

CABINET

14 FEBRUARY 2012

Title: Establishment of an Additional Resourced Provision at Ripple Primary School	
Report of the Cabinet Member for Finance and Education	
Open Report	For Decision
Wards Affected: Gascoigne and Eastbury	Key Decision: Yes
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Accountable Divisional Director: Jane Hargreaves, Head of Quality & School Improvement	
Accountable Director: Helen Jenner, Corporate Director of Children's Services	
Summary: This report presents a proposal for Ripple Primary School to formally establish an Additional Resourced Provision (ARP) for pupils with statements of Special Educational Needs (SEN) who have been diagnosed with social, emotional and behavioural difficulties (SEBD). The provision is to be formally established from the start of the Autumn Term 2012. This proposal has been initiated for the following main reasons: <ol style="list-style-type: none">1. The building in which this provision was previously accommodated at Stamford Road is now being used by Monteagle Primary school, hence the need for the provision to be relocated.2. The lack of suitable, local specialist places for pupils of primary school age with SEBD.3. The expectation that there is provision for pupils with SEN to be taught in local mainstream settings where this is possible.4. The value for money provided by an ARP, as opposed for instance to costly out-of-borough placements. Further benefits include; <ol style="list-style-type: none">5. The provision of on-site specialists.6. Improved access to specialist staff	

Recommendation

The Cabinet is recommended to agree the formal establishment of an additional resourced provision at Ripple Primary School for children with statements of Special Educational Needs who have a diagnosis of social, emotional and behavioural disorders.

Reason

This proposal will assist the Council in providing specialist provision to children of primary school age who have complex needs related to SEBD. The law requires the Council to make provision for children's SEN appropriately. If no alternative site is made available for this SEN, the Council would not have the capacity to accommodate children with SEBD in any other educational setting. The alternative would be to purchase expensive out-of-borough places at high cost.

1. Introduction and Background

- 1.1 The expanding population in Barking and Dagenham and the growing numbers of children identified with learning difficulties and disabilities require an increase in specialist provision. In line with high levels of population growth and oversubscribed current provision, forecasts show a further circa 300 special school places will be needed by 2016 and this includes places for children with profound and multiple special educational needs. Addressing the need for additional provision is a key Council priority.
- 1.2 The growing school population in Barking and Dagenham has therefore placed considerable strains on schools. As a result of population growth, the Authority is struggling to place a number of children who have significant and challenging special educational learning needs.
- 1.3 Based on information available from the early years and health teams, it is clear that additional specialist mainstream provision will be required to enable children to access a mainstream place.
- 1.4 Special Needs
All children are different and learn in a range of different ways. Some children may need help to access the curriculum or have a disability that makes it difficult for them to fully participate in school, pre-school or nursery and if so may have a special educational need. These children are referred to as children with special needs.
- 1.5 Social, Emotional and Behaviour Difficulties (SEBD)
Children with a behaviour need may find it difficult to form relationships with peers and adults and as a result may require intensive specialist support and help in order to ensure they can reintegrate into their mainstream class.
- 1.6 Additional Resourced Provisions (ARP's)
Some children require specialist provision not normally available in a mainstream school. For these pupils the LA provides resources to a school to ensure that the

children placed in these provisions receive specialist teaching and intensive support.

- 1.7 There are approximately 70 SEBD pupils per year group who need additional support to succeed in a mainstream school. This group has a range of needs from the long term SEBD to those who are disaffected, emotional and vulnerable. The former BSF programme included a programme for enhanced Learning Support Units, and a specialist SEBD unit in each secondary school.
- 1.8 Provision for pupils with significant learning needs is currently made through one large special school, Trinity School, and also at Additional Resourced Provisions (ARPs) attached to schools. The need for an additional special school, to be provided as part of the new Barking Riverside School, has been agreed with the DCSF SEN Regional Adviser.
- 1.9 At the Cabinet Meeting on 18 October 2011 (Minute 51 refers), Members approved the programme for developing school places, subject to six monthly reviews and this programme included SEN places.
- 1.10 The central aim of the SEN Strategy is to promote achievement for all young people with SEN, within an inclusive/mainstream environment as far as possible. This means providing co-ordinated accessible multi-agency services, preferably on site, alongside high quality specialist teaching. For pupils with more complex needs it means co-located provision or for young people at Trinity School, strong links with mainstream schools in order to maximise access to a broad and balanced curriculum, appropriately targeted to their needs.

2. Proposal and Issues

- 2.1 It is proposed to formally establish the unit provision at Ripple Primary that transferred from The Acorns at Stamford Road in September this year and, as part of future developments, to establish further primary units to meet the needs of a range of children with complex SEN needs.
- 2.2 This is in line with the Council's Policy House in providing educational, academic and vocational opportunities where this is needed. The Council are constantly improving their schools which are growing to meet the demands for pupil places and where the Council is improving value for money across all services.
- 2.3 A draft SEN provision development plan has been completed and was circulated to the schools forum in the Summer Term 2011.
- 2.4 The LA currently has one specialist ARP unit for children with SEBD and this is based at Cambell Junior School. However, the provision at Cambell Junior School is focused on pupils preparing for KS2. The provision proposed at Ripple Primary School is to focus on pupils preparing for KS1 with SEBD.
- 2.5 This proposal meets with both the Education Strategy and the Inclusion strategy whereby the overarching role of all those with responsibility for Education in Barking and Dagenham is to improve the life chances and help drive, support and fulfil the ambitions of all the children who live and study here. Children and young people with special educational needs are a significant part of our borough's population of

vulnerable children and a multi-agency approach is required to ensure that appropriate educational arrangements and effective inclusive special educational needs systems and provisions are made for individual children. This requires a range of agencies and educational settings to own and acknowledge a shared understanding and joint response for meeting these childrens' needs.

- 2.6 There are currently no ARPs attached to mainstream secondary schools for SEBD. The former BSF programme was expected to address this deficit.
- 2.7 The Ripple ARP is staffed by three experienced specialist teachers and supported by three specially trained learning support assistants. Adaptations have been made to classrooms at the school, new furnishings have been purchased and the appropriate type of workstations to allow for a suitable working environment for both the staff and the pupils. The level of unit cost for the resource provided, detailed in Section 5, compares favourably with the cost of external provision which can be significantly more. This cost has been met from the capital budget.
- 2.8 The local authority will provide specialist training in order to develop the ARP as a centre of excellence.
- 2.9 The aim is to ensure that sufficient specialist education places are available to be able to provide for all of our children and young people within local Barking & Dagenham settings so that pupils living within the borough are able to access provision in the borough.
- 2.10 This provision was previously provided in a building located at Stamford Road known as The Acorns. This is now being used by Monteagle Primary School as an ARP for pupils with Asperger's Syndrome, hence the reason for relocating the provision.
- 2.11 This provision has now transferred over to Ripple Primary School (Westbury Site) and is in operation. This paper is therefore to agree its formal establishment at the school in order that this is recorded with the DfE.
- 2.12 Assistance is provided to children living more than one mile away from the ARP such as reimbursement of travel costs and a bus is provided at mid day to then transport the children to their schools.
- 2.13 The provision of the ARP addresses inclusion together with the needs of children with special educational needs. The proposed new ARP will allow the Local Authority to meet the needs of some young people who at present would have to be placed out-borough. The development of this unit also responds to parental pressure for local special schools and ARP places where currently demand exceeds local capacity.
- 2.14 The present proposal will enable the council to fulfil its statutory obligations to this group of children with SEBD. It will be a cost-effective alternative to potential out-of-borough placements.

3. Options Appraisal

- 3.1 Do Nothing – There are increasing numbers of young people who now have a diagnosis of Asperger's Syndrome but have no learning difficulties. This group are increasingly being sent to high cost non-maintained provisions at around £80K per place. Transport costs are significant for this group of children as they are usually unable to be transported with other groups of children, therefore requiring a separate means of transport. Therefore, this would mean children with social, emotional and behavioural disorders would need to go to out-of-borough placements at a significantly higher cost than this proposal.
- 3.2 Create additional places at Trinity School. This is not possible as the school is already at full capacity or would mean displacing current pupils at the schools.
- 3.3 Expand other ARP's at Jo Richardon and Sydney Russell Schools. Both units take children with ASD and learning needs and there are a significant number of children with this level of need who require this specialist provision.
- 3.4 Create an additional resourced provision at Ripple Primary School. This is seen to be the best option and has the support of the Headteacher who is keen to provide this SEN unit and also has the backing of the staff.

4. Consultation

- 4.1. Consultation regarding the ARP at Ripple Primary School has taken place and includes discussion at a Governing Body meeting held on 17 November 2010 and at the Schools Forum meeting held in the Summer Term 2011. Further, a letter was sent to parents, carers, guardians and pupils of Ripple Primary School on 17 October 2011.
- 4.2 From the discussions at the Governing Body meetings and the Schools Forum noted in 4.1 above, there was general agreement for this provision to be at Ripple Primary School.
- 4.3 A Notice was published in The News on 17 December 2011. The notice period ended after six weeks from the date of publication on 27 January 2012. The notice has been on display at both the main public library in Barking and on the School notice-board.
- 4.4 No representations have come forward from the published Notice.

5. Financial Implications

Implications verified by: Tracie Evans - Corporate Director of Finance & Resources

- 5.1 Funding has been agreed on the basis of an ARP funding grid. This grid allows funding for one service manager, two specialist teachers, three learning support assistants, as well as management responsibility allowances for the Senior Leadership Team at Ripple, plus additional funds for commissioned therapies, training and other resources. In all this equates to just under £24,000 per place at this ARP.

- 5.2 The start up and running costs for this ARP are being met from the DSG. The cost in 2011/12 to the DSG is £318,000 (£30,000 start up costs and £288,000 running costs). Annual running costs thereafter will be £288,000. Adaption costs of £100,000 were incurred and funded from capital resources.
- 5.3 The current average cost for meeting the need of a child who would be supported through an external education placement range between £30,000 to £40,000, with an additional £5,000 to £10,000 required for transport. The unit cost of the ARP provision is £24,000 which compares favourably with the cost of external provision.

6. Legal Implications

Implications verified by: Fiona Taylor – Legal Group Manager (Safeguarding)

- 6.1 This report recommends members agree to the establishment of an additionally resourced provision at Ripple Primary School. The legal power to do so is found under Section 19 of the Education and Inspections Act 2006. The School Organisation (Prescribed alterations to maintained schools) (England) Regulations 2007 set out the alterations that can be made by governing bodies and local authorities which includes the addition of provision reserved for pupils with special educational needs.
- 6.2 The Council has a duty to consider the provision of need required for children with special educational needs in its area and ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential

7. Other Implications

7.1 Risk Management

The Council needs to make provision as a statutory obligation for additional pupil places in the borough and these proposals mitigate the risk of failing to provide suitable numbers of places for pupils' learning. The number of children with SEBD has increased, partly owing to the growing pupil population; hence the need for additional special needs places. The consequences of not providing more places in-borough is the increased cost of sending growing numbers of SEN children to other placements outside of the borough and this leads to less overall control over their education and reduced control of the associated financial costs.

7.2 Customer Impact

See 'Safeguarding Children' below.

7.3 Safeguarding Children

Adoption of the recommendations would contribute strongly to the Council's objectives to improve the wellbeing of children in the borough, reduce inequalities and ensure children's facilities are provided in an integrated manner, having regard to guidance issued under the Children Act 2006 in relation to the provision of services to children, parents, prospective parents and young people.

The local authority has a very experienced team of specialist inclusion advisors who would continue to support the development of the ARP as a centre of excellence.

For children whose behaviour or levels of independence may be a concern, a risk assessment is undertaken. This will identify the specific interventions to be put in place and will be regularly evaluated.

7.4 Health Issues

Implications verified by: Dr Justin Varney – Consultant in Public Health Medicine

The 2011 Joint Strategic Needs Assessment has highlighted the growing school roll population in Barking and Dagenham and the 2011 school census identified 7,098 children and young people with special educational needs, 20.3% of the school population. Overall the proportion of children with special educational need is higher in Barking and Dagenham than the national picture although there has been a significant reduction between 2010 and 2011 which reflects the work with schools to ensure inclusive practice and appropriate use of special educational need processes and utilise the common assessment framework effectively to support children and young people at an earlier stage through Education Improvement Plans and School Action.

In Barking and Dagenham the most frequent needs are Speech, Language and Communication Needs (32.4%), Behavioural, Emotional and Social Disorders (20.1%) and Moderate Learning Disorders (18.5%). Support for these conditions requires substantial interaction with local services and there also needs to be consideration of how the wider family is engaged and supported to provide care and intervention in the home setting.

As the school roll increases then, even with the substantial work to support schools around children with additional needs, there is likely to be an increase in the number of children with statements of special educational need. Trinity is a high standard provision but has reached capacity and demand for places is likely to continue to increase over the short to medium term.

Children with statements of educational need require a multi-disciplinary approach which includes and engages the family and wider social network of services and support structures around the school. Placement out of borough limits the ability for a holistic and community engaged model of provision and support for these children and their families.

It is important to consider that this additional provision will require some adjustment to the commissioning of school nursing and allied health therapies to provide additional capacity and LBBDD will need to engage through the partnership structures to ensure this is reflected in NHS commissioning plans.

However from a public health perspective the option to establish an additional provision resource at Ripple Road is the preferred option as it provides additional capacity in the borough to deliver support and services to children with special education need closer to their home and social networks.

7.5 **Property / Asset Issues**

The provision is being made using classrooms at Ripple Primary School (Westbury site).

Background Papers Used in the Preparation of the Report:

Legislation which allows this – Education and Inspections Act 2006
DfE Guidance – “Making Changes to a Maintained Mainstream School (other than Expansion, Foundation, Discontinuance & Establishment Proposals”
Cabinet Report and Minute 51, 18 October 2011
Council Policy House
SEN Strategy
Children & Young People Plan
Every Disabled Child Matters Charter
Inclusion Strategy
Notice published 17 December 2011
Consultation Letter dated 17 October 2011

List of appendices: None