332 642720 gurmail.nizzer@derby.gov.uk None Appendix 1 – Implications Appendix 2 – Derby Vision for SEND Appendix 3 – Consultation Document 'Improving Provision for Children and Young People with SEND' Appendix 4 – Consultation Timeline

IMPLICATIONS

Financial and Value for Money

- 1.1 The table below sets out a summary of the SEND funding allocations made over recent years, by type of setting.

	2014/15 Actual Spend	2015/16 Actual Spend	2016/17 Actual Spend	2017/18 Est. Outturn Forecast
Independent and not maintained by Derby special schools	£7,173,000	£7,075,000	£8,180,000	£8,578,000
Special Schools	£12,143,000	£13,187,000	£13,368,000	£13,657,398
Enhanced Resource	£4,366,000	£4,641,000	£4,311,000	£4,176,236
Top up in mainstream schools	£2,341,000	£2,588,000	£ 2,859,000	£3,229,929
Pupil Referral Units and hospital and medical tuition	£2,606,000	£2,608,000	£2,606,000	£2,716,059
Total	£28,629,000	£30,099,000	£31,324,000	£32,357,622

- 1.2 In addition, around **£23 million** per year is allocated to mainstream schools, as part of their delegated budgets, as notional SEND funding. All mainstream school Governing Bodies are asked to ensure that SEND Notional Funding is carefully prioritised for pupils with SEND.
- 1.3 Schools are also able to apply for funding through Locality Panels to provide additional resources and support for children and young people with SEND.
- 1.4 In total, **over £50 million** of funding allocated by Derby City Council to ensure that schools are able to meet the individual needs of children and young people with SEND. This is funded from the Dedicated Schools Grant which is a ring fenced grant provided to The Council to fund its schools, other education provision and related services for Derby's children and young people.

- 1.5 Funding is directed to specialist provision in Derby through a banding mechanism. These bands are weighted according to the type of provision and the needs of the child and were developed as part of the implementation of the schools funding reforms in 2012. It is timely that the financial model is revised to ensure that it is fit for purpose and supports the changes proposed.
- 1.6 Banding changes will require careful consideration and modelling to ensure that the system is supported within a constrained financial envelope. Schools Forum will play an active role in considering the proposed changes.

Legal

- 2.1 Part 3 of the Children and Families Act 2014 places legal duties on Local Authorities to identify and assess the special educational needs of children and young people for whom they are responsible. LAs become responsible for a child/young person in their area when they become aware that the child/young person has or may have SEN. They must then ensure that those children and young people receive a level of support which will help them “achieve the best possible educational and other outcomes”.
- 2.2 Under The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013, local authorities are required to carry out a statutory process to establish, remove or alter provision at a mainstream school that is designated for children and young people with Special Educational Needs and Disabilities. The process involves consultation, publication of a statutory notice and consideration of the responses received. Subject to the outcome of this process, the implementation date is likely to be September 2018.

Personnel

- 3.1 None arising from this report.

IT

- 4.1 None arising from this report.

Equalities Impact

- 5.1 An Equalities Impact Assessment (EIA) will be completed with the support of the Equality and Diversity Team, Diversity Forums and the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS). The EIA will be reported to Council Cabinet at the meeting on 14 March 2018.
- 5.2 The consultation form includes equality demographic questions so we can monitor responses from people with protected characteristics. An on-line, Easy Read and paper versions will be provided as well as alternative versions on request. We will also make sure that the consultation events are accessible for disabled people and that British Sign Language interpreters are provided if required.

Health and Safety

6.1 None arising from this report.

Environmental Sustainability

7.1 None arising from this report.

Property and Asset Management

8.1 None arising from this report.

Risk Management

9.1 None arising from this report.

Corporate objectives and priorities for change

10.1 This report supports the Council priority outcome of 'Enabling individuals and communities, and Raising achievement and skills'.

Derby Vision for SEND

Derby Vision for SEND

We want children and young people with special educational needs and disabilities in Derby to...

Be happy, healthy and safe with good relationships

Be informed about the choices they have available

Feel involved in setting their own goals and types of support

Be able to access the right support at the right time

Live Independently and achieve their full potential

To achieve these outcomes, service providers and partners in Derby need to work differently. We will:

- Help to keep children local wherever possible
- Respond at the lowest level of need
- Be honest and fair about the decisions we make
- Deliver value for money

Make decisions Manage our money
Go out Drive
Be healthy Have friends
Get a job Be happy
Have healthy relationships
Have the right help at the right time
Honesty Live independently
Fair treatment Be listened to Work together
Get education Have holidays
Know what is available to help us



Improving Provision for Children and Young People with Special Educational Needs and Disabilities (SEND)

CONSULTATION DOCUMENT



Consultation Period:
Monday, 6 November 2017 - Friday, 15 December 2017

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Foreword

Councillor Sarah Russell, Cabinet Member for Education and Skills

Our vision is for children and young people with Special Educational Needs and Disabilities (SEND) to achieve their full potential and lead happy and healthy lives, with good relationships.

Derby City Council is committed to improving outcomes for children and young people with SEND. A SEND Vision for Derby has been developed working closely with our partner organisations. The SEND Vision is attached as Appendix 1 to this Consultation Document.

The SEND Vision sets out the key aims of Derby's children and young people with SEND and ways in which the Council, service providers and partners will need to work together to achieve those outcomes. The Vision sets out that children and young people with SEND want to:

- Be happy, healthy and safe with good relationships.
- Be informed about the choices they have available.
- Feel involved in setting their own goals and types of support.
- Be able to access the right support at the right time.
- Live independently and achieve their full potential.

To achieve the five outcomes in our vision, our strategic priorities will be

- **Priority One: Local Area Partnership Working** - To improve joint working, the coordination and timeliness of services for children and young people with special educational needs and disabilities so response is safe and at the lowest level of need.

- **Priority Two: Achieving Inclusive Education** - To ensure we have an inclusive education culture and remove barriers to learning for every Derby child with SEND, to help to keep children local wherever possible.
- **Priority Three: Quality of Service and Experience – part 1:** To enable children, young people and families to make informed choices and have control over the support they receive and improve the engagement and involvement of children, young people and their families in the planning, delivery and monitoring of services.
- **Priority Four: Quality of Service and Experience – part 2:** Children and young people with SEND to be able to access support that responds to their holistic needs and specific situation rather than them having to battle with several separate services that address their issues partially and often in a disjointed way. We don't want children and their families to experience a system that is unable to communicate and cooperate.
- **Priority 5: Preparation for Adulthood:** To support young people to plan and prepare as they move into adulthood, and to raise aspirations and expectations for fulfilling lives.

Following very careful consideration and consultation with parents, SEND partners and headteachers, proposals have been developed to improve and strengthen Derby's specialist provision for children and young people. There are no proposals to reduce funding for children and young people with Special Educational Needs and Disabilities.

Please take time to read through this Consultation Document and let us know your views and comments on the attached Response Form (Appendix 5). The closing date for responses is **Friday, 15 December 2017**.

We hope you find this document helpful and informative. We really look forward to receiving your thoughts and responses.

**Councillor Sarah Russell,
Cabinet Member for Education and Skills**

Section 1

Background

Summary

1.0 Background

- 1.1 The proposals in this consultation document have been developed to improve Derby's specialist provision for children and young people with Special Educational Needs and Disabilities by:
- Supporting children, young people and their families, ensuring that pupils with SEND are attending a school most appropriate to their individual needs.
 - Reducing high levels out of authority placements, some distance away from the family and local community which can hinder preparation for adulthood.
 - Improving SEND pathways and alignment between infant, junior and secondary Enhanced Resource School placements to help effective transition planning for children.

2.0 Summary of Proposals

- 2.1 An overview of our proposals is set out in this Summary as follows:
- g. Proposed Enhanced Resource School and Special School Placement Criteria
 - h. Proposals to better align Enhanced Resource School Places & Mainstream School Places
 - i. Proposals to update Derby's Special Education Needs & Disabilities (SEND) Funding

The proposals will not affect pupils already on roll at Special Schools or Enhanced Resource Schools. The proposed changes, subject to member consideration and approval, will be implemented for placements made from September 2018 onwards.

a. Proposed Enhanced Resource School and Special School Placement Criteria

- 2.2 The proposed Special School placement criteria have been updated to ensure Special School placements are made only for those children and young people with highly complex needs that cannot be met in an Enhanced Resource School.

- 2.3 The Enhanced Resource School placement criteria have been updated to ensure that placements are only made in Enhanced Resource Schools for those children and young people with significant educational needs, which cannot be met in mainstream provision, even with additional resources.
- 2.4 Our aim is to ensure that pupils are placed in the most appropriate settings based on their individual needs, accessing mainstream places where possible and appropriate. This is likely to free up capacity in Special Schools and Enhanced Resource Schools, enabling them to take pupils that may otherwise be placed in distant out of authority placements. There are no proposals to reduce funding levels.
- 2.5 The proposed new placement criteria are set out in Section 2 of this Consultation Document for the following schools. The criteria will be subject to review to ensure that they reflect demand for places.

Enhanced Resource School Placement for children and young people with:

- Communication and Interaction Needs / Autism Needs
- Social, Emotional and Mental Health Needs
- A Hearing Impairment
- A Visual and / or Physical Impairment

Criteria for admission to Special Schools:

- St Giles School
- Ivy House School
- Kingsmead School
- St Andrew's School
- St Clare's School
- St Martin's School

b. Proposals to better align Enhanced Resource School Places & Mainstream School Places

- 2.6 Derby City Council is committed to improving Derby's specialist provision for children and young people. In developing proposals for Enhanced Resource School Places, very careful consideration has been given to:
- growing demand for specific types of provision, such as the need for Social, Emotional and Mental Health provision.
 - creating clearly defined pupil pathways from primary to secondary education.

- 2.7 By creating pupil pathways between primary and secondary provision, it provides an early indication to parents of where their child is likely to access secondary provision. It will also enable more formal links to be created between primary and secondary Enhanced Resource School provision, including creating outreach from secondary schools to primary schools to ensure that a pupil's transition from primary to secondary education is as smooth as possible.
- 2.8 It should be noted that there are no proposals to change the level of funding available for specialist places in Derby.
- 2.9 The proposed changes to Enhanced Resource School provision are set out in detail in Section 3 and are summarised below. The number of places offered at each Enhanced Resource School will be subject to review each year to ensure that they reflect demand for places.

Provision for Pupils with Communication and Interaction Needs

Primary Provision

- 2.10 The proposed changes in the number of places offered at each Enhanced Resource School for pupils with Communication and Interaction needs are set out in the table below:

School Name	Current Number of Enhanced Resource School (ERS) places	Proposed Number of ERS Places	Difference
Brackensdale Infant School (mainstream places)	14	0	-14
Brackensdale Infant School (Ark Unit)	16	12	-4
Brackensdale Junior School (mainstream places)	23	0	-23
Brackensdale Junior School (Phoenix Unit)	14	16	+2
Meadow Farm Primary School	0	14	+14
Springfield Primary School	19	21	+2
Total	86	63	-23

- There is a proposed reduction of 23 primary Enhanced Resource School places. The proposal is for these places to be realigned to mainstream schools, with no proposals to reduce overall funding.
- The Enhanced Resource School provision at some schools is considered to be too large.
- The reduced 'mainstream' Enhanced Resource School places would mean that the schools are offering a more appropriate number of Enhanced Resource School places.
- There is a proposal for new Enhanced Resource School provision for 14 places to be created at Meadow Farm Primary.

Secondary Provision: The Bemrose School

2.11 The table below sets out proposals for The Bemrose School:

School Name	Current Number of Enhanced Resource School (ERS) places	Proposed Number of ERS Places	Difference
The Bemrose School (mainstream places)	31	0	-31
The Bemrose School (Elmtree Unit)	14	45	+31
Total	45	45	0

- The proposal is for The Bemrose School to become the secondary school for those pupils transferring from Brackensdale Junior School, Meadow Farm Primary School and Springfield Primary as the typical pupil pathway for pupils with Communication and Interaction needs.
- Again, there is a proposal to remove 'mainstream' Enhanced Resource School places at The Bemrose School, with funding available to provide additional support in local mainstream settings.
- There is a proposal to increase places in the Elmtree Unit for pupils who have only limited access to mainstream classes.

- There is a proposal for capital investment to be made to improve and increase accommodation at the school for children and young people with SEND.

Provision for Pupils with Social, Emotional and Mental Health Needs

Primary Provision

- 2.12 **Alvaston Junior School:** Offers 12 places for pupils with learning difficulties. The proposal is for the school to offer 12 places for pupils with Social, Emotional and Mental Health needs.

Secondary Provision

- 2.13 **Lees Brook School:** Offers 16 places for pupils with learning difficulties. The proposal is for the school to offer 15 places for pupils with Social, Emotional and Mental Health Needs.
- Social, Emotional and Mental Health Needs (SEMH) needs form a new category of Special Educational Needs and Derby does not currently have provision to meet these needs. There is a growing demand for specialist places for pupils with SEMH needs.
 - The proposal is for the needs of pupils with learning difficulties to be met through local mainstream schools, with funding and support made available.

Provision for Pupils with a Hearing Impairment

Primary Provision

- 2.14 **Reigate Park Primary School:** Offers 26 places for pupils with a hearing impairment. There is a proposed reduction to 21 places for pupils with hearing impairment, which aligns well with the actual number of placements made in September 2017.

Secondary Provision

- 2.15 **Allestree Woodlands School:** Offers 14 places for pupils with a hearing impairment. There are no changes proposed to this provision.

Provision for Pupils with a Visual and / or Physical Impairment

Primary Provision

- 2.16 **Markeaton Primary School:** Offers four places for children with visual impairment. There are no changes proposed to this provision.

Secondary Provision

- 2.17 **Saint Benedict, Catholic Voluntary Academy:** Offers 25 places for pupils with a visual or physical impairment. There are no changes proposed to this provision.

Early Years SEND Funding: Central Community Nursery School and Lord Street Nursery School

- 2.18 There are currently different SEND funding routes available for early years providers, with maintained nursery schools receiving Teaching Assistant (TA) top-up hours funding, and two maintained nursery schools receiving Enhanced Resource School funding.
- 2.19 Central Community Nursery School and Lord Street Nursery School both currently receive Enhanced Resource School Funding as follows:
- Central Community Nursery: £142,055 of Enhanced Resource School Funding.
 - Lord Street Nursery: £110,000 of Enhanced Resource School Funding.
- 2.20 Maintained Mainstream Settings and Private, Voluntary and Independent (PVI) settings can make applications to the Early Years Inclusion Fund in order to provide additional support for children with SEND.
- 2.21 The proposal is to implement the single Early Years Inclusion fund for all early years providers in Derby from April 2018. The proposal is for the Enhanced Resource School funding allocated to Central Community Nursery School (£142,055) & Lord Street Nursery School (£110,000), totalling £252,000, to be re-allocated to the overall Early Years Inclusion Fund.

c. Proposals to update Derby's Special Education Needs & Disabilities (SEND) Funding

- 2.22 Funding is directed to specialist provision in Derby through a banding mechanism. These bands are weighted according to the type of provision and the needs of the child and were developed as part of the implementation of the Schools Funding Reforms in 2012. It is timely that the financial model is revised to ensure that it is fit for purpose and supports the changes proposed.
- 2.23 Banding changes will require careful consideration and modelling. Schools Forum will play an active role in considering the proposed changes.

- 2.24 ***It is important to note that there are no proposals to reduce funding for children and young people with Special Educational Needs and Disabilities.***

3.0 Co-ordination of SEND Placements

- 3.1 Derby City Council will be responsible for co-ordinating all SEND placements in Derby to ensure that pupils are placed in the most appropriate setting based on level of need.
- 3.2 This will ensure that individual schools and other Councils are unable to offer placements in Derby's specialist provision due to the Council's co-ordinated approach to specialist provision placements.

4.0 Proposed Specialist Teaching Service

- 4.1 Derby City Council is absolutely committed to providing the best SEND provision for children and young people and is constantly exploring options for making improvements. Consideration is being given to establishing a Council Specialist Teaching Support Service to advise and support parents and schools in delivering high quality placements for children and young people with SEND.

5.0 Timeline & Next Steps

- 5.1 The timeline for consulting on the proposals is set out below:

Timescale	Action
Wednesday 4 October 2017	Report to Council Cabinet seeking approval to consult.
Monday 6 November to Friday 15 December 2017	Consultation period, including parent / carer engagement meetings.
14 March 2018	Report outcome of consultation to Council Cabinet and seek consideration of: <ul style="list-style-type: none"> • approval of proposals not requiring a statutory process • approval to publish statutory notices in relation to statutory proposals.*
March / April 2018	Statutory consultation period for those proposals that require statutory processes.*
May / June 2018	Decision on statutory proposals
September 2018	Implementation, subject to approval.

*The proposals that require a statutory process are as follows:

- Alvaston Junior School: Proposal to change the designation of Enhanced Resource School provision at Alvaston Junior School from provision for pupils with Learning Difficulties to provision for pupils with Social, Emotional and Mental Health Needs.
- Meadow farm Primary School: Proposal to add 14 Enhanced Resource School Places to Meadow Farm Primary School for pupils with Communication and Interaction needs
- Lord Street Nursery School: Proposal to remove Enhanced Resource School places with funding being moved to a single Early Years Inclusion Fund, which all early years providers are able to apply to for additional support for children with Special Educational Needs and Disabilities.
- Central Community Nursery School: Proposal to remove Enhanced Resource School places with funding being moved to a single Early Years Inclusion Fund, which all early years providers are able to apply to for additional support children with Special Educational Needs and Disabilities.

This consultation period runs from Monday 6 November 2017 – Friday 15 December 2017.

Please give us your views using the consultation response form attached as Appendix 5 to this consultation document.

1.0 Introduction: Improving Provision for Children and Young People with Special Educational Needs and Disabilities (SEND)

- 1.1 The proposals set out in this Consultation Document have been developed to improve and strengthen SEND provision for Derby's children and young people.
- 1.2 To help shape proposals, eight representative Headteacher engagement meetings have been held. The meetings included Headteacher representation from across the City's special schools, enhanced resource schools and mainstream schools at nursery, primary and secondary level. Initial engagement meetings have also been held with SEND partners, for example, SENDIASS and Umbrella. The Council has also discussed proposals with our regional Department for Education SEND Adviser.
- 1.3 In developing proposals, very careful consideration has been given to:
- a. the type of specialist provision required to meet the needs of children and young people in Derby;
 - b. the numbers of places needed;
 - c. placement criteria for Enhanced Resource Schools and Special Schools;
 - d. pupil pathways between primary and secondary education;
 - e. SEND Funding Bands (methodology for allocating funding to schools);
 - f. Proposals for capital investment to improve and add enhanced resource provision to some schools.
- 1.4 Our aim has been to develop proposals that are inclusive and transparent to help children, young people with SEND and their families.

The proposals will not affect pupils already on roll at Special Schools or Enhanced Resource Schools. The proposed changes, subject to member consideration and approval, will be implemented for placements made from September 2018 onwards.

We are very interested to hear the views and comments of parents, young people, families and schools on the proposals.

2.0 Funding for Schools to Support Children and Young People with SEND

- 2.1 The table below sets out a breakdown of SEND funding by type of schools, by year:

	2014/15 Actual Spend	2015/16 Actual Spend	2016/17 Actual Spend	2017/18 – Est. Outturn Forecast
Independent and not maintained by Derby special schools	£7,173,000	£7,075,000	£8,180,000	£8,578,000
Special Schools	£ 12,143,000	£ 13,187,000	£ 13,368,000	£13,657,398
Enhanced Resource	£4,366,000	£4,641,000	£4,311,000	£4,176,236
Top up in mainstream schools	£2,341,000	£2,588,000	£ 2,859,000	£3,229,929
Pupil Referral Units and hospital and medical tuition	£2,606,000	£2,608,000	£2,606,000	£2,716,059
Total	£28,629,000	£30,099,000	£31,324,000	£32,357,622

2.2 The table shows that in 2017/18 **£32,357,622** of funding was allocated by Derby City Council to schools to support children and young people with SEND.

2.3 In addition, around **£23 million** per year is allocated to mainstream schools, as part of their delegated budgets, as notional SEND funding. All mainstream school Governing Bodies are asked to ensure that SEND Notional Funding is carefully prioritised for pupils with SEND.

2.4 This means that a total of **over £50 million** of funding is allocated by Derby City Council to ensure that schools are able to meet the individual needs of children and young people with SEND.

3.0 Derby City Council: Specialist Provision

Mainstream Schools

3.1 According to the SEND Code of Practice 0-25, the majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings.

3.2 All schools in Derby are allocated notional SEND funding to support children and young people with SEND. Schools are also able to apply for funding through Locality Panels to provide additional resources and support.

- 3.3 In deciding whether a child currently being supported in a mainstream setting may require admission to a specialist placement in an Enhanced Resource School, or Special School, it is necessary for the Council to assess whether there is convincing evidence that the child's needs have not responded to relevant and purposeful action taken by the mainstream school.
- 3.4 This would typically include evidence that a mainstream school has:
- in conjunction with outside specialists, formulated, monitored and regularly evaluated the child's progress;
 - sought the views of, and involved, the child's parents;
 - sought the views of the child, as appropriate to their age and understanding;
 - where appropriate, utilised structured, individualised literacy and numeracy programmes;
 - implemented its policy on pastoral care and guidance and sought external advice to meet any social, emotional or behavioural difficulties.
 - with the parents consent, notified and sought the assistance of the school doctor and/or the child's general practitioner as appropriate.

Enhanced Resource Schools

- 3.5 For those children and young people with significant educational needs, that cannot be met in mainstream provision, even with additional resources, Enhanced Resource Schools may offer the most appropriate placement to ensure that the child or young person can achieve their best possible outcome(s).
- 3.6 The aim of Enhanced Resource schools is to meet fully the special educational needs and disabilities of pupils as described in their Education, Health and Care Plans, whilst working towards the greatest degree of integration, social experience and success in the curriculum. Every child and young person is expected to be fully included in the life of the school.

Special Schools

- 3.7 For those children and young people with highly complex needs that cannot be met in an Enhanced Resource School, Special Schools may offer the most appropriate placement to meet needs, and ensure the best possible educational outcomes.
- 3.8 A new funding band has been developed for those pupils with exceptional and very complex needs who are at risk of being placed in a school some distance away from their family home and local community. Robust criteria have been established for determining whether or not a pupil requires exceptional needs funding.

3.9 The aim of this exceptional needs funding band is to ensure local placements can be made, as far as possible, in order to support young people and their families. Additional funding is allocated to special schools to enable them to take pupils with more complex needs, so that those pupils can attend local schools.

3.10 The new funding band was implemented from 1 April 2017.

4.0 Local School Placements

4.1 Derby City Council believes that local placements for children and young people with SEND are important in order to support the family and encourage the integration of young people in the local community, as part of preparation and transition planning to adulthood.

4.2 Occasionally, it might be necessary to place children and young people in an independent special school, outside of Derby City. This would happen only in very exceptional circumstances, with placements being made on a temporary basis for a fixed period of time. For example, placements could be made on an annual basis or for a particular Key Stage of a young person's education.

4.3 If a child is placed in an out of area special school, the Council will work together closely with the family during the period of the placement and will support the transition back to a local school.

5.0 Co-ordination of SEND Placements

5.1 Derby City Council will be responsible for co-ordinating all SEND placements in Derby to ensure that pupils are placed in the most appropriate setting based on level of need.

5.2 This will ensure that individual schools and other Councils are unable to offer placements in Derby's specialist provision due to the Council's co-ordinated approach to specialist provision placements.

6.0 Specialist Teaching Support Service

6.1 Derby City Council is absolutely committed to providing the best SEND provision for children and young people and is constantly exploring options for making improvements.

6.2 Careful consideration is being given to establishing a Specialist Teaching Support Service to advise and support schools in delivering high quality placements for children and young people with SEND.

SECTION 2

Proposed Enhanced Resource School and Special School Placement Criteria

1.0 Proposed Enhanced Resource School and Special School Placement Criteria

- 1.1 As outlined in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25, the majority of children and young people with SEND will have their needs met within local mainstream settings. Proposals have been developed to update Derby's SEND placement criteria.
- 1.2 The Special School placement criteria have been updated to ensure Special School placements are made only for those children and young people with highly complex needs that cannot be met in an Enhanced Resource School.
- 1.3 The Enhanced Resource School criteria have been updated to ensure that placements are only made in Enhanced Resource Schools for those children and young people with significant educational needs, which cannot be met in mainstream provision, even with additional resources.
- 1.4 Our aim is to ensure that pupils are placed in the most appropriate settings based on their individual needs, accessing mainstream places where possible and appropriate. This is likely to free up capacity in Special Schools and Enhanced Resource Schools, enabling them to take pupils that may otherwise be placed in distant out of authority placements. There are no proposals to reduce funding levels.
- 1.5 In terms of pupil pathways, proposals have been developed to create clearly defined pupil pathways between primary and secondary Enhanced Resource Schools, as outlined in Section 3 of this Consultation Document. With regard to Special Schools, currently, there is one Primary Special School and four Secondary Special Schools in Derby. Further consideration will be given to pupils pathways for Special Schools.
- 1.6 ***Derby City Council will be responsible for co-ordinating all SEND placements in Derby to ensure that pupils are placed in the most appropriate setting based on level of need. Individual schools and other Councils are unable to offer placements in Derby's specialist provision due to the Council's co-ordinated approach to specialist provision placements.***
- 1.7 The proposed criteria are set out in this section of the Consultation Document. The criteria will be subject to review to ensure that they reflect demand for places in Derby.

Enhanced Resource Schools for Children and Young People with Communication and Interaction Needs / Autism

Proposed criteria for admission to Primary & Secondary Enhanced Resource Places for children and young people with Communication and Interactions needs / Autism

Pupils considered for placement will:

- have extreme communication difficulties which seriously inhibit their participation, understanding and contribution to activities in a classroom/setting.
- have extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with some disengagement.
- have extreme and persistent difficulties following instructions and accepting adult direction, and maintaining attention to task.
- need a functional based curriculum in isolation from mainstream provision with specialist support.
- show evidence of rigid thought, making the pupil inflexible and unlikely to cope with change, resulting in an extreme response.
- make limited progress across subject areas due to problems with particular aspects of communication development which have an extreme impact on learning.
- have difficulties sharing a work space and require small group settings to facilitate access to learning (up to 8 children).
- present challenging behaviour, but will accept and respond to regulating strategies from familiar adults.
- maintain engagement in independent activity with appropriate strategies and support.

Enhanced Resource Schools for Children and Young People with Social, Emotional and Mental Health (SEMH) Needs

Proposed criteria for admission to Primary & Secondary Enhanced Resource Places for children and young people with Social, Emotional and Mental Health needs

Pupils considered for placement will have:

- a pattern of persistent SEMH, inhibiting most participation in, understanding of & contribution to activities & learning in the classroom, resulting in extremely limited progress in all areas.

- a pattern of extreme and persistent disruption to social and emotional wellbeing, resulting in extreme unhappiness/ stress. Possible prolonged periods of absence/disengagement.
- a pattern of persistent extreme responses, resulting in prolonged periods of uncooperative behaviour and/or emotional withdrawal.
- a pattern of repeated extreme behaviours which could injure or endanger self/others. High level of rejection & social isolation, despite a carefully planned support package.
- a pattern of extreme difficulties in making and maintaining relationships, resulting in frequent social isolation and vulnerability, with disengagement from education, social and family life.

Enhanced Resource Schools for Children and Young People with a Hearing Impairment

Proposed criteria for admission to Primary & Secondary Enhanced Resource Places for children and young people with hearing impairments.

Pupils considered for placement will:

- have moderate to severe hearing loss (40 –70 dB).
- have severe to profound hearing loss (40 – 70 dB, 70 – 95 dB).
- need a sign supported environment 50 – 85% of school curriculum.
- need regular individual or small group sessions for Speech and Language development.
- need Speech and Language Therapy support because of hearing loss
- need a modified curriculum.
- need access to specialist teacher support.
- need a high level of pastoral care due to hearing loss/ additional emotional and/or behaviour and/or learning and/or physical/mobility difficulties.
- have additional emotional and/or behaviour and/or learning and/or physical/mobility difficulties.
- have a learning age below chronological age because of deafness.

Enhanced Resource Schools for Children and Young People with a Visual and / or Physical Impairment

Proposed criteria for admission to Primary & Secondary Enhanced Resource Places for children and young people with visual and physical impairments.

Pupils considered for placement:

- will have a visual impairment that has a significant impact on access to the curriculum.
- may have a fragile or deterioration condition.
- will need a supported environment for 50 – 85% of school curriculum.
- may have additional needs, but the pupil's principle special educational need will relate to visual impairment.
- will require a significantly modified and adapted mainstream curriculum through a moderated curriculum into large print, or into a tactile medium such as Braille.
- will require daily support or oversight from a Qualified Teacher for the Visually Impaired.
- will benefit from educational and social inclusion with fully sighted and visually impaired peers.
- will require specialist teaching, including withdrawal or in-class support, in using alternative access methods.
- will require alternative curriculum opportunities e.g., ICT for Visually Impaired Pupils, GCSE Short Course.
- will need a high level of pastoral care due to sight loss.
- will require a high level of emotional support and adjustments due to a degenerating physical condition.

Special School Placement Criteria

Primary Provision

St Giles School – Proposed Criteria

The school offers places for primary aged pupils with Communication and Interaction Needs / Autism and Severe Learning Difficulties.

Pupils considered for placement:

- will demonstrate extreme communication difficulties which may preclude participation, understanding and contribution to activities in the majority of settings.
- may be totally dependent on adult support and requires an individualised curriculum.
- will show little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
- will have Motor skills at a level that prevents access to the curriculum without high levels of adult support.

The pupils on roll at St Giles School will typically transfer to St Andrew's School as the pupil pathway from primary to secondary education.

All-through Provision (Age Range 2-19)

Ivy House School – Proposed Criteria

Ivy House School offers places for pupils with:

- Profound and multiple learning difficulties.
- Complex health/ medical needs with profound or severe learning difficulties.
- Complex physical needs with profound or severe learning difficulties.
- Profound and complex learning needs.

Pupils considered for placement will:

- be totally dependent on adult support to meet all physical, medical care and educational needs.
- be totally dependent on adult support to meet all care or mobility needs.
- Demonstrate little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
- low levels of learning of levels well below ½ chronological age.

- at the end of Primary school, be working within P scales 1-4.
- at the end of secondary school, be working within P scales 1-8 and L1 or under.
- have delayed personal and social skills well below ½ chronological age.
- have presence of additional difficulties.

Secondary Provision

The Kingsmead School – Proposed Criteria

The Kingsmead School provides places for young people with behavioural, social, emotional and mental health difficulties where challenging behaviour is the primary need and most significant barrier to learning and progress

Pupils considered for placement will:

- on leaving Key Stage 2 (Age 11) be at level 2 or above in English/Maths/Science/PSE
- on leaving Key Stage 3 (Age 14) be at Level 3 or above in all areas
- have additional needs which may include:
 - an attachment disorder.
 - Attention Deficit Hyperactivity Disorder.
 - Social, Emotional Mental Health needs.
 - An Autistic Spectrum Condition, including Aspergers.
 - PDA/oppositional disorder.
 - A Speech, language, communication disorder.

Secondary Provision

St Andrew's School – Proposed Criteria

St Andrews School offers places for young people with Severe Learning Difficulties (SLD) and Autistic Spectrum Disorders (ASD).

Pupils considered for placement will:

- will demonstrate extreme communication difficulties which may preclude participation, understanding and contribution to activities in the majority of settings.
- may be totally dependent on adult support and requires an individualised curriculum.
- will show little evidence of positive social relationships, resulting in extreme social isolation, vulnerability and disengagement.
- will have Motor skills at a level that prevents access to the curriculum without high levels of adult support.

- have low levels of learning of less than ½ chronological age
- at the end of Key Stage 2 (Age 11), be below P8 in core subjects
- at the end of Key Stage 3 (Age 14), below L2 in core subjects
- demonstrate delayed self-help skills of more than ½ chronological age
- will have additional needs which may include:
 - an attachment disorder.
 - Autism Spectrum Disorder including Asperger's
 - Attention Deficit Hyperactivity Disorder.
 - Social Emotional Mental Health.
 - PDA.
 - Complex medical needs.
 - Challenging behaviour.
 - Physical Disabilities.
 - Sensory Impairment (VI, HI, MSI).
 - Speech, language, communication difficulties/disorder.

Secondary Provision

St Clare's School and St Martin's School – Proposed Criteria

St Clare's School and St Martins School offer places for young people with moderate and severe learning needs and cognitive functioning that is below the average range for their age group

Pupils considered for placement will:

- have low levels of learning ½ or below of chronological age.
- on leaving Key Stage 2 (Age 11), be at Level 2 or below English/Maths/Science/PSE.
- on leaving Key Stage 3 (Age 14) – Level 3 or below in all areas.
- display delayed self-help skills ½ or below of chronological age.
- have High Functioning Autism with age appropriate cognition.
- Will have additional needs which may include:
 - an attachment disorder.
 - Autism Spectrum Disorder including Asperger's
 - Attention Deficit Hyperactivity Disorder.
 - Social Emotional Mental Health.
 - PDA.
 - Complex medical needs.
 - Challenging behaviour.
 - Physical Disabilities.

- Sensory Impairment (VI, HI, MSI).
- Speech, language, communication difficulties/disorder.

SECTION 3

Proposals to better align Enhanced Resource School Places & Mainstream School Places

1.0 Why is Derby City Council proposing that changes are made?

- 1.1 The majority of children and young people with special educational needs (SEN) and disabilities will have their needs met within local mainstream early years settings, schools or colleges (Special Educational Needs & Disability (SEND) Code of Practice 0-25 years).
- 1.2 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. The aim is that children and young people with SEND will have aspirations that are as high as any other young person's, they achieve well at school and college, and lead fulfilling, happy lives.
- 1.3 For those children and young people with significant educational needs, that cannot be met in mainstream provision, even with additional resources, Enhanced Resource Schools may offer the most appropriate placement to ensure that the child or young person can achieve their best possible outcomes.
- 1.4 The aim of Enhanced Resource Schools is to meet fully the special educational needs and disabilities of pupils as described in their Education, Health and Care Plans, whilst working towards the greatest degree of integration, social experience and success in the curriculum. Every child and young person is expected to be fully included in the life of the school.
- 1.5 Derby City Council is committed to improving Derby's specialist provision for children and young people. In developing proposals for Enhanced Resource School Places, very careful consideration has been given to:
 - growing demand for specific types of provision, such as the need for Social, Emotional and Mental Health provision.
 - creating clearly defined pupil pathways from primary to secondary education.
- 1.6 By creating pupil pathways between primary and secondary provision, it provides an early indication to parents of where their child is likely to access secondary provision. It will also enable more formal links to be created between primary and secondary Enhanced Resource School provision, including establishing outreach from secondary schools to primary schools to ensure that a pupils transition from primary to secondary education is as smooth as possible.
- 1.7 Currently, there is one primary special school and four secondary special schools. Further consideration will be given to pupil pathways for Special Schools.

- 1.8 It should be noted that there are no proposals to change the level of funding available for specialist places in Derby.

The proposals will not affect pupils already in Enhanced Resource School placements. The proposed changes, subject to approval, will be implemented for placements made from September 2018 onwards.

2.0 Proposals to improve Enhanced Resource School Provision

- 2.1 Attached, as Appendix 2 to this Consultation Document, is a table setting out all current Enhanced Resource primary and secondary schools in Derby, and proposals for making changes to the provision offered by some of those schools.

Summary of Proposed Changes

- 2.2 There are currently 128 primary Enhanced Resource School places and 100 secondary Enhanced Resource School places, giving a total of 228 places. Some of the Enhanced Resource Schools are considered to be too large and proposals have been made to reduce the number of places at some schools and create new provision at others.
- 2.3 The proposals set out in this section, if approved, would result in 100 primary Enhanced Resource School places and 99 secondary Enhanced Resource School places, giving a total of 199 places. This would mean an overall reduction of 29 Enhanced Resource School places. Our proposal is for a higher proportion of pupils with SEND to have their needs met in mainstream schools, with funding available to provide additional support in a local mainstream setting.
- 2.4 We are also proposing to make capital funding available to improve and provide new Enhanced Resource School secondary places at The Bemrose School and to establish new Enhanced Resource School primary provision at Meadow Farm Primary School.
- 2.5 A summary of the proposed changes to Enhanced Resource School provision is set out below, as follows:
- a. Communication and Interaction Needs
 - b. Social, Emotional and Mental Health Needs
 - c. Provision for Pupils with a Hearing Impairment
 - d. Provision for Pupils with a Visual and / or Physical Impairment

a. Communication and Interaction Needs

Primary Proposals

School Name	Current Number of Enhanced Resource School (ERS) places	Proposed Number of ERS Places	Difference
Brackensdale Infant School (mainstream places)	14	0	-14
Brackensdale Infant School (Ark Unit)	16	12	-4
Brackensdale Junior School (mainstream places)	23	0	-23
Brackensdale Junior School (Phoenix Unit)	14	16	+2
Meadow Farm Primary School	0	14	+14
Springfield Primary School	19	21	+2
Total	86	63	-23

Secondary Proposals – The Bemrose School

School Name	Current Number of Enhanced Resource School (ERS) places	Proposed Number of ERS Places	Difference
The Bemrose School (mainstream places)	31	0	-31
The Bemrose School (Elmtree Unit)	14	45	+31
Total	45	45	0

Rationale

- 2.6 There is a proposed reduction of 23 primary Enhanced Resource School places. The proposal is for these places to be realigned to mainstream schools with no proposals to reduce funding. The funding released from the reduction in places would enable pupils to be supported in their local mainstream school, with additional support.
- 2.7 The Enhanced Resource School provision at some schools is considered to be too large. The reduced 'mainstream' Enhanced Resource School places would mean that Brackensdale Infant School and Brackensdale Junior School would offer a more appropriate number of Enhanced Resource School places.
- 2.8 The proposal is for new Enhanced Resource School provision for 14 places to be created at Meadow Farm Primary, with a capital scheme to provide accommodation.
- 2.9 The proposal is for The Bemrose School to become the secondary school for those pupils transferring from Brackensdale Junior School, Meadow Farm Primary School and Springfield Primary as the typical pupil pathway for pupils with Communication and Interaction needs. Capital investment is proposed to improve provision at The Bemrose School.

b. Social, Emotional and Mental Health Needs

Primary Provision

- 2.10 Alvaston Junior School currently offers 12 places for pupils with learning difficulties. The proposal is for 12 places to be offered for pupils with Social, Emotional and Mental Health needs.

Secondary Provision

- 2.11 Lees Brook School currently offers 16 places for pupils with learning difficulties. The proposal is for the school to offer 15 places for pupils with Social Emotional and Mental Health needs.

Rationale

- 2.12 Social, Emotional and Mental Health Needs (SEMH) needs form a new category of Special Educational Needs and Derby does not currently have provision to meet these needs. There is a growing demand for specialist places for pupils with SEMH needs.
- 2.13 The proposal is for the needs of pupils with learning difficulties to be met through local mainstream schools, with funding and support made available.

c. Provision for Pupils with a Hearing Impairment

Primary Provision

- 2.14 Reigate Park Primary School currently offers 26 places for pupils with a hearing impairment. There is a proposed reduction to 21 places for pupils with a hearing impairment, which equates to three places per year group and aligns well with the actual numbers of placements made.

Secondary Provision

- 2.15 Allestree Woodlands School currently offers 14 places for pupils with a hearing impairment. There are no changes proposed to this provision.

Rationale

- 2.16 Children and young people with a hearing impairment benefit from being educated with their peers with no hearing impairment. This allows them to develop signing along with lip reading.
- 2.17 For those children who develop towards having British Sign Language as their first language and predominantly require sign language to access the curriculum, the pupil pathway for secondary transfer is the Royal School for the Deaf. For those children and young people where access to some mainstream classes is possible with support, the Allestree Woodlands School offers Enhanced Resource School Places.

d. Provision for Pupils with a Visual and / or Physical Impairment

Primary Provision

- 2.18 Markeaton Primary School currently offers four places for children with visual impairment. There are no changes proposed to this provision.

Secondary Provision

- 2.19 Saint Benedict, Catholic Voluntary Academy currently offers 25 places for pupils with a visual or physical impairment. There are no changes proposed to this provision.

Rationale

- 2.20 Children and young people with a visual impairment can often have degenerative conditions. Most primary aged children with a visual impairment will be able to access mainstream schools with support and the adaptation of resources, such as the use of Braille. By the time a young person reaches secondary school age, it is often the case that they will require an Enhanced Resource School place in order to meet their needs.

3.0 Service Level Agreements

- 3.1 The Council will put clear Service level Agreements (SLAs) in place with each Enhanced Resource school, outlining placement criteria and the number of places to be commissioned.
- 3.2 The SLA will include a requirement for regular reporting on pupil progress in core areas of the curriculum. In addition, annual reporting will be required on the views of parents / carers on whether their child has made improvements since attending the provision in relation to:
- Academic progress;
 - Behaviour;
 - Emotional well being;
 - Making and maintaining friendships;
 - And the views of pupils in relation to their behaviour and whether they are enjoying school and making good progress.
- 3.3 The above indicators link with the aims set out in Derby's Vision for SEND, particularly in relation to ensuring that children and young people with SEND are happy with good relationships, feel involved in setting their own goals and are achieving their full potential.

Enhanced Resource Schools: Proposed Typical Pupil Pathways

Type of Need: Communication and Interaction Needs / Autism

PRIMARY

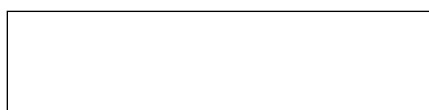
A large empty rectangular box representing the primary school stage. A small blue arrow points downwards from the top center of the box.

SECONDARY

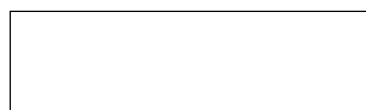
An empty rectangular box representing the secondary school stage.

Type of Need: Social, Emotional and Mental Health (SEMH) Needs

PRIMARY


An empty rectangular box representing the primary school stage.

SECONDARY

An empty rectangular box representing the secondary school stage.

Type of Need: Hearing Impairment

PRIMARY

An empty rectangular box representing the primary school stage.

SECONDARY

An empty rectangular box representing the secondary school stage.

Type of Need: Visual and / or Physical Impairment

PRIMARY

An empty rectangular box representing the primary school stage.

SECONDARY

An empty rectangular box representing the secondary school stage.

Please note that, where an Annual Review identifies that there has been a significant change in a child's needs, it might be appropriate for the child to transfer to a special school.

1.0 EARLY YEARS SEND FUNDING PROPOSALS

- 1.1 There are currently different SEND funding routes available for early years providers, with maintained nursery schools receiving Teaching Assistant (TA) top-up hours funding, and two maintained nursery schools receiving Enhanced Resource School funding.
- 1.2 Maintained Mainstream Settings and Private, Voluntary and Independent (PVI) settings can make applications to the Early Years Inclusion Fund in order to provide additional support for children with SEND.
- 1.3 Additional funding for children with highly complex needs is provided to schools through the Education Health and Care assessment process.
- 1.4 In relation to funding for SEND support, the proposal is for all early years providers (Maintained and PVI early years settings) to apply to the Early Years Inclusion Fund as a single source of funding to support the inclusion of children with SEND in early years. This would result in a fair, transparent and consistent funding route for all early years providers. The proposal is to implement the single Early Years Inclusion fund for all early years providers in Derby from April 2018.

2.0 Central Community Nursery School

- 2.1 Central Community Nursery School has a historic agreement to provide support for those children with significant needs including communication difficulties, sensory impairment, mobility difficulties, learning difficulties and profound developmental delay. The school has been allocated £142,055 of Enhanced Resource School funding per year to deliver places. As background, other nursery schools, units and private voluntary independent providers also support SEND pupils, but receive much lower levels of funding.
- 2.2 The proposal is to remove Enhanced Resource School places and associated funding from Central Community Nursery School for a more consistent approach across the Early Years providers. The nursery school will be able to apply to the Early Years Inclusion Fund for additional funding to support children with SEND in the same way as other early years providers from April 2018. The funding provided to Central Community Nursery School will be added to the Early Years Inclusion Fund and there will be no overall reduction in funding available for early years SEND provision as a result of the proposal.

3.0 Lord Street Nursery School

- 3.1 Lord Street Nursery School has a historic agreement to provide support for those children with significant needs including communication difficulties, sensory impairment, mobility difficulties, learning difficulties and profound developmental delay. The school has been allocated the £110,000 of funding per year to deliver places. As background, other nursery schools, units and

private voluntary independent providers also support SEND pupils, but receive much lower levels of funding.

- 3.2 The proposal is to remove Enhanced Resource School places and associated funding from Lord Street Nursery School for a more consistent approach across the Early Years providers. The nursery school will be able to apply to the Early Years Inclusion Fund for additional funding to support children with SEND in the same way as other early years providers from April 2018. The funding provided to Lord Street Nursery School will be added to the Early Years Inclusion Fund and there will be no overall reduction in funding available for early years SEND provision as a result of the proposal.

SECTION 4

Derby's Special Education Needs & Disabilities (SEND) Funding

1.1 Derby City Council – Funding for Pupils with SEND

- 1.2 The table below sets out a summary of the SEND funding allocations made by Derby City Council to schools over recent years, by type of setting.

	2014/15 Actual Spend	2015/16 Actual Spend	2016/17 Actual Spend	2017/18 – Est. Outturn Forecast
Independent and not maintained by Derby special schools	£7,173,000	£7,075,000	£8,180,000	£8,578,000
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Total	£28,629,000	£30,099,000	£31,324,000	£32,357,622

2.0 Mainstream School – Notional SEND Funding 2017-18

- 2.1 In addition to the above, around £23 million per year is allocated to mainstream schools, as part of their delegated budgets, as notional SEND funding. A table showing each mainstream school's notional SEND funding allocation is attached as Appendix 3 to this Consultation Document.
- 2.2 A written statement has been included in the Budget Guidance document which has been sent to schools with budget shares for 2017/18, specifically outlining to schools that they should allocate their notional funding for SEND purposes. A school will need to demonstrate how they have used their SEND notional funding when seeking any additional SEND funding, for example, Locality funding, or top up funding.

3.0 Funding allocated to Enhanced Resource Schools and Special School 2017-18

- 3.1 Appendix 4 sets out the funding allocated to individual Enhanced Resource Schools and Special Schools for 2017-18, including balances brought forward

from 2016-17. Service Level Agreements between the Council and Enhanced Resource (ER) schools have been updated and now require schools to carry out separate budget setting in relation to Enhanced Resource School funding from 2017/18.

4.0 Special Schools - Exceptional Needs Funding

- 4.1 For those children and young people with highly complex needs that cannot be met in an Enhanced Resource School, Special Schools may offer the most placements to meet needs and ensure the best possible educational outcomes.
- 4.2 A new funding band has been developed by the Specialist Provision Project Team for those pupils with exceptional and very complex needs at risk of being placed out of the City. Robust criteria have been established for determining whether or not a pupil requires exceptional needs funding and, where they do, the level of funding that should be allocated within the banding range (i.e. Band 5, plus £10K, £20K or £30K).
- 4.3 The aim of this exceptional needs funding band is to help reduce out of authority placements by allocating additional funding to special schools to enable them to take pupils with more complex needs, rather than those pupils being allocated places at distant, out of authority schools. Placements at schools that are far away from the family home do not benefit the young person, or their family. It will be the responsibility of the Council to determine if a SEND placement will be considered for exceptional funding.
- 4.4 The new funding band was implemented from 1 April 2017.

5.0 Special Education Needs & Disabilities (SEND) Funding Bands

- 5.1 Funding is directed to specialist provision in Derby through a banding mechanism. These bands are weighted according to the type of provision and the needs of the child and were developed as part of the implementation of the Schools Funding Reforms in 2012. It is timely that the financial model is revised to ensure that it is fit for purpose and supports the changes proposed.
- 5.2 Banding changes will require careful consideration and modelling. Schools Forum will play an active role in considering the proposed changes.
- 5.3 **It is important to note that there are no proposals to reduce funding for children and young people with Special Educational Needs and Disabilities.**

SECTION 5

Consultation Timeline and Next Steps

1.0 Consultation Timeline & Next Steps: Please give us your views!

- 1.1 The table below sets out the timeline for consultation and next steps on the proposals.

Timescale	Action
Wednesday 4 October 2017	Report to Council Cabinet seeking approval to consult.
Monday 6 November to Friday 15 December 2017	Consultation period, including parent / carer engagement meetings.
14 March 2018	Report outcome of consultation to Council Cabinet and seek consideration of: <ul style="list-style-type: none">• approval of proposals not requiring a statutory process• approval to publish statutory notices in relation to statutory proposals*
March / April 2018	Statutory consultation period for those proposals that require statutory processes.
May / June 2018	Decision on proposals
September 2018	Implementation, subject to approval.

*The proposals that require a statutory process are as follows:

- Alvaston Junior School: Proposal to change the designation of Enhanced Resource School provision at Alvaston Junior School from provision for pupils with Learning Difficulties to provision for pupils with Social, Emotional and Mental Health Needs.
- Meadow farm Primary School: Proposal to add 14 Enhanced Resource School Places to Meadow Farm Primary School for pupils with Communication and Interaction needs
- Lord Street Nursery School: Proposal to remove Enhanced Resource School places with funding being moved to a single Early Years Inclusion Fund, which all early years providers are able to apply to for additional support for children with Special Educational Needs and Disabilities.
- Central Community Nursery School: Proposal to remove Enhanced Resource School places with funding being moved to a single Early Years Inclusion Fund, which all early years providers are able to apply to for additional support children with Special Educational Needs and Disabilities.

SECTION 6

Appendices

Derby Vision for SEND

We want children and young people with special educational needs and disabilities in Derby to...

Be happy, healthy and safe with good relationships

Be informed about the choices they have available

Feel involved in setting their own goals and types of support

Be able to access the right support at the right time

Live Independently and achieve their full potential

To achieve these outcomes, service providers and partners in Derby need to work differently. We will:

- Help to keep children local wherever possible
- Respond at the lowest level of need
- Be honest and fair about the decisions we make
- Deliver value for money

Make decisions
Go out
Manage our money
Be healthy
Drive
Have friends
Be happy
Vote
Have healthy relationships
Have the right help at the right time
Honesty
Live independently
Fair treatment
Be listened to
Work together
Get education
Have holidays
Know what is available to help us

Appendix 2

Current Enhanced Resource Primary and Secondary schools in Derby, and proposals for making changes to the provision offered by some of those schools

	Current Provision			Proposed Provision			Change in number of places	Typical Pupil Pathway
School Name	Type of Pupil Need Catered For	Number of Places		Type of Pupil Need Catered For	Number of Places	Places per year group		
PRIMARY								
Alvaston Junior School	Learning Difficulties	12		Social Emotional and Mental Health (SEMH).	12	3	0	The pathway for pupils with SEMH would be from Alvaston Junior School to Lees Brook School.
Brackensdale Infant School (Places for pupils taught in mainstream Classes)	Communication and Interaction Needs / Autism	14		Communication and Interaction Needs / Autism	0	0	-14	The pathway for pupils with autism on roll at Brackensdale Infant School would be to Brackensdale Junior School.
Brackensdale Infant School (Places for pupils taught in ARK Unit with pupils having limited access to mainstream classes)	Communication and Interaction Needs / Autism	16		Communication and Interaction Needs / Autism	12	4	-4	NA
Brackensdale Junior School (Places for pupils taught in mainstream Classes)	Communication and Interaction Needs / Autism	23		Communication and Interaction Needs / Autism	0	0	-23	NA

Brackensdale Junior School (Places for pupils taught in PHOENIX Unit with pupils having limited access to mainstream classes)	Communication and Interaction Needs / Autism	14		Communication and Interaction Needs / Autism	16	4	2	The pupil pathway for pupils with autism on roll at Brackensdale Junior would be to The Bemrose School.
Meadow Farm Primary School	No specialist provision	0		Communication and Interaction Needs / Autism	14	2	14	The pathway for pupils on roll at Meadow Farm Primary School for pupils with autism would be The Bemrose School.
Markeaton Primary School	Visual Impairment	4		Visual Impairment	4		0	The pathway for pupils with a visual impairment would be from Markeaton Primary School to St Benedict catholic Voluntary Academy.
Reigate Park Primary School	Hearing Impairment	26		Hearing Impairment	21	3	-5	The pathway for pupils with a hearing impairment would be from impaired pupils would be from Reigate Park Primary School to Allestree Woodlands School.
Springfield Primary School	Communication and Interaction Needs / Autism	19		Communication and Interaction Needs / Autism	21	3	2	The pathway for pupils on roll at Springfield Primary School for pupils with autism would be The Bemrose School.
Primary Sub-total		128			100		-28	

SECONDARY								
Allestree Woodlands School	Hearing Impairments	14		Hearing Impairment	14	14	0	The pathway for pupils with a hearing impairment would be from impaired pupils would be from Reigate Park Primary School to Allestree Woodlands School.
Lees Brook Community School	Learning Difficulties	16		Social Emotional and Mental Health (SEMH).	15	3	-1	The pathway for pupils with SEMH would be from Alvaston Junior School to Lees Brook School.
St Benedict, Catholic Voluntary Academy	Visual and/or Physical Impairment.	25		Visual and/or Physical Impairment.	25	25	0	The pathway for pupils with a visual impairment would be from Markeaton Primary School to St Benedict Catholic Voluntary Academy.
The Bemrose School All-through school with Enhanced Resource provision in secondary phase only. (Places for pupils taught in mainstream Classes)	Communication and Interaction Needs / Autism	31		Communication and Interaction Needs / Autism	0	0	-31	NA

The Bemrose School. All-through school with Enhanced Resource provision in secondary phase only. (Places for pupils taught in Elmtree Unit with pupils having limited access to mainstream classes)	Communication and Interaction Needs / Autism	14		Communication and Interaction Needs / Autism	45	9	31	The pupil pathway for pupils with Communication and Interaction Needs / Autism / autism on roll at Brackensdale Junior, Meadow Farm Primary School Springfield Primary School would be to The Bemrose School.
Secondary Sub-total		100			99		-1	
Overall Total		228			199		-29	

2017/18 Total School Budgets and Notional SEN Budgets

School	Net School Budget	KS1 Class Factor	TOTAL Net budget and KS1	NOR	Rate per pupil	Total Notional SEN	Rate per pupil - Notional SEN
Akaal Primary School	£407,676	£7,082	£414,758	84	£4,938	£61,856	£736
Allenton Community Primary School	£1,669,284	£11,041	£1,680,325	387	£4,342	£316,240	£817
Alvaston Infant and Nursery School	£942,035	£49,148	£991,183	268	£3,698	£132,228	£493
Alvaston Junior School	£1,243,853	£0	£1,243,853	337	£3,691	£201,084	£597
Arboretum Primary School	£2,163,849	£30,615	£2,194,464	510	£4,303	£417,582	£819
Ash Croft Primary School	£875,249	£5,000	£880,249	224	£3,930	£154,429	£689
Ashgate Primary School	£1,254,880	£23,533	£1,278,413	317	£4,033	£228,608	£721
Asterdale Primary School	£767,862	£5,000	£772,862	211	£3,663	£99,957	£474
Beaufort Community Primary School	£1,212,572	£27,697	£1,240,269	280	£4,430	£211,602	£756
Becket Primary School	£807,503	£5,000	£812,503	189	£4,299	£136,398	£722
Bishop Lonsdale Church of England Aided Primary School	£815,768	£40,189	£855,957	210	£4,076	£122,615	£584
Borrow Wood Primary School	£1,219,720	£24,574	£1,244,294	398	£3,126	£155,682	£391
Wyndham Primary Academy	£1,611,655	£11,041	£1,622,696	379	£4,282	£324,124	£855
Brackensdale Infant School	£698,319	£41,025	£739,344	168	£4,401	£95,618	£569
Brackensdale Junior School	£836,358	£0	£836,358	220	£3,802	£127,872	£581
Breadsall Hill Top Primary School	£1,553,478	£27,492	£1,580,970	437	£3,618	£230,544	£528
Brookfield Primary School	£719,490	£5,000	£724,490	207	£3,500	£92,628	£447
Carlyle Infant School	£633,802	£11,041	£644,843	179	£3,602	£81,350	£454
Cavendish Close Infant School	£866,827	£22,287	£889,114	260	£3,420	£114,518	£440
Cavendish Close Junior School	£1,141,188	£0	£1,141,188	338	£3,376	£162,861	£482
Chaddesden Park Junior School	£1,188,338	£26,656	£1,214,994	353	£3,442	£171,373	£485
Chellaston Infant School	£1,131,120	£20,000	£1,151,120	352	£3,270	£149,273	£424
Chellaston Junior School	£1,484,703	£0	£1,484,703	486	£3,055	£202,963	£418
Cherry Tree Hill Primary School	£1,630,658	£20,205	£1,650,863	524	£3,151	£223,394	£426
Dale Community Primary School	£2,109,514	£30,615	£2,140,129	548	£3,905	£383,561	£700
Derby St Chad's CE (VC) Nursery and Infant School	£583,177	£30,820	£613,997	120	£5,117	£104,061	£867
Derwent Community School	£972,008	£34,984	£1,006,992	220	£4,577	£178,369	£811
Firs Estate Primary School	£1,521,988	£28,738	£1,550,726	341	£4,548	£362,981	£1,064
Gayton Community Junior School	£1,200,554	£0	£1,200,554	363	£3,307	£174,213	£480
Grampian Primary Academy	£911,653	£39,148	£950,801	209	£4,549	£149,923	£717
Griffe Field Primary School	£1,341,737	£13,123	£1,354,860	429	£3,158	£172,706	£403
Hardwick Primary School	£2,394,837	£45,189	£2,440,026	540	£4,519	£436,448	£808
Homefields Primary School	£927,118	£25,615	£952,733	301	£3,165	£105,177	£349
Lakeside Community Primary School	£2,237,921	£15,000	£2,252,921	559	£4,030	£348,527	£623
Lawn Primary School	£1,275,797	£10,000	£1,285,797	410	£3,136	£169,532	£413
Markeaton Primary School	£1,181,295	£10,000	£1,191,295	360	£3,309	£160,386	£446
Meadow Farm Community Primary School	£711,182	£9,164	£720,346	188	£3,832	£101,904	£542
Mickleover Primary School	£1,221,817	£10,000	£1,231,817	404	£3,049	£153,497	£380

Landau Forte Academy Moorhead	£1,179,987	£25,615	£1,205,602	287	£4,201	£203,533	£709
Oakwood Infant and Nursery School	£978,283	£50,189	£1,028,472	271	£3,795	£145,942	£539
Oakwood Junior School	£1,314,912	£0	£1,314,912	361	£3,642	£211,576	£586
Osmaston Primary School	£2,508,011	£19,164	£2,527,175	575	£4,395	£534,206	£929
Parkview Primary School	£696,586	£5,000	£701,586	210	£3,341	£78,066	£372
Pear Tree Community Junior School	£1,599,725	£0	£1,599,725	356	£4,494	£346,822	£974
Pear Tree Infant School	£1,220,795	£17,082	£1,237,877	262	£4,725	£236,924	£904
Portway Infant School	£828,906	£15,000	£843,906	266	£3,173	£97,953	£368
Portway Junior School	£1,036,985	£0	£1,036,985	333	£3,114	£125,153	£376
Ravensdale Infant and Nursery School	£891,292	£15,000	£906,292	258	£3,513	£125,171	£485
Ravensdale Junior School	£1,140,786	£0	£1,140,786	340	£3,355	£163,927	£482
Redwood Primary School	£2,055,243	£20,205	£2,075,448	564	£3,680	£353,705	£627
Reigate Park Primary School	£1,084,862	£11,041	£1,095,903	297	£3,690	£167,292	£563
Ridgeway Infant School	£916,585	£15,000	£931,585	270	£3,450	£128,852	£477
Roe Farm Primary School	£1,448,803	£16,246	£1,465,049	367	£3,992	£238,036	£649
Rosehill Infant and Nursery School	£721,644	£20,410	£742,054	150	£4,947	£133,358	£889
Shelton Infant School	£790,222	£35,820	£826,042	210	£3,934	£118,005	£562
Shelton Junior School	£983,035	£0	£983,035	262	£3,752	£157,255	£600
Silverhill Primary School	£1,294,088	£45,189	£1,339,277	418	£3,204	£172,672	£413
Cottons Farm Primary School	£708,813	£19,574	£728,387	135	£5,395	£132,260	£980
Springfield Primary School	£910,719	£27,697	£938,416	249	£3,769	£149,260	£599
St Alban's Catholic Primary School	£1,010,055	£32,902	£1,042,957	302	£3,454	£144,092	£477
St George's Catholic Voluntary Academy	£1,223,123	£21,451	£1,244,574	345	£3,607	£183,774	£533
St James' Church of England Aided Infant School	£453,351	£5,000	£458,351	85	£5,392	£76,863	£904
St James' Church of England Aided Junior School	£1,225,860	£0	£1,225,860	293	£4,184	£230,068	£785
St John Fisher Catholic Voluntary Academy	£861,889	£40,189	£902,078	227	£3,974	£128,547	£566
St Joseph's Catholic Primary School, Derby	£1,302,433	£20,410	£1,322,843	355	£3,726	£218,462	£615
St Mary's Catholic Primary School and Nursery	£1,248,721	£23,533	£1,272,254	349	£3,645	£200,834	£575
St Peter's Church of England Aided Junior School	£845,386	£0	£845,386	255	£3,315	£113,549	£445
St Werburgh's Church of England VA Primary School	£947,542	£24,574	£972,116	315	£3,086	£112,481	£357
Village Primary School	£2,352,744	£16,041	£2,368,785	595	£3,981	£416,574	£700
Walter Evans Church of England Aided Primary School	£1,075,054	£10,000	£1,085,054	357	£3,039	£122,126	£342
Wren Park Primary School	£1,178,466	£14,164	£1,192,630	384	£3,106	£151,561	£395
Al-Madinah	£1,231,718	£34,984	£1,266,702	284	£4,460	£237,220	£835
Total Primary	£84,733,405	£1,317,502	£86,050,907	22897		£13,572,204	
Chellaston Academy	£5,853,846	£0	£5,853,846	1351	£4,333	£636,531	£471
da Vinci Community College	£3,008,508	£0	£3,008,508	563	£5,344	£414,851	£737
Derby Moor Community Sports College	£6,217,272	£0	£6,217,272	1292	£4,812	£873,585	£676
Lees Brook Community Sports College	£4,795,336	£0	£4,795,336	1038	£4,620	£582,215	£561
Littleover Community School	£6,329,089	£0	£6,329,089	1454	£4,353	£719,360	£495
Merrill College	£4,070,892	£0	£4,070,892	649	£6,273	£611,128	£942
Murray Park School	£3,932,976	£0	£3,932,976	829	£4,744	£518,680	£626
Noel Baker Community School and Language	£5,972,861	£0	£5,972,861	1153	£5,180	£785,540	£681

College							
Saint Benedict Catholic Voluntary Academy	£5,600,880	£0	£5,600,880	1145	£4,892	£764,477	£668
City of Derby Academy	£4,508,019	£0	£4,508,019	831	£5,425	£749,564	£902
West Park School	£5,741,399	£0	£5,741,399	1281	£4,482	£675,170	£527
Allestree Woodlands School	£4,766,636	£0	£4,766,636	1070	£4,455	£538,668	£503
Derby Manufacturing UTC	£942,755	£0	£942,755	160	£5,892	£93,503	£584
Landau Forte College (Fox Street)	£3,977,875	£0	£3,977,875	832	£4,781	£498,919	£600
Total Secondary	£65,718,345	£0	£65,718,345	13648		£8,462,189	
The Bemrose School	£5,298,369	£20,410	£5,318,779	945	£5,628	£1,056,610	£1,118
Total All Through School	£5,298,369	£20,410	£5,318,779	945		£1,056,610	
All Schools	£155,750,118	£1,337,912	£157,088,030	37490		£23,091,003	
Average Pupil Rate					£4,039		£612

Appendix 4: Enhanced Resource School (ERS) Funding 2017-18

	ERS Base Funding (Element 1 & 2)	ERS Top up funding (Element 3)	ERS Sub total	Notional Funding	Total - ERS and Notional Funding	Average Top Funding per ERS Pupil (Element 3)	Average Funding per ERS Pupil (ex. Notional) Element 1, 2 & 3	School's total budget inc. ERS, ex. Rates	ERS Funding % of Budget	Balance brought forward from 2016/17	Carry forward as a Percentage of 2017-18 Budgets	Comments
Central Community Nursery	£142,055		£142,055		£142,055			£415,156	34.22%	£45,226	16.0%	
Lord Street Nursery	£110,000		£110,000		£110,000			£541,315	20.32%	£50,450	9.0%	
Allestree Woodlands School	£140,000	£64,604	£204,604	£538,668	£743,272	£4,615	£14,615	£4,942,071	15.04%	Academy	Academy	
Alvaston Junior School	£120,000	£55,913	£175,913	£201,084	£376,997	£4,659	£14,659	£1,405,414	26.82%	£187,960	15.0%	
Brackensdale Infant	£300,000	£109,658	£409,658	£95,618	£505,276	£3,655	£13,655	£1,255,077	40.26%	£28,394	2.9%	
Brackensdale Junior	£370,000	£292,411	£662,411	£127,872	£790,283	£7,903	£17,903	£1,490,704	53.01%	-£49,297	-6.0%	
Lees Brook School	£160,000	£65,645	£225,645	£582,215	£807,861	£4,103	£14,103	£5,011,330	16.12%	Academy	Academy	
Lees Brook School (Post 16)	EFA funded (Post 16)	£15,523	£15,523	See above	£15,523	£3,881	£3,881	See above	See above	Academy	Academy	
Markeaton Primary School	£40,000	£91,920	£131,920	£160,386	£292,306	£22,980	£32,980	£1,292,899	22.61%	£44,529	3.6%	
Reigate Park Primary School	£260,000	£109,870	£369,870	£167,292	£537,162	£4,226	£14,226	£1,495,000	35.93%	-£14,741	-1.3%	
Saint Benedict, A Catholic Voluntary Academy	£200,000	£94,299	£294,299	£764,477	£1,058,776	£4,715	£14,715	£5,963,095	17.76%	Academy	Academy	
Saint Benedict, A Catholic Voluntary Academy (Post 16)	EFA funded (Post 16)	£69,208	£69,208	See above	£69,208	£8,651	£8,651	See above	See above	Academy	Academy	
Springfield Primary School	£190,000	£158,209	£348,209	£149,260	£497,469	£8,327	£18,327	£1,274,536	39.03%	£235,917	22.0%	Some of carry forward identified for building works.
The Bemrose School	£450,000	£278,677	£728,677	£1,056,610	£1,785,287	£6,193	£16,193	£6,026,599	29.62%	£200,432	3.8%	

Total	£2,482,055	£1,405,937	£3,887,992	£3,843,481	£7,731,473			£31,113,197		£728,870		
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**Special Schools Funding
- 2017-18**

	Base Funding (Element 1 & 2)	Top-up Funding (Element 3)	Total Funding	Average funding per pupil (Element 3)	Average Funding per Pupil (Element 1, 2 & 3)	Balance brought forward from 2016/17*	Carry forward as a Percentage of 2017-18 Budgets
Ivy House School	£810,000	£1,252,082	£2,062,082	£15,458	£25,458	£155,140	8.5%
St Andrews School	£1,010,000	£986,338	£1,996,338	£9,766	£19,766	£627,739	37.0%
St Clares School	£1,060,000	£509,892	£1,569,892	£4,810	£14,810	£156,939	9.6%
St Giles School	£1,110,000	£1,206,204	£2,316,204	£10,867	£20,867	£482,459	20.4%
St Martins School	£1,500,000	£1,139,269	£2,639,269	£7,595	£17,595	£261,552	12.0%
The Kingsmead School	£800,000	£1,418,797	£2,218,797	£17,735	£27,735	£162,688	4.2%
Total	£6,290,000	£6,512,582	£12,802,582			£1,846,517	

* It is noted that some schools may have earmarked commitments and priorities in relation brought forward balances from 2016/17.

Appendix 5

Improving Provision for Children and Young People with Special Educational Needs and Disabilities (SEND)

CONSULTATION RESPONSE FORM

We are very interested in your views and comments on our proposals. Please use this form to let us have your views. (Please use extra sheets if you wish).

a. Enhanced Resource School and Special School Placement Criteria

Do you support the Council's proposed Enhanced Resource School and Special School Placement Criteria as set out in this Consultation Document?

- I do support the proposals ☐
I don't support the proposals ☐
I'm undecided about the proposals ☐

b. Proposals to better align Enhanced Resource School Places

Do you support the Council's proposals to better align Enhanced Resource School Places and Mainstream Places, as set out in this Consultation Document?

- I do support the proposals ☐
I don't support the proposals ☐
I'm undecided about the proposals ☐

c. Proposal to establish a single Early Years Inclusion Fund

Do you support the Council's proposals to establish a single Early Years Inclusion Fund, as set out in this Consultation Document?

- I do support the proposals ☐
I don't support the proposals ☐
I'm undecided about the proposals ☐

Please give us any comments on the following page. Please feel free to continue your comments on further pages, if required.

Comments page

Date.....

Respondee category.....

For example, a parent, governor, school, agency, other (please specify if other)

Please return your response form to:

School Organisation and Provision Team, Derby City Council, FREEPOST,
MID24259, Derby, DE1 2BR

or email your comments to yourcityyoursay@derby.gov.uk

by **Friday, 15 December 2017**.



All information provided will be treated in accordance with the Data Protection Act 1998. We will only use this information to help in the decisions made on the proposals for specialist provision in Derby

If you need this information in a different format such as an easy read version or translation, please email matthew.tristram@derby.gov.uk or telephone 01332 642725.

Consultation Timeline and Next Steps

The table below sets out the timeline for consultation and next steps on the proposals.

Timescale	Action
Wednesday 4 October 2017	Report to Council Cabinet seeking approval to consult.
Monday 6 November to Friday 15 December 2017	Consultation period, including parent / carer engagement meetings.
14 March 2018	Report outcome of consultation to Council Cabinet and seek consideration of: <ul style="list-style-type: none"> • approval of proposals not requiring a statutory process • approval to publish statutory notices in relation to statutory proposals.*
March / April 2018	Statutory consultation period for those proposals that require statutory processes.*
May / June 2018	Decision on statutory proposals
September 2018	Implementation, subject to approval.