

Date: Wednesday, 25 July 2018

Time: 12.30 pm

Venue: Shrewsbury Room, Shirehall, Abbey Foregate, Shrewsbury, Shropshire, SY2 6ND

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## CABINET

### TO FOLLOW REPORT (S)

#### **9 Development of Specialist Educational Needs and Disability Resource Provision Within Schools (Pages 1 - 116)**

Lead Member – Councillor N Bardsley – Portfolio Holder for Children and Young People

Report of the Director of Children's Services

Contact: Karen Bradshaw Tel: 01743 254201

#### **18 Tannery Development - Tenant Fit-Out (Pages 117 - 132)**

Lead Member – Deputy Leader and Portfolio Holder for Corporate and Commercial Support

Report of the Head of Business Enterprise and Commercial Services

Contact: Tim Smith Tel: 01743 258998

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## Committee and Date

Cabinet

25<sup>th</sup> July 2018

### **Development of Specialist Special Educational Needs and Disability Resource Provision within Schools.**

#### **Responsible Officer**

e-mail: karen.bradshaw@shropshire.gov.uk Tel: 01743 254201

## **1. Summary**

- 1.1 This report sets out current and future proposals for the development of Special Educational Needs and Disability (SEND) resource provision within Shropshire mainstream schools. This will be funded from the special provision grant allocation which is intended to support local authorities to invest in new places for children with an education, health and care plan (EHCP).
- 1.2 A commissioned review of Shropshire's Specialist Provision was undertaken in 2017. Amongst the findings was the recommendation that action should be taken to reduce the number of pupils with SEND whose needs are met in independent schools and to increase the proportion of pupils whose additional needs are met in a mainstream school as part of a broad continuum of provision. Where appropriate and reasonable to do so, the Council would make within mainstream schools adaptations and alterations, provide equipment and other such support as pupils need, to enable them to flourish alongside their peers.
- 1.3 The Department for Education (DfE), recognising the pressures on Local Authorities to increase the number of school places available for those with SEND, has made available a capital fund of £215 million nationally to support local authorities to invest in provision for such children and young people aged 0-25. As part of this fund Shropshire Council has been allocated £616,279. The funding must be spent in accordance with the conditions of grant and generate additional places in the next 3 years.
- 1.4 Options to meet need from the DfE grant are limited. Conditions of the grant do not effectively support the development of any new build provision purely because the allocation is so small and the requirements to deliver new places in

relatively short timescales would be hindered by complex design and planning phases.

## **2. Recommendations**

It is recommended that Cabinet:

- Acknowledges and approves the recommendations outlined in the Specialist Provision Strategic Review and Development Plan 2018-22 as attached at Appendix 2.
- Notes the ongoing consultation at Whittington CE Primary School ends on the 29th July 2018 and delegates authority to the Director of Children's Services in consultation with the Portfolio Holder for Children and Young People to determine, subject to the results of the consultation, the proposed prescribed alterations.
- Approves the consultation on the remaining projects set out in paragraph 4.1 from September 2018 and delegates authority to the Director of Children's Services in consultation with the Portfolio Holder for Children and Young People to determine, subject to the statutory consultations, the proposed prescribed alterations.
- Notes that a further report will be brought back to Cabinet as appropriate, to update on the progress of this work.

## **3. REPORT**

### **3.1. Introduction**

The Children and Families Act 2014 set out a statutory duty for local authorities to keep provision for children and young people with special educational needs and disabilities (SEND) under review, in order to ensure that the provision reflected and addressed local needs.

On 4 March 2017 the Department for Education (DfE) announced the 'Special Provision Fund' to support all local authorities in England to develop their provision for pupils with special educational needs and disabilities (SEND). This fund provides capital investment in recognition of the growing demand for specialist provision across the country. Local authorities can invest in developing additional high needs places and/or improve existing facilities for pupils with education, health and care (EHC) plans in mainstream and special schools, nurseries, colleges and other provision.

Shropshire has been awarded a capital allocation of £616,279 'Special Provision Fund' between 2018-21 (£205,426 p.a.); this is provided in addition to the basic need capital funding that local authorities receive to provide new pupil places.



### 3.2. Background

The number of learners who are also able to access the mainstream curriculum, but who struggle to cope in mainstream classrooms due to sensory overload, social difficulties and high levels of anxiety, is increasing. In order to achieve positive outcomes and prepare effectively for adulthood, these learners require smaller group sizes, the right sensory environment and staff who are able to provide identified specialist support. When appropriately supported these learners can significantly benefit from being integrated on a mainstream school site, which provides access to specialist teaching facilities, a broad curriculum and subject-specialist teaching staff as well as maximising opportunities for children and young people to interact with mainstream peers for some aspects of their learning and/or social interaction.

In October 2017 Shropshire Council commissioned a comprehensive review of its high needs provision and this Specialist Provision Strategic Review and Development Plan (Appendix 1) set out the findings and recommendations for how capital investment should be prioritised. Amongst a number of recommendations to address current and future needs were the proposals to develop;

1. Specialist Resourced Provision for primary aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)

and

2. Additional 'Hub' Provision for secondary-aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)

#### **Resourced Provision for primary aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)**

There are established and effective models of provision located in mainstream primary schools with dedicated staffing and resources for between 8-12 learners in other areas of the country. Shropshire has a number of schools with falling rolls and spare physical capacity to accommodate such provision without huge capital expenditure. Estimates confirm that such provision could be developed with capital expenditure of around £50,000 (subject to context) on each site. Such low-cost development could be established at a number of locations across the county, in order to ensure more localised provision across the county.

There are two options:

- a) Mainstream school-led provision where the learners are on the roll of the host mainstream school and the provision is managed and staffed by the host school**

The benefit of this is that it encourages an inclusive ethos and directly engages mainstream schools as key partners in delivery of specialist provision. The challenge can be that such provision may (particularly in the crucial early stages) be very fragile if it becomes isolated and without access to specialist support.

- b) A partnership model where the base is operated as a satellite of a special school but is located on a mainstream 'host' school site, where the pupils are on the roll of the special school and the base is managed and staffed by the special school.**

The benefit of this is that it ensures access to specialist support. The challenge is that it may not promote an inclusive ethos that directly engages mainstream schools as key partners in delivery of specialist provision

Overall the benefits of mainstream school-led provision (option a) and the resulting inclusion of pupils is the strongest of the 2 options and therefore the preferred model.

### **Provision for additional hubs for secondary-aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)**

In recent years Shropshire Council has invested in the development of the Kettlemere Centre, a specialist provision for secondary age children with special educational needs (SEN) in the area of Communication and Interaction (C&I) located in North West Shropshire.

## **3.3 Consultation**

During the development of these proposals a significant amount of consultation has already taken place and included the following activities:

<b>DATE</b>	<b>STAKEHOLDER</b>	<b>EVENT OR METHOD OF COMMUNICATION</b>
<b>10/11/2017</b>	Parents and Carers	Shropshire Parent Carer Council AGM - Shrewsbury
<b>10/11/2017 to 8/1/2018</b>	Various Schools – Special, Mainstream and independent	Face to face meetings with a number of schools across Shropshire
<b>29/11/2017 to 22/12/2017</b>	All stakeholders	Strategic Review Discussion Document (Appendix 3) and Online questionnaire hosted on Shropshire Council's Website (results attached as Appendix 4)

<b>11/1/2018</b>	Headteachers and Local Authority Officers	Central Policy Group meeting
<b>1/2/2018</b>	Secondary Headteacher's	Presentation at Secondary Headteacher's Briefing session

Following the development of the recommendations an opportunity was provided for Shropshire schools to confirm how they could meet identified need. The following schools submitted an expression of interest in this development of specialist provision:

AREA	PRIMARY PHASE	SECONDARY PHASE
<b>North West Shropshire</b>	<p><b>Whittington CofE (Aided) Primary School</b></p> <p>To be developed through light refurbishment of existing accommodation to offer 10 places.</p> <p>Model would be mainstream school-led as school has demonstrated strength in its existing SEN provision.</p> <p>This location would feed into Kettlemere Hub thereby creating an all-through pathway.</p>	<p><b>Kettlemere Hub</b> operational for secondary age learners.</p> <p>Operated by <b>Lakelands Academy</b> - Mainstream-led</p>
<b>Central Shropshire (Shrewsbury)</b>	<p><b>St Andrew's CofE Primary School</b>, Nesscliffe,</p> <p>To be developed through light refurbishment of existing accommodation to offer 10 places.</p> <p>The school is part of the Westcliffe Federation.</p> <p>The model would be mainstream school-led as school has demonstrated strength in its existing SEN provision. Could link with potential Central Shropshire</p>	<p>Potential secondary site identified but at an early stage and remains subject to confirmation.</p>

AREA	PRIMARY PHASE	SECONDARY PHASE
	<p>secondary provision – tbc.</p> <p>Potential site also identified at Kinnerley Primary (also part of Westcliffe Federation) for potential future development.</p>	
<b>South West Shropshire</b>	<p><b>Acorns Hub</b> at The Community College Bishop's Castle is already operational offering 12 places for primary learners operated by Woodlands School</p>	<p>Recommending a reduced version of existing plans for provision at the <b>Community College Bishops Castle</b> through refurbishment of existing accommodation to develop a provision for 16-20 learners.</p> <p>Recommendation that the secondary base is operated as a satellite base of <b>Woodlands School</b>, given that they are already managing the primary provision on the same site.</p>
<b>South East Shropshire (Bridgnorth)</b>	<p>Two potential primary school sites have been identified for investigation and options analysis.</p> <p>The provision could be either a specialist satellite, or a mainstream-led model.</p>	<p><b>Oldbury Wells School</b> (part of Bridgnorth Area Schools' Trust) has identified options on their sites that would require refurbishment of existing accommodation to develop a provision for 16-20 learners.</p> <p>The school is considering the option of either a specialist satellite, or a mainstream-led model.</p>
<b>North East Shropshire (Whitchurch / Market Drayton)</b>	<p>No clear options have been identified so far.</p> <p>There have been no expressions of interest from mainstream schools but further options under investigation.</p>	<p>No clear options have been identified so far.</p> <p>There have been no expressions of interest from mainstream schools but further options under investigation.</p>

## 4. Statutory Process for Prescribed Alternations

**4.1** The Department for Education (DfE) has provided an outline statutory process for consultation which will need to be undertaken in order to implement the recommended proposals. The schools identified so far are:

- Whittington CofE (Aided) Primary School, Oswestry – 10 place provision for primary aged learners with communication and interaction difficulties
- St Andrew's CofE Primary School, Nesscliffe – 10 place provision for primary aged learners with communication and interaction difficulties
- Community College, Bishop's Castle – 20 place provision for secondary aged learners with communication and interaction difficulties
- Oldbury Wells School, Bridgnorth – 20 place provision for secondary aged learners with communication and interaction difficulties

The statutory process for making prescribed alterations to schools has four stages:

- Publication of statutory proposal / notice
- Representation (formal consultation). This must last for at least 4 weeks as prescribed in the 'Prescribed Alteration' regulations.
- Decision: the LA should make a decision on a proposal within 2 months otherwise it will fall to the Schools Adjudicator. Any appeal to the adjudicator must be made within 4 weeks of the decision.
- Implementation. There is no prescribed timescale. However, it must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

The formal consultation for Whittington CE Primary began on the 2<sup>nd</sup> July 2018 and will run until the 29<sup>th</sup> July 2018. The notice of proposed changes, in line with DfE guidance, was posted in the Local Media (Shropshire Star), on the Shropshire Council Website and on the School's Websites via the following links:

Council: [www.shropshire.gov.uk/get-involved/send-resource-provision-at-whittington-primary-school](http://www.shropshire.gov.uk/get-involved/send-resource-provision-at-whittington-primary-school)

School: <https://whittington-cofe-primary.secure-primariesite.net/resource-provision-consultation/>

The consultation will include an opportunity for stakeholders to attend a meeting at the school where the proposal will be outlined and opportunity for questions will be provided. Paper copies of the consultation will also be available on request at the school.

Following the completion of this consultation, a post consultation report will be written to record the views of those who participated in the consultation. The DCS in consultation with the Portfolio Holder will be asked to determine whether to implement the proposed prescribed alterations.

Further statutory consultation will take place, commencing September 2019, in order to formally consult on the proposals for the following schools as set out below.

The consultation process will follow the same process as set out above.

The consultation will include an opportunity for stakeholders to attend a meeting at each of the schools where the proposals will be outlined and opportunity for questions will be provided. Paper copies of the consultation will also be available on request at the school.

- St Andrew's CofE Primary School, Nesscliffe – 10 place provision for primary aged learners with communication and interaction difficulties
- Community College, Bishop's Castle – 20 place provision for secondary aged learners with communication and interaction difficulties
- Oldbury Wells School, Bridgnorth – 20 place provision for secondary aged learners with communication and interaction difficulties

Following the completion of this consultation, a post consultation report will be written to record the views of those who participated in the consultation. The DCS will be asked to determine whether to implement the proposed prescribed alterations.

## **5. Risk Assessment and Opportunities Appraisal**

- 5.1 The conditions of the DfE grant allow the following 2 options to be considered. Local authorities can invest their share of the special provision capital fund by either creating new (additional) places at good or outstanding provision, or improving facilities or developing new facilities

This can be through:

- Expansion(s) to existing provision including at the same site or at a different site.
- Reconfiguring provision to make available the space for the additional places or facilities.
- Re-purposing areas so that they meet the needs of pupils with special educational needs and disabilities.
- Other capital transactions that result in new (additional) places or facilities' improvements
- Investing in provision that is located in another local authority where this supports providing good outcomes for children in their area.

- 5.2 The risks associated with not increasing locally based education provision for children and young people with SEND include:
- Increased challenge of the inclusion of pupils with sensory overload, social difficulties and high levels of anxiety, for mainstream schools
  - Increased disaffection and resulting underachievement of these pupils
  - Increased fixed term and permanent exclusions
  - Increased cost of transporting pupils to existing provision located in central Shropshire or to provision that is outside of the county
- 5.3 There is growing demand for specialist support, arising from both improvements in maternity care for mothers and babies and better early identification and assessment of needs through Multi-Disciplinary Assessments (MDA). Analysis by Shropshire's Public Health Intelligence Team in 2014 identified significant growth both in Speech Language & Communication Needs (SLCN) and Autistic Spectrum Disorders (ASC). This is accompanied by a widespread trend of increasing complexity of need with increasing numbers of learners where intensive support is likely to be required. This is reflected in national trends most recently highlighted in a 2017 report by the Council for Disabled Children and the True Colours Trust that explored data around disabled children with complex needs and life-limiting conditions. Comparing 2016 pupil census data with 2004 figures, the research found that nationally there were now **+48%** more children overall with complex needs and a staggering **+219%** more with Autistic Spectrum Condition (ASC) being educated in special schools.
- 5.4 Shropshire has 5.3% of learners with Education Health and Care Plans (EHCPs) attending independent specialist provision. This is in line with national and statistical neighbour averages. The number of pupil placements in the independent sector has increased over recent years and although this is not an urgent cause for concern this continuing trend will need to be addressed to ensure that placement costs can be contained within budget, particularly when there is pressure on budgets through continued reductions in government funding.
- 5.5 There are a large number of learners with ASC or Social Emotional and Mental Health (SEMH) needs attending Access School in Shropshire and Bettws Lifehouse in Powys. Both of these provisions are small, local, independent specialist schools with good reputations. Currently these settings are providing a valuable service to Shropshire Council but given the growth in ASC and SEMH needs, there is an acute risk of over-reliance on independent provision that could, if unchecked, prove to be unsustainable.
- 5.6 There are large concentrations of learners with SEND around the main populations in Shrewsbury. Oswestry, Ludlow, Market Drayton, Whitchurch, Cleobury Mortimer and Bridgnorth. Shropshire's two special schools - Severndale and Woodlands both

have large catchment areas which result in many learners travelling significant distances to attend these schools. Not only does this result in very long journey times for learners but it also generates significant travel costs which are met from the council's core budget.

- 5.7 Consultation with parents confirms their preference for a wider range of choice and a recognition of the limited options regarding specialist provision currently available locally. A number of parents specifically highlighted the lack of choice for learners with Significant Learning Difficulties, with access to only one in-county special school. There was more widespread recognition of larger gaps were in relation to the lack of provision for learners with social, communication difficulties / ASC.
- 5.8 The opportunities associated with increasing locally based education provision for children and young people with SEND include:
- improved inclusion of pupils with sensory overload, social difficulties and high levels of anxiety, for mainstream schools
  - Increased engagement and resulting achievement of these pupils
  - Reduced fixed term and permanent exclusions
  - Reduced cost of transporting pupils to existing provision located in central Shropshire
  - Increased choice of provision for pupils, parents and carers

## **6 Financial Implications**

- 6.1 The recommended proposal represents a cost effective way of addressing these concerns by investing Shropshire's capital allocation of £500,00 'Special Provision Fund in locally based provision. This investment will secure major improvements in provision and increased locally-based choice for learners with SEND. It will also create investment to save opportunities from both reduced SEND placement costs and associated travel costs.
- 6.2 There are no immediate additional financial implications as a result of the recommendations set out in this report. The future development of any Specialist provision will be funded from a ring-fenced DfE Special Provision Capital Fund secured by the council of £500,000. Revenue Costs will be funded by existing base budgets from High Needs Block of the funding and pupil funding from the Dedicated School's Grant (DSG).
- 6.3 Provision will be developed in phases with each individual development working towards a per place (learner) capital investment in the region of £5,000. On that basis the creation of a 10 place provision is anticipated to have a capital budget of around £50,000. At this point the figures are indicative and may vary based on each school identified and the work required to deliver an appropriate learning



environment. Property Service group will provide more detailed costings per location as the scheme progresses although the capital outlay will not exceed £500,000 over the three years unless additional funds are identified.

- 6.4 The development of resourced provision will allow Shropshire to meet the educational needs of children and young people with SEND more locally reducing the numbers that need to attend independent special schools within Shropshire or out of county. These changes should realise significant financial savings in the medium to long term.
- 6.5 The development of resourced provision will also secure more effective use of the High Needs Block of the Dedicated Schools Grant (DSG) which is under substantial pressure resulting from increased need for specialist placements and increased costs of specialist provision.

## **7 Conclusions**

The recommendations to develop resourced provision have been based on the following:

- The developments are cost effective making use of the space available in many of Shropshire's schools with spare capacity. They are therefore relatively quick to implement and fit with the time limitations of the DfE grant.
- The proposed range of provision will address access and inclusion issues – both in relation to geographical reach but also in relation to enabling learners with SEND to access education closer to home in their own communities.
- These proposals will harness the respective strengths of mainstream and specialist providers for the benefit of pupils.
- The proposals will build capacity and expertise of education professionals and have a substantial positive impact on a wider range of learners beyond those attending the new provisions. Locating the resourced provisions in mainstream schools will enable the transfer of skills between the specialist staff and those working in mainstream benefitting a wide range of vulnerable learners.

<b>List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)</b>
<b>Cabinet Member (Portfolio Holder)</b> Councillor Nicholas Bardsley
<b>Local Member</b> All
<b>Appendices</b> <ol style="list-style-type: none"> <li>1) Shropshire Special Educational Needs &amp; Disabilities Needs Assessment 2018.</li> <li>2) Specialist Provision strategic review and Development Plan 2018-19</li> <li>3) Strategic Review Discussion Document.</li> <li>4) Strategic Review Questionnaire Results.</li> </ol>



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## Special Educational Needs & Disabilities Needs Assessment

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Version 1.0 (Draft) February 2017

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## 1. Headlines

- At the time of the January 2017 school pupil census, there were **6,112** children in Shropshire identified with special educational needs (SEN), making up **13.9%** of the school population. This includes **1,577** children with statements or education, health and care (EHC) plans (**3.6%** of the school population) and **4,535** children receiving SEN support (**10.3%** of the school population).
- Comparative data shows that Shropshire has a higher-than-average proportion of pupils with statements or EHC plans and a lower-than-average proportion receiving SEN support. The sustained difference between these rates is notable and is significantly different than statistical neighbours and national averages. This may suggest that mainstream schools are not identifying needs as early as is the case elsewhere.
- This position has been recognised and measures are in place to address this through the introduction of the Graduated Support Plan in September 2017 providing access to high needs funding for learners without Education Health and Care Plans, which will significantly impact on these proportions with resulting increases in SEN Support and reductions in requests for EHC assessment. The early signs are that this has had a dramatic impact with a significant reduction in the level of requests for assessment.
- Shropshire's size and rurality are its biggest challenges in terms of provision of specialist services. Most of its SEN provision is concentrated around the Shrewsbury area and a small number of other market towns. Potentially as a consequence of this geography, a significantly higher than average proportion of children with SEN are being supported within mainstream settings. It follows that Shropshire's mainstream schools are supporting more pupils with highly complex needs than is the case elsewhere.
- In comparison, if Shropshire had the same proportion of learners in special school as is the average for its **statistical neighbours** (37.9% as opposed to 28.4%) this would represent an **additional 150 pupils in special schools plus an additional 60 pupils in designated specialist provision**.
- If Shropshire had the same proportion of learners in special school as is the average for its **West Midlands neighbours** (55.4% as opposed to 28.4%) this would represent an **additional 426 pupils in special schools plus an additional 56 pupils in designated specialist provision**.
- Where learning difficulties are severe or complex, children are more likely to be supported within maintained special schools or academies. Those attending independent specialist provision are likely to have social, emotional and mental health needs, or have a diagnosis of autism spectrum disorder (ASC<sup>1</sup>).

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<sup>1</sup> This report will use the term Autism Spectrum Condition (ASC) as opposed to Autism Spectrum Disorder (ASD); in the SEND Code of Practice ASD is the term used.

- There has been a marked increase in ASC as a primary need in recent years, mirrored by a reduction in moderate learning difficulties (MLD). There are likely to be significant numbers of learners whose needs are masked where ASC is not recorded as the primary need, but even accounting for this there are low numbers of learners with ASC attending specialist provision.
- **Over 60%** of children attending Shropshire special schools have severe learning difficulties recorded as their primary need. This is twice the proportion for comparator authorities.
- These unusual proportions may to some extent be as a result of how primary needs are recorded in the school census by special schools rather than suggesting anything about the underlying needs. There is very limited recording of secondary categories of need in Shropshire's census data, which to some extent is masking the breadth of needs being served.
- These unusual proportions of need are not solely attributable to the way needs are recorded, but also as a consequence of the limited range of Shropshire's own specialist provision; there is a lack of specialist provision for learners with ASC who are cognitively able to access the mainstream curriculum.
- **26.4%** of Shropshire's children with statements/EHC plans who are placed in special schools/specialist provision are educated out of county, either in neighbouring local authority's provision or in independent specialist provision. Overall, Shropshire is a net importer of pupils, with more pupils from other local authorities attending Shropshire's schools than vice versa.
- The majority of pupils attending special schools within Shropshire attend Severndale Specialist Academy, one of the largest special schools in the UK. This is one of only two state-funded special schools in the LA.
- High needs budget data shows that **Shropshire is relatively poorly funded per pupil** or per head of the child population as other local authorities and the proportion of High Needs Block funding in relation to the total Dedicated Schools Grant (DSG) allocation is also lagging behind comparators. So ***Shropshire's SEN system is allocated a relatively small proportion of a comparatively small DSG budget.***
- In summary, increased investment in additional specialist provision would bring Shropshire closer to alignment with statistical and regional neighbours and national averages and would enable the needs of complex learners to be targeted closer to home, However it must be recognised that Shropshire is fairly unique in its size and distribution of population and the relatively low SEND funding levels may present challenges in properly resourcing and sustaining such expansion.
- Shropshire's child population is forecast to remain relatively stable in the coming years, but this does not factor in the potential impact of housing development. When the potential effect of new housing is introduced, the picture looks rather different with numbers of secondary pupils set to exceed current capacity and primary schools will be stretched to almost full capacity within five years.

## 2. Geographic and demographic context

Shropshire is England's largest inland county, covering almost **3,500 square kilometres**. Much of its population and services are centred on the larger urban areas such as Shrewsbury and Oswestry, with other market towns also concentrated in the north. South Shropshire is more rural and includes a large Area of Outstanding Natural Beauty.

Because of its size and relative rurality, access to services is a significant challenge for Shropshire. The 2015 Indices of Multiple Deprivation ranked Shropshire poorly in relation to the '*Barriers to housing and services*' domain: **62** of Shropshire's **193** lower super output areas (LSOAs)<sup>2</sup> fell within the 20% most deprived LSOAs in England for this domain. **47** of these fell within the 10% most deprived; **35** within the 5% most deprived and **8** within the 1% most deprived in England.

Looking at the top ten most deprived LSOAs in Shropshire for this domain, **6** are located within south Shropshire. The 2 highest-ranking LSOAs in this list cover a wide rural area surrounding Ludlow and Ludford civil parishes.

The largest influence over Shropshire's position in the LSOA rankings is the 'Geographical barriers' sub-domain, which focuses on the travelling distances by road from selected facilities and services. **65** LSOAs in Shropshire are ranked within the top 10% most deprived nationally.<sup>3</sup>

## 3. Population

**Table 1** shows Shropshire's child population is forecast to remain relatively stable over the next decade, with an overall projected reduction of **0.9%** in the 0–19 age group. **Table 2** breaks the all-age population down into yearly forecasts, showing an overall projected increase of **4.4%** in Shropshire's population over the time period, demonstrating that the population is aging overall. It should be stressed that these projections do *not* factor in potential housing developments.

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<sup>2</sup> Lower Layer Super Output Areas (LSOAs) are a set of geographical areas developed and used by the Office for National Statistics, typically containing a population of around 1500 individuals.

<sup>3</sup> All data taken from IMD 2015 analysis, Shropshire Council: <https://shropshire.gov.uk/media/3679/imd2015-barriers-to-housing-services-domain-and-deciles-shropshire-2017ver.pdf>

Table 1) Projected age profile of Shropshire's population 2014-2024

AGE RANGE	2014 ('000s)	2024 ('000s)	% CHANGE
0 to 4	15.4	15.0	-2.6%
5 to 19	51.0	50.8	-0.4%
20 to 29	33.0	28.7	-13.0%
30 to 49	75.3	70.5	-6.4%
50 to 64	64.6	71.3	10.4%
65 to 74	39.1	41.3	5.6%
75 to 84	22.5	33.0	46.7%
85+	9.2	12.9	40.2%

Table 2) Population projections 2014 to 2024

YEAR	PROJECTED POPULATION (‘000s)
2014	310.1
2015	311.2
2016	312.4
2017	313.7
2018	315.0
2019	316.4
2020	317.9
2021	319.4
2022	320.8
2023	322.2
2024	323.6

Source for both: 2014-based Sub-National Population Projections, National Statistics ([www.statistics.gov.uk](http://www.statistics.gov.uk)) © Crown Copyright 2016



This trend is reflected in the changing birth rate in recent years. **Table 3** shows the number of live births increased slightly up to 2012, then began to fall; however, in the context of an increasing overall population, the crude live birth rate (per 10,000 all-age population) has been declining year on year.

Table 3) Live births 2010 to 2015

YEAR	LIVE BIRTHS	CRUDE LIVE BIRTH RATE (PER 10,000 POPULATION)
2010	2,889	9.8
2011	2,880	9.4
2012	2,912	9.4
2013	2,843	9.2
2014	2,835	9.1
2015	2,795	9.0

Source: ONS: Births by mothers' usual area of residence in the UK<sup>4</sup>

Shropshire's Adopted Core Strategy<sup>5</sup> set the target of delivering **27,500** new homes in the area between 2006 and 2026. Annual targets for new dwellings during the life of the plan are shown against indicative targets set by the Regional Spatial Strategy in **Table 4**:

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<sup>4</sup><https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/datasets/birthsbyareaofusualresidenceofmotheruk>

<sup>5</sup> <http://shropshire.gov.uk/media/830904/shropshire-core-strategy-2011-reduced.pdf>

Table 4) New housing targets to 2026

<i>FIVE-YEAR PERIOD</i>	<i>TARGET NO. OF NEW DWELLINGS PER ANNUM (SHROPSHIRE CORE STRATEGY)</i>	<i>AVERAGE NO. OF NEW DWELLINGS PER ANNUM (REGIONAL SPATIAL STRATEGY)</i>
2006–2011	1,190	810
2011–2016	1,390	1,210
2016–2021	1,390	1,655
2021–2026	1,530	1,825

Source: Adopted Core Strategy 2011

The Site Allocations and Management of Development (SAMDev) Plan<sup>6</sup> provided an update on these targets, as shown in **Table 5**:

Table 5) Update on new housing targets to 2026

<i>HOUSING</i>	<i>NUMBER OF DWELLINGS</i>			
	<i>BUILT 2006–2013</i>	<i>COMMITTED 2013</i>	<i>PLANNED 2006–2026 (APPROX.)</i>	<i>REMAINING TO DELIVER TO 2026</i>
Shrewsbury	1,602	957	6,500	3,941
Market towns/ key centres	3,355	2,273	11,000	5,372
Rural areas	2,314	2,259	10,000	5,427
Total	7,271	5,489	27,500	14,740

Source: SAMDev 2005, Table MD1.1

Shropshire Council has created pupil forecasts based on school census figures for the past five years. The blue forecast lines in **Charts 1 and 2** reflect the Office for National Statistics (ONS) projections, in that the child population is forecast to remain relatively stable. However, when the potential effect of new housing is introduced, the picture looks rather different. *Numbers of secondary pupils are set to exceed current capacity within five years, and primary schools will be stretched to almost full capacity.*

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<sup>6</sup> <http://shropshire.gov.uk/media/1900363/SAMDev-Adopted-Plan.pdf>

Chart 1) Primary actual and forecast pupil numbers 2013-2021

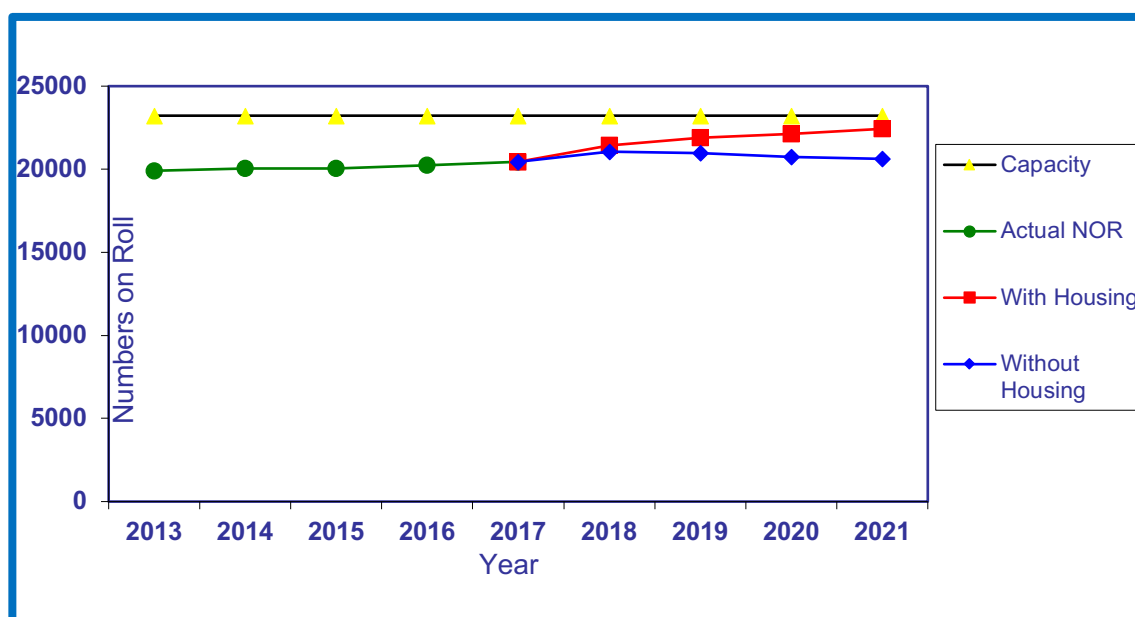
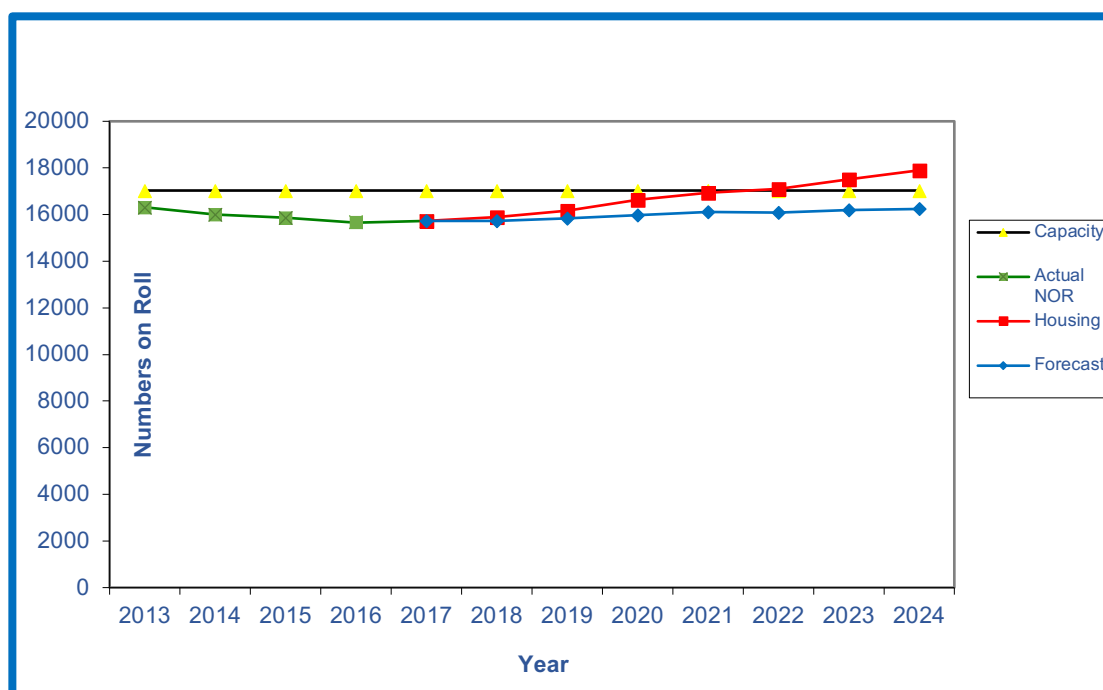


Chart 2) Secondary actual and forecast pupil numbers 2013-2024



Source for both: Shropshire pupil forecasts, 2017 (local data)

## 4. Trend of increasing learner complexity

Nationally there are increasing numbers of children who have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. Many may also be affected by compounding factors such as multi-sensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication. There is increasing recognition of the growing numbers of children with profiles of need that have not been encountered before, and this categorisation is therefore necessarily broad.

The Council for Disabled Children and the True Colours Trust published research in 2017 that explored national data around disabled children with complex needs and life-limiting conditions.<sup>7</sup> Comparing 2016 pupil census data with 2004 figures, the research found that across England there were now:

- **23,700 (+48%)** more children overall with complex needs
- **3,120 (+40%)** more with profound and multiple learning difficulties
- **270 (+1%)** more with severe learning difficulties
- **18,860 (+219%)** more with ASC in special schools
- **1,440 (+168%)** more with multi-sensory impairments

This growth is staggering in itself, but still does not include the **13,500** children with statements/EHC plans who are placed in the most specialist independent settings and **23,130** more young people aged 16–25 with statements/EHC plans neither of which are included in the school census data. Children with complex needs are over-represented in these groups.

### Limitations of Shropshire's SEND Data

Anecdotally there is some evidence that the national trends described above are reflected locally, but there are limitations with Shropshire's data that make detailed analysis more difficult. The lack of recording of secondary needs in Shropshire's school census appears to be masking the true prevalence rates for some categories of need. Shropshire's profile of special school pupils shows a significant increase in the number of children whose primary need is ASC although it must be stressed that this is from a low starting point. These increases in ASC are mirrored by a reduction in those whose

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<sup>7</sup> 'Understanding the needs of disabled children with complex needs or life-limiting conditions' – Council for Disabled Children and True Colours Trust, February 2017: <https://councilfordisabledchildren.org.uk/help-resources/resources/understanding-needs-disabled-children-complex-needs-or-life-limiting-conditions>

primary need is recorded as MLD, which may reflect that special school placements are prioritising more complex needs, rather than an absolute reduction in the incidence of MLD.

This report highlights some of the challenges and barriers to investigating this data further. As well as the gaps in reported data, there is concern about the lack of recording of secondary needs, which makes analysis of complexity difficult. This somewhat one-dimensional recording does not reveal anything about the child's mix of needs and is highlighted as worthy of further investigation to ensure consistency of reporting and to aid benchmarking with comparators.

## 5. Overall prevalence of SEN

At the time of the January 2017 school pupil census, there were **6,112** children in Shropshire identified with SEN, making up **13.9%** of the school population. This includes **1,577** children with statements or EHC plans (**3.6%** of the school population) and **4,535** children receiving SEN support (**10.3%** of the school population).

**Table 6** shows the percentage of pupils who were recorded as having SEN on the annual pupil census between 2010 and 2017. Up to and including 2014, overall numbers included those with statements or receiving support at School Action or School Action Plus; since 2015, these figures include EHC plans alongside statements, and count those receiving SEN support rather than the former School Action and School Action Plus.

The overall proportions of pupils with SEN nationally and across statistical neighbours have been reducing since 2010. This reduction followed a critical Ofsted report<sup>8</sup> that identified widespread over-diagnosis of SEN. Numbers took a more notable dip when the legislation changed post-2014, and this was particularly apparent in Shropshire. Local data shows that the number of new EHC plans halved from **266** in 2012 to **125** in 2014. Numbers have been more stable since 2015, although the proportion of pupils with statements or EHC plans is still higher in Shropshire than in comparator areas. assessments and plans.

In contrast, the proportion of children who are receiving SEN support is lower in Shropshire than elsewhere. The variation in the ratios of SEN support to plans/statements highlights Shropshire's position as a statistical outlier, however it is anticipated that the introduction in September 2017 of the Graduated Support Plan, which provides earlier access to high needs funding for pupils at SEN Support, is likely

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<sup>8</sup> 'Special educational needs and disability review – a statement is not enough' published September 2010.

to increase the proportion of learners at SEN support and reduce demand for EHC assessments and plans as schools will be better able to intervene earlier and address needs before they escalate.

Table 6) Pupils with special educational needs

		2010	2011	2012	2013	2014	2015	2016	2017
Shropshire	All pupils with SEN	19.9%	20.2%	19.9%	20.1%	19.3%	14.2%	13.8%	13.9%
	Pupils with statements/ EHC plans	3.5%	3.6%	3.8%	4.0%	4.1%	3.8%	3.8%	3.6%
	Pupils with SEN support	16.4%	16.6%	16.1%	16.1%	15.2%	10.4%	10.0%	10.3%
	Ratio (SEN support ÷ plans/statements)	4.7	4.6	4.2	4.0	3.7	2.7	2.6	2.9
England	All pupils with SEN	21.1%	20.6%	19.8%	18.7%	17.9%	15.4%	14.4%	14.4%
	Pupils with statements/ EHC plans	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
	Pupils with SEN support	18.3%	17.8%	17.0%	16.0%	15.1%	12.6%	11.6%	11.6%
	Ratio (SEN support ÷ plans/statements)	6.5	6.4	6.1	5.7	5.4	4.5	4.1	4.1
Statistical Neighbourhoods	All pupils with SEN	20.9%	20.9%	20.4%	19.4%	18.7%	16.2%	15.1%	15.1%
	Pupils with statements/ EHC plans	2.8%	2.9%	2.9%	2.9%	2.9%	2.8%	2.7%	2.6%
	Pupils with SEN support	18.0%	18.0%	17.5%	16.6%	15.9%	13.4%	12.4%	12.4%
	Ratio (SEN support ÷ plans/statements)	6.4	6.2	6.0	5.7	5.5	4.8	4.6	4.8

Source: DfE – Special educational needs in England: January 2017

**Table 7** shows the proportion of children with statements or EHC plans within state-funded provision, who attend mainstream schools, special schools, or specialist units/resourced provision within a mainstream setting. Shropshire's comparative position suggests more than average children with SEN are supported within mainstream settings; however, few of these attend designated specialist provision within those schools. This is in contrast to other West Midlands authorities, which tend to place more children in special schools and to have more designated provision integrated within mainstream schools.

To some extent this position may be explained by the relatively thinly spread population across Shropshire, with journey times making placement in specialist provision a major barrier. **This would be alleviated by developing more provision in different locations across the local authority area.**

For the purpose of comparison, if Shropshire had the same proportion of learners in special school as the average for its statistical neighbours (37.9% as opposed to 28.4%) this would represent an **additional 150 pupils in special schools plus an additional 60 pupils in designated specialist provision.**

If Shropshire had the same proportion of learners in special school as the average for its West Midlands neighbours (55.4% as opposed to 28.4%) this would represent an **additional 426 pupils in special schools plus an additional 56 pupils in designated specialist provision.**

Table 7) Placement of pupils with statements/EHC plans – January 2017

	TOTAL CHILDREN WITH A STATEMENT /EHC PLAN <sup>9</sup>	MAINSTREAM PRIMARY AND SECONDARY SCHOOLS, ACADEMIES FREE SCHOOLS <sup>10</sup>		SPECIAL SCHOOLS, ACADEMIES AND FREE SCHOOLS <sup>11</sup>		STATE-FUNDED PRIMARY AND SECONDARY SCHOOLS – PUPILS PLACED IN SEN UNITS OR RESOURCED PROVISION <sup>12</sup>	
		NO.	%	NO.	%	NO.	%
England	242,184	116,257	48.0%	109,861	45.4%	16,129	6.7%
W. Midlands (excl. Shropshire)	26,462	10,160	38.4%	14,664	55.4%	1,393	5.3%
Statistical neighbours	21,819	11,379	52.2%	8,275	37.9%	1,224	5.6%
Shropshire	1,577	916	58.1%	448	28.4%	28	1.8%

Source: DfE – Special educational needs in England: January 2017

<sup>9</sup> Special educational needs in England: January 2017: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017> – Table 12.

<sup>10</sup> Source as above – Table 14.

<sup>11</sup> Source as above – Table 14.

<sup>12</sup> Source as above – Table 19.



An extract was taken from Shropshire’s SEN database on 9 November 2017. **Table 8** shows how the pupils on this database are made up:

Table 8) Children on Shropshire’s SEN database<sup>13</sup> – November 2017

<i>Total children on database</i>	<i>1,895</i>
Number of these with an EHC plan/statement	1,846
Number of these receiving SEN support	20
Number of these where SEN status is blank or “N”	29
Number whose support is funded by Shropshire	1,735
Number whose support is maintained by Shropshire	1,788
Number whose home authority is Shropshire	1,817

Source: SEN database (local data)

The following tables are based on different subsets of this population, as is deemed relevant. Please be aware, therefore, that we are not always looking at exactly the same group and figures will not always add up to the same total.

**Table 9** breaks down **1,763** children who have statements or EHC plans maintained by Shropshire. It repeats the message that **Shropshire is supporting a large proportion of its SEN population within mainstream provision**. Where learning difficulties are severe or complex, children are more likely to be supported within maintained special schools or academies. Those attending independent specialist provision are likely to have social, emotional and mental health needs, or have a diagnosis of ASC.

Of those same **1,763** children, **1,478 (83.8%)** attend school in Shropshire, while the remainder (**285**) are educated out of county.

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<sup>13</sup> Shropshire uses the Capita One database.

Table 9) Analysis of categories of need and education provision for Shropshire pupils with a statement or EHC plan – November 2017

	LA MAINTAINED/ACADEMIES/FRE E SCHOOLS				ALTERNATIVE/INDEPEN DENT PROVISION			POST-16				
PRIMARY NEED	Nursery/ primary	Secondary	Special	All-through/ other	Alternative provision/ PRU	Indep. mainstream	Indep. special	General FE/HE/ appr' ships	Specialist	Other	Not recorde d	Total
Social, emotional and mental health (SEMH)	74	79	62	4	10	–	39	41	1	6	1	317
Behavioural, emotional and social difficulty <sup>14</sup> (BESD)	4	16	8	1	1	–	5	2	–	–	–	37
<b>Combined SEMH &amp; BESD</b>	<b>78</b>	<b>95</b>	<b>70</b>	<b>5</b>	<b>11</b>	<b>-</b>	<b>44</b>	<b>43</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>354</b>
Speech, communication and language needs	118	77	77	4	4	6	9	15	1	3	1	315
Autistic spectrum disorder	43	96	91	2	1	6	28	44	1	2	–	314
Moderate learning difficulty	41	75	62	1	2	5	2	31	1	2	2	224
Severe learning difficulty	14	4	126	1	1	6	7	12	4	3	–	<b>178</b>
Specific learning difficulty	11	74	25	4	–	3	–	10	–	3	–	<b>130</b>
Physical disability	27	25	36	1	1	3	–	20	3	3	–	<b>119</b>

<sup>14</sup> BESD ceased to be an official category of SEN following the 2014 Code of Practice. However, a number of children on the Shropshire database have this listed as their main need, so have been reported as such in this table.

	LA MAINTAINED/ACADEMIES/FREE SCHOOLS				ALTERNATIVE/INDEPENDENT PROVISION			POST-16				
PRIMARY NEED	Nursery/ primary	Secondary	Special	All-through/ other	Alternative provision/ PRU	Indep. mainstream	Indep. special	General FE/HE/ app' ships	Specialist	Other	Not recorded	Total
Other/not assessed/not recorded	19	10	25	–	1	2	1	11	3	2	–	74
Hearing impairment	9	11	1	–	–	1	–	4	–	–	–	26
Multi-sensory impairment	6	2	4	–	–	–	–	–	–	–	–	12
Visual impairment	4	2	1	–	–	–	2	1	–	–	–	10
Profound & multiple learning difficulty	–	–	7	–	–	–	–	–	–	–	–	7
<b>Total</b>	<b>370</b>	<b>471</b>	<b>525</b>	<b>18</b>	<b>21</b>	<b>32</b>	<b>93</b>	<b>191</b>	<b>14</b>	<b>24</b>	<b>4</b>	<b>1,763</b>
<b>%</b>	<b>20.99</b> %	<b>26.7</b> 2%	<b>29.7</b> 8%	<b>1.02%</b>	<b>1.19%</b>	<b>1.82</b> %	<b>5.28</b> %	<b>10.83</b> %	<b>0.79</b> %	<b>1.36%</b>	<b>0.23%</b>	<b>100.00%</b>

Source: SEN database (local data)

**Table 10** focuses on the **93** children with Shropshire-maintained statements or EHC plans attending independent specialist provision. Most of the children requiring independent specialist education are of secondary age and have social, emotional and mental health needs or have a diagnosis of ASC.

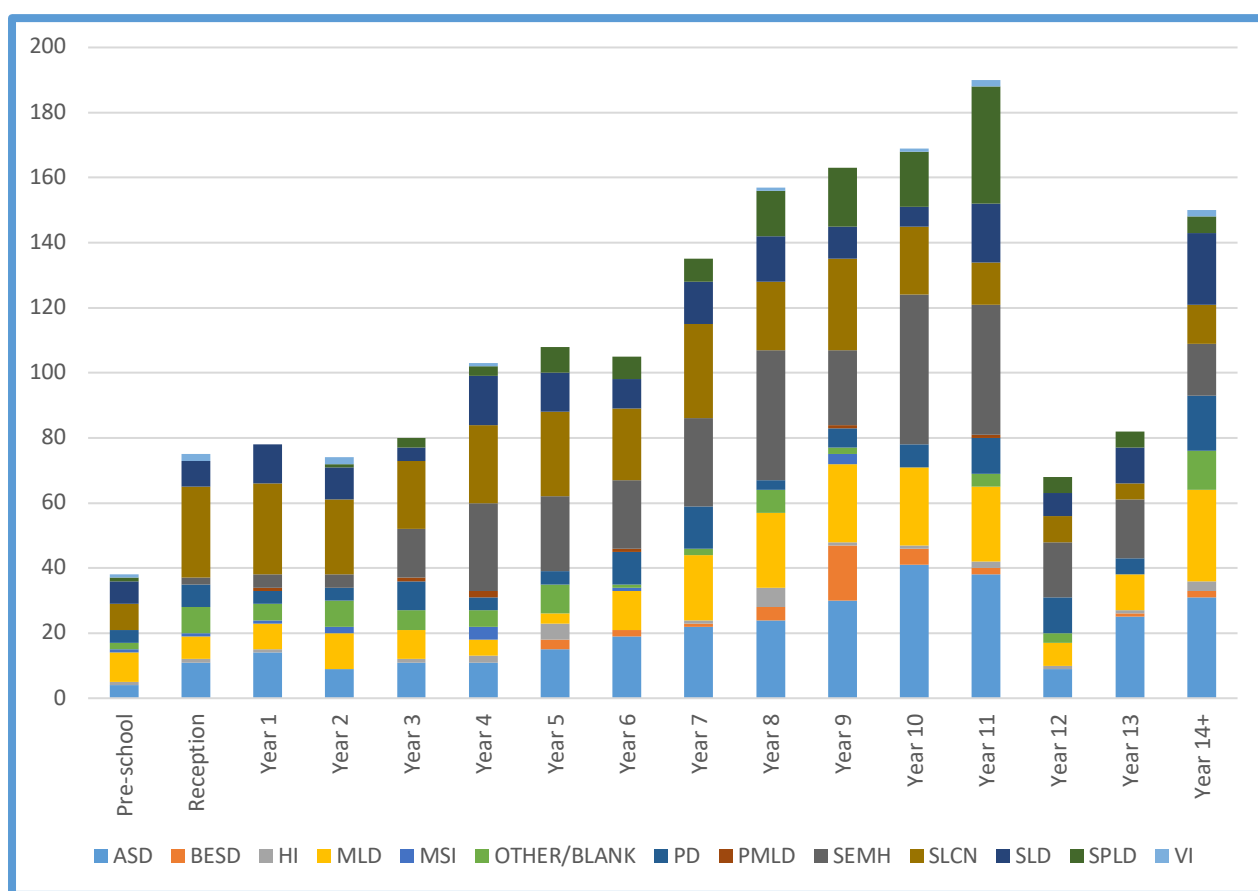
Table 10) Categories of need for children with statements/EHC plans attending independent specialist provision – November 2017

<i>Primary need</i>	<i>Primary (YR–Y6)</i>	<i>Secondary (Y7+)</i>	<i>Total</i>
Social, emotional and mental health & Behavioural, emotional and social difficulty	7	37	44
Autistic spectrum disorder	2	26	28
Speech, communication and language needs	1	8	9
Severe learning difficulty	–	7	7
Moderate learning difficulty	–	2	2
Visual impairment	–	2	2
Not recorded	1	–	1
<b>Total</b>	<b>11</b>	<b>82</b>	<b>93</b>

Source: SEN database (local data)

**Chart 3** shows the need profile of Shropshire’s SEN population (those with statements, EHC plans or receiving SEN support, maintained by Shropshire) by National Curriculum Year. It shows a general growth in numbers of children identified as having SEN, up to Year 11, with particularly notable increases, as is commonly the case in other areas, at the transition to primary and then to secondary school. Year 3 to Year 4 appears to be another change point, where social, emotional and mental health needs become more prominent, and then go on to increase more notably during the Key Stage 4 years. Autism (the bottom blue band) features more heavily in the secondary-age profile. Speech, communication and language difficulties, while not particularly changing over the years in terms of absolute numbers, make up a larger proportion of young children’s needs than older children’s. Moderate and specific learning difficulties become more common as primary needs during the secondary years.

Chart 3) SEN population by need and National Curriculum Year



Source: SEN database (local data)

Only 22 children on the SEN database extract (where Shropshire is the maintaining authority) have a secondary need recorded alongside their primary need, so it is difficult to ascertain a full picture of the complexity of need being supported. The data available shows that ASC commonly occurs alongside a range of other needs. However, due to the small numbers it should not be considered as a representative picture.

Turning back to comparative data from the January 2017 School Census (Table 11 below) we can compare the proportion of different categories of SEN within each phase of school. Where Shropshire's figures are significantly adrift of national (a), regional (b) or statistical comparators (c) these are highlighted in amber. The letters indicate which of the comparators Shropshire's figures are significantly different to.<sup>15</sup>

<sup>15</sup> Statistical significance is calculated using a two-tailed test at the 0.05 significance level: <http://www.socscistatistics.com/tests/ztest/Default2.aspx>. Where highlighted as statistically significant, it means that differences are less than 5% likely to be down to chance, i.e. that they are more than 95% likely to be real differences.

Table 11) Number and percentage of pupils with statements/EHC plans or receiving SEN support, by primary category of need – January 2017

PRIMARY CATEGORY OF SEN	ENGLAND <sup>a</sup>		STATISTICAL NEIGHBOURS <sup>b</sup>		W .MIDLANDS EXCL. SHROPSHIRE <sup>c</sup>		SHROPSHIRE	
(a) Phase: PRIMARY	No.	%	No.	%	No.	%	No.	%
Specific learning difficulty	61,123	9.7%	7,181	11.5%	4,386	6.2%	358	13.4% <sup>a,b,c</sup>
Moderate learning difficulty	147,684	23.3%	12,810	20.6%	22,506	31.7%	780	29.3% <sup>a,b,c</sup>
Severe learning difficulty	4,346	0.7%	509	0.8%	388	0.5%	21	0.8%
Profound & multiple learning difficulty	1,783	0.3%	178	0.3%	127	0.2%	7	0.3%
Social, emotional and mental health	99,475	15.7%	11,107	17.8%	8,979	12.6%	396	14.9% <sup>b,c</sup>
Speech, language and communication needs	183,769	29.0%	17,582	28.2%	19,208	27.0%	727	27.3%
Hearing impairment	10,665	1.7%	935	1.5%	1,143	1.6%	42	1.6%
Visual impairment	5,904	0.9%	565	0.9%	691	1.0%	32	1.2%
Multi-sensory impairment	1,815	0.3%	223	0.4%	129	0.2%	6	0.2%
Physical disability	18,132	2.9%	1,842	3.0%	1,989	2.8%	75	2.8%
Autistic spectrum disorder	42,494	6.7%	3,392	5.4%	4,118	5.8%	102	3.8% <sup>a,b,c</sup>
Other/not assessed	55,914	8.8%	5,971	9.6%	7,359	10.4%	117	4.4% <sup>a,b,c</sup>
Total	633,104		62,295		71,023		2,663	

Comments on SEN categorisation in Shropshire's primary schools:

- Over half of Shropshire's primary SEN population have moderate learning difficulties or speech, communication and language needs as their main need.
- Much of Shropshire's SEN profile in primary schools is similar to those of comparable and neighbouring authorities.
- The most significant differences lie in the high numbers of children with specific and moderate learning difficulties and the low numbers diagnosed with ASC as their main need.
- Differences that are statistically significant are highlighted in orange. The reference a, b or c denotes whether the difference is to national, statistical neighbor or regional averages.

(Table 11 continued)

PRIMARY CATEGORY OF SEN	ENGLAND a		STATISTICAL NEIGHBOURS b		WEST MIDLANDS EXCL. SHROPSHIRE c		SHROPSHIRE	
(b) Phase: SECONDARY	No.	%	No.	%	No.	%	No.	%
Specific learning difficulty	84,143	21.1%	10,630	25.5%	7,443	16.2%	503	27.4% <sup>a,c</sup>
Moderate learning difficulty	95,738	24.0%	7,792	18.7%	15,606	34.0%	560	30.5% <sup>a,b,c</sup>
Severe learning difficulty	2,020	0.5%	243	0.6%	140	0.3%	4	0.2% <sup>b</sup>
Profound & multiple learning difficulty	424	0.1%	30	0.1%	46	0.1%	–	–
Social, emotional and mental health	73,325	18.4%	7,849	18.8%	7,646	16.7%	238	12.9% <sup>a,b,c</sup>
Speech, language and communication needs	43,143	10.8%	4,452	10.7%	4,354	9.5%	212	11.5% <sup>c</sup>
Hearing impairment	9,096	2.3%	870	2.1%	1,023	2.2%	35	1.9%
Visual impairment	5,225	1.3%	532	1.3%	664	1.4%	15	0.8% <sup>c</sup>
Multi-sensory impairment	635	0.2%	113	0.3%	50	0.1%	1	0.1%
Physical disability	11,736	2.9%	1,392	3.3%	1,239	2.7%	51	2.8%
Autistic spectrum disorder	35,706	8.9%	3,572	8.6%	4,274	9.3%	159	8.7%
Other/not assessed	37,815	9.4%	4,288	10.3%	3,413	7.4%	60	3.3% <sup>a,b,c</sup>
Total	399,006		41,763		45,898		1,838	

Comments on SEN categorisation in Shropshire's secondary schools:

- **58%** of Shropshire's SEN population in secondary schools have moderate or specific learning difficulties as their main need.
- This is significantly higher than for comparator groups, although the ratio between specific and moderate learning difficulties varies. In Shropshire and nationally, the proportion with moderate learning difficulties is a little higher than the proportion who have specific learning difficulties. For the West Midlands, the number is over double. For statistical neighbours the proportions are reversed.
- There are comparatively low numbers of children in Shropshire secondary schools with social, emotional and mental health as their primary need. This difference is statistically significant across all comparator groups.
- Differences that are statistically significant are highlighted in orange. The reference a, b or c denotes whether the difference is to national, statistical neighbor or regional averages.

(Table 11 continued)

PRIMARY CATEGORY OF SEN	ENGLAND <sup>a</sup>		STATISTICAL NEIGHBOURS <sup>b</sup>		W .MIDLANDS EXCL. SHROPSHIRE <sup>c</sup>		SHROPSHIRE	
(c) Phase: SPECIAL	No.	%	No.	%	No.	%	No.	%
Specific learning difficulty	1,607	1.4%	122	1.4%	164	1.1%	3	0.7%
Moderate learning difficulty	16,291	14.5%	1,342	15.6%	2,906	19.1%	85	18.6% <sup>a</sup>
Severe learning difficulty	25,972	23.2%	2,563	29.9%	3,285	21.6%	277	60.6% <sup>a,b,c</sup>
Profound & multiple learning difficulty	8,774	7.8%	641	7.5%	1,056	7.0%	21	4.6% <sup>a,b,c</sup>
Social, emotional and mental health	13,993	12.5%	810	9.4%	1,889	12.4%	41	9.0% <sup>a,c</sup>
Speech, language and communication needs	7,164	6.4%	579	6.8%	960	6.3%	2	0.4% <sup>a,b,c</sup>
Hearing impairment	1,406	1.3%	79	0.9%	169	1.1%	–	– <sup>a,b,c</sup>
Visual impairment	760	0.7%	99	1.2%	201	1.3%	–	– <sup>b,c</sup>
Multi-sensory impairment	269	0.2%	33	0.4%	28	0.2%	–	–
Physical disability	3,818	3.4%	243	2.8%	685	4.5%	1	0.2% <sup>a,b,c</sup>
Autistic spectrum disorder	30,203	26.9%	1,754	20.5%	3,499	23.0%	1	0.2% <sup>a,b,c</sup>
Other/not assessed	1,857	1.7%	312	3.6%	341	2.2%	26	5.7% <sup>a,b,c</sup>
Total	112,114		8,577		15,183		457	

Comments on SEN categorisation in Shropshire's special schools:

- **Over 60%** of Shropshire's special school SEN population have severe learning difficulties as their main need. This is significantly adrift of national and comparator averages, which sit at **20–30%**.
- Only one child has ASC recorded as their primary need in Shropshire's special schools. Again the national and comparator averages are **20–30%**.
- This is likely to be a reflection of the categorisation of primary needs by Shropshire's special school and academy (both of which have pupils with ASC on roll, but do not record these as the primary need on the school census) as well as due to the balance of local special school provision (i.e. lack of ASC specific specialist provision) rather than a reflection of the underlying needs of Shropshire's



pupil population. A significant proportion of Shropshire's needs, particularly those pupils with ASC or SEMH are being educated out-of-authority and as such do not appear in the above tables.

- Because of the high incidence of severe learning difficulties within this population, the proportions with other needs are relatively low, e.g. social, emotional and mental health and speech, language and communication.
- There were no children in Shropshire special schools with sensory impairments as their main needs.
- Differences that are statistically significant are highlighted in orange. The reference a, b or c denotes whether the difference is to national, statistical neighbor or regional averages.
- The fact that **almost every category of need is statistically significantly different from all comparators** confirms that the balance of special school provision in **Shropshire is a statistical outlier in a wide number of areas.**

Source: Special Educational Needs in England, January 2017 (SFR37), Table 18  
<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017>

**Table 12** uses the same January 2017 census data for Shropshire as shown in **Table 11 (a) to (c)**. This time, the need profile across school type is presented together, alongside the whole school and child populations.

**Table 12)** Primary categories of need for pupils who have a statement, EHC plan, or are receiving SEN support in Shropshire schools, by setting – January 2017<sup>16</sup>

TYPE OF NEED	PRIMARY	SECONDARY	SPECIAL	TOTAL	% OF SCHOOL POPULATION <sup>17</sup>	INCIDENCE PER 1,000 POPULATION <sup>18</sup>
Specific learning difficulty	358	503	3	864	2.2%	1.3%
Moderate learning difficulty	780	560	85	1,425	3.7%	2.2%
Severe learning difficulty	21	4	277	302	0.8%	0.5%
Profound & multiple learning difficulty	7	–	21	28	0.1%	<0.1%
Social, emotional and mental health	396	238	41	675	1.7%	1.0%
Speech, language and communication needs	727	212	2	941	2.4%	1.4%
Hearing impairment	42	35	–	77	0.2%	0.1%
Visual impairment	32	15	–	47	0.1%	0.1%
Multi-sensory impairment	6	1	–	7	<0.1%	<0.1%

<sup>16</sup> Source: Special educational needs in England: January 2017 – Tables 16–18.

<sup>17</sup> Based on total pupil headcount (state-funded only): 38,583. Source: Schools, pupils and their characteristics: January 2017 – Table 7b.

<sup>18</sup> Based on ONS mid-year population estimates 2016 – Shropshire 0–19 (inclusive) population: 66,084.

<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland>

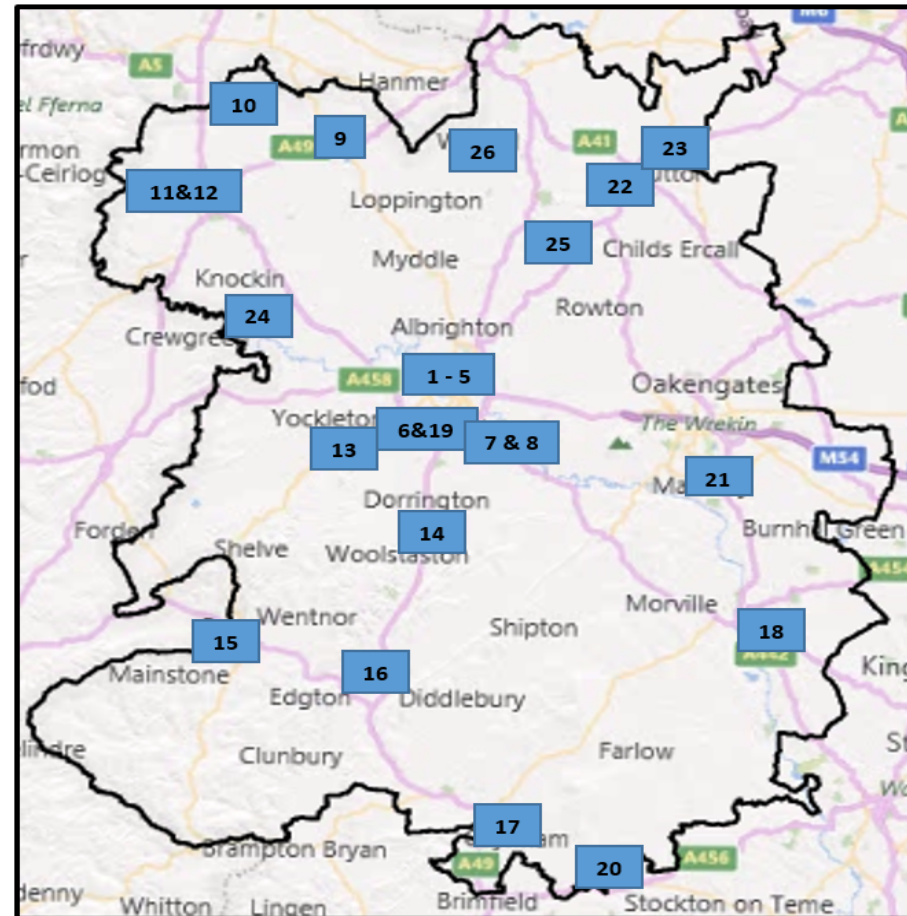
TYPE OF NEED	PRIMARY	SECONDARY	SPECIAL	TOTAL	% OF SCHOOL POPULATION <sup>17</sup>	INCIDENCE PER 1,000 POPULATION <sup>18</sup>
Physical disability	75	51	1	127	0.3%	0.2%
Autistic spectrum disorder	102	159	1	262	0.7%	0.4%
Other/not assessed	117	60	26	203	0.5%	0.3%
TOTAL	2,663	1,838	457	4,958	12.9%	7.5%

Source: various (see notes above)

## 6. Shropshire's Specialist Provision

Map 1 - Early Years and Nursery Preferred Providers 2016

1. Daisy chain Sutton farm
2. Daisy chain Copthorne
3. Holy Trinity playgroup Shrewsbury
4. Opportunity pre school Shrewsbury
5. Nesscliffe house nursery school Longden Rd Shrewsbury
6. Christ Church Bayston Hill
7. Condoval Pre-school, Condoval, Shrewsbury
8. Farm Friends Days Nursery Home Farm, Condoval
9. Janet Austin Ellesmere
10. Gobowen all rounders Oswestry
11. Saira Mortimer, t/a "Horner's Corner", Oswestry
12. Morda pre school
13. Pontesbury primary nursery
14. Busy bees pre school Church Stretton
15. Crowgate Child Centre Ltd Bishops Castle Children's Centre
16. Wistanstow under 5's
17. Chatterbox Ludlow
18. Bonny Bundles – Bridgnorth
19. Kym Crippin
20. Burford Preschool
21. Sheriffhales Montessori Preschool
22. Rainbow preschool Tern Hill nr Market Drayton
23. Mount Lane Market Drayton
24. Kinnerley CE Primary School.
25. Hodnet preschool
26. Whixall Whitchurch



## i. Pre-School Provision

There has been a growing demand for specialist pre-school provision in recent years, identified through the introduction of the Multi-Disciplinary Assessment (MDA), which may progress to requests for EHC needs assessment for very young children. In October 17 there were 34 Shropshire children in years -2 and -1 with an Education Health and Care Plan (EHCP).

In order to address these needs Shropshire Council commissions 40 part-time (15 hours per week) specialist nursery places in Severndale Specialist Academy.

Given the need for more widespread coverage in 2016 Shropshire developed the **‘Early Years and Nursery Preferred Providers’** list (See Map 1 above) and has 26 providers across Shropshire meeting the criteria for inclusive provision. These settings provide widespread coverage and plans are in place to continue the recruitment of more settings in future.

## ii. State-funded Schools & Academies

Shropshire has two state-funded special schools, a flexible PRU/medical school, and a specialist resource base attached to a mainstream secondary academy, as follows:

Table 13) Shropshire’s Special School & Specialist Provision

SCHOOL / ACADEMY / BASE	SEN SPECIALISM / SERVICES PROVIDED	AGE RANGE	CAPACITY
Severndale Specialist Academy	Moderate, severe, complex and profound learning difficulties; autism, complex medical conditions, physical & mobility difficulties	3-19	315
Severndale satellite Mary Webb	Moderate Learning Difficulties	11-16	30
Severndale satellite Futures (at Shrewsbury College)	Broad Spectrum	16-19	60
Woodlands	Social, Emotional and Mental Health needs	9-16	56
Woodlands satellite - Acorns (at Holy Trinity CofE Primary in Oswestry)	Autism Spectrum Conditions / Social, Emotional & Mental Health needs	4-11	12

SCHOOL / ACADEMY / BASE	SEN SPECIALISM / SERVICES PROVIDED	AGE RANGE	CAPACITY
Woodlands satellite - Acorns (at Community College Bishops Castle)	Autism Spectrum Conditions / Social, Emotional & Mental Health needs	4-11	12
Tuition, Medical and Behaviour Support Service (TMBSS)	Encompasses the functions of a PRU, a hospital school, and 6th day provision for permanently excluded pupils	4-16 (KS1-4)	145 – across various sites
Kettlemere Centre, part of Lakelands Academy	Communication & interaction Needs / ASD	11-16	24

### iii. Post 16 Provision

Table 14) Shropshire's Post-16 Provision

Local Mainstream Further Education Providers	Locations
<b>North Shropshire College</b>	Oswestry, Walford, Wem, Shipley and Aspire
<b>Shrewsbury College Group</b>	Central London road, Welsh & English Bridge
<b>Hereford &amp; Ludlow College and County Training</b>	Ludlow, Hereford, Holme Lacey, Shrewsbury (Gateway), Oswestry, Whitchurch, Telford, Ludlow and Hereford
<b>Nova Training</b>	Bridgnorth in Shropshire, Wolverhampton, Hereford, Kidderminster, and Telford & Wrekin.
<b>Juniper Training</b>	Wolverhampton, Telford and more recently Market Drayton.
<b>Telford College</b>	Haybridge and King Street Wellington
<b>Specialist Colleges</b>	
<b>Derwen College</b>	3 sites - Oswestry, Craven Arms & Walford
<b>Condoover College</b>	Longbow

## SEND Support in FE

There is a range of bespoke study programmes available to support the needs of post-16 learners depending upon a young person's needs, including:

- Specific learning support
- Specialist & Pastoral support
- Meet and greet/Support in unstructured time
- Orientation and transition visits from school
- 1:1 Sessions – assistive technologist
- Information, Advice and Guidance
- Personal/Medical support and care
- Course with small groups

### iv. Specialist Support Services

SERVICE	DESCRIPTION
<b>SEN Team - Shropshire Council</b>	A Shropshire Council service work collaboratively with colleagues across education, health and social care, parent carers and young people and with the voluntary sector to improve outcomes for Shropshire children and young people with SEND. This includes administration of the Education Health and Care Assessment and Planning processes
<b>Education Access Service- Shropshire Council</b>	Provide inclusion support services and educational welfare support to improve the outcomes for pupils with behavioural, emotional and social difficulties and to improve school attendance
<b>Shropshire Educational Psychology Service (EPS) - Shropshire Council</b>	Provides psychological advice to the LA as part of the Education, Health and Care Planning process to inform decision making around placement and provision. Also provides a traded service to schools.
<b>Sensory Inclusion Service (SIS) – based with Telford &amp; Wrekin Council</b>	Provided jointly by Shropshire Council and Telford & Wrekin Council in partnership with the NHS. SIS is a specialist team which supports CYP with sensory impairments in educational settings and across local communities.
<b>Specific Speech and Language Impaired Children's Service (SSLIC) – Shropshire Community Health NHS Trust</b>	Support for schools and their pupils with severe and specific speech and language disorders.

SERVICE	DESCRIPTION
<b>Woodlands Outreach Service - Woodlands Special School</b>	Outreach support provided by Woodlands Special School as a traded service providing integrated support for pupils who present with SEMH (Social, Emotional and Mental Health needs), Autistic Spectrum Disorder (ASC) and Learning Needs across Shropshire.
<b>Spectra Support Independent Enterprise</b> <b>Inclusion Team – Social</b>	A social enterprise providing personalised support and advice for children and young people with needs related to the autism spectrum, social interaction and communication difficulties, speech and language difficulties, challenging behaviour, anxiety and low self-esteem. Support is available for schools and other organisations in Shropshire, Telford & Wrekin and vicinity.
<b>Autism Education Trust Training (AET) Level 1 – all schools</b>	Commissioned by Shropshire Council and available to all schools in Shropshire

#### v. Spread of Placements

According to Shropshire's local database, **653** children with statements/EHC plans maintained by Shropshire attend a special school or alternative/specialist provision. **476** of these attend provision within Shropshire, while the rest (**171**) are educated out of county. This amounts to **26.4%** of Shropshire's children with statements/EHC plans who attend special schools/specialist provision having their education provided by other authorities, a reflection both of local geography and the relatively narrow range of provision available within Shropshire.

**Table 15** breaks these down locally by school, and by county for those out of area. A large proportion of these children attend Severndale Specialist Academy in Shrewsbury; the second largest special school is Woodlands. Access School – third on the list – is an independent special school. Where children are educated out of county, the majority attend schools maintained by Shropshire's surrounding authorities.



Table 15) Children with EHC plans/statements attending special schools or alternative/specialist provision, by county

COUNTY/SCHOOL	NUMBER OF CHILDREN
Shropshire – ALL	486 (73.8%)
Severndale Specialist Academy	369
Woodlands School	57
Access School	24
Tuition, Medical & Behaviour Support Service (TMBSS)	15
Kettlemere Centre (Lakelands Academy)	10
Cruckton Hall School	5
Oakwood School	4
Options Higford	2
Out of county – ALL	171 (26.2%)
Telford & Wrekin	42
Powys	31
Staffordshire	24
Non-LA establishment	17
Worcestershire	15
Herefordshire	12
Flintshire	5
Wolverhampton	5
Wirral	4
Wrexham	4
Cheshire East	2
Lancashire	2
Birmingham	1
Cheshire West & Chester	1
Dudley	1
Gloucestershire	1
Halton	1
Knowsley	1
North Lincolnshire	1
Vale of Glamorgan	1

Source: SEN database (local data)

**Table 16** shows the primary needs recorded for the **441** children with SEN attending the three main state funded schools for high-needs learners in Shropshire (2 special schools and 1 PRU / Hospital School). The percentages given are for children with each primary need as a proportion of all children attending that school, but please treat these with caution for the two schools whose populations are relatively low. Woodlands is predominantly for children with social emotional and mental health difficulties, TMBSS is registered as a Pupil Referral Unit but provides a wide range of services, whilst Severndale is a broad-spectrum special school, supporting children with a range of needs – most notably severe learning difficulties.

**Table 16)**      **Need profile across Shropshire’s State-Funded special schools**

TYPE OF NEED	SHROPSHIRE STATE-FUNDED SPECIAL SCHOOLS		
	SEVERNDALE	WOODLANDS	TOTAL %
Specific learning difficulty	18	1	19 4.31%
Moderate learning difficulty	50	3	53 12.02%
Severe learning difficulty	111	0	111 25.17%
Profound & multiple learning difficulty	5	0	5 1.13%
Social, emotional and mental health or Behavioural, emotional and social difficulty	5	47	52 11.79%
Speech, language and communication needs	59	0	59 13.38%
Hearing impairment	1	0	1 0.23%
Visual impairment	1	0	1 0.23%
Multi-sensory impairment	4	0	4 0.91%

TYPE OF NEED	SHROPSHIRE STATE-FUNDED SPECIAL SCHOOLS		
	SEVERNDALE	WOODLANDS	TOTAL %
Physical disability	30	0	30 6.80%
Autistic spectrum disorder	63	6	69 15.65%
Other/not assessed/not recorded	22	0	22 4.99%
<b>TOTAL</b>	<b>369</b>	<b>57</b>	<b>441</b>

Source: SEN database (local data)

## 7. Historical profile of need

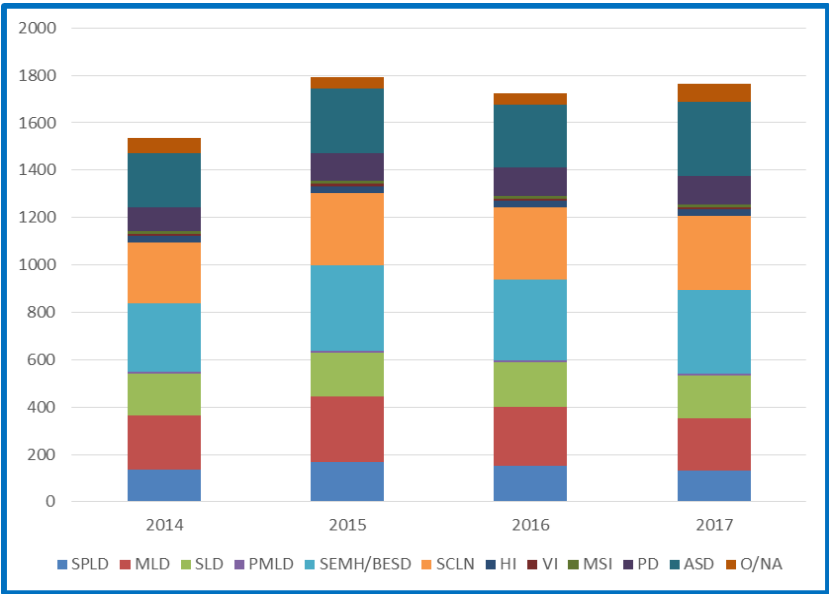
**Table 17** presents extracts from Shropshire's SEN database as of January 2014, June 2015 and January 2016, and compares these with the current extract as of November 2017. **Chart 4** replicates this information pictorially. The population includes all children on the database with a statement or EHC plan maintained by Shropshire. While these snapshots are not evenly spaced due to limitations on historical data, they do provide a picture of the changing profile of need over the past few years. The overall numbers of children increased between January 2014 and June 2015, but have since fluctuated within the 1,700s. The most notable trends are an increase in the number and proportion of children with ASC and a recent drop in those with moderate learning difficulties (MLD). Aside from the formal change from behavioural, emotional and social difficulties (BESD) to social, emotional and mental health (SEMH) (for simplicity, these categories are illustrated together in **Chart 4**), the profile of need has otherwise remained relatively stable.

Table 17) Primary needs of children with statements/EHC plans, 2014 to 2017

PRIMARY NEED	JANUARY 2014	JUNE 2015	JANUARY 2016	NOVEMBER 2017
Specific learning difficulty	137 (8.9%)	168 (9.4%)	152 (8.8%)	130 (7.4%)
Moderate learning difficulty	229 (14.9%)	275 (15.4%)	249 (14.4%)	224 (12.7%)
Severe learning difficulty	173 (11.3%)	188 (10.5%)	189 (11.0%)	178 (10.1%)
Profound & multiple learning difficulty	9 (0.6%)	8 (0.4%)	7 (0.4%)	7 (0.4%)
Social, emotional and mental health // Behavioural, emotional and social difficulty	289 (18.8%)	358 (20.0%)	341 (19.7%)	354 (20.1%)
Speech, language and communication needs	259 (16.9%)	305 (17.0%)	305 (17.7%)	315 (17.9%)
Hearing impairment	25 (1.6%)	30 (1.7%)	26 (1.5%)	26 (1.5%)
Visual impairment	10 (0.7%)	12 (0.7%)	9 (0.5%)	10 (0.6%)
Multi-sensory impairment	11 (0.7%)	10 (0.6%)	14 (0.8%)	12 (0.7%)
Physical disability	102 (6.6%)	118 (6.6%)	121 (7.0%)	119 (6.7%)
Autistic spectrum disorder	229 (14.9%)	274 (15.3%)	265 (15.4%)	314 (17.8%)
Other/not assessed/ not recorded	63 (4.1%)	45 (2.5%)	46 (2.7%)	74 (4.2%)
<b>TOTAL</b>	<b>1,536</b>	<b>1,791</b>	<b>1,724</b>	<b>1,763</b>

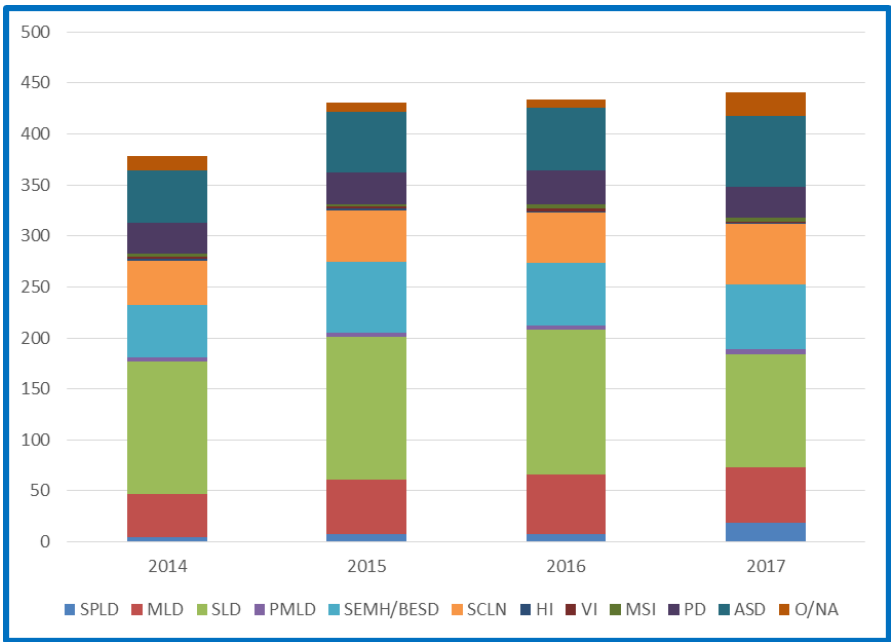
Source: SEN database (local data)

Chart 4) Primary needs of children with statements/EHC plans, 2014 to 2017



**Table 18** and **Chart 5** repeat this analysis, focusing just on the children attending Severndale, Woodlands and TMBSS. Again, aside from the rise in numbers January 2014 to June 2015, the picture has been relatively stable, although we might be starting to see a trend away from MLD towards more specific learning difficulties and ASC.

Chart 1) Primary needs of children with statements/EHC plans attending Shropshire's state-funded special schools & PRU, 2014 to 2017



Source: SEN database (local data)

Table 18) Primary needs of children with statements/EHC plans attending Shropshire's state-funded special schools & PRU, 2014 to 2017

PRIMARY NEED	JANUARY 2014	JUNE 2015	JANUARY 2016	NOVEMBER 2017
Specific learning difficulty	5 (1.3%)	8 (1.9%)	8 (1.8%)	19 (4.3%)
Moderate learning difficulty	42 (11.1%)	53 (12.3%)	58 (13.4%)	54 (12.2%)
Severe learning difficulty	130 (34.4%)	140 (32.5%)	142 (32.7%)	111 (25.2%)
Profound & multiple learning difficulty	4 (1.1%)	4 (0.9%)	4 (0.9%)	5 (1.1%)
Social, emotional and mental health // Behavioural, emotional and social difficulty	51 (13.5%)	70 (16.3%)	62 (14.3%)	63 (14.3%)
Speech, language and communication needs	44 (11.6%)	50 (11.6%)	49 (11.3%)	60 (13.6%)
Hearing impairment	2 (0.5%)	2 (0.5%)	1 (0.2%)	1 (0.2%)
Visual impairment	2 (0.5%)	2 (0.5%)	3 (0.7%)	1 (0.2%)
Multi-sensory impairment	3 (0.8%)	2 (0.5%)	4 (0.9%)	4 (0.9%)
Physical disability	30 (7.9%)	31 (7.2%)	33 (7.6%)	30 (6.8%)
Autistic spectrum disorder	51 (13.5%)	60 (13.9%)	62 (14.3%)	70 (15.9%)
Other/not assessed/ not recorded	14 (3.7%)	9 (2.1%)	8 (1.8%)	23 (5.2%)
<b>TOTAL</b>	<b>378</b>	<b>431</b>	<b>434</b>	<b>441</b>

Source: SEN database (local data)

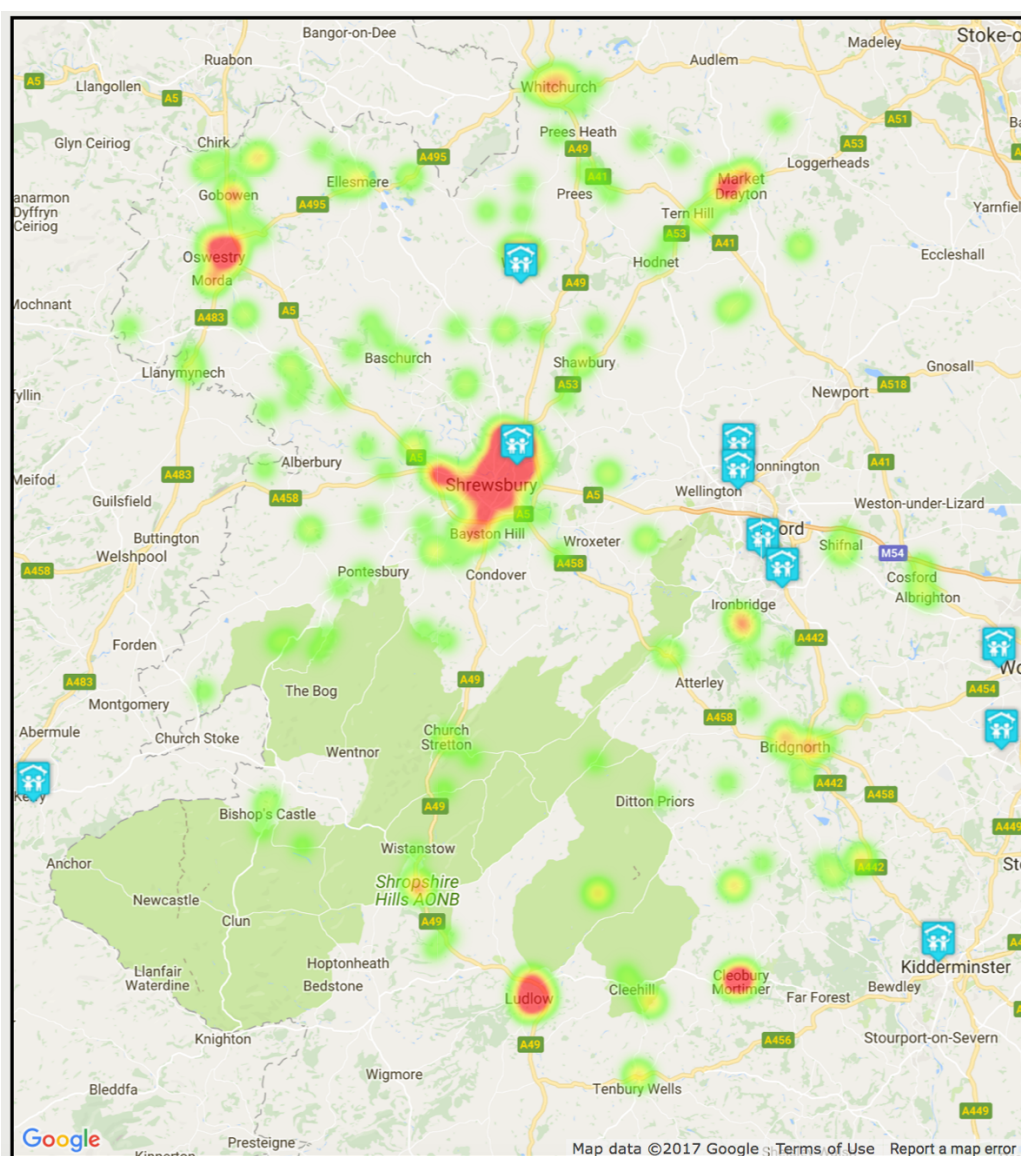
## 8. Mapping Demand for Specialist Provision

The following heat-maps have been produced to demonstrate the geographical spread of the home locations of Shropshire's special schools cohort.

The maps demonstrate the concentration of pupils by postcode, with green areas representing lower concentrations of need, amber representing moderate concentrations of need and red representing high concentrations of need.

These maps reveal particular pressures and patterns with particular concentrations of need around Shrewsbury and the main county towns, namely Oswestry, Ludlow, Market Drayton, Whitchurch, Cleobury Mortimer and Bridgnorth.

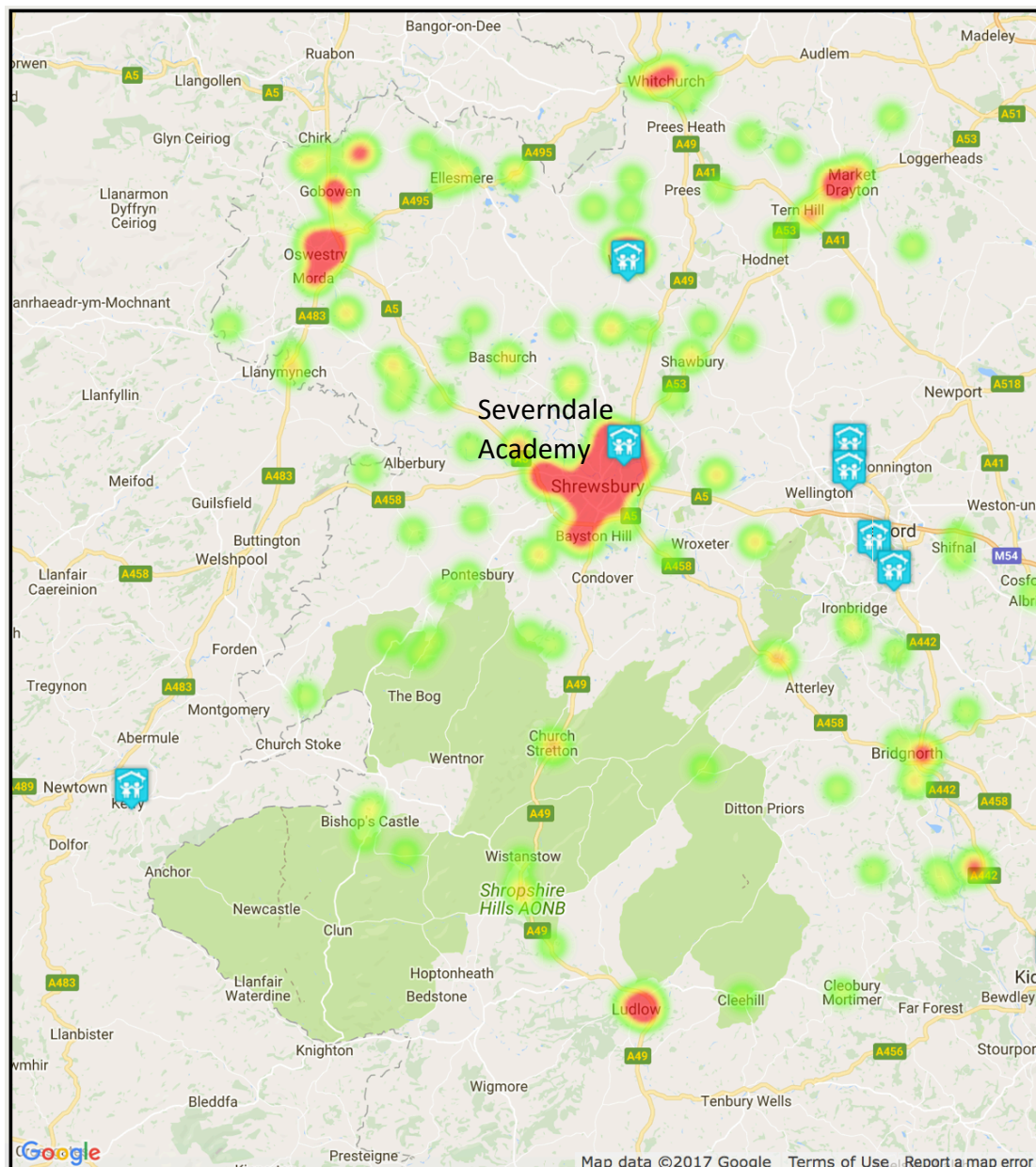
**Map 2 - Heatmap of All Shropshire Pupils Attending Special Schools**





Maps have also been produced for learners attending the two special schools – Severndale and Woodlands, as follows.

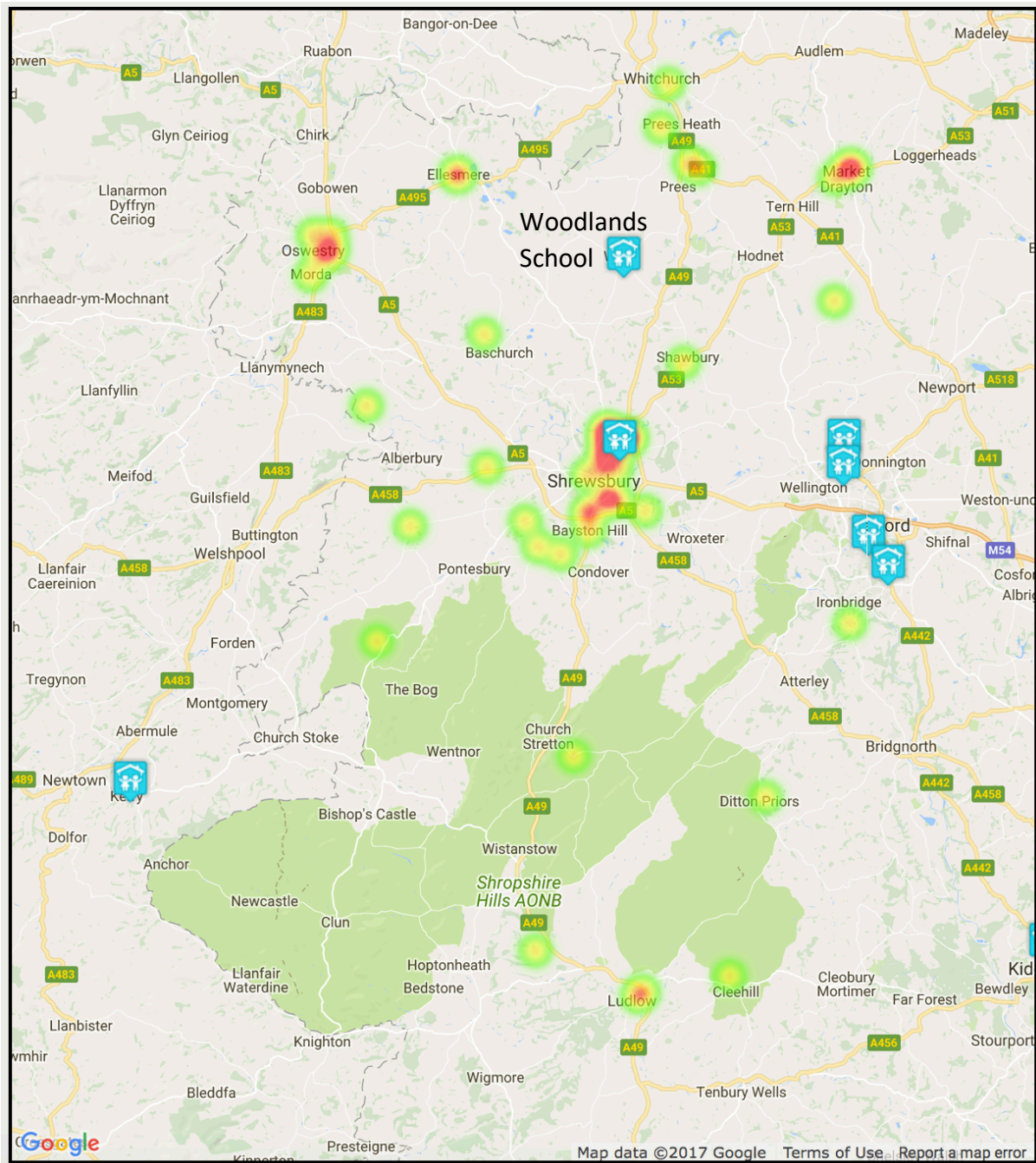
**Map 3 - Heatmap of All Shropshire Pupils Attending Severndale Academy**



This illustrates the scale of Severndale’s catchment area and the distances many learners travel to attend the school. It also illuminates the concentration of SEND within the main populations around Oswestry, Ludlow, Market Drayton, Whitchurch and Bridgnorth.



**Map 4 - Heatmap of All Shropshire Pupils Attending Woodlands School**



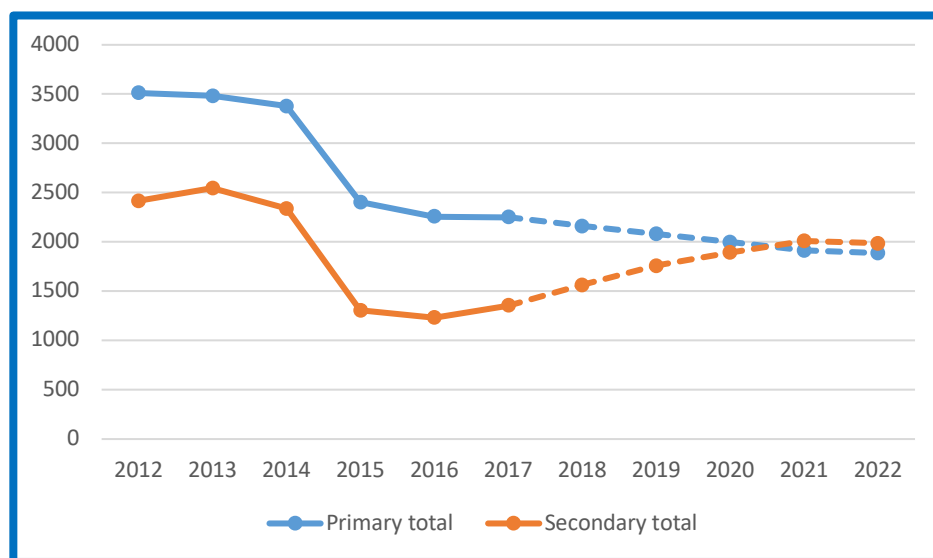
As with Severndale, this illustrates the scale of Woodland's catchment area and the significant distances many learners travel to attend the school, although it should be highlighted that these attendees include a number of 'Hub' sites around Shropshire. It illuminates the concentration of SEND around the main populations in Shrewsbury, Oswestry, and Market Drayton. The lack of pupils in the South may suggest that Woodlands is not reaching needs in south Shropshire and that these learners are more likely to be either attending mainstream or be attending school out of county, rather than that these needs are less prevalent in this area. The recent opening of the Acorns Hub in Bishop's Castle will begin to address this gap.

## 9. SEN forecasts

Shropshire Council has undertaken some further analysis of SEN numbers over the past five years using historical transfer rates (i.e. the progression of pupils through the school system) to obtain a forecast of pupils likely to require SEN Support or an EHC Plan over the next five years. **Charts 6 and 7** break these forecasts down into the primary years (Reception to Year 6) and secondary (Year 7 to Year 13).

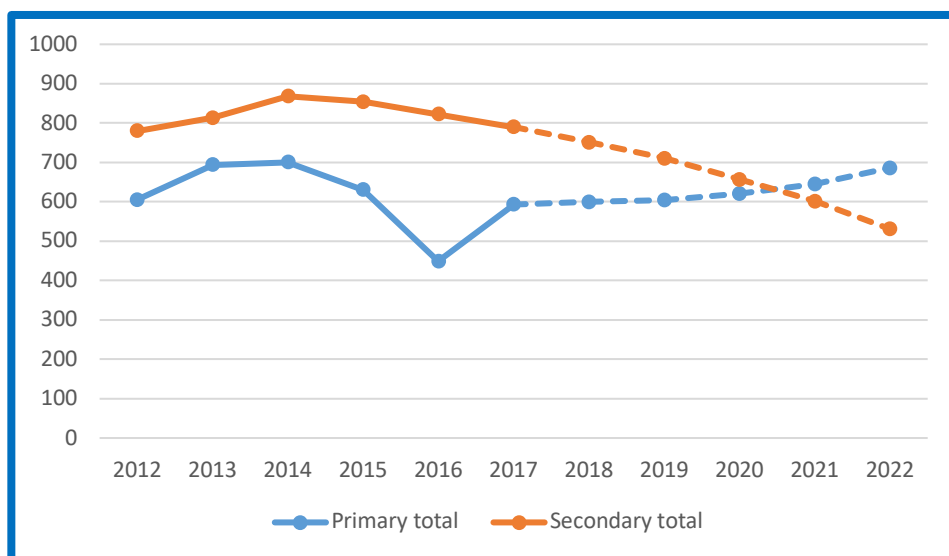
The forecasts currently show a contrasting picture across primary and secondary schools, and between the levels of SEN intervention. In primary schools, we might expect to see a gradual decline in the numbers receiving SEN support, mirrored by an increase in those with EHC plans or statements. In secondary schools, we might expect to see the opposite trend over the next five years.

Chart 2) Pupils receiving SEN support 2012 to 2022



Source: Local analysis/forecasts based on January census data and transfer rates

Chart 3) Pupils with statements or EHC plans 2012 to 2022



Source: Local analysis/forecasts based on January census data and transfer rates

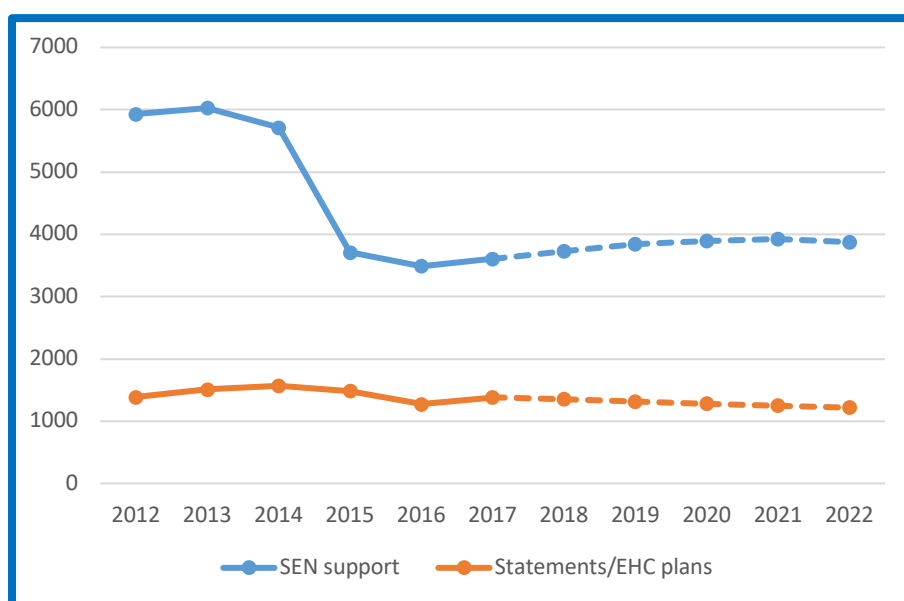
**Chart 8** brings these together to show the forecast numbers of children with EHC plans or receiving SEN support across all age groups. The differing trends forecast for primary and secondary schools cancel each other out to produce a relatively balanced picture. Over the next five years, numbers of those with EHC plans or statements are predicted to fall by **12.0%** from 1,383 to around 1,217 whilst the numbers receiving SEN support are predicted to rise by **7.5%** from 3,604 to around 3,875.

### A Note of Caution

These trends should be treated with caution as they **do not** take into account a number of significant factors, as follows:

- The introduction of funding for learners without EHC Plans through the **Graduated Support Plan** in September 2017, which it is anticipated will significantly impact on these projections, so the changes may be more dramatic with steeper increases in SEN Support and steeper reductions in requests for EHC assessment and plans.
- The predicted impact of housing on increasing overall pupil numbers.
- The impact of the increased scope of EHC Plans up to the age of 25, which are expected to see increasing remaining in the SEND system for the next 2-3 years. These increases will also be impacted by Shropshire's mix of provision and pathways to adulthood as well as by policies on EHC Plans for post-18 learners.

Chart 4) Overall SEN numbers and forecasts 2012 to 2022



Source: Local analysis/forecasts based on January census data and transfer rates

## 10. SEN budgets

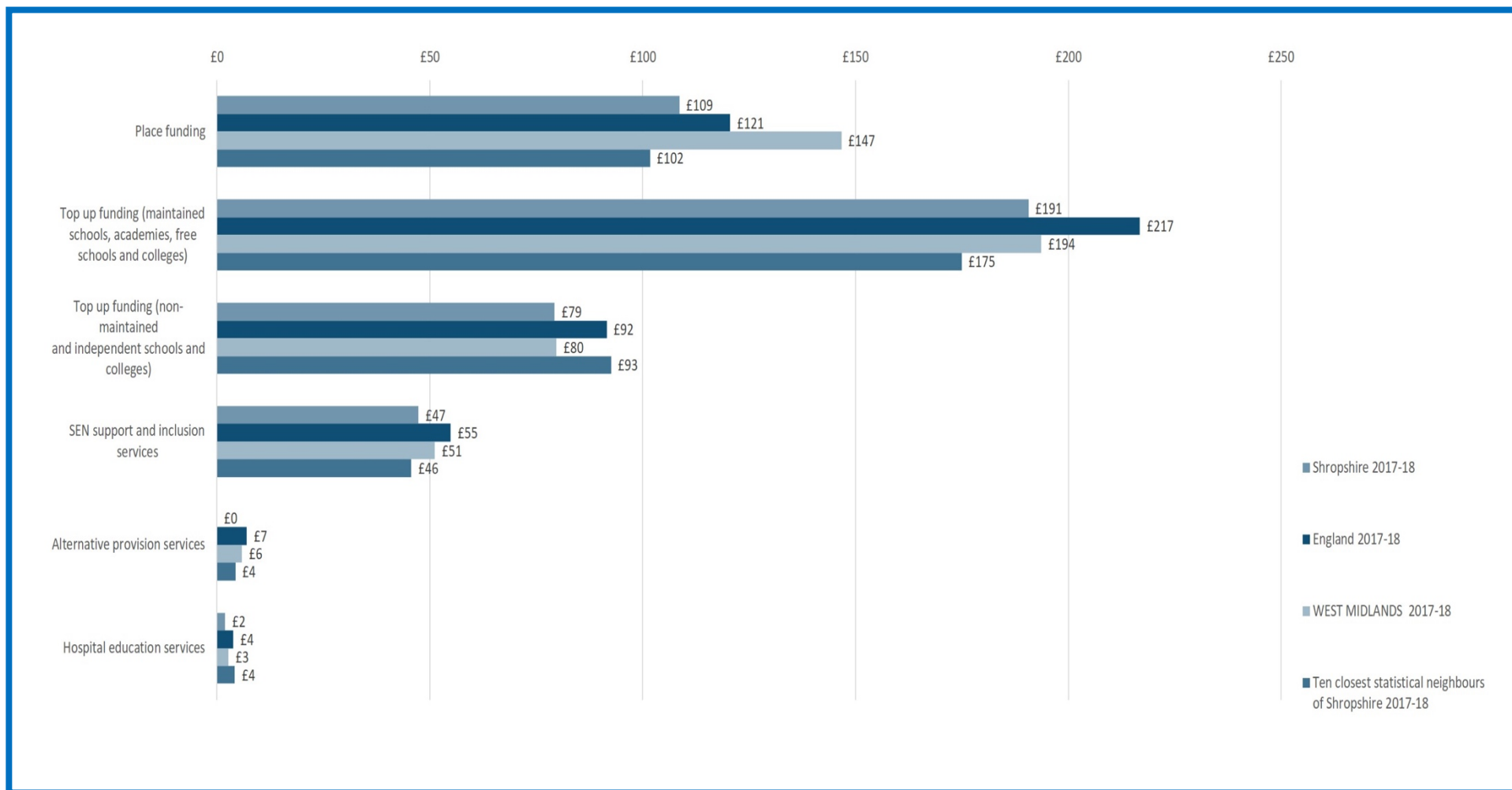
**Charts 9 to 12** are taken from the High Needs Benchmarking Tool, published by the Government in October 2017.<sup>19</sup> The data has been taken from local authorities' Section 251 budget returns and calculated per head of the 2–18 population for comparative purposes. However, these comparisons must be considered within the context of each local authority's circumstances and spending patterns.

The charts show that, overall, Shropshire is not as well funded per head of the 2–18 population as other local authorities. Top-up funding provided by the Local Authority to secondaries is higher than average.

Shropshire's own analysis has revealed some stark differences when calculating high needs budget allocations per head of the pupil population. Shropshire is placed **132<sup>nd</sup>** out of **152** councils when ranked high to low on this measure, with **£570.57** per pupil allocated for 2017/18. The national average is **£701.42** and the average for statistical neighbour authorities is **£586.29**. For authorities with similar populations it is notably higher at **£772.29**. Shropshire ranks **7<sup>th</sup>** when placed against its ten statistical neighbours.

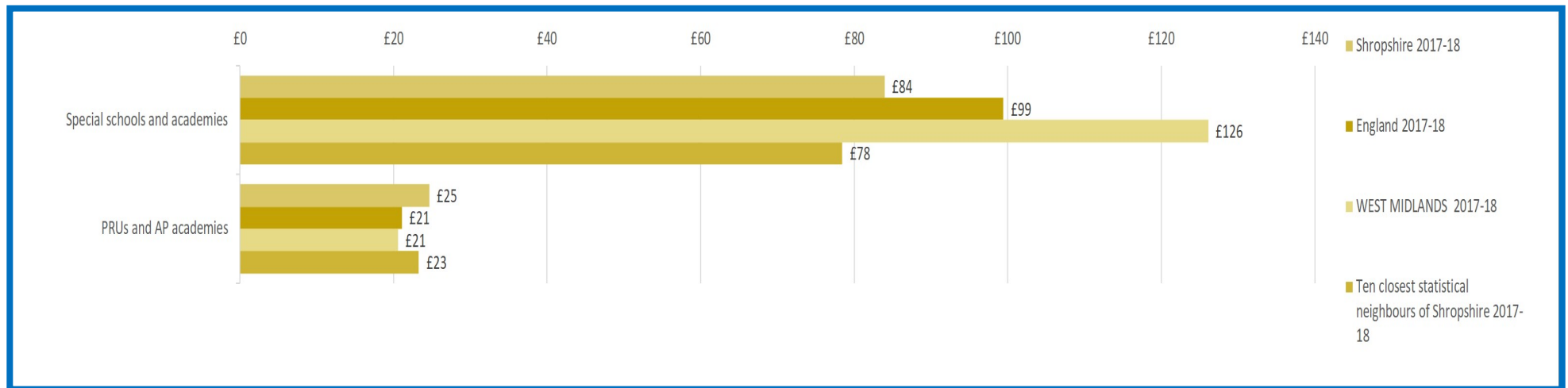
<sup>19</sup> High Needs Benchmarking Tool v2.0: <https://www.gov.uk/government/publications/high-needs-strategic-planning-fund>

Chart 5) High needs budget per head of 2–18 population



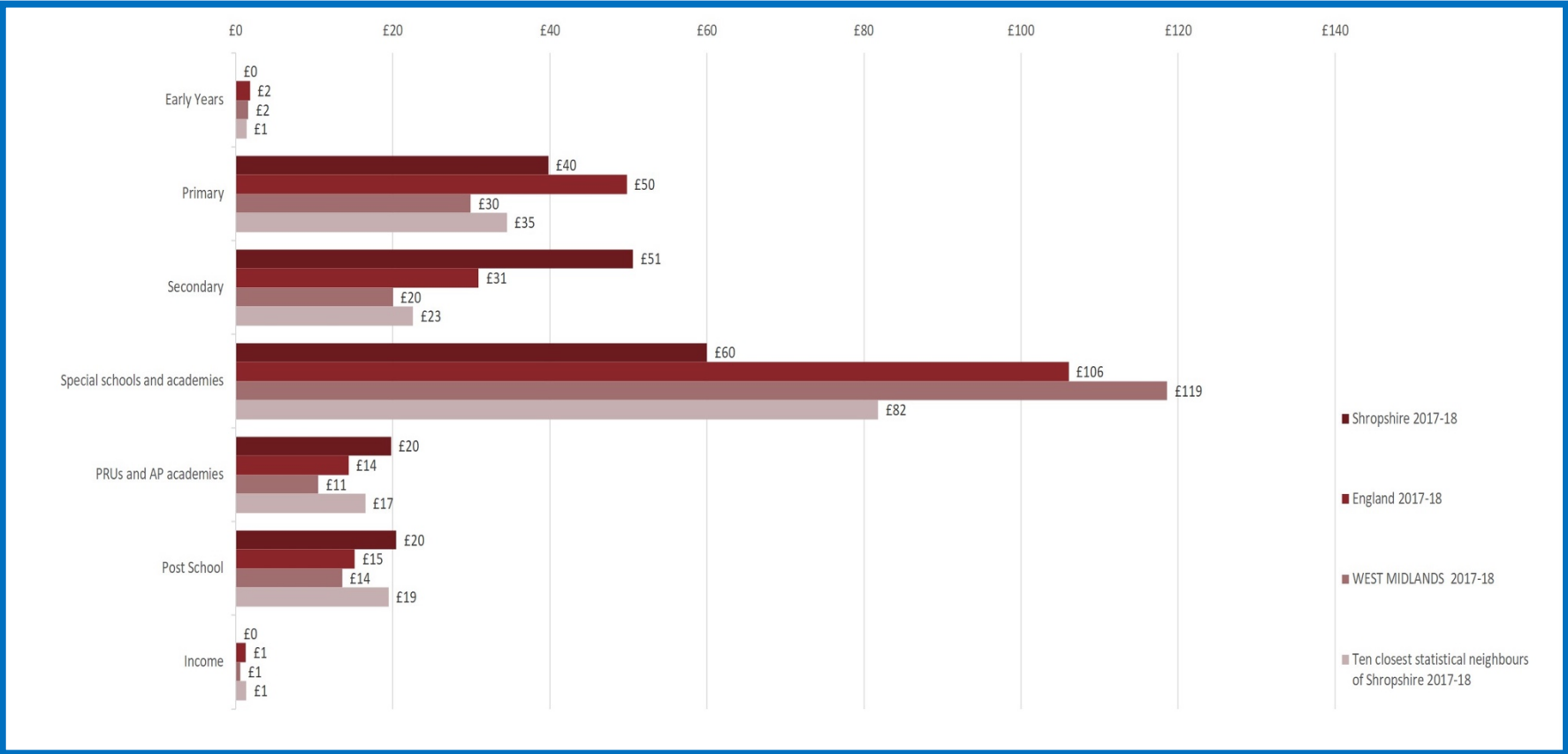
Source: High Needs Benchmarking Tool v2.0

Chart 6) High needs budget per head of 2–18 population: place funding split by type of institution



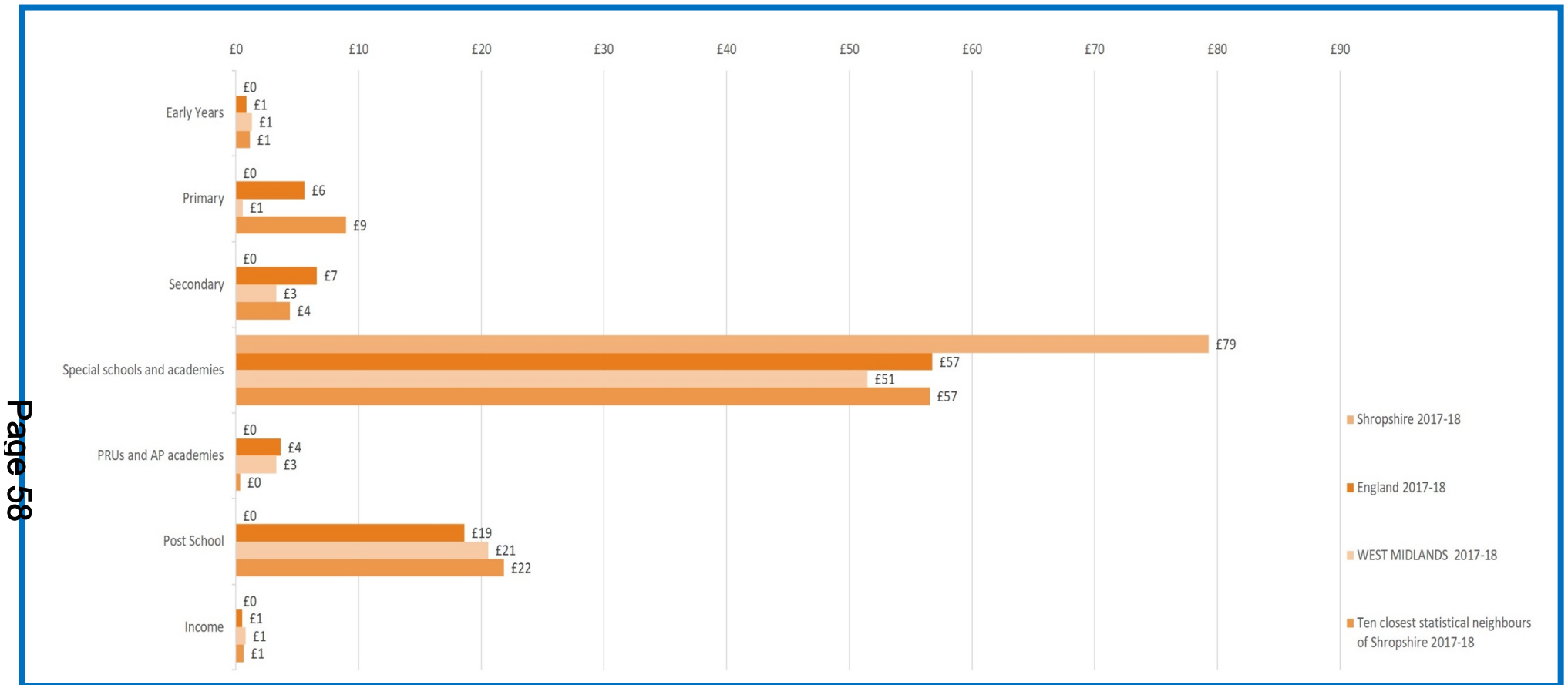
Source: High Needs Benchmarking Tool v2.0

Chart 7) High needs budget per head of 2–18 population: top-up funding (maintained schools, academies, free schools and colleges) split by type of institution



Source: High Needs Benchmarking Tool v2.0

Chart 8) High needs budget per head of 2–18 population: top-up funding (non-maintained and independent schools and colleges) split by type of institution



Source: High Needs Benchmarking Tool v2.0



**Table 19** shows Shropshire’s Dedicated Schools Grant (DSG) funding for high needs pupils against the total DSG allocation, and compares this with national, regional and statistical neighbour totals/averages. While the overall DSG has been reducing over the past five years, high needs block funding has been increasing, and this is reflected in the rising percentages in the third section of this table. However, the rate of the increase to high needs block funding has been slower in Shropshire than elsewhere (and in fact it has decreased slightly for 2017/18), meaning the proportion of DSG within the High Needs Block is currently lagging behind comparators.

**Table 19) DSG high needs block funding in Shropshire**

		2013/14	2014/15	2015/16	2016/17	2017/18
DSG high needs block funding (£millions) <sup>20</sup>	Shropshire	£23.7	£24.9	£25.5	£25.9	£25.1
	Statistical neighbours	£40.1	£42.4	£43.0	£43.6	£48.5
	West Midlands	£511.4	£540.5	£547.6	£556.7	£606.3
Total DSG (£millions) <sup>21</sup>	Shropshire	£148.5	£138.6	£135.3	£132.7	£124.4
	Statistical neighbours	£252.0	£238.8	£227.2	£218.7	£213.6
	West Midlands	£3,286.0	£3,103.7	£2,951.9	£2,860.0	£2,808.6
High needs block as % of total DSG	Shropshire	16.0%	18.0%	18.8%	19.5%	20.2%
	England	16.7%	18.1%	19.0%	19.7%	21.7%
	Statistical neighbours	15.9%	17.8%	18.9%	19.9%	22.7%

20 The high needs block is a single block for local authorities high needs pupils/students aged 0–24. The block includes place funding for pre- and post-16 pupils in: maintained schools, maintained special schools, pupil referral units, academies, special academies, non-maintained special schools, alternative provision academies and alternative provision free schools. The high needs block includes top-up funding for pupils and students occupying the above places in further education colleges, specialist post-16 institutions, and commercial and charitable providers; and funding for high needs pupils in independent schools, independent alternative provision providers, hospital education (including independent providers).

21 The grant is paid in support of the local authority’s schools budget. It is the main source of income for the schools budget. Local authorities are responsible for determining the split of the grant between central expenditure and the Individual Schools Budget (ISB) in conjunction with local schools forums. Local authorities are responsible for allocating the ISB to individual schools in accordance with the local schools’ funding formula. Local authorities can add to the schools budget from local sources of income.

		2013/14	2014/15	2015/16	2016/17	2017/18
	West Midlands	15.6%	17.4%	18.6%	19.5%	21.6%

**Table 20** shows the outturn weekly unit cost for SEN services recorded on the Section 251 budget return. In general, unit costs were rising up to 2013/14 but since then have taken a drop. Shropshire's figures are lower than for national and comparator averages. In the past, Shropshire has been largely in line with other West Midlands authorities; however, in recent years Shropshire's costs have dropped more dramatically than elsewhere.

Table 20) SEN – Section 251/outturn weekly unit costs (approx.)<sup>22</sup>

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Shropshire	£90.00	£90.00	£95.00	£95.00	£65.00	£55.00	£65.00
England	£100.00	£105.00	£105.00	£115.00	£95.00	£95.00	£95.00
Statistical neighbours	£108.50	£112.50	£110.50	£118.00	£100.00	£100.00	£101.50
West Midlands	£95.00	£90.00	£95.00	£105.00	£80.00	£85.00	£80.00

Source for Tables 17 & 18: Local authority interactive tool  
<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

<sup>22</sup> Includes the S251 budget lines: SEN support services; direct payments (SEN and disability); SEN transport; home to school transport (pre-16); SEN admin, assessment and coordination and monitoring. Calculation:  $(x/y)/365 \times 7$  where x = total funding on SEN services recorded on S251 financial budget statement and y = total number of children with a statement as at January pupil census. Result is rounded to nearest £5.

# Specialist Provision Strategic Review and Development Plan 2018-22

Version 3.0

Date: 14/3/2018

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## **Executive Summary**

In October 2017 Shropshire Council commissioned a comprehensive review of its high needs provision and this **Specialist Provision Strategic Review and Development Plan** sets out the findings and presents recommendations and a rationale as to how additional capital funding available from the Department for Education should be invested.

Sections 2 & 3 sets out Shropshire’s strategic intentions and the local context including a description of the current specialist provision available for learners across all age ranges 0-25.

Section 4 summarises the main findings of Shropshire’s SEND Needs Analysis 2018, highlighting a number of areas where it is significantly adrift of statistical norms. One of the key areas of difference is the relatively very low proportion of learners attending special schools and specialist provision. The provision that does exist is particularly concentrated around Shrewsbury leaving large areas with limited access to services. This factor, in tandem with the comparatively sparse population spread across a very large geographical area, means that Shropshire’s mainstream schools are meeting the needs of a higher number of learners with complex needs than is the case in other areas. Schools interviewed during the course of the review confirm that there are acute pressures in meeting the needs of these complex learners exacerbated by the current challenging financial context.

The report highlights that there are particular gaps for learners who are academically able to access some aspects of the nation curriculum but who may struggle with some of the environmental or social aspects of mainstream school life. This analysis strongly suggests that the key priorities should be:

- The development of specialist provision attached to mainstream schools in order to meet the needs of complex learners – particularly those with communication and interaction difficulties - enabling them to be educated closer to home.
- These provisions could be either mainstream school led (known as **Resourced Provision**) or special school led but based on mainstream school sites – known as **Satellite Provision**
- That preparatory work is carried out to develop a bid for a new special school for learners with social, emotional and mental health (SEMH) needs with associated social communication difficulties in readiness for the Department for Education's expected announcement of a new round of free school funding.

Section 6 details the dialogue and consultation that has taken place with a range of stakeholders between October 2017 and March 2018 including an online survey, and summarises the feedback gathered during this process, which has been largely in favour of the identified priorities and proposals.

The latter section of the report sets out a **Specialist Provision Development Plan for Shropshire**, which recommends proceeding with the implementation of the above priorities in the following locations in year 1 (subject to budget constraints):

- Whittington CofE (Aided) Primary School, Oswestry – 10 place provision for primary aged learners with communication and interaction difficulties
- St Andrew's CofE Primary School, Nesscliffe – 10 place provision for primary aged learners with communication and interaction difficulties
- Community College, Bishops Castle – 20 place provision for secondary aged learners with communication and interaction difficulties
- Oldbury Wells School, Bridgenorth – 20 place provision for secondary aged learners with communication and interaction difficulties

Further proposals will follow to cover other areas of Shropshire in years 2 & 3.

A range of other recommendations are also made including developing SEN support to provide early intervention for pupils with mental health needs and stimulating the development of high quality independent provision through development of a Market Position Statement.

## 1. Introduction

The Children and Families Act 2014 sets out a statutory duty for local authorities to keep provision for children and young people with special educational needs and disabilities (SEND) under review, in order to ensure that the provision reflects and addresses local needs.

On 4 March 2017 the Department for Education (DfE) announced the ‘Special Provision Fund’<sup>1</sup> to support all local authorities in England to develop their provision for pupils with special educational needs and disabilities (SEND). This fund provides capital investment in recognition of the growing demand for specialist provision across the country. Local authorities can invest in developing additional high needs places and/or improve existing facilities for pupils with education, health and care (EHC) plans in mainstream and special schools, nurseries, colleges and other provision.

Shropshire has a capital allocation of **£500k** ‘Special Provision Fund’ between 2018-21 (£166,667 p.a.); this is provided *in addition to* the basic need capital funding that local authorities receive to provide new pupil places.

In October 2017 Shropshire Council commissioned a comprehensive review of its high needs provision and this **Specialist Provision Strategic Review and Development Plan** sets out the findings and presents recommendations and a rationale as to how capital investment should be prioritised. The report is underpinned and informed by **Shropshire’s Special Educational Needs & Disabilities Needs Assessment 2018**, which is attached as Appendix 1.

## 2. Shropshire’s Strategic Intentions

*Our vision sees Shropshire children and young people with SEND that are healthy, happy and safe, and able to achieve their full potential with support from a strong partnership between families, the voluntary sector and service providers and commissioners.*

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<sup>1</sup> <https://www.gov.uk/government/publications/send-provision-capital-funding-for-pupils-with-ehc-plans>

### **What outcomes are we seeking?**

Shropshire Council's overall aim is to improve outcomes for children and young people with Special Educational Needs & Disabilities (SEND) by promoting high aspirations and expectations. Children and young people with SEND and their families will feel happier, healthier, safer, more valued, more accepted, and more responsible for their actions.

This will mean that children and young people with SEND living in Shropshire

- are safe and well looked after in a supportive environment
- are resilient with good emotional wellbeing
- are positively engaged in their community
- are as healthy as they can be and see health inequalities reduced
- see any achievement gap narrowed and are successful in achieving their goals
- are prepared for independence and work in their adult lives

In order to achieve this, we will take a strategic approach to the commissioning and coordination of services for children and young people with SEND and their families.

Shropshire is an inclusive authority and works to ensure that, where possible, all children and young people will be able to attend their local mainstream school. Where this is not possible, Shropshire Council's aim is that the majority of children who require specialist provision will be able to access an appropriate school within a 30-minute commute.

Regardless of where children receive their education it is essential that all children and young people with SEN will access an appropriate curriculum.

## **3. Local Context**

### **i. Population and Geography**

Shropshire is England's largest inland county, covering almost 3,500 square kilometres. Most of its population and services are centred on the larger urban areas such as Shrewsbury and Oswestry, with other market towns also concentrated in the north. South Shropshire is more rural and its population more thinly spread.

In the coming years the 0-25's population is set to remain relatively stable, but housing development in some areas may create sufficiency issues for mainstream school places.

Because of its size and relative rurality, access to services is the single most significant challenge for Shropshire's specialist provision, impacting on access to specialist staff and expertise, transport costs, as well as the sustainability and resilience of provision.



## ii. Specialist Provision and Support

A more detailed profile of Shropshire's specialist provision and support can be found in **Appendix 1 – Shropshire's SEND Needs Assessment**, but the key headlines from this analysis are summarised below.

### a. Pre-School Provision

There is growing demand for pre-school specialist support, arising from improved early identification and assessment of needs through Multi-Disciplinary Assessments (MDA). Whilst Shropshire commissions 40 places in Severndale specialist nursery to meet the needs of the pre-school children with the highest levels of need, the council has also adopted a policy of increasing access to appropriate support at a local level through the recruitment and development of a 'Preferred Providers' list with 26 providers across the area meeting the criteria of being capable of providing an inclusive service and meeting the needs of children with additional needs. This initiative will continue to be supported to recruit and support more providers in the coming years.

### b. State-funded Special Schools & Academies

Shropshire has two state-funded special schools, a flexible PRU/medical school, and a specialist resource 'Hub' attached to a mainstream secondary academy. The SEND Needs Assessment identifies that Shropshire has comparatively sparse specialist provision and as a result makes significant use of special schools in neighbouring authorities. To some degree this is an inevitable feature given the size of the area covered, but the assessment acknowledges that the distances some children and young people are forced to travel to access suitable provision could be addressed through the development of a wider range of provision at a local level.

The needs assessment also identified gaps in particular categories of provision, with very limited specialist provision for learners with Autism Spectrum Disorders despite this being the fastest growing category of need nationally and locally. There are well established models of practice proving that many of these learners, with the right support, are cognitively able to access the mainstream curriculum.

### c. Hub Provision

In February 2013 Shropshire Council approved the development of "hub" provision to meet the special educational needs of children and young people in Shropshire. The focus was on enabling more access to suitable, cost effective specialist provision within, or close to their home community, for some children whose prime area of need is Social Interaction and Communication and who may have a diagnosed Autistic Spectrum Condition.

This decision led to the development of the Kettlemere Hub, which was designed as a flagship provision based within and led by Lakelands Academy in Ellesmere. Difficulties in the early stages of development and the lack of a mutually agreed contract between the Local Authority and the Academy led to a breakdown in the relationship and subsequently

to the suspension of new placements in the setting. Although this situation has recently been resolved with the signing of a new contractual agreement and new placements commencing in 2018, the situation led to the stalling of new Hub developments across the LA. Although both Woodlands and TMBSS Schools have continued to develop satellite bases, these developments have not progressed as swiftly as was envisaged back in 2013 and there are remaining gaps in provision across Shropshire.

#### **d. Independent Provision**

Shropshire has 5.3% of learners with EHC Plans attending independent specialist provision which is in keeping with national and statistical neighbour averages. Placement numbers in the independent sector have been increasing over recent years and whilst this is not currently an urgent cause for concern this trend will need to be monitored as failure to keep pace with growing numbers of learners with ASC and SEMH needs could see these numbers increasing.

There are significant numbers attending Access School based in Shropshire for pupils with SEMH needs and Bettws Lifehouse based in Powys, for learners with ASC and SEMH; both of these are small, local, independent specialist schools with good reputations. Currently these settings are providing a valuable service to Shropshire local authority given the lack of such provision elsewhere, but given the growth in ASC and SEMH needs, there is an acute risk of over-reliance on independent provision that could, if unchecked, ultimately prove to be unsustainable.

#### **e. Post-16 Provision for learners with SEND**

Shropshire benefits from a range of specialist support and provision for post-16 learners (see Appendix 1 for details). Although there are identified gaps in access to employment and supported internships, the needs assessment suggests that Shropshire has a strong foundation of provision to build upon. This age range will benefit from the recent development of Shropshire's Preparation for Adulthood Pathway and a new Transitions Team within Shropshire's SEND Service.

#### **f. Specialist Support**

It is noteworthy that although there are a range of support services available, there is no centralised specialist teaching service. This gap in the market is addressed through outreach support provided by special schools as well as independent outreach services and services located within the neighbouring authority of Telford and Wrekin. All of these services can be commissioned directly by Shropshire schools. Such collaborative working is identified as a strength that should be built upon in developing a wider range of provision.

### iii. Mapping Shropshire's High Needs Learners

Maps have been produced to demonstrate the geographical spread of the home locations of Shropshire's special school cohort; these are included in Shropshire's SEN Needs Assessment (Appendix 1 - pp34-36).

The maps illustrate the concentration of SEND learners around the main populations in Shrewsbury and the main towns, namely Oswestry, Ludlow, Market Drayton, Whitchurch, Cleobury Mortimer and Bridgnorth. These also illustrate the huge catchment areas served by the Shropshire's two special schools - Severndale and Woodlands - and the significant distances many learners travel to attend these schools. It should be highlighted that both schools (along with The Tuition, Medical and Behaviour Support Service) have sought to address these geographical challenges through development of a number of 'Hub' sites around the authority, however, these developments remain patchy with significant gaps remaining.

### iv. Shropshire's Changing Profile of Need

Analysis by Shropshire's Public Health Intelligence Team in 2014 identified significant growth both in Speech Language & Communication Needs (SLCN) and Autistic Spectrum Disorders (ASC). This is accompanied by a widespread trend of increasing complexity of need with increasing numbers of learners where intensive support is likely to be required.

This is reflected in national trends most recently highlighted in a 2017 report by the Council for Disabled Children and the True Colours Trust that explored data around disabled children with complex needs and life-limiting conditions.<sup>2</sup> Comparing 2016 pupil census data with 2004 figures, the research found that nationally there were now **+48%** more children overall with complex needs and a staggering **+219%** more with ASC being educated in special schools.

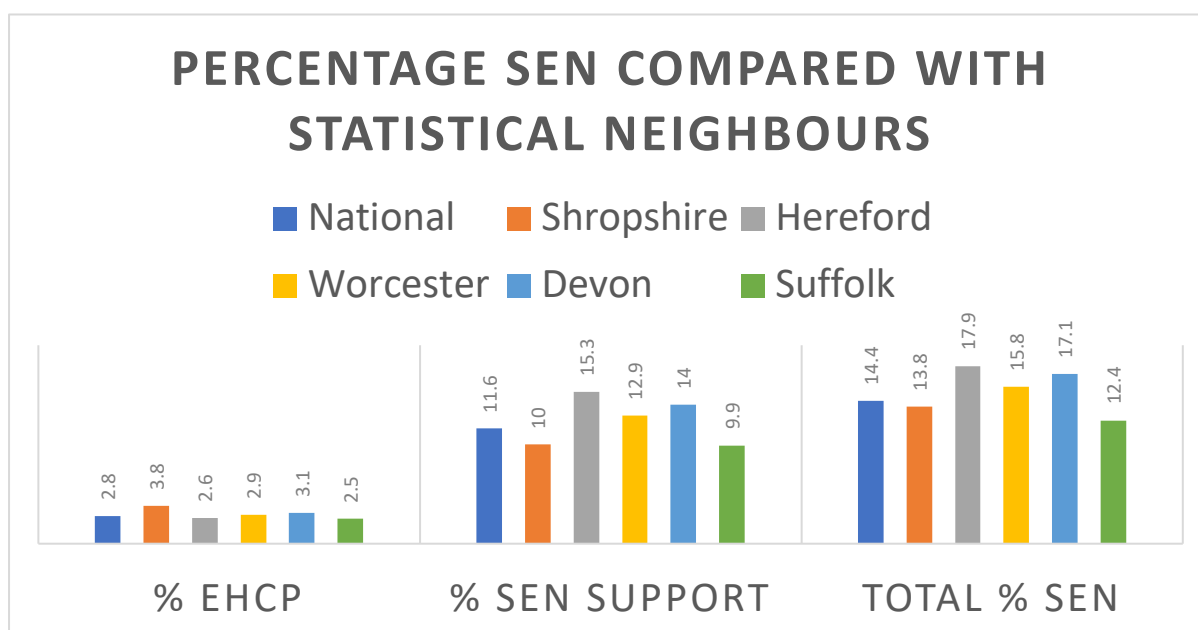
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<sup>2</sup> 'Understanding the needs of disabled children with complex needs or life-limiting conditions' – Council for Disabled Children and True Colours Trust, February 2017: <https://councilfordisabledchildren.org.uk/help-resources/resources/understanding-needs-disabled-children-complex-needs-or-life-limiting-conditions>

## 4. How does Shropshire compare with other areas?

### i. Inclusion

Shropshire has a comparatively high proportion of Statements / EHC Plans alongside a comparatively low proportion of SEN Support, which *might* suggest that schools are identifying needs later than in other areas and that where needs are identified there may be an expectation that these are supported through additional high needs funding, (although this implication is not borne out in the analysis below with regards to the very low proportion of learners in Special School).



This imbalance between EHCPs and SEN Support is now being addressed through Shropshire Council's introduction of the Graduated Support Plan, which provides access to high needs funding for learners with SEN but without EHC Plans. Given the very high proportion of small schools in Shropshire, access to this additional funding can only help to ensure schools are better able to meet needs and is expected to result in the proportion of learners at SEN Support increase and the proportion of pupils with EHC Plans to decrease to a level closer to comparators.

Countering any indication that Shropshire's schools are *not* being inclusive is the fact that there is a relatively very low proportion of placements in special schools or specialist provision (see **Table 1** below). This demonstrates that mainstream schools must be supporting relatively high-level needs, which is reinforced by comments made by every school interviewed during this review process of a strong sense of association and connection between Shropshire's schools and the communities they serve. In this context, it is worth highlighting that Shropshire is comparatively poorly funded for SEN and it may be that school's limited resources have been dedicated to higher needs learners at the expense of those with lower levels of need.

**Table 1.** Placement of pupils with statements/EHC plans – January 2017

	TOTAL CHILDREN WITH A STATEMENT/ EHC PLAN	MAINSTREAM AND SCHOOLS, FREE SCHOOLS		STATE-FUNDED SCHOOLS, ACADEMIES AND FREE SCHOOLS		SPECIAL AND STATE-FUNDED SCHOOLS – PUPILS PLACED IN SEN UNITS OR RESOURCED PROVISION	
		NO.	%	NO.	%	NO.	%
<b>England</b>	242,184	116,257	48.0%	109,861	45.4%	16,129	6.7%
<b>W. Midlands (excl. Shropshire)</b>	26,462	10,160	38.4%	14,664	55.4%	1,393	5.3%
<b>Statistical neighbours</b>	21,819	11,379	52.2%	8,275	37.9%	1,224	5.6%
<b>Shropshire</b>	1,577	916	58.1%	448	28.4%	28	1.8%

Source: DfE – Special educational needs in England: January 2017

## ii. Placement Comparisons

The relatively low level of placements in special school and specialist provision is particularly notable. Based on **Table 1** above:

- If Shropshire had the same proportion of placements as statistical neighbour averages this would represent an **additional 150 pupils in special schools plus an additional 60 pupils in designated specialist provision.**
- If Shropshire had the same proportion of placements as the average for West Midlands authorities this would represent an **additional 426 pupils in special schools plus an additional 56 pupils in designated specialist provision.**

## iii. National Trends in Specialist Placement

In recent years there have been significant increases in the proportion of learners with EHC Plans placed in special schools (including independent specialist schools). This is being driven by increasing complexity of presenting needs, budget reductions impacting on mainstream schools, as well as the high-stakes, high-pressure culture surrounding accountability for school standards, which could be said to work against inclusion. The resulting trend nationally is that increasing numbers of learners who could (and historically would), with the right support, have attended mainstream school are tending to be placed in special schools.

This is clearly not the case in Shropshire, where, the vast majority of learners with EHC Plans are attending mainstream schools. However, this comes with attendant pressures which are reflected in the increasing proportion of learners (primarily those with ASC and SEMH) being placed in independent and non-maintained specialist settings. This, although not currently an acute cause for concern, if unchecked would become unsustainable; the measures recommended later in this report will mitigate against further increases in demand for placement within the non-maintained and independent specialist sector.

## iv. Attainment of pupils with SEN

More detailed analysis of the performance of pupils with SEN is set out in the SEND Needs Analysis (Appendix 1) but this is summarised below:

### a. Key Stage 1 Data by SEN

- The data indicates that, in 2017, fewer Shropshire pupils both with and without SEN achieved expected levels of progress in Reading and Writing and Maths compared with national statistics. This was a change from the year before when pupils with EHC Plans or statements were achieving better than national averages.

- In Science more children without SEN and at SEN Support achieved slightly better than national averages, whilst those with EHC Plans achieved marginally worse than average.

**b. Key Stage 2 Data by SEN**

- Shropshire children with no identified SEN performed marginally better than the national averages in Reading, Writing and Maths.
- Shropshire children with an EHC Plan or Statement performed better than the national averages in Reading, Writing and Maths.
- Shropshire Children with SEN Support performed less well than national averages in Reading, Writing and Maths.

**c. Key Stage 4 Data by SEN**

- Shropshire children with SEN Support performed slightly worse than their peers nationally in both Attainment 8 and Progress 8.
- Shropshire children with an EHC Plan or Statement performed better than their national peers in both Attainment 8 and Progress 8.

Broadly speaking Shropshire's pupils with EHC Plans or Statements perform well academically, whereas pupils with SEN Support fare less well. To some degree this may be mitigated by the introduction of the Graduated Support Pathway in September 2017.

**v. Percentage of KS4 Pupils with SEN going to or remaining in education and employment**

Shropshire is broadly in keeping with national expectations in terms of the proportions of young people at KS4 with SEN remaining in education, although again it is notable that this is above average for learners with EHC Plans or Statements and below average for those with SEN Support.

	<b>Overall sustained education or employment /training destination</b>				
	% of SEN <sup>1</sup> pupils			% of Non-SEN pupils	Total %
	<i>SEN support</i>	<i>Statement / EHC plan</i>	Total SEN		
<b>ENGLAND</b>	<b>88</b>	<b>90</b>	<b>88</b>	<b>95</b>	<b>94</b>
WEST MIDLANDS	88	90	88	95	94
SHROPSHIRE	86	92	89	95	94

## 5. Proposals for Development (in priority order)

A number of proposals under four broad headings are presented below to address Shropshire's identified gaps and challenges.

A theme underpinning all of these proposals is to develop and build on **partnerships** particularly between mainstream and specialist providers in developing a comprehensive offer to meet the needs of a wider range of learners closer to their homes.

### 1) Specialist Resourced Provision for primary aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)

There are growing numbers of learners who struggle to cope in mainstream classrooms due to sensory overload, social difficulties and high levels of anxiety BUT who are able to access the mainstream curriculum. In order to achieve positive outcomes and prepare effectively for adulthood, these learners require smaller group sizes, the right sensory environment and staff who are able to provide identified specialist support. When appropriately supported these learners can significantly benefit from being integrated on a mainstream school site, which provides access to specialist teaching facilities, a broad curriculum and subject-specialist teaching staff as well as maximising opportunities for children and young people to interact with mainstream peers for some aspects of their learning and/or social interaction.

Based on practice in other areas there are established and effective models of provision located on mainstream primary school sites for between 8-12 learners with dedicated staffing and resources. Shropshire has a significant number of schools with falling rolls and spare physical capacity to accommodate such provision without huge capital expenditure. Based on experience elsewhere it is estimated that such provision could be developed with capital expenditure of between £25-100k (subject to many dependencies). Such low-cost provision could be established at a number of locations across the authority, in order to ensure widespread coverage in all areas.

There are two distinct options, either:

#### **a) Mainstream-school led where the learners are on the roll of the host mainstream with the base managed and staffed by the host school**

The benefit of this is that it embodies an inclusive ethos and directly engages mainstream schools as key partners in delivery of specialist provision. The challenge can be that such provision may (particularly in the crucial early stages) be very fragile and may become isolated without easy access to specialist support.

Or:

#### **b) A partnership model where the base is operated as a satellite of a special school but is located on a mainstream 'host' school site, where the pupils are on-roll and the base is managed and staffed by the special school.**



This model has the benefit of building on strong practice within the special school sector. The 'partnership' model is well-established in Shropshire and is operated successfully by both of the special schools (Severndale and Woodlands) as well as by the Tuition, Medical and Behaviour Support Service (TMBSS). The model also addresses any concerns about the impact of such a provision on the statistics of the host school both in terms of attendance and attainment. This can be a major barrier to development particularly for smaller schools where the impact of a small group of learners may be pronounced.

These provisions would provide a primary age service to complement and feed into the secondary-age provision listed below.

## **2) Additional 'Hub' Provision for secondary-aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)**

In recent years Shropshire local authority has invested in development of the Kettlemere Centre, a specialist provision for secondary age children with special educational needs (SEN) in the area of Communication and Interaction (C&I) located in North West Shropshire. Although the development of this provision has seen a few setbacks (referenced elsewhere in this report) with no new pupils admitted for the past two years, the Centre will now benefit from a renewed focus and commitment both from Lakelands Academy and Shropshire Council and is expected to start receiving new learners in the Spring term 2018.

The management model for these hubs would be according to the same broad options as set out above under Proposal 1, i.e:

**a) Mainstream-school led where learners are on the roll of the mainstream school**

Or

**b) A partnership model where the base is operated as a satellite of a special school but is located on a mainstream 'host' school site**

## **3) Partnership Hubs for secondary-aged learners with Moderate Learning Difficulties (MLD)**

Currently there are some pupils with MLD attending Severndale Specialist Academy, who could potentially benefit from attending provision attached to mainstream school and from being educated closer to home as part of their local community. These are pupils who are too cognitively able to be well-served by broad spectrum special schools, where they may struggle to form peer groups and to feel a sense of belonging. There is an established and successful Severndale satellite at Mary Webb School for this type of learner, which is a proven model that could be replicated elsewhere either or both in the South and / or North Shropshire. This would have the dual benefit of reducing journey times for a significant number of learners as well as freeing up capacity at Severndale for pupils with the most complex needs.

#### **4) A new school for pupils with Social Emotional and Mental Health (SEMH) difficulties and associated Autism Spectrum Conditions (ASC)<sup>3</sup>**

Recent demand for places at Woodland's School (which is almost at capacity) has highlighted that there is sustained need for provision for learners whose needs are too complex and challenging to be adequately supported on mainstream school sites. Many of these learners may be categorised as having a primary need of either SEMH or ASC but social communication difficulties and high levels of anxiety, leading to challenging 'breakthrough' behaviours that are difficult to manage in a mainstream school, will be the common underpinning factor.

It is proposed that Shropshire seeks to develop a new Special Free School for this category of need, with provision potentially starting at year 5 through until year 14 (sixth form) to be located in south Shropshire.

##### **i. Rationale for Prioritisation of Proposals**

The recommendations have been prioritised based on the following:

- The developments are relatively cost effective making use of the space available in many of Shropshire's schools with spare capacity and are therefore relatively quick to implement
- The proposed spread of provision would address access and inclusion issues – both in relation to geographical reach but also in relation to enabling learners with SEND to access education closer to home in their own communities
- These proposals maximise and draw upon the respective strengths of mainstream and specialist providers
- The proposals will build capacity and skills with a significant impact on a wider range of learners beyond those attending the new provision. By locating the bases in mainstream schools there would be skills transfer between the specialist staff and those working in mainstream benefitting a wide range of vulnerable learners.

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<sup>3</sup> This report will use the term Autism Spectrum Condition (ASC) as opposed to Autism Spectrum Disorder (ASD); in the SEND Code of Practice ASD is the term used.

## 6. Stakeholder Feedback on Proposals

### i. Consultation and Engagement Process

The above proposals have been informed and shaped by discussion and engagement with a number of stakeholders between November 2017 – January 2018. This consultation and engagement has included the following activities:

DATE	STAKEHOLDER	EVENT OR METHOD OF COMMUNICATION
10/11/2017	Parents and Carers	Shropshire Parent Carer Council AGM - Shrewsbury
10/11/2017 to 8/1/2018	Various Schools – Special, Mainstream and independent	Face to face meetings with a number of schools across Shropshire
29/11/2017 to 22/12/2017	All stakeholders	Strategic Review Discussion Document (Appendix 2) and Online questionnaire hosted on Shropshire Council's Website (results attached as Appendix 3)
11/1/2018	Headteachers and Local Authority Officers	Central Policy Group meeting
1/2/2018	Secondary Headteacher's	Presentation at Secondary Headteacher's Briefing session

### ii. Common themes expressed in feedback from parents

#### a. Desire for inclusive mainstream provision

Common themes that featured in many discussions were a desire for inclusive local provision that enabled pupils with SEND to be educated within their local community and to attend local mainstream provision close to home.

#### b. Training and support for mainstream providers – with improved links between mainstream and specialist sectors

There was a feeling that for this to happen successfully there was the need for improved training and support for mainstream settings and a view that the Local Authority should be willing and able to challenge schools that were *not* meeting their duties in the SEND Code of Practice. Many respondents welcomed the prospect of closer working between specialist and mainstream providers.

### c. Demands for Increased choice

There was also a common theme of parents wanting a wider range of choices and a feeling that there were limited options regarding specialist provision available locally, driving demand for independent specialist provision. A number of parents specifically highlighted the lack of choice for learners with Significant Learning Difficulties, with access to only one in-county special school, but there was more widespread recognition that the bigger gaps were in relation to the lack of provision for learners with social communication difficulties / ASC.

## iii. Responses to Online Consultation

Feedback was received from 42 respondents to the online consultation regarding each of the four proposals listed in Section 5 above. The full report is included as **Appendix 2**, but is summarised below, as follows:

### 1) Specialist Resourced Provision for primary aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)

There was widespread agreement that this should be a priority area for development and an 87% positive reaction and only 7% negative. Responses demonstrated a widely held view that there are many learners not coping well in mainstream classrooms but who were cognitively and socially able to benefit from aspects of an inclusive mainstream environment.

There were more positive responses for these settings being specialist provider-led, but there were marginally more respondents who felt there could be a mixed market with the right mainstream schools supported to lead the model rather than there *only* being specialist-led provision (*“the ethos of school and environment are a very important consideration to take into account.”*).

There was some wariness about the breadth of the definition of ‘Communication and Interaction Difficulties’ with concern that this included a wide range of lower level needs that might be better served in mainstream classrooms. There were others who wanted a broader more inclusive and flexible model to include learners with SLD.

## **2) Additional 'Hub' Provision for secondary-aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)**

Similarly to Proposal 1 there was widespread agreement that this should be a priority area for development reflected in a 77.5% positive reaction and only 7.5% negative.

A few respondents expressed concern that the implementation of the provision at Kettlemere had not been as positive as expected and wanted reassurance that there would not be similar issues if further secondary sites were developed. There were more positive responses for these provisions being specialist provider-led (75% positive as opposed to 65% positive for mainstream-led).

However, the overall responses more clearly favoured the 'mixed model' in secondary, which was explained by comments such as *"Some secondaries are already doing this well, so should be able to build on their existing support"*.

## **3) Partnership Hubs for secondary-aged learners with Moderate Learning Difficulties (MLD)**

84% of respondents were positive about this proposal, with no negative responses. There were a few queries raised in the comments suggesting that it might be possible to meet these needs in mainstream secondary schools *without* the need for specialist provision – e.g. *"Most schools do OK at providing this provision, but could be upskilled by schools which are outstanding examples of best practice. Not sure of a need for a whole new facility to meet this need."*

One respondent seemed to query whether this should be prioritised above other needs – *"We need Autism/ADHD specific schools. Telford & Wrekin have 4 & we need a few in Shropshire."*

## **4) A new Free school for pupils with Social Emotional and Mental Health (SEMH) difficulties and associated Autism Spectrum Conditions**

84% of respondents were positive with only 8% negative. Generally, most comments were positive about the proposal, but a number of respondents queried mixing pupils with ASC needs with those with SEMH needs – e.g. *"It is important to remember that not all ASC children can be co-sited on a school with SEMH needs, as the needs of both groups are different."*

# Specialist Provision Development Plan for Shropshire

## 1. Recommendations for Special Provision Fund

### i. Recommendation 1 – Develop a Mixed Model of Specialist Satellite Sites along with Mainstream-led Resourced Provision

In keeping with the feedback from the majority of respondents, a mixed model of provision is recommended allowing for both mainstream and specialist provider led models.

Where mainstream schools are 'Good' or better at Ofsted and where they have demonstrated an inclusive ethos, then they should be supported to develop and manage this provision. In order to support this there should be a Service Level Agreement underpinning the terms of the agreement (covering admission process and entry criteria, funding, etc). It is recommended that this SLA includes provision of support either from a Specialist Provider or another appropriate source.

Where mainstream schools are unwilling or unsuitable to be the lead agency, then the preferred model should be for the development of special school satellites. Identification and selection of the partner special schools to operate these bases will be identified and selected in discussion with the host school and may include the option of developing satellites from providers either within or outside Shropshire. Where there is a clear case for selection (such as where there is an established provision already operating on-site, or where there is a strong relationship between the host and provider schools) the selection may be pre-determined, but where there are a number of potential providers in a given area, there will be a competitive and transparent selection process.

Again, in order to support this model there should be a three-way Service Level Agreement underpinning the terms of the agreement (covering admission process and entry criteria, funding, etc) between the Local Authority, the Specialist Provider and the Host School.

### ii. Recommendation 2 – Implement Proposals 1 & 2 in the Following Locations and Target Numbers of Places

There has been strong and widespread support regarding the gaps in provision. It is therefore strongly recommended to start development of this provision at the earliest opportunity.

In order to ensure comprehensive area-wide coverage the recommendation for Proposals 1 and 2 would be to establish **4 primary and 4 secondary provisions** building on the established provision at Kettlemere in Oswestry for secondary and Woodlands School's Acorns Hub provision in Bishops Castle for Primary, providing an all-through pathway in each of the following areas:

AREA	PRIMARY PLACES & LOCATION	SECONDARY PLACES & LOCATION
<b>North West (Oswestry / Ellesmere)</b>	10	24 EXISTING: Kettlemere Centre – Lakelands Academy. Ellesmere
<b>North East (Market Drayton / Whitchurch)</b>	10	20
<b>Central (Shrewsbury)</b>	10	20
<b>South West (Bishops Castle)</b>	12 EXISTING: Acorns (Woodlands Satellite) – Bishops Castle	20
<b>South East (Bridgnorth)</b>	10	20
<b>TOTAL</b>	<b>50</b>	<b>104</b>

The reason for the greater volume of places in Secondary is that a significant number of learners who *are* able to cope in smaller primary environments, then struggle to cope in larger, busier secondary school environments.

The following options have been identified following the schools listed submitting an 'expression of interest' in development of specialist provision:

AREA	PRIMARY PHASE	SECONDARY PHASE
<b>North West Shropshire</b>	<b>Whittington CofE (Aided) Primary School</b> , Station Road, Whittington, Oswestry, SY11 4DA.  To be developed through light refurbishment of existing accommodation to offer 10 places.  Model would be mainstream school-led as school has	<b>Kettlemere Hub</b> operational for secondary age learners.  Operated by <b>Lakelands Academy</b> - Mainstream-led

AREA	PRIMARY PHASE	SECONDARY PHASE
	<p>demonstrated strength in its existing SEN provision.</p> <p>This location would feed into Kettlemere Hub thereby creating an all-through pathway.</p>	
<b>Central Shropshire (Shrewsbury)</b>	<p><b>St Andrew's CofE Primary School</b>, Hopton Lane, Nesscliffe, Shrewsbury, Shropshire SY4 1DB.</p> <p>To be developed through light refurbishment of existing accommodation to offer 10 places.</p> <p>Schools is part of the <b>Westcliffe Federation</b>.</p> <p>Model would be mainstream school-led as school has demonstrated strength in its existing SEN provision. Could link with potential Central Shropshire secondary provision – tbc.</p> <p>Potential site also identified at Kinnerley Primary (also part of Westcliffe Federation) for potential future development.</p>	<p>Potential secondary site identified but at an early stage and remains subject to confirmation.</p>
<b>South West Shropshire</b>	<p><b>Acorns Hub</b> is already operational offering 12 places for primary learners operated by Woodlands School on the site of the Community College Bishops Castle</p>	<p>Recommending a scaled back version of existing plans for <b>Community College Bishops Castle</b> through refurbishment of existing accommodation to develop a provision for 16-20 learners.</p> <p>Recommendation that the secondary base is operated as a satellite base of <b>Woodlands School</b>, given that they are</p>



AREA	PRIMARY PHASE	SECONDARY PHASE
		already managing the primary provision on the same site.
<b>South East Shropshire (Bridgnorth)</b>	<p>Two potential primary school sites identified – under investigation and options analysis. Remains subject to confirmation.</p> <p>Could be either a specialist satellite, or a mainstream-led model.</p>	<p><b>Oldbury Wells School</b> (part of Bridgnorth Area Schools’ Trust) has identified a number of options on site that would require refurbishment of existing accommodation to develop a provision for 16-20 learners.</p> <p>School are considering their options for either a specialist satellite, or a mainstream-led model.</p>
<b>North East Shropshire (Whitchurch / Market Drayton)</b>	<p>No clear options identified as yet.</p> <p>No expressions of interest direct from mainstream schools – but potential options under investigation.</p>	<p>No clear options identified as yet.</p> <p>No expressions of interest direct from mainstream schools – but potential options under investigation</p>

### iii. Recommendation 3 - Integrate Proposals 2& 3 - Secondary Provision

There is a significant overlap between Proposals 2 & 3 in terms of the mechanics of the model, based on partnership between special and mainstream schools; indeed the only distinction is in the category of needs served. Currently the major pressure on Shropshire is in the lack of provision specifically for learners with Autism Spectrum Conditions<sup>4</sup> (ASC), BUT it was observed in the SEND Needs Assessment that given Shropshire’s comparatively low level of identification of ASC and comparatively high identification of MLD there is a strong likelihood (confirmed by feedback from a number of contributors to the review) that there is significant level of overlap between these apparently distinct needs. Good quality, flexible provision would be capable of supporting both categories in a flexible and personalised way in the same setting. A number of the comments gathered during the consultation regarding

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<sup>4</sup> This report will use the term Autism Spectrum Condition (ASC) as opposed to Autism Spectrum Disorder (ASD); although it is acknowledged that in the SEND Code of Practice ASD is the term used.

Proposal 3 acknowledged this or suggested that the need for provision for ASC was more acute than that for MLD.

Given these facts, it is recommended that Proposals 2 and 3 are in effect 'merged' and implemented under the same process rather than being seen as distinct and separate.

**iv. Recommendation 4 - Stimulate Market Development By Encouraging New Entrants and Developing a Market Position Statement**

Although Shropshire is well-served by its high-quality provision, the feedback from a significant number of parents was that they felt their choices were constrained by the limited range of providers serving Shropshire.

It is therefore recommended that where options for development exist, unless there are clear and compelling reasons to favour a particular provider (as set out above) opportunities should be actively sought to bring new specialist provider entrants to Shropshire in order to draw on new skills and expertise and to develop a more diverse and mixed range of provision. This would be encouraged through development and release of a Market Position Statement setting out the requirements and conditions for the local market.

**v. Recommendation 5 - Start developing outline plans for a new Free school for pupils with Social Emotional and Mental Health (SEMH) difficulties and associated Autism Spectrum Conditions**

Although the DfE / ESFA have yet to announce the next round of Free School funding, and given therefore that the funding process remains uncertain, it is recommended that Shropshire actively identifies potential partners in a Free School bid as well as potential sites and locations.

**vi. Recommendation 6 - Support Development of High Quality Independent Provision**

Shropshire is currently well served by some of its independent provision and it is important to acknowledge that independent and non-maintained provision has an important role to play in meeting the needs of the most complex learners. It is therefore recommended that, where opportunities arise, partnerships with independent providers should be explored. This may include in the guise of providers of training and support to mainstream education providers where they are struggling to meet the needs of complex learners.

**vii. Recommendation 7 - Support Development of Nurture Groups in mainstream schools**

A common theme in the feedback received during the course of the review has been regarding perceived shortcomings in educational provision for children and young people experiencing mental health difficulties. Development of specialist provision for

more complex mental health needs requires input from Health Commissioners and CAMHS practitioners; such a development would in any case need to be built upon a firm foundation of universal and targeted support in mainstream – e.g. Nurture groups. Such provision sits at ‘SEN Support’ level and is therefore outside the scope of this review process, but it is recommended that consideration is given to a programme of development of nurture training (such as provided through the Nurture Group Network) and nurture groups in mainstream schools around Shropshire, as this has had dramatic results in other Authorities.

#### **viii. Recommendation 8 - Establish High Needs Provision Working Group**

Establish High Needs Provision Working Group including representation from the following groups:

- **Local Authority Representative – SEND Team / Property Services / Finance / Commissioning / Education Access**
- **Mainstream School Rep**
- **Special School Rep**
- **Parent Representative**
- **Consider appointing external support to provide specialist expertise to Project Manage the process**

The Group will require some level of delegated authority to oversee spending on the Special Provision Fund.

## **2. Proposed Next Steps**

- i. Focus on development of mainstream based provision. Aim to establish 3-4 bases per year in different areas (subject to financial constraints). Continue to seek suitable sites across Shropshire
- ii. Seek permission from LA to draw down capital to support faster pace of development if this proves possible – to be back-filled from Special Provision Fund
- iii. Develop outline proposal for Free School bid at the earliest opportunity, including identification of potential sites and potential sponsoring Multi Academy Trust(s).  
**DEPENDENT ON THE PROCESS YET TO BE ANNOUNCED BY THE DEPARTMENT FOR EDUCATION**

## **3. Appendices**

- 1) Shropshire’s Special Educational Needs & Disabilities Needs Assessment 2018.
- 2) Strategic Review Discussion Document.
- 3) Strategic Review Questionnaire Results.

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# Shropshire High Needs Strategic Planning Review

## Discussion Document

### Background

Shropshire Council has recently commissioned a review of the County's high needs provision for learners with Education Health and Care Plans ("EHCP's") or Statements of Special Educational Need. The review, which is being led by an external consultant is working to tight timescales that will culminate in a plan for the development of specialist provision to be published on the Council's website in March 2018.

This discussion document summarises the early findings of the review and is being shared in order to stimulate debate, feedback and dialogue. The Council recognises that this process **MUST** be shaped through co-production with a wide range of stakeholders including parents, carers, young people and education providers. No final decisions have been made and any feedback you provide will play a significant role in shaping the final development plan.

You are invited to submit your feedback via Survey Monkey here:

<http://shropshire.gov.uk/get-involved/high-needs-review-for-shropshire/>

### Scope

Although the review process includes consideration of provision for the entire age range from 0-25 years, this document is focused on provision for those of school age. This is because there are established plans for early years provision, which are under implementation and post-16's provision for will be the focus of a separate discussion.

### Known Gaps, Issues and Challenges

- The geography of the county is perhaps the single largest challenge, with so much of the population thinly spread across large areas. This presents unique challenges in ensuring access to appropriate specialist provision, with many of the most vulnerable learners spending significant time travelling.
- Some of the statistics for the county also suggest patchy inclusive practice, with a comparatively low number of pupils being identified as requiring SEN Support (the level of support below statutory EHC Plans) whilst there are comparatively high numbers with EHC Plans and Statements. This reinforces the need for training and support for all education providers, and for skill-sharing between the special and mainstream sectors.
- Existing specialist provision is either full or nearly full, with limited capacity to meet growing demand.

## What are the County's Priority Needs?

Analysis has identified:

- **Significant growth** both in Speech Language & Communication Needs (**SLCN**) and Autistic Spectrum Disorders (**ASD**). Although most of these learners can flourish in mainstream schools, there are increasing number who struggle in mainstream classrooms. With the right support they are able to access the mainstream curriculum, but not without extra help and the right environment.
- In Shropshire (as nationally) there is a trend of **increasing complexity of need** – children are presenting with higher levels of need, or with complex combinations of need that have not been experienced before, even by experienced specialist staff. More and more learners cannot adequately be described by a single category of need and many have a range of overlapping factors that impact on their learning.

## Potential Solutions – Initial Proposals

A number of proposals under four broad headings are presented below to address Shropshire's identified gaps and challenges. It must again be stressed that no decisions have been reached regarding the proposals and that the process is still at an exploratory stage.

A theme underpinning all of these proposals is to develop and build on **partnerships** particularly between mainstream and specialist providers in developing a comprehensive offer to meet the needs of a wider range of learners closer to their homes.

### 1. **Specialist Resourced Provision for primary aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)**

There are growing numbers of learners who struggle to cope in mainstream classrooms due to sensory overload, social difficulties and high levels of anxiety BUT who are able to access the mainstream curriculum but require smaller group sizes, the right sensory environment and specialist staff who are able to cater for their needs. When appropriately supported these learners can significantly benefit from being integrated on a mainstream school site as they may be able to access the curriculum with mainstream peers for some aspects of their learning.

Based on practice in other areas there are established and effective models of provision located on mainstream primary school sites for between 8-12 learners with dedicated staffing and resources. Shropshire has a significant number of schools with falling rolls who would have spare physical capacity to accommodate such provision without huge capital expenditure – based on experience elsewhere it is estimated that such provision could be developed with capital expenditure of between £50-100k (subject to many dependencies). Such low cost provision could be established at a number of locations across the County

There are broadly two distinct options, either:

- a) **Mainstream—school led where the learners are on the roll of the host mainstream with the base managed and staffed by the host school**

The benefit of this is that it embodies an inclusive ethos and directly engages mainstream schools as key partners in delivery of specialist provision. The challenge can be that such provision may (particularly in the crucial early stages) be very fragile and may become isolated without easy access to specialist support.

Or:

- b) **A partnership model where the base is operated as a satellite of a special school but is located on a mainstream 'host' school site, where the pupils are on-roll and the base is managed and staffed by the special school.**

This model has the benefit of building on strong practice within the special school sector and the 'Hub' model is well-established in Shropshire and is operated successfully by both of the Counties special schools (Severndale and Woodlands) as well as by the Tuition, Medical and Behaviour Support Service (TMBSS). The model also addresses any concerns about the impact of such a provision on the statistics of the mainstream school hosting both in terms of attendance and attainment, which can be a major concern particularly for smaller schools where the impact of a small group of learners may be pronounced. These provisions would provide a primary age service to complement the secondary-age provision listed below.

## **2. Additional 'Hub' Provision for secondary-aged learners with communication & interaction difficulties (including Autism Spectrum Conditions)**

In recent years the county has invested in development of the Kettlemere Centre, a specialist provision for secondary age children with special educational needs (SEN) in the area of Communication and Interaction (C&I) located in North West Shropshire. Although the development of this provision has seen a few setbacks with no new pupils admitted for the past two years, the Centre will now benefit from a renewed focus and commitment both from Lakelands Academy and Shropshire Council and is expected to start receiving new learners in the Spring term.

It is proposed that plans for further Hubs for secondary aged learners are revisited in southern and central parts of the county to ensure wider coverage. Views are sought as to the best management model for these hubs according to the same broad options as set out above under Proposal 1, i.e:

- a) **Mainstream—school led where the learners are on the roll of the mainstream school with the base managed and staffed by the host school.**

Or

- b) **A partnership model where the base is operated as a satellite of a special school but is located on a mainstream 'host' school site, where the learners are on-roll and the base is managed and staffed by the special school.**

### **3. Partnership Hubs for secondary-aged learners with Moderate Learning Difficulties (MLD)**

Currently there are many pupils with MLD attending Severndale Specialist Academy, who could significantly benefit from attending provision attached to mainstream and from being educated closer to home as part of their local community. These are pupils who are too cognitively able to be well-served by broad spectrum special schools, where they may struggle to form peer groups and to feel a sense of belonging. There is an established and successful Severndale satellite at Mary Webb School for this type of learner, which is a proven model that could be replicated elsewhere either or both in the South and / or North of the County. This would have the dual benefit of reducing journey times for a significant number of learners as well as freeing up capacity at Severndale for pupils with the most complex needs.

### **4. A new school for pupils with Social Emotional and Mental Health (SEMH) difficulties / Autism Spectrum Conditions**

Recent demand for places at Woodland's School (which is almost at capacity) has highlighted that there is sustained need for provision for learners whose needs are too complex and challenging to be adequately supported on mainstream school sites. Many of these learners may be categorised as having a primary need of either SEMH or ASC but their social communication difficulties and anxiety, leading to challenging 'breakthrough' behaviours that are difficult to manage in a mainstream school, will be a common factor.

It is proposed that Shropshire seeks to develop a new Special Free School for this category of need, with provision potentially starting at year 5 through until year 14 (sixth form) to be located in the south of the county. This would complement but not duplicate the Woodlands School provision at Wem.

## **Request for Expressions of Interest**

If you represent a school or education provider that might be interested in being considered for one of the above options, then please notify the lead for the Strategic Review at the following email address: [info@fwl.associates](mailto:info@fwl.associates)

It must be stressed that the process for selecting an appropriate lead school, sponsor academy or host site for any of the above proposals will be transparent and equitable and is not pre-determined. Given the relatively limited range of providers operating within Shropshire it may be that the above options could stimulate interest from providers from outside the county and this would be encouraged in order to extend the range of options available to commissioners.

## **Feedback**

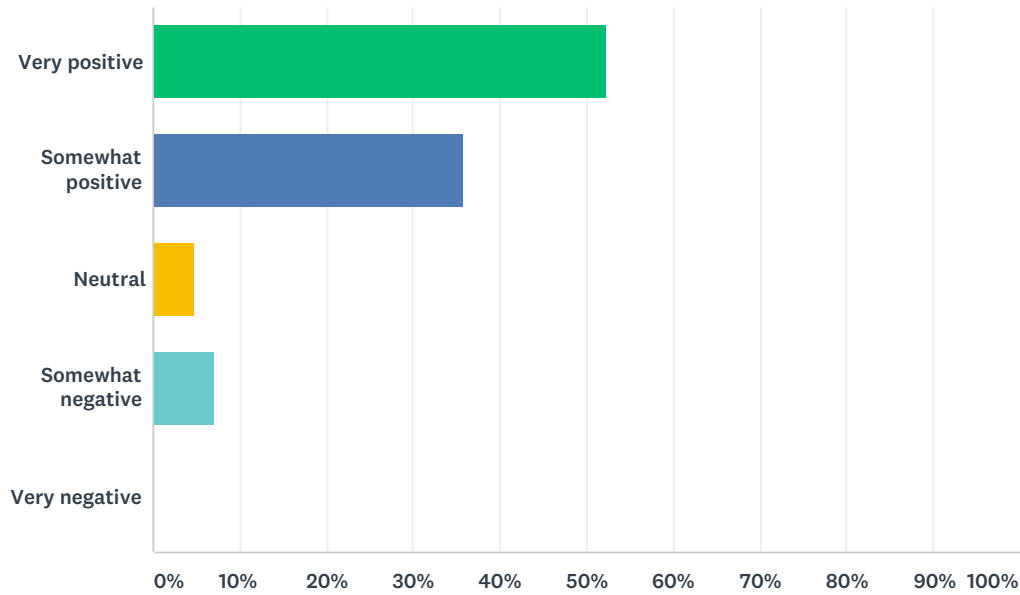
Please provide your feedback on the above options via the questionnaire on Survey Monkey here:

<http://shropshire.gov.uk/get-involved/high-needs-review-for-shropshire/>



## Q1 What is your first reaction to Proposal 1?

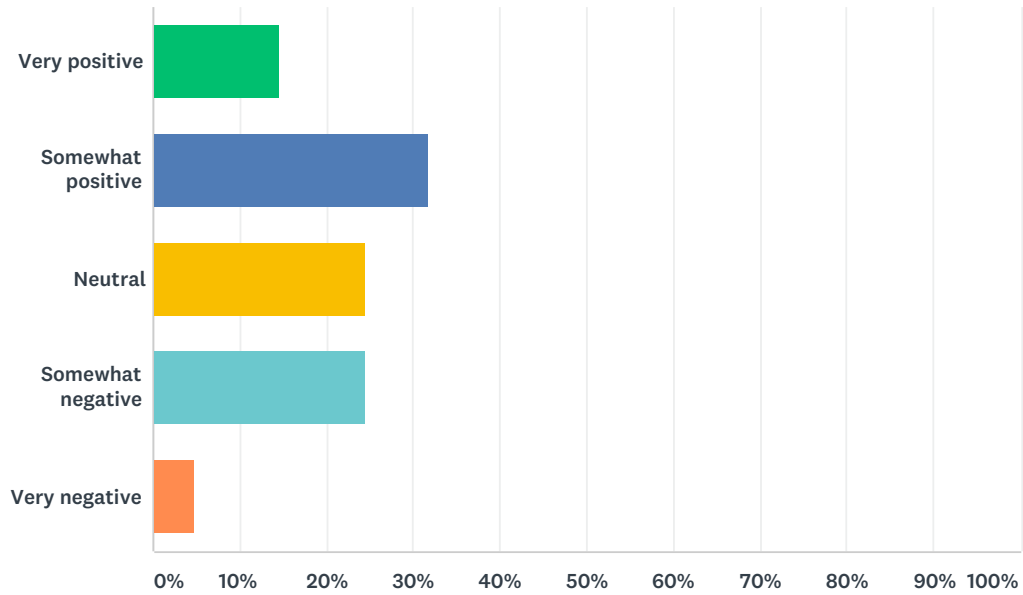
Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very positive	52.38%	22
Somewhat positive	35.71%	15
Neutral	4.76%	2
Somewhat negative	7.14%	3
Very negative	0.00%	0
TOTAL		42

## Q2 What is your first reaction to Proposal 1 being operated by mainstream schools?

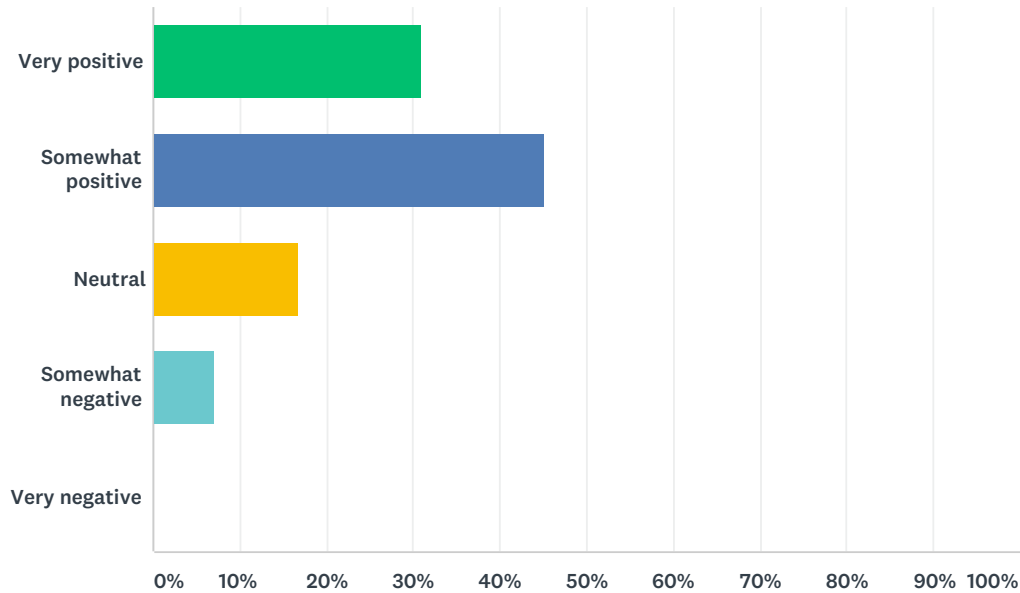
Answered: 41 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very positive	14.63%	6
Somewhat positive	31.71%	13
Neutral	24.39%	10
Somewhat negative	24.39%	10
Very negative	4.88%	2
TOTAL		41

### Q3 What is your first reaction to Proposal 1 being operated by a special school as a satellite on a mainstream primary school site?

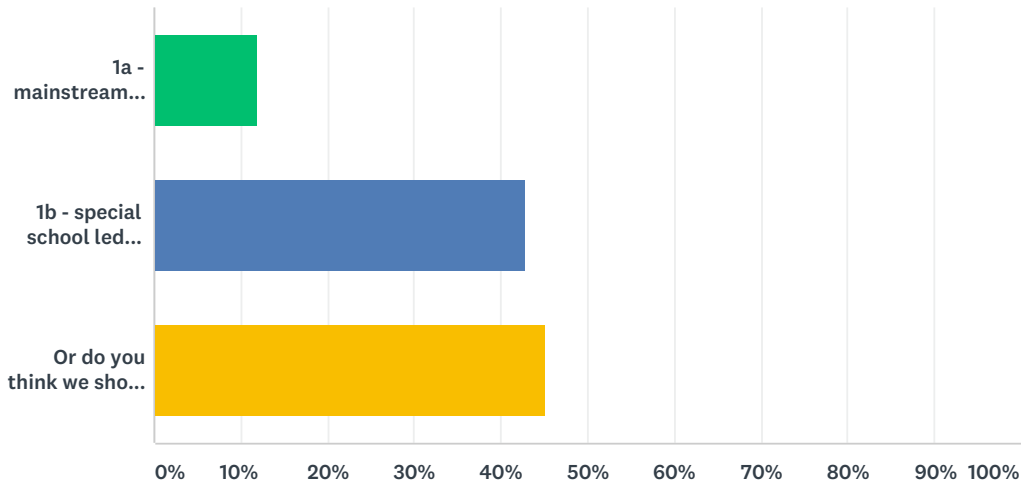
Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very positive	30.95%	13
Somewhat positive	45.24%	19
Neutral	16.67%	7
Somewhat negative	7.14%	3
Very negative	0.00%	0
TOTAL		42

## Q4 Of the options suggested, do you have a preference for:

Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES	
1a - mainstream school-led model	11.90%	5
1b - special school led model	42.86%	18
Or do you think we should accept different models in different areas (depending on local circumstances and preferences)	45.24%	19
TOTAL		42

#	USE THIS SPACE TO PROVIDE ANY REASONS FOR YOUR PREFERENCE, OR SUGGEST A DIFFERENT MODEL:	DATE
1	With the correct staff and management in place these could prove very successful models.	12/19/2017 10:28 AM
2	The ethos of school and environment are a very important consideration to take into account.	12/18/2017 4:46 PM
3	Also depends on the school involved, particularly which specialist school.	12/18/2017 3:41 PM
4	mainstream staff do not have the required skill set to educate these children appropriately	12/16/2017 1:02 PM
5	Mainstream schools don't have the time or interest. They often play lip service so they say they're doing it but don't. Or, they say what they need to so as to access funding then spend it on other children. Teachers simply don't understand and focus on teaching to test. Headteachers focus on ousted and only care about this. Linking up with special schools will share expertise and hopefully cascade knowledge.	12/15/2017 9:48 PM
6	It's difficult to see how special satellite classes would work in smaller schools. I firmly believe that children need to be educated in mainstream education as far as possible. It is far easier to do that in smaller schools where there wouldn't necessarily be as many pupils needing assistance. In larger schools, then yes it would make more sense to have a dedicated class for children who need help	12/15/2017 7:15 PM
7	I feel strongly that children should be included wherever possible in mainstream led models but careful thought needs to be given to planning social skills, life skills and having trained staff.	12/15/2017 7:10 PM
8	I don't think it is feasible to have the same proposal in both settings as they operate differently	12/15/2017 7:09 PM
9	Small specialist nurturing schools with expertise, used proactively, easy access, children dont have to fail in mainstream first so school is a more positive experience from the start	12/15/2017 6:20 PM
10	I don't think mainstream school would have the specialist knowledge & experience of working with children with autism	12/15/2017 5:22 PM

## Shropshire High Needs Review - Questionnaire

11	I still feel that for the best support a specialist School needs to be leading the way due to more specialist resources and training.	12/15/2017 9:18 AM
12	My son is in a specialised setting. We tried mainstream with him before but it didn't work. He struggles with larger amounts of people and noise which leads to frustrations. Smaller specialist settings work far better in my opinion for the children i have met	12/15/2017 7:42 AM
13	I think there needs to be a clear differentiation of the causes of communication and interaction difficulties. Those students with autistic/ Aspergers' traits clearly have different communication challenges based round cognitive and emotional factors exhibited by this population. The degree of difficulty that CYP with autism and communication will clearly vary. Those other students who have some communication difficulties ( such as due to hearing impairment) should not be categorised in this way and their needs can, with appropriate support and intervention, be met by mainstream inclusion. this would also include students with delayed language skills or some speech impediments that can be assessed and supported via SALT intervention	12/8/2017 1:01 PM
14	All the models proposed have not looked at the outcomes for the students. For the growing number of children with SEMH, attachment, autism and ADHD. The key factor will be the skilled staff. From the student perspective they need the travel time to school to be kept to a minimum, access to a school service that understands their needs. Therefore the options should be driven by the needs of the cohort of children.	12/8/2017 9:59 AM
15	Special schools have more experience and staff are usually more aware	12/7/2017 10:16 PM
16	Would be good if this could be inclusive of SLD	12/7/2017 6:46 PM
17	I think there needs to be much clearer specification as to exactly what is meant by communication and interaction difficulties as this could encompass sensory impairments, speech and language disorders etc. where the needs could be met fully inclusively in mainstream schools with sufficient understanding and training around how to meet these needs. I am also slightly concerned that there may be ambiguity between increasing numbers of cyp with certain SEN and the increased requests for EHCP. Low level requests for EHCP are largely because certain needs are currently well-addressed even though the numbers of such cyp are increasing!	12/7/2017 5:30 PM
18	The opportunity to provide a specialist resource base for Primary Learners, attached to a mainstream school would be so beneficial in many ways. Having trained staff to support the learners in a specialist provision which would also be able to provide mainstream transition if required. There are so many positives to this model, which could be set up in minimal time.	12/7/2017 9:45 AM
19	I have looked at setting up a specialist free school in the county. I have undertaken the research required, looked at government funding, have plenty of parents & professionals backing & willingness to help & we are the experts in this field. We would support each child's mental health first, then find out interests & build a bespoke education plan incorporating that. I've done this for my own son with his specialist school, he is the first that they've allowed me to lead & it has worked. So the school would be part vocational, part class based.	12/6/2017 11:19 PM
20	Individual specific high needs require : An individualized specific training program Which therefore requires specific high trained teachers. This could be carried out by a main stream with a unit but that depends upon the environment and The specific teacher training program.	12/6/2017 10:42 PM
21	Share knowledge and best practice	12/6/2017 8:18 PM
22	My concern is for children with very long term illness, specifically me/cfs. Some who are currently unable to attend school may find a small group setting tolerable, so this would be an improvement to the current situation, although travel distances are an issue. However, I am still concerned at the lack of provision for those who are too sick to attend school or to cope with the one hour minimum time required for the provision of home tutors. In a large rural country such as Shropshire, provision of online learning through a national provider (in effect a virtual school at home) is an extremely cost effective and accessible solution for children with a variety of Special Needs. Furthermore, statutory guidance says that we must provide it for children with long term illness. The fact that we are not should be a matter for some concern.	12/4/2017 11:44 AM

## Shropshire High Needs Review - Questionnaire

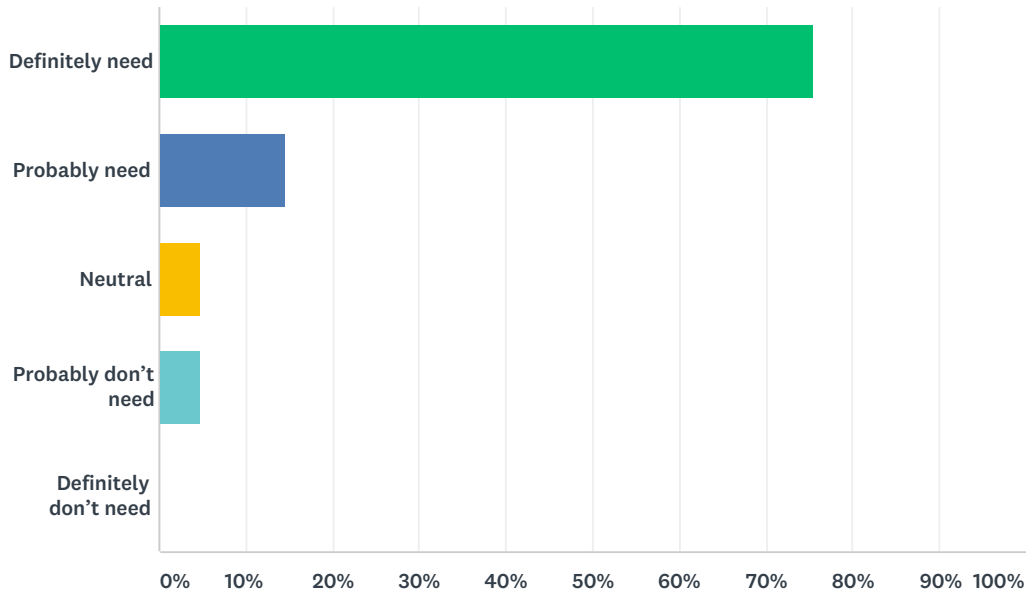
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23	I believe there are very many different levels of need for communication and language and some would be best met at mainstream with the right support and others at a specialist setting. I think that mainstream schools have much expertise around this and the main barrier is funding. With the right funding mainstream schools can give the appropriate support and secure the right education in an inclusive environment. It is when mainstream schools are required to try and cope without funding that they cannot give the best provision and meet needs. I feel with a better system in place to ascertain what mainstream needs, enabling funding to be released to support as appropriate, then this is a model that could be hugely beneficial for pupils.	12/1/2017 4:41 PM
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## Q5 When you think about Proposal 1, do you think of it as something Shropshire needs or doesn't need?

Answered: 41 Skipped: 1



ANSWER CHOICES	RESPONSES	
Definitely need	75.61%	31
Probably need	14.63%	6
Neutral	4.88%	2
Probably don't need	4.88%	2
Definitely don't need	0.00%	0
TOTAL		41

## Q6 Do you have any other comments, questions, or concerns about Proposal 1?

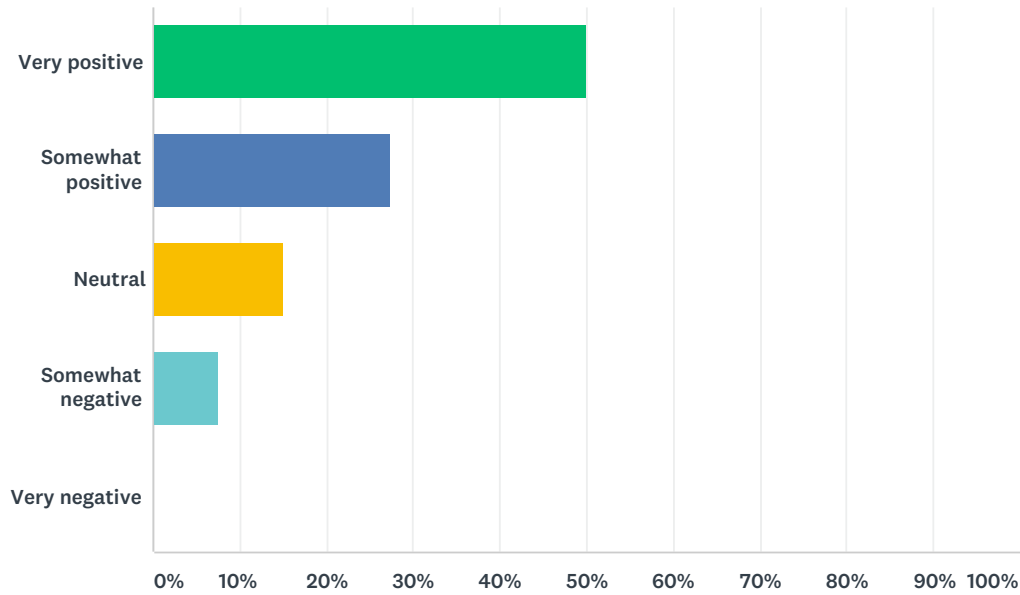
Answered: 14 Skipped: 28

#	RESPONSES	DATE
1	It's hard to comment without knowing more substantive details about the nature of the resourcing.	1/8/2018 10:50 PM
2	will need to take care with regard to placement decisions that schools do not see this as a reason not to meet the needs of children with complex special educational needs because there is an alternative available in the area. Best practice would be that all schools are able and willing to meet the special educational needs of children who live within their local community.	12/18/2017 1:24 PM
3	Need more choice than just Severndale	12/15/2017 10:59 PM
4	Needs expert staffing and ongoing training and work closely with parents for consistent approaches at home and school, used early	12/15/2017 6:20 PM
5	My concern is this has been done before with Secondary age School is Kettlemere & failed what is going to be put in place to stop this happening again	12/15/2017 5:22 PM
6	to reiterate, careful consideration needs to be given to clear definition of the type and cause of communication challenges that CYP may be experiencing	12/8/2017 1:01 PM
7	We need help very badly with conditions such a Fetal Alcohol Spectrum Disorder, it's little known and service in Shropshire is lacking	12/7/2017 10:16 PM
8	Doesn't address SLD requirements	12/7/2017 6:46 PM
9	see my comments above. I am not sure that some schools are implementing inclusive practices nor that needs are well enough understood. High concern about definition of communication difficulties!	12/7/2017 5:30 PM
10	It is the way forward for Primary children who require that extra support and provision. many school's have space available. Lets use it.	12/7/2017 9:45 AM
11	It needs to happen sooner rather than later, as we have lots of primary school children struggling.	12/6/2017 11:19 PM
12	Specialized knowledge will be a must.	12/6/2017 10:42 PM
13	Currently there is no other choice in Shropshire apart from Severndale This does align with person centred practice Also challenges around geography of Shropshire with many young children travelling up to an hour on school transport	12/6/2017 8:18 PM
14	I think that the panels who decide on funding need to be more considered. Panels need to have a variety of expertise and different perspectives. I have presented to a panel with no primary heateacher representation in regard to deciding on an EHCP and I feel this is at the detriment to making a correct decision.	12/1/2017 4:41 PM



## Q7 What is your first reaction to Proposal 2?

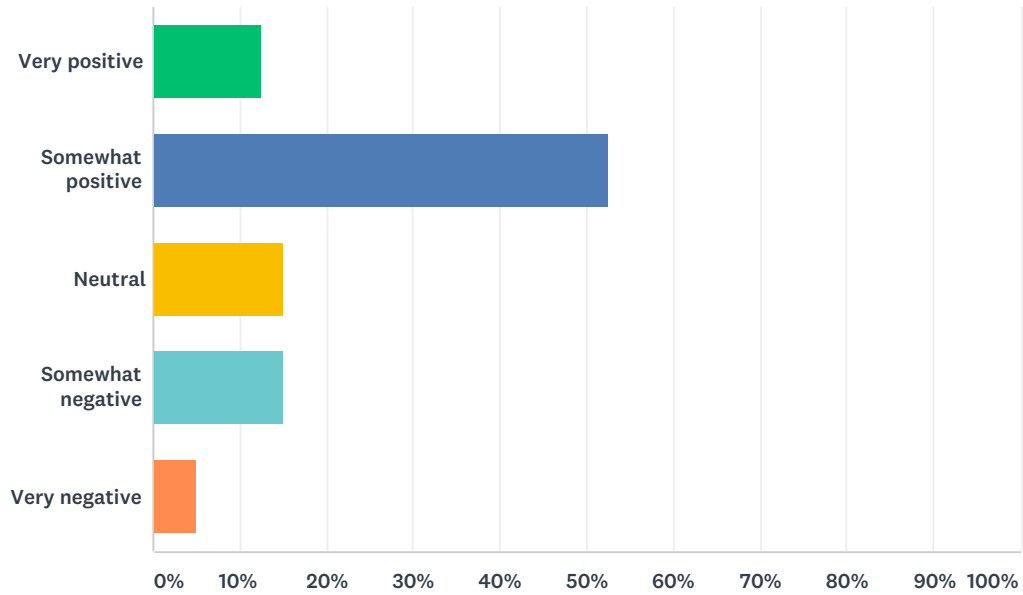
Answered: 40 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very positive	50.00%	20
Somewhat positive	27.50%	11
Neutral	15.00%	6
Somewhat negative	7.50%	3
Very negative	0.00%	0
TOTAL		40

## Q8 What is your first reaction to Proposal 2 being operated by mainstream schools?

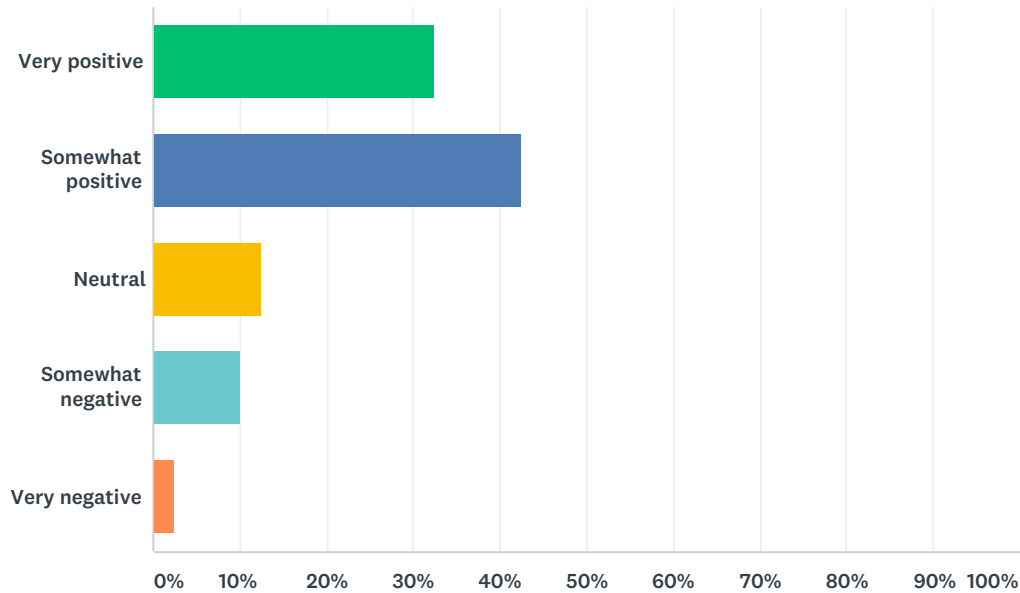
Answered: 40 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very positive	12.50%	5
Somewhat positive	52.50%	21
Neutral	15.00%	6
Somewhat negative	15.00%	6
Very negative	5.00%	2
TOTAL		40

## Q9 What is your first reaction to Proposal 2 being operated by a special school as a satellite on a mainstream secondary school site?

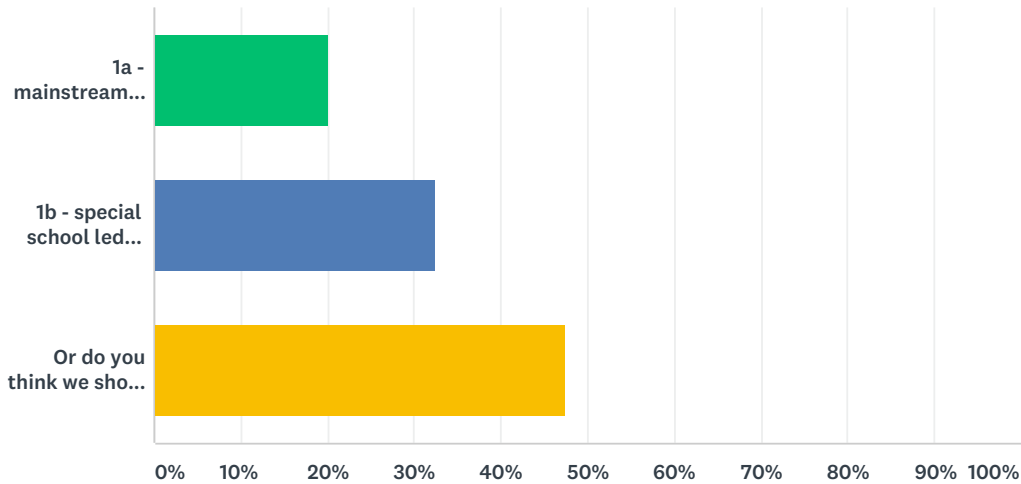
Answered: 40 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very positive	32.50%	13
Somewhat positive	42.50%	17
Neutral	12.50%	5
Somewhat negative	10.00%	4
Very negative	2.50%	1
TOTAL		40

## Q10 Of the options suggested, do you have a preference for:

Answered: 40 Skipped: 2



ANSWER CHOICES	RESPONSES	
1a - mainstream school-led model	20.00%	8
1b - special school led model	32.50%	13
Or do you think we should accept different models in different areas (depending on local circumstances and preferences)	47.50%	19
TOTAL		40

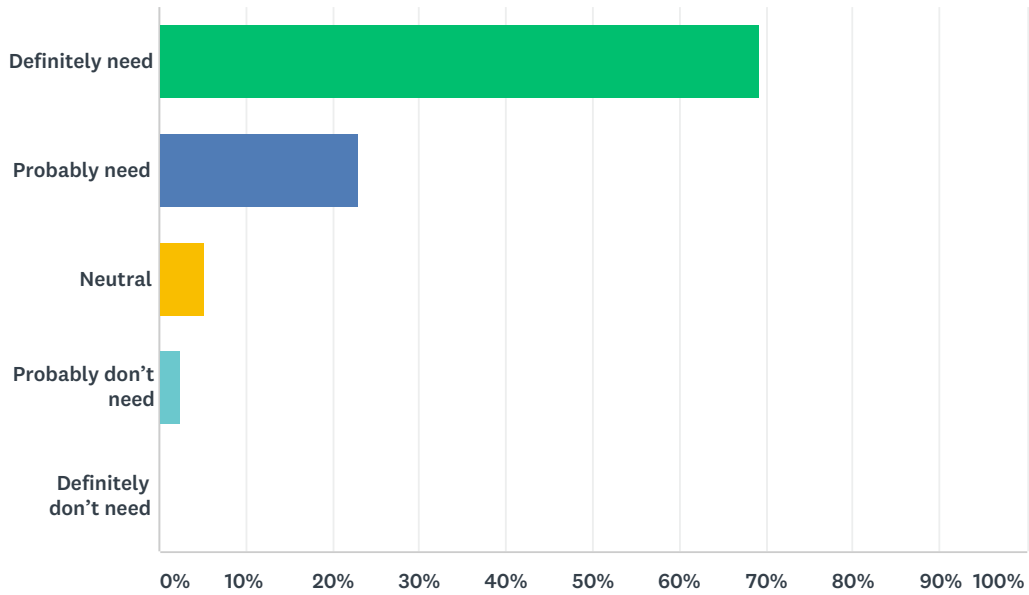
#	USE THIS SPACE TO PROVIDE ANY REASONS FOR YOUR PREFERENCE, OR SUGGEST A DIFFERENT MODEL:	DATE
1	Ethos and environment are important factors to take into account , and therefore I feel either a mainstream or specialist led could work for the young people of Shropshire	12/18/2017 4:48 PM
2	as before staff in mainstream schools do not have the training or experience to provide the best care	12/16/2017 1:04 PM
3	I think generally secondary schools offer better support and have greater knowledge about child needs. Some secondaries are already doing this well so should be able to build on their existing support. I guess some secondaries may not want to so should be given the option	12/15/2017 9:50 PM
4	Again I think it depends on how many children are involved. I think more than 2 or 3 per class may be disruptive to the rest of the class.	12/15/2017 7:17 PM
5	Mainstream School would need to have extra training and staff available and have a proper understanding of each child's individual needs rather than at the moment in my experience they lump everyone together	12/15/2017 7:12 PM
6	Based on the nurturing expertise of Bettws Lifehouse, a very holistic approach involving the family too	12/15/2017 6:23 PM
7	Again Specialist knowledge is required	12/15/2017 5:24 PM
8	see comments for primary sector	12/8/2017 1:03 PM
9	I think there would be social stigma to attending a 'special' school at this age, albeit a satellite	12/7/2017 6:48 PM
10	see comments in primary section -proposal 1	12/7/2017 5:31 PM
11	Greater opportunity for learners to access mainstream if required but alos have that specialist provision to support them.	12/7/2017 9:46 AM

## Shropshire High Needs Review - Questionnaire

12	The current hub has cost a lot of money, yet we don't hear if any children attending, never mind new children attending. When parents have asked on the status of the hub, they don't get a clear answer. Parents have lots all trust in Shropshire LEA	12/6/2017 11:23 PM
13	It depends upon the knowledge and what training is ongoing to ensure the best outcomes.	12/6/2017 10:45 PM
14	Shared knowledge and practice experience However mainstream may offer thinking outside the box in terms of a more 'mainstream' approach which may help integration and independence	12/6/2017 8:21 PM
15	There needs to be a choice of provision - a mix of 1a and 1b to meet needs of individual learners	12/5/2017 1:17 PM
16	Dealing with special pupils requires special skills. I think special schools are more likely to have this expertise, and that this knowledge and experience would lead to better outcomes.	12/4/2017 11:47 AM
17	Again I feel there is a need for both.	12/1/2017 4:42 PM

## Q11 When you think about Proposal 2, do you think of it as something Shropshire needs or doesn't need?

Answered: 39 Skipped: 3



ANSWER CHOICES	RESPONSES	
Definitely need	69.23%	27
Probably need	23.08%	9
Neutral	5.13%	2
Probably don't need	2.56%	1
Definitely don't need	0.00%	0
TOTAL		39

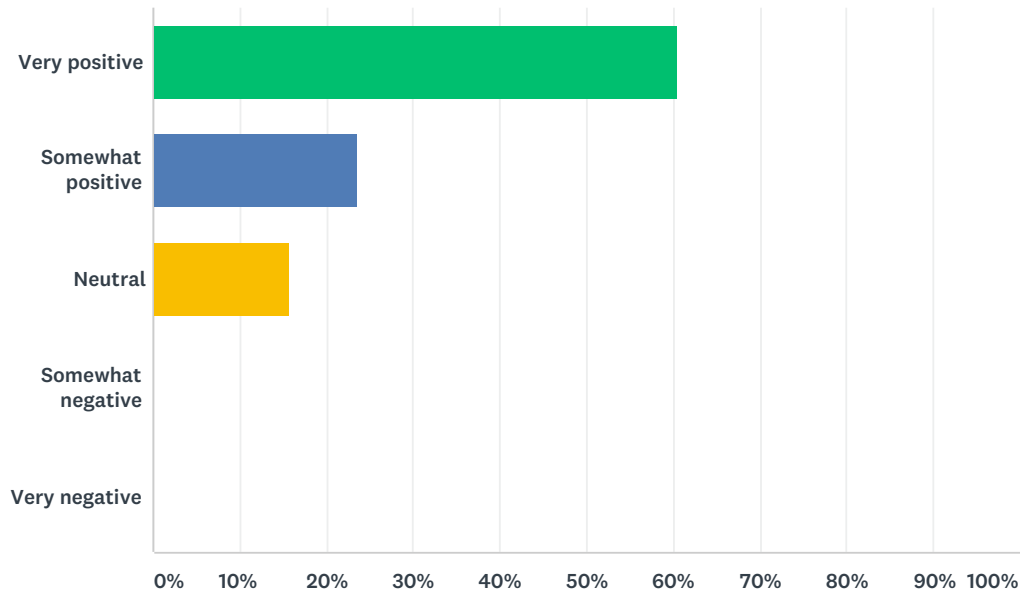
## Q12 Do you have any other comments, questions, or concerns about Proposal 2?

Answered: 11 Skipped: 31

#	RESPONSES	DATE
1	as for primary model. Also need to consider other early intervention for children to help them to maintain a place in their local school - appropriate curriculum offer especially KS4 that is not solely focussed on the needs of the school and a drive to secure data that will demonstrate positive outcomes in terms of whole school progress and attainment but that recognises the need to develop an alternative curriculum to meet the needs of children with SEN. Also effective staff training and deployment of TAs so that intervention can make a positive difference rather than focussing on containment.	12/18/2017 1:28 PM
2	Not sure as daughter is only in year 3	12/15/2017 11:00 PM
3	I thought this was already underway with Kettlemere?	12/15/2017 7:11 PM
4	Used proactively , not just when children have had to majorly fail in mainstream first as this destroys a childs self confidence and worth and gives children and families immense stress	12/15/2017 6:23 PM
5	Same as before	12/15/2017 5:24 PM
6	No consideration of SLD students in this proposal	12/7/2017 6:48 PM
7	again needs to be clearer definition of who this is aimed at???	12/7/2017 5:31 PM
8	Parents feel they have wasted their time in the development of Kettlemere & they've been lied to, with lots of money wasted. Even IASS don't know of the status of this hub, so why risk another one?!	12/6/2017 11:23 PM
9	Specialized areas of education need care attention and caution and can be affective if managed by highly trained management who have specific training.	12/6/2017 10:45 PM
10	I hear so many parents say that their child is struggling at mainstream and there is no alternative or suitable alternative	12/6/2017 8:21 PM
11	There are many children being excluded due to a lak of expertise and understanding around SEND. Therefore this is a need without any doubt.	12/1/2017 4:42 PM

### Q13 What is your first reaction to Proposal 3 - Additional Partnership Hubs for secondary-aged learners with Moderate Learning Difficulties (MLD) like the one at Mary Webb School?

Answered: 38 Skipped: 4

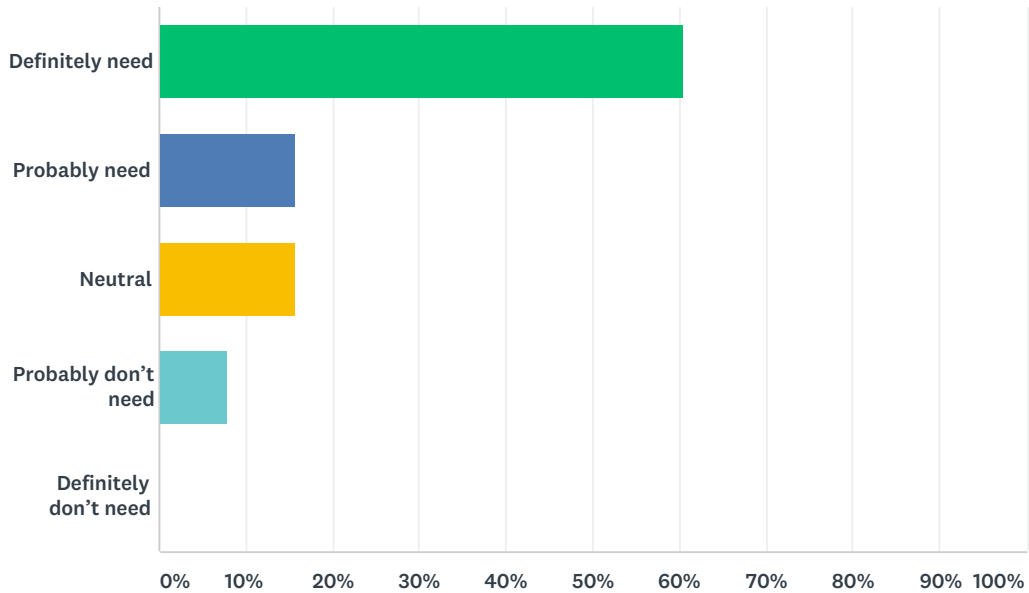


ANSWER CHOICES	RESPONSES	
Very positive	60.53%	23
Somewhat positive	23.68%	9
Neutral	15.79%	6
Somewhat negative	0.00%	0
Very negative	0.00%	0
TOTAL		38



## Q14 When you think about Proposal 3, do you think of it as something Shropshire needs or doesn't need?

Answered: 38 Skipped: 4



ANSWER CHOICES	RESPONSES	
Definitely need	60.53%	23
Probably need	15.79%	6
Neutral	15.79%	6
Probably don't need	7.89%	3
Definitely don't need	0.00%	0
TOTAL		38

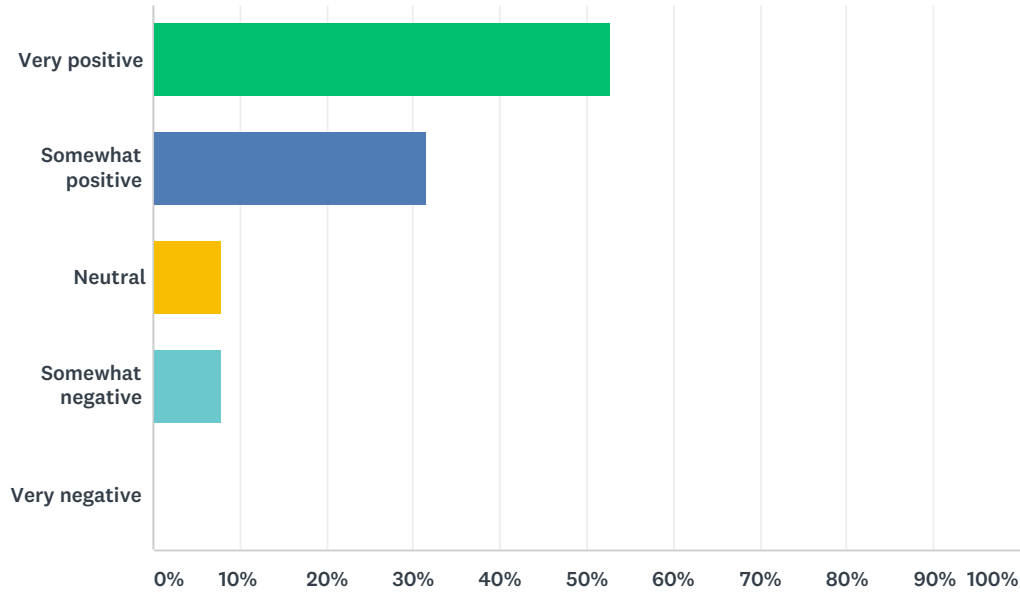
## Q15 Do you have any other comments, questions, or concerns about Proposal 3?

Answered: 15    Skipped: 27

#	RESPONSES	DATE
1	A priority	12/18/2017 3:42 PM
2	will need to be clear with regard to how MLD is identified and ensure that children with behaviour that challenges because of underlying MLD are also recognised.	12/18/2017 1:28 PM
3	would only work if there is realistically sufficient funding for this provision - struggling on a insufficient budget is not a good place to start a new project.	12/16/2017 1:06 PM
4	Not sure what current provision is	12/15/2017 11:01 PM
5	Don't know enough about this to have an opinion	12/15/2017 7:18 PM
6	I am not sure whether it would be better to invest in increasing expertise within schools to support these students.	12/15/2017 7:13 PM
7	I hear mary webb is working well so another similar hub in a different part of the county would be good	12/15/2017 6:25 PM
8	My son was taught out of area for 5 years because at that time there was no MLD provision at all in Shropshire	12/15/2017 5:25 PM
9	What are the outcomes for students at this hub? Are the students part of Mary Webb or Severndale, what is their perspective ?	12/8/2017 10:02 AM
10	Most schools do ok at providing this provision, but could be upskilled by schools which are outstanding examples of best practice. Not sure a need for a whole new facility to meet this need.	12/7/2017 6:50 PM
11	I feel that the set up at Mary Webb is a very useful resource and links between such hubs / input from support teams would be beneficial again if need and criteria for attending such a hub were highly explicit and primary need clear	12/7/2017 5:33 PM
12	Any extra provision for our most vulnerable pupils would be of benefit.	12/7/2017 9:49 AM
13	We need autism/adhd specific schools. Telford & Wrekin have 4 & we need a few in Shropshire	12/6/2017 11:24 PM
14	Can work if carefully thought out.	12/6/2017 10:46 PM
15	More hubs like Severndale at Mary Webb	12/6/2017 8:21 PM

## Q16 What is your first reaction to Proposal 4?

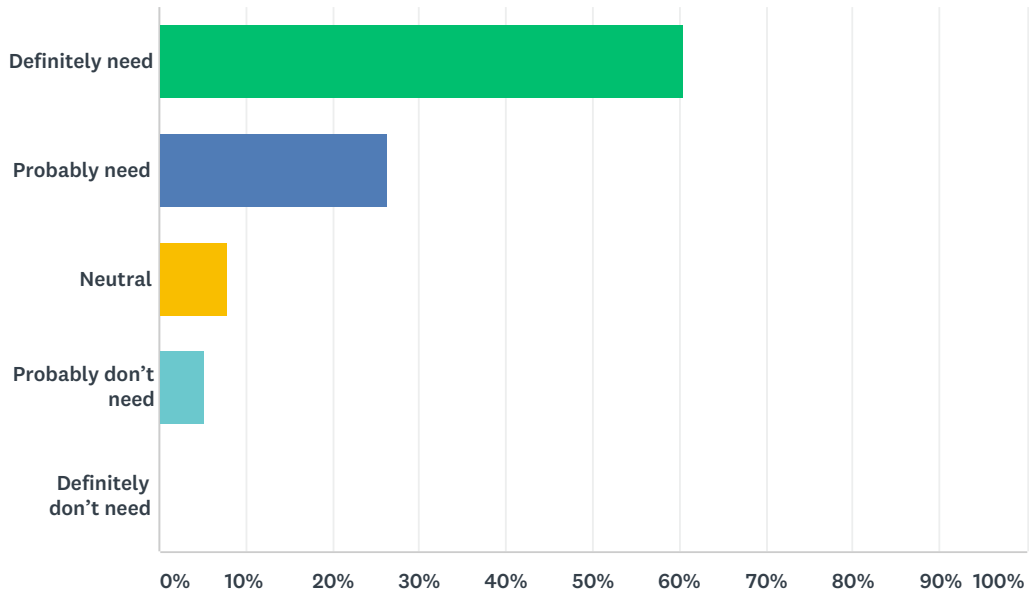
Answered: 38 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very positive	52.63%	20
Somewhat positive	31.58%	12
Neutral	7.89%	3
Somewhat negative	7.89%	3
Very negative	0.00%	0
TOTAL		38

## Q17 When you think about Proposal 4, do you think of it as something Shropshire needs or doesn't need?

Answered: 38 Skipped: 4



ANSWER CHOICES	RESPONSES	
Definitely need	60.53%	23
Probably need	26.32%	10
Neutral	7.89%	3
Probably don't need	5.26%	2
Definitely don't need	0.00%	0
TOTAL		38

## Q18 Do you have any other comments, questions, or concerns about Proposal 4?

Answered: 18 Skipped: 24

#	RESPONSES	DATE
1	My 10 yr old fits into this category and is currently in and out of school due to challenging behaviours and the inability to cope with mainstream school. He desperately needs this, in south Shropshire, as the hours taxi ride to Shrewsbury and another hour back only adds to his anxiety and he arrives anxious and irritable. More support from Cahms to get an ASD diagnosis would also help.	1/8/2018 6:55 AM
2	Would the new set up be to meet both needs on one site?	12/18/2017 4:49 PM
3	recognise that there is a need for SEMH provision in the south of the county in order to ensure that travel times to an appropriate setting are reduced. However, would prefer that pupils are enabled to access the mainstream school and that specialist provision is therefore only for those with the most complex needs.	12/18/2017 1:31 PM
4	There needs to be more provision but this covers such a diversity of need segregating all in a spearheaded specialist provision is potentially isolating and stigmatising....as it was when this occurred in the past ( the old emotional behavioural u it's/ schools). Mainstream needs to be more supportive and accessible to all rather than excluding those who don't meet educational/exam led targets	12/18/2017 7:50 AM
5	There is definitely a gap in provision. Some children are falling through this gap and not receiving any education at all - I don't think this is appropriate. There is a definite need for this	12/15/2017 9:52 PM
6	Again I dont know enough about this to have an opinion other than if you take children out of their immediate area then they don't form friendships with children who are local to them. This can be very isolating during school holidays for example	12/15/2017 7:20 PM
7	I think it would be extremely bad planning to mix children with ASD and those with SEBD. As a parent of a child with complex needs including ASD, I would strongly suggest any child with ASD needs a low arousal and calm environment to thrive.	12/15/2017 7:15 PM
8	This would need to be handled carefully to ensure each child isn't made to feel different	12/15/2017 7:13 PM
9	Too many children are struggling immensely in mainstream not suitable environments without adequate support leading to mental health issues	12/15/2017 6:26 PM
10	it would appear that Shropshire has sufficient specialist schools in Shropshire to meet the needs of this population	12/8/2017 1:04 PM
11	We do have independent provsion that serves this student group. It is important for our children that there is a range of "good" provsion.	12/8/2017 10:04 AM
12	Concerns again that SLD population isn't being addressed - not all students with SLD/ASD have EBD.	12/7/2017 6:51 PM
13	A new school would be brilliant but the time for this to happen would not help the pupils we have. We have to think short term as well as long term.	12/7/2017 9:51 AM
14	As I've previously stated, this is something that I have enquired about & the families I support & the specialists involved with the group are ready to set up a free school, which starts on providing mental health support, finds out the individual's interests, then develops a bespoke education plan, which is part vocational & part class based. I know this model will work, it's what we provide at our family activity group. We have a wide range of children eith emotional, social & behavioural needs & they enjoy & benefit from coming. We at Jigsaw Family Group want to work with Shropshire LEA to develop & run this school, because we have years of experience!	12/6/2017 11:30 PM
15	Specific ASD training and on going training to aid the teachers with adequate knowledge.	12/6/2017 10:48 PM
16	Tmbss and woodlands and possibly Access School still dont cater suitably for those for example with huge anxiety challenges or eating disorders	12/6/2017 8:23 PM

## Shropshire High Needs Review - Questionnaire

17	It is important to remember that not all ASC children can be co-sited on a school with SEMH needs as the needs of both groups are different e.g. SEMH behaviours may distress some children with ADD	12/5/2017 1:18 PM
18	New schools are all very well, but what about providing for children whose sensory/social/emotional needs are so severe they can't attend school? (see previous comment)	12/4/2017 11:52 AM

## Q19 Do you feel there are other types of provision that we should be prioritising at this stage?

Answered: 21 Skipped: 21

#	RESPONSES	DATE
1	Camhs and asd diagnosis needs speeding up severely, with this my son would be In A school that suits his needs.	1/8/2018 6:57 AM
2	More provision for primary semh children	12/19/2017 12:56 PM
3	developing outreach support in schools - not just assessment but modelling best practice to support teaching and support staff to work with children with complex SEN.	12/18/2017 1:32 PM
4	Improved support and provision within existing provision. Specialist in county provision for those with ASD and severe LD and behaviours that challenge , with flexible residential options More integration with mainstream for those in specialist provision More support from socialist provision to mainstream to enable more pupils to be educated within thei communities and maintain important peer and community links	12/18/2017 7:57 AM
5	Specialist nursery provision	12/15/2017 11:03 PM
6	I think mental emotional support for all children. There are many without diagnoses who have difficulties and would benefit from support. For example, those bullied or having issues at home. The camhs provision is horrendous. Maybe extension of the Enhance service to prevent issues getting worse?	12/15/2017 9:55 PM
7	You mentioned speech and language as a growing need - I don't feel you have considered this fully - how will you cater for these children. Also complex needs - how will you support those children whose parents wish them to stay in mainstream?	12/15/2017 7:17 PM
8	Provision to fill the gap between mainstream and severndale so so many children do not have to struggle in mainstream or end up in tuition temporary solutions or home schooled or sent to residential schools out of county as theres nothing suitable to meet there needs	12/15/2017 6:30 PM
9	Support for students to manage their own anxiety and learn tools to cope with life post education.	12/15/2017 2:11 PM
10	In Shropshire there is extremely limited suitable provision for children who are physically disabled but don't have learning difficulties. We had great difficulty in finding anything for our two children who fall into this category as most courses on offer at college are vocational & you need good fine motor & gross motor skills to complete any course. The nearest place which might of fitted the bill was an hour or twos drive away which on top of the college day made it too much for them to cope with. I was told that Shropshire is a big county & there's very little, not helpful when you're a parent to be told this. Makes you feel totally on our own, when actually it's down to county to find somewhere suitable!	12/15/2017 9:53 AM
11	Provision for SEMH, all mainstream schools could be upskilled to identify and meet the lower level needs. When schools know how to deal with anxiety in students, the behaviours decrease and wellbeing increases.	12/8/2017 10:08 AM
12	Provision for little known conditions like Fetal Alcohol Spectrum Disorder - I don't know if any specialist in Shropshire. We have trouble at school because they just don't get it..... It's ignored because people across the board don't understand how badly it affects our children. We need more help and support, awareness needs raising and education too	12/7/2017 10:20 PM
13	An alternative provision for SLD - Severndale only school currently taking SLD pupils. It's full and what happens if it doesn't meet your child's needs/you fall out with them.	12/7/2017 6:55 PM
14	I feel that there is a risk in focusing on highest number of EHCP requests to lead provision as, to me, such requests suggest that school smay need further training/ support to maximise what can be done within school settings before moving cyp into specialist provisions.	12/7/2017 5:35 PM
15	There is a huge gap in the provision for Primary pupils. This should be a priority.	12/7/2017 9:53 AM
16	Autism & ADHD specific is what is needed now & we need education to work closer with CAMHS & us as parent/carers, NOT just with PACC!	12/6/2017 11:37 PM

## Shropshire High Needs Review - Questionnaire

17	Severndale having the monopoly needs to be modified as how can parents say they are given a fair choice of schools.	12/6/2017 10:50 PM
18	Secondary school hubs for those whose needs as not being met in mainstream and the longer this is happening the more damage/trauma is being done to the child and family	12/6/2017 8:27 PM
19	Stop trying to put each child in a category. Listen to the parent and school, if a provision map shows a high level of support needed, do not disregard as it isn't typical that it is needed in a mainstream school!	12/5/2017 4:54 PM
20	it is important that therapy is integral to these provisions - regular therapy such as S &L available on site - direct therapy in addition to consultative	12/5/2017 1:19 PM
21	Yes. We should be complying with Statutory Guidance and providing online learning.	12/4/2017 11:59 AM



## Q20 Do you have any other comments, questions, or concerns?

Answered: 15 Skipped: 27

#	RESPONSES	DATE
1	Any inflexibility is stigmatising. It should be possible for pupils to access different types of provision to meet different needs as they change. Eg mainstream for social, specialist for academic learning. In terms of social and emotional development for all children, there should be more links between specialist and mainstream provision for all . Specialist provision needs more funding to better provide what it's there for...funding should not be cut	12/18/2017 7:57 AM
2	Shropshire is a huge county and to do this properly will take substantial funding - if that is in place then great but attempting to provide this service with insufficient support would be a huge disappointment to parents and children.	12/16/2017 1:09 PM
3	Scarey that there is no other choice for SLD children other than Severdale	12/15/2017 11:03 PM
4	My concern is that most attention goes to autism but there are many other additional needs + children with medical problems who receive no help or support.	12/15/2017 9:55 PM
5	That staff are fully trained and the schools are used proactively instead of a last resort for failing children	12/15/2017 6:30 PM
6	Lack of choice of MLD provision for post 16 & post 19 learners	12/15/2017 5:30 PM
7	Rose Hooper Interim Virtual School	12/8/2017 10:08 AM
8	I am concerned that people feel bullied and intimidated by Severndale as it is the only SLD provision in Shropshire, and parents have no alternative.	12/7/2017 6:55 PM
9	quality of review process and implementation of what is discussed within reviews. accountability of some school sto implement what has been agreed in reviews/stipulated in reviews	12/7/2017 5:35 PM
10	Shropshire is in need of more than one provision to support the pupils who require the extra support. They need to be up and running quickly. We need to stop discussing and ACT.	12/7/2017 9:53 AM
11	I am worried about mainstream education in Shropshire, who still seem resistant to understanding the mental health & the subtle differences needed to engage children with autism & adhd within their provision. There are children & young people struggling & with the lack of support from Camhs, we risk more children taking drastic measures, like Jeff Antwiss. We can help, please let us!!	12/6/2017 11:37 PM
12	Specialized provisions need far more consideration.	12/6/2017 10:50 PM
13	A great consultation Interesting to hear of this links with Severndale's current discussions with parents about now commissioning agreement being in place with Shropshire education and health and them telling parents the current way of working is unsustainable. Asking parents to raise this as an urgent issue with mps and every one who will listen	12/6/2017 8:27 PM
14	A huge concern on whether the high level of funding for severely high special needs is being spent correctly in this county!	12/5/2017 4:54 PM
15	I am concerned that children we have no provision of home tutors (or online learning) post-16. Children with SEN are entitled support up to 25. Those who have long term illness may have missed huge swathes of pre-16 education, but as soon as they get to 16 we cut them off, irrespective of whether they've yet managed to take a GCSE in Maths or English. This is wrong. Housebound and sick children should be supported up to 25, like the law says.	12/4/2017 11:59 AM

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