



**FORWARD PLAN**  
for  
**SEND PROVISION**  
**2019 – 2024**

‘Every school is a school for pupils with SEND  
and every teacher is a teacher of SEND pupils.’

*Damien Hinds, Secretary of State for Education – July 2018*

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# AN INCLUSIVE FRAMEWORK

‘Inclusion means making the school a strong part of the local area’s provision for children and young people who have SEN and/or disabilities. Mainly, it means identifying, assessing and meeting their needs well and making sure they are achieving their potential. At the heart of this is removing the barriers that get in the way of children who have SEN and/or disabilities being fully included in all areas of school life.’

*Nick Whittaker HMI, Specialist Adviser for SEND*

## Research into Inclusive Practices

[Research](#) by Coventry University with the Department for Education (*SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges*) found that there were 7 key features of inclusive practice in schools:

1. Culture, leadership and management
2. High quality teaching
3. Use of expertise
4. Personalisation
5. Flexible use of evidence-based strategies
6. Progress tracking
7. Communication and collaboration

Much of the work in this review will feature the evidence gathered so that we can move towards the inclusive provision that all pupils deserve.

Further research by the Nuffield Foundation between 2011 and 2013 found that:

- Pupils’ with SEN statements experience a high degree of separation from the mainstream classroom, and much support from teaching assistants.
- Teaching assistants have more responsibility for pupils with statements than teachers do.
- The appropriateness and quality of pedagogy for statemented pupils is unlikely to close the attainment gap.
- There are considerable gaps in teachers’ and teaching assistants’ knowledge concerning how to meet the needs of pupils with statements.
- There are concerns about the ways in which schools prioritise meeting the needs of pupils with statements.

It appears, from experience and outcomes that little has changed since the introduction of Education, Health and Care Plans under the Children and Families Act 2014 and, indeed, may have deteriorated.

In a speech to the Association of Directors of Children's Services, in July 2018, Damian Hinds, Secretary of State for Education, said there was now a steady movement of children with special educational needs out of mainstream schools and into specialist provision, alternative provision and home education. At the same time, rates of exclusion have begun to rise.

'And I hear too many stories about off-rolling, with schools finding ways to remove pupils, outside of the formal exclusions system,' he added. 'And of what is, essentially, pre-emptive exclusion, where parents looking at secondary schools are actively or in some way subtly discouraged from applying to a particular school for their child. This is not okay. SEND pupils are not someone else's problem. Every school is a school for pupils with SEND and every teacher is a teacher of SEND pupils.'

## WHAT OUR PLAN IS ABOUT

This plan is for all children and young people in Tameside who have special educational needs and disabilities (SEND), for their families and for all those working with them.

The Council has a statutory responsibility under the Children's Act 2014 to keep its special educational provision under review and to make sure there is the right type of provision and enough places to meet the needs of children and young people with SEND.

We have worked with parents and carers, schools and other education providers and professionals working in the area of SEND, and children and young people themselves to develop this plan. It is the result of many opportunities to share views and opinions that have been shaped over time.

This plan sets out what we will do to develop and improve education provision for children and young people with SEND in Tameside. We will make sure it is monitored and reviewed regularly so that the Authority will know things are getting better for children and young people. We will also need to develop and refine the plan as time goes on, if we need to, so that the actions in it are the right ones.

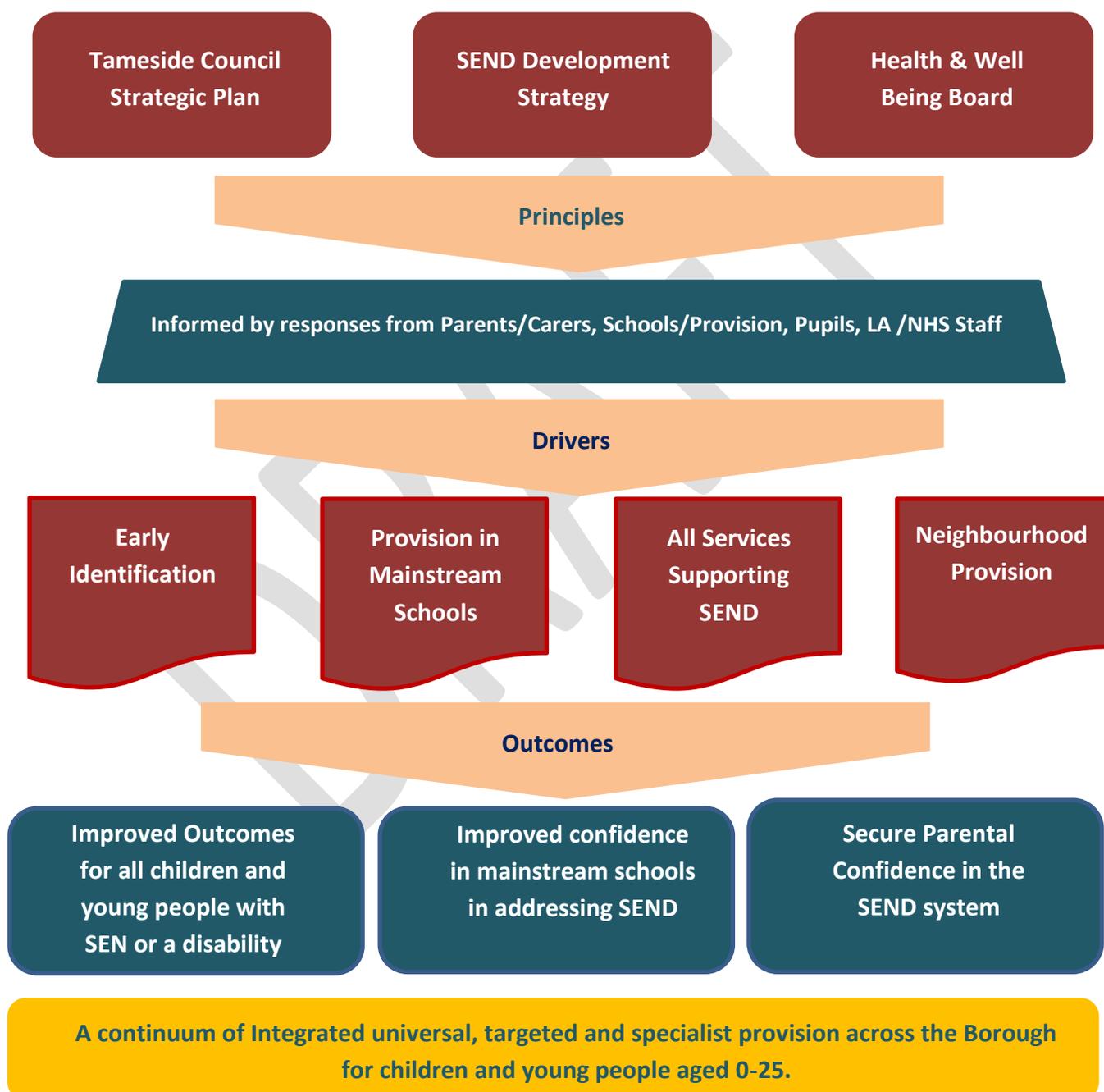
The plan focuses specifically on educational provision for children and young people with SEND, but we know that a number of services including health and social care services will need to work together to support them. We will promote and secure this.

The plan is now ready to share for formal consultation.

# Our Vision for Tameside SEND Provision

The Council believes that education should be a lively and enjoyable experience for all involving parents where appropriate. It should be adequately resourced to provide for the highest level of attainment in order to help achieve individual job aspirations and to provide people with the motivation and opportunities for life-long learning.

## STRUCTURE OF THIS STRATEGIC SEND DEVELOPMENT PLAN



We want all children and young people with SEND in Tameside:

- to have the best educational opportunities, so that they achieve the best outcomes,
- to be able to attend a school or provision, as close to their home as possible,
- to be able to live in and be part of their local community with the right support.
- where they can make friends and be part of their local community and
- to make progress with learning, have good social and emotional health and to be prepared for a fulfilling adult life.

## Outcomes for the Strategic Plan (What do we expect to achieve)

We will work towards achieving the following outcomes as we carry out the actions in this plan. Again, these outcomes have been shaped by discussion, engagement and co-production through informal and formal consultation.

Overall outcomes
Improved educational, social, emotional and health outcomes for children and young people with SEND.
All services fully integrated in supporting children and young people with SEND
Increased parental confidence in the continuum of SEND provision in Tameside.
Drivers
Early identification of SEND through high quality, robust assessment of children and young people's needs.
More children and young people with SEND have sustained placements in local settings, schools and colleges that are judged good or outstanding by OFSTED.
All education providers are able to effectively support a range of special educational needs and disabilities.
Effective local area partnership governance arrangements through Neighbourhoods to ensure SEND provision meets local needs and partners are jointly accountable.

We will regularly check on progress being made towards meeting these outcomes. More information about this is included in Appendix 1

# SEND in Tameside – what we know.

(Please note that all data referred to in this report was the latest available in March/April 2019)

There are almost 36,500 school aged children and young people in Tameside. As at January 2019 14.2% of the school aged population in Tameside was identified as having a special educational need and/or disability. This equates to approximately 5,200 children and young people of school age, which is an increase of approximately 8% over 2 years. When including those children below statutory school age and those young people who are in FE/HE , this figure is likely to rise to between 6,500 and 7,500.

Just over 2.1% of school aged children and young people have Education Health and Care Plans (EHCPs.)

369 Post 16 Students have EHCPs.

12.1% of our school population is at SEN support, equating to approximately 4,400 pupils. There is a higher percentage of children with SEN Support in primary schools (12.6%) than at secondary schools (11.2%). Both have risen since the previous year but are below our statistical neighbours. We expect the number at SEN support to go up, especially in secondary schools.

There is a significant gender differential between boys (68.7%) and girls (31.3%) who have SEND support or an EHCP.

We have fewer children and young people at SEN support and with EHCPs than nationally. However the number of children and young people with EHCPs in the Borough is rising. There are 1342\*

now (February 2019). However, there is great difficulty in predicting the future number of EHCPs that may be issued. One calculation based on existing numbers and rates predicts a further 622 EHCPs from February 2019 to March 2020.

A further calculation utilising a different date range of existing EHCPs, and building in fluctuations over a year predicts 338 EHCPs. However, with an observed increase of 16%, this would equate to 405 EHCPs. Although there is a wide spread in predictions, none is sustainable.

Over the next year this would equate to an overspend on the high needs block budget of between £4.57m and £5.2m. (Appendix 4)

Tameside receives £19.5 million in High Needs Funding from the Government to meet the needs of children and young people with SEND.

We currently have 475 Children and young people in Tameside Special Schools. If things stay the same we expect to need around 120 extra special school places by 2024, with over 200 places in mainstream and independent schools.

The number of children and young people with EHCPs for SEMH needs has increased by 13% in the last year.

The number of exclusions continues to increase. Fixed term exclusion increased from 3.2% to 3.3% between 2016/17 and 2017/18 equating to an extra 25 pupils. Permanent exclusions increased by 0.06% over the same time, equating to an extra 22 pupils.

Permanent exclusions of pupils in the whole school population equate to 0.27%. However, permanent exclusions of SEN Support pupils equates to 0.84%

In the last figures available, just over 47% of our children and young people with EHCPs attend special schools compared to 23.3% nationally and 45.9% attend mainstream schools compared to 61.9% nationally. This is a significant differential. See Appendix 1a

The percentage of pupils with a statement or EHC plan attending state-funded special schools has seen a year on year increase since January 2010 from 38.2% to 44.2% in January 2018. The percentage of pupils with statements or EHC plans attending independent schools has also increased year on year between January 2010 and January 2018, from 4.2% to 6.3%. Both of these figures have risen since then.

Of children and young people (CYP) with an EHCP maintained by the LA, MLD remains the primary need that is most recorded although the proportion of children and young people with MLD has reduced from 32.5% to 29.9%.

SEMH is now the second biggest primary need of CYP with an EHCP: 20.3% of CYP with an EHCP have a primary need of SEMH compared to 15.7% in 2018.

In addition, 19.3% of CYP with an EHCP have a primary need of ASC compared to 21.2% in 2018.

There has also been a 3% rise in the number of CYP with an EHCP with a recorded primary need of SLCN with 8.7%

of CYP with an EHCP having SLCN as a primary need compared to 5.4% in 2018.

The proportions of SEMH (20.3%) and SLCN (13.5%) have increased by 3.5% in primary schools.

MLD, at 26.8%, has increased marginally (0.6%) on 2018 and is still the biggest primary need of primary age children with an EHCP. The proportion of secondary pupils with an EHCP with a primary need of MLD has dropped by nearly 5% (33.6% in 2019 compared to 38.5% in 2018).

SLD in primary age children has declined by 3.6% from 15.6% to 12%.

There has been a 10% increase in the proportion of secondary age pupils with an EHCP for SEMH: 28.5% of secondary age pupils with an EHCP have a primary need of SEMH compared to 18.5% in 2018.

For young people post 16 with an EHCP, the biggest primary need remains MLD (33.2% - down from 34% in 2018) followed by ASC (21.5%).

SEMH in post 16 has risen from 16% to 18.2%.

The number of EHCPs in early years has risen to 77 having been 38 in 2018 .

The largest primary need at early years is SLCN (35%)

SEN EHCP pupils defined as persistent absentees as a % of the school population has risen to 0.56% from 0.41%

SEN Support pupils defined as persistent absentees as a % of the school population

has risen to 2.41% from 2.09%, equating to 774 pupils from the previous level of 669. However, this equates to approximately 17% of SEN support pupils.

There are 68 children or young people with an EHCP identified as Children in Need (CIN).

There are 59 children or young people with an EHCP who have a CAF (soon to be EHA) at Low level.

There are 13 children or young people with an EHCP with a Child Protection Plan.

There are 89 children or young people with an EHCP who are in the care of the Authority (LAC).

There are, currently, 181 pupils with EHCPs who are being educated out of Borough

### Requests for assessments

- The majority of requests are from primary school age pupils – 44% are from pupils in Y1-Y6
- 29% of requests are from pupils in EYFS. When including pupils in Reception in the primary schools figure, the primary figure increases to 53% with the EYFS figure reducing to 20%.
- 25% of requests are from secondary school age pupils.

Phase	Requests
EYFS (inc reception)	28.6%
Primary	44.4%
Secondary	24.8%
Post 16	2.3%

### Requests by National Curriculum year:

- 12% of all requests are for pupils in Y6.
- 11% of requests are for pupils aged 3 (NC year -1).
- Y4 (9%) and Reception (9%) are the year groups with the next most requests.
- Only 2.3% of requests came for pupils who are post 16.

NC Year	No. of requests	% of total requests
-3	1	0.8%
-2	10	7.5%
-1	15	11.3%
0	12	9.0%
1	4	3.0%
2	8	6.0%
3	10	7.5%
4	12	9.0%
5	9	6.8%
6	16	12.0%
7	5	3.8%
8	6	4.5%
9	7	5.3%
10	8	6.0%
11	7	5.3%
12	2	1.5%
13	1	0.8%
<b>Total</b>	<b>133</b>	

## What does this mean for Tameside?

We know that there are more children and young people being identified as having special educational needs in Tameside, particularly in the areas of communication and interaction (C&I) and social, emotional and mental health (SEMH). Meeting the needs of these children is a priority for education leaders.

Academic outcomes for children and young people with EHCPs in Tameside are below national benchmark. Those at SEN support perform lower than this cohort nationally both in attainment and progress.

We are expecting the numbers of children and young people with EHCPs to continue to rise

based on our collective intelligence and forecasting information. We therefore need to make sure that we have the right type of provision in the right place to meet need across mainstream, targeted and specialist provision

At the moment we know that a number of our children and young people have to attend school outside Tameside – this is often as a result of not enough places in the Borough or some local gaps in provision.

To support the planning of future SEND provision in Tameside, work has been carried out to establish a detailed forecasting model. The model uses various sources of information and established trends to predict the likely number of children and young people with EHCPs and to give primary needs

profiles for the Borough and identified localities.

From this we can understand the likely demand for mainstream and special school places as well as those needs which are most prevalent.

We have a budget of £19.5 million to spend on special educational provision. This is called the High Needs Budget.

There is significant pressure on this budget – this amount that we are allocated by central government is insufficient to meet current and expected demand. At the moment there is an over-spend of £1.9 million.

This plan has helped us review how we spend this money to make sure it has the best impact on outcomes for children and young people.

We have no plans to reduce the High Needs Budget, but we do need to make sure we can, sustainably, make the best provision we can using the funding we have. This plan aims to do this.

The aims within this plan will also result in a need for capital investment in new and improved facilities.

As proposals for specific locations are explored we will work to identify a cost effective and affordable strategic approach to how we can achieve this.

This plan sets out how we intend to develop provision for children and young people with SEND in Tameside, particularly to meet Communication & Interaction and SEMH needs. This means:

- Early identification of the needs of children and young people, and appropriate interventions, to meet their needs delivered by a highly skilled and confident workforce.
- Our continuum of education provision for children and young people with SEND provision – from universal (mainstream) through targeted to specialist provision – is able to meet the needs of children and young people
- Enough places in targeted and specialist provision in Tameside.
- Local provision, so that children and young people can attend school as close as possible to their home.
- A clear offer of support for families, schools and other providers, from the Council's SEND services.
- Everyone understands their responsibilities for children and young people with SEND.

# SEND in Tameside – what do we know about our neighbourhoods?

During the work we have done to develop the strategic plan, people have told us that it is important to consider the different areas of the Borough when we are planning for SEND education provision. Tameside is a major conurbation within Greater Manchester and so to make our plan more meaningful

we have developed it across the four neighbourhoods which reflect the work carried out in previous and complementary reviews.

These neighbourhoods are:

North	Ashton,
South	Hyde, Hattersley and Longdendale
East	Stalybridge, Mossley and Dukinfield
West	Denton, Droylsden and Audenshaw

## Tameside Neighbourhoods



We have continued to use the neighbourhood approach for the development of the strategic plan. This section illustrates what we know about these local areas.

There is information in this section about the types of provision we currently have in Tameside. This includes:

- Resource bases in mainstream schools– these are mainstream schools providing a resourced base offer to children and young people with SEND. This is generally an offer of a small base provision.
- Pupil Referral Service (PRS) – this is a school established and maintained by a local authority to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.
- Special School - A special school is specifically organised to make special educational provision for pupils with SEN.

Pupils attending a special school will have an Education, Health and Care Plan.

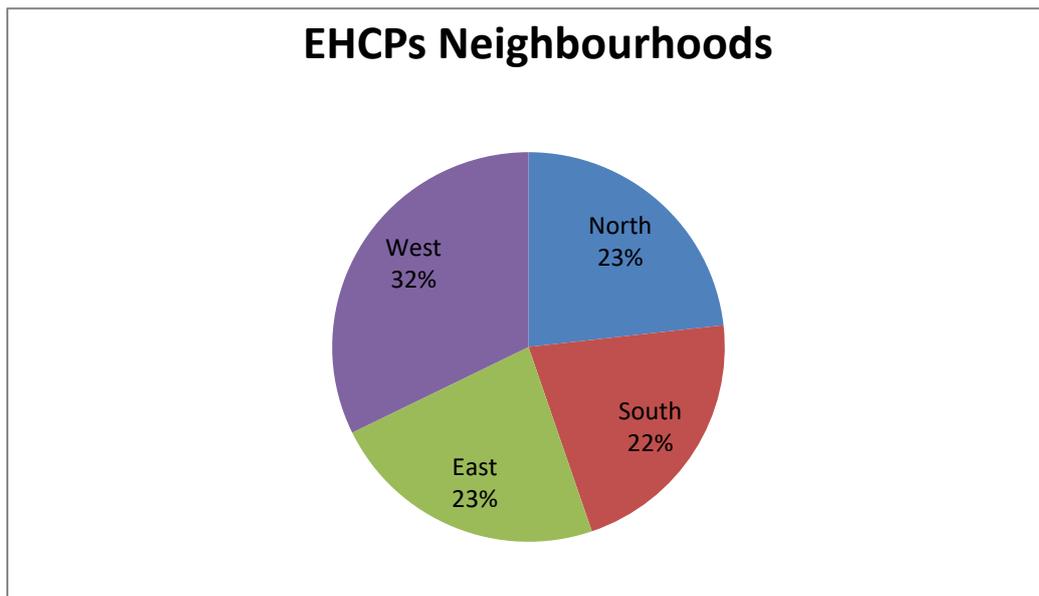
In Tameside we refer to a ‘continuum of provision’ for children and young people with SEND. This continuum includes universal, targeted, and specialist provision.

**Universal provision** – is education provision available to everyone, often called mainstream education.

**Targeted provision** – is provision that is more specialist than mainstream schools, providing a higher level of support for children and young people with SEND, but not a special school. This may be shorter term provision to support a child into the most appropriate provision, or a longer term placement attached to a mainstream school. Tameside Resource Bases do not all provide a longer term option for placement, which means that children and young people may move straight from mainstream to special school when their needs could be met in a longer term targeted mainstream placement. This is a gap in our provision.

**Specialist provision** – is provision which is specifically organised to make special educational provision for pupils with SEN. Special schools are specialist provision.

## Proportion of children and young people with EHCPs resident in each Neighbourhood



See Appendix 2 for full breakdown of needs by district

## North Neighbourhood - Ashton under Lyne



23 % of children and young people with Tameside EHCPs live in the North Neighbourhood.

6.4% of post 16 students with EHCPs live in the North Neighbourhood.

21% of pupils with SEN support in Tameside are educated in the North Neighbourhood

4% of Tameside children and young people with EHCPs in the North Neighbourhood have a primary need of autism and 4.6% have SEMH needs.

7.6% of Tameside children and young people with an EHCP in the North Neighbourhood have a primary need of moderate learning difficulties

Currently there is the following Tameside SEND provision in the North Neighbourhood:

Targeted			Specialist	
Enhanced Mainstream	Main Need type	Number	Pupil Referral Service	Special Schools
Heys Primary School	SEMH, SLCN	4		Samuel Laycock-Secondary MLD/ASC

### What does this mean for the North Neighbourhood area?

The greatest areas of need in North Neighbourhood relate to MLD and SEMH. We need to make sure that the provision at stages of the continuum can meet these needs. In particular at present there is only Special School provision for pupils of secondary age with ASC needs and very limited provision at primary age.

### South Neighbourhood- Hyde, Hattersley and Longdendale,



22% of children and young people with Tameside EHCPs live in the South Neighbourhood.

18.6% of pupils with SEN support in Tameside are educated in the South Neighbourhood.

5.5% of post 16 students with EHCPs live in the South Neighbourhood.

3.7% of Tameside children and young people with EHCPs in the South Neighbourhood have a primary need of autism and 4% have SEMH needs.

6.1% of Tameside children and young people with an EHCP in the South

Neighbourhood have a primary need of moderate learning difficulties

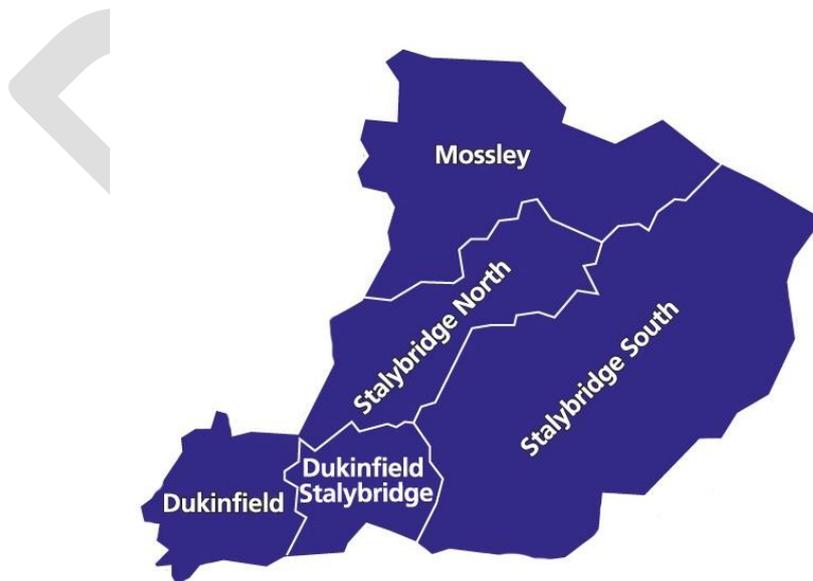
Currently there is the following Tameside SEND provision in the South Neighbourhood:

Targeted				Specialist
Enhanced Mainstream	Main Need Types	Number	Pupil Referral Service	Special Schools
Oakfield Primary School	MLD, SLCN	14		Thomas Ashton - SEMH
Hyde Community College	HI, SLCN, SEMH, MLD	8		

What does this mean for the South Neighbourhood area?

The greatest areas of need in South Neighbourhood relate to MLD and SEMH. We need to make sure that the provision at stages of the continuum can meet these needs. At present there is a small amount of targeted provision for pupils of primary age with MLD needs but limited provision for Secondary aged pupils.

East Neighbourhood-Stalybridge, Mossley and Dukinfield,



23% of children and young people with Tameside EHCPs live in the East Neighbourhood.

Neighbourhood have a primary need of autism and 4.9% have SEMH needs.

6.6% of post 16 students with EHCPs live in the East Neighbourhood.

6.1% of Tameside children and young people with an EHCP in the East Neighbourhood have a primary need of moderate learning difficulties

27% of pupils with SEN support in Tameside are educated in the East Neighbourhood

4.8% of Tameside children and young people with EHCPs in the East

Currently there is the following Tameside SEND provision in the East Neighbourhood:

Targeted				Specialist
Enhanced Mainstream	Main Need Types	Number	Pupil Referral Service	Special Schools
Micklehurst All Saints Primary School	MLD	1	White Bridge College	Oakdale Cromwell SLD, PMLD, ASC
Silver Springs	SEMH, ASC, MLD, PD	8		

### What does this mean for the East Neighbourhood area?

The greatest areas of need in East Neighbourhood relate to MLD, ASC and SEMH. We need to make sure that the provision at stages of the continuum can meet these needs. In particular at present there is no targeted provision for pupils of secondary age and primary provision is limited in capacity.

## West Neighbourhood–Denton, Droylsden and Audenshaw.



32% of children and young people with Tameside EHCPs live in the West Neighbourhood.

8.1% of post 16 students with EHCPs live in the West Neighbourhood.

34% of pupils with SEN support in Tameside are educated in the West Neighbourhood

6.6% of Tameside children and young people with EHCPs in the West Neighbourhood have a primary need of autism and 5.8% have SEMH needs..

9.4% of Tameside children and young people with an EHCP in the West Neighbourhood have a primary need of moderate learning difficulties

Currently there is the following Tameside SEND provision in the West Neighbourhood:

Targeted				Specialist
Enhanced Mainstream	Main Need Types	Number	Pupil Referral Service	Special Schools
Linden Road Primary ,	HI + various.	11	Elmbridge	Hawthorns – Primary SLD/MLD
Russell Scott Primary,	MLD, SEMH	5		
St John Fisher RC Primary,	ASC, MLD, SEMH	17		
St Thomas More RC College Greenside	ASC ASC, SLCN, SEMH, MLD	12 8		

## What does this mean for the West Neighbourhood area?

The greatest areas of need in West Neighbourhood relate to MLD, SEMH and ASC. We need to make sure that the provision at stages of the continuum can meet these needs. In particular at present there is limited provision for pupils of secondary age with all areas of need other than ASC

Within those neighbourhoods where there is targeted provision via enhanced provision, it still does not meet the demand that exists currently. There is clearly a demand, both to increase the inclusion within the mainstream schools and also to increase the resourced provision available.

### PATTERN OF NEED WITHIN THE 4 NEIGHBOURHOODS.

	Total EHCPs	ASC	SEMH	MLD	EY	Primary	Secondary	Post 16
North	23%	4%	4.6%	7.6%	1.5%	8.3%	6.6%	6.4%
South	22%	3.7%	4%	6.1%	1.3%	7.4%	6.9%	5.5%
East	23%	4.8%	4.9%	6.1%	1.1%	7.4%	7.5%	6.6%
West	32%	6.6%	5.8%	9.4%	1.8%	11%	8.3%	8.1%

### PATTERN OF NEED ACROSS ALL OF TAMESIDE

N/hood	Percentage of Tameside Population 0-15	No. of pupils 0-15	Percentage in Neighbourhoods with EHCP	No. of pupils 0-15 with EHCP	Percentage of Tameside pupils 0-15 who have an EHCP	No of Post 16 Tameside Students with EHCP	% of Post 16 Tameside Students with EHCP
North	21.1%	8706	16.4%	220	2.52	86	24.4%
South	20.4	8417	15.65%	210	2.49	74	20.3%
East	19.5	8045	15.9%	214	2.64	89	24.3%
West	18.1	7468	21%	315	4.21	109	30.4%

The West Neighbourhood has both the highest percentage (21%) and greatest number (315) of EHCPs across the four neighbourhoods with the lowest number (7468) and percentage (18.1%) of the 0-15 population. It also has the highest percentage (29.8%) and greatest number of post 16 students (109). This far exceeds numbers in other Neighbourhoods. The greatest percentage, and number, of pupils with SEN Support are also in the West Neighbourhood (34%). Although there is more enhanced provision in the west neighbourhood, much is small scale and does not sufficiently cover all needs. This is particularly the case for secondary age, other than for ASC.

N/hood	Number of pupils with SEN Support	% of pupils of those with SEN support in Tameside	Number of Pupils with SEN support in the neighbourhood	% of Pupils with SEN support of all pupils in the neighbourhood
North	935	21%	8706	10.7%
South	847	18.6%	8417	10.1%
East	1209	27%	8045	15%
West	1557	34%	7468	20.8%

## Special School provision in Tameside

The information about localities shows where Tameside special schools are and what type of provision they make.

The majority of our special schools are judged Good or better by OFSTED.

At the moment there are not enough places in our special schools to meet the needs of Tameside children and young people with EHCPs. In addition, there are some particular issues linked to the overall special school offer in the Borough:

There are currently 181 pupils attending schools and colleges outside of Tameside. These are attending other local authority Special schools, independent, non-maintained or Special Free schools or Special Academies outside of Tameside. This means a number of pupils are often not being educated close to their home. This puts more pressure on the budget, both for special school provision and for transport.

particularly for more complex needs including ASC

The remainder of these children and young people attend a range of

establishments such as Further Education Colleges and other local authority mainstream schools.

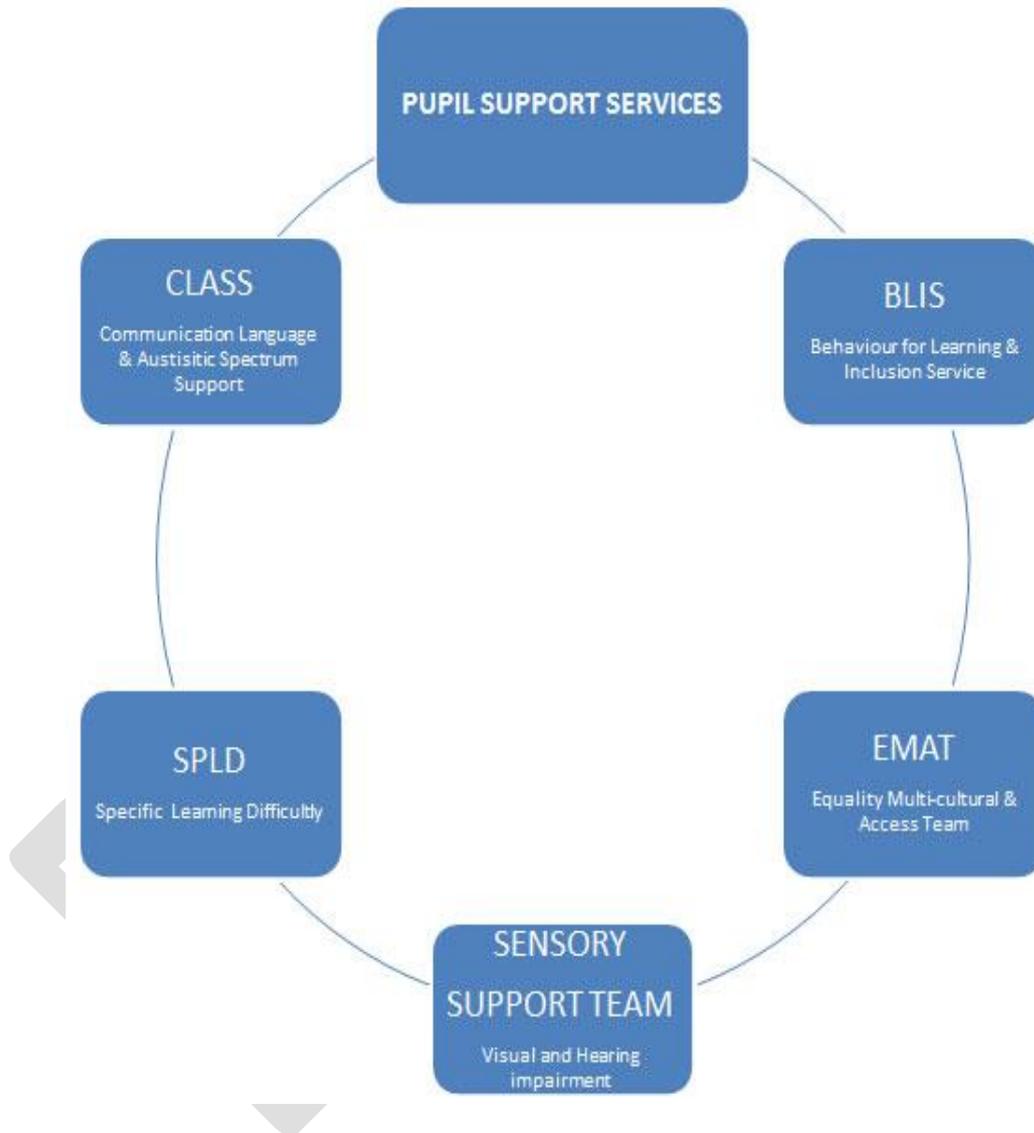
There are insufficient Post 16 places in Special Schools for those that need that provision. Attention needs to be given to the provision to meet the needs of certain students as they move into adulthood.

Through this plan, we want to further improve the good or better offer from our special schools to meet the needs of more Tameside children and young people. Central SEND services from Tameside Borough Council

There is special school provision in all neighbourhoods. However, the different Special schools have particular focused provision in different parts of the Borough.

There is a lack of clarity on the processes for how the local authority commissions special school places.

In addition to the provision in some neighbourhoods, and from special schools, there is a centrally employed team of specialists who carry out the following functions:



## SEND in Tameside – what you have told us

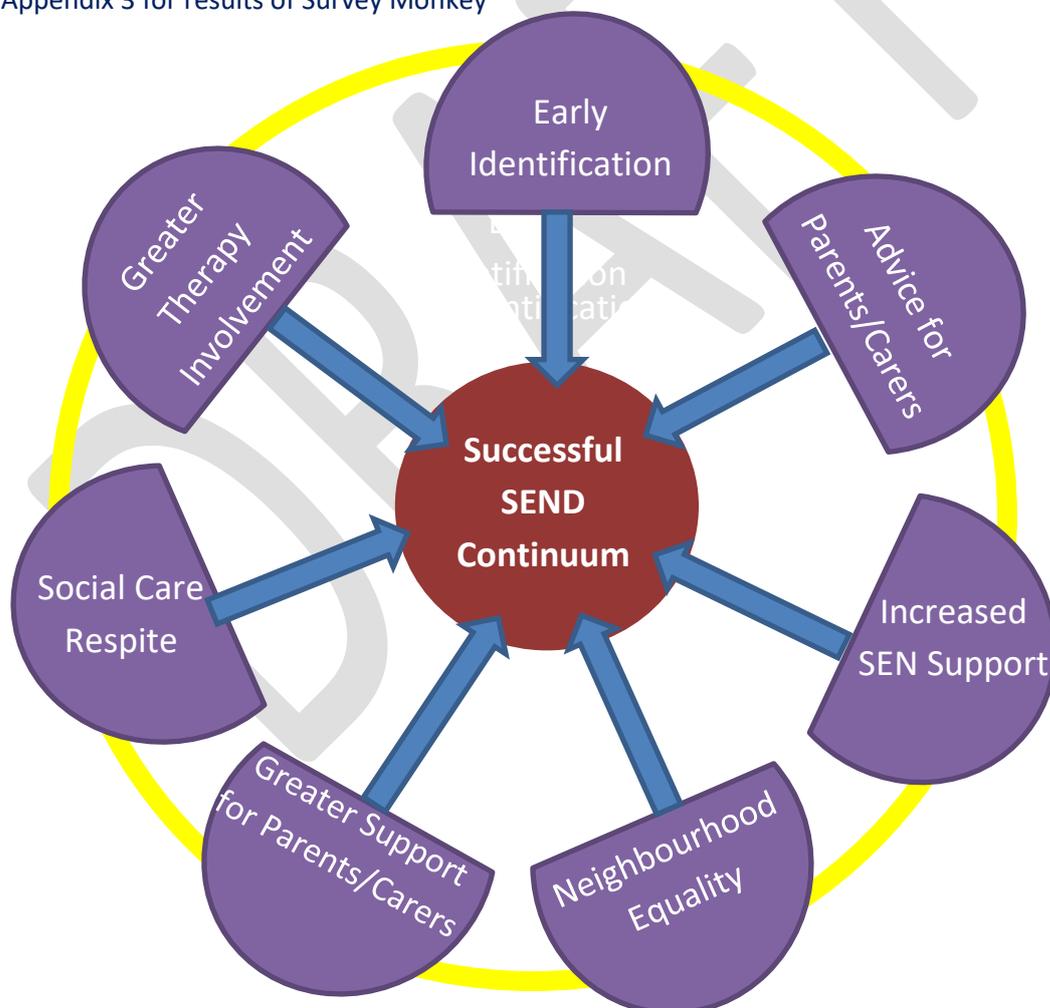
As we have developed this plan, we have listened carefully to the voice of parents and carers, young people with SEND, and a range of educational and other professionals across Tameside. We made sure we have taken feedback from the different areas of the Borough and used the feedback to help us shape the proposals.

Overall, feedback from parents and carers, children and young people and colleagues from across the Borough has informed the development of the plan.

We have received feedback through conversations, emails, online surveys, and face to face meetings and events and an informal consultation on draft proposals for the plan.

Some clear themes have emerged as shown in this diagram:

See Appendix 3 for results of Survey Monkey



Parents made clear that they needed greater support and improved access to information. They wanted earlier identification of their children's needs and earlier interventions. Almost half of respondents to a questionnaire expressed dissatisfaction with how early their child's needs were identified.

Around 60% of parents or carers did not know where to go for advice or support. Parents felt that there should be increased therapy provision (speech and language, occupational therapy, physiotherapy, increased in-class support for personal needs, social care respite, more local SEND provision, greater Education Psychology input, more independent support during the SEND process, greater communication between schools.).

#### **Importance of early intervention**

Early intervention and the ability to respond to, and meet, young people's needs, when they need, it is essential. This should include identifying needs for children in the early years. Support should be well-planned with regular reviews to ensure it is still relevant to their child's needs as long as they need it. This should lead to better outcomes. This should be co-ordinated with the Team Around the School approach in the Early Help pathway.

#### **Strengthen the voice of the parents/carers and children and young people**

The voice of parents and carers in shaping provision locally and for the Borough is essential. It is important that parents and carers are 'valued advocates' and OKE plays a significant role in giving them voice in local decision making. Wherever possible, parents and carers and

professionals should engage in co-production to take forward proposals in the strategic plan. It will be essential that parent voice is representative of the different neighbourhoods.

Children and young people need to give us their views about their education. They need to have confidence in and feel happy with the provision. They need to be treated with respect, have teachers who are supportive and caring and aware of the difficulties some pupils have, so this is not seen as bad behaviour. They need only to tell us the story once.

#### **Improved Support for Parents, Carers, children and young people**

We are told that it is difficult to find information about policies and procedure, the provision available and how to access it. This leads to confusion and frustration. The Local Offer should be well known by all involved with children and young people and should be easily accessible and understood.

#### **Local decision making and local provision**

Across the Borough there has been a move towards how the particular needs of each neighbourhood should be considered when developing the strategic plan. There has also been support for local decision making processes about provision in each area.

Another development is that there should be provision for children and young people in their local area, and the ability for local areas to hold their own budgets in order to 'buy in' provision, such as therapies, as and when needed.

#### **Ensuring mainstream schools are equipped to meet needs**

We need to ensure school staff are equipped to support young people with

SEND and reducing the conflict of the pressure for schools to achieve their required level of performance.

### **The challenge of changing needs**

Feedback has indicated that special educational needs of children and young people are changing, and becoming more complex. The two greatest areas of need are seen as social emotional and mental health and communication and interaction, particularly autism.

### **Good outcomes across education, health and care**

Outcomes must be considered across education, health and care. Young people should be supported and encouraged to achieve the best outcomes they can, taking into account to their own ability and aspiration.

### **Preparation for adulthood**

Across the Borough there needs to be good opportunities to support young people to prepare for adulthood, to ensure young people have early planning in readiness for provision after they are 16, and that there is information about the options available.

### **Clear decision making around funding**

Everyone involved in engagement and feedback needs to have a clear understanding of the financial position. Provision needs to be delivered within the budget available. There needs to be clear accountability for future funding arrangements under any new governance structures.

## SEND in Tameside – what we are planning to do.

There are three core areas which feed into this strategic plan:



### **Continuum of SEND provision across the Borough for children and young people aged 0-25.**

This strategic plan will deliver support for children and young people with SEND across the continuum of universal, targeted and specialist provision. The following sections set out our plans for the continuum of provision.

## Strategic Delivery– Universal Provision

In order to develop the Universal Provision we will follow the research by Coventry University into successful SEN Support and adopt their 7 areas as the basis of our model:

These are:

- Culture, leadership and management
- High quality teaching
- Use of expertise
- Personalisation
- Flexible use of evidence-based strategies
- Progress tracking
- Communication and collaboration

We would also add the need to have suitable space for SEND children and young people to help their daily learning and life experiences.

**Culture, leadership and ethos** we will:

- Look to introduce an Inclusion Charter Mark to recognise inclusive practice across the Borough.
- Promote and support the use of non-physical approaches in schools across the primary and secondary age range.
- Work with schools to develop a structured intervention approach for children and young people with SEMH, Communication and Interaction and other needs, promoting early identification and support.

- Work with schools and parents/ carers to strengthen the value and approach at SEN support.

**High Quality teaching - A skilled workforce in Settings, Schools and Colleges** we will:

- work with providers to increase capacity to support children and young people with a range of SEND.

This will be achieved by:

- Providing guidance on appropriate professional development (CPD) for leaders, middle managers and other provider staff.
- Co-ordinating the development of a directory of CPD opportunities for education staff offered by local authority, teaching alliances, Multi Academy Trusts, the voluntary sector and health.

We will:

- Extend the SEND mainstream guidance to cover 16-25 and co-ordinate training for Further Education (FE) providers so that they have access to the same supportive information as settings and schools.

**Use of expertise** we will:

- Establish and deliver with neighbourhoods a valued SENDCO network ensuring meetings are relevant for each neighbourhood.
- Recommend that FE providers identify a member of staff to take on a 'SENDCO' role according to good practice and support them in doing this including through SENDCO Networks.

**Personalisation** we will:

- Reorganising central SEN support services to provide neighbourhood based early intervention opportunities, working closely with schools and other council services to enhance early help and intervention.

**Use of evidence-based strategies** we will:

- Continue to provide information on evidence based interventions for schools to support children and young people with SEND, and support schools to use these.
- Explore the evidence of progress made by EY pupils with SEND in shared mainstream nursery provision and implement opportunities.
- Develop a special interest group into Adverse Childhood Experiences, Trauma and Trauma informed approaches. This interest group will make recommendations for future developments in this area.

**Progress tracking** we will:

- Working closely with School Improvement Service to ensure that pupils with SEND are making good or better progress based on their starting points.

**Communication and collaboration** we will:

- Establish and promote clear communication and information routes for parents and carers, through 'Our Kid's Eyes' (OKE) and other routes, so they can get information easily.
- Involve children and young people in formal and informal opportunities in

identifying successes and areas for improvement in the system.

- Clarify key contacts for settings, schools and colleges so they know who to contact to support them to meet the needs of children and young people with SEND. Establish a single point of contact for professionals, co-ordinated with Social care.
- Working with neighbourhoods to map outreach requirements across their area and develop a model for funding and commissioning these requirements.
- Develop the local therapy services to be able to support children, young people, families and schools at the earliest opportunities to prevent needs escalating.
- Ensure that the Local Offer is up to date, easily accessible and known to all who have a requirement to use it and ensure that newly revised Accessibility & SEND Strategies are available to all.

**Early years provision** we will:

- We will work with early years providers, parents/ carers and health providers to develop and implement a multi-agency approach for identification, assessment and meeting the needs of children in the early years, from birth, over the whole continuum of needs.
- We will explore options for developing an Area SENDCO role to support early years settings in meeting needs.

**Post 16/19 Needs** we will:

- Extend the SEND mainstream guidance to cover 16-25 and co-ordinate training for Further Education (FE) providers so that they have access

to the same supportive information as settings and schools.

- Recommend that FE providers identify a member of staff to take on a 'SENDSCO' role according to good practice and support them in doing this including through SENDCO Networks.
- Improve Information we share with post 16 providers about the interests and abilities of young people through the transition process.
- Maintain a regular communication system with all parents/carers of

children and/or young people up to the age of 25 who have, or may have, SEND.

- Explore a wider range of Post 16 provision to include expansion of provision in Special Schools for those students where it is appropriate.
- Explore a wider range of provision that is suitable for post 19 students where needed, linking closely with Adult Social Care to ensure that, through transition, all are prepared for adulthood.

## Strategic Delivery – Targeted Provision

### Model for targeted mainstream provision

We will begin to commission a new targeted mainstream provision model with a greater emphasis on highly supported resource based provision for a small number of children. This will:

- Be related to the level and type of need in different Neighbourhoods across the Borough
- Be small group focused provision, for both boys and girls, attached to mainstream schools,
- Be provided for primary and secondary pupils,
- Include a higher level of specialist staffing to meet need, linked with social care and health provision where appropriate,
- Prioritise the two greatest areas of need: Communication and Interaction (including autism) and SEMH, (however, consideration needs to be given to lower levels of need that are currently in Special Schools in order to free up places.)
- Provide a small number of 'flexible' places at primary level to support the

specific needs of identified groups of pupils who may require shorter term placements. 'Flexible' places would provide a quick response and short term placements would give pupils enhanced support to be included in mainstream school or to assist in identifying appropriate provision to meet their needs.

We will:

- Commission this new model from currently resourced schools, with a new specification and funding model.
- Explore interest from schools who may wish to host targeted provision.
- Develop our plan for commissioning additional targeted mainstream provision in neighbourhoods across the Borough, exploring models of organisation for this.

### Alternative provision for primary pupils

Although numbers of permanent exclusions of primary age children are low, the aspiration of Tameside is to reduce this to zero and maintain that. By

proposing to invest resources in locality outreach support, and increased numbers of resource base targeted provision, we would hope that all primary children would have their needs met appropriately within local provision and that permanent exclusion would not be necessary in all but the most extreme circumstances. In the highly unlikely event a permanent exclusion is deemed necessary provision will be negotiated in line with the Fair Access Policy and in conjunction with a response panel to identify appropriate pathways

### **Alternative provision for secondary students**

As our plans for SEND provision are implemented, there should be a reduced need for a young person to be permanently excluded from school. This is because the difficulties presented by unidentified needs will be reduced through early identification and intervention.

We will work with the Fair Access Panel and secondary Headteachers to ensure that the investment of high needs funding into early intervention is having an impact on reducing exclusions and improving outcomes for children.

We will:

- Continue to commission pupil referral services (PRS) and alternative provision providers but the role of this provision will change.
- Seek to strengthen their partnerships with schools in meeting the needs of children and young people who are at risk of exclusion
- Consider the stigma that is attached to Pupil Referral Units and placements

and look to rebrand them positively, to reflect a change in role.

- Expect local arrangements for commissioning outreach provision to be made through local area Neighbourhood Groups, which may include services commissioned from PRS/AP, Special Schools or, what is currently, Pupil Support Services.
- Flexible, and preventative, approaches for pupils who may need some additional support, enabling schools to use the places flexibly to meet the needs of their children who are potentially at risk of exclusion
- Agree a traded element of the PRS whereby schools pay an affordable contribution for flexible placements.
- Consider a financial contribution from schools for provision for permanently excluded pupils and strengthen the therapeutic offer for those excluded I, either fixed term or permanently.
- Create a panel to consider the best route for pupils who have been permanently excluded so there is greater opportunity for a rapid return to school depending on the nature of their exclusion.

### **Education of children with medical needs**

We will:

- Update and strengthen the guidance for schools, in relation to pupils with medical needs, to clarify and emphasise the responsibilities of both the school and the local authority.
- Develop and implement a clear referral pathway and decision making process for the education of pupils with medical needs. This will include work with health colleagues to revise the referral process for children with mental health needs where this is

having an impact on their ability to access education.

- Ensure responsibility for home tuition for pupils with medical needs is clear.
- Ensure children who are unable to access education due to mental health needs have access to a strong agreed curriculum offer (academic and social) and a full time entitlement to education.
- Establish a financial contribution from schools to support the education of children with medical needs who cannot access their curriculum offer

but remain on their roll and for whom they are receiving AWPU.

- Strengthen monitoring arrangements for children and young people with medical needs to monitor and oversee provision and progress, overseen by a designated lead officer in the local authority and working closely with Health.

## Strategic Delivery– Specialist Provision

### Current special school provision

We will:

- Review the designation of our special schools, if required, as provision is developed and this plan is implemented.
- Where appropriate, encourage dual placements between mainstream and special schools to meet needs.
- Increase the number of specialist day places in Tameside Special Schools (where physically possible) to ensure that children requiring specialist places can be educated locally.
- Identify and initiate the Post 16 provision needed in Samuel Laycock and Cromwell Special Schools.
- Not all Key Stage for students are ready to leave an appropriate school setting. There is a need to investigate a more flexible movement into Post 16.
- Examine the opportunity to create 'Satellite Provision' in mainstream schools, within each neighbourhood,

with pupils remaining on the roll of the Special School and staffed by specialist staff.

- Expect Special Schools to develop and implement a clear offer of support to families of children and young people on their roll as part of the Team Around the School (TAS) approach and through the EHA process.
- Expect Special Schools to participate in supporting the Neighbourhood model through Outreach Provision commissioned via the Neighbourhood budget.

### New special school provision

We will:

Work with neighbouring authorities to explore a proposal for a new special/ AP free school in the region in line with requirements and timescales from the Department for Education

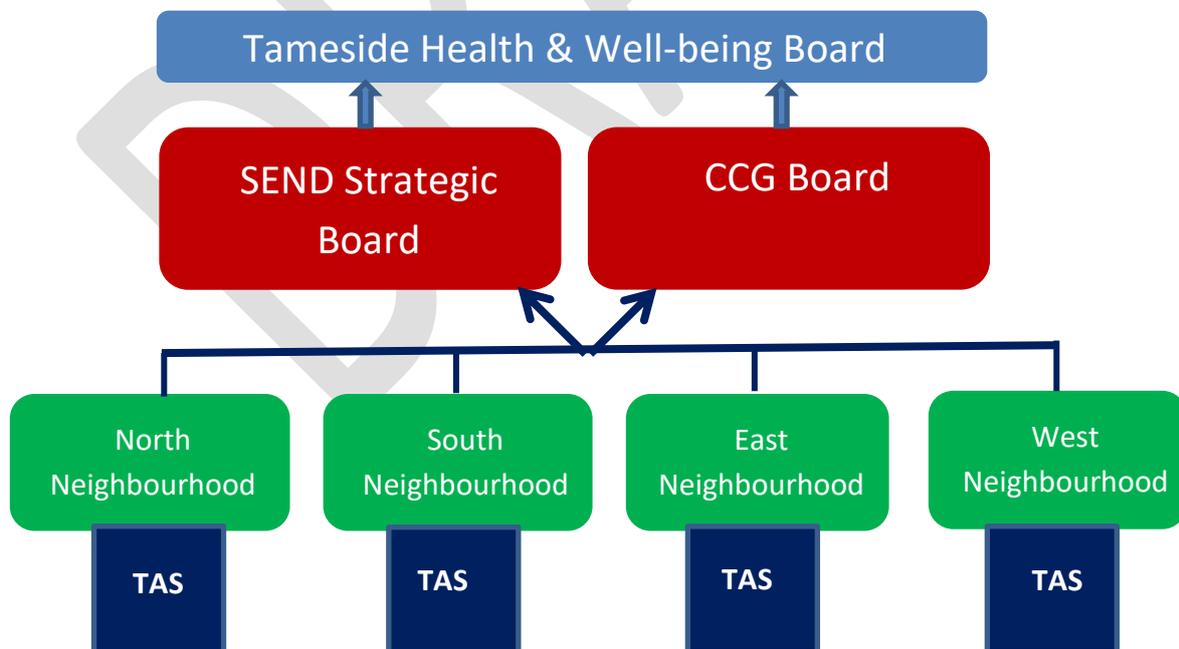
## Preparing for adulthood

We will:

- Implement the Preparing for Adulthood guidance and associated Outcomes Tools to strengthen the involvement of young people in planning for their future and making choices.
- Make sure preparing for adulthood is considered in all young people's annual reviews and plans from year 7, working closely with Adult Social Care.
- Develop and implement a model for independent travel training working with schools, voluntary groups and parents in order to increase the number of young people who can have travel training.
- Work through the Neighbourhood SEND Networks to continue to develop a range of education and training options for young people

## Governance of the Organisation

Tameside Council has the strategic overview for children and young people with SEND in the Borough, and has a number of duties it must carry out. As previously noted, there has been strong support for local decision making processes for each area. We have therefore developed the Tameside Neighbourhood Project which includes local decision making, as well as strengthening local accountability and responsibility for children and young people with SEND. The diagram below shows how we plan to organise the partnership from the Health & Well-being Board through to the Team Around the School.



The Health and Well-being Board will:

- Make sure there is a strategic vision across Tameside for Borough and local priorities.
- Check the progress being made to the outcomes in this strategic plan.
- Review this plan each year and make changes to it if they are needed.
- Check how all Neighbourhoods are making progress to agreed priorities and provide challenge and support where it is needed.
- Provide advice to help the Local Authority, Schools Forum and CCG make sure that financial resources are managed and distributed fairly across localities.
- Look at information about children and young people with SEND to identify any trends, forecast need, make plans to make sure provision is right to meet needs.
- Share good practice across the Borough and between localities.
- Make sure the partnership knows about new national developments and changes in the law and the right action is taken.
- Review the provision across the continuum to ensure quality is high, outcomes are improved and value for money is achieved.

The majority of the work to be presented to the Health and Well-being Board will be provided by members of the SEND Strategic Board. The membership of this Board will include local authority senior officers from Education and Social care, members of the CCG, Headteachers and representation from parents/carers.

### **Provision Need.** (See Appendix 4)

If there are no further increases in assessments of ASC over the next 5 years and none removed there will be the need for 28 further places, mainly at secondary and Post 16 before falling to an extra 15

If new ASC assessments are reduced by 10% and there is a removal of EHCPs of between 15 and 25% after Y12 then there will be a reduction of approx 51 places mainly in primary and post 16. This is optimistic and is likely to be nearer 20 places mainly in upper primary and Post 16.

If there is no change in SEMH referrals and EHCPs then there will be a need for an extra 58 places, mainly in Post 16.

If new assessment for SEMH are reduced by 10% and there is a removal of EHCPs of between 15 and 25% after Y12 then there will be a reduction of approx 86 places mainly in primary and Post 16

If there is no change in MLD referrals and EHCPs then there will be a need for an extra 155 places, mainly in Post 16.

If new assessment for MLD are reduced by 10% and there is a removal of EHCPs of between 15 and 25% after Y12 then there will be a reduction of approx 71 places mainly in primary and Key Stage 3

If there is no reduction in assessments and EHCPs then there will be the need for an extra 327 places.

If targets for reduction are achieved then there will be a total reduction in need for places for EHCPs of 208 places over current provision which would negate the need for much of the out of Borough placements. However, this is likely to be

optimistic and would be more realistic to expect around 100 fewer places via EHCPs. There will still be the need of provision for pre-statutory support and low level EHCPs. It is here where resource provision would be required and therefore 12 resource centres (3 per neighbourhood) of approximately 8-10 places would meet this demand.

## Funding of the Provision

The funding of places in maintained mainstream and special schools, independent sector schools and out of authority maintained schools needs to be reviewed to ensure fairness and equity between needs and placements.

Over time the monitoring of placements, funding levels and the review of the efficacy of the funded placements has been inconsistent. Although there has been distinct improvement over the last year, the long standing challenges in the structure means that there are still high levels of risk to the efficient delivery of SEND provision across the 0-25 age range.

The High Needs Block of the DSG is under huge pressure, as in many other authorities. However, unless significant moves are made to reduce the movement of pupils out of the mainstream schools and into specialist provision the authority

will suffer greater demands on its central budget. In order to make for the efficient use of education funding in the future, Tameside Local Authority should be considering capital investment to create provision within the neighbourhoods.

As well as this, there is the need to review the funding of elements of care that need to be considered to be social care based, rather than education. This is particularly the case when the transition into adult social care is considered.

Consider the need for capital funding requirements to create space within the local authority special schools to reduce the need for out of borough placements, either through expansion or satellite provision and to include a more flexible basis for movement into Post 16 provision.

## Recommendations for Universal Provision

1. Produce an updated 'Matching Provision to Need' document, available as an interactive website, which will enable schools to understand their specific roles in identifying and intervening at the earliest stages for children and young people who may have SEND.
2. Create a directory of CPD opportunities for education staff offered by local authority, teaching alliances, Multi Academy Trusts, the voluntary sector and health.
3. Introduce a professional development programme for teachers, classroom assistants, leaders and middle managers to raise the knowledge and skill level of staff, in order to provide greater support for children and young people with SEND.
4. Ensure the Neighbourhood model incorporates education provision within the Team Around the School procedure.
5. Consider the allocation of a budget to neighbourhood panels to allow schools and other professionals to 'buy-in' specific support at pre-statutory level. Schools should be encouraged to follow this route before requests for assessment are approved. (See appendix 5 for details)
6. Reinforce and support the SENDCO network structure enabling greater communication of effective strategies to meet the needs of SEND pupils and strengthen the value and approach at SEN support.
7. Introduce an Inclusion Charter mark as an award to schools in meeting criteria when providing for SEND (See appendix 6 For details)
8. Introduce a course for an award of High Level SENDCO who can participate in Neighbourhood panels as well as providing outreach and inreach support for other SENDCOs.
9. Produce guidance for schools on the use of de-escalation approaches in schools across the primary and secondary age range to develop a structured intervention approach for children and young people with SEMH, Communication and Interaction and associated needs.
10. Commission School Improvement Service to ensure that pupils with SEND are making good or better progress based on their starting points.
11. Reorganise central SEN support services into neighbourhood based teams for early intervention.
12. Work with Health to develop the local therapy services to be able to support children, young people, families and schools at the earliest opportunities to prevent needs escalating. At the universal level, this will include training and consultation for school staff and families
13. Ensure all aspects are publicised in the Local Offer and that the Local Offer is well publicised.

## Recommendations for Targeted Provision

1. Increase the amount of resourced provision across the Borough with a focus on the main areas of need: SEMH, ASC and the prevalence of MLD so that there are at least three Resource Bases, capable of supporting 10 pupils, in each Neighbourhood. This would entail either having existing space refurbished, or extensions built.
2. Produce request for expressions of interest for schools for hosting Resource bases.
3. Locate the arms of the Pupil Support Service within the neighbourhood resourced provision and/ or special schools
4. Utilise Resourced Provision as an outreach element to support mainstream schools through neighbourhood funding.
5. It would be expected, by using existing provision, that the first of the new bases could open in September 2019, and the others would follow during the following year.
6. Pupils placed in Resource bases should be short term and remain on the roll of the home school.
7. There should be an agreement, between schools and Local Authority, that all pupils should first have been referred through the Universal Provision Neighbourhood panel.
8. Create a response panel to consider the most appropriate pathway for permanently excluded pupils with the aim to return pupils to school as soon as possible through the Fair Access Protocol.
9. Commission alternative provision through a range of providers and seek to strengthen their partnerships with schools in meeting the needs of children and young people who are at risk of exclusion.
10. Rebrand the Pupil Referral Units to remove the stigma and reflect a change in role where they provide outreach support and aim for short term stay as the rule.
11. Create a short term nurture provision in a refurbished Birch Lane building managed by Thomas Ashton School.
12. Agree a traded element of the PRS whereby schools pay an affordable contribution for flexible placements and a financial contribution from schools for provision for permanently excluded pupils, strengthening the therapeutic offer for young people excluded from school, either fixed term or permanently.
13. Update the guidance for schools, in relation to pupils with medical needs and develop and implement a clear referral pathway and decision making process for the education of pupils with medical needs.
14. Work with Health to develop the local therapy services to be able to support children, young people, families and schools at the earliest opportunity to prevent needs escalating. At a targeted level, this may include specific training and support around individuals and 1:1 therapy if indicated.
15. Ensure there are good transition arrangements, linking with Post 16 providers, Health and Social Care for all students with SEND.

## Recommendations for Specialist Provision

1. Review the designation of our special schools and modify, if required, as provision is developed and this plan is implemented.
2. Develop the flexibility of Thomas Ashton Special School to explore the creation of Satellite provision for Key Stages 1 & 2, with pupils on the roll of TAS, and also include some short stay therapeutic provision with early return to mainstream provided at Birch Lane managed by TAS.
3. Develop the KS4 provision at Thomas Ashton school with satellite and/or part-time links to Tameside College
4. Create Satellite provision for Communication and interaction in each of the neighbourhoods with pupils on the rolls of Hawthorns' School and Samuel Laycock School.
5. Explore the dual rolling of pupils between Special and mainstream schools
6. Because many children with complex SEND are not ready for college, create a Post-16 provision in Cromwell & Samuel Laycock Schools for those students with more complex needs.
7. Expand the Teaching School role of Hawthorns' School, to link with other Special Schools, and provide training for mainstream schools in the Borough.
8. Develop post-16 provision in conjunction with Tameside College and other Post 16 Providers and explore the opportunity to develop post-16 Alternative Provision in partnership with neighbouring authorities.
9. Work closely with Adult Social Care through their Transition Team to ensure all Post-16 students receive an appropriate level of support.
10. Work with health to develop the local therapy services to be able to support staff in the specialist settings to meet children and young people's needs. At a specialist level, this would mean therapy staff being part of school teams and being integral to the team around the child. This will include development of whole school approaches, specific training and group and 1:1 therapy if indicated.

## Further Recommendations

1. Determine clearer funding streams for pupils with EHCPs to reduce confusion and increase clarity.
2. Create a multi-agency panel to review all out of authority placements on a monthly basis to examine the best arrangements at transition points working closely with Health and Adult Social Care.
3. Develop a clear data model that tracks all pupils, in all provision so that it is used to monitor pressures in the system.
4. Adopt an EHCP electronic hub model to create greater efficiency and reduce central costs.
5. Reinforce the Assessment Team to ensure that Annual and other Reviews are carried out effectively, particularly at transition points.
6. Work closely with Social Care to ascertain funding streams where 'respite' may be an issue in ameliorating the SEND needs
7. Clarify that all ESFA funding is being obtained to ensure that students are receiving the support they need.
8. Ensure that EHCPs are reviewed fully at transition points to ensure that the provision identified is appropriate in relation to preparation for adulthood. To this end consider the staffing needs in SEND Assessment processes.
9. Consider the role of School Improvement, in working with schools, to monitor the effectiveness of SEND provision

## **APPENDICES**

## APPENDICES

### Appendix 1

The Health and Well Being Board, through the SEND Strategic Board will establish an action plan based on the recommendations in section 3 as well as taking into account the broader aims in section..... Timelines and milestones will be set within the action plan, along with responsibilities. The progress toward the actions will be monitored on a monthly basis and reported to the SEND Strategy Board, and then to the Health and Well Being Board.

### Appendix 1a

#### Placement of children and young people with EHCPs

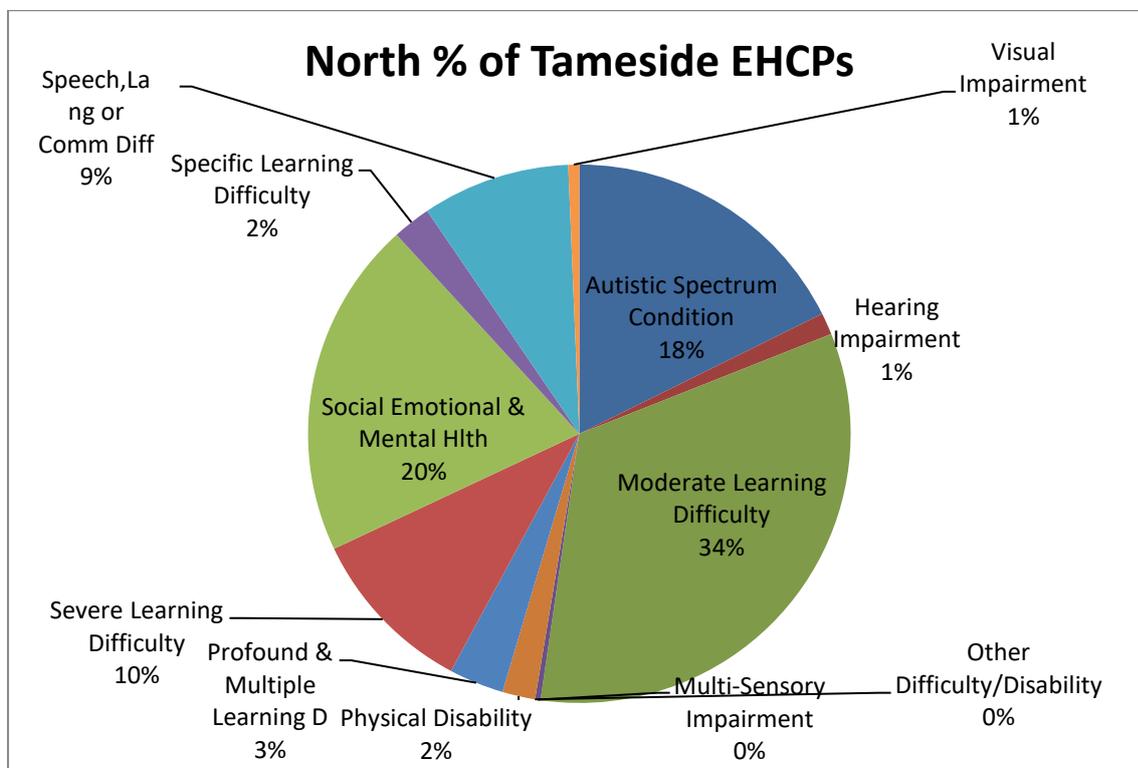
	EY	M/S	M/S Resource	Acad	Acad Resource	Special	Acad Special	Indep Special	AP	P16 College	P16 Special
NA	3.0%	37.9%	1.8%	18.5%	0.7%	15.4%	5.0%	2.9%	1.3%	4.0%	0.4%
Tside	1.2%	28.6%	1.2%	14.3%	0.6%	31.5%	10.7%	3.0%	1.2%	4.8%	1.8%

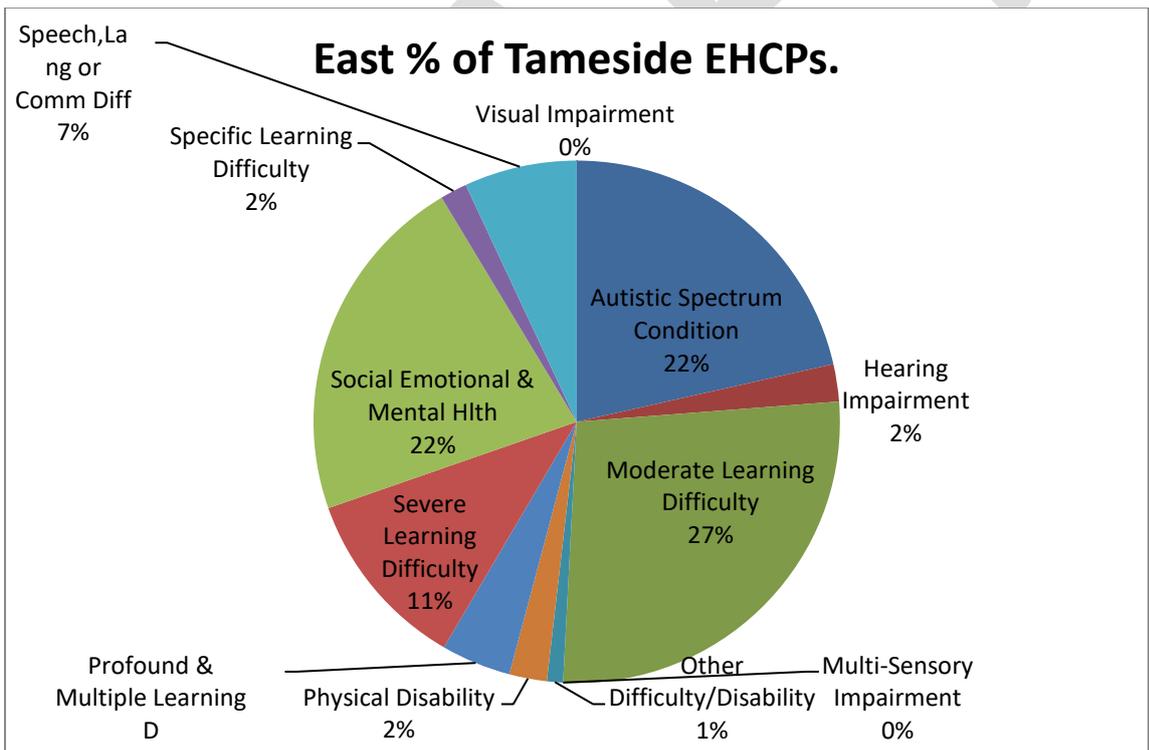
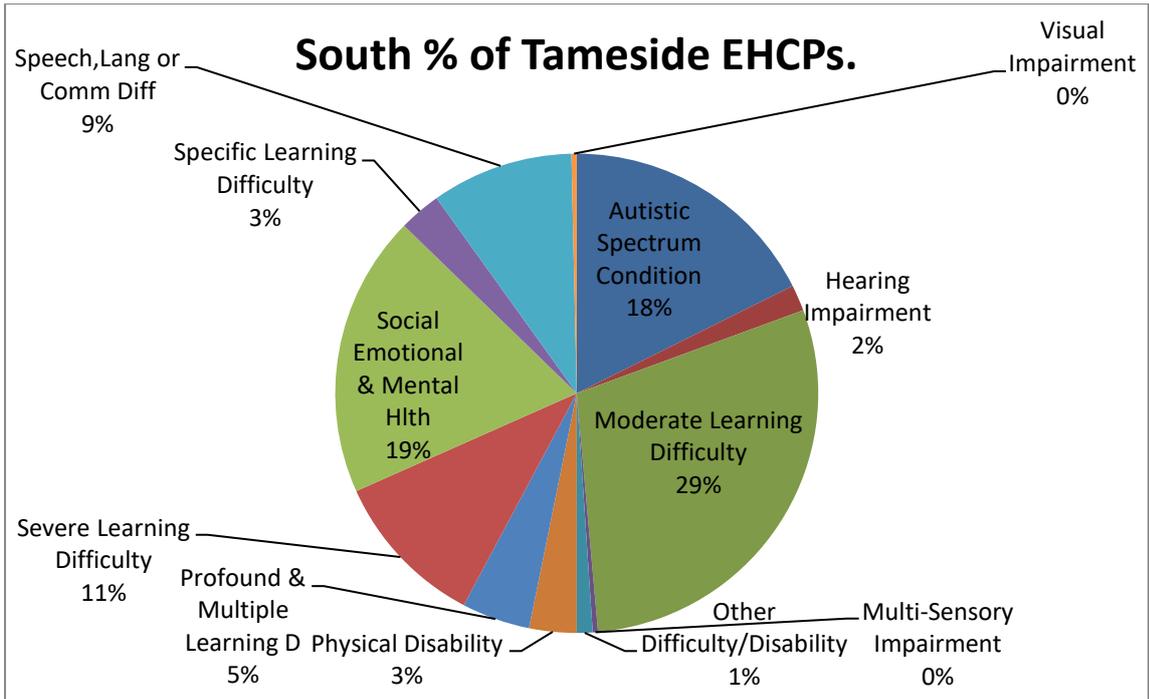
### Appendix 2

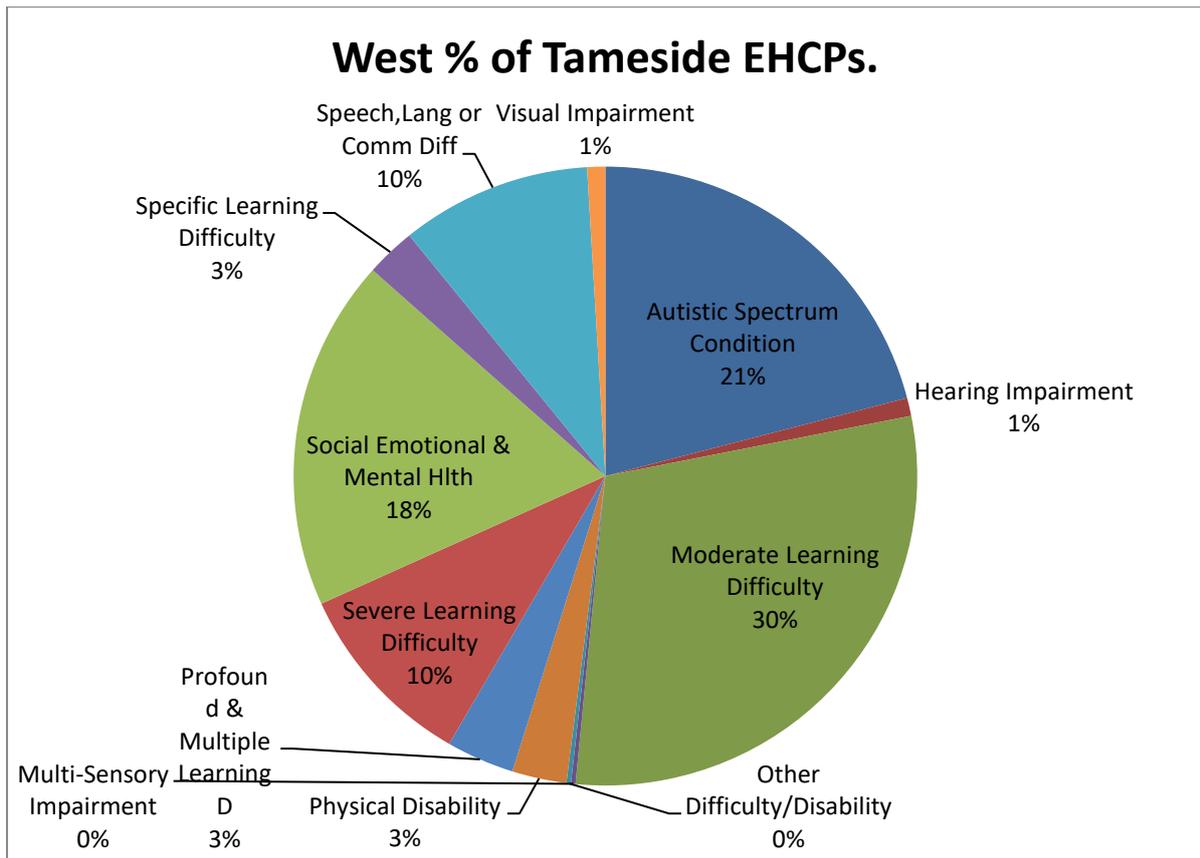
#### PROPORTION OF NEEDS IN EACH NEIGHBOURHOOD

SEN2 2019 by Neighbourhood											
Need	North		South		East		West		N/A		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Autistic Spectrum Condition	54	18%	50	18%	65	21%	89	21%	1	4%	
Hearing Impairment	4	1%	5	2%	7	2%	4	1%	0	0%	
Moderate Learning Difficulty	102	33%	83	29%	82	27%	126	30%	8	33%	
Multi-Sensory Impairment	1	0%	1	0%	0	0%	1	0%	0	0%	
Other Difficulty/Disability	0	0%	3	1%	3	1%	1	0%	0	0%	
Physical Disability	6	2%	9	3%	7	2%	12	3%	0	0%	
Profound & Multiple Learning Difficulty	10	3%	13	5%	13	4%	15	4%	1	4%	
Severe Learning Difficulty	31	10%	30	11%	34	11%	42	10%	1	4%	
Social Emotional & Mental Hlth	62	20%	54	19%	66	22%	78	18%	13	54%	
Specific Learning Difficulty	7	2%	8	3%	5	2%	11	3%	0	0%	

Speech,Lang or Comm Diff	27	9%	27	10%	21	7%	42	10%	0	0%
Visual Impairment	2	1%	1	0%	0	0%	4	1%	0	0%
<b>Total</b>	<b>306</b>		<b>284</b>		<b>303</b>		<b>425</b>		<b>24</b>	







## APPENDIX 3

### SURVEY MONKEY RESULTS

Total responses 62

My child has an Education Health Care Plan (EHCP)	66.13%	41
My child is supported with SEN Support but does not have an EHCP	19.3512	12
My child receives no SEN support	14.52%9	9

### Q2 What kind of special needs/disability does your child have?

- Answered: 58
- Skipped: 4

Answer Choices	Responses	
Learning difficulty	43.10%	25
Behavioural difficulty	5.17%	3
Physical disability	10.34%	6
Emotional/Mental Health issues	17.24%	10
Hearing Impairment	3.45%	2
Visual Impairment	1.72%	1

Answer Choices	Responses	
Don't know	0.00%	0
Other (Please specify)	18.97%	11
TOTAL		58

### Q3

What type of education setting does your child attend?

- Answered: 61
- Skipped: 1

Answer Choices	Responses	
Nursery/Pre-school	8.20%	5
Mainstream Primary	34.43%	21
Mainstream Secondary	6.56%	4
Resource Base primary	1.64%	1
Resource base secondary	0.00%	0
Special School	40.98%	25
Pupil Referral Unit	0.00%	0
College	4.92%	3
No current placement	1.64%	1
Other (please specify)	1.64%	1
TOTAL		61

### Q4

Please tell us whether you were satisfied with the way in which your child's needs were identified by Nursery/School/College

- Answered: 61
- Skipped: 1

Answer Choices	Responses	
Very satisfied	19.67%	12
Satisfied	34.43%	21
Neither satisfied nor dissatisfied	19.67%	12
Dissatisfied	9.84%	6
Very dissatisfied	18.03%	11
Total Respondents: 61		61

Q5

Please tell us whether you were satisfied with the way in which your child's needs were identified by Health (GP/Dr/Paediatrician etc)

- Answered: 61
- Skipped: 1

Answer Choices	Responses	
Very satisfied	16.39%	10
Satisfied	21.31%	13
Neither satisfied nor dissatisfied	22.95%	14
Dissatisfied	26.23%	16
Very dissatisfied	13.11%	8
TOTAL		61

Q6

In your experience....Were you satisfied that your child's special needs were identified early enough?

- Answered: 58
- Skipped: 4

Answer Choices	Responses	
Very satisfied	15.52%	9
Satisfied	25.86%	15
Neither satisfied nor dissatisfied	8.62%	5
Dissatisfied	29.31%	17
Very dissatisfied	20.69%	12
Total Respondents:		58

Q7

Does your child receive appropriate support in school?

- Answered: 57
- Skipped: 5

Answer Choices	Responses	
A great deal	33.33%	19
A lot	24.56%	14
A moderate amount	22.81%	13
A little	10.53%	6
None at all	8.77%	5

Answer Choices	Responses	
TOTAL		57

Q8

Was nursery/school/college understanding of your child's needs?

- Answered: 58
- Skipped: 4

Answer Choices	Responses	
A great deal	25.86%	15
A lot	31.03%	18
A moderate amount	18.97%	11
A little	13.79%	8
None at all	10.34%	6
TOTAL		58

Q9

Did you know as a parent where to go for help or support?

- Answered: 58
- Skipped: 4

Answer Choices	Responses	
Yes	39.66%	23
No	60.34%	35
TOTAL		58

Q10 w

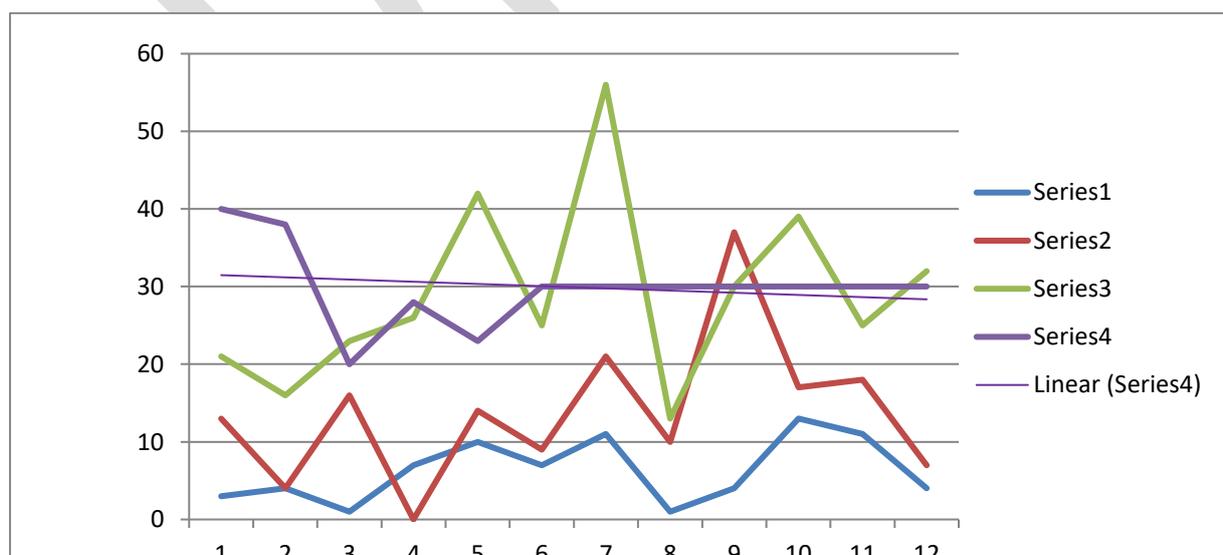
Are there any services/therapies/support that you feel should have been involved but were not? Please list below

- Answered: 29
- Skipped: 33
- Community speech therapy
- Learning support
- Communication between schools

- Occupational Health they only gave me some 'advice' over the phone, they didn't actually see him
- More SALT
- Special schools local in my area rather than 14 miles away in a neighbouring county.
- No
- More equipment. We receive VERY little
- We wanted a referral to MAAT team but couldn't get passed pupil support. We also feel she should be seen by an EP but she still hasn't
- Class
- Teaching Assistant to promote engagement & social inclusion. To assist with toileting needs instead of asking parents to come out of work to change him.
- Occupational therapy, Respite
- I feel my daughter would benefit from more Physio and speech and language input from the Iscan service. Physio input has been so sparse over the last couple of years,
- Occupational therapy was involved but no actual help at all. Sensory assessment not available in our area
- Get no support at all apart from school and a local charity for children with epilepsy
- Social services, respite and support
- More independent support is most definitely needed in Tameside, had there been support ongoing available through the EHCP assessment process, this would have helped get a specific and quantified plan. Instead we got a vague wholly banded EHCP, my child is now on a forced reduced timetable which has been in place for several months. I have contacted SENDIASS many times, they don't casework with parents and don't have the staff or time to offer any real support they're more of a signposting service. We need more Independent Support workers for families who have a child/yp with SEND!

## APPENDIX 4

### PREDICTED GROWTH IN PROVISION NEED 2019-2024



Trendlines of EHCPs by months from 2016 – 2019 on an estimated 30 EHCPs per month

Average Cost Per Place

£ 10,261

	2019								
	2016	2017	2018	Est Current Avg ECHP			Est Current Avg with 16% Inc		
	No	No	No	No	%	£	No	%	£
January	3	13	21	40	11%	£ 410,440.00	40	10%	£ 410,440.00
February	4	4	16	38	11%	£ 389,918.00	38	9%	£ 389,918.00
March	1	16	23	20	6%	£ 205,220.00	20	5%	£ 205,220.00
April	7	0	26	28	8%	£ 287,308.00	28	7%	£ 287,308.00
May	10	14	42	23	6%	£ 236,003.00	23	6%	£ 236,003.00
June	7	9	25	30	8%	£ 307,830.00	29	7%	£ 298,611.13
July	11	21	56	30	8%	£ 307,830.00	65	16%	£ 668,888.94
August	1	10	13	30	8%	£ 307,830.00	15	4%	£ 155,277.79
September	4	37	30	30	8%	£ 307,830.00	35	9%	£ 358,333.36
October	13	17	39	30	8%	£ 307,830.00	45	11%	£ 465,833.37
November	11	18	25	30	8%	£ 307,830.00	29	7%	£ 298,611.13
December	4	7	32	30	8%	£ 307,830.00	37	9%	£ 382,222.25
<b>Total</b>	<b>76</b>	<b>166</b>	<b>348</b>	<b>359</b>	<b>100%</b>	<b>£ 3,683,699.00</b>	<b>405</b>	<b>100%</b>	<b>£ 4,156,666.97</b>

2019					
Est Current Avg		Est Current Avg		Est Current Avg with 16% Inc	
No	%	No	%	No	%
40	12%	40	11%	40	10%
38	11%	38	11%	38	9%
20	6%	20	6%	20	5%
28	8%	28	8%	28	7%
23	7%	23	6%	23	6%
27	8%	30	8%	29	7%
27	8%	30	8%	65	16%
27	8%	30	8%	15	4%
27	8%	30	8%	35	9%
27	8%	30	8%	45	11%
27	8%	30	8%	29	7%
27	8%	30	8%	37	9%
<b>338</b>	<b>100%</b>	<b>359</b>	<b>100%</b>	<b>405</b>	<b>100%</b>

Jan	410,440	410,440	410,440	
Feb	389,918	389,918	389,918	
Mar	205,220	205,220	205,220	
Apr	287,308	287,308	287,308	
May	236,003	236,003	236,003	
June	277,047	307,830	298,611	
July	277,047	307,830	668,889	
Aug	277,047	307,830	155,278	
Sep	277,047	307,830	358,333	
Oct	277,047	307,830	465,833	
Nov	277,047	307,830	298,611	
Dec	277,047	307,830	382,222	
	<b>3,468,218</b>	<b>3,683,699</b>	<b>4,156,667</b>	
Less Post 16	-820,880	-820,880	-820,880	
	<b>2,647,338</b>	<b>2,862,819</b>	<b>3,335,787</b>	

<b>High Needs Projection 2019-20</b>				
Original Budget - Known Spend	-21,312,713	-21,312,713	-21,312,712	
Potential Growth in Year	-2,647,338	-2,862,819	-3,335,787	
<b>Total Projected Spend</b>	<b>-23,960,051</b>	<b>-24,175,532</b>	<b>-24,648,499</b>	
Total Funding	19,392,034	19,392,034	19,392,035	
<b>In year deficit</b>	<b>-4,568,017</b>	<b>-4,783,498</b>	<b>-5,256,464</b>	
	1342	1342	1342	
	338	359	405	
	-80	-80	-80	
	1600	1621	1667	

## APPENDIX 5

Graham Pirt - 13 June – Amended Master Plan for SEND Provision in Tameside 2019-2024

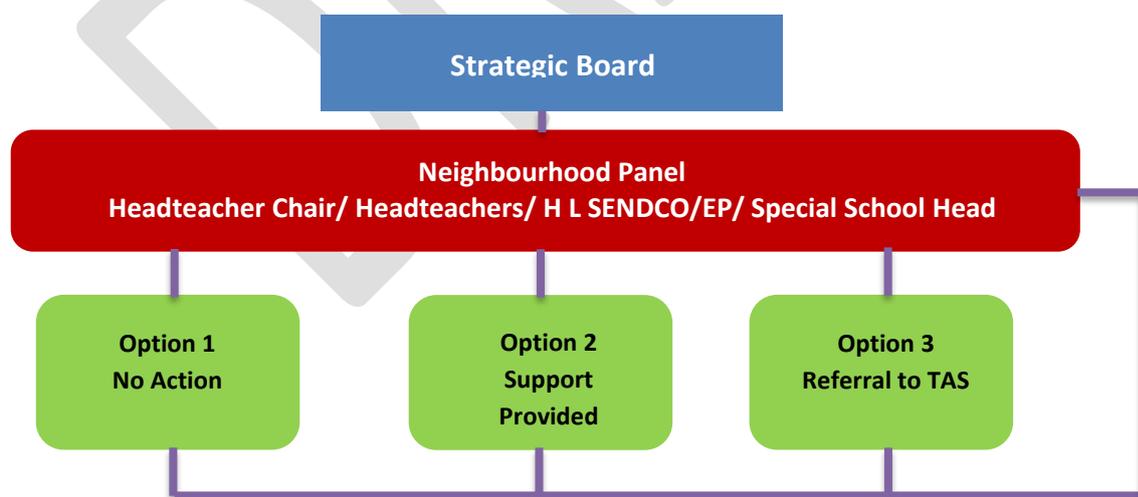
## Concept of Neighbourhood funding

One of the main drivers for the movement into the statutory aspects of SEND is the difficulties that schools often find with knowing how to address some of the needs that pupils present. Although a main feature is to raise the confidence of teaching and other staff to meet these needs through a training programme, it is not always possible in the time available.

One solution to this is to create neighbourhood partnerships of schools organised through a panel of headteachers and the proposed High Level SENDCOs. Each partnership would be given a budget with which to access support. The allocation of funding from this budget would be through the panel. Using the 'Matching Practice to Need' document, a school would bring forward a pupil who is experiencing difficulties, for which there is a concern as to the most appropriate provision.

The panel would decide the next stage, such as buying in support from a Resource Base, Special School, Education Psychologist, Health or Pupil Support from their budget. This would be reviewed regularly by the panel. Where it is considered that there is a social care need then this could be referred through to the 'Team Around The School' Panel.

Governance would sit within the Strategic Board who would review the performance of the Neighbourhood Panel. No requests for Statutory Assessments should be made unless this route has been followed first.



## APPENDIX 6

### INCLUSION CHARTER MARK

Achieving the ICM award will enable Schools and providers to celebrate the success of their inclusive practice, identify key strengths and provide recommendations for developing practice further.

The ICM will be validated by staff who have all been SENDCOs previously and who have extensive school leadership experience and a detailed understanding of effective SEN provision.

The validation process will help schools:

- Confirm compliance with statutory responsibilities, including the Equality Act and SEND Regulations.
- Support preparations for an Ofsted inspection.
- Support implementation of the DFE Code of Practice for SEND.
- Evidence the effectiveness of leadership, management and governance.
- Evidence the quality of engagement with SEND students and their parents.
- Demonstrate the effectiveness of early intervention and partnership working.
- Enable governors to develop an even greater understanding of the provision and outcomes for vulnerable learners.
- Evidence the impact of a school's CPD programme and SEND funding including the use of Pupil Premium.

#### List of Acronyms

EHCP – Education, Health and Care plan

SLCN - Speech Language and Communication Needs

SENDco – Special Educational Needs and Disability Co-ordinator

SEMH – Social, Emotional and Mental Health

CPD – Continuous Professional Development

DFE - Department for Education

LA – Local Authority

MLD – Moderate learning difficulty

SLD Severe learning difficulty

CYP Children and young people

Graham Pirt - 13 June – Amended Master Plan for SEND Provision in Tameside 2019-2024

CAF – Common assessment framework

EHA – Early help assessment

PRS – Pupil Referral Service

C&I – Communication and interaction

ASC – Autistic spectrum condition

OKE – Our Kids’ Eyes

FE – Further Education

AP – Alternative provision

TAS – Team around the school

HI – Hearing impairment

VI – Visual impairment

DRAFT