

Wakefield **SEND** Provision Plan



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Introduction

This document should be read in conjunction with Wakefield's SEND Strategy 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 has seen a significant increase 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 the majority of children and young people with SEND both with and without EHCPs appropriately remain in mainstream settings, therefore we need to ensure a continued focus on this area as covered within our main SEND Strategy.
- High quality specialist provision for those children and young people who require it, is available locally.
- All our provision offers good value for money.



National Picture

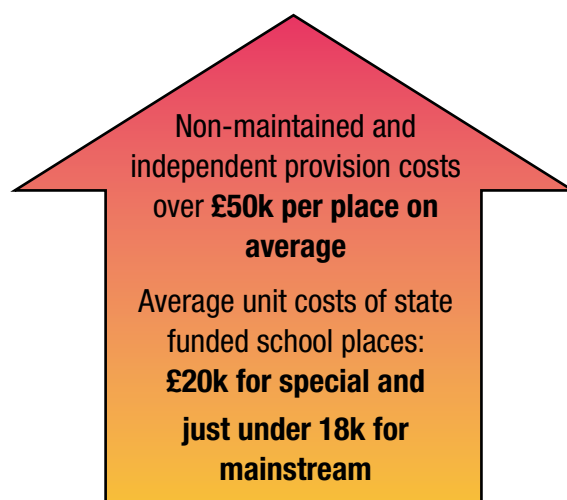
Pupils with SEN are educated in a range of provisions.

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 73% of new plans made during 2021. 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 primary schools.

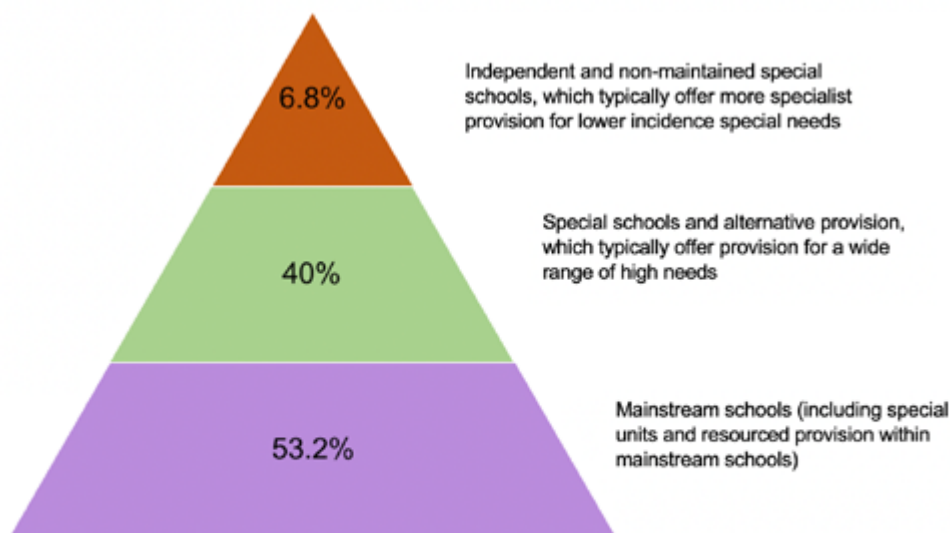
From 2018 there has been a steady decrease in the proportion of those with an EHC plan being educated in specialist provision.

Children and young people with an EHC plan in pupil referral units (PRUs) continues to increase. This is driven by both an increase in the number of plans and by a decrease in the overall population in PRUs.



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 plans¹ (%)



¹: This chart accounts for pupils in schools only. Jan 2022 census 78,300 students (17% of the 473,000 total children and young people with EHCP 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).¹

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

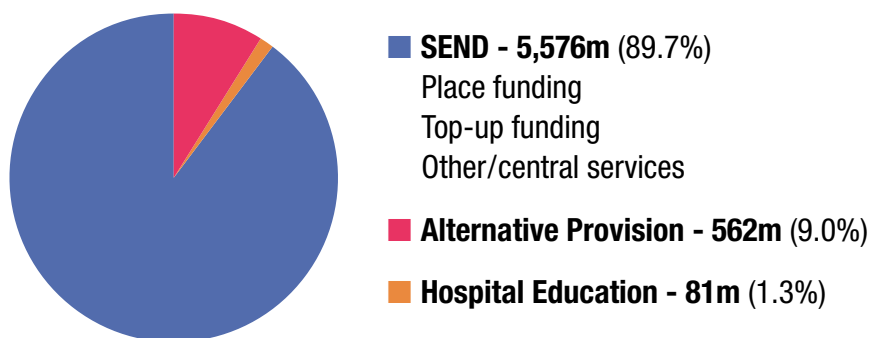
Pupils/students will only be placed in specialist provision (e.g. special schools) if they have complex needs. Special schools receive £10,000 per place funding (£4,000 + £6,000). Specialist colleges receive slightly more per place. The LA determines how much top-up funding is needed.

c.£10k per place Top-up

¹Source: 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 10% compared to previous year. Wakefield's increase was above the national average at 15% in 2021. This means we will continue to see pressure for placements. Wakefield has 3033 plans (December 2022).

Focus on Wakefield

Some examples of what we have achieved in the past 2 years

Support for Mainstream Settings

Wakefield ring-fenced £350K 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 eleven bids were successful:

Pinders Primary was chosen because of the imaginative use of the school's grounds to provide an outdoor space for children with Special Educational Needs such as Autism and behaviours that challenge. Children with these difficulties are often "sensory seeking". They have a need to touch, taste, smell, hear and see things. The sensory garden provides a safe space to have these sensory needs met. Because they have their sensory needs met, they are then able to participate in learning back in the classroom.



Trinity Academy Cathedral have restructured their SEN learning space to accommodate separate spaces for SEN Support. They now have a calm space, social space, meeting space and a classroom. Children with Autism and Social, Emotional and Mental Health needs will benefit from these spaces as there will be less environmental stimulation/distraction from other students using the same space for separate purposes.



Before



After

Smawthorne Henry Moore Primary have enhanced their learning and play opportunities for SEND children and pupils who struggle with their social, emotional and mental health by creating a sensory garden and outdoor classroom.



St John's Primary have created a sensory space in an existing room for the children with Autism who require an individual personalised curriculum including regular sensory opportunities throughout the day. It means their provision meets the needs of these children in a mainstream setting.



North Featherstone have created an additional area by using a decommissioned double decker bus. This will let children with special educational needs and disabilities participate in one to one sessions, small group work or counselling. The children were encouraged to look at the colour scheme, vote on the location of the bus and the furniture provided.



New Provision

City Futures

A new post 16 element of Highfield School opened in September 2022 with space for 12 students. This will be mostly for year 13 and 14 for the 'city futures' pathway. All staff are travel trained and are working towards getting all students on this pathway signed off ready for college/work.



The Limes

This is a new unit which comes under Pinderfield's Hospital Pupil Referral Unit. It is a small, specialist setting for children in KS2 who all have an Educational Health and Care Plan (EHCP) because of a medical condition, disability and/or early social communication and interaction difficulties. We provide a range of learning experiences in a caring and secure atmosphere, where both effort and achievement are encouraged and praised. Our curriculum is tailored to the individual child, incorporating their EHCP outcomes and looking at ways in which we can support the development of the whole child. Every aspect of the day is a learning opportunity and these are utilised fully.



Featherstone

This is a resource inside of Featherstone Academy school. The resource caters for children and young people across the district with an Education Health Care Plan (EHCP) with Autism /social communication. All students follow a broad and balanced curriculum that reflects their needs. All students will spend a significant proportion of their timetable in mainstream lessons supported by resource specialist staff. The amount of time spent in mainstream school will vary according to individual needs. Students may access additional English and Maths in the Resource to establish any gaps in knowledge, address any catch-up learning or enhance understanding of current curriculum. Social skills development is timetabled as part of the curriculum. This can include life skills and social skills groups that address current relevant issues that students may encounter in and out of the school environment. Informal social skills teaching is structured to run throughout the student's daily routine. Lessons following social communication specific interventions are tailored to individual need such as Lego therapy, emotional regulation. We may also facilitate reverse inclusion to support social relationship and skills development within the more familiar setting in base.



Cherry Tree (Satellite Provision) @ High Well

High Well have opened a satellite provision at Cherry Tree, for KS2 pupils with SEMH needs. The pictures show the accommodation.



Minsthorpe Resource

The Minsthorpe Community College (MCC) Resource Provision (RP) is an integrated resource provision, delivering adapted curriculum, with access to mainstream. The provision is for students with severe/profound speech, language and communication and/or associated moderate/severe learning difficulties. The provision offers a curriculum that is low demand to support learning needs and access to mainstream lessons and experiences for those that make suitable progress. They will also have access to the cross-curricular and extra-curricular college activities that supports their inclusion as a member of the MCC community.

The curriculum offer in RP KS3 & KS4 mirrors the Curriculum Intent, Implementation and Impact of the mainstream MCC Curriculum and is delivered through the policies and procedures of the Minsthorpe Way. The College's values of Motivation, Commitment & Care are reflected in the experience for all stakeholders in the RP.



Upgraded Facilities (Specialist and Resource Provision)

We also have updated facilities at Resource and Special School Provision. Below shows the improvements to the playground at Newlands Resource Provision.





Extended Post 16 Pathways and Opportunities

The Preparation for Adulthood (PfA) Team produces resources for Post 16. These include Post 16 Pathways, options, transition as well as guides to support parents, carers and young people to prepare for the next phase of their education. For further information: <http://wakefield.mylcaloffer.org/>

The recruitment of our 5 Day Officer means young people with SEND aged between 16 - 25 are supported to develop their independence and access educational, social and work based services within their local communities in line with their aspirations. We work with them to enable full participation, 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. The 5 Day Officer can signpost, guide and provide Post 16 Pathways whilst supporting to access information to help young people feel less socially isolated and included within their community. We are planning to increase capacity in this area. The '5 Day Offer' can supplement what young people receive in their current education setting, supporting young people identify further meaningful activities that can be undertaken with or without support in and around the area they reside in.

A monthly SEND Drop in session is held at the Hut every second Tuesday of the month. Young people and parents can drop in and discuss pathways, careers, information on targeted and universal services.

Prospects – The Shaw Trust Internships programme enhances 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.

Project SEARCH Integrated Care System Wakefield is a new partnership focusing on admin roles with areas within the NHS offering internship rotations available at Spectrum Community Health CIC, SLD Training and NHS West Yorkshire Integrated Care Board. This initiative has boosted the existing Project SEARCH bringing it to a total of 4 Supported Internship programmes within the Wakefield area.

Plans in Progress

Oakfield Park

The LA are currently exploring the opportunities to expand the specialist secondary provision at Oakfield Park. The options are in development and a feasibility study has recently been commissioned. It is hoped to replace a 4-class modular classroom block which are at the end of their useful life as well as provide some additional accommodation to support an increase of approximately 16 places in the school.

High Well

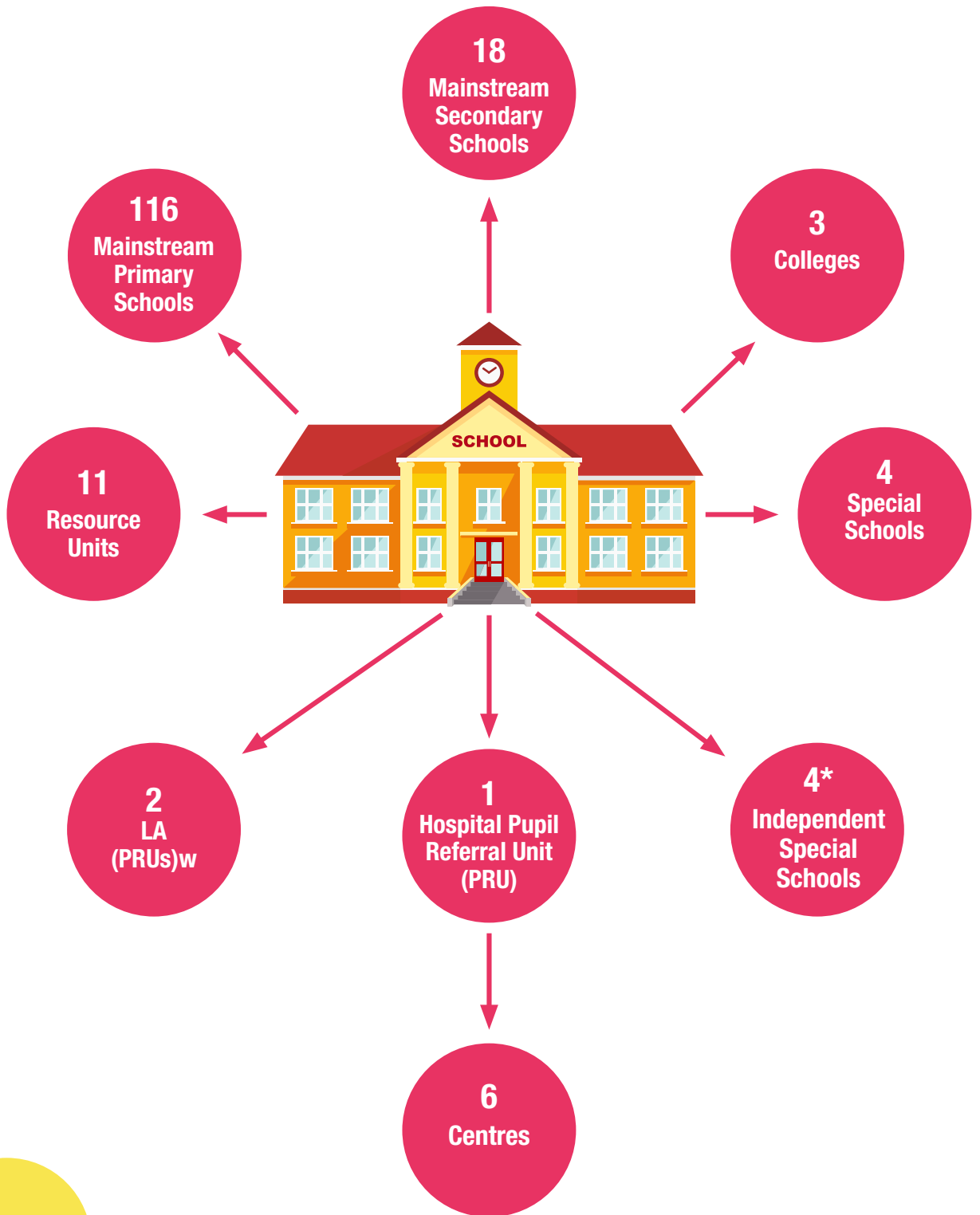
The LA are working to develop a scheme to address the shortfall of accommodation, and the addition of an extra classroom to support an increase of approximately 8 pupils as well as improvements to the external car park and pupil drop off area.

Special Free School Bid

A bid was submitted October 2022 for a Special Free School in the Wakefield district. The bid was for an 80-place school for pupils with autism aged 5 to 16. The school will enhance our provision in Wakefield because we don't have a bespoke unit for young people with autism who are able to meet their learning expectations. The children and young people in our specialist provision are those who have autism and complex learning difficulties. The outcome of the bid will be known early 2023.



Current Specialist Provision



* Some have multiple sites

Specialist School Places

School	Primary Need	Age Range	Places (Sept 2020)	Current Placements (Sept 2022)
Castleford Resource	DHI	12 to 16	14	13
Crofton Resource	VI	12 to 16	8	6
Early Years Assessment Centre	PD/SLCN /Autism	3 to 5	22	21
Featherstone Resource	SLCN	11 to 16	0	10
Forest Wood Assessment Centre	Autism	5 to 7	21	22
Highfield School	SLD	7 to 19	196	196
High Well School	SEMH	9 to 16	70	87
Kingsland Primary School	SLD	2 to 11	185	197
Methodist Resource	Autism	5 to 11	10	12
Minsthorpe Resource	SLCN/MLD/SLD	12 to 16	0	11
Moorthorpe Resource	SEMH	5 to 11	0	14
Newlands Resource	Autism	5 to 11	15	23
Northfield Resource	Autism	5 to 11	11	20
Oakfield Park School	SLD	12 to 19	130	163
St Thomas a Beckett Resource	Autism	12 to 16	19	20
St Wilfrids Resource	Autism	12 to 16	21	20
The Rookeries Resource	DHI	5 to 11	16	14
Thornes Centre	SEMH	5 to 11	8	8
Woodlands Centre	SEMH/PD	5 to 11	14	12
Wrenthorpe Centre Unit	Medical	11 to 19	30	34
The Limes Centre	Autism	7 to 11	0	10
Total			779	913

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.

Joint funded + independent placement budget + costs

Financial Year		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Independent (Education only)	No's	17	24	47	73	100	121
Joint Funded (Complex Care)	No's	51	53	47	43	46	37
Total	No's	68	77	94	116	146	158
Budget	£	6,916,558	8,097,127	8,609,003	10,220,909	11,592,559	14,882,756
Actual costs	£	8,807,756	10,324,176	10,186,717	12,299,993	13,533,568	13,917,948
Budget overspend	£	1,891,198	2,227,049	1,577,713	2,079,084	1,941,008	-964,808

Actuals - Education							
Independent (Education only)	£	540,483	916,004	1,968,292	3,414,403	4,660,064	6,651,104
Joint Funded (Complex Care)	£	2,547,192	1,305,253	870,621	898,093	1,204,533	751,947
Total Education	£	3,087,675	2,221,258	2,838,913	4,312,496	5,864,597	7,403,051

Social/CCG cont.	£	5,720,081	8,102,918	7,347,804	7,987,498	7,668,970	6,514,897
		8,807,756	10,324,176	10,186,717	12,299,993	13,533,568	13,917,948

- Notes**
- a Inclusive of a number of packages in receipt of an educational contribution i.e. those with education as part of the Joint Funded package
 - b Numbers are the active numbers as at end of March 2022

Breakdown of education placements costs (November 2022)

	Primary	Secondary	Post 16	Post 19
Number in mainstream	593	556	11	2
Average yearly cost per pupil. Including Element 1, 2 & 3	£14,545.92	£14,324.39	£14,120.00	£13,347.50
Number in maintained special	208	337	72	22
*Average yearly cost per pupil. Including Element 1, 2 & 3	£22,720.82	£21,117.67	£20,302.15	£20,950.27
Number in independent	20	71	3	1
Average yearly cost per pupil	£66,618.78	£63,202.43	£56,835.00	£47,780.00

** 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.*



What the data is telling us

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 a number of 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 to us 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 January 2023, 94% 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 19%

C&YP with an EHCP by Primary Need and Locality

(January 2022 school census)

Locality Area	Autism	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	Total
Castleford and Airedale	124	4	14		3	15	10	44	78	24	9	6	331
Normanton and Featherstone	117	0	4	1	2	22	8	51	86	35	9	7	342
Pontefract and Knottingley	92	10	9		4	13	11	51	61	25	5	3	284
South East	127	6	12	1	2	8	11	53	78	40	10	4	352
South West	101	11	6		4	24	7	32	93	45	8	9	340
Wakefield Central and North West	118	16	8	1	4	11	18	46	100	56	19	6	403
Out of District	24	11	6		3	3	4	14	11	8	2	1	87
Total	703	58	59	3	22	96	69	291	507	233	62	36	2139

The percentage of pupils with additional needs is 16.6% (9,063 pupils) of our whole school population (54,567) based on January 2022 School Census. This includes 6,924 (12.7%) at SEN Support and 2,139 (3.9%) with an EHCP.

CYP with an EHCP by Primary Need and Age Range

(January 2022 school census)

Age Range	Autism	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	Total
Under 5	48	1	0	0	0	13	14	2	77	2	1	3	161
Aged 5 to 10	321	27	29	2	10	39	31	125	294	85	25	18	1006
Aged 11 to 15	295	29	27	1	11	33	16	162	128	114	34	12	862
Aged 16 to 25	39	1	3	0	1	11	8	2	8	32	2	3	110
Total	703	58	59	3	22	96	69	291	507	233	62	36	2139

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 2022 SEN2 data)

School	Autism	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI	Total
Kingsland Primary School	76	0	0	0	0	5	32	1	24	56	1	0	195
Highfield School	61	1	5	0	3	7	3	5	26	68	10	1	190
High Well School	10	0	1	0	1	0	0	65	3	0	0	0	80
Oakfield Park School	51	0	1	1	0	9	21	0	10	59	1	0	153
Total	198	1	7	1	4	21	56	71	63	183	12	1	618

Over a quarter (28.9%) of pupils with an EHCP are in our special schools. Autism and Speech, Language and Communication 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 Green Paper. 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.
- 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.
- Extend our offer of outreach to mainstream schools following a successful pilot by Kingsland, this needs to have wider reach.
- Capacity within our maintained specialist schools continues to be challenging and 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.
- 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 special free school bid but the outcome of this will need to be monitored and alternative plans considered should we not be successful.
- Further additional resource provision at both primary and secondary phases continues to be required.
- 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 commenced some creative and bespoke work to support successful transition back into education. Realising that this often needs to be very specific packages – this work needs to continue, and our learning embedded on a wider scale.
- Pressures around the increasing cohort of pupils who are unable to attend school because of medical reasons needs to be addressed.
- 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)

What are we going to explore?	How are we going to do it?	By when
<p>Reviewing the Resource Provision to target and increase capacity in high demand areas</p>	<ul style="list-style-type: none"> • Analysis of capacity in all the resources • Identify suitable settings working with schools • Explore any identified solutions fully including funding costs • Schools Strategy & Performance Service to consider the current capacities in line with Building Bulletin 104 and consider possible options for expansion, develop feasibility, provide design & capital cost plans • Obtain authorisation targeted to focus on highest needs • If authorised create additional places 	<p>On-going yearly review</p>
<p>Wakefield Special Schools Capacity</p>	<ul style="list-style-type: none"> • On-going place planning • Identify short, medium and long-term challenges • Explore identified options with Heads and Governor's • Schools Strategy & Performance Service to develop capital strategy for increasing special school places. Consider suitable locations for expansion, develop feasibility, provide budget estimates for projects • Agree project and number of places to be created and funding • Obtain necessary authorisations for projects • If approved progress and implement plans 	<p>On-going 5-year period</p>
<p>Explore opportunity to bid for Government funding to build a new special free school</p>	<ul style="list-style-type: none"> • Bid submitted by October 2022 • If successful continue to develop and seek cabinet approval for the next stage 	<p>Stage One 2022 to 2023</p>

What are we going to explore?	How are we going to do it?	By when
Improve SEND facilities in mainstream settings	<ul style="list-style-type: none"> • Approval obtained to 'ring-fence' part of the SEND capital funding for 2022 to 2023 and 2023 to 2024 • Circulate the opportunity to schools • Multi-agency evaluation panel • Agree successful allocations • Monitor progress and impact 	2nd Year 2022 to 2023
Explore increasing specialist capacity in Early Years	<ul style="list-style-type: none"> • Analyse need what is the data telling us • Identify and explore solutions • Agree recommendation and seek appropriate approval • Develop and progress plans 	From 2023 onwards
Increase capacity in provision for children and young people with medical needs unable to attend school	<ul style="list-style-type: none"> • Analyse current and future needs working in partnership with health • Link into regional work to explore joint solutions • Develop an action plan • Seek appropriate approval • Implement plans and monitor impact 	2022 to 2023 onwards
Work on creative and bespoke joint solutions for children and young people with very complex needs	<ul style="list-style-type: none"> • Set up a sub-group to identify children and young people and explore solutions • Agree approaches and seek appropriate approvals • Pilot and test out solutions • Monitor impact and embed lessons learnt 	From 2022 to 2023 then review
Explore and extend outreach provision for mainstream settings	<ul style="list-style-type: none"> • Evaluate the pilot offered from Kingsland and gain approval to wider the reach • Explore how outreach for wider age ranges and other prime needs can be developed. • Seek appropriate authorisation and implement further plans 	Review on a yearly basis
How we can meet the requirements of the Green Paper	<ul style="list-style-type: none"> • Regularly review the actions coming from the implementation of the green paper and ensure our current and future plans align 	Commence in 2023, with yearly reviews

