
**Manchester City Council
Report for Resolution**

Report to: Overview and Scrutiny Committee Special Educational Needs (SEN) Subgroup – 31 January 2012

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: 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 SEN sub group 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
- Report to CYPOS SEN sub group – September 2010
- Report to CYPOS SEN sub group – January 2011
- Report to CYPOS SEN sub group – July 2011

1.0 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 will outline the activity which has taken place in relation to Ewing, Grange, Lancasterian Schools and the development of specialist resourced mainstream schools since the last SEN subgroup meeting in July 2011.

1.3 The report will also provide members with an update on the rebuild of Ashgate Specialist Support School in Wythenshawe and the development of specialist resourced provision for children with Social, Emotional and Behaviour difficulties (SEBD) at Bowker Vale Primary School.

2.0 Background

2.1 The proposals which were approved by Executive in January 2010 include the following in relation to Grange School:

- the relocation of Grange School from Dickenson Road in Rusholme to new, purpose built premises on the former site of Cedar Mount High School on Mount Road/ Matthews Lane in Gorton, with effect from 1 September 2012 or such other date as the new premises are available for occupation;
- the relocation of Horizon provision (a satellite provision for secondary age high ability pupils with ASD managed by Grange) from the former Roundwood School premises in Wythenshawe to the new site in Gorton as soon as the new Grange premises can be occupied;
- the increase from 70 to 150 full time, day places with effect from 1 September 2012 or such other dates as the new premises are available for occupation.

2.2 The proposals which were approved by Executive in January 2010 include the following in relation to Lancasterian School:

- to reduce by September 2012, the number of full time, day places provided at Lancasterian, from 94 to 75 which will include 15 to 25 places for pupils with specific language impairment (SLI) whose needs cannot be met within a mainstream school or specialist resourced mainstream provision;
- to redesignate the school as a specialist support school for Physical Disabilities and Communication and Interaction;
- the age range of the school be changed from 2 to 16 years to 3 to 16 years;
- to designate 3 high schools as specialist resourced provision for pupils with physical disabilities and complex health needs

2.3 The proposals which were approved by Executive in January 2010 include the following in relation to Ewing School:

- to close Ewing School from 31 August 2012;
- to designate six mainstream primary schools as specialist resourced provision, with up to 7 additional places for pupils with ASD/SLI, creating up to 42 specialist pupil places across the City;
- to designate three mainstream secondary schools as specialist resourced provision, with up to 10 additional places for pupils with ASD/SLI, creating up to 30 specialist pupil places across the City.

3.0 Ewing School

3.1 Activity relating to children and families:

3.1.1 The majority of pupils have now transferred from Ewing School to either a specialist resourced mainstream school, a mainstream placement or Grange (see table 1). There are currently 23 pupils based at Ewing. Seventeen of these are year 11 pupils who will leave in July when their statutory schooling comes to an end. Of the four pupils in key stage 3, two will transfer to provision at Abraham Moss High School when it is completed and transition programmes have already begun, one pupil is due to transfer to Burnage High School within the coming weeks and two are to start transition programmes to Northridge specialist support school. There are three primary aged pupils one of whom will transfer to Pike Fold and is to begin a transition programme to the school this term. Although Pike Fold will not have resource provision facilities until it moves into its new building the school is able to meet this child's needs with the additional specialist staff. The remaining two pupils are one for whom a final decision has yet to be reached with the family and one who will await the outcome of tribunal decision in March regarding future placement as the family have requested independent provision.

Table 1 – placements of Ewing pupils from January 2012

Provision	Number of pupils
Horizon at Grange School	18
Grange School	3
Remaining with peer group for final year at Y11	13
Specialist resourced mainstream provision	18
Other mainstream provision	5
Specialist support school	2
Families requesting independent provision	2

3.1.2 Feedback from resourced provisions is that pupils who have transferred have settled well, with some pupils fully integrated into the mainstream part of the school

for the majority of the time. The Local Authority is in contact with all schools and is able to follow up on any issues with individual pupils as they arise.

31.3 Ewing pupils transferred to Grange School on the new site at the beginning of this term. All pupils had a transition review before they transferred and feedback from the headteacher of Grange is that the pupils have settled and are adjusting well to the rules and routines of their new school.

3.2 Activity relating to Ewing staff:

3.2.1 Ewing School has sufficient staff in place to cover the remaining pupils and their transition programmes until it closes in July 2012. The Local Authority has already agreed with the governing body that it will ensure the school has sufficient budget to cover staffing and closure costs.

3.2.2 There are currently six full time equivalent teachers including the Head and Deputy and five teaching assistants employed by the school. In addition there are two office staff, although one whilst retaining her job at Ewing is going to work alongside the City Council budget team. The Caretaker and three part-time cleaners are all still in post at the school. The headteacher is presently unable to predict how many staff will still be employed by the school at the point of closure as some staff are actively looking for new posts. In the meantime, the programme of support for staff continues. An officer from management support is available to discuss post closure opportunities for teaching and non teaching staff.

4.0 Specialist resourced mainstream schools

4.1 Seven of the nine resourced schools are now fully up and running although none are full yet. Funding has been provided for the remaining two schools, Abraham Moss High School and Pike Fold Primary School to recruit a specialist teacher a term before their provision will be completed so that transition programmes for Ewing pupils can begin.

4.2 These seven provisions have received funding for speech and language therapy and all have decided to buy this from Central Manchester Foundation Trust (CMFT). A recruitment programme has been underway and to date speech and language therapists have been appointed for all of the primary provisions. Recruitment is ongoing for the secondary provisions. In addition, a senior speech and language therapist jointly funded by CMFT and the Local Authority has been appointed to provide supervision and quality assure the speech and language therapy provision. This therapist will also provide city wide training, advice, support and provision during school holidays etc for children with ASD/SLI across the city.

4.3 The Local Authority has continued to coordinate a network meeting for staff from the resourced provisions to enable them to share practice and to discuss any concerns or issues arising within their provisions. These meetings will continue each term but we are looking at how they can develop to include Grange School and a wider range of professionals including speech and language therapy and Child and Adolescent Mental Health services (CAMHS) as part of the continuum of provision

4.4 Priority for places in the resourced provision schools has always been for pupils who will be affected by the closure of Ewing. The Local Authority has now established criteria for admission to the resourced provisions so that other pupils who may need this provision can be considered. Any placements for the provisions and Grange are now agreed through an ASD/SLI placement panel which was established in September 2011 and is chaired by the team leader for the statutory assessment team. The panel also includes a range of other professionals as well as representatives from the resourced provisions and special schools. The panel has met twice and to date seven new placements to the resourced provisions have been agreed through this mechanism.

5.0 Training and evaluation

5.1 The Local Authority has commissioned Dr Caroline Bond from the School of Education at Manchester University to write a training programme ostensibly for the nine resourced schools but also eventually to be used by other schools and services in the city. Dr Bond has worked closely with educational psychology and speech and language therapy to develop the programme. All of the resourced schools have now completed Level 1 of the training programme. This is two days of training for the whole school which includes awareness raising on the Disability Discrimination Act, a school audit and specific training on ASD/SLI delivered by a range of professionals and parents of children with ASD/SLI. Overall feedback on this training has been positive.

5.2 Two cohorts of staff from the primary resourced provisions have now completed Level 2 of the training programme which is a six day course on ASD/SLI with sessions delivered by a range of professionals including educational psychologists, occupational therapist, speech and language therapy, clinical psychology, psychiatry and staff from Manchester special schools as well as input from a parent of a child with ASD or SLI. The Local Authority is funding five staff from each primary resourced school and six staff from the secondary resourced schools to do the course. The course content is currently being reviewed using course evaluations which will assist in the planning and delivery for secondary school staff. The next cohort of training is planned for early in the summer term and will be for staff in the secondary resourced provisions.

5.3 The level 2 training programme is being managed and coordinated by Piper Hill School. This will enable longer term sustainability for this course and will ensure that once staff in resourced provision have been trained, the training programme can be made available to any other staff across the city and staff from other services.

5.4 Dr Bond has also been commissioned to evaluate the impact of the resourced provision. This process has already begun with staff from the primary and secondary resourced schools completing a questionnaire following the training programme. In the future, staff will be expected take part in interviews, focus groups and children will take part in pupil voice activities as part of the ongoing evaluation of this provision. This will ensure that specialist resourced provision in Manchester is raising pupil outcomes and life experiences as well as providing value for money.

6.0 Grange School

6.1 The new school building is completed and the school moved in to the new facilities at the beginning of December 2011, which is about 6 months ahead of schedule. The facilities are fantastic and have surpassed all expectations.

6.2 The priority has been to ensure the smooth transition of the existing 94 Grange pupils to the new site and the transfer in January 2012 of Ewing pupils to the school. The Local Authority is now in discussion with the headteacher of Grange School to look at use of the school's facilities by other schools and professionals during the school day and for short breaks out of school hours.

6.3 Children's Services is also working with Grange School and Adult Services to identify pupils who could use the residential provision and to develop a proposal which would link this provision to the residential provision being developed by Adult Services on Broome Lane for people with ASD. This would ensure a more effective and clear transition pathway for young people with ASD.

7.0 Lancasterian School

7.1 There is now a service level agreement in place with Lancasterian for the management of the sensory service and funding for this has been devolved to the school. This development will ensure that children and young people with a range of sensory needs continue to receive a high quality of service; that the Service is staffed and vacancies swiftly filled; that there is a planned programme in place to provide sufficient specialist staff in the medium and longer term and that the Service is able to respond flexibly to changes in the profile of children with a range of sensory needs etc. Lancasterian want to co-locate the staff from this service on to the school site and the Local Authority is working with the headteacher to explore a range of options which could facilitate this.

7.3 The outreach role of Lancasterian school has continued to develop and can now be accessed by all schools across the city who need advice on meeting the needs of disabled children or children with complex medical needs. Headteachers of the schools which were previously referred to as 'barrier free schools' are now making provision for their pupils under a new set of arrangements agreed with Lancasterian school. This may include an agreement where support staff continue to be employed by Lancasterian but are managed by the host school under the terms of an agreement with Lancasterian or where the school employ support staff directly and access specialist advice and guidance from Lancasterian.

8.0 Ashgate Primary School

8.1 Plans to colocate Ashgate specialist support primary school with Crossacres Primary School in Wythenshawe have now been signed off and building work started in January 2012. The school will be completed in November 2012 and will have facilities for 90 pupils including a hydro therapy pool, a specialist centre for pupils with profound and multiple learning difficulties, a sensory room and foundation stage facilities shared with Crossacres School.

9.0 Specialist Resourced Provision for children with SEBD at Bowker Vale Primary

9.1 This development was approved in June 2012 by Executive following a period of statutory consultation. The building work for this provision was due to start during the school summer holidays and be completed in October 2011. Unfortunately, there has been a significant delay with this building programme and work only began in September 2011. The revised date for completion is February 2012.

9.2 Specialist staff for this provision have been appointed by the school and are now in post. In addition, some children requiring this provision have been identified and in the interim provision is being made for three of them by the Primary Pupil Referral Unit (PRU). Staff from Bowker Vale have been working with these children so they have been able to develop a relationship and begin transition links to Bowker Vale. The school staff have accessed ongoing professional development while the new provision is being built. Some of the children have also accessed the 'Reading Recovery' programme at the PRU and this will continue to be delivered by the same teacher once they transfer to the new facilities at Bowker Vale.

10.0 Specialist Resourced Provision for children with a hearing impairment at Alma Park primary School

10.1 In December 2011, Executive agreed that the Local Authority could begin a formal consultation on a proposal to designate Alma Park Primary School as a specialist resourced provision for up to 14 pupils with a significant hearing impairment who require a sign language approach. The consultation process began on 18th January 2012 and there will be a report to CYPOS and Executive in March on the outcomes of this first stage of the consultation process.

11.0 Key actions for the short term

11.1 Some key actions for the Spring term 2012 include:

- monitoring Ewing pupils who have transferred to new provisions;
- developing and implementing Phase 2 of our ASD/SLI strategy which will include: opening the residential and short stay provision; implementing the short breaks offer at Grange; sustaining the training programme; transition to adult services and learning from the SEN pathfinder; developing a multi agency network across provisions; early years.
- continuing to work with Ewing headteacher and governors to ensure the school is ready to close in July 2012;
- continuing to work with Lancasterian regarding the relocation of the sensory service to the Lancasterian site and developing their outreach offer to all schools and settings;
- developing criteria for admission to specialist provision for pupils with a physical disability;
- supporting the transition of pupils to the resourced provision at Bowker Vale Primary School

- implementing the statutory consultation on the proposal to designate Alma Park Primary as a specialist resourced school for pupils with hearing impairment..

Appendices:

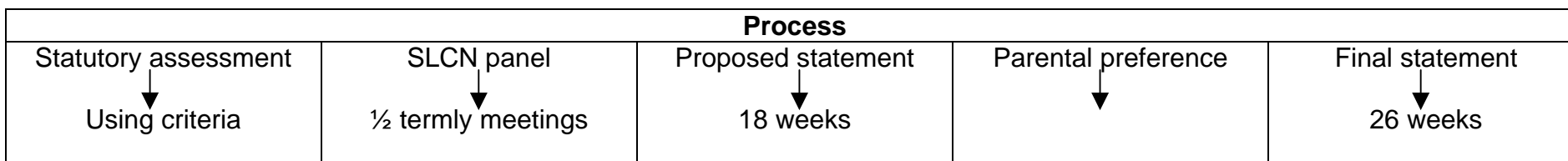
Appendix A – Timeline for pupils moving from Ewing School;

Appendix B – Process for allocating places for children and young people with ASD and SLI.

Appendix A

Process for the allocation of places for children and young people with ASD and SLI

<p>Criteria: This will be used as part of the statutory assessment process and will feed into the SEN panel and SLCN panel which will meet to make recommendations before the proposed statement is issued.</p>		
<p>Remit: All referrals will come to the SEN panel to make decisions using the criteria up to and including 'Mainstream with support'. The SEN panel will continue to make recommendations for the appropriate level of support. Decisions beyond this will come to the SLCN panel for places in resourced provision, ASD specialist school, specialist support school or SLI specialist school</p>		
Meetings	Chair	Representatives
1 per half term	Brian Seaborn	1 x Statutory Assessment Team 1 x Educational Psychology Service 1 x Speech and Language Therapy 2 x Specialist Support Schools – 1 primary, 1 secondary 1 x Grange School 1 x Lancasterian School 2 x resourced provision schools – 1 primary, 1 secondary



Appendix B - Timeline

The pupils have been put in the year groups they will be in if they move on the dates below

2011					
June Parrswood 1x Y7 1x Y8	Barlow Hall 1x Y3 1x Y4 1x Y5	St James 2x Y5	September St Willibrord's 1x Y3 1x Y4	St Peters 1x Y7 1x Y8 2x Y9 1x Y10	October Webster Rackhouse 1x Y6 (going to NGHS but mum wants Rackhouse first)

2012			
January Grange 1x Y3 1x Y5 3x Y6 6x Y7 3x Y8 4x Y9 13x Y10	Easter AMHS Fold 1x Y7 2x Y9	NGHS 1x 8	Pike 1x Y4 September Northridge 2x Y9

Dates to be agreed for start dates at Burnage and St Paul's depending on transition programmes