



Special Provision Place Strategy  
2018 – 2024

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## 1.1

This document sets out Portsmouth City Council's strategy for special educational provision places, initially for the period 2018 – 2024 but also looking forward to the potential longer term requirement for places. This links to the overarching **Portsmouth Special Educational Needs and Disability (SEND) Strategy** (see **Appendix A**).

## 1.2

For mainstream provision, the DfE requires Councils to submit their pupil projections annually and these inform the Government allocation of Basic Need capital funding to Councils. The pupil projections underpin the Primary Place Strategy and the Secondary Place Strategy.

## 1.3

The Special Provision Place Strategy focuses on Portsmouth-resident pupils with Special Educational Needs and Disabilities (SEND) who have an Education, Health and Care Plan (EHCP). **Section 2** explains how SEND is defined in legislation.

## 1.4

The purpose of the Special Provision Place Strategy is to two-fold:

### 1.4.1

To forecast the number of resident children and young people who may require educational provision in a specialist school, specialist nursery or specialist college setting. For clarity, this does not include inclusion centre provision within a mainstream school.

### 1.4.2

To clarify the SEND needs of this cohort of children and young people, in order to plan suitable education provision. **Section 3** explains categories of SEND need and support.

## 1.5

The Strategy supports the council to meet the future need and demand for special school places, specialist nursery provision for children with SEND and specialist post-16 provision for young people with SEND.

## 1.6

The methodology for 2018 SEND forecasting is in **Section 6**. The methodology has been further developed for 2019 onwards (see **Appendix C**).

## 1.7

The following legislation is relevant to the delivery of the council duty for sufficient early years and school places, including pupils with SEND:

### 1.7.1

**Section 14** of the Education Act 1996 requires Portsmouth City Council to ensure that there are sufficient school places for resident children, including early years' provision. This duty requires the Council to forecast future pupil populations so that it can ensure that sufficient places are provided.

### 1.7.2

The Children and Families Act 2014 states that where a local authority maintains an Education, Health and Care Plan (EHCP) for a child or young person it must secure the specified special educational provision for the child or young person. This could be within a mainstream school (additionally resourced provision), an Inclusion Centre within a mainstream school, or a special school place which meets specific, more complex needs.

## 1.8

The Special Provision Place Strategy takes account of pupils who are educated in mainstream schools or in Inclusion Centres within mainstream schools, or in special school provision.

### 1.9

The aim of the **Portsmouth SEND Strategy** is to promote inclusion and improve the outcomes for Portsmouth children and young people aged 0 – 25 years with SEND and their families by ensuring that there are in place a range of high quality support services that contribute to removing the barriers to achievement for all Portsmouth children and young people, in particular those with special educational needs and disabilities. This strategy aims to achieve increased percentages of children and young people with SEND who are able to:

- Be included within their local community
- Lead healthy lives and achieve wellbeing
- Learn and make progress
- Make and maintain positive relationships within their family and community
- Participate in education and training post-16 and prepare for employment

### 1.10

In order to achieve this, a Joint Commissioning Plan has been developed by all stakeholders and agreed by the Children's Trust Board. This plan ensures that a comprehensive 'local offer' of services for children and young people with SEND is commissioned:

- **Making effective use of data**, including the SEND Children and Young People's strategic needs assessment (part of the Joint Strategic Needs Assessment) and the SEND Strategic Review to identify gaps in provision and ensure that services are commissioned to meet the identified need.
- **Ensuring a continuum of provision** that promotes inclusion. Eligibility criteria and access to all services for children and young people with SEND across education health and care ensure that:
  - children and young people's needs are met at the least restrictive level,
  - needs are met locally, wherever possible, and
  - there is efficient and effective use of the resources available.

- Through **co-production**, whereby all services are designed in partnership with service users as key stakeholders. Ongoing feedback from service users and stakeholders is sought proactively and this is used to inform ongoing commissioning priorities.
- The Portsmouth SEND Strategy focuses on an inclusive education with mainstream schools being the first option considered except for those children with the most complex needs. (see **Appendix A**)

### 1.11

The **Portsmouth SEND Strategic Review** has identified an increase in numbers of children with complex needs and this is likely to continue for the foreseeable future (see **Appendix B**).

### 1.12

The Special Provision Place Strategy outlines the planning and preparation required to ensure that there is sufficient provision for children and young people who require specialist provision in a specialist setting.

### 1.13

Going forward we recognise that there is still much to do, to keep pace with demand, to improve the quality of provision further and to ensure that more children and young people can have the specialist support they need in local schools and early years settings.

# Special Educational Needs and Disability (SEND) Code of Practice 2015

## 2.1

The Children and Families Act 2014 introduced reforms to the way in which children and young people with special educational needs and disabilities (SEND) are supported to learn. At the core of these changes was a new statutory duty on the local authority to ensure that their views, wishes and feelings are given importance, and that they and their families are provided with information and support to enable them to participate in decisions about them to help them achieve good outcomes.

## 2.2

The council is committed to working in co-production with children and young people with SEND and their families on all aspects of the SEND Strategy and related work streams.

## 2.3

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'  
(*Code of Practice 2015*).

## 2.4

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach (*Code of Practice 2015 paragraph 6.44*).

## 2.5

These children are recorded as being on SEND Support.

## 2.6

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care (EHC) needs assessment (*Code of Practice 2015 paragraph 6.63*).

## 2.7

Where a child or young person has SEND but does not have an EHCP, they must be educated in a mainstream setting except in specific circumstances (*Code of Practice 2015 paragraph 1.27*).

## 2.8

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people (*Code of Practice 2015 paragraph 1.26*).

## 2.9

Children and young people with SEND have different needs and can be educated effectively in a range of mainstream or special settings. Alongside the general presumption of mainstream education, parents of children with an EHCP and young people with an EHCP have the right to seek a place at a special school, special post-16 institution or specialist college (*Code of Practice 2015 paragraph 1.38*).

## **2.10**

Where a parent of a child or young person (Post 16) with an EHCP requests a particular school, the law gives the parent / young person the right to have their preferred choice of school named in the Plan. The local authority is required under the law to consult with the parent's choice of school and, subject to the exceptions below, to secure a place. (*Children and Families Act 2014, Section 39*). The exceptions are:

### **2.8.1**

the school is unsuitable for the age, ability, aptitude or special educational needs of the child or young person, or

### **2.8.2**

attendance at the school would be incompatible with the provision of efficient education for others or the efficient use of resources

## **2.11**

The Children and Families Act 2014 extended the statutory protection for children and young people with SEND from birth to 25 years of age in education and gave families and young people greater choice in decisions to ensure that needs are properly met. The age range covered by this strategy is, therefore, 0 – 25.

# Categories of SEND need and support

## 3.1

Understanding current need and provision and predicting the need for future provision is reliant on having up to date and reliable information about children and young people with SEND.

## 3.2

The **SEND Code of Practice 2015** identifies four broad areas of special educational need and support. These areas allow schools to gain an overview of their pupils' range of needs and are used to identify needs in EHCPs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

## 3.3

In addition there are 13 specific categories of need which are often referred to as the child's SEN Type (**primary need**) and are reported to the DfE through the national **School Census**:

- Specific learning difficulties (SpLD);
- Moderate learning difficulty (MLD);
- Severe learning difficulty (SLD);
- Profound and multiple learning difficulty (PMLD);
- Speech, language and communication needs (SLCN);
- Social, emotional and mental health (SEMH);
- Autistic spectrum disorder (ASD);
- Visual impairment (VI);
- Hearing impairment (HI);
- Multisensory impairment (MSI);
- Physical disability (PD);
- Other
- 'SEN support' but no specialist assessment of type of need (NSA).

## 3.4

Determining the primary need may not always be straightforward, especially for children with complex needs who may present with a range of needs.

## 3.5

Without making assumptions about pupils' needs based on their difficulty or disability, this categorisation can be used to understand the prevalence of different types of need and the type of placement the pupils may require.

## 3.6

The number of pupils in different types of schools is reported to the Department for Education (DfE) in the **School Census** data, submitted by local authorities and academies in January, May and October. These figures include all pupils attending a Portsmouth school including pupils resident in other local authorities e.g. Hampshire and the Isle of Wight who attend a Portsmouth school. It does not include Portsmouth resident children who attend a school outside of Portsmouth.

## 3.7

The **SEN2 data return** is also submitted to the DfE, and is taken on the same day in January as the **School Census**. The national picture about the prevalence of SEND, as reported by the Department of Education (DfE) and used in national datasets, is based on this data return. The **SEN2 data return** includes all children with an EHCP maintained by Portsmouth LA, wherever they are educated.

## 3.8

The SEND Provision Place Strategy covers all children with an EHCP maintained by Portsmouth LA wherever they are educated. On this basis, the **SEN2 data return** provides the preferred data source for forecasting pupil projections.

## 4.1

In January 2018, there were 26,108 pupils in Portsmouth maintained schools and academies. These figures include pupils who are resident outside of Portsmouth but have chosen a Portsmouth school. 569 pupils were educated in special schools, although the number of pupils with SEND would be higher, with some educated in mainstream schools.

*See table 1*

## 4.2

As noted in paragraph 3.8, the pupil projections and forecasts are based on the SEN2 return, which provides data on all children with EHCPs maintained by Portsmouth LA, regardless of placement location.

## 4.3

The SEN2 return (January 2018) reported 1378 Portsmouth resident children and young people aged 0 – 25 with an EHCP. As noted in paragraph 1.7.2, these pupils could be educated in a mainstream school, an Inclusion Centre within a mainstream school, or in a special school, and the setting may not be in Portsmouth.

*See table 2*

## 4.4

Of the 1378 children and young people listed in the SEN2 return of January 2018, the location of their placement is below. Some Portsmouth resident children are in a SEND placement outside of the city. This occurs when there is not suitable provision available in Portsmouth.

*See table 3*

## 4.5

Of the 1378 children and young people, 76 post-16 pupils are not in any form of placement (i.e. not in education, employment or training) and the council is supporting these young people to explore suitable opportunities.

**Table 1: LA maintained schools and academies (January 2018 school census).**

	No. of pupils	% of pupils
Primary	16,878	64.65%
Secondary	8,661	33.17%
Special	569	2.18%
<b>Total</b>	<b>26,108</b>	<b>100%</b>

*This figure does not include pupils in private schools*

**Table 2: SEN2 data (SEN 2 census – January 2018)**

Age range	Number of children / young people with an EHCP maintained by the council
Under 5	46
5 – 10	462
11 – 15	526
16 – 19	311
20 – 25	33
<b>Total</b>	<b>1,378</b>

**Table 3: Location of Placement for pupils with an EHCP maintained by the council (SEN 2 census – January 2018)**

Placement	Number	Percentage
Portsmouth	1140	87.56%
Hampshire	115	8.83%
Other	47	3.61%
<b>Total</b>	<b>1,302</b>	<b>100.00%</b>



#### 4.6

The table below summarises the type of placement for the remaining 1302 pupils with an EHCP maintained by the council.

*See table 4*

#### 4.7

In summary, the combination of SEND need (See **Section 3**), type of placement and location of placement presents a complex picture for this cohort.

**Table 4: Pupils with an EHCP maintained by the council, by placement type (SEN 2 census – January 2018)**

Type of Placement	Number	Percentage
Early years settings	4	0.31%
Mainstream settings	463	35.56%
Inclusion Centres	90	6.91%
Special schools	537	41.24%
Post 16 Colleges	185	14.21%
Secure units	3	0.23%
Apprenticeships/ traineeships/ supported internships/ employed	14	1.08%
Educated at home	5	0.38%
Awaiting placement	1	0.08%
<b>Total</b>	<b>1,302</b>	<b>100.00%</b>

# Configuration of SEND provision in Portsmouth

## 5.1

Children who have been identified with SEND and who are assessed as needing SEN Support will be placed in a mainstream school. There are 64 mainstream schools and academies in Portsmouth.

See table 5

**Table 5: Pupils in LA maintained schools and academies (as at January 2018 school census)**

	LA Maintained schools	Academies	Total
Infant	2,843	999	3,842
Junior	1,625	3,077	4,702
Primary	4,536	3,798	8,334
Secondary	2,575	6,086	8,661
Special	173	396	569
<b>Total</b>	<b>11,752</b>	<b>14,356</b>	<b>26,108</b>

## 5.2

The cohort of pupils educated in a special school is 2.18% (569 pupils) of the total school population.

## Mainstream schools

### 5.3

35.56% of children with an EHCP are currently being educated in a mainstream school setting. (SEN2 return, January 2018)

## Inclusion Centres in mainstream schools

### 5.4

Some pupils in mainstream schools have the additional support of an Inclusion Centre which allows varying degrees of integration based on each pupil's needs.

## 5.5

There are 9 Inclusion Centres in Portsmouth. These offer specialist provision for children with an EHCP requiring provision over and above what is ordinarily available within a mainstream school setting. They also offer the opportunity for children to access some aspects of the mainstream curriculum with their mainstream peers, where evidence collected as part of the EHCP process suggests that this is what is needed.

## 5.6

Inclusion Centres within the following schools cater for children with an EHCP identifying their primary area of need as communication and interaction difficulties (including speech, language and social communication difficulties):

- Devonshire Infant School – Key stage 1
- Southsea Infant School – Key stage 1
- Portsdown Primary School – Key stage 1 and 2
- Victory Primary School – Key stage 1 and 2

## 5.7

Inclusion Centres within the following schools cater for children with communication and interaction difficulties, in particular those with autism spectrum conditions:

- Milton Park Primary School
- Trafalgar School (Secondary)

## 5.8

Inclusion Centres within the following schools cater for children with a sensory impairment:

- Northern Parade Infant and Junior Schools
- St Edmunds Catholic School (Secondary)

## 5.9

Inclusion Centres at the following mainstream school cater for children with Social Emotional and Mental Health (SEMH) difficulties and also those in key stages 1 and 2 requiring a period of Alternative Provision (AP):

- The Flying Bull Primary Academy

## Special Schools

### 5.10

41.24% of children with an EHCP are being educated in a special school (SEN2 return, January 2018).

### 5.11

There are 5 designated special schools in Portsmouth

#### 5.11.1

**The Willows Centre for Children** – Provides SEN places for nursery and Year R children, extending to Year 1 from September 2018, with a range of special educational needs and disabilities, alongside mainstream day care provision. Referrals for SEN places are agreed at the Inclusion Support Panel.

The Willows Centre for Children has previously been commissioned to provide 80 part-time places for pre-school children aged 2 years upwards with SEND. No EHCP is required for this provision.

In recent years, pressure on special school provision has led to the provision of Year R places at Willows, extending to Year 1 in September 2018. This has reduced the number of nursery places available. In consequence, more pre-school children with complex SEND are now attending mainstream nursery settings.

#### 5.11.2

**Cliffdale Primary Academy** – For key stage 1 & 2 pupils with complex learning difficulties who may also have autism.

#### 5.11.3

**Redwood Park Academy** – For key stage 3 & 4 pupils with complex learning difficulties who may also have autism.

#### 5.11.4

**Mary Rose Academy** – For pupils from nursery to key stage 5 with profound and multiple learning difficulties, severe and complex needs and autism. Some children may have a complexity of special educational needs including physical disabilities, complex medical conditions and varying degrees of sensory impairment.

### 5.11.5

**The Harbour School** – For upper key stage 2 (age 9) to key stage 4 pupils who have a wide range of SEMH needs. The Harbour School also provides Alternative Provision for pupils from Year 5 onwards and Outreach support.

### 5.12

162 pupils are placed in special schools in other Local Authorities, mainly Hampshire (see paragraph 4.4). This includes a small number of children and young people have been placed in out of city independent special schools due to the complexity of their needs.

## SEND post-16 provision

### 5.13

Highbury and Portsmouth Colleges offer post-16 SEND Provision for young people aged 16 – 25. Provision at both colleges includes specialist SEND provision from entry level to level 1 and support for students on mainstream key stage 5 provision.

### 5.14

Portsmouth College Specialist Life Skills building was commissioned by Portsmouth City Council and offers provision for Portsmouth young people with complex and severe learning difficulties.

### 5.15

The SEMH provision at Highbury College's Arundel Centre was also commissioned by the council.

### 5.16

In addition to the Portsmouth offer, there are colleges in the travel to learn area including Havant and South Downs College and St Vincent College which provide similar opportunities.

### 5.17

As noted above, Mary Rose Academy also has specialist post-16 places.

# Forecasting Special School Places

## 6.1

Forecasting the requirements for special school places involves considering a wide range of factors, such as:

- Current pupil numbers
- Historic trends of pupil movement in and out of special schools
- Population changes
- Impact from housing developments
- Predicted prevalence changes
- Improvements in awareness, identification and classification
- Changes in primary and secondary needs
- The impact of increasing statutory protection to 25 years
- Parental preference
- Changes in societal attitudes
- Changes in curriculum / educational practice / health / social care practice / funding
- Pupils accessing out of city provision
- Economic impact, including the potential impact of Brexit

## 6.2

The **Portsmouth SEND Strategic Review 2018** provided baseline pupil projections for:

- Portsmouth children with EHCPs (compared to 2017 actuals)
- School-age pupils and post-16 young people with EHCPs who have complex needs.

## 6.3

The one year projections compiled for the **Portsmouth SEND Strategic Review 2018** indicating Portsmouth children with EHCPs were accurate.

*See table 6*

## 6.4

Of particular relevance to this strategy would be any increase in the number of children with complex needs who would require specialist provision.

## 6.5

For the purposes of modelling the cohort with complex needs, these definitions have been used:

- **Complex** is defined as severe learning difficulties (SLD), and may also have autism (ASD).
- **Complex plus** is defined as:
  - Severe learning difficulties (SLD) and autism (ASD) or
  - Profound and multiple learning difficulties (PMLD) (and may also have autism (ASD))
  - In addition, some children may have a complexity of special educational needs including physical disabilities, complex medical conditions and varying degrees of sensory impairment.

## 6.6

The capacity in Portsmouth special schools for complex or complex plus pupils is full. Some schools have admitted additional children, over and above the Agreed Place Number, and there is no surplus in the system.

**Table 6: Portsmouth children with EHCPs**

	Actual 2017 (SEN2 census)	Forecast 2018	Actual 2018 (SEN2 census)	Variance
Early Years (<5)	37	44	46	+ 2 (+4.5%)
School age (5 – 15)	978	991	988	– 3 (-0.3%)
Post-16 (16 – 25)	254	354	344	-10 (-2.8%)
<b>Total</b>	<b>1,269</b>	<b>1,389</b>	<b>1,378</b>	<b>– 11 (-0.8%)</b>

*(Portsmouth SEND Strategic Review 2018)*

## 6.7

Depending on the level of severity and complexity of primary need, pupils designated as complex could be educated in a special school or in a mainstream school with support. Parental preference must also be considered.

## 6.8

The **Portsmouth SEND Strategic Review 2018** provided baseline pupil projections for complex and complex plus, by age grouping. See **Table 7** below.

## 6.9

**Table 7** outlines a projected increase in numbers of pupils presenting with complex or complex plus needs. The increase affects primary and secondary age pupils.

## 6.10

Based on the pupil projections in **Table 7** below, provision for increased numbers of children and young people with complex or complex plus needs will be required.

## 6.11

Post-16 or Post-19 young people access educational provision at special school or College provision and it is predicted that these numbers will also increase.

## 6.12

It is clear that action needs to be taken to identify suitable provision for these pupils, either through increasing the breadth and capacity of provision in Portsmouth, or through identifying out of city placements.

## 6.13

Out of city placements are often not desirable for the child or the family due to the distance from home, travelling times or residential requirements. These placements are also more expensive for the council than providing suitable provision within Portsmouth (after the initial capital investment to create suitable provision).

## 6.14

The council operates on the premise that it is preferable to provide suitable educational accommodation for complex and complex plus pupils within Portsmouth, if at all possible.

## 6.15

The **Portsmouth SEND Strategic Review 2018** trialled two methodologies for pupil projection forecasting. The two methods produced similar figures and when considered together, provide a range for each year.

*See table 7*

**Table 7: Pupil Projections for school-age pupils and post-16 young people with EHCPs who also have Complex / Complex Plus needs**

Age of Need	Projected range for the number of pupils					Minimum Increase over 5 yrs.	Maximum increase over 5 yrs.
	2018	2019	2020	2021	2022		
Complex							
Primary	138 – 142	149 – 151	156 – 164	163 – 174	171 – 186	+33	+48
Secondary	139 – 145	145 – 149	146 – 154	152 – 158	152 – 163	+13	+24
Post-16	0	7	7 – 17	7 – 27	7 – 32	+7	+32
Post-19	0	0	0	0	3	+3	+3
Complex Plus							
Primary & Secondary	126 – 134	135 – 145	145 – 153	156 – 157	167 – 168	+41	+42
Post-16	26 – 28	22 – 30	23 – 32	32 – 34	36 – 37	+10	+11
Post-19	3	8	13	16	23	+20	+20

## Improvements to forecast methodology

### 6.16

The **Portsmouth SEND Strategic Review 2018** also made a number of recommendations to improve SEND place forecasting and pupil projections, including determining a detailed methodology that will allow for year on year direct comparisons of change and continual improvement in accuracy to inform future planning.

### 6.17

As a result, the council has further improved the methodology and approach to forecasting to make it more robust and transparent notwithstanding the challenges involved in SEND forecasting.

### 6.18

The revised methodology uses a range of data sources and intelligence. The full forecasting methodology for use from 2019 onwards is at **Appendix C**.

### 6.19

The revised forecasting methodology ensures that hard data and soft intelligence is used to forecast pupil projections. An annual cycle of engagement has been developed, and includes co-production of forecasts and plans with colleagues from the council's SEND, Information, Finance and School Organisation teams, Portsmouth Clinical Commissioning Group, Health Providers and Social Care. This is in line with the **SEND Code of Practice 2015** which says:

*"To inform commissioning decisions, partners should draw on the wide range of local data sets as well as qualitative information about the likely education, health and social care needs of children and young people with SEN or disabilities".*

### 6.20

The forecasting methodology and pupil projections will be reviewed on an annual basis.

# Addressing the sufficiency of special provision places

## 7.1

Based on the pupil projections in **Section 6**, the council needs to plan provision for increased numbers of children and young people with complex or complex plus needs within the next four years.

## 7.2

The **Portsmouth SEND Strategic Review 2018** identified that there were a number of children being educated in a special school whose needs were similar to children in mainstream schools and Inclusion Centres.

## 7.3

Continuing to build special schools to meet this demand is not financially sustainable, nor does it deliver the **Portsmouth SEND Strategy** for an inclusive city.

## 7.4

The place planning strategy for children with complex needs is reliant on mainstream schools being well prepared to meet the needs of an increasing number of children with SEND with inclusive education being the first option considered for all but the most severe, complex and long term special educational needs and the most profoundly disabled children.

## 7.5

Equally, there is a requirement for the private, voluntary and independent childcare sector to meet the needs of a growing number of children with complex needs.

## 7.6

In the future, some of the children currently being educated in special schools would be accommodated in Inclusion Centres or mainstream settings with support. This would create the capacity to allow special schools to take children with increasingly complex needs. However, changes to the profile of SEND pupils in a mainstream school and early years provision may require adaptation to buildings, access and environment to allow inclusive education to be provided.

## 7.7

The complexities of provision for pupils with SEND requires considering a range of options and interactions. A Preparation, Brief & Concept Design Study<sup>1</sup> is required, providing a strategic approach to SEND accommodation in the city and informing any capital building or refurbishment schemes. The Study would be predicated on an increasing number of pupils with complex needs being educated in mainstream settings and the demand for special school places and early years entitlement being managed within the overall city wide offer.

## 7.8

Consideration could be given to the development of a primary and secondary Inclusion Centre for pupils with learning difficulties to reduce pressure on special school places.

## 7.9

For early years children, consideration could be given to the support available in the private, voluntary and independent childcare sector to reduce pressure on special school places.

## 7.10

For post-16 young people, there is a growing demand and a need for provision within Portsmouth to offer a variety of post-16 education, employment and training opportunities and to support young people to prepare for adulthood.

<sup>1</sup> Royal Institute of British Architects Stages 1&2

# 8 Revenue Funding Implications

## Funding for special educational needs

### 8.1

High needs funding is provided to the Council through the high needs block of the Dedicated Schools Grant (DSG). The Council must spend the funding in line with the associated conditions of grant and the Schools and Early Years Finance (England) regulations, which are updated annually. The DfE also issues operational guidance which details how local authorities should fund, Special Schools, Inclusion Centres, Alternative Provision, Post-16 Colleges and specialist independent settings.

### 8.2

The Council receives a provisional allocation of high needs block funding in December, and adjustments are made mid financial year in the following June for adjustments (up or down) to pupil numbers, which creates a level uncertainty regarding the funding available.

### 8.3

The high needs block allocation is calculated using a national funding formula, based on twelve formula factors, nine of which are pupil led and based on lagged data sets. Thus high needs funding received will not always reflect the current/future needs and numbers of pupils within the city.



## Funding for high needs settings

### 8.4

The Council funds high needs settings on a place plus approach, in that the setting receives a fixed amount for a commissioned place, whether it is occupied by a pupil or not, plus an additional top-up which reflects the needs of the pupil and will follow that pupil between settings, should they move.

### 8.5

The amount of funding paid per place is set nationally at £6,000 or £10,000 per place dependent on the type of setting and cannot be adjusted.

### 8.6

The top-up element is agreed locally by the local authority and Schools Forum and reflects the different types of provision and level of need for individual children. The range of Top-up funding for the 2018 – 19 financial year is between £1,934 and £45,000<sup>2</sup> per pupil per year.

### 8.7

**Table 8** below sets out the upper and lower costs (place plus element 3 top-up) associated with placing a pupil in a Portsmouth setting, it also identifies the minimum/maximum costs of the growth in complex and complex plus pupils (as per **Table 7**) if they were placed in one of the settings listed.

*See table 8*

### 8.8

The potential revenue cost of growth in this sector will have to be met from within the high needs block. Due to the nature of the lagged funding this could create budgetary pressures that will need to be managed within the funding envelope available.

### 8.9

Further development of the revenue implications of the options available to the authority following the outcomes of the Preparation, Brief & Concept Design Study (paragraph 7.7) will be required.

**Table 8: Potential impact of Growth in Complex and Complex plus places over a 5 year period.**

	Per pupil		Pupil Growth		5 year Growth	
	Lower limit	Upper limit	Lower limit	Upper limit	Lower limit	Upper limit
	£	£	No.	No.	£,000	£,000
Primary/Secondary <sup>3</sup>	7,934	55,000	87	96	690.3	5,280.0
Post 16	6,142	19,900	17	41	104.4	815.9
Post 19	6,426	25,452	23	23	147.8	585.4
<b>Total impact</b>			<b>127</b>	<b>160</b>	<b>942.5</b>	<b>6,681.3</b>

<sup>2</sup> As per the 2018 – 19 financial year. Element 3 Top-up rates are under review for 2019 – 20 and may change.

<sup>3</sup> Assumes Primary/Secondary relates to either Inclusion Centre or Special school places

# 9 Funding for capital projects to develop SEND provision

## 9.1

The council does not routinely receive funding for SEND from the government. There are sporadic grant funding allocations for specific purposes (and subject to criteria in relation to how the funding is used).

## 9.2

The council explores capital funding opportunities to support future schemes. For example, in October 2018, the council submitted a bid to the DfE for a 16 – 19 special free school to meet forecast demand (under the Wave 13 bidding round).

## 9.3

The council considers capital bids from the Education Service, and may allocate capital funding through its own capital programme to support the development of SEND provision.

## 9.4

Capital projects currently in progress are:

- Vocational provision at Harbour Vanguard (due for completion October 2018)
- Remodelling of Cliffdale Academy (due for completion January 2019)
- Remodelling of Redwood Park Academy (due for completion August 2019)
- Increased capacity for Year 1 SEND pupils at Cliffdale Academy (for September 2019).
- Increased capacity for Year R SEND pupils at the Willows Centre for Children (for September 2019)
- A special free school for pupils with autism (due for completion September 2021)

# Conclusions and Recommendations

## 10.1

There is a statutory duty to provide suitable education for pupils with an EHCP and for early years children entitled to 'free early education'.

## 10.2

The **Portsmouth SEND Strategy** focuses on an inclusive education with mainstream schools and early years settings being the first option considered for all but those with the most severe, complex and long term educational needs and the most profoundly disabled children.

## 10.3

The **Portsmouth SEND Strategic Review 2018** forecast a significant increase in demand and need in pupils with complex needs which need to be addressed within the next four years.

## 10.4

The forecasting methodology and process has been further refined and the updated approach will be used from 2019 onwards.

## 10.5

In order to create a strategic approach to addressing future increases in demand and needs, it is recommended that a Preparation, Brief & Concept Study is commissioned to provide a strategic approach to future plans for accommodating pupils with complex or complex plus needs. This would cover:

- Reviewing existing accommodation in terms of the capacity and suitability to meet the current and future need, under current design guidelines.
- Considering how to physically organise the SEND provision on a city-wide basis, taking into account best practice and stakeholder opinion and including provision in mainstream settings and inclusion centres.
- Identifying the need for additional accommodation or reconfiguration of existing accommodation. This would include considering:
  - accommodation for complex/complex plus pupils,
  - inclusion centres in mainstream schools,

- addressing pressure on early years settings, and
- transition to post-16 provision.
- Providing a strategic masterplan for SEND provision in Portsmouth.
- Undertaking an Options Appraisal for a range of specific options which could be undertaken to fulfil the strategic masterplan. This would consider a range of sites and proposals across the city, and test these in terms of design feasibility.
- Developing a matrix with opportunities and constraints of the different options and a series of outline floor and site plans for each site.

## 10.6

The Report from the Preparation, Brief & Concept Study could be completed by July 2019 and would provide a clear and evidence-based masterplan for SEND accommodation and inform bids for capital funding.

## 10.7

Capital funding will be needed for future projects.

## 10.8

Revenue funding implications of future projects will be carefully considered.

## 10.9

In the short term, other available solutions are:

- Urgent interim arrangements to deliver SEND accommodation prior to the Study being completed. Discussions are taking place with schools to identify what is required to meet pupil needs for September 2019 and provision would be subject to capital funding.
- Placing pupils in out of city provision which can meet their needs.

## 10.10

The focus is on ensuring that the SEND accommodation requirements are clearly articulated, and that a robust plan is in place to address these requirements, subject to the availability of capital funding.



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