



Restructuring Special Educational Needs Support Service and Pupil Referral Unit

RECOMMENDATION

- 1.1 To note and comment on the attached report, which was approved by Council Cabinet on 8 February 2005

SUPPORTING INFORMATION

- 2.1 As contained in the attached report
- 2.2 Cabinet approved all of the restructuring recommendations as set out in the report of 8 February 2005. all staff affected by the changes have now had an opportunity to express a preference for which posts they wish to be considered for.

OTHER OPTIONS CONSIDERED

- 3.1 As contained in the attached report, recommendations for change have emerged as an outcome of the consultation and consideration of the financial and strategic requirements of the Council and Education Service.

For more information contact:

Rita Silvester, Acting Assistant Director School Inclusion, 01332 716840
rita.silvester@derby.gov.uk

Background papers:

Consultation on Management Structure and Organisation of SENSS
<http://www.derby.gov.uk/HiRes/Learning/SpecialEducationalNeeds/SENSS.htm>

List of appendices:

Appendix 1 – Implications
Appendix 2 – Existing and proposed SENSS structure
Appendix 3 – Summary table of consultation responses received



Restructuring of the Special Educational Needs Support Service

RECOMMENDATIONS

- 1.2 To agree the following proposals as set out in the report, subject to the approval of the Council's Revenue Budget for 2005-2006.
- 1.2 To discontinue the sold primary support service from the end of the 2004/5 school year.
- 1.3 To create centrally funded support posts for the Foundation Stage, Dyslexia, Specific Learning Difficulties and Communication Needs.
- 1.4 To reorganise the secondary behaviour team and establish a behaviour support service for both the primary and secondary sectors.
- 1.5 To create centrally funded posts for 3 FTE behaviour support teachers in the primary phase.
- 1.6 To create centrally funded posts for 3.6 FTE behaviour support teachers in the secondary phase.
- 1.7 To create a separate service, comprising the Pupil Referral Unit – PRU, the proposed behaviour support team, the hospital teaching service and medical tuition service, managed by a Head of PRU and Behaviour Support.
- 1.8 To transfer the management of the pre-school team, the Ronnie MacKeith Nursery and the proposed Foundation Stage posts to the Early Years and Childcare Service.
- 1.9 To establish a separate specialist team, managed by a Team Leader, for autistic spectrum disorders, learning impairment, physical impairment, visual impairment and the proposed specialist posts.

REASONS FOR RECOMMENDATIONS

- 2.1 Consultation has been carried out on proposals to re-structure the Special Educational Needs Support Service (SENSS) and the PRU.
- 2.2 The role and function of the service have altered considerably in recent years and major national strategies and funding requirements have impacted upon it. The recommendations aim to ensure that effective support is available in the future for pupils with special educational needs and for their teachers and support staff, within

the resources available and the roles and responsibilities of schools and the authority. Subject to the approval of the budget, significant investment is proposed to support these changes and improve provision for the future.

SUPPORTING INFORMATION

- 3.1 The Special Educational Needs Support Service – SENSS – provides a wide range of services for children and young people with special educational and other additional needs. The service is a mixture of core funded and sold services. The following are core funded services:
- Pupil Referral Unit.
 - Pre School Support.
 - Ronnie MacKeith Nursery.
 - Sensory Impairment.
 - Communication needs, including autism.
 - Medical and Hospital tuition.
- 3.2 The existing secondary behaviour support service and primary teaching support service are sold services to schools. Appendix 2 shows the current management structure from September 2004 and proposed management structure from September 2005.
- 3.3 The role and function of the service has altered considerably in recent years whilst the existing management structure and organisation of the service has remained largely unchanged since 1998. The development of national strategies, policy changes, curriculum initiatives and budget delegation have had a significant impact on the interface of the service with schools and other agencies.
- 3.4 The restructuring of the service will bring about a closer alignment of the work of the service with the current needs of schools and the Education Service.
- 3.5 The consultation sought views on:
- separation of some of the existing management functions of the service and Pupil Referral Unit
 - discontinuation of a sold service to primary schools
 - establishment of core funded posts for pupils with behaviour and specific learning needs
 - establishment of core funded posts for pupils in the foundation stage
 - relocation of the Early Years SENSS team to the Early Years and Childcare Service.
- 3.6 The consultation document is, which can be accessed at, <http://www.derby.gov.uk/HiRes/Learning/SpecialEducationalNeeds/SENSS.htm> set out 13 proposals for change, and the reasons for these. Generally SENSS staff opposed any significant changes in the existing management and organisation. Responses from other stakeholders and schools, which included Head teachers, Governors and SENCOs, were broadly in favour of most of the changes proposed, with variations on particular issues.

- 3.7 This report considers the responses and written submissions to each of the 13 proposals. The report is also informed by consultation meetings held with schools, Heads' Liaison Group, Governors' Liaison Group, Schools Forum, Trade Union representatives and SENSS staff. Tables summarising the number of responses to each of the proposals are included in Appendix 3. Further formal consultation with the Joint Consultative Committee, with Trade Union representatives has also taken place.
- 3.8 All of the changes proposed, which involve the establishment of new core funded posts, will be subject to final decisions on the Education Service budget for 2005/6. Appendix 1 sets out detailed financial considerations.
- 3.9 Proposal 1- Primary Team. The Primary Team would continue to sell its services to schools until the end of the 2004/5 school year and would then be discontinued. The majority of schools and other stakeholders supported this proposal. The majority of SENSS staff opposed it. It is recommended that this proposal be accepted.
- 3.10 Of the 86 Primary and Nursery schools in the city, 27 schools have bought back a minimum of one half-day session of support per week from SENSS. The new arrangements will ensure all schools have access to the new core funded behaviour, foundation, specialist and sensory support services. Generic learning support will be identified through project work of the Primary National Strategy and other areas of the work of the Inclusion services. Discussions will take place with individual schools that currently buy support from SENSS to determine an appropriate transition plan from the current range of support and identify future needs.
- 3.11 Proposals 2, 3 and 4 - to create centrally funded specialist support posts for the Foundation Stage, Dyslexia, Specific Learning Difficulties and Communication Needs. The majority of all groups who responded supported this proposal. It is recommended that this proposal is accepted
- 3.12 There will be 2.5 new posts to support schools in their work with pupils in the Foundation Stage. These posts will be located within the Early Years and Childcare Service, and will complement existing posts, which work with children in the private, voluntary and independent sector.
- 3.13 It is proposed to create one new specialist team for pupils with low incidence needs and communication difficulties. This team will embrace the existing core funded posts for Hearing Impairment, Visual Impairment, and Physical Impairment. An additional 0.5 post will enhance the capacity of this team.
- 3.14 The communication posts will cover specific learning difficulties, autism, dyslexia, dyspraxia, and speech and language disorders. In addition to the existing posts the capacity will be enhanced by an additional two full time posts. Further work will be needed to ensure the establishment of close working links with Special Schools and Enhanced Resource Schools to ensure sharing of skills, expertise and resources across all settings.
- 3.15 Proposal 5 - Behaviour Support Service. To reorganise the secondary behaviour team and set up a behaviour support service for both the primary and secondary sectors. The majority of all respondents to the consultation supported this. It is recommended that this proposal be accepted.

- 3.16 Supporting schools with early intervention and preventative work was a common theme in the responses received. Support will be targeted particularly at those pupils identified as being at risk through repeated fixed term exclusion.
- 3.17 Proposal 6 - Behaviour Support Service. To create 3 FTE centrally funded posts for the primary sector. The majority of all respondents to the consultation supported this. It is recommended that this proposal be accepted.
- 3.18 SENSS staff raised concerns at the separation of behaviour and learning needs within the Primary phase. The interface between poor behaviour and the quality of teaching and learning will happen at an individual school level. The implementation of the new Primary Strategy Behaviour and Attendance programme will address this area of work.
- 3.19 Proposal 7 - Behaviour Support Service. To provide central funding for 3.6 FTE secondary behaviour team posts. The majority of all respondents to the consultation supported this. It is recommended that this proposal be accepted.
- 3.20 The new posts will enhance the existing secondary Behaviour Support team. Subject to continued buyback from schools, two of these posts will be in addition to the existing posts that are already a sold service to schools. The secondary team will operate as a mixture of support, which will be sold to schools, and challenge that will come from the core funded elements of the team. The team will continue to have an income generation target for its work with secondary schools.
- 3.21 Proposals 8 to 13 all concern future management structures of the service. The original consultation document sets out the options for consultation.
- 3.22 Proposal 8 - Management structure of SENSS. To create a separate service, comprising the PRU, the proposed behaviour support service, the hospital teaching service and the medical tuition service. The majority of respondents to the consultation supported this proposal. It is recommended that this proposal be accepted.
- 3.23 A key priority of the Education Service is to work with schools to reduce permanent and fixed term exclusions. The relationship between support and challenge of the behaviour team and the opportunity to develop the role of the Pupil Referral Unit – PRU - in preventative work will be most effective within one management structure. Placing the behaviour support team alongside the work of the PRU will provide flexibility of staffing and a continuum of support, particularly for those pupils returning to mainstream school.
- 3.24 Concerns were expressed about the positioning of the hospital and medical tuition service as a part of the existing PRU. However, this service needs to be seen as a part of a much broader group that supports children who are educated otherwise than at school. This service will also benefit from the newly established Management Panel of the PRU.

- 3.25 Proposal 9, 10, 11, 12 and 13 - Management Structure of SENSS – Options 1 and 2. There was no support by staff for any change in the existing management arrangements outlined in the five proposals covering options 1 and 2. There was a mixture of responses from schools and other stakeholders. On balance it is recommended that Option 2 Proposals 10 and 13 be accepted. Whilst the response to consultation did not show support for one of these proposals, there are strong reasons in relation to the longer term demands on the service, as noted below.
- 3.26 Proposal 10 - Management Structure of SENSS – Option 2. The proposal to transfer the management of the pre-school team, the Ronnie MacKeith Nursery and the proposed Foundation Stage posts to the Early Years and Childcare Service. There was a mixture of responses received, but on balance it is recommended that this proposal be accepted.
- 3.27 The Early Years and Childcare Service is responsible for the development and support of high quality Foundation Stage practice across all settings within the city. The Service already has an Early Years Intervention Team, which supports the inclusion of children with special educational needs within Foundation Stage settings in the private and voluntary sectors. The positioning of the SENSS preschool service as a part of the existing Early Years Intervention Team will strengthen the team and ensure consistency of support for all children with additional needs across all sectors offering Foundation Stage education. It will also allow for smooth transition for pupils between private, voluntary and maintained school settings. This change will be a step towards the creation of integrated children's services, as outlined in the Government's Green Paper, Every Child Matters and embodied in the Children Act.
- 3.28 As an outcome of this change the existing management arrangements within the Early Years and Childcare Service will be reviewed.
- 3.29 Proposal 13 - Management Structure of SENSS – Option 2. The proposal that the specialist teams for autistic spectrum disorders, hearing impairment, physical impairment, and visual impairment, and the proposed specialist posts could become a separate specialist team, managed by a Team Leader. There was a mixture of responses but on balance it is recommended this proposal be accepted.
- 3.30 Concerns were expressed at the separation of this team from the preschool team already working with pre-school children who have low incidence or communication needs. Although the line management of the teams will be separate we will look towards the co-location of the teams within the same building to facilitate good working practice. Future strategic and operational planning for the delivery of these services will be facilitated across both services and in conjunction with the officer who has responsibility for the SEN Development Plan. Any line management arrangements must be accompanied by effective cross-service working, which will be vital to the integrated children's services agenda.
- 3.31 The arrangements for co-location and strategic planning are an important response to the key points of concern expressed by staff. These arrangements will allow for the advantages of Proposal 10 set out in paragraphs 3.27 and 3.30 and reflect the Every Child Matters agenda. Opportunities will be sought to further brief schools and other stakeholders on the reasons for and benefits of this arrangement.

3.32 A theme that has emerged during this process is the need for the service to be more closely aligned with the development of the Primary National Strategy, Inclusion and Behaviour and Attendance strands. Similarly the work of the Behaviour Improvement Programme, Key Stage 3 and 14 to 19 strategies, needs to be reflected in future service development. The creation of a new management structure and core-funded posts will provide the opportunity and capacity to do this.

OTHER OPTIONS CONSIDERED

4.1 From the range of options in the consultation, the current options recommended are an outcome of consultation and consideration of the strategic and financial requirements of the Council and Education Service.

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IMPLICATIONS

Financial

- 1.1 Proposal 1; Primary Team, discontinuation of the primary sold service. The primary sold service is not self-financing due to the diminishing levels of buy back from schools. This proposal will generate savings of £100,000 in 2005/06 and an additional £71,000 in 2006/07.
- 1.2 Proposals 2, 3 and 4; Establishing specialist support posts for pupils in the foundation stage, dyslexia, specific learning difficulties and communication needs. £179,000 has been proposed for these posts. Actual grades are yet to be determined but the estimates are based on current costs of similar posts.
- 1.3 Proposal 6 and 7; Behaviour Support Service. £240,000 has been proposed for the creation of the 6.6 FTE posts.
- 1.4 Proposal 10; Management Structure. The transfer of the proposed foundation stage team to the existing Early Years team will result in a review of the management structure of Early Years. Although the actual implications of this are not yet known and are subject to further reviews, £10,000 has been allocated to cover any additional costs arising from this review.
- 1.5 Proposal 13; Management Structure of SENSS – option 2. There are savings arising from the current costs of the head of service and the proposed costs of the head of service of £17,000.
- 1.6 The table below summaries the financial implications of the proposals.

	2005/06	2006/07
Proposal 1- discontinuation of primary sold service	(£100,000)	(£71,000)
Proposal 2, 3 and 4 – New posts foundation stage, dyslexia, specific learning difficulties and communication needs.	£179,000	
Proposal 6 and 7 – behaviour support service	£240,000	
Proposal 10 – management structure of Early Years	£10,000	
Proposal 13 – management structure of Senss	(£17,000)	
Total costs / (savings)	£312,000	(£71,000)

- 1.7 The budgets of the Special Needs Support Service fall within the Schools Budget. Under the DfES regulations, the budgets of centrally funded services within the Schools Budget cannot increase at a faster rate than delegated schools budgets.
- 1.8 The proposed changes detailed in this report involve an increase in centrally funded staffing. As funding for the Schools Budget has risen by more than inflation (6.5%) in the provisional finance settlement for 2005/06 and there are savings on other budgets that have been identified as part of the budget process, there is scope for managing this within the DfES' limit. All proposals are subject to approval of the 2005/06 to 2007/08 budget strategy.
- 1.9 Rental costs of £15k per year will be necessary for teams, if they are located at Beaufort Street. This will be met from the final agreed Education Service budget.

Legal

2. Sections 312 to 337 Education Act 1996 set out the Council's duties in relation to children with special educational needs. The proposals in this report are aimed at fulfilling the authority's statutory duties to make appropriate educational provision for pupils with SEN.

Personnel

- 3.1 To implement the recommendations proposed, voluntary severance agreements will be agreed with some staff, and it is not envisaged that compulsory redundancies will be necessary. Most staff are likely to 'slot' into the new structure.
- 3.2 Appointments to the new structure will be made in accordance with policies and procedures agreed with the Trade Unions.

Equalities impact

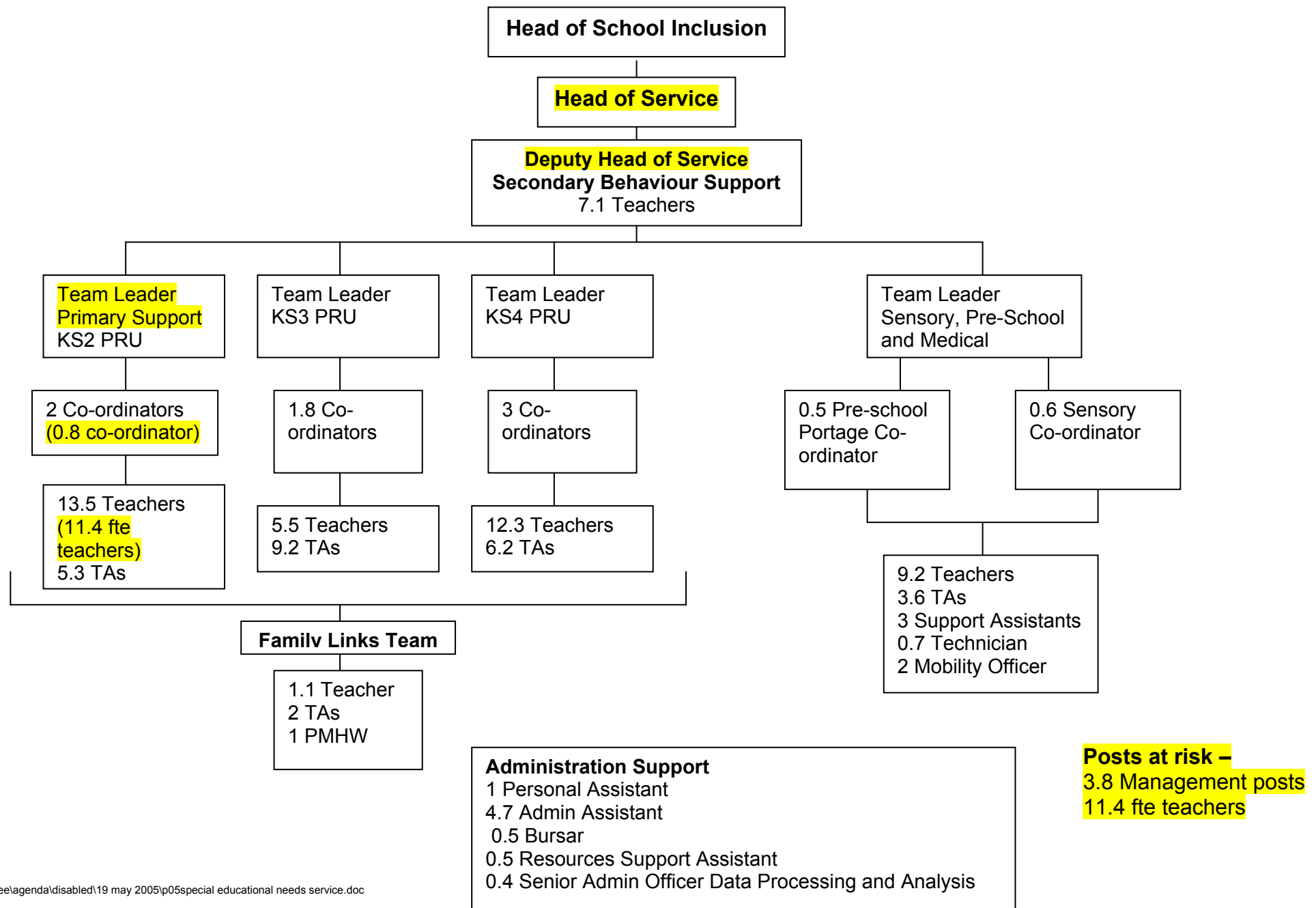
4. These proposals will meet a number of gaps identified in the central capacity of SENSS to respond to schools' and pupils' SEN and behaviour needs.

Corporate objectives and priorities for change

- 5.1 The proposal comes under the Council's Objectives of education where provision responds to people's needs, so they can develop skills and knowledge all through their lives, leading to better life choices and chances.
- 5.2 The proposal furthers Priority 2 - Tackle under-achievement in schools.

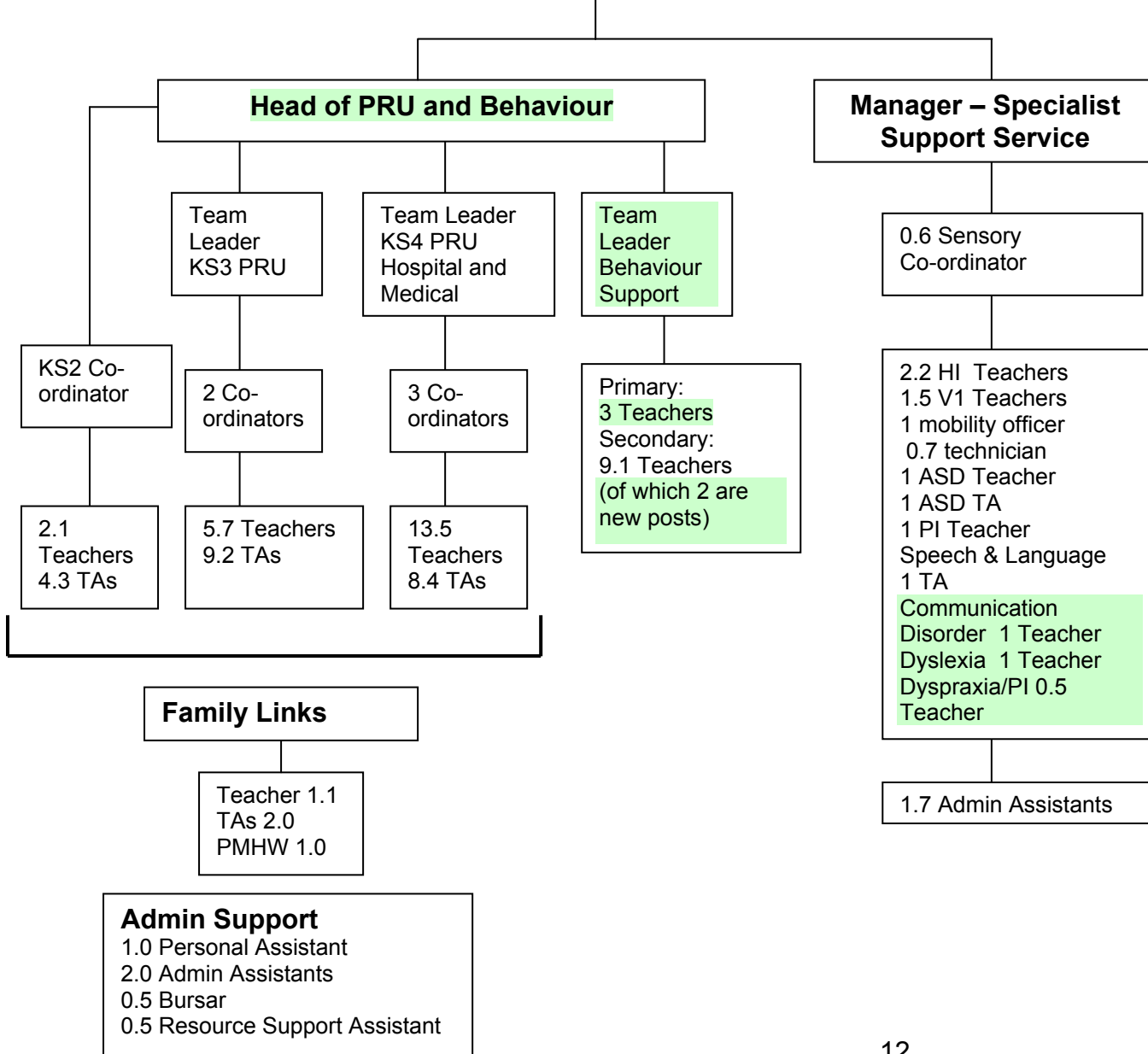
Reference 2.3 Education - Aims to target staff and other resources at identified needs. The proposed changes will ensure that schools will have access to a range of high quality specialist services for pupils with additional educational needs.

Special Educational Needs Support Service Management Structure September 2004

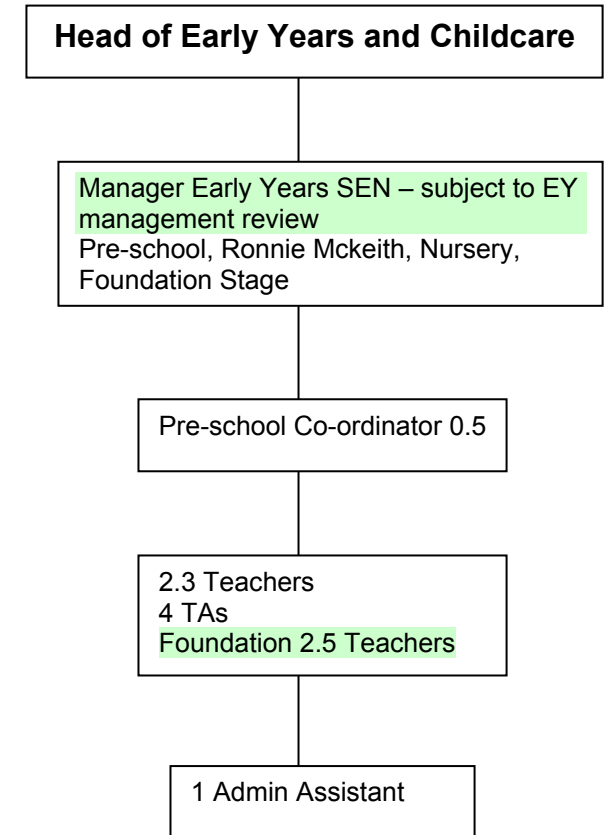


Special Educational Needs Support Service Proposed Structure for New Service(s) September 2005

Acting AD School Inclusion



AD Lifelong Learning and Community



New posts

3 Management Posts of which 1 will be as a result of EY restructuring
10 FTE teaching posts

Consultation on Management Structure and Organisation of SENSS

Analysis of Comment Sheets

Introduction

This analysis considers responses to the consultation on the management structure and organisation of SENSS that were received by the Education Service on comment sheets from the consultation paper. The numerical analysis does not cover other written submissions. However, the views expressed in other correspondence have been taken into account in arriving at the proposals.

The comment sheet invited respondents to give their views on thirteen proposals and provided space for any other comments. The analysis reflects this structure.

The responses are organised according to three categories of respondent:

- SENSS staff
- Schools – including head teachers, SENCOs, and governors
- Other stakeholders.

For each proposal and category of respondent, the tables below give the:

- number of respondents
- numbers of respondents, who agreed or disagreed
- percentages of each category of respondent, who agreed or disagreed
- number of respondents, who did not specify agreement or disagreement.

In each table, the numbers of respondents, who did not specify agreement or disagreement, are contained in the column headed “Other”. In some cases, respondents made no comment; in other cases, they commented without indicating whether they were for or against a proposal. Other correspondence received not on the comment sheets have been responded to by individual letters where necessary. All of the consultation responses are available for members to view.

Analysis

Proposal 1: Primary Team

The primary team would continue to sell its services to schools until the end of the 2004-05 school year and would then be discontinued.

	Agree	Disagree	Other
Schools	23 68%	7 21%	4

SENSS staff	3 11%	23 85%	1
Other stakeholders	3 50%	1 17%	2

Proposal 2: Primary Team

To create, with effect from September 2005, some centrally funded posts to advise schools on SEN provision at the Foundation Stage.

	Agree	Disagree	Other
Schools	23 68%	6 18%	5
SENSS staff	23 88%	3 12%	0
Other stakeholders	5 83%	1 17%	0

Proposal 3: Primary Team

To create, with effect from September 2005, a centrally funded post to advise schools on specialist provision for children with dyslexia and other specific learning difficulties.

	Agree	Disagree	Other
Schools	24 73%	6 18%	3
SENSS staff	17 65%	9 35%	0
Other stakeholders	4 67%	0 -	2

Proposal 4: Primary Team

To create, with effect from September 2005, some centrally funded posts to advise schools on specialist provision for children with speech and language difficulties, and dyspraxia.

	Agree	Disagree	Other
Schools	26 74%	6 17%	3
SENSS staff	17 65%	9 35%	0
Other stakeholders	4 67%	2 33%	0

Proposal 5: Behaviour Support Service

To reorganise the secondary behaviour team and set up a behaviour support service for both the primary and secondary sectors.

	Agree	Disagree	Other
Schools	21 66%	0 -	11
SENSS staff	17 71%	7 29%	0
Other stakeholders	5 83%	0 -	1

Proposal 6: Behaviour Support Service

To create 3 FTE centrally funded posts for the primary sector.

	Agree	Disagree	Other
Schools	22 72%	2 6%	7
SENSS staff	13 54%	9 38%	2
Other stakeholders	5 83%	0 -	1

Proposal 7: Behaviour Support Service

To provide central funding for 3.6 FTE of the existing secondary behaviour team posts.

	Agree	Disagree	Other
Schools	16 57%	0 -	12
SENSS staff	13 54%	8 33%	3
Other stakeholders	4 67%	0 -	2

Proposal 8: Management Structure of SENSS

To create a separate service, comprising the PRU, the proposed behaviour support service, the hospital teaching service and the medical tuition service.

	Agree	Disagree	Other
Schools	21 62%	4 12%	9
SENSS staff	4 15%	22 84%	0
Other stakeholders	5 83%	0 -	1

Proposal 9: Management Structure of SENSS - Option 1

To create a new SEN support service, comprising the pre-school team, the Ronnie MacKeith Nursery, the specialist teams for autistic spectrum disorders, hearing impairment, physical impairment and visual impairment, and the proposed primary posts, under the leadership of a Head of Service.

	Agree	Disagree	Other
Schools	18 60%	5 17%	7
SENSS staff	7 26%	18 67%	2
Other stakeholders	2 33%	3 50%	1

Proposal 10: Management Structure of SENSS - Option 2

To transfer the management of the pre-school team, the Ronnie MacKeith Nursery and the proposed Foundation Stage posts to the Early Years Development and Childcare Service.

	Agree	Disagree	Other
Schools	15 42%	13 37%	7
SENSS staff	1 4%	26 96%	0
Other stakeholders	3 50%	2 33%	1

Proposal 11: Management Structure of SENSS - Option 2

The specialist teams for autistic spectrum disorders, hearing impairment, physical impairment and visual impairment, and the proposed primary specialist posts could be located with the Educational Psychology Service.

	Agree	Disagree	Other
Schools	13 39%	11 39%	7
SENSS staff	0 -	26 100%	0
Other stakeholders	1 17%	3 50%	2

Proposal 12: Management Structure of SENSS - Option 2

The specialist teams for autistic spectrum disorders, hearing impairment, physical impairment and visual impairment, and the proposed primary specialist posts could be located with Pupil Services.

	Agree	Disagree	Other
Schools	4 13%	17 57%	9
SENSS staff	0 -	25 100%	0
Other stakeholders	3 50%	2 33%	1

Proposal 13: Management Structure of SENSS - Option 2

The specialist teams for autistic spectrum disorders, hearing impairment, physical impairment and visual impairment, and the proposed primary specialist posts could become a small separate specialist team, managed by a Head of Service.

	Agree	Disagree	Other
Schools	9 28%	13 41%	10
SENSS staff	4 16%	20 80%	1
Other stakeholders	2 33%	2 33%	2

Total number of comment sheets received.

	Respondents
Schools Includes SENCOs and Governors	36
SENSS staff	27
Other stakeholders	6