
**Manchester City Council
Report for Resolution**

Report To: Overview and Scrutiny Special Educational Needs Subgroup –
14 September 2010

Subject: Update on the implementation of proposals relating to Ewing,
Grange and Lancasterian Schools and the development of
specialist resourced provision in mainstream schools.

Report of: The Director of Children's Services

Summary:

In January 2010, Executive agreed to proposals for the:

- future development of Grange School for pupils with autistic spectrum disorder (ASD);
- future development of Lancasterian School for pupils with physical disabilities and complex medical needs (PD);
- closure of Ewing School for pupils with speech, language and communication needs (SLCN) which currently includes pupils with autistic spectrum disorder (ASD) and pupils with specific language impairment (SLI)
- development of six specialist resourced mainstream primary schools for children with ASD and or SLI
- development of three specialist resourced mainstream high schools for pupils with ASD and or SLI.

This report provides CYPOS with details of the progress made towards the implementation of these proposals.

Recommendations: Members are asked to note the contents of this report.

Wards Affected: All

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- Report to CYPOS and Executive on Strategies for Change: Nov 2008
- Report to CYPOS on Proposals for provision for children and young people with Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD): March 2009
- Report for Resolution to CYPOS on Proposals for children and young people with physical disabilities and/or complex medical needs: March 2009
- Report to CYPOS 13 October 2009 and Executive 21 October 2009
- Report to CYPOS December 2009 and Executive December 2009 - The Future Development of Grange, Lancasterian and Ewing Schools – response to statutory notices
- Report to CYPOS December 2009 and Executive December 2009 Designation of specialist resourced mainstream schools
- Report to CYPOS and Executive January 2010 – Response to call back
- Report to CYPOS SEN sub group – July 2010

1. Introduction

- 1.1 This report details the progress that has been made towards the implementation of proposals to develop the continuum of provision for children and young people across the City with ASD and /or SLI and the continuum of provision for children and young people with physical disabilities and complex health needs.
- 1.2 The report outlines the activity which has taken place in relation to Ewing, Grange, Lancasterian Schools and the development of specialist resourced mainstream school since the last SEN subgroup meeting in July 2010.
- 1.3 The report includes an update on the progress made in the building work relating to the proposals.
- 1.4 The report outlines the evaluation process which has been planned to monitor the impact of the developments.
- 1.5 Attached to the report are the implementation plans with timescales which have been developed for Ewing School and shared with the school's governing bodies

2. The Building Programme

- 2.1 The BSF building programme to accommodate the SEN strategy has continued apace following confirmation by the coalition government that Manchester's programme is un-affected. In general, the new facilities will be fully complete by September 2012. For some of the primary school sites, these will be delivered via the Primary Capital Programme. The physical facilities provided to support the SEN strategy (and detailed in the table below) are complemented by the new facilities which are being delivered throughout the BSF and Academies programme and which are inclusive of special educational needs in mainstream settings.
- 2.2 The designs for the different schemes will be available to view immediately prior to the Committee meeting. They have been generated from discussions with the schools and with other key stakeholders working with the schools.
- 2.3 The following table summarises progress against the programme. Photographs illustrating progress will be available to view prior to the Committee meeting.

PROJECT	START ON SITE	TARGET COMPLETION
Schools		
Grange School, Gorton	Apr 2010	Dec 2011
Lancasterian	May 2010	Apr 2011
Resourced Provisions in Mainstream Schools: Speech, Language & Communication Needs (SLCN)		
Abraham Moss High School, Crumpsall	Apr 2010	Apr 2012
Newall Green High School, Baguley	Jun 2010	Jan 2011
St Peter's RC High School, Gorton	Apr 2010	Feb 2011
St Willibrords Primary School, Clayton	May 2010	Oct 2010
Webster Primary School, Hulme	May 2010	Oct 2010
St James' CE Primary School, Gorton	Jul 2010	Oct 2010
Barlow Hall Primary School, Chorlton	May 2010	Oct 2010
Rackhouse Primary School, Northern Moor	May 2010	Oct 2010
Pike Fold Primary School, Blackley	May 2011	May 2012
Resourced Provisions in Mainstream Schools: Physical Disability		
Abraham Moss High School, Crumpsall	Apr 2010	Apr 2012
Newall Green High School, Baguley	Jun 2010	Dec 2010
St Peter's RC High School, Gorton	Apr 2010	Feb 2011
Pike Fold Primary School, Blackley	May 2011	May 2012
Old Moat Primary School, Withington	Feb 2011	May 2012
Crossacres Primary School, Sharston	May 2011	Jun 2012

3 Developments since July 2010

- 3.1. An Educational Psychologist has been commissioned by the Local Authority for two terms to support the development of the specialist resourced provision by developing a training programme for staff, developing criteria for access to the provisions and to support with the evaluation of the provisions. An early draft of the training programme for schools has already been produced and a multi agency working group has been convened to further develop the programme. A further draft will be presented to the steering group for September 2010 and the programme will be ready to roll out to schools from January 2011. The programme will be delivered in schools using facilitators from a range of backgrounds including Speech and Language Therapy, CAMHS, Educational Psychology and parents/carers.
- 3.2 The governing body of Ewing School have been provided with a written update on implementation to date and they have also been provided with a copy of the draft training programme which will also be available to staff at Ewing School.
- 3.2. SENCOs from two of the High School which will have specialist resourced provision have visited Ewing School to meet the staff and pupils. The deputy headteacher from Ewing will also be working with the secondary SENCOs and staff from Grange in the Autumn term on the development of accredited courses for the young people who will be attending these schools. SENCOs and

headteachers from the primary schools will be visiting Ewing School in September. The headteacher is also planning to release staff from this term to enable them to visit Grange, Lancasterian and the mainstream schools.

- 3.3 The Ewing School Review and Pupil Placement Panel met in July and developed a timescale for the reassessments which had been requested. One reassessment has already begun.
- 3.4 Local Authority staff have continued to attend various staff meetings, governing body meetings and a parents evening in the designated mainstream schools.

4. Evaluation

- 4.1 An Educational Psychologist and a research assistant based at the University of Manchester have been commissioned for 25 days and 15 days respectively over the next two terms to work with the Local Authority in evaluating the impact of the specialist resourced mainstream schools. A detailed research proposal will be developed for September 2010 and presented to the steering group.
- 4.2 The evaluation will look at the impact of the specialist resources and the training programme across the whole school and will also look at the impact of the provision on the additional individual pupils who attend as part of the specialist provision.
- 4.3 The process of evaluation will involve the gathering of a number of baseline measures from each of the schools including; an audit of school data, staff skills audit, classroom observations and questionnaires for targeted classes. Follow up information will be gathered through interviews with pupils, parents and school based staff, further observations and questionnaires and the development of a sociogram for targeted classes. The tools to be used as part of the evaluation will be developed and piloted with schools in the Autumn term in preparation for use from January 2011.
- 4.4 Pre and post measures will be included to evaluate the effectiveness of the initial implementation phase during the first six months. The research proposal will also outline a model for the evaluation of the resourced provisions over a longer period of time.

5. Implementation Plans

- 5.1 Implementation plans have been developed for Ewing School and Grange School. These have been shared with the governing bodies of each school. These are attached for information to this report. An implementation plan has been developed for Lancasterian School but this has not yet been shared with the headteacher or governing body although many of the actions recorded within it have been completed or begun in collaboration with the school.