

# Wakefield **SEND** Provision Plan



# Wakefield SEND Provision Plan

## Introduction

This document should be read in conjunction with Wakefield's SEND Strategy, Wakefield AP Provision Strategy and Commissioning Statement and the Childcare Sufficiency Assessment and Schools Organisation Plan. It contains a detailed focus on the different types of provision required now and, in the future, to enable us to continue to meet local needs of children and young people with SEND.

Wakefield in line with all other areas continues to see significant increases in the number of children and young people with Education Health and Care Plans (EHCP) over the last few years. One impact of this has been an increased pressure for specialist placements.

Aims:

- Recognition that we will continue to successfully support the majority of children and young people with SEND both with and without EHCP to appropriately remain in mainstream settings, therefore we need to ensure a continued focus on this area is covered within our main SEND Strategy.
- High quality specialist provision for those children and young people who require it, is available locally.
- High quality Alternative Provision (AP) is available locally.
- All our provision offers good value for money.

Updated February 2024.



# National Picture

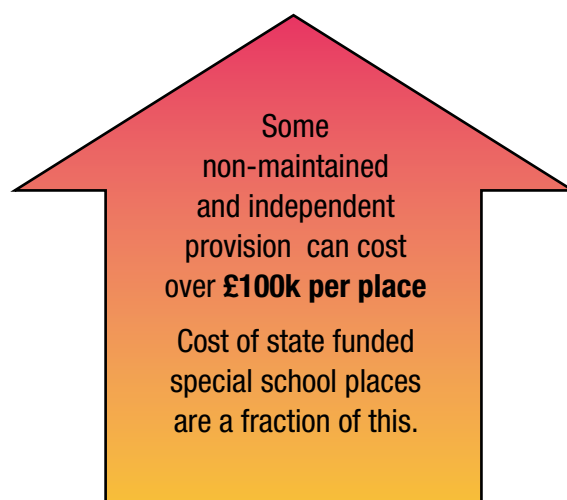
Pupils with SEN are educated in a range of provisions.

**The law:** the Children & Families Act 2014 confirmed the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND should be educated. Pupils must –with very limited exceptions –have an EHC plan to attend a special school or specialist post-16 institution. Additional costs are met from the high needs budget. The latest SEN2 data shows provision in mainstream schools has increased to 72% of new plans made during 2022. Special schools accounted for 14% of new plans, continuing the decline seen in recent years.

Of those children and young people with an EHC plan in schools, just over half of pupils are in mainstream. A slight increase from last year with the biggest increase seen in secondary schools.

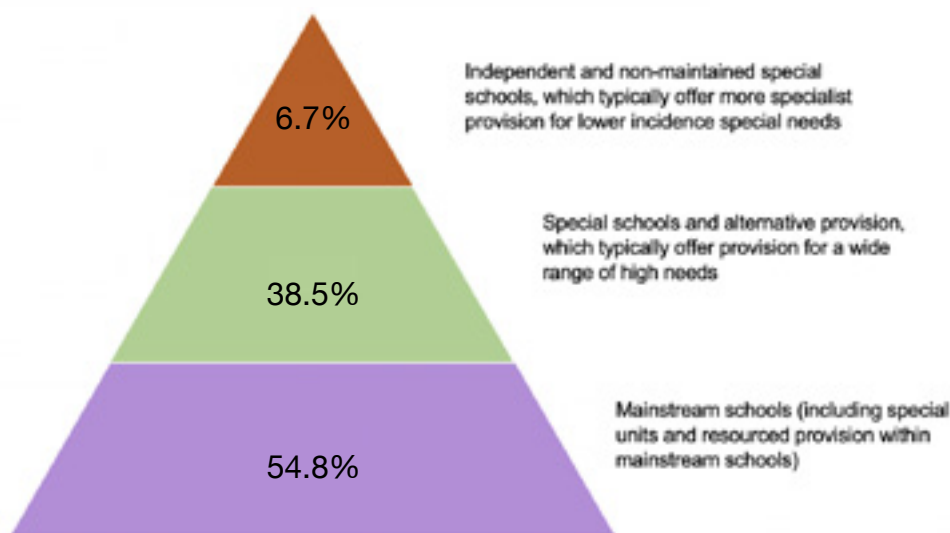
From 2018 there has been a steady decrease in the proportion of those with an EHC plan being educated in specialist provision.

Children and young people with an EHC plan in pupil referral units (PRUs) continues to increase.



The average costs are based on analysis carried out in 2017. These figures have continued to increase in the independent sector.

The "pyramid" of provision for pupils with EHCP plans<sup>1</sup> (%)



Jan 2023 census  
76,500 students (17% of the 517,000 total children and young people with EHC plans) attend FE and other post 16 institutions

# How is SEND Provision Funded?

**All pupils/students** attract an amount of funding (typically around £5,500 per pupil/ student, 2020/21); schools and colleges are funded to provide additional support costing up to £6,000 from their core funding. The NAO estimates that in 2018-19 around £3.8 billion of funding was used to support pupils with SEND in mainstream schools from the core 'schools block' of the Dedicated Schools Grant (DSG).<sup>1</sup>

**c.£5.5k**   **Up to £6k**

Where pupils/students require additional support costing over £6,000, mainstream schools and colleges will apply to the LA for top-up funding from their high needs budget. This may run alongside an EHC assessment but does not have to.

**c.£5.5k**   **£6k**   **Top-up**

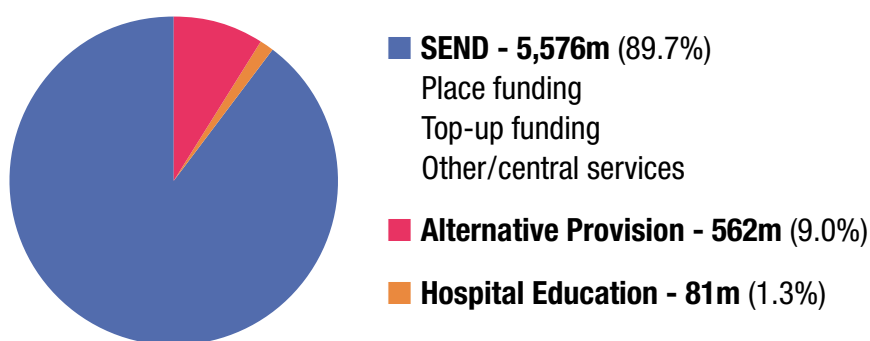
Pupils/students will only be placed in specialist provision (e.g. special schools) if they have complex needs. Special schools receive £10,000 per place funding (£4,000 + £6,000). Specialist colleges receive slightly more per place. The LA determines how much top-up funding is needed.

**c.£10k per place**   **Top-up**

<sup>1</sup>Source: National Audit Office. Support for pupils with special educational needs and disabilities in England. 2021.

## High needs funding covers:

2018-19: £6.2bn budgeted high needs spend



Top-up funding is also known as element 3 funding.

SEND and the demand for EHCP continues to increase. The latest SEN2 data shows a national increase in EHCPs of approximately 9% compared to previous year. Wakefield's increase was above the national average at 12% in 2022. This means we will continue to see pressure for placements. Wakefield has 3395 plans (December 2023).

# Focus on Wakefield

Some examples of what we have achieved last year.

## Support for Mainstream Settings

Wakefield ring-fenced £400k from the High Needs Capital Fund for mainstream schools, colleges and early years settings to bid for grants of up to £50K. This money was for them to improve their settings to benefit children and young people with Special Educational Needs and Disabilities (SEND).

In total 27 bids were successful:

**Airedale Academy** utilised an area within school to enable a provision specifically for students with complex SEND needs. This consists 2 classrooms, a room for ELSA, one break out/sensory room and a space for personalised learning to support students who are out at Alternative Provision on their KIT days and to deliver small group personalised interventions including:

- Emotional regulation
- Self Esteem
- Anxiety
- Establishing positive relationships





**Castleford Park Junior School** adapted their existing inclusion space to provide more space to support pupils with their emotional regulation and building a resilient learning attitude to be able to successfully apply taught skills within the mainstream classroom. This required a reconfiguration of their existing inclusion department, utilising 2 large storage rooms to extend into. It included the relocation of an office and additional external storage to be put in place.



**Crofton Infants' School** installed a 'Cosy Cabin'. The cabin is a dedicated sensory and nurture space tailored for the unique needs of SEND pupils. Its primary purpose is to facilitate targeted interventions, with a focus on supporting sensory requirements and emotional regulation.

The space allows for a wide range of activities, including 1:1 session with Emotional Literacy Support Assistants (ELSAs) and collaborative efforts with partners from Futures in Mind and WISENDSS.



**Smawthorne Henry Moore Primary School** adapted an old cooking room to create a new classroom to support pupils with SEMH who are unable to regulate and work in a full class of peers. The new classroom ensures children can access the curriculum at the correct level whilst having access to provision to allow lessons such as 'life skills' and 'safety' and 'social skills' and 'regulation'.

In their early years setting, school utilised their outdoor space by building a climbing tower and also created a sensory room. When children are feeling overwhelmed or need some quiet, calm down time they have a location close to access. The children also benefit greatly from the increased opportunity to develop their physical movement with a range of opportunities to move through the various climbing and balance parts of the tower.





**Harewood Nursery School** adapted a playground to create a sensory garden. The garden allows adults to create experiences that develop children's curiosity and motivation to explore the natural world around them. The climbing area and safety flooring allows children to meet their sensory processing needs of big movements and body awareness safely and in a highly motivating way, allowing adults to redirect climbing to a safer location. It promotes independence as it allows adults to take a step back from the children as they climb.

A quality sensory garden compliments high quality teaching. The project allows children to repeat cause and effect activities enabling them to master early play actions, skills and more functional and purposeful levels of play. The environment allows open ended exploration that encourages children to use all their senses. It enables them to repeat experiences of how water moves, jumping in puddles, sprinkling and digging in mud and sand so they can become masters of early play actions. Their attention and involvement increase enabling adults to scaffold learning in child-initiated play.



# New Provision

## Highfield

A new satellite provision at Highfield School opened in September 2023 creating additional capacity in the main site by relocating some of the six form into the new provision. The Futures Pathway is now situated in the Penny Appeal Campus in Thornes Park.



## Kingsland

Pods developed and situated on site, creating additional teaching space at the Stanley Site.





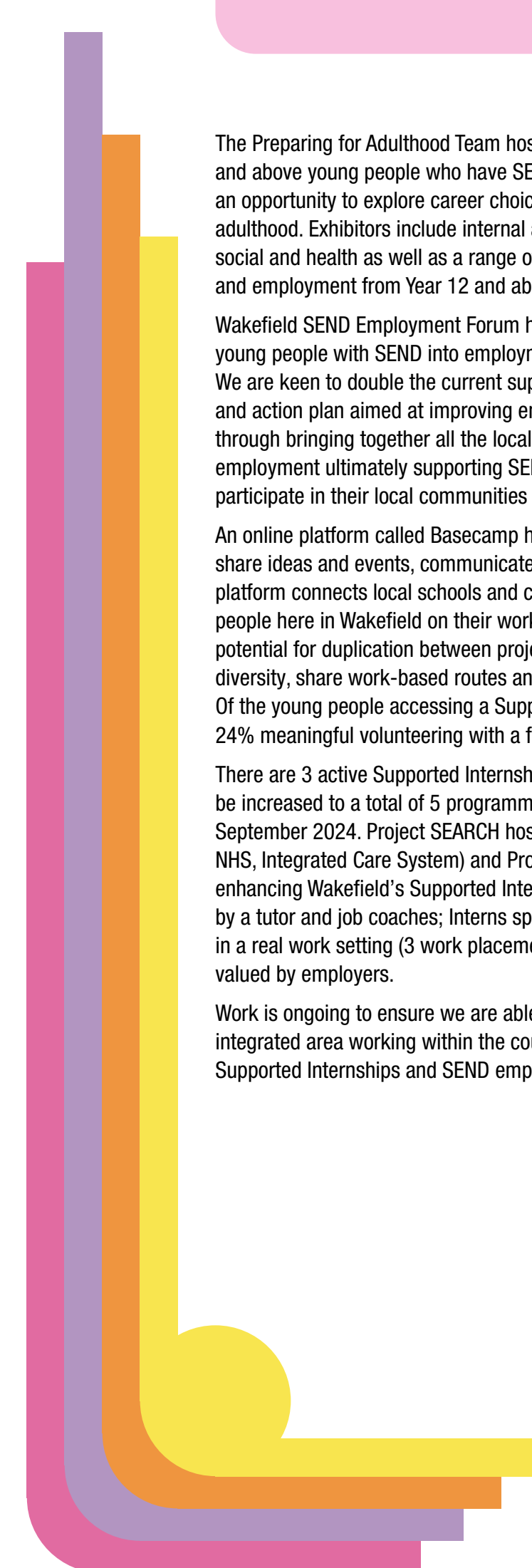
# Extended Post 16 Pathways and Opportunities

The Preparing for Adulthood (PfA) Team aim to ensure our young people and their families get the right support from all partner agencies so that they achieve, progress and are happy and safe. We aim to increase aspirations for young people with SEND with a focus on the four Preparing for Adulthood outcomes: employment and higher education, living independently, the best health possible and having friends and relationships and participating in their communities through such initiatives as 'Supported Internship programmes' and jointly remove any barriers preventing young people reaching their potential.

There are a number of PfA resources produced which are accessible on the Local Offer; these include Post 16 Pathways and options, substantive information on Wakefield statutory and non-statutory universal and targeted services, EHCPs, schools, colleges, training providers, referral pathways, Transitional pathways and services, Open Days for Post 16 settings and Universities, Supported Internships/Apprenticeships and organisations linked to 'next steps', as well as guides to further aid parents, carers and young people to prepare for the next phase of their education. For further information: <http://wakefield.myllocaloffer.org/>

We have two 5 Day Officer's supporting young people with SEND aged between 16 - 25 to develop their independence and access educational, social and work based services within their local communities in line with their aspirations. The aim is to enable young people to fully participate, especially in decisions about the outcomes they wish to achieve. Operational links with other agencies including local schools, colleges, education and employment providers enables effective inter-agency working.

A monthly SEND Drop-in session is held every second Tuesday of the month between 1-5pm, venues rotate between the three Youth Hubs across the district. Parents, carers and young people are able to attend if they have any arising concerns or require support around SEND and PfA in general. We host 4 SEND Coffee Morning's per year in collaboration with local authority partners including Adult Social Care, The Youth Hub's SEND Coordinator, Complex needs Team's Engagement workers and their Social Care Practitioner. This is a great opportunity for parents, carers and young people to come along chat, share personal experiences and concerns in a relaxed and informal setting offering a safe and inclusive space for meaningful conversations, expand their social networks and foster a sense of belonging.



The Preparing for Adulthood Team host the annual (SEND) Career's 'Next Steps' event for all Year 9 and above young people who have SEN/SEND needs. Parents, carers, and young people are provided an opportunity to explore career choices, provision and pathways with the aim to prepare them for adulthood. Exhibitors include internal and external universal and targeted services from education, social and health as well as a range of Post 16 providers and employers that offer education, training, and employment from Year 12 and above.

Wakefield SEND Employment Forum has been established and we are committed to supporting more young people with SEND into employment through strengthening our Supported Internship offer. We are keen to double the current supported internships in Wakefield through a strategic approach and action plan aimed at improving employment outcomes for young people with SEND. This is through bringing together all the local partners who can develop and deliver pathways to sustainable employment ultimately supporting SEND young people to become productive citizens, reside and participate in their local communities and make a positive contribution to society.

An online platform called Basecamp has been created for forum members with an open space to share ideas and events, communicate and promote key dates, and seek information and support. This platform connects local schools and colleges and existing employers who currently support our young people here in Wakefield on their work-based programmes, enhancing collaboration and reducing the potential for duplication between projects/resources. It also enables members to network, champion diversity, share work-based routes and employment opportunities specifically for SEND young people. Of the young people accessing a Supported Internship in 2022/23, 57% gained paid employment and 24% meaningful volunteering with a further 10% supported to gain employment.

There are 3 active Supported Internship programmes in Wakefield, with a view this initiative will be increased to a total of 5 programmes, including West Yorkshire Police and Wakefield Council by September 2024. Project SEARCH host 2 Supported Internship programmes, (Pinderfields Hospital, NHS, Integrated Care System) and Prospects, The Shaw Trust who are our bespoke provider enhancing Wakefield's Supported Internship's offer for young people with SEND. Interns are supported by a tutor and job coaches; Interns spend around 75% of their time working and gaining experience in a real work setting (3 work placements a year with local businesses) developing the skills that are valued by employers.

Work is ongoing to ensure we are able to engage more employers as well as development of integrated area working within the council and with partner organisations, to promote and champion Supported Internships and SEND employment.



# Plans in Progress

## **Specialist Provision**

The LA are exploring current provision and looking to replace or upgrade as well as provide new provision across the district to increase specialist SEN places and are developing a provision plan for the next 5 years.

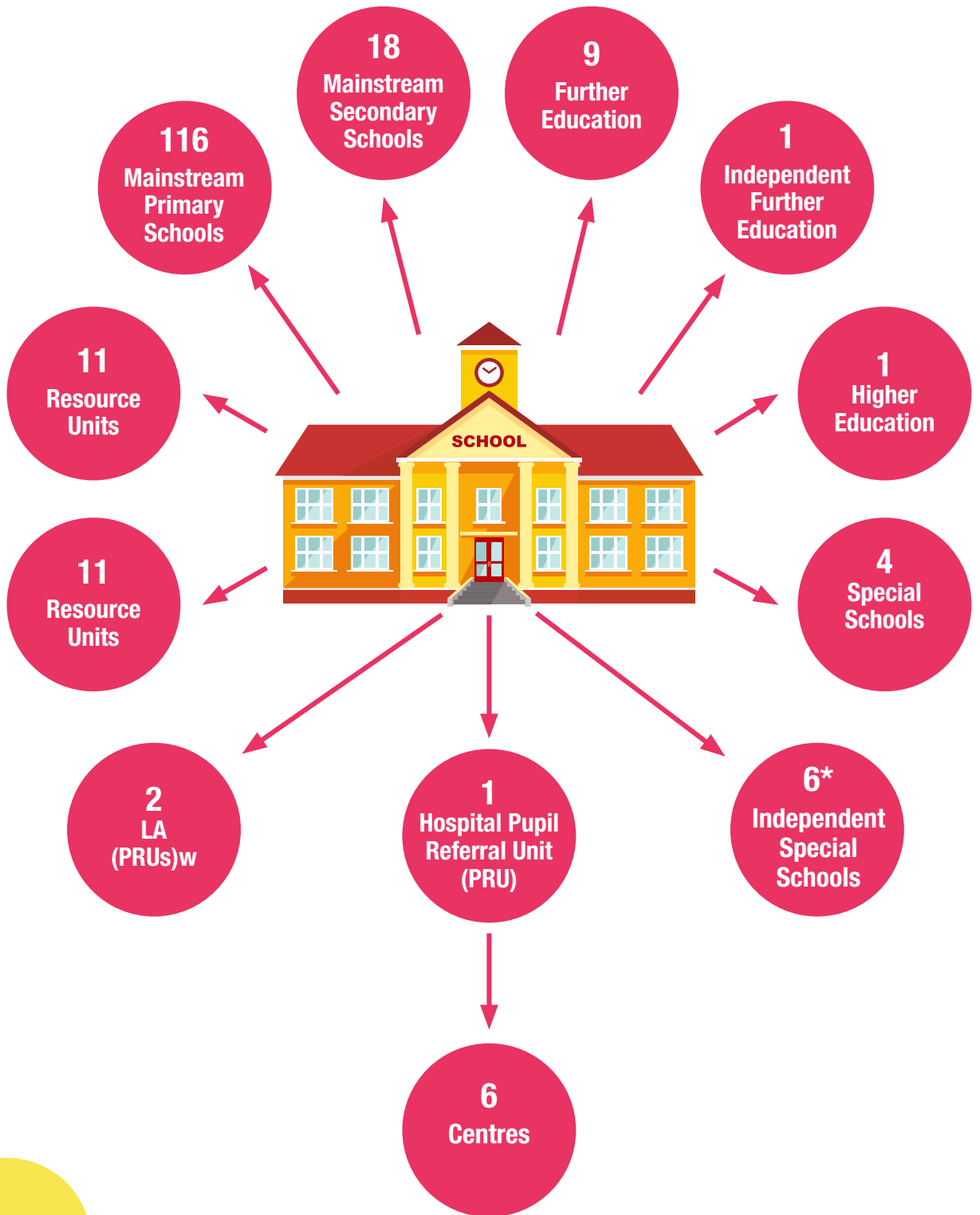
Planners are currently working with Oakfield Park and High Well to consider available options.

## **Special Free School Bid**

Unfortunately our bid for a Special Free School in the Wakefield district was not successful. The bid was for an 80-place school for pupils with autism aged 5 to 16. A school of this type would have enhanced our provision in Wakefield as we don't have a bespoke school for children and young people with autism. The children and young people in our maintained specialist provision are those who have autism and complex learning difficulties. DfE has announced further funding and confirmed it will consider previous submitted bids. We have been informed we have not been successful in this recent round.



# Current Specialist Provision



\* Some have multiple sites

## Specialist School Places

| School                        | Primary Need    | Age Range | Places (Sept 2020) | Current Placements (Sept 2023) |
|-------------------------------|-----------------|-----------|--------------------|--------------------------------|
| Castleford Resource           | DHI             | 12 to 16  | 14                 | 11                             |
| Crofton Resource              | VI              | 12 to 16  | 8                  | 11                             |
| Early Years Assessment Centre | PD/SLCN /Autism | 3 to 5    | 22                 | 12                             |
| Featherstone Resource         | SLCN            | 11 to 16  | 0                  | 13                             |
| Forest Wood Assessment Centre | Autism          | 5 to 7    | 21                 | 21                             |
| Highfield School              | SLD             | 7 to 19   | 196                | 197                            |
| High Well School              | SEMH            | 9 to 16   | 70                 | 101                            |
| Kingsland Primary School      | SLD             | 2 to 11   | 185                | 196                            |
| Methodist Resource            | Autism          | 5 to 11   | 10                 | 13                             |
| Minsthorpe Resource           | SLCN/MLD/SLD    | 12 to 16  | 0                  | 7                              |
| Moorthorpe Resource           | SEMH            | 5 to 11   | 0                  | 12                             |
| Newlands Resource             | Autism          | 5 to 11   | 15                 | 26                             |
| Northfield Resource           | Autism          | 5 to 11   | 11                 | 18                             |
| Oakfield Park School          | SLD             | 12 to 19  | 130                | 154                            |
| St Thomas a Beckett Resource  | Autism          | 12 to 16  | 19                 | 19                             |
| St Wilfrids Resource          | Autism          | 12 to 16  | 21                 | 19                             |
| The Rookeries Resource        | DHI             | 5 to 11   | 16                 | 9                              |
| Thornes Centre                | SEMH            | 5 to 11   | 8                  | 6                              |
| Woodlands Centre              | SEMH/PD         | 5 to 11   | 14                 | 16                             |
| Wrenthorpe Centre Unit        | Medical         | 11 to 19  | 30                 | 11                             |
| The Limes Centre              | Autism          | 7 to 11   | 0                  | 20                             |
| <b>Total</b>                  |                 |           | <b>779</b>         | <b>892</b>                     |

The number of children and young people in independent placements in January 2023 is 3.4% of our overall number of EHCPs. This is a slight increase from January 2022 at 3.3% and January 2021 at 3.1%. In January 2022, the regional average was 4.0% and nationally 5.2%. Approximately 12% of our overall Dedicated Schools Grant (DSG) high needs block allocation is allocated to these placements.

From our analysis of the current need and the trends over the past few years we are expecting to need to continue to grow our in-house provision by between 10% and 12% for the next 5 years. However, we will need to consider the implications of the Green Paper. Wakefield continues to explore wider placements. Please see the action plan towards the end of this document.

### Breakdown of education placements costs (November 2023)

|   | Primary    | Secondary  | Post 16    | Post 19    |
|---|------------|------------|------------|------------|
| Number in mainstream  | 976        | 627        | 222        | 195        |
| Average yearly cost per pupil.<br>Including Element 1, 2 & 3  | £14,579.82 | £13,962.15 | £14,217.53 | £14,037.15 |
| Number in maintained special**                                | 345        | 444        | 75         | 29         |
| *Average yearly cost per pupil.<br>Including Element 1, 2 & 3 | £22,279.36 | £21,208.13 | £19,905.15 | £21,091.34 |
| Number in independent   | 23         | 101        | 14         | 2          |
| Average yearly cost per pupil                                 | £70,017.91 | £63,865.29 | £50,773.06 | £63,076.00 |

\* Funding for mainstream schools includes elements 1, 2 and 3 of funding but doesn't include centrally resources teams and funding which would increase yearly costs.

\*\*Maintained special includes resources and PRU.





# What the data is telling us

Future demand was set out in our SEND provision document.

Forecasts submitted to the DfE show the need for specialist places over the next few years in the following table (this assumes the growth of EHCP's at 13% each year).

| Academic Year           | 23/24 |     | 24/25 |     | 25/26 |     | 26/27 |     | 27/28 |     | Total Additional Places |
|-------------------------|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------------------------|
| Numbers (No)            | No    | No  | Plus  | No  | Plus  | No  | Plus  | No  | Plus  |     |                         |
| <b>Primary</b>          |       |     |       |     |       |     |       |     |       |     |                         |
| ISP                     | 22    | 33  | 11    | 41  | 8     | 53  | 12    | 60  | 7     | 38  |                         |
| Resource/Units          | 88    | 105 | 17    | 119 | 14    | 143 | 24    | 162 | 19    | 74  |                         |
| Special                 | 219   | 245 | 26    | 286 | 41    | 369 | 83    | 416 | 47    | 197 |                         |
| Estimated Total         | 329   | 383 | 54    | 446 | 63    | 565 | 119   | 638 | 73    | 309 |                         |
| <b>Secondary</b>        |       |     |       |     |       |     |       |     |       |     |                         |
| ISP                     | 101   | 116 | 15    | 129 | 13    | 146 | 17    | 167 | 21    | 66  |                         |
| Resource/Units          | 78    | 87  | 9     | 100 | 13    | 111 | 11    | 126 | 15    | 48  |                         |
| Special                 | 358   | 451 | 93    | 512 | 61    | 577 | 65    | 653 | 76    | 295 |                         |
| Estimated Total         | 537   | 654 | 117   | 741 | 87    | 834 | 93    | 946 | 112   | 409 |                         |
| Overall Estimated Total |       |     | 171   |     | 150   |     | 212   |     | 185   | 718 |                         |

The factors to consider when analysing any potential shortfall in specialist placements must include the current levels of provision against levels of demand within Wakefield and the reliance on independent non maintained educational provision to meet certain types of primary need.

However, we also need to reflect we will always have a need for places with independent and/or external providers either for safeguarding reasons or for when the child's needs are so complex it is not possible for their needs to be met within the maintained special school sector.

It is important that the majority of our children and young people's needs can be met locally to enable the child and young person to remain a part of their local community. In March 2024, 95% of children and young people remain educated in the Wakefield district. The locality with the highest proportion of children and young people within EHCP is Wakefield Central and North West with 20%.

C&YP with an EHCP by Primary Need and Locality  
(January 2023 school census)

| Locality Area                    | Autism     | HI        | MLD       | MSI      | OT<br>H   | PD         | PMLD      | SEMH       | SLCN       | SLD        | SPLD      | VI        | Total       |
|----------------------------------|------------|-----------|-----------|----------|-----------|------------|-----------|------------|------------|------------|-----------|-----------|-------------|
| Castleford and Airedale          | 120        | 3         | 28        |          | 2         | 14         | 10        | 52         | 98         | 23         | 14        | 5         | 369         |
| Normanton and Featherstone       | 140        | 2         | 7         | 1        | 2         | 19         | 9         | 44         | 96         | 35         | 11        | 6         | 372         |
| Pontefract and Knottingley       | 117        | 7         | 10        |          | 8         | 17         | 10        | 59         | 69         | 20         | 7         | 3         | 327         |
| South East                       | 138        | 5         | 8         | 1        | 2         | 13         | 11        | 59         | 100        | 36         | 8         | 5         | 386         |
| South West                       | 116        | 9         | 8         |          | 4         | 24         | 9         | 43         | 109        | 37         | 18        | 8         | 385         |
| Wakefield Central and North West | 142        | 19        | 8         |          | 3         | 11         | 18        | 52         | 122        | 56         | 14        | 9         | 454         |
| Out of District                  | 22         | 11        | 5         |          | 2         | 2          | 3         | 10         | 14         | 7          | 4         | 1         | 81          |
| <b>Total</b>                     | <b>795</b> | <b>56</b> | <b>74</b> | <b>2</b> | <b>23</b> | <b>100</b> | <b>70</b> | <b>319</b> | <b>608</b> | <b>214</b> | <b>76</b> | <b>37</b> | <b>2374</b> |

The percentage of pupils with additional needs is 17.8% (9,778 pupils) of our whole school population (55,038) based on January 2023 School Census. This includes 7,404 (13.5%) at SEN Support and 2,374 (4.3%) with an EHCP.

CYP with an EHCP by Primary Need and Age Range  
(January 2023 school census)

| Age Range     | Autism     | HI        | MLD       | MSI      | OTH       | PD         | PMLD      | SEMH       | SLCN       | SLD       | SPLD       | VI        | Total       |
|---------------|------------|-----------|-----------|----------|-----------|------------|-----------|------------|------------|-----------|------------|-----------|-------------|
| Under 5       | 51         | 3         | 5         | 0        | 0         | 13         | 10        | 3          | 3          | 1         | 81         | 6         | 176         |
| Aged 5 to 10  | 361        | 23        | 32        | 1        | 13        | 44         | 32        | 64         | 125        | 29        | 380        | 17        | 1121        |
| Aged 11 to 15 | 344        | 27        | 33        | 1        | 8         | 35         | 16        | 112        | 189        | 45        | 142        | 14        | 966         |
| Aged 16 to 25 | 39         | 3         | 4         | 0        | 2         | 8          | 12        | 35         | 2          | 1         | 5          | 0         | 111         |
| <b>Total</b>  | <b>795</b> | <b>56</b> | <b>74</b> | <b>2</b> | <b>23</b> | <b>100</b> | <b>70</b> | <b>214</b> | <b>319</b> | <b>76</b> | <b>608</b> | <b>37</b> | <b>2374</b> |

Almost half of pupils (47%) with an EHCP are in the primary age range of 5 to 10 years.

## Primary needs of pupils attending Wakefield special schools

(January 2023 SEN2 data)

| School                   | Autism     | HI       | MLD      | MSI      | OTH      | PD        | PMLD      | SEMH      | SLCN      | SLD        | SPLD      | VI       | Total      |
|--------------------------|------------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|------------|-----------|----------|------------|
| Highfield School         | 69         | 1        | 5        | 0        | 3        | 7         | 3         | 5         | 27        | 61         | 10        | 0        | 191        |
| High Well School         | 14         | 0        | 1        | 0        | 1        | 0         | 0         | 77        | 4         | 0          | 0         | 0        | 97         |
| Kingsland Primary School | 82         | 0        | 0        | 0        | 0        | 8         | 31        | 1         | 34        | 42         | 1         | 0        | 199        |
| Oakfield Park School     | 50         | 0        | 2        | 1        | 0        | 5         | 25        | 0         | 13        | 66         | 1         | 0        | 163        |
| <b>Total</b>             | <b>215</b> | <b>1</b> | <b>8</b> | <b>1</b> | <b>4</b> | <b>20</b> | <b>59</b> | <b>83</b> | <b>78</b> | <b>169</b> | <b>12</b> | <b>0</b> | <b>650</b> |

Over a quarter (27.4%) of pupils with an EHCP are in our special schools. Autism and Severe Learning difficulty are the highest primary need.

# Where do we need to be?

- We will need to ensure our model and provision in Wakefield aligns to the implementation plans of the Change Programme and the SEND and AP national improvement plan. One key message from this national work is the need to provide the right support for mainstream settings in order that they can successfully meet the needs of more children and young people with SEND. Wakefield already has an inclusive model with higher than national averages of pupils with an EHCP educated in mainstream provision. We need to continue to strengthen our support to the mainstream sector, therefore this will remain one of our key priorities.
- Our AP offer will be reviewed in partnership to align with the 3 Tier AP model detailed as part of the Change Programme.
- Wakefield works closely with health colleagues around bespoke packages of support for those children and young people with the most complex needs this work needs to continue and be extended for a wider cohort.
- We need to extend our offer of outreach to mainstream schools following a very successful primary offer by Kingsland, this scheme has now been extended. A gap remains at secondary outreach.
- Capacity within our maintained specialist schools remains challenging and delays to major capital works has added to pressures in this area. Further work is needed to increase the number of specialist places in the short, medium and long-term. In addition, our plans already in progress need to be completed at pace.
- We have a gap for children and young people who are autistic but would be able to meet age related expectations with a more bespoke provision. This was our focus in our unsuccessful special free school application, therefore alternative plans need to be considered. The DfE have recently announced they will be providing further funding for special free schools and will revisit the bids previously submitted. We now know this was not successful.
- Further additional resource provision and/or SEND units at both primary and secondary phases continues to be required. Current pressures are more intense at secondary.
- More bespoke support at Early Years is required due to the increasing numbers and complexity of needs we are seeing across the district.
- For pupils who are unable/unwilling to attend education we have implemented some creative and bespoke work to support successful transition back into education. Realising this often needs to be very specific packages – this work needs to continue, and our learning embedded on a wider scale.
- We will continue to improve/increase our pathways into employment.
- Bespoke work with providers to work with us creatively to provide value for money specialist placements via independent specialist provision and/or special free schools.
- Exploring opportunities to work with regional partners to jointly commission provision.

**We recognise that any capacity created within one age range needs to be matched at the subsequent age ranges.**



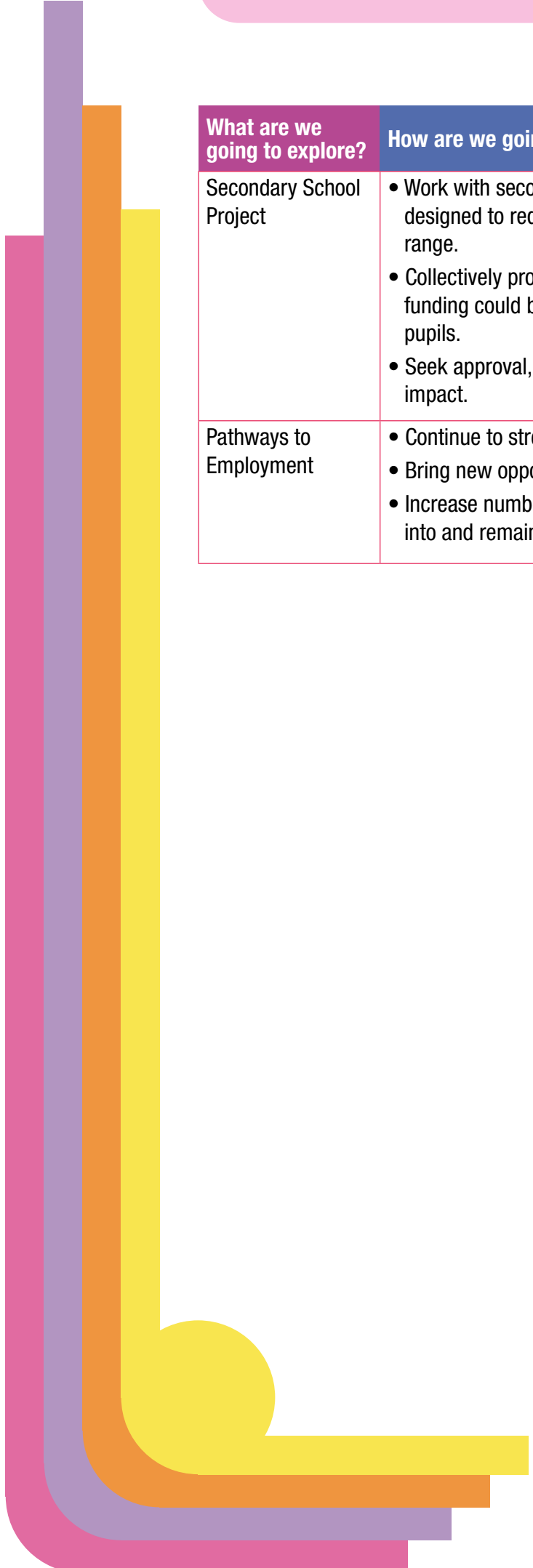
# Specialist Provision Priorities Action Plan - 5 year plan

(to be reviewed annually)

**All SEND Capital Programmes are approved at the Education & Inclusion Schools Capital Programme Board and any actions or approvals will be escalated to the Officer Delivery Group each quarter.**

| What are we going to explore?  | How are we going to do it?   | When  |
|--|--|---|
| <p>Reviewing the Resource Provision to target and increase capacity in high demand areas</p> | <ul style="list-style-type: none"> <li>• Further analysis of capacity in all the resources and areas of need.</li> <li>• Explore any identified solutions fully including funding costs</li> <li>• Working with Multi-Academy Trust leaders and wider Headteachers to secure the provision needed across the district.</li> <li>• Plans developed to expand resource provision to better meet current and future needs. A secondary programme to expand secondary places by 80 over the next three years has been developed with a focus on SEMH and Autism.</li> <li>• A number of primary projects are currently at the approval stage with the LA and governing Bodies. Further opportunities will continued to be explored that align to our areas of need.</li> </ul> | <p>Three year programme commencing in 2025 with a yearly review</p> |
| <p>Wakefield Special Schools Capacity</p>  | <ul style="list-style-type: none"> <li>• On-going place planning</li> <li>• Short, medium and long-term challenges and opportunities have been identified and presented to the Education &amp; Inclusion Schools Capital Programme Board with next steps agreed.</li> <li>• Solutions have now been identified for the September 2024 intake and are waiting approval.</li> <li>• Working with heads, suitable locations for expansion have been identified. We are developing feasibility reports to provide budget estimates for a number of projects.</li> <li>• Obtain necessary authorisations for projects.</li> <li>• If approved progress and implement plans within agreed timescales.</li> </ul>   | <p>On-going 5-year period</p>                                       |
| <p>Improve SEND facilities in mainstream settings</p>  | <ul style="list-style-type: none"> <li>• A cabinet report has been produced to consider 'ringfencing' part of the SEND capital funding for the next two years.</li> <li>• If successful:               <ul style="list-style-type: none"> <li>- Circulate the opportunity to schools</li> <li>- Multi-agency evaluation panel</li> <li>- Agree successful allocations</li> <li>- Monitor progress and impact</li> </ul> </li> </ul>  | <p>24/25 and 25/26</p>  |

| What are we going to explore?  | How are we going to do it?  | When                     |
|--|---|--------------------------|
| Explore increasing specialist capacity in Early Years  | <ul style="list-style-type: none"> <li>• Continue to analyse need, what is the data telling us</li> <li>• Identify and explore solutions</li> <li>• Agree recommendation and seek appropriate approval</li> <li>• Develop and progress plans</li> </ul>   | From 2025 onwards        |
| Increase capacity in provision for children and young people with medical needs unable to attend school                                | <ul style="list-style-type: none"> <li>• Analyse current and future needs working in partnership with health</li> <li>• Consider linking to the Change Programme.</li> <li>• Link into regional work to explore joint solutions</li> <li>• Develop an action plan</li> <li>• Seek appropriate approval</li> <li>• Implement plans and monitor impact</li> </ul>   | From 2025                |
| Explore and extend outreach provision for mainstream settings  | <ul style="list-style-type: none"> <li>• Explore how outreach for secondary age ranges and other prime needs can be developed.</li> <li>• Seek appropriate authorisation and implement further plans.</li> <li>• Monitor impact.</li> </ul>   | Review on a yearly basis |
| Review our AP Offer in line with the Change Programme  | <ul style="list-style-type: none"> <li>• As part of Wakefield's involvement with the Change Programme review our existing offer in line with the Change Programme 'ask'.</li> <li>• Consider and cost out developing an AP Taskforce.</li> <li>• Identify the budget that would be needed to implement the 3 Tier model/plan over a minimum period of 3 years.</li> <li>• Review outreach support as part of Tier One.</li> </ul> | 2024 to 2025             |
| Review, Strengthen and Clarify EHE and EOTAS Provision   | <ul style="list-style-type: none"> <li>• Review our current information and guidance and update co-producing with parents/carers and young people.</li> <li>• Map out our current offer review best practice in other areas.</li> <li>• Make necessary amends to our offer.</li> </ul>  | Sept 2025                |
| Explore bespoke work with providers to provide specialist placements via independent specialist provision and/or special free schools. | <ul style="list-style-type: none"> <li>• Capture learning from other areas.</li> <li>• Explore how working with MATs can creatively provide additional specialist capacity offering value for money.</li> <li>• Review options and proposals.</li> <li>• Seek approvals.</li> <li>• Commission as appropriate.</li> </ul>   | Sept 2024                |



| What are we going to explore? | How are we going to do it?   | When      |
|-------------------------------|--|-----------|
| Secondary School Project      | <ul style="list-style-type: none"> <li>• Work with secondary schools to co-produce a programme designed to reduce the dependency of ISPs for this age range.</li> <li>• Collectively problem solve with partners and explore how funding could be better utilised to support a wider cohort of pupils.</li> <li>• Seek approval, commence the programme and monitor impact.</li> </ul> | Sept 2025 |
| Pathways to Employment        | <ul style="list-style-type: none"> <li>• Continue to strengthen our Post 16 offer and oversight.</li> <li>• Bring new opportunities to Wakefield.</li> <li>• Increase numbers of young people with SEND progressing into and remaining in employment.</li> </ul>   | Sept 2025 |

