



Report sponsor: Andy Smith, Strategic Director,  
People Services  
Report author: Pauline Anderson OBE, Service  
Director for Learning, Inclusion and Skills

## **ITEM 9**

### **Special Educational Needs & Disability (SEND) 'Living My Best Life', Capital Programme in Derby Phase 1/3**

#### **Purpose**

- 1.1 In September 2021 Council Cabinet approved the consultation on the proposed use of Special Educational Needs and Disabilities (SEND) Capital Funding. The purpose of this report is to seek the agreement of Cabinet to progress with phase 1 of the proposals based on the consultation which closed on 12 January 2022 for which 223 responses were received. The responses were overwhelmingly in support of the Derby proposals presented in this report and supported by the Equality Impact Assessment (EIA).
- 1.2 The SEND capital programme is designed to increase places in specialist provision in Derby and build capacity at the early intervention or graduated response in mainstream schools; it is essential that both elements are developed concurrently. The key design principles of the SEND capital programme are as follows:
  - To strengthen the graduated response through the development of Inclusion Hubs in mainstream schools.
  - To increase the number of placements in Enhanced Resource Units across the city.
  - To expand existing specialist school provision.
  - To build additional specialist provision if required.
- 1.3 The proposals outlined in this report is to progress phase 1 of Derby's capital ambition for SEND. These key proposals in this phased approach are based on the priority to secure Derby children and young people with SEND a specialist place to match the need in a Derby school. Phase 1 will take place from September 2022-23 and consists of the following elements:

#### **Secondary Provision**

This proposal was agreed following a lengthy consultation with the sector across the city during the consultation process:

- Kingsmead Special School remodelled for alternative provision for children and young people with Social Emotional and Mental Health (SEMH) needs with an additional 45 places (35 within this financial year).

## **Primary Provision**

This expansion was offered following a lengthy consultation with the sector across the city during the process:

- Ivy House Special House for social communication and interaction needs coupled with complex health needs – develop an additional 13 places.
- 1.4 There will be further Cabinet reports outlining the next 2 phases of the SEND capital programme following co-production with the local area of the options supported by the SEND consultation. The further phases are to include the enhance resource units, the Inclusion Hubs across the city and the expansion and remodelling of St Clare's special school to open in 2023.

## **Recommendation(s)**

- 2.1 To approve proposals in this report to improve Derby's specialist provision for Derby children and young people with SEND to be educated in Derby.
- 2.2 To note that further reports will be presented to Cabinet through the course of the next 12 months on future phases of the SEND capital programme

## **Reason(s)**

- 3.1 To increase specialist and targeted provision in Derby to offer quality education and support to meet the needs of Derby children and young people with SEND in Derby.
- 3.2 Expected demand supports the conclusion that Derby placements will be full in 2022. Without the creation of additional capacity within Derby, children cannot be supported closer to home.
- 3.3 The request to invest to save serves as part of the development of a longer-term strategy around SEND in Derby to deal with current demand within the system and demand yet to hit the system. Creation of additional places plays a key role in the longer-term aim of the High Needs Deficit Plan, which will not work without this initiative.
- 3.4 In accordance with Financial Procedure Rules, additions to the Council's capital programme not provided for in the approved budget are required to be reported to Cabinet.
- 3.5 The pressures faced by the Council are not unique to Derby. The national context is also seeing an increase in both demand and out of area placements. Councils already further in deficit are not as well placed as Derby to address the capital issue, investing to save on additional in-area capacity.

## Supporting information

- 4.1 The Council and Local Area has a Special Educational Needs and Disabilities (SEND) Strategy and Vision 'Living My Best Life'. Through co-production with our partners, we are improving the lives of children and young people (CYP), 0-25 and their families with SEND in Derby. The strategy and vision were approved by Council Cabinet in November 2020.
- 4.2 In September 2021 Council Cabinet approved the consultation on the proposed use of Special Educational Needs and Disabilities (SEND) Capital Funding. The purpose of this report is to seek the agreement of Cabinet to progress with phase 1 of the proposals based on the consultation which closed on 12 January 2022 for which 223 responses were received. The responses were overwhelmingly in support of the Derby proposals presented in this report and supported by the Equality Impact Assessment (EIA).
- 4.3 The proposals set here are aligned with the SEND and Alternative Provision Green Paper following the government review of SEND: *right support, right place, right time* published on 29 March 2022 to combat the three perennial concerns with SEND support; early intervention, understanding of holistic needs and crucially to meet these needs with an effective provision. Local data and intelligence indicate a growing need for social, emotional, mental health (SEMH) provision and provision for the autistic children with complex health needs in the city, which the proposals will address.
- 4.4 Nationally and locally the SEND system is experiencing increasing demand and under significant pressure. In Derby, there were 459 new Education Health and Care (EHC) plans made during 2021. This is an increase of 41.7% when compared against the number of children with EHC plans made during 2020. The national increase is 3.5%. Derby is therefore an outlier in demand for EHC plans. Derby is also below the national figure on pupils with SEND attending mainstream education and an alternative provision or pupil referral unit (69.7% of Derby children compared to 72.8% nationally).
- 4.5 The proposals outlined in this report is to progress phase 1 of Derby's capital ambition for SEND. These key proposals in this phased approach are based on the priority to secure Derby children and young people with SEND a specialist place to match the need in a Derby school. Phase 1 will take place from September 2022-23 and consists of the following elements:

## **Secondary Provision**

This proposal was agreed following a lengthy consultation with the sector across the city during the consultation process:

- Kingsmead Special School remodelled for alternative provision for children and young people with Social Emotional and Mental Health (SEMH) needs with additional 45 places (35 within this financial year).

The newly redesigned Derby SEMH Strategy is proposing an expansion of placement at Kingsmead special school and a new enhanced resource provision at a secondary mainstream school.

The reasons for this being in phase 1 and as such a top priority is for the following reasons:

- The intelligence gathered through Derby SENCO Advice Line (SAL) shows that SEMH is the main primary area of need for children and young people at schools and settings getting in contact for advice or support.
- SEND primary and secondary needs trend analysis for SEN support and EHC plans shows a clear growth in children and young people with SEMH needs. The numbers of EHC plans made where SEMH is the primary need has increased from 1345 in 2020 to 1448 in 2022.
- This trend is backed by the demand seen at the weekly multiagency Inclusion Support Panel, where decisions for statutory assessment for any SEND need are made.
- The extension of provision cannot be achieved without capital investment, and without this it will be necessary to place more children in specialist out of area provision at increased cost.

## **Primary Provision**

This expansion was offered following a lengthy consultation with the sector across the city during the process:

Ivy House Special House for social communication and interaction needs coupled with complex health needs – develop an additional 13 places.

The reasons for this being in phase 1 and as such a top priority is for the following reasons:

- Autistic spectrum disorder is the largest SEN primary need with 1469 pupils, an increase from 1075 in 2020.
- Derby has no provision for children with ASD and with complex health needs.
- The extension of provision cannot be achieved without capital investment. The expansion of provision at Ivy House Special School is needed to prevent children going to out of authority maintained special schools and/or independent schools.

- 4.6 At the end of 2021/22 the final outturn position for the central elements of the Dedicated Schools Grant (DSG) was a £2.8 million pressure. This was the first time Derby had reported an end of year deficit in the HNB. Nationally there are significant pressures with the HNB with many Councils reporting deficits in the tens of millions and it is an acute pressure the Department for Education (DfE) hope the impending SEND and Alternative Provision legislation will resolve, although it is recognised that many of the pressures are already hard baked in the SEND system.
- 4.7 Derby is required to develop a High Needs Deficit Recovery Plan by the DfE to demonstrate what action is being taken in the short, medium and long term to tackle the HNB deficit. The DfE recognise that in order to develop sustainable plans it will be necessary for 'spend to save' providing those plans are informed by a clear rationale and have the aim to reduce any accrued deficit in the medium to long term.
- 4.8 Derby's High Need Deficit Recovery plan (incorporating what is known as the 'Stretch Plan' relating to implementation of SEND interventions is based on slowing the placement of children and young people into out of area placements, where need can be met within the city, and on stepping down children and young people in existing placements into schools and settings within the city. The Stretch Plan is dependent on increasing the capacity of the city's special schools. A key assumption underpinning the plan is the creation of at least 40 additional special school places in Derby by September 2022.

## **Consultation and next Steps**

- 5.1 This paper is the proposal for the use of the SEND Capital Funding following the consultation. The proposals are in summary at section 4.5.
- 5.2 The Council Cabinet is asked to consider the proposals and decide whether to:
- Approve those proposals that do not require a statutory process
  - Approve moving to the implementation for those proposals that do require a statutory process
- 5.3 A full business case will be co-produced through the SEND governance structure and then considered by the PMO Board for Gateways 2 and 3 approvals before moving to the design process.

## **Public/stakeholder engagement**

The delivered engagement has included:

- 6.1 12 -week formal consultation process
- 6.2 Engagement with Parent Carer's Forum and young people
- 6.3 Engagement with the SEND local area through SEND Boards
- 6.4 Engagement with schools through CEO, Headteacher, governor and SENCo networks

## Other options

- 7.1 The “do-nothing” approach - commission further out of authority placements for Derby children with SEND without taking any investment into the required additional capacity into account. If demand and placements are not met, this approach would result in a significant deficit for the DSG.

## Financial and value for money issues

- 8.1 The Council's approved Capital Programme currently contains provision for £8,398,939 in capital funding identified for projects emerging from the Council and Local Area SEND Strategy. This consists of £5,431,836 in Basic Need funding, £1,401,843 in DfE Special Provision Capital Funding and £1,565,260 in previously announced DfE High Needs Provision Capital Funding, as set out below. In order to realise the capital ambition to ensure the creation of local places.

The initial proposals will be financed from the specific Government SEND Capital Grant received earlier this year. Initially the SEND Capital proposals were to be funded from basic need funding and unsupported borrowing. Funding of further stages of the SEND Capital Programme will be detailed in future reports.

- 8.2 Current approved capital programme

<b>Current approved capital programme</b>	<b>2022/23</b>	<b>2023/24</b>	<b>Total</b>
Remaining Basic Need funding committed to SEND projects.	£833,679	£4,598,592	£5,432,271
DfE Special Provision Capital Grant.	£0	1,401,408	£1,401,408
DfE High Needs Provision Capital Funding.	£0	1,565,260	£1,565,260
Subtotal of existing approved capital programme	£833,679	£7,565,260	£8,398,939

	<b>Total Available (subject to phasing)</b>			
<b>Total</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>Total</b>
Total combined funding available, subject to phasing of additional DfE High Needs Provision Capital funding announced 29 March 2022.	<b>£5,621,163</b>	<b>£11,881,033</b>	<b>£0</b>	<b>£17,502,196</b>

Subject to consideration of the phasing of the additional DfE High Needs Provision Capital Funding.

*Appendix 5- SEND Capital Funding Summary May 2022.*

### 8.3 Revenue Implications

Provision		01/09/22 – 31/12/22	01/01/23 – 31/03/23	01/04/23 – 31/03/24	+/Total
Ivy House provision	Number of children placed	6	13	13	13/99
	Cost incl. pension costs	52,724	85,627	286,000	
Remodelled SEMH provision at Kingsmead School	Number of children placed	20	35	45	90/135
	Cost incl. pension costs	£171,067	£224,525	£1,154,700	

8.4 The feasibility studies for Kingsmead School and Ivy House Special School have been carried out separately.

*Appendix 6- Kingsmead feasibility study May 2022*

*Appendix 7- Ivy House feasibility study June 2022*

### Climate implications

- 9.1 Increasing capacity in schools within the city will reduce the number of children and young people forced to travel longer distances to settings outside of the city, in turn reducing average distance of school transport and associated carbon emissions.

### Legal implications

- 10.1 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”.
- 10.2 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.

## Other significant implications

### 11.1 Equalities Impact

An Equalities Impact Assessment (EIA) was completed on 11 January 2022 with the outcome that no major changes for the proposals were needed. The assessment was delivered with the support of Parent Carers Together, Equality and Diversity Team, Diversity Forums and the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS), School leaders and governors including other professional across education, health and social care.

### 11.2 Lower homes to school transport costs.

This report has been approved by the following people:

Role	Name	Date of sign-off
<b>Legal</b>	Olu Idowu, Head of Legal Services	14 June 2022
<b>Finance</b>	Alison Parkin, Director, Finance	
<b>Service Director(s)</b>	Pauline Anderson OBE Director Learning Inclusion and Skills	
<b>Report sponsor</b>	Andy Smith Strategic Director People Services	17 June 2022
<b>Other(s)</b>	Ann Webster, Equality and Diversity Lead	

<b>Background papers:</b>	None
<b>List of appendices:</b>	Appendix 1 – Derby Strategy and Vision for SEND Appendix 2 – SEND Co-production charter Appendix 3 – Call for views findings Appendix 4 – SEND Capital Programme consultation summary and results Appendix 5 - SEND Capital Funding Summary May 2022 Appendix 6- Kingsmead feasibility study May 2022 Appendix 7- Ivy House school feasibility study June 2022



# Derby City Local Area SEND Strategy



Cover images and quotations provided by Derby City SEND pupils.

November 2020



## Foreword

As the Strategic Director of People's Services I am privileged to oversee the Council services working to support the children, young people and families in Derby City. Moving forwards from our Local Area Inspection in June 2019 and the related Derby City Local Area SEND Written Statement of Action I am delighted to present our strategy for Derby City Local Area SEND.

We have worked closely with our partners and stakeholders to understand the SEND needs in our City, embracing co-production, as reflected in the co-production charter that sits alongside this strategy, combined with data and technical knowledge from stakeholders across the City.

This high level strategy provides shared and clear direction for Local Area SEND. It outlines the five priority areas that have emerged, what this will look like in practice and most importantly how this will improve the lives of children, young people and their families with SEND in Derby City - the core ambition of this strategy.

Publishing this strategy and framework for joint delivery is another step in our ongoing improvement journey, however we are committed to building on these foundations as we continue to improve SEND processes, experiences and outcomes for children, young people and their families in Derby City, now and in the future.



**Andy Smith**  
Strategic Director of People Services,  
Derby City Council

NHS Derby and Derbyshire Clinical Commissioning Group are pleased to be a contributor to the Derby City SEND Strategy for 2020-23. It is through committed system-wide partnerships that the vision, aspirations and priorities outlined in this strategy will deliver the continued improvement in support and provision for children and young people with SEND and their families.

By fully establishing SEND priorities in the work of Joined up Care Derbyshire, we are working together to improve integrated care and delivery of our shared strategies. The NHS Long Term Plan has a number of policy drivers which provides us with the opportunity to strengthen alignment to our SEND Strategy. We will be demonstrating this through integrated governance, for example targeted mental health work in schools.

The work that has been planned and undertaken to date in strengthening the graduated offer, is essential in managing demand across the system and in delivering a better experience for children, young people and their parents/carers. NHS Derby and Derbyshire CCG is committed to continuing to strengthen relationships with our partners and the many agencies that have a vital role to play in making Derby City a great place to grow up for our children and young people.

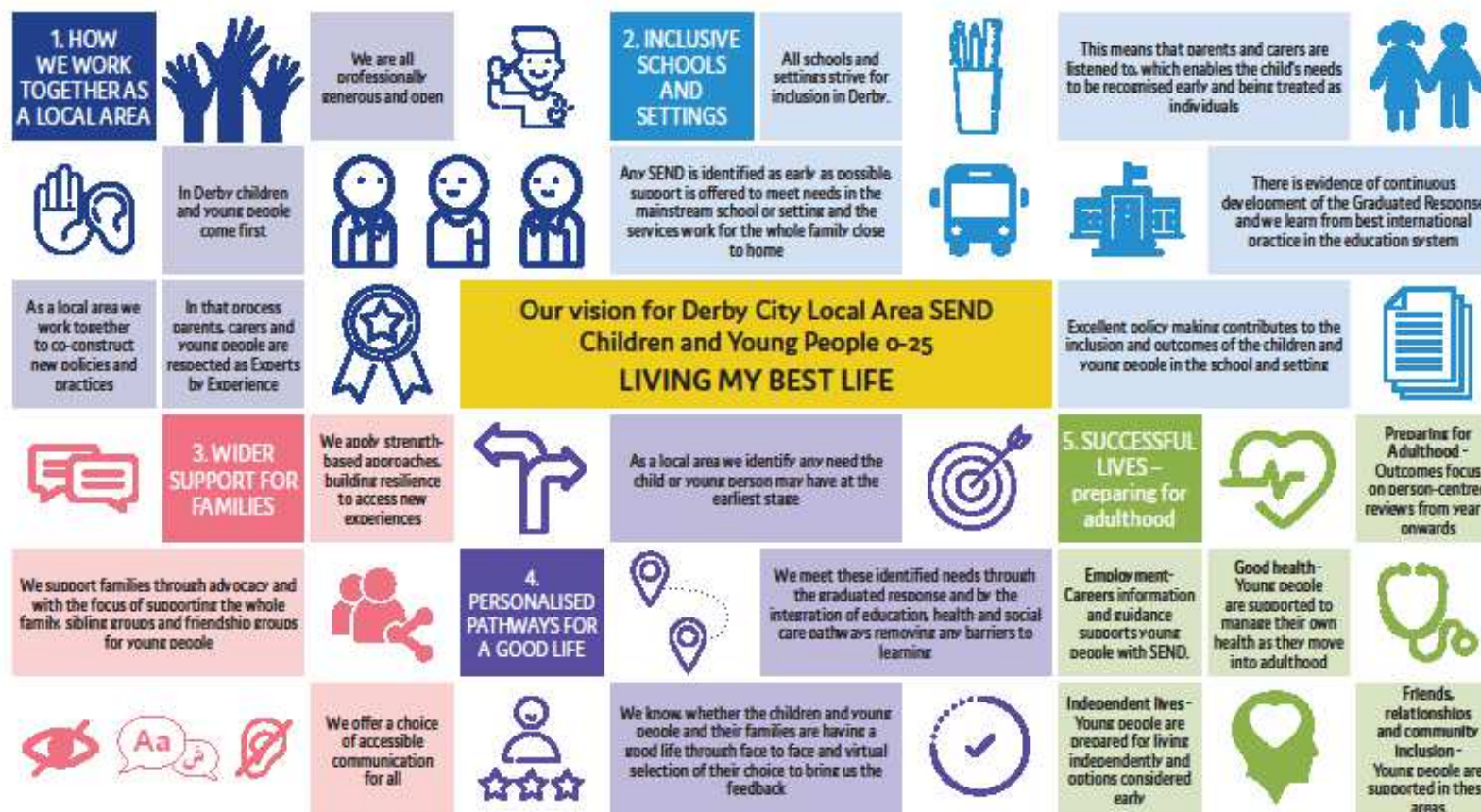


**Dr Chris Clayton**  
Chief Executive Officer,  
Derby and Derbyshire Clinical Commissioning Group



## Overview

The priorities and vision have been developed with all partners through a series of workshops, meetings and discussions. Some are about improving how we work together and others are about improving the lives and outcomes for children and young people with SEND. Our vision, Living My Best Life, is what we would want for every child or young person in our city.

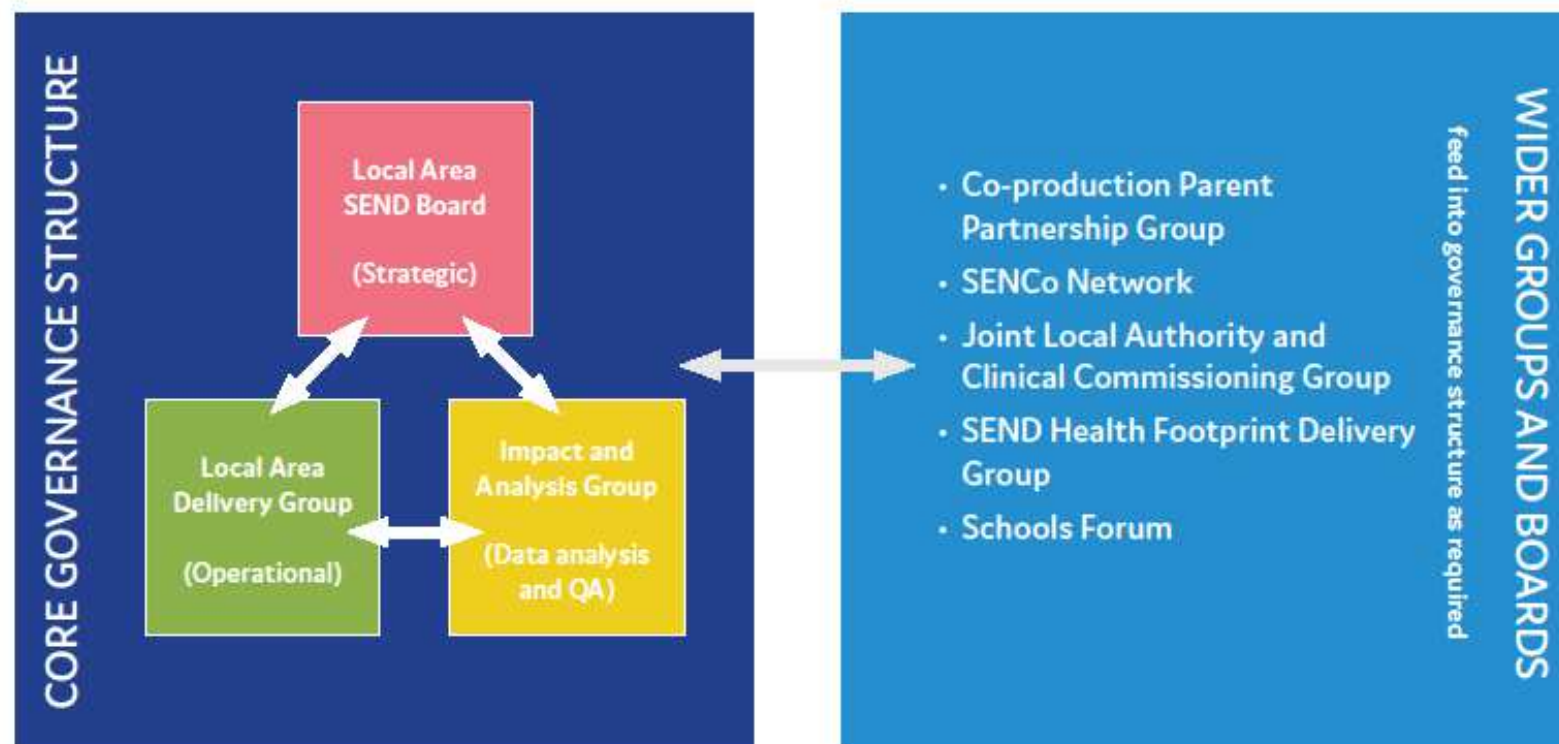




## How are we going to deliver this?

### Robust Local Area SEND Governance

We have established a robust governance structure in which all stakeholders participate as equal partners.



### Commitment to co-production

Co-production is our way of working as a local area that puts children, young people and their families at the centre of all the work we do. It is built on the understanding that everyone is involved, at all possible stages, as equal partners.

It captures and uses the experiences and strengths of children, young people, families, communities and those involved in SEND across the local area, to improve the services they use.

It means developing trust through listening to, working with and valuing each other, as well as understanding and developing services that reflect the journey of those who use them.

The principles embodied in this Charter have been developed in co-production and describe the commitment we have all made as a local area to work together.

To enable us to create strong partnerships everyone is committed to:

- Listening and allowing all voices to be heard
- Respecting opinions and valuing all contributions
- Being open minded and learning from each other
- Taking responsibility for how we work together and supporting each other to understand the approach.

All partners collaborate and work jointly at the earliest possible stages to achieve shared outcomes.

We embed co-production by pushing the boundaries of our traditional ways of working together, acknowledging that the decisions and outcomes will be better as they are made by all partners, as equals.

The full document can be found at on the Local Offer website. If you would like to get involved in Local Area SEND development please contact [paula.nightingale@derby.co.uk](mailto:paula.nightingale@derby.co.uk).

### Joint action planning for effective service delivery

This strategy will build on the Derby City Local Area SEND Written Statement of Action through development of a co-produced Local Area SEND strategic action plan for 2020-2023. Further details on this will be published in due course.

### Effective communications and engagement

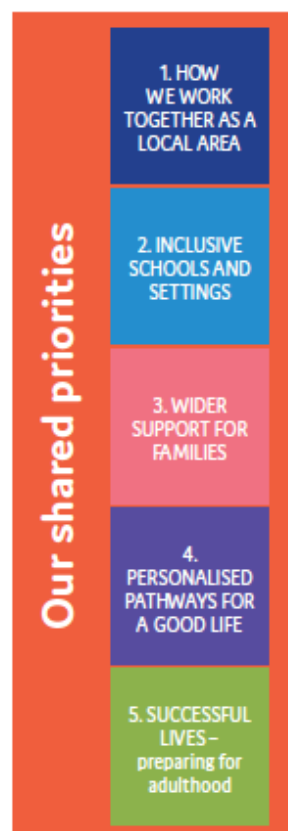
This is essential to meeting our aspirations for children, young people and families with SEND. This is being developed as part of our work on the Written Statement of Action and we will continue to develop this framework as part of our commitment to ongoing continual improvement.

### Data monitoring and quality assurance

In developing this strategy we have scrutinised key data, including our Joint Strategic Needs Assessment (JSNA) and SENz, and sought the views of our stakeholders to identify the areas of need within Derby City. These are autism, moderate learning difficulties, speech, language and communication difficulties and social, emotional mental health. The Impact and Analysis Group, within the governance structure, has been established to ensure that Local Area data is reviewed continually, including high level outcomes in health, education and social care, so that positive impact is made in these key areas alongside effective implementation of this strategy. A Local Area SEND performance and quality dashboard and a quality assurance framework are already under development to ensure we are measuring and monitoring the impact of our work.



## How will we know we are making a difference?



There is **clear evidence** that:

- Stakeholders are participating in Local Area SEND boards and groups as equal partners.
- There is continued development of the graduated approach and embedding of the best international practice in the education system.
- There is a choice of accessible communication for all.
- There are integrated pathways for education, health and social care.
- Preparing for Adulthood outcomes are focussed on person centred reviews from year 9 onwards.
- Careers information and guidance supports young people with SEND.
- Options for independent living are considered early.

**Stakeholder feedback** tells us that parents, carers and young people feel:

- Respected as Experts by Experience and that they are equal partners in Local Area SEND.
- Their needs are recognised early as possible and they are being treated as individuals.
- Support is offered to meet needs in the mainstream school or setting and the services work for the whole family close to home.
- Supported through advocacy, focussed on supporting the whole family, sibling groups and friendship groups for young people.
- Barriers to learning are removed wherever possible.
- They are having a good life.
- They are supported to manage their own health as they move into adulthood.
- They have the careers information they need at the right time.
- They are prepared for living independently.
- They are supported in the areas of friendships, relationships and community inclusion.

Our key **SEND performance data** will show improvement, progressing in line with or exceeding other national and comparator authority statistics.

Our **quality assurance framework and processes** demonstrate our services and support meets statutory requirements and is of the highest standard possible.





## What is next for Derby City Local Area SEND?

As a Local Area we will work together to create and deliver a Local Area SEND strategic action plan for 2020-2023 to ensure we can deliver our ambitious plans to continue to improve outcomes for children, young people and families with SEND in Derby City.



What I love about going to school in Derby is...



## With special thanks to

Children, young people and families, education providers and settings, further education providers, alternative provisions, wider voluntary and community sector supporters and health and social care commissioners, providers and practitioners.





LIVING MY  
BEST LIFE





### Further support

As part of our Local Area commitment to co-production we all want to ensure the approach is working positively for the children, young people and families that we support.

As a result Derby City Council is proud to be the central contact point for Local Area co-production and encourage any partner with queries or concerns about this way of working to get in touch with us via [local.offer@derby.gov.uk](mailto:local.offer@derby.gov.uk)

# Special Educational Needs Co-Production Charter for Derby City

This Charter sets out how we will make better decisions by working together, in genuine partnership.

For more information please go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)



## Our vision: working in co-production

*"If we work together, **anything** is possible"* - Shakil, St Giles School

Co-production is our way of working as a local area that puts children, young people and their families at the centre of all the work we do. It is built on the understanding that everyone works together on an equal basis to create a service or come to a decision that works for us all.

It captures and uses the experiences and strengths of children, young people, families, communities and those involved in SEND across the local area, to improve the services they use.

It means developing **trust** through **listening** to, working with and **valuing** each other, as well as understanding and developing services that reflect the journey of those who use them.

The principles embodied in this Charter have been developed in co-production and describe the commitment we have all made as a local area to work together.

To enable us to create strong partnerships everyone is committed to:

- **Listening** and allowing all voices to be heard
- **Respecting** opinions and valuing all contributions
- Being open minded and **learning** from each other
- **Taking responsibility** for how we work together and supporting each other to understand the approach.

All partners collaborate and work jointly at the earliest possible stages to achieve shared outcomes.

We embed co-production by pushing the boundaries of our traditional ways of working together, acknowledging that the decisions and outcomes will be better as they are made by all partners, as equals.

## Our pledge

When co-producing improvements and developments to our SEND services we pledge to:

### Honesty, transparency and accountability



- Jointly identify a clear purpose about what we want to do/achieve and why.
- Be accountable and take responsibility for our decisions and how we work together.
- Be honest and transparent with our partners about what can/cannot be delivered and changed, and the reasons for this.

### Working in partnership, valuing everyone equally



- Make sure that everyone has the opportunity to contribute, can have a voice that is listened to and represents the full diversity of our community.
- Recognise all partners as equal, including children and young people and their parents
- Make partnership working part of our DNA so we bring partners together to shape work and developments at the earliest possible stage.

### Respect, recognition and understanding



- Respect children and young people as individuals and ensure that they are always at the centre of any decisions that impact on their lives and outcomes.
- Respect all partners, for the different and unique experiences skills and knowledge they can contribute and the equally important roles they play.
- Recognise that everyone wants the best outcomes possible, that we all care and we want to make a positive difference through what we do.
- Embrace other people's roles, responsibilities and pressures and support each other to understand these differences.

### Communication



- Keep all partners updated about changes that may impact them, as soon as possible.
- Make sure all voices can be heard and that partners are updated as to what has and hasn't changed as a result of their contribution
- Communicate all key messages in ways, and in language, that works for all those involved.

### Focussing on Strengths



- Focus on finding achievable solutions, not dwelling on the problems and working together to solve the issues.
- Start every piece of work/process with open minds and "can-do" attitudes to generate positivity around the work.
- Regularly communicate positive messages about progress being made to help boost morale and increase aspirations across the local area.

### Accessibility



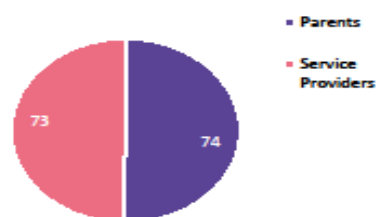
- Consider everyone's availability and accessibility when we plan and work together.
- Use methods and processes that can be accessed by, and tailored to, the needs of children, young people and families, being respectful of different ages, needs, abilities and understanding.
- Adapt ways of working to the children and young people, parents and carers we work with, not expecting children and young people to adapt to our systems.

# CALL FOR VIEWS SUMMARY

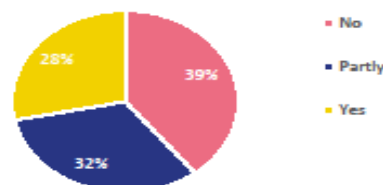


## OVERVIEW

Responses by source



Do you feel your child is getting all of the support in school/education that they need?

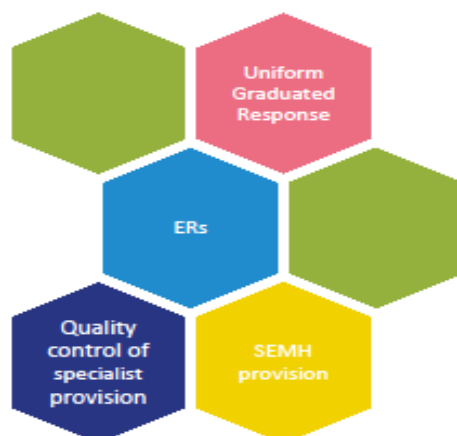


Total 147 responses

Do you feel that you get all of the support that you need as a parent/carer to help your child through their education?

60% responded 'No'

## EMERGING NEEDS



What additional support is needed?

- One to one
- EHCP
- Emotional support
- Neuro development assessment
- Extra curricula activities
- Dyslexia support & software
- Diagnosis
- Help with hygiene, food, sleeping issues
- Specialist teachers for autism and learning disabilities
- Clinical psychology
- Counselling
- Graduated approach
- Extra learning
- Help at home
- Being listened to, being understood- taken seriously
- Uniform support for all families
- Funding
- Support and CPD for SENCOS

"My child gets good support from school, but speech and language support is non-existent."







### What kind of support do schools require to better support the graduated response?

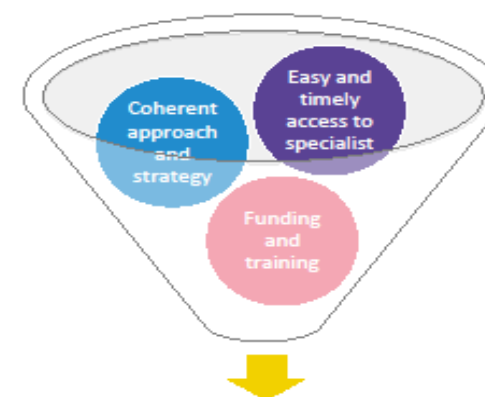
- Resources to fund assessments, specialist advice interventions required
- Financial support
- Funding for students who require more support - not just those with EHCPs
- Specialist knowledge, current working practice models sourced by specialist or enhanced provisions
- More specialist support services.
- parents are really struggling to get the support and advice they need for GR and EHCP.
- A clear strategy that provides capacity with strong leadership below the director to make matters happen.
- Structure, of a policy from the LA
- Systems in Derby - they feel archaic and like road stops.
- Cultural change. Schools do not make children with SEND welcome
- support from the right professionals for children- there is little access to professionals-
- More support from educational psychologists, more training specifically around ASD strategies
- In depth help (up to date information in a manual/regular training) of how to be a SENCo
- SENCOs are not Paediatricians, School Nurses, Educational or Clinical Psychologists, social workers, counsellors, GPs, Physios etc
- Quicker turn-around times for applications and updates
- Better knowledge of which services, resources and strategies can be accessed to support and enhance pupils learning and access to the curriculum, including SEMH
- All staff need to be well informed
- More staff and better facilities to ensure that children with SEND within mainstream school do not miss out
- Consistent systems and procedures across different schools/settings
- Training- particularly Wave 1 and Wave 2
- Training and resources to build expertise and confidence
- Increased availability for behavioural support.
- much clearer and more understandable offer for children and young people with severe communication difficulties such as Autism Spectrum Disorder
- More efficient communication from those professionals working within the Local Authority.
- A more coherent and joined-up approach
- specialist support that is free or low cost
- The graduated response is a good tool if used properly.

"Mixed depending on the interest of the Teacher."

"Graduated response or SEN support is not personalised to meet my son's needs."

"My son has a fantastic experience in his mainstream secondary placement."

### Themes



**Schools better able to support the Graduated Response**





"Positive in current placement where child is well supported."

"It's been traumatic and caused mental health issues before both attended a specialist school."

"Since my son has been attending special school it's positive."

#### What are your views on enhanced resource units/bases?

Parents and professionals are overwhelmingly behind Enhanced Resource units/bases.

- 'Essential to support the increasing level of children with additional needs in Derby'
- More are needed across the city
- Quality is variable

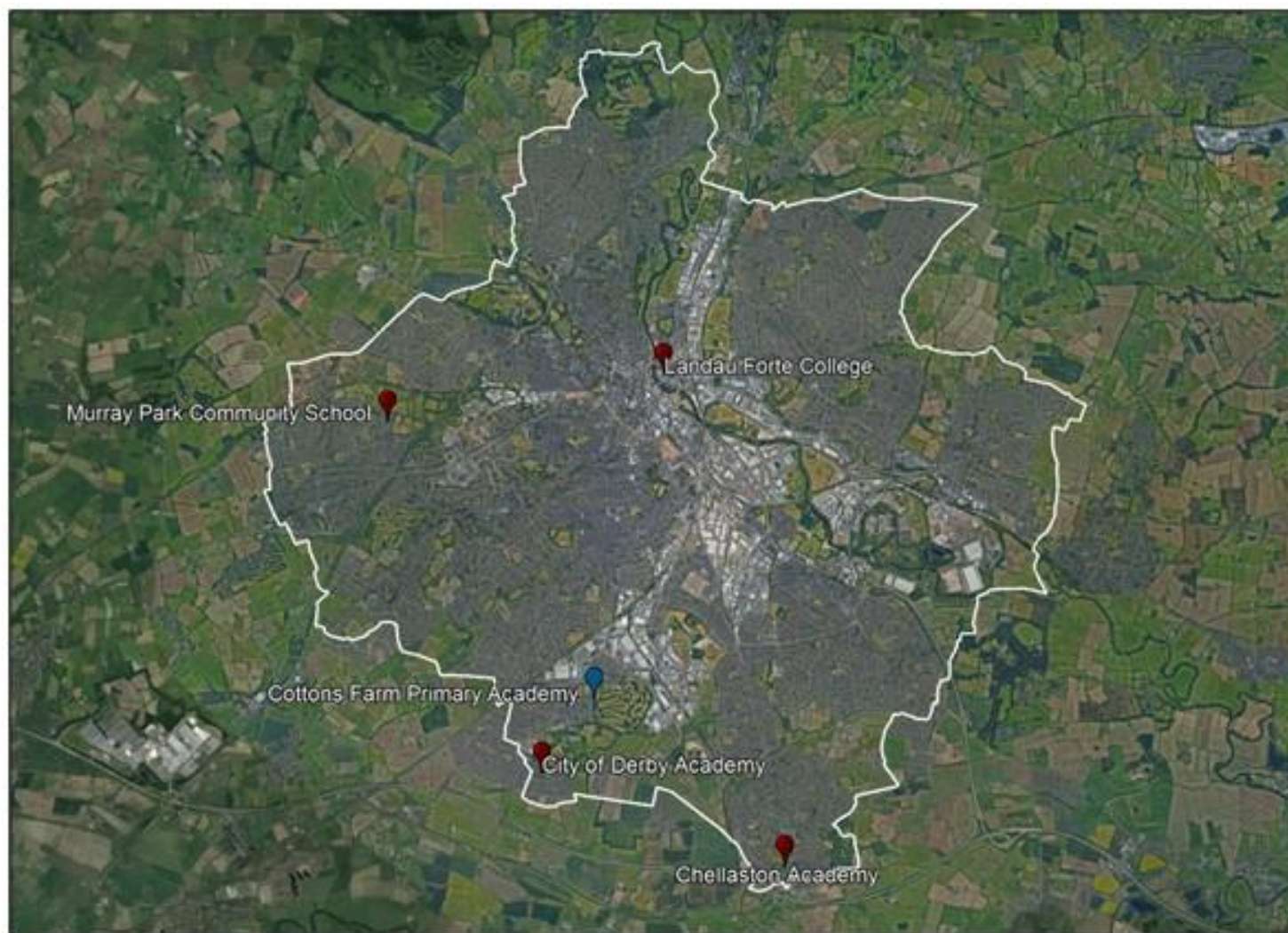
#### What would the city need to offer to keep more children in our local provision?

- Create new enhanced resources in the city
- Better access to SALT, OT and clinical psychology
- More focus on social emotional mental health
- Ensure 'the right child is in the right school'- don't send to ERs if they should be in special
- Monitoring of ERs
- More flexible placements options; part-time, dual, period of time
- Bespoke packages including enrichment such as Forest School
- Less focus on qualification and more on independence and life skills

#### NEXT STEPS

- Prepare a full consultation to be launched April 2021





**Key**

Blue – Primary Schools

Red – Secondary Schools

# Draft Send consultation 2021

## Summary of Results

### V1.1 Draft

## Background

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In Derby we believe in working together, in coproduction, to improve our special educational needs and disabilities (SEND) services. We have worked with parent representatives, partners and headteachers to co-produce a series of proposals which will help to improve both mainstream and specialist provision for children and young people with SEND.

In December 2020 we asked people for their views on SEND services in Derby. This was called a 'Call for Views'.

People told us in the Call for Views that they would like us:

1. to strengthen the support that is provided through the ['graduated response'](#).
2. to support children with SEND earlier in their lives to reduce the need for specialist support later on
3. to provide more Enhanced Resource places in mainstream schools across the city.
4. to provide more support for children and young people with social, emotional, and mental health needs
5. to quality assure the specialist schools and settings that we have in Derby, and those we use outside of the city

## Our proposals

We have **£8.882m** of SEND capital funding available for us to invest in developing our SEND provision across Derby.

The key proposals are:

**Primary Provision** - A new 'Primary Inclusion Hub' proposed at Cotton's Farm Primary School.

**Secondary Specialist Provision** - Improve our secondary specialist provision at St Clare's School.

**Improved provision in mainstream secondary schools** - Subject to available funding, once the scale of the St Clare's scheme has been agreed, the proposal is to establish a vastly increased offer of enhanced resource bases within schools across the city.

Respondents were asked what they thought about these proposals.

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## Methodology

A 12 -week consultation period was undertaken from 20 October 2021 until 12 January 2022. The consultation was supported by an online and paper-based survey. The survey was promoted online, through our SEND governance groups, school email group, and via the local offer website, Facebook group, and newsletter. Individual meetings were held with key stakeholders as and when requested to support the understanding of the proposals.

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## Data in the report

Data from the closed questions is presented in the report as a % score, where the data is rounded up or down to the nearest whole percentage point, therefore the results may on occasion add up to 99% or 101%. If a table or chart does not match exactly to the text in the report this occurs due to the rounding up or down when responses are combined. Results that differ in this way should not have a variance that is any larger than 1%.

When reading the data, please note that there is a total number against all charts and tables; this is the valid response meaning that the results are based on all respondents giving a valid answer to a question.

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## About those taking part

**212** individuals gave their view through a survey.

**85.1%** of respondents were women/girls

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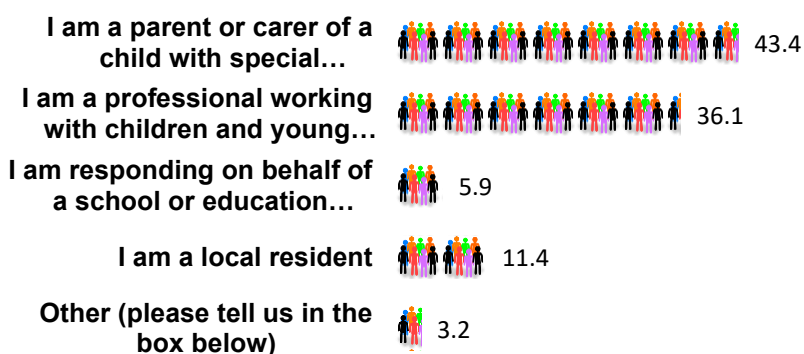
## How are you responding to this survey?

Respondents were asked how they were responding to the consultation.

Just under half of respondents were parents or carers (43.3%).

Around a third of respondents (36.1%) were professionals working with children or young people 3.2% said 'other' (seven responses). Respondents who said 'other' were family or friends of someone with special educational needs or local residents.

**Chart 1 - How are you responding to this survey? (Percentage of respondents)**



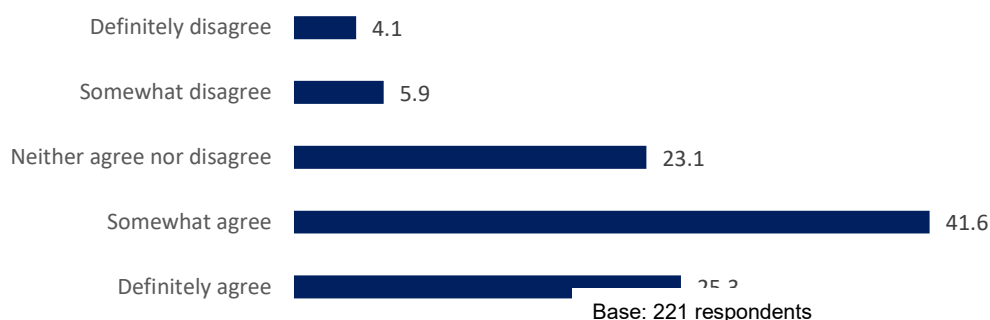
## The extent respondents agree/disagree with proposal for Cottons Farm Primary Academy,

Respondents were asked their views on the proposals to develop a primary 'Inclusion Hub' at Cottons Farm.

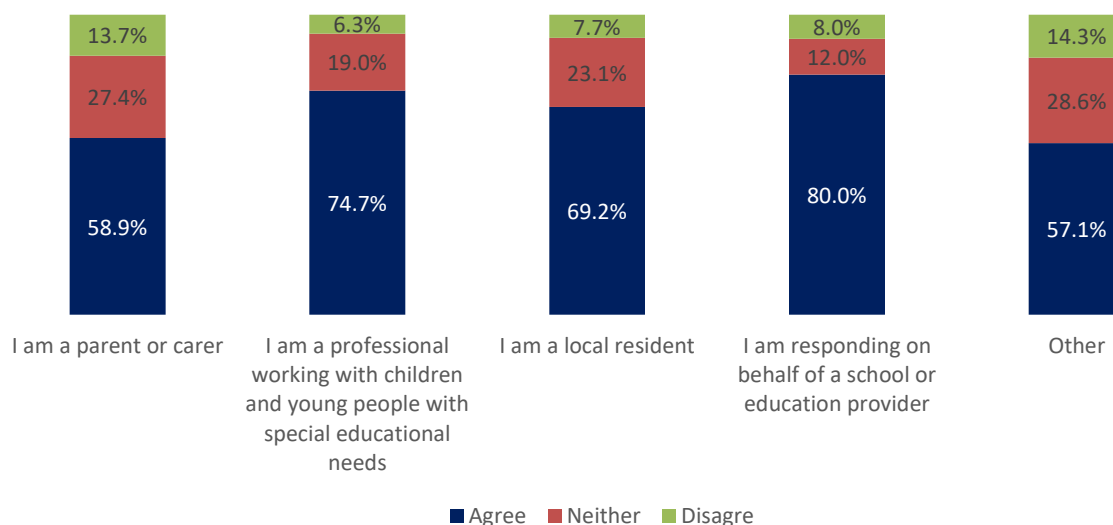
The majority of respondents agreed (66.9%) with the proposals (Chart 2). Around a quarter (23.1%) neither agreed nor disagreed.

Chart 3 shows the levels of agreement from the different types of respondents. Respondents from school or educational provider were more likely to agree with the proposals (80%). The lowest level of agreement was from those who said 'other' (57.1%) and parent and carers (58.9%). Both of these had around a quarter of respondents who neither agreed nor disagreed with the proposals.

**Chart 2 - To what extent do you agree or disagree with our proposals to develop SEND provision for Cottons Farm Primary Academy? (%)**



**Chart 3 - Agreement levels by how responding**




Base: 221 respondents

## Concerns about the proposals for Cotton's Farm Primary Academy

Respondents who disagreed with the proposals for Cotton's Farm Primary Academy were asked for further comment. Comments touched on multiple themes and therefore may have been coded in more than one theme. Respondents made 21 comments relating to why they disagreed with the proposals for Cotton's Farm Primary.

**Table 1 – Respondents who said 'disagree'**

	Theme	No. of responses
 Other comments	Other schools or not in this school	5
	Location	5
	Comments on wider work with diagnosis or outside of the school setting	4
	Questions	3
	Increase numbers on the roll	3
	Concerns about exclusion	2
	The importance of mainstream education	1
<b>Total</b>		<b>21</b>

The respondents made a range of comments on these proposals, five comments mentioned the needs of other schools.

***"No other schools have been consulted for this, even though schools have expressed a strong interest in an area with high needs"***

Location of the proposed school was also mentioned five times.

***"Rationale for the location seems to be because the school is new and has space rather than where the greatest need is. There is significant need (possibly higher than in Sin fin) for greater special needs in inner city derby (Normanton / Pear Tree) investing properly to support the local schools in this area would be a better solution"***

Some respondents felt there were other options for the funding like helping with diagnostics or support outside of school (four comments).

***"It's in a single location which may be difficult to access for those without transport, I think it would be better spent on at home help, such as autism outreach schemes. It also says it's to help with diagnosis etc, however I think support is needed more for those with more severe disabilities who were diagnosed at a younger age who can't communicate etc, and whose parents are massively struggling."***



Respondents also raised questions about the proposals (three comments), inclusion (two comments) and about the importance of mainstream education (one comment.)

**The extent respondents agree/disagree with proposal at St Clare’s school**

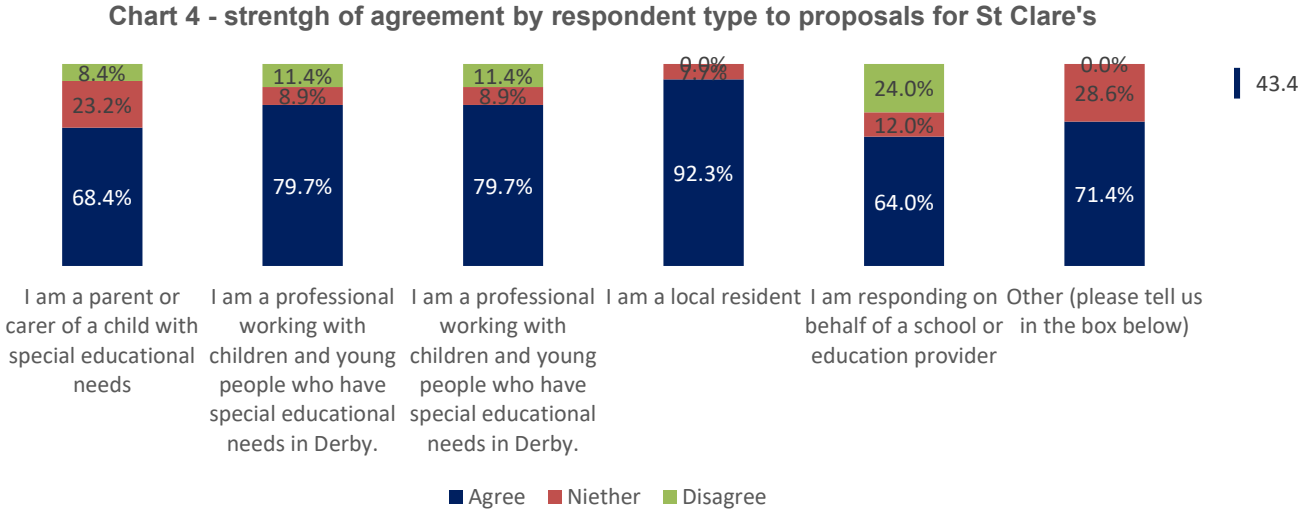
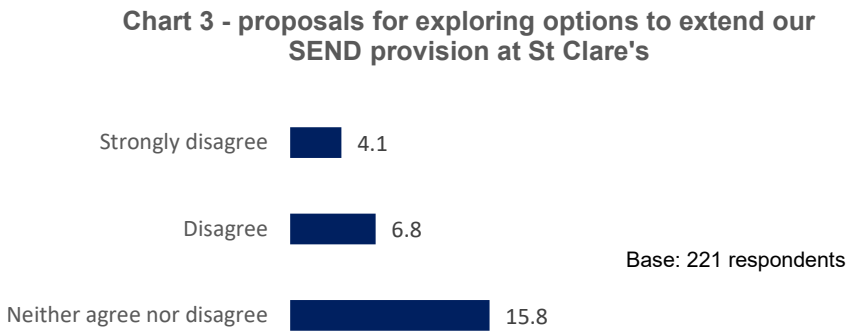
The consultation asked respondents their thoughts on the proposals to improve and increase, secondary specialist provision at St Clare’s School.

Respondents were in general agreement with the proposals with 73.3% of respondents either agreeing or strongly agreeing.

Around 1 in 10 respondents disagreed with the proposals (10.9%).

Those that disagreed were asked for more information (Table 2 on the next page).


Chart 4 shows levels of agreement from the different groups of respondents. Respondents from school or education providers were more likely to disagree (24%) with the proposals.



## Concerns about the proposals for St Clare's School

Respondents who disagreed with the proposals for St Clare's School were asked for further comment. Comments touched on multiple themes and therefore may have been coded in more than one theme. Respondents made 19 comments on these proposals.

**Table 2 – Respondents who said 'disagree'**

	Theme	No. of responses
<b>Do you have any other comments?</b> 	Using the money wider or not having a hub	14
	Other schools	4
	More information	2
	Focus on Primary education	2
	More provision for children with academic ability	2
	Miscellaneous	3
<b>Total</b>		19

14 comments suggested using the money in other settings or not having a hub.

***“The focus could be better placed in creating change for non-specialist settings - even creating enhanced resources to transition CYP into mainstream settings as a transition hub or preparation place would be preferable to more CYP being actively excluded from the schools their siblings and peers may attend. Transition into secondary and a city-wide focus on year 7 improvement / year 9 improvement in reviews and for all who need graduated support and year 11 transition to stop the cliff edge between schools and FE.”***

Four respondents mentioned the needs in other schools.

***“We need more support in mainstream secondary schools for parents who want their children to be included in their local mainstream school. We need to do this by providing more specialist staff so they can train secondary school staff and support those kids with the***



### *most complex needs”*

Further comments included support for academic ability (two comments) more information (two comments), primary education (two comments) and miscellaneous (three comments).

### *“More provision for children with academic ability is required”*

## **Proposals for increased provision in mainstream secondary schools**

Respondents were asked about proposals to increase provision in the following secondary schools.

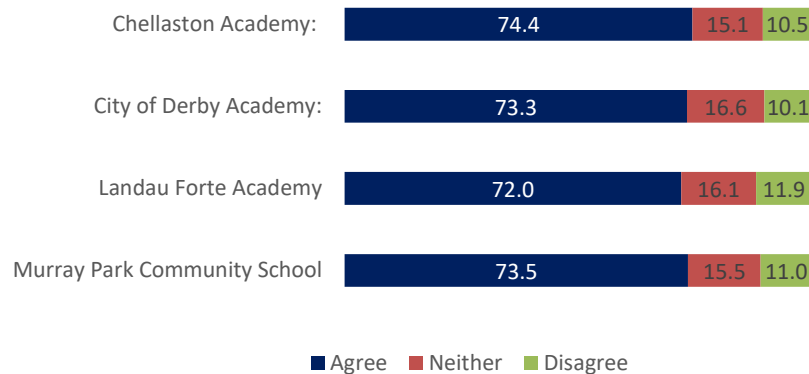
1. Murray Park Community School: 15 places for autism needs with Social Emotional and Mental Health (SEMH) support

2. Landau Forte Academy: 15 places for autism needs with SEMH support

3. City of Derby Academy: 15 places for autism needs with SEMH support

4. Chellaston Academy: 10 places for autism needs with SEMH support.

**Chart 5 - levels of agreement with proposals for enhanced resources**



The Majority of respondents agreed with the proposal for the four schools (Chart 5).

There was very little difference between the agreement levels for the four schools.

The highest level of agreement was with the proposals for Chellaston Academy (74.4%). The lowest level was with the proposals for Landau Forte Academy (72%).

Base: 221 respondents

## **Agreement levels with the proposals by respondent group**

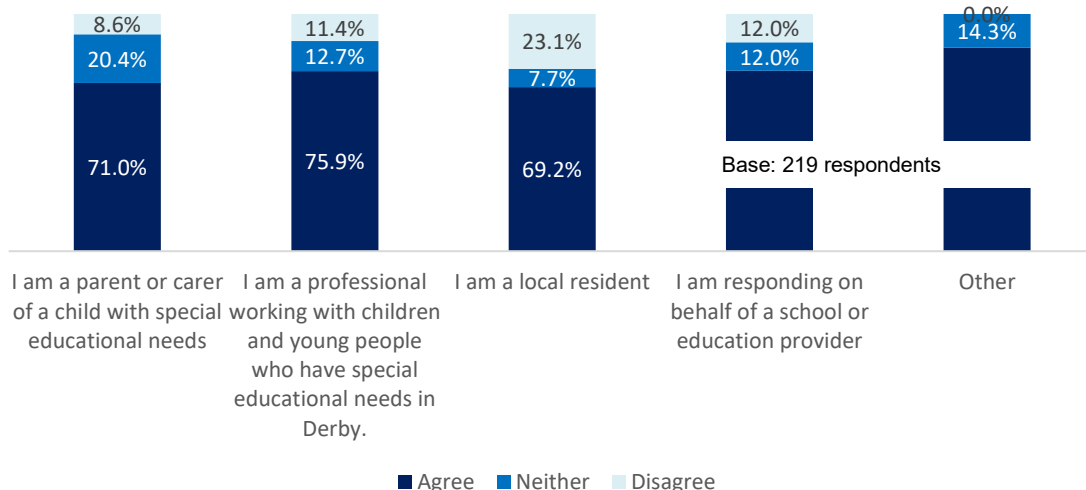
Chart 6, 7, 8 and 9 (below) shows the levels of agreement with the proposals by respondent group.

## Murray Park

Respondents who said 'other' were more likely to agree with the proposals for Murray Park (85.7%).

Local residents were the least likely to agree (69.2%).

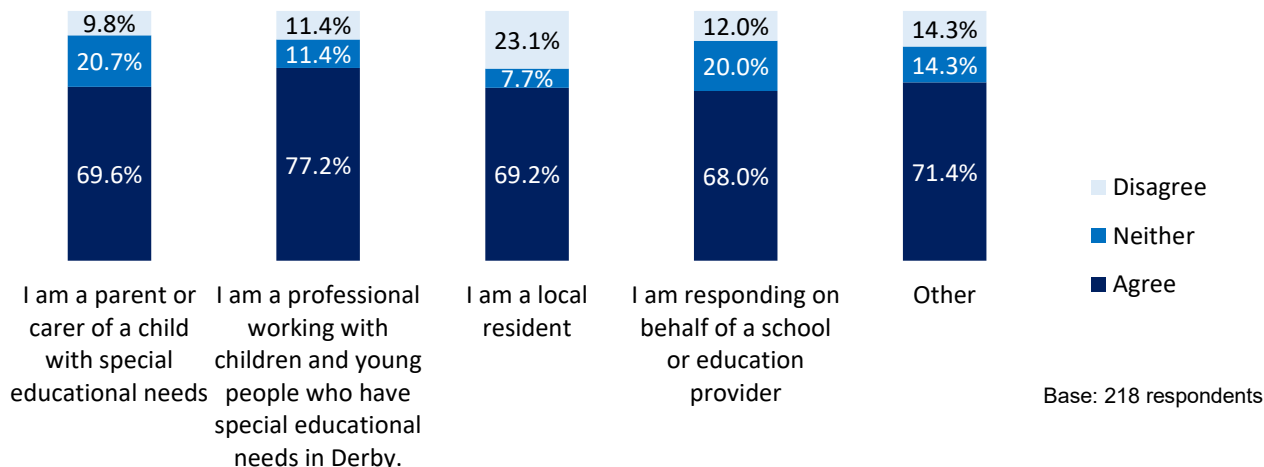
Chart 6 - Murray Park



## Landau Forte Academy

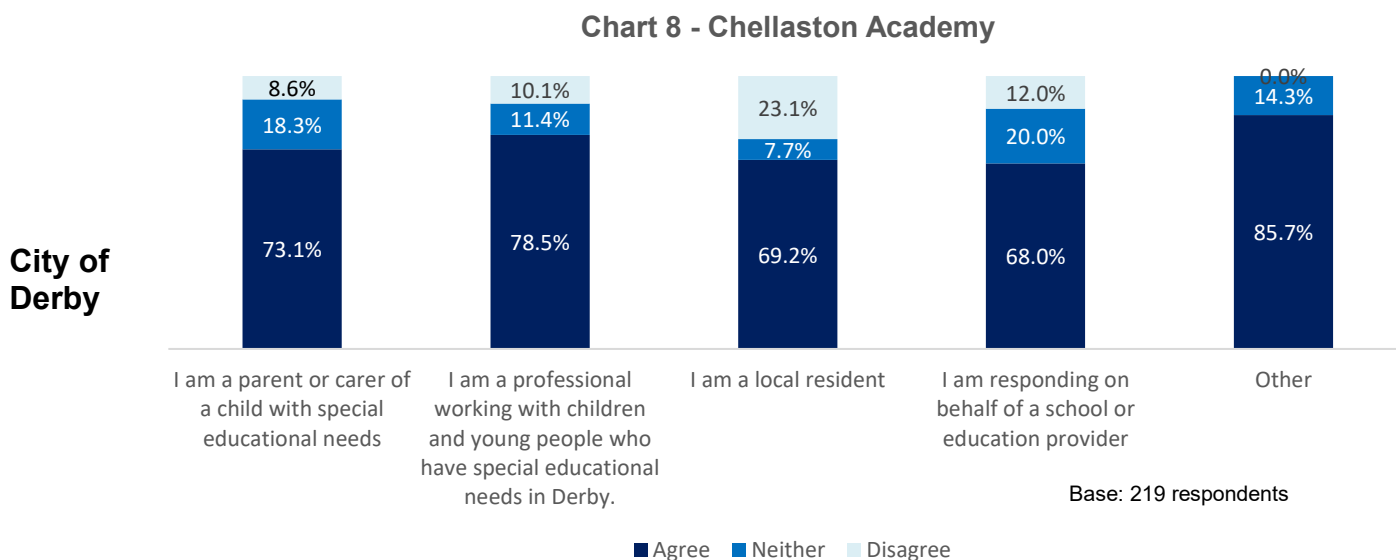
The highest level of agreement with the proposal for Landau Forte Academy was from professionals working with children and young people (77.2% of respondents). Just 68% of respondents from a school or education provider agreed with the proposals.

Chart 7- Landau Forte Academy



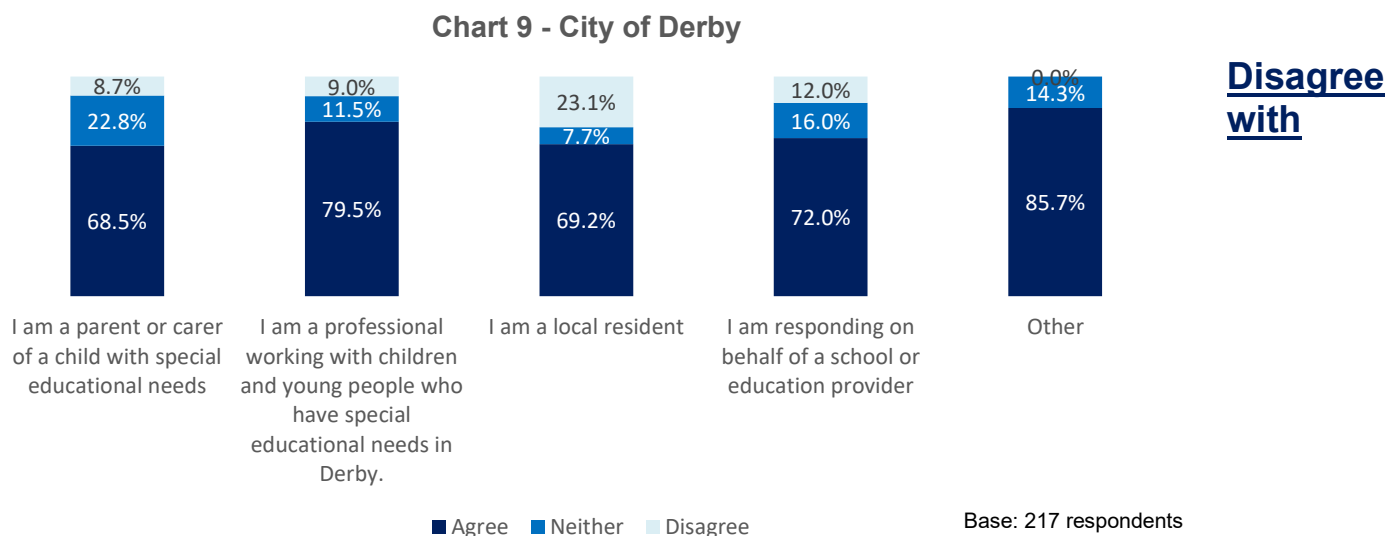
## Chellaston Academy

Chellaston Academy proposals were most likely to be agreed by those who said 'other' (85.7%) and least likely by school or educational provider (68%). Local residents (23.1%) were most likely to disagree with these proposals.



## Academy


The highest level of agreement was from those that identified as 'other' (85.7%) with the proposals for the City of Derby Academy. Parent or carers were least likely to agree (68.5% of respondents). 22.8% of parents or carers neither agreed nor disagreed with the proposals.



## Proposals

Respondents who disagreed with the proposals were asked for further comment. Comments touched on multiple themes and therefore may have been coded in more than one theme. Respondents made 49 comments.

Table 3 – Respondents who said ‘disagree’

	Theme	No. of responses
Comments on 	The role of special schools	12
	Schools not having the needed skills or staffing	7
	Support for students	5
	Definition for SEND	5
	Early Years	4
	Comments on quality	3
	Comments on a school	4
	Concerns over isolation	3
	Location	2
	Miscellaneous	7
<b>Total*</b>		49

Respondents made a range of suggestions and comments in these sections of the consultation. 12 comments related to the importance of the schools being able to cater for young people. For some this was about working together with the schools to ensure the needs of the students were met.

***“I believe that the Special School's need to be more involved in supporting or leading provision within the enhanced resource units working alongside. We need to be sure that students are in the right provision as opposed to schools using these to manage/support students who would just need additional support to remain within their usual classroom.”***

Other suggested that mainstreams schools were not always the best place for providing SEND support.

***“I don't feel that units within mainstream are effective”***

Seven respondents mentioned the importance of schools having the skills or knowledge to deliver the support and education for young people with SEND.

***“The schools have not got the knowledge or expertise for this work and /or they appear not to have bought into the SEND vision. They may also not be geographically well placed.”***

Five respondents talked about the support need for students...

***“My friend has a child here who attends with additional needs and to me they do not adapt enough for them and just exclude them continuously”***

..and...

***“Agree but support needs to enable students to live their best life's and have access the support they need to be successful and be included and integrated where possible with in the mainstream school”***

Five comments talked about the definitions used in the consultation.

***is it only autism that need covering? what about other neurological disorders i.e. FASD, ADHD***


Other comments covered early years (four comments), comments on individual schools (four comments), quality (three comments) isolation (three comments), location (two comments) and miscellaneous comments (seven comments)

***All of these projects in principle are great ideas however to be successful they must accommodate new children not existing ones already in the school. This is not explicitly clear in the proposal.***

## Other comments

99 comments were made in the final section of the consultation. As with previous sections comments were coded into themes (Table 4 below)

**Table 4 – Other comments.**

	Theme	No. of responses
<p>Do you have any other comments?</p> 	Investment	19
	Other schools	18
	Early years or post 16 education	15
	Skills and experience of staff	15
	Suggestion's ideas questions	14
	Primary schools	11
	Secondary school	7
	Special schools	7
	EHCP	6
	Comments on the consultation process	4
	St Clare's	2
	Inclusion	2
	Miscellaneous	5
<b>Total</b>		99

## Investment

19 comments talked about the need for investment, this was often the need for wider investment in SEND provision and investment in the whole of the schooling system.

*“I would like to see much, much more SEND support and funding in mainstream schools: My child in special school gets great provision with good funding levels for their place, whereas the one in mainstream, despite having an EHCP, really doesn't have enough funding allocated to make the adjustments they need to get a really suitable education. There are so many children in mainstream schools with unidentified needs due to school staff being overworked and just not having time or training to spot every child's difficulty unless parents are able to do a lot of legwork getting assessments and filling in forms. This means many of our most vulnerable children in mainstream schools don't have their SEND appropriately identified and supported. Please provide better funding to mainstream schools, including to identify children with additional needs”*

Some comments asked for more funding in other areas.

*need to look at the whole provision not just one school to be rebuilt. some staff / schools are not very good at awareness and providing support so should this be done first ? Speed up the EHCP process would be another improvement*  
“

## Other schools

The need to consider other schools in any proposals was mentioned 18 times by respondents....

*“Yes, ALL secondary schools need better SEND provision provided by FULLY QUALIFIED staff who ideally care for SEN children of their own”*

..and..

*“Think that it should be used for improvement in all mainstream schools to support mental health of send children. I feel like the system is letting down my asd child”*

## Early Years and post-16 education

Early years and post-16 education was mentioned 15 times by respondents. Comments talked about the wider need for support for children and young people with SEND.

*“Where is the capital support for the post 16 providers in the city?  
All students will progress into 6th forms or FE. There has been no capital investment by the LA for many years - the creation of T2 was effective - but the provision is tiny and selective. Meaning CYP in our city are becoming NEET as Independent Training providers and FE Colleges have no capital income to develop provision for themselves - HELP!”*

And for early years...

*“I would like to see even more inclusive provision. In our early years setting we work hard for all our children to be included in every area of learning. We are one big family, learning and exploring together. We often hear these changes when school begins and families we worked so hard to include*

*begin to feel excluded and their experiences become more limited”*

## Experience and skills

15 comments mentioned the need for experience and skills to be developed within the sector.

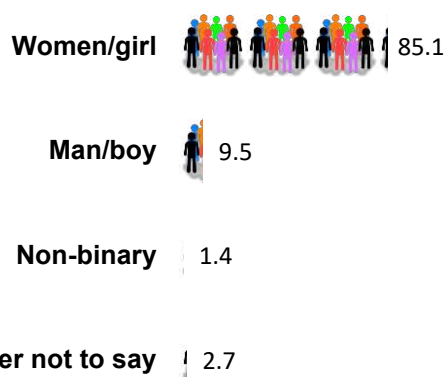
*“Expanding school provision for autistic kids is a good idea but who will train the teachers and set up the units?”*

Other comments mentioned suggestions or questions (14) primary schools (11 comments) secondary schools (seven comments) special schools (seven comments) EHCP (six comments) consultation process (two comments) inclusion (two comments) St Clare’s (two comments) miscellaneous (five comments)

## Who took part?

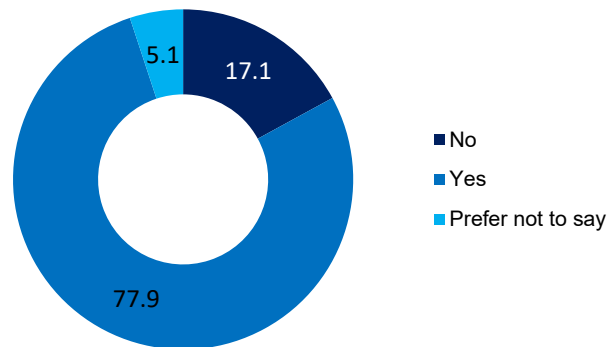
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**Chart 10- gender of respondents**



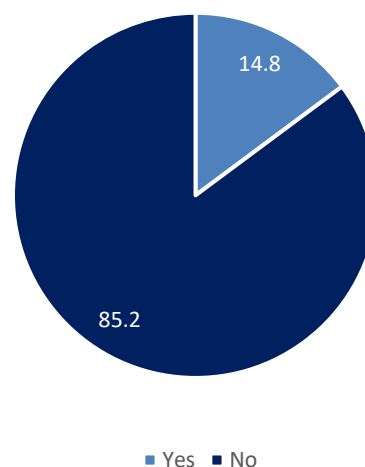
Base: 214 respondents

**Chart 11- identify as a different gender**



Base: 217 respondents

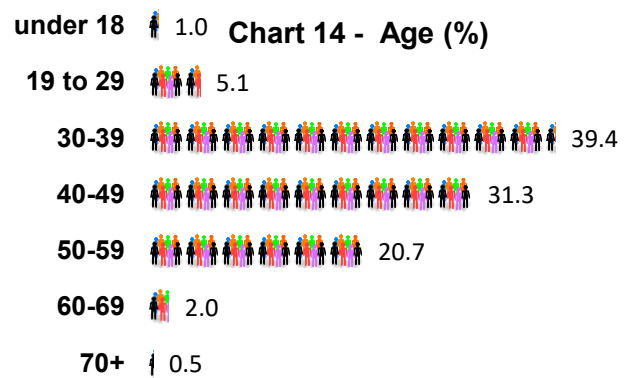
**Chart 13 -Do you consider yourself to be a disabled person?**



Base: 209 respondents



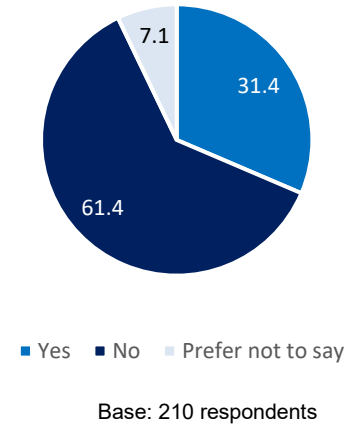
Chart 12 - I consider myself to be... Please select one option only		%
heterosexual/straight	185	86.4
bisexual	7	3.3
a gay man	2	0.9
a gay woman/lesbian	2	0.9
Other	3	1.4
Prefer not to say	15	7
	214	



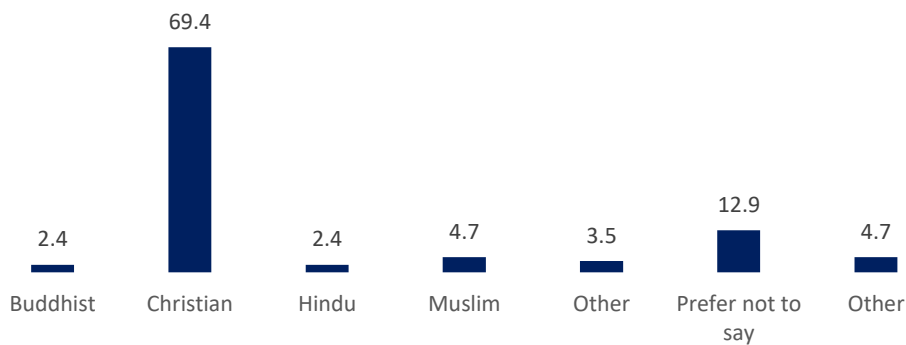
Base: 198 respondents

<b>Table 14 – Ethnicity</b>	<b>Number</b>	<b>%</b>
Asian or Asian British – Indian	7	3.3
Asian or Asian British – Pakistani	3	1.4
Black or Black British – African	2	0.9
Any other Black background	1	0.5
Dual Heritage - White and Black Caribbean	1	0.5
Dual Heritage - White and Asian	2	0.9
Any other Dual Heritage background	2	0.9
White - English / Welsh / Scottish / Northern Irish / British	181	84.6
White – Irish	3	1.4
White - Gypsy or Irish Traveller	2	0.9
Any other White background	4	1.9
Any other ethnic group	2	0.9
If you answered 'other' to any of the answers above, please use the box below to tell us more	4	1.9
<b>Total</b>	<b>214</b>	<b>100.0</b>

**Chart 16 - Do you have any religious beliefs?**



**Chart 17 - religion**



Base: 85 respondents

## Data Tables

**Table 1: Please tell us how you are responding to this survey?**

	No. of Responses	%
I am a parent or carer of a child with special educational needs	95	43.4
I am a professional working with children and young people who have special educational needs in Derby.	79	36.1
I am a local resident	13	5.9
I am responding on behalf of a school or education provider	25	11.4
Other (please tell us in the box below)	7	3.2
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Table 2: Table 2: To what extent do you agree or disagree with our proposals to develop SEND provision for Cottons Farm Primary Academy?**

	No. of Responses	%
Definitely agree	56	25.3
Somewhat agree	92	41.6
Neither agree nor disagree	51	23.1
Somewhat disagree	13	5.9
Definitely disagree	9	4.1
<b>Total</b>	<b>221</b>	<b>100.0</b>

**Table 3: To what extent do you agree or disagree with our proposals for exploring options to extend our SEND provision at St Clare's**

	No. of Responses	%
Strongly agree	96	43.4
Agree	66	29.9
Neither agree nor disagree	35	15.8
Disagree	15	6.8
Strongly disagree	9	4.1
<b>Total</b>	<b>221</b>	<b>100.0</b>

**Table 4: To what extent do you agree or disagree with the proposals for Murray Park Community School: 15 places for autism needs with Social Emotional and Mental Health (SEMH) support**

	No. of Responses	%
Strongly agree	98	44.7
Agree	63	28.8
Neither agree nor disagree	34	15.5
Disagree	10	4.6
Strongly disagree	14	6.4
<b>Total</b>	<b>219</b>	<b>100.0</b>

**Table 5: To what extent do you agree or disagree with the proposals for the following schools? Landau Forte Academy: 15 places for autism needs with SEMH support**

	No. of Responses	&
Strongly agree	97	44.5
Agree	60	27.5
Neither agree nor disagree	35	16.1
Disagree	7	3.2
Strongly disagree	19	8.7
<b>Total</b>	<b>218</b>	<b>100.0</b>

**Table 6: To what extent do you agree or disagree with the proposals for the following schools? Chellaston Academy: 10 places for autism needs with SEMH support**

	No. of Responses	&
Strongly agree	101	46.1
Agree	62	28.3
Neither agree nor disagree	33	15.1
Disagree	10	4.6
Strongly disagree	13	5.9
<b>Total</b>	<b>219</b>	<b>100</b>

**Table 7: To what extent do you agree or disagree with the proposals for the following schools? City of Derby Academy: 15 places for autism needs with SEMH support**

	No. of Responses	&
Strongly agree	96	44.2
Agree	63	29.0
Neither agree nor disagree	36	16.6
Disagree	8	3.7
Strongly disagree	14	6.5
<b>Total</b>	<b>217</b>	<b>100</b>

**Table 8: Are you...\***

	No. of Responses	%
Woman/girl	188	85.1
Man/boy	21	9.5
Non-binary	3	1.4
Prefer not to say	6	2.7
In another way	0	0.0
<b>Total</b>	<b>218</b>	<b>100.0</b>

\*Multiple choice question so answers may not add up to 100\*

**Table 9: Do you identify as a gender other than what you were assigned at birth?**

	No. of Responses	%
Yes	37	17.1
No	169	77.9
Prefer not to say	11	5.1
<b>Total</b>	<b>217</b>	<b>100.0</b>

**Table 10: Table: I consider myself to be...**

	No. of Responses	%
heterosexual/straight	185	86.4
Bisexual	7	3.3
a gay man	2	0.9
a gay woman/lesbian	2	0.9
Other	3	1.4
Prefer not to say	15	7.0
<b>Total</b>	<b>214</b>	<b>100.0</b>

**Table 11: Do you consider yourself to be a disabled person?**

	No. of Responses	%
Yes	31	14.8
No	178	85.2
<b>Total</b>	<b>209</b>	<b>100.0</b>

**Table 12: What was your age on your last birthday?**

	No. of Responses	%
0-19	2	1.0
20-29	10	5.1
30-39	78	39.4
40-49	62	31.3
50-59	41	20.7
60-69	4	2.0
70+	1	0.5
<b>Total</b>	<b>198</b>	<b>100.0</b>

**Table 13: To which group do you consider you belong?**

	No. of Responses	%
Asian or Asian British – Indian	7	3.3
Asian or Asian British – Pakistani	3	1.4
Black or Black British – African	2	0.9
Any other Black background	1	0.5
Dual Heritage - White and Black Caribbean	1	0.5
Dual Heritage - White and Asian	2	0.9
Any other Dual Heritage background	2	0.9
White - English / Welsh / Scottish / Northern Irish / British	181	84.6
White – Irish	3	1.4
White - Gypsy or Irish Traveller	2	0.9
Any other White background	4	1.9
Any other ethnic group	2	0.9
If you answered 'other' to any of the answers above, please use the box below to tell us more	4	1.9
<b>Total</b>	<b>214</b>	<b>100.0</b>

**Table 14: Do you have any religious beliefs?**

	No. of Responses	%
Yes	66	31.4
No	129	61.4
Prefer not to say	15	7.1
<b>Total</b>	<b>210</b>	<b>100</b>

**Table 15: If yes, to which religion do you belong?**

	No. of Responses	%
Buddhist	2	2.4
Christian	59	69.4
Hindu	2	2.4
Jewish	4	4.7
Muslim	3	3.5
Sikh	11	12.9
Other	4	4.7
Prefer not to say		
<b>Total</b>	<b>85</b>	<b>100</b>



## SEND Capital Summary – May 2022

The Council's approved Capital Programme currently contains provision for £8,398,939 in capital funding identified for projects emerging from the Council and Local Area SEND Strategy. This consists of £5,432,271 in Basic Need funding, £1,401,408 in DfE Special Provision Capital Funding and £1,565,260 in previously announced DfE High Needs Provision Capital Funding, as set out below:

<b>Current approved capital programme</b>	<b>2022/23</b>	<b>2023/24</b>	<b>Total</b>
Remaining Basic Need funding committed to SEND projects.	£833,679	£4,598,592	<b>£5,432,271</b>
DfE Special Provision Capital Grant.	£0	1,401,408	<b>£1,401,408</b>
DfE High Needs Provision Capital Funding.	£0	1,565,260	<b>£1,565,260</b>
<b>Subtotal of existing approved capital programme</b>	<b>£833,679</b>	<b>£7,565,260</b>	<b>£8,398,939</b>

Following the DfE announcement on the 29<sup>th</sup> March 2022, Derby City has also been allocated a further £9,103,692 in DfE High Needs Provision Capital funding between 2022/23 and 2023/24, as set out below. It will be necessary to add this funding to the capital programme at a later stage, once expected phasing of capital expenditure has been considered.

<b>Additional allocations</b>	<b>2022/23</b>	<b>2023/24</b>	<b>Total</b>
Additional DfE High Needs Provision Capital Allocations announced 29th March 2022, to be added to the Capital Programme at a later stage once phasing has been considered.	£4,787,919	£4,315,773	<b>£9,103,692</b>

Subject to consideration of the phasing of the additional DfE High Needs Provision Capital Funding, this provides the Council with a total capital budget of £17,502,631, as set out below, for schemes emerging from the SEND Strategy:

<b>Total</b>	<b>Total Available (subject to phasing)</b>			<b>Total</b>
	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	
Total combined funding available, subject to phasing of additional DfE High Needs Provision Capital funding announced 29th March 2022	<b>£5,621,598</b>	<b>£11,881,033</b>	<b>£0</b>	<b>£17,502,631</b>

DERBY CITY COUNCIL capital programme 2022 - 2023

Feasibility Study - Kingsmead School, Block A Bridge Street, KS1 / KS2 Classrooms - Option 1 December 2021

Item	Description of Work	Quantity	Unit	Cost	Total Cost
	<b>Drawings:</b>				
	001 - Existing First Floor Plan				
	101 - Proposed First Floor Plan - Option 1				
<b>1.00</b>	<b>Site Specific Preliminaries</b>				
1.01	Site Welfare Unit	7	Weeks	£960.00	£6,720.00
1.02	Waste / Skips	4	Each	£200.00	£800.00
1.03	Fencing and Security	7	Weeks	£150.00	£1,050.00
<b>2.00</b>	<b>Demolition and Removals</b>				
2.01	Demolish stud wall to office	24	m2	£15.00	£360.00
2.02	Remove and dispose of floor covering	170	m2	£5.00	£850.00
2.03	Remove and dispose of redundant door and frame	2	Each	£100.00	£200.00
<b>3.00</b>	<b>New Partition Walls and Ceilings</b>				
3.01	Construct new partition walls in 140mm lightweight concrete blocks	1793	Nr	£25.00	£44,825.00
3.02	Block up existing opening in matching block work faced both side with matching plasterboard / skirting / decoration	1	Each	£1,500.00	£1,500.00
3.03	Fire Stopping to top of partition walls	37	m2	£100.00	£3,700.00
3.04	Install Metal frame plaster board ceiling	170	m2	£130.00	£22,100.00
<b>4.00</b>	<b>Joinery</b>				
4.01	Install certified FD30S Single Door Set with vision panels	3	Nr	£1,500.00	£4,500.00
4.02	Install skirting boards to new walls hardwood	74	Lm	£25.00	£1,850.00
4.03	Install Roller Shutters to store	3	Item	£1,800.00	£5,400.00
<b>5.00</b>	<b>Floor Covering and Decoration</b>				
5.01	Install heavy duty vinyl	170	m2	£55.00	£9,350.00
5.02	Making good and decoration	170	m2	£40.00	£6,800.00
<b>6.00</b>	<b>Mechanical and Electrical</b>				
6.01	Lighting	170	m2	£50.00	£8,500.00
6.02	Small Power	170	m2	£50.00	£8,500.00
6.03	Data	105	m2	£15.00	£1,575.00
6.04	Fire Alarm	170	m2	£25.00	£4,250.00
6.05	Heating	170	m2	£80.00	£13,600.00
6.06	Ventilation	1	Item	£12,000.00	£12,000.00
<b>7.00</b>	<b>Completion</b>				
7.01	On completion of the site operations remove from site all debris associated with the works and leave the area clean and tidy, ready for reoccupation by the client. All plant and equipment etc. are to be removed from the site in preparation for occupation	1	Item	£1,200.00	£1,200.00
7.02	Provide all O&M manuals to employer for all fire door sets, fire detection/alarm systems, security systems, etc.	1	Item	£150.00	£150.00
<b>8.00</b>	<b>Sub-total</b>				<b>£159,780.00</b>
<b>9.00</b>	<b>Preliminaries</b>	7	weeks	£4,500.00	£31,500.00
<b>10.00</b>	<b>Sub-total</b>				<b>£191,280.00</b>
<b>11.00</b>	<b>Works Insurance</b>	0.1	%		£191.28
<b>12.00</b>	<b>Construction Fee</b>	4.5	%		£8,607.60
<b>13.00</b>	<b>Sub-total</b>				<b>£200,078.88</b>
<b>14.00</b>	<b>Early Warning Register</b>				
14.01	Additional structural works associated with partitions and floor structure	1	Item		£2,500.00
14.02	Alteration to Windows to accommodate partition walls	1	Item		£4,500.00
<b>12.00</b>	<b>Early Warning Register Sub-total</b>				<b>£7,000.00</b>
<b>13.00</b>	<b>Construction Fee Adjustment to Early Warning Register</b>	4.5	%		<b>£315.00</b>
<b>14.00</b>	<b>Sub-total</b>				<b>£207,393.88</b>
<b>15.00</b>	<b>Pre-construction charge</b>	1.0	%		<b>£2,073.94</b>
<b>16.00</b>	<b>Sub-total</b>				<b>£209,467.82</b>
<b>17.00</b>	<b>Client Contingency</b>	0.0	%		<b>£0.00</b>
<b>18.00</b>	<b>Sub-total</b>				<b>£209,467.82</b>
<b>19.00</b>	<b>Professional Fees</b>	15	%		<b>£31,420.17</b>
<b>20.00</b>	<b>Total Project Cost</b>				<b>£240,887.99</b>

Note: All costs to be read in conjunctions with the list of assumptions and clarifications as defined within the report, as well as the information detailed within the report wording

## Appendix 7



# Ivy House School Capital Spend Proposal



## **Background**

Ivy House School currently has 86 spaces for students with Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD) aged between 2-19. In September 2018 a new secondary class was introduced using existing spaces, for students who were currently on roll but had a diagnosis of autism and other additional health needs. This was to ensure those students receive an even more bespoke provision, working on functional life goals and enabling the class to get out in the community more easily. This was also a safety issue as these students were mobile often with little awareness of the space around them and were within the same class as PMLD students who were generally on soft furnishings on the floor. The class has been hugely successful and we are proud of the impact it has had. The class was initially designed for 6 students but has had 9 students in it this year.

However, we do not currently have this provision within our primary classes. We do have students in other classes in the school who would benefit from this class groups approach to curriculum but it is near impossible to facilitate due to the complexities or other students within the group, meaning we could increase our capacity for PMLD learners as well as take on additional students that could potentially end up out of authority at a greater cost to the local authority, or would need to go to St Giles, who are already significantly oversubscribed in terms of pupil numbers. We receive multiple primary aged referrals every year who would fit the criteria for the proposed primary provision so I strongly believe we would have no issue filling spaces and building some additional capacity within the city.

Additionally, due to the size of the rooms and equipment needs of our students' classrooms were designed to take up to 8 students, currently class sizes are up to 10 students in the majority of the school and our early years classroom currently has 13 students in it, which does pose an issue in terms of physical space, but we are managing this currently using the outdoor areas and small breakout spaces within the school, however this is not sustainable long term.

## **Brief Proposal**

We have an existing large therapy room in the school with an outdoor space used by NHS Physio and Occupational therapists. The room is the largest in the school but is currently full of children's equipment (wheelchairs, standing frames etc.) so it is not being used to its full potential. If funded this room could be transformed into a new classroom. This would be an ideal early years classroom, meaning our current early years room could be changed into a primary autism class. This would create 13 additional places in the school. 8 of which would be in the new primary autism class and 5 additional spaces with the increased class size of the early years classroom taking our number of students on roll from 86 to 99.

The building works would include development of outdoor spaces, an addition of a changing room and toilet in the current therapy room, the creation of additional storage for the equipment room currently housed in the therapy room, the development of existing space in school to provide a place for therapists and some equipment and furniture costs.

## Feasibility

Initially when we first started developing this idea we had a local contractor (Highfield Joinery & Building Services Ltd.) come into school to give a rough estimate for an extension into the outdoor space from the therapy room to create a small corridor, a changing room, bathroom and cupboard (Appendix 1). This also included some development to the outdoor area, internal dwarf stud walling to block off the kitchen provision currently within the room, and a storage container to be dropped on site to provide storage space for the existing equipment within the room. The rough estimate from September 2021 was estimated to be £200,000, and we estimated £20,000 for additional equipment/furniture. When this became more viable in February 2022 we asked the contractor to re-estimate and their costs had gone up to £220,000 based on the significant increase in cost to materials etc.

The Shaw Education Trust have agreed rates with a contractor (Carson Powell) so they were asked to come into school and more formally draw up a plan and costings for the proposed works. Upon inspection they highlighted some potentially costly issues with the initial plan that meant it was less feasible than we had anticipated. We instead looked at building an extension from an alternative outdoor wall to expand the classroom, and use some of the existing space within the current room to change into a bathroom. This new quote came in May 2022 at a cost of £200,000, however this did not include any additional development of the outdoor space, the internal kitchen walling, or for the storage unit to be placed. Meaning we would then be looking at costs upwards of £300,000 which we did not feel was as feasible or offered best value for money.

We therefore had to rethink our plans to ensure we could still create the space and facilities as we needed to, whilst ensuring best value for money and working within the initial costs we had requested. We had looked at a full repurpose of the adjoining server room (Appendix 3) into the bathroom facilities however to move the server room in its entirety would cost an estimated £100,000 alone.

The new proposed plan includes the following alterations – reducing the size of the current server room into a smaller space, using part of the existing server room and some of the existing therapy room to create a changing room and toilet – this plan does not require external building works into the playground area to create additional classroom space. Development of the outdoor area to remove existing fixtures, addition of an artificial grassed area and canopy as well as specialist equipment for both proposed classroom areas. Specialist furniture and equipment for both classrooms. A 30-foot shipping container with an electrical supply, lighting and heating and repurposing an existing external space to create storage for the equipment currently housed in the therapy room. A repurpose of the existing art room to house the therapy team. A development of smaller spaces in the school to house the art equipment.

Whilst this sounds complicated, this new plan maximises a range of existing spaces within school into more functional and usable areas and offers the best value for money in terms of the creation of the new space with the minimal amount of disruption to the schools' current provision or other service providers who work with our students.

There are a range of specialist contractors and providers who are required to be involved in the project and we are still pulling together formal quotes, however have had a range of services into school over the past few weeks and have estimated costs which we can formalise if we are able to move forward. Due to the significant costs involved this process will also need to go through the Shaw Education Trusts formal tendering process. We have also built in a 10% contingency to cover any oversights or unexpected issues.

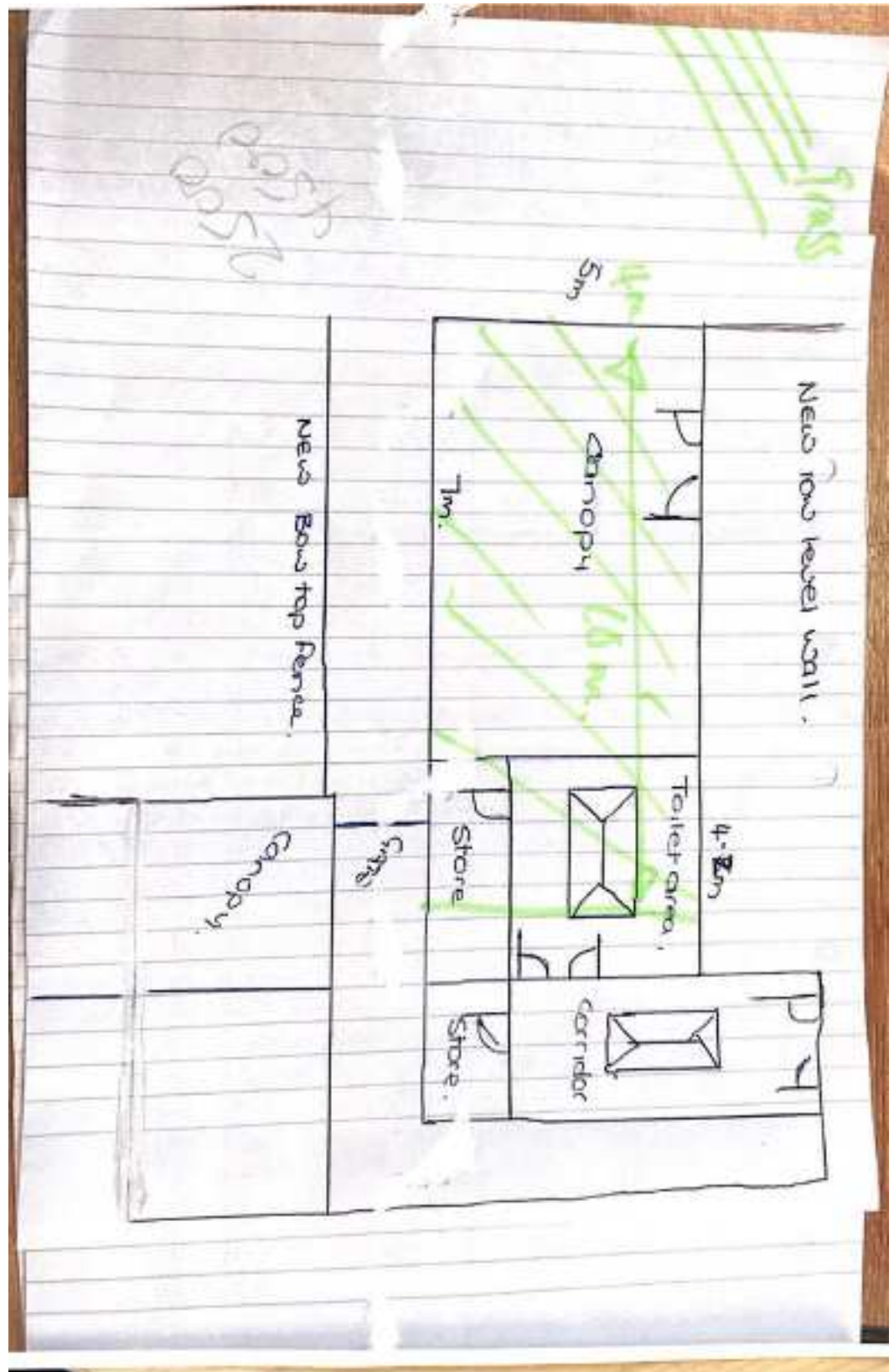
Please see below the estimated costs for the proposed works

<b>Proposed Works</b>	<b>Cost</b>
Fix Hoist to new bathroom and current art room	£6,000.00
Specialist Outdoor Equipment for both classrooms - including groundwork	£30,000.00
Outdoor area - fencing, artificial grass and canopy	£32,000.00
30ft Storage Container with insulation and electric supply with lighting and a small heater.	£24,000.00
Bathroom - changing facilities and toilet	£23,000.00
Doors into existing outdoor area to create additional storage space	£8,000.00
ICT facilities - computer, IWB, laptop and iPad devices for staff team	£10,000.00
Blinds	£5,000.00
Stud wall for kitchen area	£1,000.00
Repurpose existing art room to create smaller therapy room	£7,000.00
Specialist classroom furniture - for early years and primary autism class	£20,000.00
Repurpose breakout space into usable classroom from September 2022 whilst building work takes place	£10,000.00
Movement of current server into new facilities	£7,000.00
Creation of a sensory den and soft play area	£10,000.00
Repurpose of current space to create storage for art supplies	£10,000.00
Flooring	£10,000.00
Repurpose of current space to create private meeting space	£5,000.00
Contingency at 10% including potential legal fees and building regulation costs	£21,800.00
<b>Total Spend</b>	<b>£239,800.00</b>

## **Appendices**

**Appendix 1** – Initial plan for proposed work (1) – not viable due to requirement to move significant equipment on external walls at additional cost not offering best value.





**Appendix 2** – Carson Powell revised plan for proposed work (2) – not viable due to £200,000 costs involved not including storage, outdoor area or repurposing of other spaces





