

**Review of Special School and Mainstream Unit
Provision**

Lincoln City

April 2011

As a part of the wider review of Special School and Mainstream Unit Provision (published October 2010) particular focus was given to the City of Lincoln as a vehicle for informing the detail of the review and the implementation of the subsequent recommendations. This was identified in the commissioning document:

“.... deliver a detailed delivery plan for the reconfiguration of provision for Lincoln City, being responsive to the time frame for the redevelopment of the Priory Witham and Priory City of Lincoln Academy sites.....and the Designated Specialist Units (DSU) as defined by the Academies Division”

To facilitate this aspect of the wider review of Special School and Mainstream Unit Provision the Lincoln City Project Board (LCPB) was established (see appendix 1), drawing on the expertise from the city's special schools, the academies, governors, parental support groups and local authority officers.

The LCPB has met on a regular basis throughout the review period and in addition further meetings have been held with headteachers and officers to address specific aspects of the proposals (see appendix 2). The progress being made by the LCPB informed the substantive review of special schools and has been regularly reported on to the wider Consultative Group, the Special School Funding Group and the Central Project Board.

The work of the LCPB has focused on seeking to address:

- The long term needs of Lincoln city with regard to specialist provision
- The reconfiguration of existing provision
- The incorporation of the two DSUs into the provision available in the city
- Evaluating the current and future Learners with Learning Difficulties and Disabilities (LLDD) requirements within the city
- Contributing to and being influenced by the substantive review of Special School and Mainstream Unit Provision

Designated Specialist Unit Provision

Through joint working a Specification of Provision (appendix 3) has been agreed to frame the working relationship between the primary aged DSU at The Priory Witham Academy (which is opening in September 2011) and the County Council. Briefly there is an expectation and agreement that The Priory Witham Academy and Lincoln city special schools will work in partnership to provide inclusion opportunities for primary aged pupils as part of an agreed funded remit for the academy in the first two years of opening (2011 -2013). This strategy will serve to build the confidence of the schools, the parents, and pupils for more inclusive schooling. Furthermore it will provide planned and structured opportunities for staff development, the sharing of resources/expertise and will facilitate the transfer of special school pupils to DSU provision (where appropriate) during the initial three years and in the future. The Specification of Provision will be used to inform a contract between The Priory Witham Academy and the County Council to enable the implementation of the DSU provision from April 2011.

For the purpose of statementing and funding, the DSU provision will be deemed specialist provision and will attract pupil place funding at the same rate as special schools catering for pupils with similar needs and as identified in the band descriptors developed by the Special School Funding Group (appendix 4).

It is anticipated that the Specification of Provision for the Priory Witham Academy will for the most part be replicated for the Priory City of Lincoln Academy which is due to be completed by September 2013 with the DSU receiving funding in line with the arrangements for the Priory Witham Academy from April 2014 and admitting its first pupils from September 2014.

This approach to meeting the special educational needs of statemented pupils in the city and neighbouring districts serves to reflect the following recommendations set out in the substantive Review of Special School and Mainstream Unit Provision:

- *Address the constraints that current descriptors (used to define the population of special schools) impose on admissions and so increase parental choice in the localities.*
- *Reduce the need for children and young people with special educational needs to travel outside of their district to access the specialist provision they require.*
- *Build the capacity, competence and confidence of mainstream educational settings to provide for greater numbers of children and young people with special educational needs.*
- *Co-locate special school provision onto mainstream school sites, when and as the opportunity arises, to enhance opportunities for inclusive practice.*
- *Ensure a clear understanding on the part of special schools, and mainstream unit and Designated Specialist Unit provision with regards the nature of the provision and the intended outcomes to be achieved.*
- *Secure a more collaborative approach to meeting the special educational needs of children and young people in the districts by encouraging greater partnership working between special schools, special schools and mainstream schools and special schools and the further education and training provider sector.*

The Reconfiguration of Specialist Provision

The city is currently served by five special schools, three of which are deemed “county resource” in that they cater for low incidence special educational needs and accept pupils from across the authority. Of these two cater for pupils with complex behavioural and social difficulties (primary provision and secondary provision). This category of need sits outside the recommendations of the review in terms of special schools developing their role; *“The area special school model excludes those pupils whose primary need is Behavioural, Emotional, Social Difficulties”.* (Review of Special School and Mainstream Unit Provision). The focus for reconfiguration has therefore been directed to:

St Francis Special School – physical difficulties and medical difficulties

St Christopher’s Special School – moderate learning difficulties, autism and assessment

Queen’s Park Special School – severe learning difficulties and profound and multiple learning difficulties

The development of the primary DSU provision at The Priory Witham Academy will provide opportunities for inclusive placements for some pupils who are currently attending one of the three special schools, or who would in the future have been identified by the local authority as requiring such a special school placement if the DSU provision were not available. In the medium term the 50 primary aged places at The Priory Witham Academy and the 50 secondary aged places at The Priory City of

Lincoln Academy will be additional provision for the authority. However it is anticipated that the DSU provision will over time reduce demand for places in the existing special schools in the city and elsewhere and will be a factor in enabling the schools identified above to be reconfigured to reduce the number of schools through the development of two “area special schools” catering for a wider range of provision on two or more sites. Similarly the expectation is that post 16 provision for young people with more complex needs will be addressed through a consortium approach developed by the special schools, mainstream schools, the further education sector, training providers and private providers.

The headteachers of the three special schools have worked in partnership with the local authority to secure a delivery plan to secure the future of specialist provision in the city, being delivered from two sites for the 3 – 16 population and through a post 16 offer operating by a number of providers on a range of sites including St Francis School and the potential to use part of the Queen’s Park site. The full proposal (and meeting notes) are available in the appendix (appendix 5), briefly it will involve:

- The need for capital investment by the LA on the St Francis and St Christopher’s site to provide for up to 30 children and young people (CYP) on each site.
- St Christopher’s School to extend its brief to include CYP with more severe learning difficulties, including autism.
- St Francis School to extend its brief to include CYP with more profound and multiple learning difficulties and associated medical needs and offering post 16 provision for young people with more complex needs as part of a consortium of provision in partnership with other providers.
- Part of the Queen’s Park site being retained to enhance the post 16 offer to CYP in the city for whom the FE sector, training sector and private providers cannot successfully accommodate. The post 16 accommodation on the Queen’s Park site will be part of St Christopher’s School.
- A shift in the profile of the two schools (St Christopher’s and St Francis) with the more able and ambulant CYP being accommodated in the two DSUs in the future.

This approach to meeting the special educational needs of statemented pupils in the city and neighbouring districts through a reconfiguration of existing provision, serves to reflect the following recommendations set out in the substantive Review of Special School and Mainstream Unit Provision:

- *Ensure that each district has the necessary specialist provision to cater for the significant majority of the current and future special school population in the area.*
- *Extend the introduction of the area special school model into each of the districts. This will enable a wider range of need to be met in each locality, with these needs being addressed in either new build/modified premises or through special schools working in partnership or through federation. Area special schools will have the remit to promote collaboration, inclusion and partnership working with mainstream schools through a programme of high quality outreach support and staff development opportunities. This will be further enhanced through locally based partnership working with health and other providers to ensure referral and access to specialist services is readily available.*
- *Address the constraints that current descriptors (used to define the population of special schools) impose on admissions and so increase parental choice in the localities.*

- *Reduce the need for children and young people with special educational needs to travel outside of their district to access the specialist provision they require.*
- *Extend the use of mainstream unit provision to meet a wider range of special educational needs in the seven districts, to create more inclusive opportunities and a reduced need for travel.*
- *Build capacity, confidence and competence in special schools to provide for more complex needs.*
- *Effectively respond to the needs of Learners with Learning Difficulties and Disabilities 16 -19 and to reduce the need for residential placements with Independent Specialist Providers.*
- *Address the limitations as a result of the small size of some special schools and/or the suitability of their buildings and through remodelling or reconfiguration successfully meet current and future demand.*
- *Secure a more collaborative approach to meeting the special educational needs of children and young people in the districts by encouraging greater partnership working between special schools, special schools and mainstream schools and special schools and the further education and training provider sector.*

For the needs of the city to be fully met and to ensure sufficiency of places in the future, will require some further reconfiguration of provision elsewhere in the authority (ideally in North Kesteven). Such a strategy will enable the significant majority of children and young people to have their needs met in their localities rather than travel to Lincoln or elsewhere for a special school placement, which is currently the case.

Delivery Plan

“.... deliver a detailed delivery plan for the reconfiguration of provision for Lincoln City, being responsive to the time frame for the redevelopment of the Priory Witham and Priory City of Lincoln Academy sites.....and the Designated Specialist Units (DSU) as defined by the Academies Division”

This will require:

1. Implementation of the Priory Witham Academy “Specification of Provision” from April 2011.
2. Implementation of the Priory City of Lincoln Academy “Specification of Provision” from April 2014.
3. Capital investment on St Francis and St Christopher’s sites to create additional accommodation for approximately 30 places respectively – opening September 2012-13.
4. Consultation with parents from the three special schools over proposed changes during the 2011/12 financial year.
5. Detailed proposals agreed with parents for the transfer of primary aged pupils from Queen’s Park School to St Francis and St Christopher’s Schools from September 2012.
6. 5/12th pump priming funding for St Francis and St Christopher’s schools to employ staff for the summer term 2012 and purchase resources.
7. Notification of closure for Queen’s Park School to be served in accordance with the regulations – proposed closure date by August 2013 (subject to capital works on other sites).
8. Retention of the present “Post 16” Queen’s Park site for use as a post 16 centre for LLDD from Lincoln city schools and neighbouring special schools currently accommodating Lincoln city CYP. Or the modification of the main school building for the same purpose and the disposal of the post 16 site (potential

- PRU). St Francis School will continue to make provision for young people at 16 as part of this consortium approach to post 16 provision for LLDD in the city.
9. Back fill funding for Queen's Park School to enable the headteacher to take a lead on this project (identified number of days) on behalf of the local authority.
 10. Limited back fill funding to St Christopher's and St Francis schools to enable the respective headteachers to contribute to the development and delivery of the project through partnership working.
 11. Limited "pump prime" revenue funding to support staff development in St Francis and St Christopher's schools to develop confidence and expertise in working with a wider range of need.

Paul Snook

April 2011.

**DESIGNATED SPECIALIST UNITS –
SPECIFICATION OF PROVISION**

THE PRIORY WITHAM ACADEMY

DESIGNATED SPECIALIST UNIT – SPECIFICATION OF PROVISION

OPENING SEPTEMBER 2011

Type of provision

This designated provision is for primary aged statemented pupils (3-11) who are ambulant and or independent (wheelchairs/walking aides) ranging from ability commensurate with mainstream peers to those achieving at the P levels in the primary phase. The provision will operate on an inclusive model in so far as is possible with opportunities for more discrete access to the curriculum in response to identified needs. The Designated Specialist Unit (DSU) may accommodate a small number of pre school assessment places within the overall purchased places.

Range of Need

The descriptors set out below serve to define the present and proposed population of local authority special schools and DSUs catering for pupils with more moderate learning needs but requiring a statement for specialist provision.

Band 3

- Learning difficulties requiring a modified curriculum.
- Pupils within the primary phase who are working towards level 1 in the national curriculum in the core, with an expectation of continued progression through the levels in the secondary phase (levels 1 – 3 but accepting that some pupils may achieve at higher levels in some subject areas).
- Behaviour difficulties and or challenging behaviour that is not regular (that is not daily or several times per week).
- Physical difficulties or a lack of co-ordination, but not resulting in dependency for movement.
- Delay in personal care development but not a continuing dependency.
- A significant sensory impairment (not profound).
- Delayed language development (not profound).
- Difficulty in social interaction and in using and or understanding normal communication methods.

It is acknowledged that this is a comprehensive and wide ranging set of descriptors, there is no expectation that a pupil will display all the difficulties described. The allocation of a child to a band descriptor will be determined on the “best fit” derived from the multi disciplinary assessment, the statement and where appropriate the annual review.

Pupils whose “primary” need is defined as Behavioural, Emotional and Social Difficulties (BESD) will not be considered for a place in the DSU.

Area served

The provision primarily addresses the needs of pupils in the Lincoln city and North Kesteven districts. It will however be accessible to those pupils whose parents express a preference for integrated inclusive provision if it is judged by the Local Authority to be in the best interests of the child.

Admission Arrangements

- All pupils will have a statement of special educational needs (with the exception of those accessing pre school assessment placement) and the Local Authority will have identified the pupil as requiring placement at The Priory Witham Academy - DSU.
- The Local Authority will determine admission to the provision (including dual placements), considering parental preference and following consultation with the governing body and Headteacher and ensuring that the provisions of the 1996 Education Act are adhered to.
- Given the inclusive nature of the provision being offered through the DSU, the Local Authority will have regard for the ages of pupils referred for admission to ensure there is a reasonable balance across key stages. To this end the expectation is that there will be no more than 8 DSU registered pupils in any year group. However where a pupil from a special school is attending the DSU as part of a phased programme of inclusion, or attends full time but remains on the roll of a special school pending transfer to The Priory Witham Academy, such pupils will not be included in this figure (see Addendum to Specification of Provision – Inclusion).
- Placements are made throughout the year, although it is anticipated that most admissions will take place at the beginning of a term, with the majority being at the beginning of the academic year.
- A member of The Priory Witham Academy staff will attend reviews of pupils prior to transfer and or admission.
- The Priory Witham Academy staff will liaise with current schools to enable a smooth transition.

Number of places

Provision is available for 50 pupils between the ages of 3 and 11. The authority has agreed the number of places purchased in year 1 (2011/12) as being 20, with 50% of these places identified for inclusion opportunities in partnership with special schools. In year 2 (2012/13) the number of places purchased by the authority will be 30, with 50% of these places identified for inclusion opportunities in partnership with special schools. From 2013/14 the Local Authority will continue to purchase a minimum number of places annually (30) to ensure a base level of funding for staff and resources. Places purchased above this number, to a maximum of 50 in total, will continue to be funded at Band 3 in accordance with the special school funding formula.

Staffing

The DSU will be suitably staffed to include teachers, support staff and if applicable nursery nurses. Staff will be suitably qualified and experienced to meet the needs of the pupils identified through the descriptors set out above. The level of staffing will be appropriate to meet the needs of the pupils. It is recognised that during the phased development of the DSU (two years) that the level and nature of staffing will be

proportionate to the number of pupils admitted (Local Authority guidance to special schools assumes a ratio of 6 -1 for Band 3).

Training and induction is given to all staff working in the primary school to enable them to successfully contribute to the education and well being of the DSU population.

Academic Achievement

The DSU aims to work closely with therapists and other professionals to ensure integrated education plans are in place for the pupils.

Aspirational targets are set based on prior attainment, achievement and progress. Baseline targets are established for all pupils and for those operating significantly below National Curriculum levels, P scales are used so that progress can be measured using small steps.

The achievement of primary aged DSU pupils will be reported to the authority through the annual review process, through Individual Education Plans and as a part of any statutory return at the end of Key Stage 2 for pupils as either a National Curriculum Level or as a P scale. The statutory reporting requirement may be subject to change in response to national reporting arrangements in place for academies both now and in the future.

Specialist Resources

In addition to the facilities generally available to pupils accessing the primary curriculum, additional space will be available in the principle teaching areas to enable smaller group teaching to take place and where appropriate and or necessary for more discrete provision to be accessed by individuals or small groups of pupils. All areas of the primary provision will be accessible to pupils accessing the DSU. Storage will be made available to enable additional equipment and or resources required by pupils to access the environment and or the curriculum; this will be readily accessible within designated teaching areas.

Professional support

The DSU provision accesses support from Physiotherapists, Occupational Therapists, Education Welfare Officers, Educational Psychologists, Speech and Language Therapists and School Improvement Adviser (Special Educational Needs and Disabilities). Regular liaison will take place in line with the individual needs of pupils and in response to the needs of the DSU.

Academy Organisation

The DSU is a specialist provision seen as a fully integral part of The Priory Witham Academy.

Pupils will be taught within their year groups in so far as it enables them to access the curriculum at a level commensurate with their ability and understanding. For some pupils attending the DSU, specific arrangements will be made for them to be taught outside of their year group and or in mix age groups for all or part of the curriculum.

The Academy will confirm with stakeholders the arrangements for the management of the DSU provision and the systems, structures and processes that will support the individual needs of DSU pupils.

The Priory Witham Academy is committed to offering carefully structured access, with appropriate support, to the mainstream curriculum and to make provision for more discrete learning opportunities in response to individual pupil needs as identified in the statement and the Individual Education Plan.

Assessment Review and Monitoring

For the pupils:

In addition to school and National assessments each pupil has a statutory review of their statement of special educational needs. This offers a formal setting for the discussion and review of the progress and provision of the Statement of Special Educational Need.

Individual Education Plans will be reviewed at least twice a year. Individual Support Plans to be reviewed on a needs basis and parents are invited to contribute to this.

Reporting to parents of pupils attending the DSU will be in line with the whole school reporting and parents meeting schedule.

A full range of targets are used from P scales through to National Curriculum Levels, suitably broken down into smaller steps to ensure progression can be accurately measured (for example – PIVATS or B Squared).

For the DSU:

The DSU is inspected as part of the whole school Ofsted Inspection.

The School Improvement Service will in partnership with the Academy, undertake a review in the second year (2012/13) of the DSU provision to identify good practice and identify any areas for further development.

Transport Arrangements

Transport may be provided for pupils in accordance with Lincolnshire County Council Transport Policy. Given the age of the pupils attending the DSU independent travel is not envisaged.

Transfer

See admission arrangements

The Academy recognises that the needs of individual pupils will vary and will seek to accommodate these within a framework that includes:

- Opportunities for pupils and parents to visit the school and meet with those staff with a responsibility for the DSU.
- Structured entry plan providing a phased admission and or dual registration if admission is planned over a longer time period.

- At the Yr 5 and Yr 6 annual reviews planning will take place to address individual pupil needs at post 11.
- There will be no automatic transfer to the secondary DSU based at The Priory City of Lincoln Academy at aged 11.
- The opportunity to access the secondary curriculum in The Priory Witham Academy will be considered for those pupils where it is judged necessary and or desirable.

A review of the DSU "Specification of Provision" will be undertaken on a three yearly cycle. The first review date will be in the spring term 2014.

3rd April 2011

THE PRIORY CITY OF LINCOLN ACADEMY

DESIGNATED SPECIALIST UNIT - SPECIFICATION OF PROVISION

OPENING SEPTEMBER 2014

Type of provision

This designated provision is for secondary aged statemented pupils (11 - 16) who are ambulant and or independent (wheelchairs/walking aides) ranging from ability commensurate with mainstream peers to those achieving at levels 1 to 3 of the National Curriculum. The provision will operate on an inclusive model in so far as is possible with opportunities for more discrete access to the curriculum in response to identified needs.

Range of Need

The descriptors set out below serve to define the present and proposed population of local authority special schools and Designated Specialist Units (DSUs) catering for pupils with more moderate learning needs but requiring a statement for specialist provision.

Band 3

- Learning difficulties requiring a modified curriculum.
- Pupils within the primary phase who are working towards level 1 in the national curriculum in the core, with an expectation of continued progression through the levels in the secondary phase (levels 1 – 3 but accepting that some pupils may achieve at higher levels in some subject areas).
- Behaviour difficulties and or challenging behaviour that is not regular (that is not daily or several times per week).
- Physical difficulties or a lack of co-ordination, but not resulting in dependency for movement.
- Delay in personal care development but not a continuing dependency.
- A significant sensory impairment (not profound).
- Delayed language development (not profound).
- Difficulty in social interaction and in using and or understanding normal communication methods.

It is acknowledged that this is a comprehensive and wide ranging set of descriptors, there is no expectation that a pupil will display all the difficulties described. The allocation of a child to a band descriptor will be determined on the “best fit” derived from the multi disciplinary assessment, the statement and where appropriate the annual review.

Pupils whose “primary” need is defined as Behavioural, Emotional and Social Difficulties (BESD) will not be considered for a place in the DSU.

Area served

The provision primarily addresses the needs of pupils in the Lincoln city and North Kesteven districts. It will however be accessible to those pupils whose parents express

a preference for integrated inclusive provision if it is judged by the Local Authority to be in the best interests of the child.

Admission Arrangements

- All pupils will have a statement of special educational needs and the Local Authority will have identified the pupil as requiring placement at The Priory City of Lincoln Academy - DSU.
- The Local Authority will determine admission to the provision (including dual placements), considering parental preference and following consultation with the governing body and Headteacher and ensuring that the provisions of the 1996 Education Act are adhered to.
- Given the inclusive nature of the provision being offered through the DSU, the Local Authority will have regard for the ages of pupils referred for admission to ensure there is a reasonable balance across key stages. To this end the expectation is that there will be no more than 8 DSU registered pupils in any year group. However where a pupil from a special school is attending the DSU as part of a phased programme of inclusion, or attends full time but remains on the roll of a special school pending transfer to The Priory City of Lincoln Academy, such pupils will not be included in this figure (see Addendum to Specification of Provision – Inclusion).
- Placements are made throughout the year, although it is anticipated that most admissions will take place at the beginning of a term, with the majority being at the beginning of the academic year.
- A member of The Priory City of Lincoln Academy staff will attend reviews of pupils prior to transfer and or admission.
- The Priory City of Lincoln Academy staff will liaise with current schools to enable a smooth transition.

Number of places

Provision is available for 50 pupils between the ages of 11 and 16. The Local Authority has agreed the number of places purchased in year 1 (2014/15) as being 20, with 50% of these places identified for inclusion opportunities in partnership with special schools. In year 2 (2015/16) the number of places purchased by the authority will be 30, with 50% of these places identified for inclusion opportunities in partnership with special schools. From 2016/17 the Local Authority will continue to purchase a minimum number of places annually (30) to ensure a base level of funding for staff and resources. Places purchased above this number, to a maximum of 50 in total, will continue to be funded at Band 3 in accordance with the special school funding formula.

Staffing

The DSU will be suitably staffed to include teachers and staff will be suitably qualified and experienced to meet the needs of the pupils identified through the descriptors set out above. The level of staffing will be appropriate to meet the needs of the pupils. It is recognised that during the phased development of the DSU (two years) that the level and nature of staffing will be proportionate to the number of pupils admitted (Local Authority guidance to special schools assumes a ratio of 6 -1 for Band 3).

Training and induction is given to all staff working in the primary school to enable them to successfully contribute to the education and well being of the DSU population.

Academic Achievement

The DSU aims to work closely with therapists and other professionals to ensure integrated education plans are in place for the pupils.

Aspirational targets are set based on prior attainment, achievement and progress. Baseline targets are established for all pupils and for those operating significantly below National Curriculum levels in some areas of the curriculum, P scales are used so that progress can be measured using small steps.

The achievement of secondary aged DSU pupils will be reported to the authority through the annual review process, through Individual Education Plans and as a part of any statutory return at the end of Key Stage. The statutory reporting requirement may be subject to change in response to national reporting arrangements in place for academies both now and in the future.

Specialist Resources

In addition to the facilities generally available to pupils accessing the secondary curriculum, additional space may be available in the principal teaching areas to enable smaller group teaching to take place and where appropriate and or necessary for more discrete provision to be accessed by individuals or small groups of pupils. All areas of the secondary provision will be accessible to pupils accessing the DSU. Storage will be made available to enable additional equipment and or resources required by pupils to access the environment and or the curriculum; this will be readily accessible within designated teaching areas.

Professional support

The DSU provision accesses support from Physiotherapists, Occupational Therapists, Education Welfare Officers, Educational Psychologists, Speech and Language Therapists and School Improvement Adviser (Special Educational Needs and Disabilities). Regular liaison will take place in line with the individual needs of pupils and in response to the needs of the DSU.

Academy Organisation

The DSU is a specialist provision seen as a fully integral part of The Priory City of Lincoln Academy.

Pupils will be taught within their year groups in so far as it enables them to access the curriculum at a level commensurate with their ability and understanding. For some pupils attending the DSU, specific arrangements may be made for them to be taught outside of their year group if this is deemed in the best interests of the individual.

The Academy will confirm with stakeholders the arrangements for the management of the DSU provision and the systems, structures and processes that will support the individual needs of DSU pupils.

The Priory City of Lincoln Academy is committed to offering carefully structured access, with appropriate support, to the mainstream curriculum and to make provision for more discrete learning opportunities in response to individual pupil needs as identified in the statement and the Individual Education Plan.

Assessment Review and Monitoring

For the pupils:

In addition to school and National assessments each pupil has a statutory review of their Statement of Special Educational Needs. This offers a formal setting for the discussion and review of the progress and provision of the Statement of Special Educational Need.

Individual Education Plans will be reviewed at least twice a year. Individual Support Plans to be reviewed on a needs basis and parents are invited to contribute to this.

Reporting to parents of pupils attending the DSU will be in line with the whole school reporting and parents meeting schedule.

A full range of targets are used mapped against the curriculum on offer, suitably broken down into smaller steps to ensure progression can be accurately measured (for example – PIVATS or B Squared).

For the DSU:

The DSU is inspected as part of the whole school Ofsted Inspection.

The School Improvement Service will in partnership with the Academy, undertake a review in the second year (2015/16) of the DSU provision to identify good practice and identify any areas for further development.

Transport Arrangements

Transport may be provided for pupils in accordance with Lincolnshire County Council Transport Policy. Given the age of the pupils attending The Priory City of Lincoln Academy independent travel may be appropriate as part of an agreed programme of personal development.

Transfer

See admission arrangements

The Academy recognises that the needs of individual pupils will vary and will seek to accommodate these within a framework that includes:

- Opportunities for pupils and parents to visit the school and meet with those staff with a responsibility for the DSU.
- Structured entry plan providing a phased admission and or dual registration if admission is planned over a longer time period.
- At the Yr 9 annual review planning will take place to address individual pupil needs at Post 16.

A review of the DSU "Specification of Provision" will be undertaken on a three yearly cycle. The first review date will be in the spring term 2017.

3rd April 2011