

Public Report
Improving Lives Select Commission

Committee Name and Date of Committee Meeting

Improving Lives Select Commission – 26 October 2021

Report Title

SEND (Special Education Needs and Disability) Sufficiency

Is this a Key Decision and has it been included on the Forward Plan?

No

Strategic Director Approving Submission of the Report

Suzanne Joyner, Strategic Director of Children and Young People's Services

Report Author(s)

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Ward(s) Affected

Borough-Wide

Report Summary

This outlines an update in relation to the implementation of the SEND Sufficiency Strategy in Rotherham including updates with SEND Sufficiency Phase 1, Phase 2, and Phase 3.

Recommendations

1. That the Improving Lives Select Commission note the presentation and associated updates to SEND Sufficiency are noted.
2. That ongoing updates are provided to the Improving Lives Select Commission in relation SEND Sufficiency.
3. That updates to SEND Sufficiency needs assessment and associated links to SEND Strategy, Ofsted/CQC SEND Local Area Inspection will be provided to the Improving Lives Select Commission.

List of Appendices Included

None

Background Papers

1. <http://www.rotherhamsendlocaloffer.org.uk/downloads/file/102/specialist-provision-in-rotherham-revised-march-2018-2021-sufficiency-assessment>
2. [SEND Sufficiency Strategic up-date \(rotherhamsendlocaloffer.org.uk\)](http://www.rotherhamsendlocaloffer.org.uk/SEND-Sufficiency-Strategic-up-date)

Consideration by any other Council Committee, Scrutiny or Advisory Panel

None

Council Approval Required

No

Exempt from the Press and Public

No

SEND (Special Education Needs and Disability) Sufficiency Error! Reference source not found.

1. Background – What is the SEND Sufficiency?

1.1 Special Education Needs are defined within the Code of Practice 2015 as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”.

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”.

1.2 Rotherham Borough Council has a statutory duty under The Education Act 1996 Section 14(1) to ensure that it provides sufficient school places for all pupils who are resident within the Borough. It has specific duties to ensure that there is sufficient provision for pupils with SEND where an Education Health and Care (EHC) plan has determined that the provision should be met in designated specialist provision.

1.3 Our SEND Sufficiency Strategy set out a plan to look at meeting our emerging SEND provision needs against a structured profile of identified SEND needs in Rotherham.

1.4 Three phases of SEND Sufficiency aiming to address key areas of need against a context of increasing SEND demand.

1.5 Future phases of SEND Sufficiency will be informed by an updated needs analysis (January 2022) and ongoing allocations of SEND capital allocations from the DFE.

2. Key Issues – SEND Sufficiency Overview

2.1 Phase one completed: additional places in special schools.

2.2 Phase two 80% completed: resource units at mainstream schools, post-16 provision (and additional special school places based on identified need).

2.3 Phase three: Rebuild of Newman Upper School/ movement to Dinnington site. New SEMH Special School due for completion in 21/22 academic year (transferring students with EHCPs from AP).

2.4 Implementation for phase two is on track with places available from September 2021.

2.5 Phase three will:

- Enable the implementation of a new behaviour & inclusion pathway
- Reduce pressure created by deficits in Alternative Provision
- Reduce pressure created by children going out of authority in the medium term linked to SEMH needs.
- Support the system to recognise and respond to SEMH need effectively

2.6 SEND Sufficiency phase 1/2:

School / Setting and type of provision	Number of places created	Number of students in placements
Wales High School: Additional capacity within proposed Autism Unit	10 additional places	8 places
Milton School: Additional specialist places for children with Autism	10 additional places	10 places
Brinsworth School: Additional unit for children with MLD including 6th Form provision	15 places plus 5 sixth form	18 places
Thomas Rotherham College: Unit for post 16 Learners with Autism	20 places over 2 years	Due to open Spring term 22
Wickersley Partnership Trust: Primary SEMH unit	10 places	Due to open November 21
James Montgomery Academy Trust (Wath Victoria) : Primary Autism Unit	10 places	4
Aspire: Primary SEMH provision	10 places	10 places
Kelford: Highly Specialist Autism provision	5 places	5 places
Hilltop: Highly Specialist Autism provision	6 places	5 places
Willow Tree Academy: Primary SEMH 'turnaround' unit.	10 places	Due to open November 21

2.7 Dinnington SEND Campus – Newman Special School & SEMH Free School

- Phase 3 focused on creating a specialist SEND campus in Dinnington area of Rotherham combines rebuild of Newman Special, movement of upper part of Newman to Dinnington and developing Social, Emotional, Health Specialist setting in Rotherham.
- Newman special school move to Dinnington is on target for students to be onsite from November.
- Newman rebuild is in planning process and on schedule for 1 year programme linked to planning timescales. With proposed timeline of opening for spring term 2023.
- Free School provider process is ongoing with DFE.
- Timeline for Free School programme linked to building work is in Pre/Post opening process overseen by DFE.
- SEMH provision will address long term issue of children with EHCPs placed in PRU and support SEMH specialism been in available in Rotherham.
- Significant work with SEMH Free School provider to look at implementation work – key areas of current focus are building workstream, pupil funding, HR, and transition.
- Additional work actioned with DFE to support project implementation and this is aligned to clear process to support RMBC/Provider working toward a clear plan of delivery. .

3. Options considered and recommended proposal

3.1 N/A

4. Consultation on proposal

4.1 N/A

5. Timetable and Accountability for Implementing this Decision

5.1 Ongoing work to refresh needs assessment and SEND strategy for early 2022 linked to key strategic elements:

- SEND Capital investment links to work around high needs budgets and this a developing area of national focus.
- Local Area SEND Ofsted/CQC inspection

- Opportunities to consider include further development of mainstream focused SEND provision and enhancement of provision to support pupils to have all needs met in Rotherham provision would inform any further rounds of SEND Sufficiency.
- National expectation of incoming DFE SEND Reforms and any impact this will have on SEND systems is to be noted and further updates to be provided to ILSC in due course.
- Key areas of development need to link to co-production and engagement with all stakeholders.

6. Financial and Procurement Advice and Implications (to be written by the relevant Head of Finance and the Head of Procurement on behalf of s151 Officer)

6.1 N/A

7. Legal Advice and Implications (to be written by Legal Officer on behalf of Assistant Director Legal Services)

7.1 N/A

8. Human Resources Advice and Implications

8.1 Referenced within presentation.

9. Implications for Children and Young People and Vulnerable Adults

9.1 Referenced within presentation.

10. Equalities and Human Rights Advice and Implications

10.1 Referenced within presentation.

11. Implications for CO₂ Emissions and Climate Change

11.1 N/A

12. Implications for Partners

12.1 Ongoing updates are provided to key stakeholders including Parent/carers forum, school leaders, Schools Forum, and other associated stakeholders.

13. Risks and Mitigation

13.1 All areas of SEND Sufficiency report directly to SEND Sufficiency Board with all risks and mitigations accountable to the board.

14. Accountable Officer(s)

Name, Job Title

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This report is published on the Council's [website](#).

Glossary of terms

SEND – Special Education Need and Disability

EHC – Education Health and Care plan

DFE – Department for Education

AP/PRU – Alternative Education Provision and Pupil Referral Unit

CQC – Care Quality Commission

Resource Base – SEND specialist education unit setting within a mainstream school.

SEMH – Social, Emotional, Mental Health.