



County Offices
Newland
Lincoln
LN1 1YL

11 October 2018

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 19 October 2018 at 10.00 am in Committee Room One, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely

A handwritten signature in black ink that reads 'Keith Ireland'.

Keith Ireland
Chief Executive

Membership of the Children and Young People Scrutiny Committee
(11 Members of the Council and 4 Added Members)

Councillors R L Foulkes (Chairman), R J Kendrick (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, C Matthews, A P Maughan, S R Parkin, M A Whittington, L Wootten and R Wootten

Added Members

Church Representatives: Mr S C Rudman and Reverend P A Johnson

Parent Governor Representatives: Mrs P J Barnett and 1 Parent Governor Vacancy

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 19 OCTOBER 2018**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interests	
3	Minutes of the meeting of the Children and Young People Scrutiny Committee held on 7 September 2018	5 - 10
4	Announcements by the Chairman, Executive Councillor for Adult Care, Health and Children's Services and the Executive Director of Children's Services	Verbal Report
5	Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities <i>(To receive a report from Eileen McMorrow, Senior Project Officer, SEND Review, which invites the Scrutiny Committee to consider a report on Building Communities of Specialist Provision Strategy for Children and Young People with Special Educational Needs and Disabilities, which is due to be considered by the Executive on 6 November 2018)</i>	11 - 178
6	Lincolnshire Learning Partnership (LLP) <i>(To receive a report from Susan Williams, Children's Service Manager, Education Strategy, which provides the Committee with an update on the Lincolnshire Learning Partnership)</i>	179 - 182
7	Children and Young People Scrutiny Committee Work Programme <i>(To receive a report from Daniel Steel, Scrutiny Officer, which provides the Committee with an opportunity to consider and comment on its work programme for the coming months)</i>	183 - 188

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Please note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

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www.lincolnshire.gov.uk/committeerecords



**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE
7 SEPTEMBER 2018**

PRESENT: COUNCILLOR R L FOULKES (CHAIRMAN)

Councillors R J Kendrick (Vice-Chairman), M D Boles, Mrs W Bowkett, M T Fido, C Matthews, A P Maughan, S R Parkin, L Wootten and R Wootten.

Added Members

Church Representatives: Reverend P A Johnson and Mr S C Rudman.

Councillors: Mrs P A Bradwell OBE (Executive Councillor for Adult Care, Health and Children's Services) and D Brailsford (Executive Support Councillor for Adult Care, Health and Children's Services) were also in attendance.

Officers in attendance:-

Debbie Barnes OBE (Executive Director, Children's Services), Simon Evans (Health Scrutiny Officer), Cheryl Hall (Democratic Services Officer), Mary Meredith (Head of Children's Service Manager, Inclusion) and Heather Sandy (Chief Officer for Education).

23 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillor M A Whittington and Added Member Mrs P J Barnett.

24 DECLARATIONS OF MEMBERS' INTERESTS

Mr S C Rudman wished it be noted that with regard to *Agenda Item 5 – Outcomes from the Pupil Exclusions Working Group*, he had previously taught at St Peter and St Paul, which was mentioned in the report, for a period of 20 years and also had previously been in the position of school governor for 10 years.

Councillor S R Parkin wished it be noted that regard to *Agenda Item 5 – Outcomes from the Pupil Exclusions Working Group*, her children currently attend Louth Academy, which was mentioned in the report.

**25 MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE HELD ON 20 JULY 2018****RESOLVED**

That the minutes of the meeting of the Children and Young People Scrutiny Committee held on 20 July 2018 be approved.

**26 ANNOUNCEMENTS BY THE CHAIRMAN, EXECUTIVE COUNCILLOR
FOR ADULT CARE, HEALTH AND CHILDREN'S SERVICES AND THE
EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES**

The Executive Councillor for Adult Care, Health and Children's Services was pleased to report that young people in Lincolnshire had performed well in their GCSE and A Level examinations. The Committee commended the hard work of the young people and schools in achieving such high results, particularly the good results under the new GCSE system.

27 OUTCOMES FROM THE PUPIL EXCLUSIONS WORKING GROUP

A report by Mary Meredith (Children's Services Manager – Inclusion) was considered, which presented the Pupil Exclusions Working Group's recommendations.

The Committee was reminded that the Inclusive Lincolnshire Strategy had been reviewed by the Pupil Exclusions Working Group, which had been established at the Committee's meeting on 9 March 2018. The Working Group had consisted of Councillors A P Maughan (Chairman); M D Boles; R J Kendrick; S R Parkin; and R Wooten and had met three times between May to July 2018.

The Executive Director of Children's Services, along with the Children's Services Manager – Inclusion and the Chief Officer for Education presented the report to the Committee.

The Chairman of the Working Group took the opportunity to the Councillors and officers who were involved. The Chairman also advised that the Working Group's recommendations were detailed on pages 16 and 17 of the Committee's report.

Members were provided with an opportunity to ask questions, where the following points were noted: -

- The Committee was advised that in Lincolnshire, the rate of permanent exclusion of Looked after Children was at zero. Page 23 of the report included a graph which detailed Lincolnshire's exclusion rate for Looked after Children compared to its statistical neighbours. A Councillor commented that if zero exclusions could be avoided with this vulnerable cohort, then this could be rolled out across other areas;
- It was advised that when schools had embraced the Inclusive Lincolnshire Strategy within schools, the rate of permanent exclusions had reduced. In

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
7 SEPTEMBER 2018

schools, where the rate of permanent exclusion was high, the schools were in very challenging circumstances. However engagement in the Inclusive Lincolnshire Strategy was improving;

- Further to this above, it was queried whether it would be appropriate for the local member of each school to engage with the head teacher to try and encourage engagement with the Strategy. The Committee and supporting officers did not support this suggestion, as it could undermine the work of the County Council on the relationship with those academies. Instead, Councillors were encouraged to liaise with the Children's Services Manager – Inclusion should they have any specific concerns regarding a school;
- The importance of stability in education at key stage 4 was highlighted and supported by the Committee;
- The Committee commended the report and the work of the working group;
- The Committee was advised that there was a *Caring to Learn* project, which was aimed at improving learning for Looked after Children. Foster Carers were advised of the project, as part of the Foster Carer Induction and encouraged to express an interest in being an education champion;
- Concerns were raised over the amount of pressure that teachers were under as part of their role. Furthermore, it was advised that outside of London, Lincolnshire had the highest rate of teachers leaving the role. Work was being undertaken to address this issue and as part of this, the County Council was engaging with the Bishop Grosseteste University;
- It was clarified that the exclusions of pupils from the SEND cohort, as outlined in the report, were excluded from mainstream schooling and not special schools;
- With regards to recommendation 1 – *That Councillors are provided with data on school exclusions in their division through regular reporting to Scrutiny*, it was stressed that the anonymity of pupils should be protected. The way in which this data could be presented would have to be considered further by officers to ensure anonymity.

RESOLVED

- (1) That the five recommendations of the Pupil Exclusions Working Group, as detailed on pages 17 and 18 of the report, be supported.
- (2) That officers be requested to consider how the anonymity of pupils would be protected with regards to recommendation 1 – *That Councillors are provided with data on school exclusions in their division through regular reporting to Scrutiny*.

28 LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP - UPDATE

Consideration was given to a report by Katrina Cope (Senior Democratic Services Officer), which enabled the Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters.

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
7 SEPTEMBER 2018**

Councillor S R Parkin (Chairman of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group) presented the update to the Committee. It was advised that the last meeting of the Sub-Group was held on 9 July 2018 and the draft minutes were attached at Appendix A to the report.

The Chairman of the Sub-Group advised that at the meeting on 9 July 2018, the Sub-Group had considered items relating to its terms of reference and options for the future working of the Sub-Group. It was stressed that the Sub-Group did not duplicate the work of the two Safeguarding Boards and it was the Sub-Group's role to scrutinise the work of both Boards.

The membership of the Sub-Group was discussed, and it was highlighted that the vacancy for a foster carer representative had recently been filled. It was also advised that having sought legal advice, the vacancy for the parent governor representative would need to be filled by one of the two parent governor representatives on the County Council, although one of these positions was currently vacant.

RESOLVED

That the draft minutes of the meeting of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group held on 9 July 2018, be endorsed.

29 PERFORMANCE - QUARTER 1 2018/19

Consideration was given to a report by Sally Savage (Chief Commissioning Officer), which provided key performance information for Quarter 1 2018/19 that was relevant to the work of the Children and Young People Scrutiny Committee.

Debbie Barnes OBE (Executive Director of Children's Services) presented the report to the Committee and in doing so, highlighted that all of the eight measures had achieved their targets for Quarter 1, details of which could be found at Appendix A to the report.

It was advised that the overall compliments received in Q1 had increased by approximately 24% with 42 compliments having been received, compared to 34 last quarter. The customer satisfaction information was detailed at Appendix B to the report.

A summary of the most recent mainstream Ofsted Inspections by school type was detailed at Appendix C to the report. The Committee received an update on those schools that were currently judged to be Inadequate and/or under and Interim Executive Board, page 71 refers. Representatives of the County Council had met with the Diocese regarding the issues surrounding the church schools. It was suggested that an update be provided at a future meeting.

The Committee was advised that Appendix D to the report contained exempt information and if the Committee wished to discuss details pertaining to Appendix D, a vote would need to be taken to move into exempt session.

At this point in the meeting, it was moved, second and:

RESOLVED

That in accordance with Section 100(A) of the Local Government Act 1972, the public and press be excluded from the meeting for consideration of Appendix D to the report on the grounds that if they were present there could be a disclosure of exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended.

The Chairman invited members of the Committee to ask questions in relation to Appendix D of the report and officers responded to questions raised.

At this point in the meeting, it was moved, second and:

RESOLVED

That the remaining of the meeting be considered in open session.

The Committee was provided with an opportunity to ask questions, where the following points were noted: -

- *Juvenile first time offenders* – It was clarified that the number of young people entering the criminal justice for the first time was mostly controlled by external influences, such as Police policies, meaning that it was the decision of the Police whether to caution / charge the young person or take them through the restorative system. It was suggested that this wording be made clearer for future reports;
- *Juvenile re-offending* – It was advised that this measure did not include restorative solutions, as this only included those young people who had committed a proven offence. It was also advised that this was a national indicator and something that the County Council was required to report upon;
- It was advised that crime data by postal code area could be viewed at www.police.uk .
- A concern was raised regarding the limited secondary school provision along the east coast, in particular how East Lindsey District Council's housing plans could increase the pressure on those schools, and whether this would be a suitable topic for a future scrutiny review. It was advised that an item on *Pupil Place Planning Process* was due to be considered by the Committee on 19 October 2018 and it was suggested that this be considered under this item;
- *Average time taken to move a child from care to an adoptive family* – it was confirmed and the Committee was assured that the improved performance with this measure did not impact on the quality of the placement. The best interest of the child was of paramount importance;
- *Ombudsman Complaints - delay of 18 months for an Occupational Health assessment* – it was advised that the complaint was deemed to be premature to be processed via the Ombudsman, as the County Council complaints procedure had been bypassed by the complainant;

- *Looked after Children* – it was advised that a lower rate of children looked after by the Local Authority indicated a better performance. In response to a question, any proposed increases in funding for this area would have to form part of the Executive's budget setting process.

RESOLVED

That the performance report for Quarter 1 2018/19 and the comments of the Committee be noted.

30 CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE WORK PROGRAMME

Consideration was given to a report by Simon Evans (Health Scrutiny Officer), which enabled the Committee to consider and comment on the content of its work programme for the coming months.

The Committee commended the hard work of the pupils, and including schools, in achieving their GCSE and A Level results.

It was suggested that the items on *Sector Led School – Improvement Model – Progress Report* and *Lincolnshire Learning Partnership Strategic Plan and Impact Evaluation* scheduled for 19 October 2018 be merged into a single item.

RESOLVED

That the Children and Young People Scrutiny Committee Work Programme be approved, subject to inclusion of any amendments made at the meeting.

The meeting closed at 12.06 pm.

Policy and Scrutiny

**Open Report on behalf of Debbie Barnes OBE,
Executive Director of Children's Services**

Report to:	Children and Young People Scrutiny Committee
Date:	19 October 2018
Subject:	Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the Building Communities of Specialist Provision Strategy for Children and Young People with Special Educational Needs and Disabilities which is due to be considered by the Executive on 06 November 2018. The views of the Scrutiny Committee will be reported to the Executive as part of the consideration of this item.

Actions Required:

The Children and Young People Scrutiny Committee is invited to

- (1) consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive.
- (2) agree any additional comments to be passed to the Executive in relation to this item.

1. Background

The Executive is due to consider a report on the Building Communities of Specialist Provision Strategy for Children and Young People with Special Educational Needs and Disabilities on 06 November 2018. The full report to the Executive is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive. The Committee's views will be reported to the Executive.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

See report to the Executive attached at Appendix 1.

b) Risks and Impact Analysis

See report to the Executive attached at Appendix 1.

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	(I015623) Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities

5. Background Papers

This report was written by Eileen McMorrow, who can be contacted on 01522 552632 or eileen.mcmorrow@lincolnshire.gov.uk.

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

**Open Report on behalf of Debbie Barnes OBE,
Executive Director of Children's Services**

Report to:	Executive
Date:	06 November 2018
Subject:	Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities
Decision Reference:	I015623
Key decision?	Yes

Summary:

The purpose of this report is to present the Building Communities of Specialist Provision Strategy to the Executive for consideration and approval. The report will outline the proposed vision for Special Educational Needs and Disability (SEND) provision to be implemented over the next 5 years, subject to approval. It includes details of the prescribed alterations for the special schools and the strategies identified to address the existing challenges of sufficiency and suitability in the current system. The strategy can be viewed in Appendix A and should be considered alongside this report.

The Executive is being asked to consider the outcome of both the statutory and non-statutory public consultations in respect of both the strategy itself and the proposed changes to the LA maintained schools affected by it. The Executive should be aware that the proposed changes to the Academies cited in the strategy have already been approved by the Regional Schools Commissioner, so there are no additional decision-making processes required for the approval of the strategy beyond the one from this report.

Recommendation(s):

That the Executive:

- 1) Consider the outcome of the informal public consultation and the Council's response to it as set out in the report section 6 and Appendix B and C;
- 2) Consider the outcome of the formal representation period for the Council's maintained special schools cited in the strategy as outlined in the report, section 6;
- 3) Approve the Building Communities of Specialist Provision Strategy attached in Appendix A;
- 4) Approve the alterations to Council maintained special schools set out in the table in the section of the report headed "Maintained School Alterations" to take effect on or from the Implementation date specified in the said table.

Alternatives Considered:

That the Executive does not agree to adopt the Building Communities of Specialist Provision Strategy or the prescribed alterations to the 3 LA maintained schools that underpin it.

If the Executive Council does not approve either the strategy or the associated alterations to the 3 LA maintained schools then the existing pressure on the special school system will remain. The demand on special school places will continue to increase as the number of pupil's with a greater complexity of need are identified as requiring specialist education. School designations will remain with pupils travelling excessive distances to access a school designed to meet their needs. Lincolnshire's special schools will continue to educate pupils with SEND in buildings with a lack of space for their existing pupils. Pupils with very specific needs will continue to require an education in specialist Out of County placements.

That the Executive Council agrees the strategy but not the associated alterations to the 3 LA maintained schools.

The Building Communities of Specialist Provision Strategy can only be successfully implemented if all school alterations are approved. The model requires all schools to be able to meet All Needs and for pupils with SEND to be educated in their local communities. The Academies cited in the strategy have given their full commitment to the strategic vision and have been granted approval to make the required alterations from the Regional Schools Commissioner. If the Executive were to approve the strategy but not the related school changes, the strategy could not be implemented as there would be 3 special schools in Lincolnshire which would not be able to meet the need of all pupils with SEND in their local communities.

Reasons for Recommendation:

Approval for the Building Communities of Specialist Provision Strategy is sought to make significant improvements to SEND provision, so pupils can access an integrated school system which meets All Needs, in the right place, at the right time as close to home as possible. This shared vision will ensure that Lincolnshire has a long-term strategy for pupils with SEND, ensuring sufficient special school places, reducing travel time and enabling pupils who have previously been educated in specialist Out of County Provision, the opportunity to be educated in their own communities. It will enhance sector collaboration, encouraging mainstream and special schools to work closer together by sharing expertise and best practice, to the benefit of all pupils with SEND. It will also enable special school pupils to have their health and therapeutic needs met primarily in a school setting and offer them improved opportunities to access mainstream provision and social events.

In deciding whether approve the final strategy and schools alterations within, the Executive should give particular note to the following issues:

- 1 The fact that the alterations to academies cited in the strategy continue to be fully supported by the Academy Trusts and have all received approval from the Regional Schools Commissioner. There is therefore no impediment from the academy to the co-ordination of the necessary changes across all schools needed to give effect to the strategy.
- 2 The responses to the consultation, both statutory and non-statutory, on the strategy itself. This report provides a summary of the consultation outcome in section 6, with the full report in Appendix B.
- 3 That no representations have been made with regards to the proposed alterations to the 3 LA maintained schools within the statutory representation period.
- 4 That there is no reason as to why the strategy and the school changes within cannot be approved as all parties are united in their drive to implement this vision and all statutory process have been approved, bar this final decision.

Adopting the strategy and approving the prescribed alterations to the 3 LA maintained special schools will provide reassurance to the Regional Schools Commissioner and Academy Trusts that the LA is equally committed to the shared vision for SEND provision.

1. Background

Previous Decision-Making

The proposed Building Communities of Specialist Provision Strategy was presented to Children and Young People's Scrutiny Committee on 1st December 2017 and Executive on 5th December 2017 for approval to engage in public consultation. After extensive discussion, approval was granted to engage in public consultation on both the strategy and the proposed individual school changes cited within.

Consultation on both the strategy and the proposed school changes within was held from 9th January 2018 to 14th March 2018 and provided fair and ample opportunity for interested parties to make representations. The outcome of this informal consultation period can be viewed in Appendix B. The Council's response is in Appendix C.

Once the informal consultation period had been completed and all contributions collated, the outcome was shared with the academies cited in the strategy to inform the required decision making processes as outlined in DfE Guidance "Making significant changes to an existing academy" March 2016. In response to the outcome of their individual school consultations, all academies submitted business cases to change designation (and expand and amalgamate, where

appropriate) and these were approved by the Regional Schools Commissioner in July 2018.

In July 2018, The Executive Councillor was asked to consider the outcome of the informal consultation period and grant approval to engage in statutory consultation for the 3 LA maintained schools, in accordance with DfE Guidance "Making prescribed alterations to maintained schools" April 2016.

Approval was granted for the statutory representation period to be undertaken in respect of the following schools:

St Francis Special School, Lincoln	30 th August 2018 – 27 th September 2018
St Christopher's School, Lincoln	30 th August 2018 – 27 th September 2018
The Willoughby School, Bourne	31 st August 2018 – 28 th September 2018

The statutory representation period has now ended; there have been no representations made. Approval for the final strategy is now being sought.

The Strategy

In March 2017, the Department for Education announced the High Needs Strategic Review, instructing all LA's to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of pupils with SEND. The review required LA's to work in close collaboration with special schools and parent and carer groups to co-produce a strategic plan which delivers sustainable, good quality provision to meet current and future needs.

Locally, Education Leaders recognised significant challenges within the existing provision and all agreed that the status quo could not remain. Increased demand on a limited number of school places, excessively long journeys for a significant number of pupils, the potentially detrimental impact of some Out of County placements on families and the need for significant improvements to some Special school buildings have all led to sector leaders identifying the need for change.

A shared response was required to these significant challenges and collaboration of School Leaders and the Parent/Carer Forum was identified as the foundation for developing an effective solution. With a commitment to developing a sustainable, inclusive and localised special education system, Special School Leaders, Lincolnshire Parent Carer Forum (LPCF) and the LA co-produced the Building Communities of Specialist Provision Strategy and have formed a collaboration to oversee the strategy's implementation, known as the Lincolnshire SEND Alliance (LSA).

The strategy will make significant changes to the existing special education provision, creating an integrated and sustainable school system where pupils can attend their nearest special school, confident that their education and health needs can be fully met.

In order to achieve this ambition, the strategy would implement a locality-based, sector-wide approach to special education which would enable all special schools to meet the wide range of needs of pupils in their local community. As existing special schools are designed to meet specific designations of need, each school would be

required to change its designation to enable them to meet All Needs. In addition, the strategy will increase the special school estate by over 500 places to address the growing demand, through significant capital investment to support expansion, where there is an identified need. The allocated capital investment would be utilised to improve premises and facilities, enabling each school to offer places to pupils from within their local communities with All Needs. The strategy also proposes establishing special school satellite provision within mainstream schools where pupils on the special school roll could be individually supported to access the mainstream curriculum and social opportunities.

In addition to the proposed alterations to the existing special schools, the strategy proposes to submit bids to the DfE for new free schools. The priority and first bid will be situated in Lincoln City, to meet the increasing demand for special school places in this area. This increased capacity would also help to address the significant over-crowding at Lincoln St Christopher's School and allow the proposed building work to be completed on this site with minimum impact of current pupils. The LA's application for a new free special school will be submitted by 15th October 2018 and the outcome announced in early 2019. Subject to further opportunities to bid for an additional free school and subject to the criteria for free school being met; the strategy proposes to develop a new special school in North Kesteven to ensure that all localities across the county have access to sufficient special school places.

The strategy requires all special schools to make significant changes to the type of need catered and expansion where need has been identified and these are outlined in detail below.

School Changes

Academy Alterations

All Academies within the strategy have considered the outcome of their individual consultations and have confirmed their formal commitment to the changes required for their schools. Academies have had their requests for change to type of need, expansion and amalgamation approved by the Regional Schools Commissioner, following discussion at the Head Teacher Board on 21st June 2018.

The following changes to Academies have been approved:

St Lawrence School, Horncastle	
Significant Change	Change to need catered for: from MLD/SLD to All Needs. Increase in capacity from 80 to 150.
Implementation Date	Sept 2021
St Bernard's School, Louth	
Significant Change	Change to need catered for: from SLD/PMLD to All Needs. Increase in capacity from 88 to 100.
Implementation Date	Sept 2022

The Eresby School, Spilsby	
Significant Change	Change to need catered for: from SLD/PMLD to All Needs. Increase in capacity from 64 to 84.
Implementation Date	Sept 2020

The Sandon School and Ambergate Sports College, Grantham	
Significant Change	Amalgamation to one school across 2 sites. Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school. Increase in capacity from 152 to 229.
Implementation Date	Sept 2021

The Priory School and The Garth School, Spalding	
Significant Change	Amalgamation to one school across 2 sites. Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school. Increase in capacity from 128 to 177.
Implementation Date	Sept 2022

The John Fielding School, Boston	
Significant Change	Change to need catered for: from SLD/PMLD to All Needs. Relocation Increase in capacity from 56 to 140.
Implementation Date	Sept 2021

Gosberton House Academy, Gosberton	
Significant Change	Change to need catered for: from ASD/SLCN to All Needs.
Implementation Date	Sept 2023

Warren Wood and The Aegir School (Mayflower Specialist Academy) already meet All Needs across both schools so no business case has been submitted as there are no significant changes to either.

Formal approval for these significant changes has now been confirmed by the Regional Schools Commissioner and these changes can proceed, on or before the implementation dates.

Maintained School Alterations

On 27th July 2018, the Executive Councillor for Adult Care, Health and Children's Services gave approval to move to formal representation period for the 3 LA maintained schools.

In accordance with the process set out in DfE statutory guidance "Making prescribed alterations to maintained schools", Statutory Notices were published, on the first day of the representation periods in the local press, posted on the

school gates and displayed in public areas in the schools. In addition, there was the opportunity for further consultation, this was publicised on the LA website, with a number of mechanisms for contribution provided.

There have been no representations made in relation to the proposed alterations to the 3 LA maintained schools during this period.

In light of this, approval is sought for the following alterations to the LA maintained schools cited in the strategy:

St Francis School, Lincoln	
Prescribed Alterations	Change to need catered for: from PD/PMLD to All Needs. Increase in number of places from 128 to 173.
Implementation Date	Sept 2021

St Christopher's School, Lincoln	
Prescribed Alterations	Change to need catered for: from MLD/SLD/ASD to All Needs.
Implementation Date	Sept 2023

Willoughby School, Bourne	
Prescribed Alterations	Change to need catered for: from SLD/PMLD to All Needs. Increase in number of places from 80 to 148.
Implementation Date	Sept 2020

Factors to be considered by Decision Makers

The following factors must be given due consideration in accordance with DfE Guidance for decision-makers; "Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals" April 2016.

The Consultation and Representation Period

Executive must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states "*a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". The LA conducted a nine week period of pre-consultation from January – March with fair and ample opportunity for interested parties to make representations. Details of this consultation period can be found in Section 6 and Appendix B and the LA's response in Appendix C.

A Statutory Notice and Complete Proposal initiating a four week Representation Period, were published in accordance with current statutory requirements.

The representation period for the 3 LA maintained schools were:

St Francis Special School, Lincoln 30th August 2018 – 27th September 2018

St Christopher's School, Lincoln 30th August 2018 – 27th September 2018

The Willoughby School, Bourne 31st August 2018 – 28th September 2018

Responses submitted during both statutory and non-statutory consultations have been made available to the Executive for consideration when taking the final decision, in Section 6 of this report and in Appendix B. There have been no representations made during the formal representation period for the 3 LA maintained schools.

Education standards and diversity of provision

Executive should consider the quality and diversity of schools in the area and be satisfied that the proposal will meet the aspirations of parents, contribute to raising local standards of provision and lead to a closing of attainment gaps. The Government's aim is to create a more diverse school system offering excellence and choice so that every child receives an excellent education whatever their background and wherever they live.

The LA believes that this proposal provides the best option to improve standards of attainment with an enhanced quality of education whilst maintaining diversity. The purpose of the capital investment programme is to ensure all special schools have the facilities and resources to meet the needs of all pupils with SEND in their local community. This strategy will create a more diverse special school system which offers excellence and inclusiveness regardless of where pupils live.

Demand

Executive must consider the evidence presented for any projected increase in pupil population (e.g. planned housing developments and increasing birth rates) and any anticipated new provision (e.g. a new free school).

SEND placement planning projections indicate the number of places required in special schools to meet future demand will increase by over 6% by 2023, based upon an adaption of the current formulae used to predict mainstream school places. This predicted increase is supported by the average rise in commissioned places since 2015 of approximately 2% annually. Demand on special school places is increasing year on year and there is a clear need to expand the sector to adequately meet need and ensure sufficiency for future pupils.

The strategy will increase special school places across the whole estate by over 500 places to meet the need for increased demand.

Equal Opportunity

The LA must have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposed expansion.

There are no sex, race or disability discrimination issues arising from this proposal. Details of how the strategy will enhance the experience of children and young people with SEND can be viewed in the Equality Impact Assessment (Appendix D).

Community cohesion

The impact on the community must be considered and schools have a key part to play in providing opportunities for young people from different backgrounds to learn from and respect each other and gain an understanding of other cultures, faiths and communities. The decision-maker must take account of the community served by the school and the views of different sections of the community.

The strategic vision for SEND is to build communities of place for children and young people with SEND, around their local schools. Pupils attending their local special school will benefit from less travel and more social time with their families and in their local communities, engaging with their school friends.

The proposals for enhanced mainstream inclusion through satellite provision will enable pupils with SEND to be educated in their local mainstream school alongside their peers and experience greater social opportunities. Areas where the proposed satellite provision already exists have reported improved levels of understanding and tolerance regarding SEND amongst mainstream pupils. If approved, this strategy will have a positive impact around community cohesion, enabling children and young people with SEND to add value to their local communities.

Travel and accessibility

Executive should be satisfied that accessibility planning has been properly taken into account and that proposed changes do not adversely impact on disadvantaged groups. Proposals should not unreasonably extend journey times or increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. The proposal should be considered on the basis of how it will support and contribute to the Council's duty to promote the use of sustainable travel and transport to school.

If this proposal goes ahead it should reduce the likelihood of local children having to travel to schools outside of their local community and therefore assist the Council to meet this duty. The County Council home-to-school transport policy will continue to apply with entitlement to transport based on need but as more pupils will be attending their local Special School, journey times will be significantly reduced.

School premises and playing fields

All schools are required to provide suitable outdoor space to both enable physical education for pupils in accordance with the curriculum and also for pupils to play outside safely. DfE guidelines suggest areas for pitches and games courts but these are non-statutory.

All building schedules within the strategy have been compiled within the requirements of Building Bulletin 104 and in discussion with Head Teachers. Suitable outdoor space has been considered in proposed school developments for all special schools including the 3 LA maintained settings.

Special Educational Needs (SEN) Provision and SEN Improvement Test

If approved the strategy and school changes that flow from it will have a positive impact on SEND provision for pupils of both in both mainstream and special school and their families. Implementation of the strategy will lead to significantly increased capacity in special schools, reduced travel time for pupils, enhanced opportunities for mainstream inclusion and pupils who would previously been educated in Out of County provision will be able to access their education locally. The strategy document (Appendix A) sets out the benefits of the proposed integrated special schools system in detail.

Funding and Finance

The Executive should be satisfied that any land, premises or capital required to implement the proposals will be available and that all relevant parties have given their agreement. Where the expansion is reliant on the DfE for funding it cannot be assumed that approval of the proposal will trigger the release of capital funds unless previously confirmed in writing.

The DfE allocated £0.284m to Lincolnshire to conduct a High Needs review and develop its strategic plan for SEND provision. This plan has been published on the Lincolnshire Family Services Directory and will be updated annually every March. The publication of the proposed plan has secured a DfE allocation of £2.852m for capital investment to increase SEND sufficiency over the next 3 years. The DfE has identified SEND sufficiency as a Government priority and it is reassuring that capital investment is being made in this area.

Implementing the capital programme of works to ensure all special schools have the facilities and premises to meet all needs including a new school at Boston, with appropriate inflationary increases in line with a 5 year delivery plan, is projected to cost circa £50m. If capital expenditure were to exceed projected costs, the LA would ensure contingency plans are in place to address any overspend. In a project of this magnitude there is ample opportunity to address building schedules to minimise any potential overspend and to seek additional funding opportunities.

Funding Allocations

Amount	Source
£25.1m	Maintenance Grant
£3.2m	Basic Need Grant
£0.84m	Internal Capital
£2.852m	DfE SEND Capital
£2.525m	Condition Improvement Fund (CIF)
£16.12m *	Future Basic Need Grant (* indicative)
£50.637m	

Capital funding of £34.517m has been earmarked. The future basic need allocation is indicative at this stage, as allocations are only provided for the next 3 years. The amount determined is based on the LA capital return for 2021/22 and 2022/23 and final funding allocations will be subject to confirmation from central government.

The Council is firmly committed to implementing this strategy to improve the lives of pupils with SEND and their families whilst recognising there is a financial risk due to future basic need being indicative. The risk is understood, and the funding requirements have been identified through the LA capital return submission and are substantiated through the strategy to increase the special school estate by over 500 places.

Community Inclusive Trust have already contributed over £2.5m through a successful CIF bid, and all other Academy Trusts have committed to ensuring all future CIF bids are consistent with the vision outlined in the strategy. There are currently 3 CIF bids being developed in line with the wider strategy for submission in the next round of applications.

Government treasury are expected to release further SEND capital opportunities over the coming year either through direct allocations or bidding rounds, which Lincolnshire will be wishing to explore.

The LA will also be submitting an initial application to the DfE for the first and priority new free special school by 15th October 2018, as part of this strategy. Applicants will be informed by early 2019 if they have been successful and sponsors invited to tender for the free school in Spring 2019. The LA believes its application will be well-received by the DfE and the approval of this strategy will give further support to Lincolnshire's position.

Additional funding to support the implementation of the SEND vision has been identified from the Dedicated Schools Grant. These one-off brought forward monies will be utilised to develop the revenue elements of the strategy including implementation of the workforce development framework, and supporting schools with planned growth in places.

2. Legal Issues:

Equality Act 2010

Under section 149 of the Equality Act 2010, the Council must, in the exercise of its functions, have due regard to the need to:

- * Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- * Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- * Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; and sexual orientation

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- * Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

* Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

* Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding

Compliance with the duties in section 149 may involve treating some persons more favourably than others

The duty cannot be delegated and must be discharged by the decision-maker. To discharge the statutory duty the decision-maker must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process

The primary equality consideration for the strategy is the protected characteristic of people with disabilities, as it proposes to significantly alter the educational experience of pupils with SEND. In producing the strategy, the needs of pupils with SEND and their families have been central to its development with the primary aim of reducing the negative impact of excessive travel time to school which their mainstream peers do not experience. In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum have been involved in its coproduction and were actively involved through the consultation period. The LPCF have also represented the views of parent/carers of children and young people with SEND as a member of the Lincolnshire SEND Alliance and at all work streams focused on the implementation of this strategy.

The strategy proposes to reshape the special school system to remove designations from the entry criteria, enabling pupils to attend their local school which will meet all type of need and disability. By investing in school infrastructure they have the ability to better meet all need, pupils will be able to attend school locally, meaning they no longer have to travel significantly long journeys and reduce the negative effects of daily long-distance travel.

By removing the barriers of designation from special schools, the strategy will also seek to reduce separation in schools and offer pupils with SEND more opportunity for integration and inclusion.

The proposed mechanisms within the strategy which will address the need for greater collaboration between mainstream and special school i.e. special school satellites, will offer greater inclusion and enable pupils with SEND to access more mainstream opportunities. These may include access to the mainstream curriculum, social activities and extended day; affording pupils with SEND the equal opportunities and experiences of their mainstream peers. This strategy also

encourages pupils with SEND to foster good relationships with their mainstream peers by providing greater opportunity to associate.

Age and disability has been considered as protected characteristics with regards to pupils with SEND and their experience of transition. By removing the need to transition between schools at key points in their education, the strategy recognises that pupils with SEND have different needs than their mainstream peers when it comes to transition.

All other protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the strategy.

The Equality Impact Assessment for this strategy can be viewed in Appendix D.

Joint Strategic Needs Analysis (JSNA) and the Joint Health and Wellbeing Strategy (JHWS)

The Council must have regard to the Joint Strategic Needs Assessment (JSNA) and the Joint Health & Well Being Strategy (JHWS) in coming to a decision

Lincolnshire's Joint Strategic Needs Assessment for children and young people aged 0 – 25 with SEND, illustrates a growing trend in number and complexity of need both nationally and locally.

As of 2017, there were 105,806 pupils on roll in Lincolnshire's maintained and academy schools; of these 15.9% were in receipt of some form of provision for their Special Educational Needs. This is higher than the England average of 14.4%.

In Lincolnshire in January 2018 the position was:

- 4,560 children and young people (0-25) with a Statement or EHC Plan. This is a 16% increase from January 2017 and a 38% increase overall since the implementation of the SEND reforms in September 2014 when there were 3,300 Statements of SEN.
- 1,751 young people were placed in a maintained or academy special school. This is a 3.4% increase from January.
- 86 young people were in Non-maintained Independent special schools. Of these, 50 were in residential settings with 17 young people in a 52 week placement.
- 42 children and young people were in Independent mainstream schools.
- 660 young people were in general Further Education or Sixth Form college; an increase of 21.5% from 2017.
- 154 young people were in Specialist Post 16 settings; of these 53 were in Independent Specialist provision with 2 young people in 52 week residential placements.
- 30 young people were undertaking Traineeships, Supported Internships or Apprenticeships which is one less than there was in January 2016.
- 18 young people were Electively Home Educated.

Lincolnshire's largest cohort of pupils with an EHC Plan is those aged 11 to 16 (52.4% of all plans). In Lincolnshire there is generally an incremental rise in the numbers of pupils with an EHC Plan in each age group from 3 to 16 and then numbers drop with a sharp decline from age 20 to 24. (Source: School Census January 2017)

SEND remains more prevalent in boys than girls. 14.6% of boys in England are on SEN Support compared to 8.1% of girls. In Lincolnshire 16.3% of boys are on SEN Support compared to 9.7% of girls. In England 4.0% of boys have a statement or EHC Plan compared to 1.6% girls. In Lincolnshire this figure is 4.2% for boys and 1.6% for girls. (Source: School Census January 2017)

The significant pressures in SEND provision, evident nationally and in the JSNA, provide the drivers for this strategic change.

The Joint Health and Wellbeing Strategy prioritises the needs of children and young people with SEND through the objective:

- Ensure appropriate support services are in place for pupils with a special educational need and/or a disability.

Two primary aspirations for the Building Communities of Specialist Provision address this objective:

- Provide a local education system in which parents can have confidence that their child's education, health and care needs can be met.
- Clarify and enhance health interventions across Special schools, so all schools can meet the health and therapeutic needs of the pupils in their communities.

Crime and Disorder

Under section 17 of the Crime and Disorder Act 1998, the Council must exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area (including anti-social and other behaviour adversely affecting the local environment), the misuse of drugs, alcohol and other substances in its area and re-offending in its area

The decision required in response to this report does not impact crime and disorder.

3. Conclusion

The recommendation of this paper is for Executive to formally adopt the Building Communities of Specialist Provision Strategy and approve the proposed changes to the 3 LA maintained schools which flow from it. The LA has complied with its statutory duties with regard to consultation on both the strategy and proposed school changes in accordance with DfE Guidance "Making prescribed alterations to

maintained schools". Statutory representation for St Francis Special School, St Christopher's Special School and The Willoughby School has been undertaken and there have been no representations made.

The non-statutory consultation outcomes have been considered by the decision-makers for the academies within the strategy and all their significant changes have been approved by the Regional Schools Commissioner.

Executive is now invited to consider the responses to the public consultations, the response to the formal representations period and the decision-making guidance and determine whether to approve the Strategy and alterations to LA maintained schools that flow from it.

4. Legal Comments:

The Council has the power to approve the Strategy and the alterations to Council maintained schools referred to in the report.

The Executive must conscientiously consider the outcome of both the public consultation and the statutory representations process in reaching a decision on both the Strategy and the school alterations.

The Executive must have regard to the decision-making guidance and the analysis as described in the report in reaching a decision on the school alterations.

The decision is consistent with the Policy Framework and within the remit of the Executive.

5. Resource Comments:

The recommendation in the report to adopt the Building Communities of Specialist Provision Strategy and approve the LA maintained school alterations that underpin it will be supported through revenue and capital funding.

Revenue funding of £2m has been earmarked to support the implementation of this strategy from the Dedicated Schools Grant underspend following Schools Forum support – this is to support training, start-up costs, transitional support etc. The High Need block of the Dedicated Schools Grant will be required to support the place funding to schools.

Capital funding has been earmarked for the project from within the Council's capital grants and academies have also accessed capital grant funding for improvements. In addition to this, future years anticipated government grants funding have been factored in to fulfil the programme of works, which is based on a LA return for basic need requirements for 2021/22 and 2022/23. The project covers a 5 year period, therefore anticipated government grant funding will be subject to the government's next spending review, however strong indications to

date show that the government is committed to this agenda following the release of new government funding to LAs for special schools sufficiency (including a further £50m nationally on top of the £215m previously announced).

Although a financial risk exists due to the future grant funding subject to the next spending review, the LA sees this risk as manageable, and is committed to continuing to work with its schools to secure additional grant funding for the strategy when opportunities arise.

The strategy is seen to be offering value for money for Lincolnshire through pupils with SEND having sufficient special school places locally to meet needs and the financial efficiencies that come with this.

6. Consultation

The proposed strategy and school changes that flow from it have been subject to the required statutory and non-statutory consultations as set out in the following DfE Guidance:

- Making "prescribed alterations" to maintained schools, April 2016.
- Making significant changes to an existing academy, March 2016.

Non-Statutory Consultation

For a detailed account of the informal consultation process and outcome, see Appendix B.

This stage of consultation served three separate purposes:

- A consultation on the Building Communities of Specialist Provision Strategy itself;
- A consultation by the Council on the proposed changes to maintained schools which represented the initial consultation stage of the process for making changes to maintained schools set out in Guidance; and
- A consultation on behalf of the Academy Trusts responsible for the Academies cited in the strategy in relation to changes in the organisation of those Academy schools.

In summary, informal consultation indicated support for the proposed strategy through survey responses and most individual school consultations.

Where representations were made which did not support the strategy or the school changes proposed within the strategy, these have been addressed by both the LA and individual school and details of the objections can be found in the full outcome report (Appendix B).

Comments and questions presented through the consultation process have been considered and the council's response can be viewed in Appendix C.

Statutory Representation Period

The statutory representation period for the 3 LA maintained schools was conducted in accordance with DfE statutory guidance: making prescribed alterations to maintained schools. The representation period commenced on 30th/31st August 2018, for exactly 4 weeks, completing on 27th/28th September 2018.

No representations have been received relating to the proposed alterations for the 3 LA maintained schools.

Consultation Outcome

Overall the responses from the informal consultation were in favour of the strategy and the school changes which flow from it although there were strongly expressed opposition to proposed changes at one of the Academy schools and some concern expressed at St Francis School (one of the LA maintained schools). The Executive is referred to Appendices A and B for the full outcomes and analysis of the consultation responses which they must take into account in reaching a decision. As long as the Executive gives conscientious consideration to the outcome of the consultation there has been nothing in the public consultation process that would prevent the Executive from approving the strategy and the associated school changes.

There have been no responses from the statutory representation period for any of the 3 LA maintained schools. It is unlikely that this is due to a lack of awareness from parent/carers as ample opportunities to make representations were provided and the Statutory Notices well publicised. It is more likely that the informal consultation process was so extensive and wide-reaching that those associated with the 3 LA maintained schools had already made their representations and are satisfied with the strategic direction presented.

The final consultation outcome report (Appendix B) has been shared with the Lincolnshire SEND Alliance and provided all Academy Trust with sufficient evidence to confirm their commitment to the strategy. In response to the consultation outcome, all academies submitted their business cases to the Regional Schools Commissioner and were subsequently approved.

No part of the public engagement process, statutory or non-statutory, has provided sufficient evidence that the Executive Council cannot approve the strategy and school changes that flow from it.

a) Has Local Member(s) Been Consulted?

Yes.

b) Has Executive Councillor Been Consulted?

Yes.

c) Scrutiny Comments

This report will be considered by the Children and Young People Scrutiny Committee at its meeting on the 19th October 2018 and the comments of the Committee will be reported to the Executive.

d) Have Risks and Impact Analysis been carried out?

Yes.

e) Risks and Impact Analysis

See Appendix D.

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Building Communities of Specialist Provision for Children and Young People with SEND Strategy
Appendix B	Public Consultation on the Building Communities of Specialist Provision: Consultation Outcome
Appendix C	Public Consultation Feedback with Responses
Appendix D:	Equality Impact Assessment

8. Background Papers

The following background papers within the meaning of section 100D of the Local Government Act 1972 have been used in the preparation of this report

Document title	Where the document can be viewed
DfE Guidance: "Making prescribed alterations to maintained schools" April 2016	https://www.gov.uk/government/publications/school-organisation-maintained-schools
DfE Guidance: "Making significant changes to an existing academy" March 2016	https://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy
DfE Guidance for decision-makers; "Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals" April 2016.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/514570/16-04-06_FINAL_SO_Guidance_DM.pdf

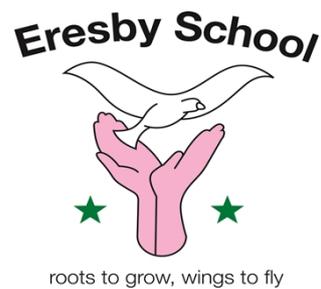
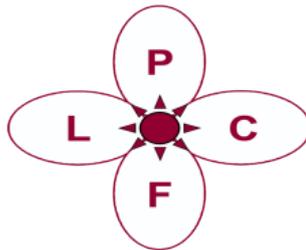
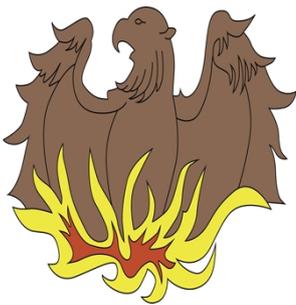
This report was written by Eileen McMorro, who can be contacted on 01522 552632 or eileen.mcmorrow@lincolnshire.gov.uk .

BUILDING COMMUNITIES OF SPECIALIST PROVISION TOGETHER IN LINCOLNSHIRE

A Strategy for Children and Young People with
Special Educational Needs and Disabilities



Working in Collaboration with





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Forward by Executive Councillor

The Building Communities of Specialist Provision Strategy – delivering accessible inclusive education in your locality with minimal travel, enhanced provision and with increased number of places.

I am delighted to share our ambitions to improve the availability of local services for children and young people with special educational needs and those with a disability.

I believe that all children have the right to access education as near to their local community as possible and am fully committed to working with our schools and with parents to help realise this ambition. All Lincolnshire schools strive to offer the right level of support to children and young people, but when mainstream schools can no longer meet the complex needs of some of our children, we all want them to be able to access high quality education which helps them to achieve their potential, as near to their local community and family as possible. This strategy, supported through significant investment, will help us to achieve this.

This strategy outlines our vision for special educational needs and disabilities (SEND) provision for Lincolnshire, not only focusing on education but also placing the health and care needs of pupils at the heart of the strategy. We recognise that this will require some significant changes to existing provision, but be assured that we have worked in collaboration with all Special School Leaders and the Lincolnshire Parent Carer Forum to ensure that the changes will benefit families in Lincolnshire.

We recognise the potential impact of significant change and are fully committed to ensuring the needs of children and young people with SEND and their families are at the heart of these proposals. Whilst much of the strategy focuses on the role of special schools, it is also important to consider the role of mainstream schools in enhancing the educational opportunities of pupils with SEND in their settings and for those who may benefit from access to a more challenging curriculum but require the support of a specialist setting. All our schools in Lincolnshire are committed to doing their best to support pupils who have enhanced learning needs.

I am pleased to confirm that the Council have committed significant investment which will enable the changes required to implement the proposed model can be made. It is important that families have confidence that our special schools will be equipped to meet the wide ranging and complex needs of some of our children. They are Lincolnshire children and they deserve the right education, in the right place with the right facilities and the right staff to help them to realise their potential.

Cllr Mrs Patricia Bradwell OBE
Executive Councillor for Children's Services



Strategic Vision of Special Educational Needs and Disabilities Provision

Strategic Context

This strategy sets out the collaboratively produced vision and principles for children and young people with Special Educational Needs and / or Disabilities (SEND) educated in Lincolnshire special schools.

It has been produced in accordance with Lincolnshire's core value of:

Putting Children First
Working Together with Families to Enhance Children's Present and Future Lives.
(Lincolnshire County Council Children and Young Peoples Strategy 2017-2020)

It sits firmly within Lincolnshire County Council's (LCC) Children and Young Peoples Strategy 2017-2020, Learn and Achieve Outcome:

To improve the outcomes of our most vulnerable children by remodelling the Special Schools provision to better meet the needs of pupils with SEND.
(LCC Commissioning Strategy 2017-2020, Children's Services Learn and Achieve: Outcome 3, Objective 7)

And also within the priorities of the Joint Health and Wellbeing Strategy for Lincolnshire:

Ensure appropriate support services are in place for pupils with a special educational need and/or a disability.
(LCC Joint Health and Wellbeing Strategy 2018, pg9)

Strategic Vision

This strategy will enable Lincolnshire pupils with SEND to access an integrated All Needs education system which provides excellent education, health and care interventions in their local community.

It will:

"Establish an integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close to home as possible."

Once implemented, this new special schools system will provide the foundations for:

"Provision without boundaries: where children feel they belong, are respected, hopeful and optimistic about their future."

Our aim is to create an integrated education, health and care provision which will:

- a. Provide a localised education system in which parents can have confidence that their child's education, health and care needs can be met.

- b. Ensure a sufficient supply of special school places for pupils with SEND.
- c. Ensure local special schools can meet the needs of all pupils in their local community by removing the current barriers to access, where schools can only meet the needs of pupils with specific designations of need or disability.
- d. Reduce the travel time for pupils with SEND by enabling them to attend a special school as close to home as possible.
- e. Develop a flexible education system with greater collaboration between mainstream and special schools, so pupils can access the mainstream curriculum and other opportunities.
- f. Establish a locality-based provision, where school leaders have shared responsibility for all pupils with SEND in their locality, and stakeholders work together to ensure children and young people's needs are prioritised and met.
- g. Provide opportunities for pupils with SEND to transition to a mainstream setting, where this is identified as an achievable in the pupil's EHC Plan, through supported interventions and Satellite provision.
- h. Address the difficult situation faced by many families, where pupils are educated in Out of County (OOC) / Independent Non-Maintained Special Schools (INMS) as local special schools cannot meet their needs or do not have capacity.
- i. Clarify and enhance the existing health offer to special schools, ensuring the health and therapeutic needs of pupils are met in the right place at the right time for families and children and young people with SEND.
- j. Provide opportunities for mainstream and special school staff to enhance their knowledge of SEND, ensuring pupils are educated and supported by people who are the best that they can be. Provide opportunities for teaching and non-teaching staff to share best practice and engaged in continued professional development for the benefit of all pupils.

The Lincolnshire SEND Alliance (LSA) consists of education leaders from Lincolnshire special schools, Lincolnshire Parent Carer Forum (LPCF) and Local Authority (LA) Officers. Together they have produced this strategy, which will ensure pupils with SEND will be part of an education system which supports them to achieve their full potential as close to home as possible.

"Enhancing the education, care and support of children and young people with additional needs is at the heart of this project. Enabling all pupils to attend their nearest Special School will maintain high quality educational provision and provide opportunities for the creation of a localised special needs community."
 (James Husbands, Head Teacher at Willoughby Special School, Bourne)

Working together, we will:

- Ensure that pupils and families are at the heart of all SEND provision.
- Enhance our special schools so they can meet All Needs, enabling pupils to be educated in a school as close to home as possible.
- Enhance Lincolnshire special schools so they can provide equity of provision to all pupils regardless of where they live, with fair access to resources and support.
- Through investment, ensure sufficiency of places in special school settings for all pupils who require this provision, as identified in their Education Health Care Plan (EHCP), to attend a special school as close as possible to home.
- Create local All Needs special schools which will be able to meet the needs of pupils, who have previously been unable to be educated within the county, specifically pupils displaying difficult to manage behaviour related to their need or diagnosis.
- Work collaboratively with health and social care partners to meet the health and care needs of all pupils with SEND in local All Needs schools.
- Establish greater collaboration between special and mainstream schools to improve the educational experience of pupils with SEND in mainstream and support pupil transition within a fluid and flexible education system.

Context

National Context

Since 2010, there has been a gradual increase in the number of pupils attending state-funded special schools. In 2010, 38.2% of pupils with statements were educated in special schools: by 2018 this had increased to 44.2% of pupils with statements or EHC plans. The percentage of pupils with statements or EHC Plans attending Independent and Non-Maintained Special Schools has also increased between 2010 and 2016, from 6.2% to 7.7%. (Special educational needs: an analysis and summary of data sources DfE Jan 2018)

Nationally, the numbers of pupils who are identified as having SEND are continuing to increase and needs are becoming more complex. Across all schools, the number of pupils with SEND has risen for the second consecutive year, from 14.4% in January 2017 to 14.6% in January 2018. Autistic Spectrum Disorder (ASD) remains the most common primary type of need for pupils with a statement or EHC Plan. 28.2% of pupils with a statement or EHC Plan had this primary type of need in January 2018. This has increased from 26.9% in January 2017. (DfE, Jan 2018)

Pupils are being identified as having increasingly complex physical, health, social, emotional and educational needs which require a coordinated approach of support and care, involving a wider range of expertise and services. Access to specialist support and the location of these services are likely to be under pressure as needs and demands increase. It is therefore timely and essential to review the existing provision for pupils with SEND, to better meet current needs and create a sustainable long-term system.

In 2016, NHS England produced "Reducing Distant SEND Placements Report" which considered the sustainability of Out of County or long distance placements for children and young people with SEND. It identified the need for a more strategic approach to developing system-wide change, which must be affected through collaboration and a common moral purpose. This report supported the need to review existing special schools provision due to increasing demand on provision.

"The key to success however lies in the strategic leadership of the school system as solutions are more likely to emerge through a coherent approach when all partners are working to a common vision."

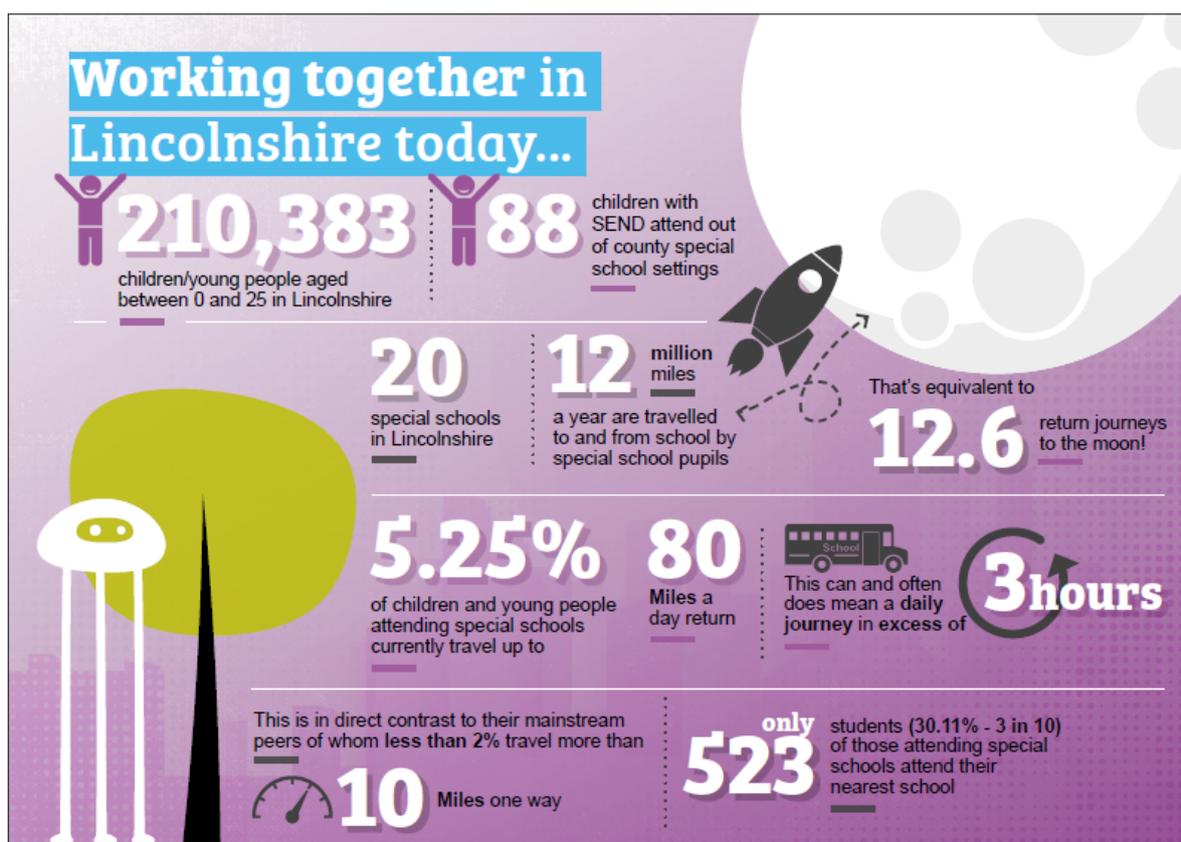
(Chilvers, P. Reducing Distant SEND Placements: Increasing Regional Sufficiency, 2016)

In March 2017, the Department for Education announced the High Needs Strategic Review, which required local authorities, alongside schools, to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of all young people.

"Supporting local authorities to create sufficient good school places for all pupils, including those with special educational needs and disabilities (SEND), is a high priority for the Government. Local authorities have important specific responsibilities for children and young people with SEND."

The emphasis of this strategy is close collaboration between the Local Authority, schools and providers in producing a strategic plan which delivers sustainable, good quality provision to meet current and future needs, and reflects what parents and pupils want. The Local Authority will work with maintained schools, academies, free schools and others to agree how SEND education should be met across their area, including considering the best ways of supporting mainstream schools to meet these needs.

Local Context



Lincolnshire has 20 Special Schools for pupils with SEND, primarily academies with seven Local Authority maintained schools. There are four Social, Emotional and Mental Health (SEMH) special schools; one primary and three secondary and two Local Authority maintained hospital schools. All special schools involved in the strategy are delivering Good or Outstanding education as judged by Ofsted.

In Lincolnshire in January 2018, there were:

- 4,560 children and young people (0-25) with a Statement or EHC Plan. This is a 16% increase from January 2017 and a 38% increase overall since the implementation of the SEND reforms in September 2014 when there were 3,300 Statements of SEN.
- 1,751 young people were placed in a maintained or academy special school. This is a 3.4% increase from January 2017.

- 86 young people were in Non-maintained Independent special schools. Of these, 50 were in residential settings with 17 young people in a 52 week placement.
- 42 children and young people with EHC Plans were in Independent mainstream schools. (Source: School Census Jan 2018)

Research commissioned by Lincolnshire County Council (LCC) conducted by the ISOS Partnership (2015/16), identified the need to "reshape" SEND provision to meet the needs of the increasing population of pupils requiring a special school place. It also highlighted the need for more collaborative working between special and mainstream schools and lends its support for an "All Needs" approach to SEND. (ISOS Partnership, 2015)

Further research by ISOS examined parental views of SEND services, in particular the experience of parents of pupils educated in Out of County/Independent Non-maintained schools. Responses were varied but parents generally viewed Out of County placement as a last resort and as a result of continuous system failings for their child or young person.

This combination of this research along with national policy development from the Department for Education (DfE) has identified the need to review existing provision and develop a new strategy to reshape the special schools system for Lincolnshire.

Since the introduction of the SEND Code of Practice in 2014, and following national trends, Lincolnshire has seen a significant increase in the number of pupils identified with SEND and complexity of need, and therefore an increase in the number of pupils seeking a place at a special school. This increase in demand for places has led to significant capacity pressures along with challenges where schools retain a specialist designation meaning long journey times for a significant number of pupils. Special School Leaders have identified that the existing provision is experiencing considerable pressures and questions around suitability and sustainability have been raised. These pressures, which will be presented within the strategy, are making the current system unsustainable and the status quo cannot remain.

Parent/Carer Perspective

The Lincolnshire SEND Alliance recognises the challenges faced by pupils with SEND and their families in accessing the right education, health and care provision and believes this strategy places them firmly at the heart of our vision for special education.

In accordance with the SEND Code of Practice 2015, the Lincolnshire Parent Carer Forum has been working closely with the LA and Special Schools Leaders to ensure that any strategic planning and future provision meets the needs of local children and young people and their families.

"At a strategic level, partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes.....To do this, local authorities and CCGs should engage with local Healthwatch organisations, patient representative groups, Parent Carer Forums, groups representing young people with SEN and disabilities and other local voluntary organisations and community groups."

(SEND Code of Practice, 2015, Section 3:18, page 42)

The DfE High Needs Strategic Review also emphasises the importance of parent/carer involvement in the planning of future SEND provision and encourages all local authorities to include Parent Carer Forums in its strategic planning activities.

Parents and Carers have been represented in the production of this strategy by the Lincolnshire Parent Carer Forum, who highlighted the inequalities and challenges faced by families in the current system. Representing the views of over 2000 members, LPCF ensured that:

"Parents and their children were at the heart of the strategy and that we (LPCF) could ensure our expertise in listening to and representing parents' views could be utilised to inform the development of the strategies proposed."

(LPCF, Parent Carer's Feedback, page 2)

In addition to LPCF's involvement in the production of the strategy, an extensive consultation process also provided parents and carers with the opportunity to contribute to the development of the strategic vision for SEND in Lincolnshire. Their contributions have been considered in detail and provided a valuable insight into the lives of families with SEND.

Parents have also raised concerns, via the ISOS Partnership research, about the impact of Out of County placements and how this negatively affects their family life.

"We lost our child at the age of 11; we lost a massive part of his teenage years. We would have preferred him to go to a school in-county; had there been a school with the right provision.....it has been very sad for us as a family."

(ISOS Partnership. SEND Review: Gathering feedback from parents and carers, 2015)

Out of County placement can cause considerable strain on pupils and their families as getting to and from school every day involves travelling a significant distance from their home and community. Some pupils may have to live away from home, in order to access a school place which provides for their specific needs. Pupils with SEND can experience exclusion from all parts of society and school is a place where they should experience friendship, belonging and community. Attending a school which is a significant distance from home often limits the number of social opportunities pupils can access, as their friends are geographically dispersed too.

Arranging social opportunities for pupils with SEND is often impossible for parents as the special schools they attend do not have an established community around it. Access to extended day opportunities are also limited due to transport arrangements and parents report that their children miss out on opportunities which would support their social development. This can have a detrimental effect on how pupils enter the world of work or further education, and how prepared they are for adulthood.

CASE STUDY 1

Eve's Story

Eve attended play school and mainstream primary in her local community. From the penultimate year at primary school I drove her 40 miles to a special school for children with complex physical disabilities on a joint placement for one day a week. This worked very well for a year in identifying whether she would be best placed in special school or would attend the mainstream secondary school the next year. The down side was the transport. I drove her the 40 miles (taking 90 minutes due to traffic etc.) due to her not being confident with taxis etc. and found that even with me driving her directly there, she was very tired by the journey (as was I!).

After another year in joint placement, whilst attending mainstream secondary school, it became clear that Eve was getting lazy and looked at her day at special school as a holiday rather than pushing herself. We subsequently went into mainstream school full time.

This worked brilliantly and she gained lots of friends in her local community (sadly she wasn't able to go to the same mainstream school as her twin – due to accessibility issues) but made lots of connections in the community attending youth club, guides etc.

Eve is now on a supported internship and has a placement at the Local Nursing Home as Activities Coordinator.

This, I strongly believe, is due to the strong links we have made whilst being schooled in our local community where everyone knows her and values her contribution to society.

In my ideal world:

- There would be NO Criteria. The child has needs and they should be met by whomever, however and whenever, but the child's needs should always be met.
- We would not have to fight for services. Service providers would have enough funding to cover these services or explore alternative options.
- Parents would attend one meeting held at school with all professionals involved in my child's case. I would only have to repeat information once and service providers would be able to provide answers to my questions.
- My child would have been able to go to the same mainstream school as her sister because the environment is not a problem.
- Systems such as statementing, EHC, PIP etc. would be simple and easy to understand. There would be no red tape or bureaucracy.
- I am always treated as an equal, listened to, respected and acknowledged as an expert on my child. This would not stop at 18 when they become an adult. We would receive support in dealing with the young person's transition to adulthood.
- There would be plenty of provision in my community for my child with a disability to play sport alongside her non-disabled sibling and friends, without my intervention.

- Service providers would be able to prioritise teaching a young person independent living skills rather than have to concentrate on GCSE's, setting my child up to fail.

My daughter may have a disability but she does not see herself as having a disability and is mainly disabled by the environment and other people. I would love for other people to see her as she sees herself.

CASE STUDY 2

Trevor's Story

Trevor travelled to School A, 28 miles from home, from age 10 until he left at 16. It was difficult to find the right provision for him and we decided on School A because at the time it 'just felt right' and had a good record, etc. We felt that our local special school (School B) was not right educationally although as time went on, and reviewing our situation in particular due to the travel, we did try to get Trevor into School B but there were no places. Nor at the time did we feel the other locality school (School C & School D) were right.

The travel was OK at first; from home to School A via another village only just off route. However, after a couple of years the route was changed so Trevor went via a town 12 miles in the opposite direction collecting students before going onto School A. He was collected from home at 7.15 am each morning and this put a big strain on us having to get him out of bed to make sure he was ready in time when he would still be exhausted from school and the travel the previous day. This also impacted on his ability to learn when at school as he would be so tired. It also impacted on his behaviour which, at times, was intolerable and certainly affected his brother and all of us as a family. In addition, the taxi company was and still is changed constantly, sometimes during the school year. I cannot see how this benefits anyone. Trevor would just get used to one driver and escort and then it would change. I did write a letter of complaint to the transport department at Lincoln but they told me that any travel less than 3/4 hour was acceptable (I am sure though that the journey was more than this on many days). As I mentioned, we did try to move him to School B later but there were no places so we decided just to 'stick it out.'

Trevor does have 'autistic tendencies' and got and still gets very tired, therefore trying to get him out of bed and rushing him to get ready most days was stressful for him and the rest of the family. I had a responsible, 'full on' job and would arrive at work most days feeling exhausted before I even started!

I think that the whole situation put a huge strain on all of us. His brother has been, over the years, a very tolerant brother and it is difficult to quantify exactly how this situation affected him as it was and still is just second nature to us all. In general, for him, the fact he has a brother like Trevor has caused him not only to miss out on things but a 'sadness' that his older brother is different compared to his friend's brothers.

In my Ideal World:

Trevor would be an independent, fit 19 year old sportsman who could drive, probably have a girlfriend and be at college. I know some people with disabled children say they wouldn't swap them but I cannot understand that because Trevor would love to be all the above things.

However, in this world Trevor would have received more help and guidance regarding choice of school. He went to School A but struggled because of his limited ability and, although we questioned this often, it was difficult to move him

once he was established in the school. Unfortunately, we were never happy that he was at the right school but it was difficult to understand alternatives.

Transport of course was an issue; length of journey but also the change of taxi providers on continual basis. Trevor would just build relationship with one escort and driver and then it would change. We would have been more than happy to contribute financially to ensure consistency.

Current Provision and Challenges

Pupils with SEND

In the academic year 2016/17 the SEND Service received 695 requests for assessments. This was a 15% increase on 2016 and an overall increase of 46% from 2013/14, the year before the implementation of the SEND reforms. There were 478 new EHC Plans issued with a further 20 still being assessed at the start of 2018.

There are increasing numbers of Education, Health and Care Requests, Assessments and Plans being allocated: as of Jan 2018, 4,560 children and young people (0-25) are subject to an EHC Plan (or Statement). This is a 16% increase from January 2017 and a 38% increase overall since the implementation of the SEND reforms in September 2014 when there were 3,300 Statements of SEN. At 2.8% of the pupil population this is in line with the regional average but Lincolnshire actual numbers are significantly higher than the neighbouring Local Authorities.

Increasing numbers of parents are requesting special school placements for their children, reporting that mainstream schools cannot meet their specific needs. Of the 4,560 pupils with an EHCP or Statement in Lincolnshire, 38.3% pupils attend special schools, 2.8% attend either Out of County Specialist Provision or Independent Non-Maintained special schools with 41% attending mainstream, above the national average of 43.8% in special schools. This move towards increased number of pupils requesting and being educated in special schools has been challenged by the DfE High Needs Strategic Review who are encouraging local authorities to consider how best to meet the needs of pupils with SEND in mainstream schools.

(All data from Lincolnshire School Census, January 2017 and 2018)

Designation

Of the 4560 Lincolnshire pupils with SEND who have EHCP/Statements 1,751 pupils are educated in Lincolnshire special schools.

These pupils are, at present, most likely to be educated in a school which has clearly defined designations i.e. Moderate and Severe Learning Difficulties combined or Physical Disabilities and Profound and Multiple Learning Difficulties combined.

Table 1: Lincolnshire Special Schools Designation

Designation	Schools
Physical Disability(PD)/ Profound and Multiple Learning Difficulty (PMLD)	St Francis School, Lincoln
Severe Learning Difficulty (SLD)/ Profound and Multiple Learning Difficulty (PMLD)	St Bernard's School, Louth The Sandon School, Grantham The John Fielding School, Boston The Garth School, Spalding The Willoughby School, Bourne

Moderate Learning Difficulty (MLD)/ Severe Learning Difficulty (SLD)	St Christopher's School, Lincoln St Lawrence School, Horncastle The Eresby School, Spilsby Ambergate Sports College, Grantham The Priory School, Spalding
Autism Spectrum Disorder (ASD) Specialist	Gosberton House, Gosberton
All Needs	Warren Wood, Gainsborough The Aegir School, Gainsborough

Some schools above have begun the progression into providing for a wider range of needs than their designation indicates due to sufficiency demands, whereas others have remained committed to their specialism, as can be seen from the table below.

Table 2: Actual distribution of pupil need across Special Schools

School	ASD	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
Ambergate, Grantham												
Sandon, Grantham												
Gosberton House, Gosberton												
Priory, Spalding												
John Fielding, Boston												
Garth, Spalding												
St Christopher's, Lincoln												
St Francis, Lincoln												
St Lawrence, Horncastle												
Eresby, Spilsby												
St Bernard's, Louth												
Warren Wood, Gainsborough												
Aegir, Gainsborough												
Willoughby, Bourne												

(Shaded areas in the table above indicate schools which have pupils with the indicated type of primary need in attendance. For definitions, please see All Needs Definition pg. 27)

This demonstrates that Lincolnshire special schools are already meeting a wider range of need than their designation indicates, enabling children to access education in their local community, thereby reducing unacceptable travel time to school. This must be an entitlement for all our children rather than this practice happening in some areas of our county.

Capacity and Commissioned Places

Through this strategy, Lincolnshire SEND Alliance are committed to enabling pupils to attend a special school as close as possible to home and this means ensuring there is adequate capacity in each school and locality to meet demand. At present there are significant challenges regarding capacity with 50% of special schools providing places to pupils beyond what is ideal for their premises size.

The table below highlights the increase in commissioned Special School places year on year. The LA finds itself in the difficult position of regularly requesting special schools to find school places beyond capacity but this does not address long-term need nor is it sustainable. This strategy will address the continuous need for more places by expanding the special school estate in line with projected pupil numbers, of between 6% and 7% over the next 4 years, with an additional 3-4% sustainability flex. Significant investment is required to expand the special schools estate to ensure there is sufficient capacity to meet the growing need and changing profile of their population.

Table 3: LCC Commissioned Special Schools places from 2015/16 – 2018/19

School	15/16	16/17	17/18	18/19
Sandon, Grantham	77	74	75	72
Ambergate, Grantham	122	125	142	144
Gosberton House, Gosberton	90	90	90	95
Priory, Spalding	130	128	129	133
Garth, Spalding	45	50	55	59
John Fielding, Boston	44	49	52	58
St Christopher's, Lincoln	260	282	261	242
St Francis, Lincoln	133	151	146	140
St Lawrence, Horncastle	141	154	157	155
Eresby, Spilsby	57	58	69	79
St Bernard's, Louth	62	62	63	68
Willoughby, Bourne	71	69	79	80
Warren Wood, Gainsborough	60	57	85	93
Aegir, Gainsborough	127	121	117	111
Total	1419	1470	1520	1529

To ensure sustainability and adequate capacity in any future special schools system, consideration must be given to significant growth planning and sufficiency forecasting for this cohort.

SEND Placement Planning

Initial projections of the number of places required in special schools to meet future demand indicate an increase of over 6% by 2023, based upon an adaption of the current formulae used to predict mainstream school places. This predicted increase is supported by the average rise in commissioned places since 2015 of approximately 2%. Demand on special school places is increasing year on year and there is a clear need to expand the sector to adequately meet need and ensure sufficiency for future pupils. Based on placement planning projections, this strategy will implement a 10% capacity increase across the special school sector to meet growing demand. However, it is not sustainable to simply keep building more capacity without adopting a long-term strategy to meet the needs of this growing cohort in their own communities.

School Premises

In addition to the capacity pressures highlighted, some special schools are challenged with premises which are not suitable to meet the needs of their pupils. Buildings are narrow with some spaces having little or no wheelchair access. Storage for medical aids is limited with corridors being used to store standing frames and walkers.

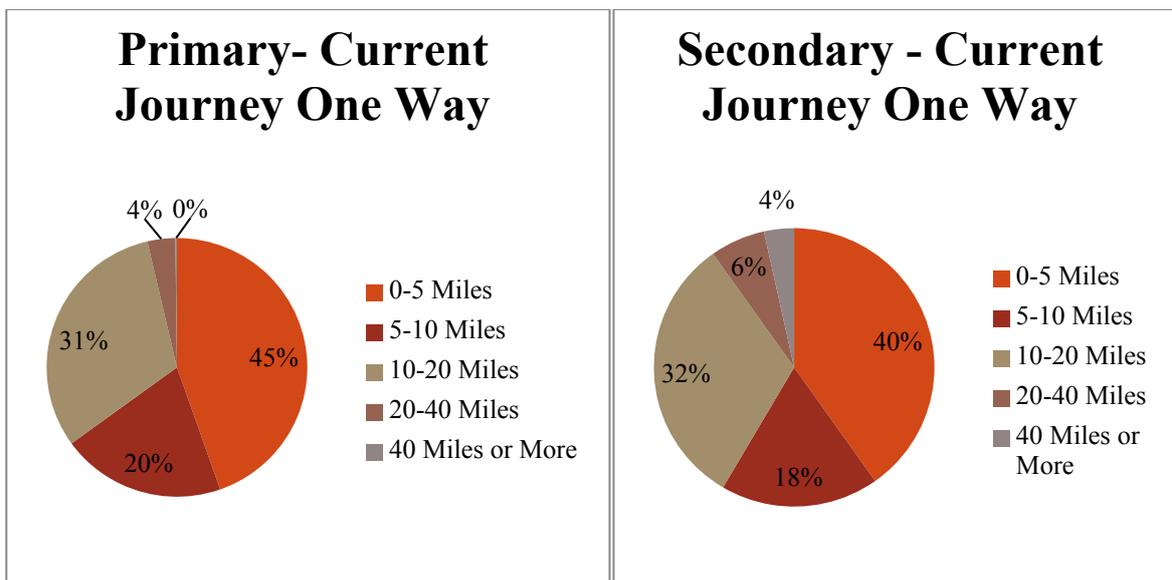
Hygiene suites are small and impractical, with scope for redevelopment limited due to site restrictions. Some special schools are, at present, unable to meet the needs of pupils with more hard to manage behaviours as they do not have adequate quiet and calming spaces. This is impacting on the need for OOC placements for this cohort of pupils as special schools cannot meet their needs.

Additionally, the majority of pupils with complex physical and medical needs are attending St Francis School in Lincoln as this has the specialist resources and health offer to meet their needs. As a consequence, pupils with the most complex needs are travelling significant distances to attend this school, rather than one close to home.

There is a significant challenge for many of the county's special schools to be able to meet the needs of pupils in their local community due to building design and space challenges. Whilst some schools were originally built to meet the needs of our most physically and medically complex pupils, other were designed for pupils with more moderate learning difficulties and therefore a programme of capital investment is required to enable schools to meet All Needs. A strategic capital investment program is essential to ensure special schools can meet the needs of pupils in their local communities, thereby reducing travel time and its impact on pupils and families.

Travel and Transport

The tables below indicate the journeys that are being undertaken by special schools pupils as of July 2017.



- 84 (5.25%) currently travel between 20 and 40 miles to school (i.e. up to 80 miles a day return).
- 493 (31.4%) currently travel between 10 and 20 miles to school (i.e. up to 40 miles a day return).
- 296 (18.9%) currently travel between 5 and 10 miles to school.

This is in direct contrast to their mainstream counterparts of whom less than 2% travel more than 10 miles one way.

The consequence of special school designation and capacity is that almost 70% pupils do not attend their nearest Special Schools, with some pupils travelling past other special schools to be educated where their specific needs can be met. The impact of considerable travel distance on pupils and families cannot be underestimated, with reduced school performance, increased levels of stress and fatigue and poor engagement possible where pupils are subject to excessive travel times. It is a basic matter of equity to seek to strive for as short and stress-free a journey to and from school as possible. It is not uncommon for pupils to have a three hour daily round trip to and from school. In the autumn, winter and early spring, such a journey, added to the school day means that pupils are often travelling in the dark at both the beginning and the end of their day.

Out of County/Independent Non-Maintained Special School Placements

Out of County placements are made only when Lincolnshire schools have stated that they cannot meet the special educational needs of a particular learner or when all schools are full. There is a continuing pressure on meeting the needs of those learners whose behaviour has proved too difficult to manage for Lincolnshire schools. All Out of County placements are subject to a rigorous commissioning process.

Young people with Autistic Spectrum Disorders and Social, Emotional and Mental Health (SEMH) needs account around 70% of Out of County placements. In almost all cases, the Out of County placement has been required due to other schools being unable to effectively manage behaviours related to their specific needs and disabilities.

The number of Out of County placements has reduced over the last three years though the costs have risen significantly. In the financial year 2016/17 the LA spent £7.997m on independent non-maintained specialist provision, an increase of £0.348m from the 2015/16 spend level of £7.649m.

Whilst for some pupils with SEND Out of County placements provide them with access to the right education for their individual needs, for many pupils and families Out of County placements are seen as the last resort and may not be the best way of achieving positive outcomes for pupils with SEND. Parents report a detrimental impact on the family unit and a belief that being educated away from home can reduce the pupil's ability to form close social networks in their local community, leaving them with without a sense of belonging in their community.

Out of County: Specialist Provision for Pupils with Hearing Impairment

In the production of this strategy, much consideration was given by LSA to specialist provision for pupils with a hearing impairment. The LSA agreed that, as most pupils with a hearing impairment receive a suitable education in Lincolnshire's mainstream or special schools, there would be no reason to change current arrangements.

For a small number of pupils who require specialist provision which Lincolnshire special schools are unable to replicate e.g. an environment in which communication is through British Sign Language specialist provision in Independent Non-Maintained special schools may still be required. Access to these settings will continue to be available through existing SEND arrangements.

Summary of Reasons for Change

- There is a clear need for a specialist school system which is sustainable and can meet current and future needs of pupils and their families, recognising that needs are becoming more complex and special schools places are at a premium.
- There are areas of insufficiency of special school places, resulting in pupils attending schools some distance away from home.
- Some special schools operate within clearly identified designations, meaning pupils may have to travel further to attend a school which can meet their need.
- Special school buildings are designed to meet the needs of pupils within their designation. Therefore, even where there is capacity and a willingness to meet pupil need, the building and resources available may restrict admission.
- Almost 70% of pupils with SEND are not attending their nearest school. For some of these pupils, this is not a significant issue. However, for over 36% of pupils their school return journey is between 40 and 80 miles per day. These calculations do not include diversions to collect other pupils so actual return journey times can be over 3 hours.
- The effects on pupil wellbeing, performance and health of attending a school that is close to home are often underestimated. However, it is clear that a longer day, caused by an arduous or long journey at each end of the school day, can have a negative impact on children and young people with SEND.
- Reduced travel time will result in increased social opportunities or family time for pupils with SEND. Opportunities for accessing local clubs or spending more time with family and friends will be greater.
- Out of County and Independent Non-Maintained specialist provision is not always the most appropriate setting for pupils with SEND. Families may be negatively impacted by placing their child in residential provision and many would rather their child was educated close to home.
- Pupils educated Out of County or in schools far away from home may be missing out on the social opportunities and experiences enjoyed by their mainstream peers and face greater challenges when returning to their local communities.
- Mainstream settings can offer many pupils with SEND the opportunity for real inclusion but require access to enhanced support from Special Schools to be able to continue meeting need throughout a child's education.
- Pupils with SEND and their families are facing too many challenges just to access the right education in the right place at the right time.

Capital Investment Programme

The DfE allocated £283,911 to Lincolnshire to conduct a High Needs review and develop its strategic plan for SEND provision. The proposed plan has been published on the Lincolnshire Family Services Directory and will be updated annually in March. The publication of the proposed plan has secured a DfE allocation of £2,842,528 for capital investment to increase SEND sufficiency over the next 3 years.

Implementing the capital programme of works to ensure all special schools have the facilities and premises to meet all needs including a new school at Boston, with appropriate inflation increase in line with a 5 year delivery plan, is projected to cost £50m.

The capital investment identified will be used to increase the capacity and suitability of the premises to meet the needs of all pupils. Many of the special schools are neither big enough nor do they have appropriate space and facilities to meet the growing complexity of their pupils. The capital funding will be utilised to expand some schools to accommodate the growing demand for special school places whilst others will see significant improvement to their current premises. For example, where a special school does not have the facilities to meet the needs of pupils with physical disabilities, this will be included in their building program, including track hoists, improved hygiene suites, medical facilities and ensuring access to a suitable hydrotherapy pool. Special School Leaders have also identified the importance of access to quiet/low arousal spaces and more sensory spaces which will be accommodated. These are just some of the areas that will be improved to ensure that all schools will be able to meet the individual needs of pupils in their local communities.

The LA firmly believes that the allocated budget, which includes already secured funds and projected Basic Need, along with future Condition Improvement Fund applications, will ensure the strategy can be fully implemented.

Additional funding to support the implementation of the SEND vision has been identified from the Dedicated Schools Grant and this will be utilised to develop the revenue elements of the strategy including implementation of a workforce development framework and to support the increased number of school places.

Stakeholder Commitment

Special Schools Leaders in Lincolnshire are united in their commitment to this strategic vision and believe in their joint responsibility for the education of pupils with SEND in their local communities. All Academy Trust have confirmed their commitment by submitting business plans to ensure they can meet all SEND needs and these have been approved by the Regional Schools Commissioner. The LA maintained special schools within the collaboration have also committed to implementing this vision for SEND provision and have undertaken formal consultation to approve the changes required. Each school has committed to an All Needs model of provision which will break down the barriers of segregation based on type of disability, where pupils can be educated within their local communities.

This strategy has received formal endorsement from the Lincolnshire Learning Partnership, who has expressed their support for the positive impact its implementation will have on Lincolnshire pupils with SEND.

At the heart of this strategy is the aspiration to enhance the lives of pupils with SEND and their families by improving their educational opportunities and environment. However, all stakeholders recognise that pupils with SEND can often be vulnerable and find change very difficult; we are committed to ensuring the needs of individual pupils are a priority and the schools changes in the model for SEND will be managed with sensitivity and consideration.

The Lincolnshire SEND Alliance can confidently reassure parents and all concerned parties that, at no point in the implementation of this strategy, will any pupil be expected to or forced to change school against their wishes. All opportunities to move to a school closer to home will be on a voluntary basis and transition will only occur as part of an agreed and fully supported process, at a time of least disruption for pupils and families.

Proposed Model

The strategy will seek to create communities of specialist education for pupils with SEND, based in 4 localities across Lincolnshire, as identified in the table below.

<p>North West</p> <p><u>Lincoln City and West Lindsay</u></p> <p>St Francis Special School St Christopher's School Warren Wood Specialist Academy The Aegir Specialist Academy Lincoln New Free School</p>	<p>North East</p> <p><u>East Lindsay</u></p> <p>St Lawrence School St Bernard's School The Eresby School</p>
<p>South West</p> <p><u>North Kesteven and South Kesteven</u></p> <p>The Sandon School Ambergate Sports College The Willoughby School Sleaford New Free School</p>	<p>South East</p> <p><u>Boston and South Holland</u></p> <p>The Priory School The Garth School The John Fielding School Gosberton House Academy</p>

This locality based model will provide the foundations for Special School Leaders to recognise and act upon their collective responsibility for pupils with SEND, ensuring all have access to a special school place as close as possible to home, when required.

This new model will support access to a special school education as close to home as possible by investing in premises and workforce development to ensure these schools can meet All Needs. As a result, pupils will no longer be required to travel considerable distances to a school that can meet all their needs, nor will pupils need to be educated away from home, unless specific need dictates.

Each locality will develop a multi-disciplinary Allocations Panel responsible for ensuring every pupil assessed as needing a special school place will be allocated one as close as possible to home.

Each locality (and the special schools within) will work collaboratively with their SEND partners to ensure that all interventions received in school not only benefit the pupils educationally but also ensure that their healthcare needs are effectively met.

Each locality (and the special schools within) will implement the workforce development plan outlined in this strategy to ensure all school staff have the appropriate knowledge and skills to meet the needs of pupils with SEND. These learning opportunities will enable pupils with SEND to remain in mainstream school if this is the right place for them to be educated. There will also be greater

opportunities for transition from special to mainstream, where identified as appropriate and beneficial for the pupil.

Every locality special school will be designated as an All Needs school and the accompanying investment outlined within this strategy will ensure schools have the appropriate premises, resources and skilled personnel to meet the needs of pupils with the following designation of disability or need.

All Needs Definition	Abbreviation
Specific Learning Difficulty	SLD
Visual Impairment	VI
Hearing Impairment	HI
Multi-Sensory Impairment	MSI
Speech, Language and Communication Needs	SLCN
Autistic Spectrum Disorder	ASD
Physical Disability	PD
Moderate Learning Difficulty	MLD
Severe Learning Difficulty	SLD
Profound and Multiple Learning Difficulty	PMLD
Social, Emotional and Mental Health Needs (as a secondary need only)	SEMH

(<https://get-information-schools.service.gov.uk>)

Existing segregation based on age will remain where primary and secondary schools are separate and distinct, though the majority of special schools will be providing All Through education for pupils of statutory school age (4-16 years). Where a special school provides education for pupils in Early Years and Post-16, this will remain and there are no plans to changes to school age ranges for the strategy. All Through provision negates the needs for unsettling transitions for vulnerable pupils who find change difficult.

Once implemented, the model will support over 500 additional special school places, to address the ever-increasing demand for places.

Further details of the planned changes to each school, including individual school building plans, can be found in Appendix 1: Planned School Changes Summary. Below is a summary of the model and changes to each school, by locality.

North West Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
St Christopher's School, Lincoln	MLD/SLD/ASD	3-19	Designation change to All Needs Age Range - No Change
St Francis Special Schools, Lincoln	PMLD/PD	3-19	Designation change to All Needs Age Range - No Change
New Free School, Lincoln			New All Needs 4-19 Built to address increased demand and over-crowding at St Christopher's
Warren Wood,	All Needs	2-11	No change to age range or

Gainsborough			designation
The Aegir School, Gainsborough	All Needs	11-19	No change to age range or designation
North East Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
St Lawrence School, Horncastle	MLD/SLD	5-16	Designation change to All Needs Age Range - No Change
St Bernard's School, Louth	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change
The Eresby School, Spilsby	MLD/SLD	2-19	Designation change to All Needs Age Range - No Change

South West Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
The Sandon School, Grantham	SLD/PMLD	3-19	Merge schools into one, based across two sites. To meet All Needs across the two sites
Ambergate Sports College, Grantham	MLD	5-16	
The Willoughby School, Bourne	SLD/ PMLD	2-19	Designation change to All Needs Age Range - No Change
Sleaford New Free School			New 4-19 All Needs

South East Locality			
School	Current Designation	Current Age Range	Proposed Changes
The Garth School, Spalding	SLD/PMLD	2-19	Merge schools into one, based across two sites. To meet All Needs across the two sites
The Priory School, Spalding	MLD/SLD	11-16	
Gosberton House Academy, Gosberton	ASD/SCLN	2-11	Designation change to All Needs Age Range - No Change
The John Fielding School, Boston	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change Significant expansion and relocation proposed (48-140 pupils)

It is imperative that they newly proposed system can address the identified challenges to create an integrated and collaborative All Needs school system to deliver effective education and healthcare to pupils with SEND across Lincolnshire.

Sleaford

In addition to the proposed alterations to the existing special schools, the strategy proposes to submit bids to the DfE for a new free school. The priority and first bid

will be situated in Lincoln City, to meet the increasing demand for special school places in this area. This increased capacity would also help to address the significant over-crowding at Lincoln St Christopher's School and allow the proposed building work to be completed on this site with minimum impact of current pupils. The LA's application for a new free special school will be submitted by 15th October 2018 and the outcome announced in early 2019. Subject to further opportunities to bid for an additional Free School and subject to the criteria for free School being met, we will also develop a new special school in North Kesteven to ensure that all localities across the county have access to sufficient special school places.

Key Features

- Special schools that can meet all special educational needs and disabilities, enabling pupils to be educated in their local communities.
- Two new special schools to meet the demand for places. These will be free schools, and will be part of the collaborative special schools system. The priority school will be in Lincoln as this is where demand and need is greatest, followed by a special school in North Kesteven, subject to successful DfE bids.
- Four localities within the county which provide school places for SEND which are local and more easily accessible to pupils in terms of distance and travel time.
- Equal access to resources, expertise and support across the county for pupils with SEND in mainstream and special schools, which supports pupils to access or remain on roll at whichever school best meets their need (special or mainstream).
- Special school satellite provision, within each locality, on mainstream school sites (primary and secondary) which are managed by local special schools and offer mainstream academic and social opportunities for pupils with SEND on the special school roll.
- A professional development and learning network accessible to all schools which can provide shared experience, advice, knowledge, training and support on a full range of special educational needs and disabilities.
- Space and facilities to support the educational and therapeutic needs of pupils with complex physical, medical, emotional, social and educational needs in All Needs schools across Lincolnshire.
- An integrated approach with Health providers, to deliver health and therapeutic interventions to pupils with SEND in special schools.

Enhanced Joint Working

In addition to the proposed school changes highlighted, the Lincolnshire SEND Alliance has identified the need for even greater collaboration between special and mainstream schools to support pupils. Local narrative reflects national trends with more pupils with SEND seeking placement in special schools when mainstream schools can no longer meet their needs. If the demand on special school places is to be sustainable, the sector will need to work closely to ensure all pupils with SEND can access the right education, in the right place as close to home as possible. Provision must be designed to meet the individual needs of all pupils with SEND and where mainstream is identified as the most suitable setting, schools must feel confident, capable and supported to meet All Needs.

Specialist School Satellites

This strategy proposes to develop special school satellites, in order to promote collaboration and flow across the sector. Based within mainstream schools, these satellites would enable pupils on roll of the local special school to access a mainstream school environment, curriculum and social opportunities. The satellite would be part of the special school's overarching curriculum offer and provision and teaching and learning staff would be employed by the special school and work exclusively at the satellite.

The satellite would consist of provision for Key Stage 1 and 2 within primary partners and Key Stage 3 and 4 within secondary partners. Special schools would develop close links with their local mainstream provision to identify a suitable partner school and manage the subsequent relationship.

All students allocated a place in the satellite would have an EHC Plan in place or be about to transition into the special school with an impending plan. All pupils would remain on the special school roll and would regularly access the special school for shared events. Pupils would have a highly integrated and personalised timetable with opportunities for supported inclusion in mainstream lessons and social activities within the mainstream school, therefore providing flexible opportunities for social inclusion. This may include but is not exclusive to the school dining area, play spaces, assemblies, tutor programmes, community activities. The ultimate aim would be to broaden pupil's educational experience and enable them to access wider curriculum opportunities. The provision aims to develop each young person's functional literacy and numeracy skills, their personal and social independence skills, communication and organisational skills and their emotional development as adolescents. The Satellites could also support pupils who are considering a return to mainstream school by introducing elements of this setting, through a gradual and considered approach.

This approach would support workforce development, with special school staff sharing skills and knowledge with their mainstream colleague, enhancing the mainstream skill set.

The proposed model would be implemented as an initial pilot and its impact evaluated over an agreed period of time. All special schools are committed to developing satellite provision and would work with the LA to identify and create a

primary and secondary satellite class in each locality as part of the pilot. Developing base classes within the mainstream school would be essential to this provision, to ensure its sustainability and avoid changes of personnel affecting its usage. The initial pilot would accommodate one class of a maximum of 8 pupils in each satellite.

The offer of a place at the satellite provision for any student who meets the above criteria can be considered following a discussion at the student's Education and Health Care Plan meeting. This discussion would involve parents, the student and all involved professionals. Placement recommendations will then be considered by the special school Headteacher and the Local Authority and would have to be approved by all parties.

Workforce Development

A collaborative and coordinated approach to workforce development is essential if the special school sector is to provide All Needs education to pupils with SEND in their local communities. The move to All Needs education in Lincolnshire will undoubtedly present challenges for teaching and non-teaching staff as special schools accept pupils with a wider range of needs and greater complexities. LCC have committed revenue funding from the Dedicated Schools Grant to implement the strategy, including a workforce development framework which will include access to specialist training and a learning forum offering opportunities to share best practice.

Whilst recognising the level of experience and specialism which already exists in Lincolnshire special schools, the strategy will utilise sector-expertise through both the special schools and Lincolnshire Teaching School's Together (LTT) to enhance the provision for pupils with SEND. Plans are in place for the workforce development framework to be led by a partner from within the LTT and this will be developed as the strategy is implemented. In addition, Special School Leaders from both specialist schools in the county, St Francis Special School (Physical Disability/Profound and Multiple Learning Disabilities) and Gosberton House Academy (ASD Specialist) have committed to supporting workforce development across the sector in their specific areas of expertise.

The strategy also includes a drive to enhance the experience of pupils with SEND in mainstream school by improving collaborative working across the sector. A newly designed workforce development framework will be open to all staff from both mainstream and special schools, providing an opportunity to assess competency around SEND and access resources, training and further learning opportunities.

The LA believes this approach would support workforce development in mainstream schools, providing teaching and non-teaching staff with a greater knowledge and understanding of SEND. Up-skilled staff would ultimately enhance the experience of pupils with SEND in mainstream schools, enabling them to remain in their local school and be educated alongside their mainstream peers. In order to enhance collaborative working across the sector, Special School Leaders are keen to establish a support network which would enable staff to share valuable skills and knowledge to their mainstream colleagues, enhancing the mainstream skill set.

The workforce development framework will utilise the identified funding allocation to implement a plan of professional development, led by an identified Teaching School, which will offer a range of opportunities including:

- Locality based provision where staff from neighbouring schools can share knowledge and experience.
- A competency framework which enables schools to identify learning needs for all staff around SEND.
- Access to a range of suggested training options including factsheets, e-learning and training events.
- Access to a learning network, where best practice can be shared.
- In-reach support from special schools to their mainstream colleagues.
- Access to medical and therapeutic support training from specialist staff.

Cross-Cutting Considerations

Social, Emotional and Mental Health and Hospital School Provision

As part of the special schools review, significant challenges have been identified within the provision of Social, Emotional and Mental Health (SEMH) education. Questions have been raised around the suitability of the pathways to the SEMH settings which vary according to the pupil's point of identification/diagnosis. There are challenges regarding existing capacity and sufficiency, particularly in primary stage of education and if the existing model can meet the increasingly complex needs of pupils with SEMH.

Within the governance of the LSA, a work stream has been established, dedicated to developing a shared vision for SEMH provision which is consistent with the principals of this strategy. This work stream is committed to developing a future strategy for SEMH provision will ensure provision which is:

- High quality – where pupils with SEMH receive the best possible education and support.
- Evidence based – support and provision has a strong supporting rationale and makes a positive impact on outcomes.
- Collaborative across education, health and social care – to address the complex needs of pupils in a clear and coherent way.
- Tailored to the individual needs of children and young people – to enable them to make positive choices and to feel that they belong in their school and community.
- Flexible and coherent across transitions – that provide pupils with SEMH and their families with the confidence they need as they move between the various phases and stages of education and into adulthood.

The vision for SEMH provision is currently being developed and will be aligned with this strategy once approved.

Health Offer to Special Schools

Delivering a robust and effective health offer to pupils with SEND in a locality-based, All Needs school system can only be achieved through collaboration with our partners in the health and social care. This model proposed within the strategy would have a significant effect on the pupil populations of each school, moving away from specific types of need to a greater range of needs in each school. The capital investment will address the resources required to meet the need of a wider range of pupils but special schools are likely to require changes to existing health provision arrangements to ensure the needs of their pupils are met.

The LSA recognise that there will be an impact on health commissioning arrangements across the localities and will be working closely with all Health partners throughout the duration of the strategy to ensure a fully integrated system of education, health and care is developed.

"Integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close as possible to where they live."

What will have changed by 2024?

The Building Communities of Specialist Provision Strategy seeks to make significant changes to the existing special school provision, creating an integrated system where pupils attend their nearest school, confident their educational, health and care needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught and supported by staff that are skilled in the learning profiles of all pupils with SEND. Where pupils can develop friendship bonds with their classmates which extend beyond the school boundaries, as they are educated in their local communities and where they can learn in a flexible, integrated system which supports transition.

The LSA will have successfully implemented this aspirational vision for SEND when:

Pupils with SEND:

- Can attend special school close to home which has the buildings, resources, capacity and staff skilled to meet All Needs.
- Have access to the same academic and social opportunities as their mainstream peers, in a setting which best suits their needs and preference.
- Feel they belong in their local communities and their contribution is recognised and valued.

Families of children and young people with SEND will:

- Feel assured that their local special school has the space, facilities and skilled staff to enable their child to fulfil their potential and not feel they need to consider specialist Out of County provision.
- Benefit from the development of specialist communities in their localities, where services and interventions are focused around the special school and access is easier and equitable.
- Experience enhanced family time as children travel shorter distances to school, leaving them less tired and stressed from the daily journey.

Special schools will:

- Have significantly improved premises and facilities to meet the individual needs of all pupils in their locality.
- Work in collaboration with all schools in their localities (special and mainstream) to ensure all pupils with SEND receive an integrated, high quality education which is aspirational and meets All Needs.
- Provide support to their locality mainstream colleagues, through workforce development and Satellite provision so all staff are confident they can meet the needs of pupils with SEND.

Mainstream Schools will:

- Be working in collaboration with all schools in their localities (special and mainstream) to ensure all pupils with SEND receive an integrated, high quality education which is aspirational and meets All Needs.
- Feel confident in meeting the individual needs of pupils with SEND, as they have a staff team which is skilled and supported.
- Offer, or be working towards offering special school Satellite provision in their school.

The Local Authority will:

- Have completed all building works so Lincolnshire special schools have the premises, resources and capacity to meet the needs of pupils in their localities.
- Have implemented an education system which is easier for parent/carers to access and has placed the needs of pupils with SEND and their families at the heart of all provision.
- Have fully implemented the Building Communities of Specialist Provision Strategy ensuring pupils with SEND can access:

"An integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close to home as possible."

Appendix 1 - Planned School Changes Summary

Area	Location	School	Academy/ Maintained	School Type and NOR	Current School Premises Capacity - based on class of 8 pupils	Current Designation	Proposed New Designation	Proposed New Capacity - based on classes of 8-10 depending on type of need	"Significant Change"/ "Prescribed Change"	Summary of building plans proposed	Proposed Implementation Date (pending approval of the strategy)
North West	Gainsborough	Warren Wood	Mayflower Academy	Primary	96	All Needs	No Change	No Change	N/A	No works proposed as already a new build All Needs primary special school.	Designated All Needs. No change to be implemented
		The Aegir School	Mayflower Academy	Secondary	104	All Needs	No Change	No Change	N/A	Works being considered around PD/PMLD provision.	Designated All Needs. No change to be implemented
	Lincoln	St Christopher's School	LA Maintained	All Through	200	MLD/SLD	All Through All Needs	155	Change to the type of need catered for	Demolition of a large highly unsuitable block of accommodation and replace with a new build. Improved car parking and mini bus drop off facilities.	Sept' 2023
		St Francis's Special School	LA Maintained	All Through	128	PMLD/PD	All Through All Needs	173	Expansion and change to the type of need catered for	New block of accommodation to be added to create additional capacity. Works to external play areas, access and parking improvements.	Sept' 2021
		New Free School	Academy	n/a	n/a	n/a	All Through All Needs	155	Free School Application	New school built to BB104 guidance on land owned by LCC	Sept' 2021
North East	Horncastle	St Lawrence School	The Wold's Federation	All Through	80	MLD/SLD	All Through All Needs	150	Expansion and change to the type of need catered for	Demolition of the former boarding block and replace with new teaching accommodation adding capacity. Minor remodelling to some areas of the existing school required.	Sept' 2021
	Louth	St Bernard's School	The Wold's Federation	All Through	88	SLD/PMLD	All Through All Needs	100	Expansion and change to the type of need catered for	Demolition of the former boarding block and replace with new teaching accommodation adding some capacity and replacing severely undersized accommodation. Works also required to access and parking arrangements.	Sept' 2022
	Spilsby	The Eresby School	David Ross Education Trust	All Through	64	MLD/SLD	All Through All Needs	84	Expansion and change to the type of need catered for	New block of accommodation required to create additional capacity. Minor remodelling to minimal areas of the existing school also required.	Sept' 2020

South West	Grantham	The Sandon School	Community Inclusive Trust	All Through	64	SLD/PMLD	All Through All Needs	229	Change to the type of need catered for, expansion, and amalgamation	New build required to create more suitable PD/PMLD accommodation, hydrotherapy pool and changing facilities. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure Sandon can meet all needs will be addressed with this funding.	Sept' 2021
		Ambergate Sports College	Community Inclusive Trust	All Through	88	MLD/SLD				A new block of accommodation is required to create additional capacity along with internal remodelling to parts of the existing build. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure Ambergate can meet all needs will be addressed with this funding.	
	Bourne	Willoughby School	LA Maintained	All Through	80	SLD/PMLD	All Through All Needs	148	Expansion and change to the type of need catered for	A new block of accommodation is required to create additional capacity along with internal remodelling to parts of the existing build.	Sept' 2020
	Sheaford	New Free School	Academy	n/a	n/a	n/a	All Through All Needs	TBC	Free School Application	New school built to BB104 guidance	TBC
South East	Boston	The John Fielding School	Community Inclusive Trust	All Through	56	SLD/PMLD	All Through All Needs	140	Expansion and new build and change to the type of need	New build school to BB104 guidance on a new site. The current school sits on a tight site which is unable to cope with any expansion and the current school buildings are also highly unsuitable and in very poor condition.	Sept' 2021
	Spalding	The Garth School	Community Inclusive Trust	All Through	40	SLD/PMLD	All Through All Needs	177	Change to the type of need catered for, expansion, and amalgamation	New build and remodelling to create more suitable accommodation and additional places. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure The Garth School can meet all needs, will be addressed with this funding.	Sept' 2022
		The Priory School	Community Inclusive Trust	Secondary	88	MLD/SLD				Extensive remodelling / demolition and rebuild of the Teal House block to create additional capacity. Some internal remodelling to provide disability access to existing spaces within the main school.	
	Gosberton	Gosberton House	The Lincolnshire Education Trust	Primary	64	Autism	Primary All Needs	No Change	Change to the type of need catered for	New build of PD/PMLD accommodation, potential demolition and rebuild of the existing unusable hydrotherapy pool.	Sept' 2023

Public Consultation on the Building Communities of Specialist Provision Strategy

Consultation Outcome

**Consultation Phase
8th January – 14th March 2018**

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1. Introduction

The Building Communities of Specialist Provision Strategy is the product of extensive collaboration between Lincolnshire County Council (LCC), Special School Leaders and the Lincolnshire Parent Carer Forum (LPCF), in response to the significant capacity, suitability and sustainability pressures which exist across Special School provision. The proposed strategy was presented to the Children and Young People's Scrutiny Committee on 1st December 2017 and to Executive Council on 5th December 2017 for approval to engage in public consultation regarding the new proposals for SEND education. Approval to commence with public consultation based on the proposed strategy was granted by Executive Council.

The purpose of the public consultation was to gather feedback for parent/carers, schools and other interested parties on the proposed strategy and model. The model had been developed by Special School Leaders with the parent/carer challenge being provided by LPCF but it was important to understand the perspectives of all parties potentially impacted by the proposed changes. The specific changes proposed for each school can be found in the Planned School Changes Summary document.

In line with DfE guidelines on consultation principals, consultation relating to significant change for schools must be clear and concise, last for a proportionate amount of time, take into account the group being consulted with and be responded too in a timely manner. LCC has given due consideration to these key principals and ensured that the consultation for the Special Schools strategy has been far-reaching, informative and has provided ample time and opportunity for interested parties to comment and contribute.

2. Consultation Opportunities

The public consultation period for this strategy commenced on Monday 8th January 2018 and ran for 9 weeks to ensure that all interested parties had the opportunity to consider the proposal and contribute accordingly. In order to ensure all interested parties were fully aware of the proposed strategy and subsequent consultation, a dedicated webpage, on the LCC website, was launched on the 8th January which included the following information:

- Outline of the strategy.
- Full strategy including proposed model maps/plan and case studies.
- Consultation letter, outlining the proposals and how to respond including links to dedicated website and mailbox for contributions and questions.
- List of all consultation events.
- Links to surveys - adult and child/young person.
- Some frequently asked questions.

The webpage was developed to ensure all information relating to the proposed strategy and subsequent consultation information could be accessed in one place. It was set out with an easy to read summary of the strategy, followed by links to both

the surveys and also a full list of all consultation events to be held over the next 9 weeks.

The consultation webpage was supported by a comprehensive communication plan which published the proposed strategy and consultation across local media and social media outlets. A media briefing was held by Cllr Bradwell, Deputy Leader of the Council and Debbie Barnes, Director of Children's Services to launch the consultation on Monday 8th January 2018 and subsequent articles and social media messages were published throughout to ensure the consultation remained high in the public's awareness.

All available internal communication routes were utilised to ensure all LCC colleagues were fully aware of the strategy. SEND staff were briefed via team meetings to ensure they had adequate knowledge of the proposals to share with pupils and their families.

The LCC Customer Services Centre was provided with a summary of the strategy and consultation information. Customer advisors were informed to signpost to the SEND Project Office should any enquiries present via this route. The consultation process was also advertised on the Local Offer and Family Services Directory with links to the dedicated website.

A consultation letter, outlining the purpose of the DfE High Needs Strategic Review and how Lincolnshire County Council proposes to address its requirements, was sent to over 1000 key interested parties including the following organisations and personnel:

- Department for Education
- Education Funding Alliance
- Local MP's
- Local MEP's
- Regional Schools Commissioner
- National Charities and third sector providers working for children and young people with SEND in Lincolnshire
- Neighbouring Local Authorities
- District Council Chief Executives
- District Councillors
- Parish Councillors
- Trade Unions
- Health Commissioners and Providers
- All Lincolnshire Special Schools (Heads and Governing Bodies)
- All Lincolnshire Mainstream Schools (via Perspective Lite)
- All Out of County and Independent Non-Maintained Special Schools where Lincolnshire pupils are currently placed
- Alternative Provision/Pupil Referral Units
- All Special Educational Needs and Disabilities Coordinators (SENDCo) registered with LCC SENDCo Network
- All Lincolnshire Independent Schools
- All Parent/Carers of pupils at Special School (including OOC and INMS)

- All Parent/Carers of pupils electively home educated with SEND

In order to ensure all parent/carers of pupils with SEND received the consultation information and details of the planned events, all Special Schools distributed a copy of the aforementioned letter to their pupils on the launch date through school communication methods. In addition, these schools published links to the LCC webpage on their school websites and encouraged parent/carers to contribute to the consultation.

Parent/Carers of children and young people with SEND, who are members of the Lincolnshire Parent Carer Forum, also received information regarding the proposed strategy and details of how to engage in the consultation via the LPCF website and email. LPCF publicised the consultation across their network extensively and regularly sent out email reminders with links to the LCC webpage, encouraging parental involvement.

Consideration was given during the planning stage of the project regarding pupils with SEND in mainstream schools and how to ensure they received the information about a proposed strategy which could affect them in the future. It was agreed that all mainstream schools would be communicated with via Perspective Lite (LCC education communication system). This briefing would include a request to share the consultation letter and dedicated website details with all parent/carers of pupils with identified SEND in their schools and also to post details of the consultation on the school website. In addition, all parent/carers of children with SEND who electively home educate were sent the consultation letter either by email or by post.

A summary of the proposed strategy and details of how to engage with the consultation were circulated to all SENDCo's registered with the LCC SENDCo Network with a request to ensure that all parent/carers of pupils with SEND received this information.

Twenty-one consultation events were planned during the consultation period to ensure adequate opportunity for interested parties to openly discuss the proposals and contribute. These events were a combination of 16 school led events, 5 Lincolnshire Parent Carer Forum events and 3 Lincolnshire County Council public events.

3. Consultation Events

For LA maintained Special Schools, in accordance with DfE Guidance "Making prescribed alterations to maintained schools", it is expected that all LA's and Governing bodies "will ensure open and fair consultation with parents and other interested parties to gauge demand for their proposed changes and to provide them with sufficient opportunity to give their views". Consultation events were conducted at all three LA maintained Special Schools, led by the Head Teacher and supported by the Assistant Director for Children's Services and other LA Officers.

In accordance with DfE Guidance "Making significant changes to an open academy", any proposed changes for an academy must be subject to fair and open local consultation, with all those who could be affected by the proposed change, and that

the proposal takes into account of all responses received. All Trusts facilitated their own consultation events for those associated with the school, supported by LA Officers and the Lincolnshire Parent Carer Forum.

The Lincolnshire Parent Carer Forum held their own consultation events to ensure parent/carers of children and young people with SEND were provided with an arena to discuss the proposals which was separate from Special Schools and the LCC. At these events, LA Officers presented the proposed strategy answering any subsequent questions, followed by small group discussions hosted by LPCF volunteers.

Three public meetings were convened in Lincoln, Boston and Sleaford by LCC to enable all other interested parties to find out about the strategy, raise questions and contribute to the consultation.

For the purpose of this report each consultation events will be summarised outlining attendance and key discussion points.

The consultation events facilitated by Lincolnshire Parent Carer Forum were deemed to be independent of either school or the LA and their members were given the opportunity to discuss the strategy without LCC or school involvement. The findings of the LPCF events, provided by Chairperson, Coralie Cross, can be viewed in Appendix i.

School Events (in order of occurrence)

Warren Wood – A Specialist Academy, Gainsborough
16th Jan'18 (2 events - afternoon and evening)

20 friends of the school in attendance.

Event hosted by Gary Nixon, Executive Principal of Mayflower Academy Trust and Michael Page, Chair of Mayflower Academy Trust. Supported by Heather Sandy, Assistant Director, Children's Services and other LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance at the afternoon event were provided with a presentation by Gary Nixon and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. Questions were answered as part of the main group and then the audience separated into two smaller groups to discuss the strategy in detail and ask specific questions. A number of LA Officers and school representatives were available to answer specific questions.

At the evening event, numbers were significantly lower than anticipated so Gary Nixon and Heather Sandy held a small group discussion to outline the strategy and answer any questions presented.

Key Discussion Points:

- Reassurance that the strategy did not support the blanket return of pupils to mainstream school.
- Reassurance that the LA was fully committed to ensuring that no pupil would be forced to change schools.
- Reassurance that pupils at Warren Wood could continue their secondary education at The Aegir School as parents were concerned that friendship groups would be separated.
- Interest in how the satellite provision would be developed and who would be able to access it.
- What are the funding arrangements for the proposals and would this mean more money for schools in general?
- When the strategy was going to be implemented and what it would mean for Warren Wood?
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.
- Reassurance that there would not be any risk to Gainsborough's 16-19 provision
- Who would be running the proposed free school in Lincoln? Would this have a detrimental effect on the Gainsborough schools?
- Did the School Governors and Trustees support the proposals?
- How was the health offer for each school going to improve under the proposals?

Support for the proposed strategy was voiced by many parents and staff at the event. In general, those in attendance were reassured by both Gary Nixon and Michael Page's support for the strategy and trusted the school leadership to make the best decision for their pupils. Parent/carers recognised that the school already operates on an all needs basis and they were happy that this approach had been recognised as the future vision for all Special Schools.

The Aegir School, Gainsborough
18th Jan'18

23 friends of the school in attendance.

Event hosted by Gary Nixon, Executive Principal of Mayflower Academy Trust and Michael Page, Chair of Mayflower Academy Trust. Supported by Heather Sandy, Assistant Director, Children's Services and other LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance were provided with a presentation by Gary Nixon and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. Questions were answered as part of the main group and then the audience separated into two smaller groups to discuss the strategy in detail and ask specific questions. A number of LA Officers and school representatives were available to answer specific questions.

Key Discussion Points:

- Reassurance that the strategy did not support the blanket return of pupils to mainstream school.

- Reassurance that the LA was fully committed to ensuring that no pupil would be forced to change schools.
- Interest in how the satellite provision would be developed and who would be able to access it?
- Whether the local grammar school would be supporting the satellite pilots and getting involved?
- What are the funding arrangements for the proposals and would this mean more money for schools in general? Could more money be accessed now outside the proposed strategy?
- When the strategy was going to be implemented and what it would mean for The Aegir School?
- Parent/Carers recognised that their school was very well equipped to meet the needs of most pupils but identified some potential for improvements to meet the needs of pupils with SLD/PMLD.
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.
- Reassurance that there would not be any risk to Gainsborough's 16-19 provision.
- Parents would like to see an improved offer for post-19 provision locally, particularly for pupils with SLD/PMLD who may not be able to access Lincoln College or other local providers?
- Who would be running the proposed free school in Lincoln? Would this have a detrimental effect on the Gainsborough schools? LCC provide assurances that if the free school proposal was to go ahead, all decision making process would be open and transparent.
- Did the School Governors and Trustees support the proposals?
- How was the health offer for each school going to improve under the proposals? Parents raised concerns regarding therapy provision which has been fed into the ongoing work with health commissioners.

Support for the proposed strategy was voiced by many parents and staff at the event. It was most evident that parents trusted the school leadership to make the right decision for its pupils, and families and were reassured by their support for the strategy. Parent/carers recognised that the school already operates on an all needs basis and they were happy that this approach had been recognised as the future vision for all Special Schools.

St Francis Special School, Lincoln
22nd Jan'18

9 friends of the school in attendance.

Event hosted by Ann Hoffman, Executive Head Teacher and Heather Sandy, Assistant Director, Children's Services. Supported by Nigel Sisley, Chair of Governors and LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance were provided with a presentation by Ann Hoffman and Heather Sandy outlining the proposed strategy and how the model would likely to impact on this school specifically. As the attendance was quite low and only included 4

parent/carers, it was decided that a small group discussion would be the most appropriate way to explore the proposed strategy, with LA Officers and the Executive Head Teacher available to respond to questions raised.

Prior to the consultation event, a letter had been received by Debbie Barnes, Director, Children's Services from a School Governor expressing his concern about All Needs provision. The author highlighted the potential risks for schools losing their specialisms and recommended the three proposed schools within Lincoln City be considered as meeting all needs across the schools, thereby removing the need to alter current designations.

Key Discussion Points:

- How did the LA/School propose to ensure all pupils would have their needs fully met within an all needs setting? Significant concern was raised about keeping pupils with complex medical needs safe from pupils who are more mobile and may present with some hard-to-manage behaviours?
- The group, in principal, could understand why the all needs model had been chosen but would have preferred Lincoln city locality to develop a slightly different model – where all needs could be met across both St Francis and St Christopher's rather than replicating it in both schools.
- One parents and one school Governor expressed strong opinions that St Francis should retain its specialism.
- Reassurance that parental preference would not diminish.
- Would St Francis loose its comprehensive health and therapy provision as more pupils with complex medical needs attend their nearest school?
- Would other schools be pulling resources from their school i.e. health provision, specialist staffing?
- How are staff going to be upskilled to meet the wider range of needs within the school?
- What would the capital investment programme fund at St Francis?
- Reassurance that the LA were committed to ensuring that no pupil would be forced to change schools.
- Interest in how the satellite provision would be developed and who would be able to access it? How will it be funded?
- Reassurance that the strategy did not support the blanket return of pupils to mainstream school and that pupils with SEND would not be negatively impacted by accessing mainstream opportunities.
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so. Concerned that the strategy is being driven by transport costs.
- How did the strategy propose to address post-19 provision for pupils with SEND?
- Support for the proposals regarding St Christopher's and the new free school but challenge regarding the historical closure of Queens Park School.
- Are supported internships being considered as part of the strategy?
- Clarity required on the future of residential provision at St Francis.
- Letter to schools not parent friendly - people didn't understand it.

At the event one parent and a Governor raised their concerns regarding the proposed changes to St Francis. Whilst recognising the challenges that many of their own pupils experience, undertaking long and difficult journeys to access the county's only specialist PD school, there was some resistance to making changes to the existing provision. Specific concerns relating to pupil safety and levels of expertise were expressed. Reassurance was provided by the Executive Head Teacher regarding the development of the workforce development plan which would be fully supported by the skilled and experienced staff at St Francis and that the capital investment programme would ensure that the premises and facilities would support the introduction of a wider range of needs into the school. The Executive Head Teacher also identified the significant shift in the pupil cohort that had already occurred at St Francis and that a much wider range of need was already being met.

St Christopher's School, Lincoln
25th Jan'18

12 friends of the school in attendance.

Event hosted by Ann Hoffman, Executive Head Teacher and Heather Sandy, Assistant Director, Children's Services. Supported by Helen Todd, Acting Head Teacher and LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance received a presentation by Ann Hoffman and Heather Sandy outlining the proposed strategy and how the model would be likely to impact on this school specifically. Questions were answered as part of the main group and then the audience separated into smaller groups to discuss the strategy in more detail and asked specific questions. A number of LA Officers and school representatives were available to answer specific questions.

Key Discussion Points:

- Reassurance that the LA were committed to ensuring that no pupil would be forced to change schools.
- How did the LA/School propose to ensure all pupils would have their needs fully met within an all needs setting? How would school ensure the safety of all pupils in an all needs setting?
- How does the funding for this project work? What are the plans for St Christopher's as it is hugely over-capacity and the premises needs significant development?
- How would the problems around car parking and the limited scope for expansion be managed? Parents offered a number of suggestions for improvements that should be made to the school.
- Increased capacity across all Special Schools was welcomed.
- How are staff going to be upskilled to meet the wider range of needs within the school?
- How was the health offer for each school going to improve under the proposals? Parents raised concerns regarding therapy provision which has been fed into the ongoing work with health commissioners.
- Discussion around the impact of the proposed new free school in Lincoln and how this would affect pupils at St Christopher's? Who was going to run it?

- As the proposed new free school would be taking on a number of pupils from St Christopher's to address its over-capacity, how would transition be managed?
- How would the reduction in school numbers be managed and its potential impact on staff?
- Discussion around the closure of Queens Park School and its impact on St Christopher's – parents expressed their dissatisfaction at this historical decision. LCC position reaffirmed regarding the reasons behind the Queens Park closure.
- Opportunities for extended day and school clubs and groups were explored. Parents supported the idea of school being the centre of the child's community and appreciated the benefits of local provision.
- Parents were interested in the proposals on Special School satellites and keen to understand more about the role of mainstream schools in the strategy.
- Did the strategy support further 16-19 provision and could the school develop this?
- Parents questioned whether having three all needs schools in the city was triplicating provision?

There was considerable positivity expressed towards the strategy by those in attendance. Once the strategy had been fully explained, parents and interested parties offered a number of suggestions as to how they would like to see the school improved. Parents and staff were encouraged by the potential development work proposed to the school and recognised the need to reduce school numbers to a more appropriate size.

Gosberton House Academy, Gosberton
26th Jan'18

33 friend of the school in attendance.

Event hosted by Louise Stanton, Head Teacher and Heather Sandy, Assistant Director, Children's Services. Supported by LA Officers. Also present: LPCF Chair and volunteers and Andy Breckon, Chair of Lincolnshire Education Trust.

Those in attendance received a presentation by Louise Stanton and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. It was suggested that small groups would best enable open discussion but some parents were not in agreement and expressed a preference for open floor questions. This was facilitated by Heather Sandy to enable open discussion to take place. Small group discussions were then facilitated by LA Officers.

Key discussion points:

- How did the LA propose to ensure all pupils would have their needs fully met within an all needs setting? Significant concern was raised about "diluting" the specialist provision within Gosberton House Academy and no longer being able to meet the needs of pupils with Autism and Social and Communication need.
- Some parents present appreciated some aspects of the strategy but could not agree to Gosberton House Academy losing its specialism as an Autism school. Parents and Parent Governors expressed strong opinions that Gosberton House Academy should retain its specialism.

- How does the LA propose to ensure Gosberton House Academy retains its National Autism Society accreditation and would other schools be expected to work to this standard?
- Expressed concerns that parental preference would not diminish.
- Would other schools be pulling resources from this school i.e. specialist staffing required to support other schools?
- How are staff going to be upskilled to meet the wider range of needs within the school?
- What would the capital investment programme fund at Gosberton House Academy?
- Reassurance that the LA was committed to ensuring that no pupil would be forced to change schools.
- Some parents requested commitment from the LA that they pupils would be able to transfer to The Priory School for secondary provision. For others, this was not a requirement.
- Parents proposed extending the age range of Gosberton House Academy to 14 though this is not viable due to natural number on role analysis. This option has been considered by the Project Board.
- Interest in how the satellite provision would be developed and who would be able to access it? How will it be funded?
- Reassurance that the strategy did not support the blanket return of pupils to mainstream school and those pupils with SEND would not be negatively impacted by accessing mainstream opportunities. Parents expressed that some pupils at Gosberton House Academy have not had positive experiences of mainstream, so considering a return via satellite provision could be detrimental to their education and wellbeing.
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so. Concerned that the strategy is being driven by transport costs.
- Some questioned the validity of the consultation.
- Why not have more specialist provision for pupils with Autism across the county so pupils don't have to travel long distances to get here?

There was strong opposition to the proposed changes to this school as identified in the discussion points raised. Some parents did state that parts of the strategy could be seen as beneficial for other schools but the impact of the proposed change on Gosberton House Academy would be too much to accept. Overwhelmingly, those present did not wish to see Gosberton House Academy change to meet a wider range of needs.

John Fielding School, Boston
29th Jan'18

15 friends of the school in attendance.

Event hosted by Daran Bland, Executive Head Teacher. Supported by Heather Sandy, Assistant Director, Children's Services, Peter Bell, CEO of Community Inclusive Trust and LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance were provided with a presentation by Daran Bland and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. Open floor discussion followed, along with further small group discussion to enable detailed discussion with LA Officers.

Key Discussion Points:

- Reassurance that the LA was committed to ensuring that no pupil would be forced to change schools.
- Reassurance that the strategy did not support the blanket return of pupils to mainstream school.
- Parent/Carers were supportive of integration and inclusion across all education providers.
- Those present were keen to hear about relocation and redevelopment plans for John Fielding School and how it would impact pupils, families and staff.
- Managing staff recruitment due to expansion.
- Reassurance that class sizes would not increase with additional pupils.
- Managing transition to the new school. Where would the new school be?
- Would pupils and parents have a say in the design of the new school?
- Interest in how the satellite provision would be developed and who would be able to access it? Access to the wider curriculum and other opportunities.
- How was the health offer for each school going to improve under the proposals? Parents raised concerns regarding therapy provision which has been fed into the ongoing work with health commissioners.
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.

Many in attendance expressed support for the proposed changes to the school and were excited about the prospect of having a school which had the right space and facilities for its pupils. Parents and staff did not express concerns regarding the provision of all needs and felt reassured that the new premises would support this level of inclusion. Some very pertinent questions were raised, particularly around managing transition and ensuring the experience of change is planned and seamless for pupils with SEND.

St Lawrence School, Horncastle

30th Jan'18

13 friends of the school in attendance.

Event hosted by Lea Mason, Executive Head Teacher of Lincolnshire Wolds Federation and David Rhodes, Chair of Lincolnshire Wolds Federation. Supported by Heather Sandy, Assistant Director, Children's Services and other LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance received a presentation by Lea Mason and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. Open floor discussion was facilitated as those in attendance were happy to contribute to the consultation as a larger group.

Key Discussion Points:

- Reassurance that the LA were committed to ensuring that no pupil would be forced to change schools.
- If the strategy is approved, what are the plans and timeline for implantation?
- Likely effect on St Lawrence pupils and families?
- Proposed development plans for St Lawrence.
- Importance of accessing the right provision over travel time and how parent/carers best address this dilemma.
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.
- Relationship with mainstream schools and how this can be developed. Proposed Special School satellite pilot and how beneficial it would be to have some middle-ground between the two types of education.
- How was the health offer for each school going to improve under the proposals? Parents raised concerns regarding therapy provision which has been fed into the ongoing work with health commissioners.
- Reassurance that the strategy did not support the blanket return of pupils to mainstream school.
- Need for post-16 provision in Horncastle area.
- Those in attendance did not have significant concerns regarding the provision of all needs as school already provides this.

Those present talked enthusiastically about the proposed strategy and were keen to find out more about the proposed development of the premises. Some parent/carers expressed concern about their ongoing dilemma balancing the challenges of long journey times with access to the right education and were reassured that all county Special Schools would be benefitting from investment and were committed to meeting a wider range of needs.

Lincolnshire Wolds Federation, responsible for St Lawrence and St Bernard's School has subsequently written to Debbie Barnes, Director of Children's Services to expressing their full commitment to the strategic vision for SEND provision.

Willoughby School, Bourne

1st Feb'18

17 friends of the school in attendance.

Event hosted by James Husbands, Head Teacher and Heather Sandy, Assistant Director, Children's Services. Supported by Andrew Hancy, Chair of Governors and LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance received a presentation by James Husbands and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. Questions were answered as part of the main group and then the audience separated into two smaller groups to discuss the strategy in more detail

and asked specific questions. A number of LA Officers and school representatives facilitated these groups.

Key Discussion Points:

- Concerns were raised about the impact of expanding the school so significantly. How would this impact on class sizes, staffing etc.?
- Reassurance that all changes to the school would be part of a planned program of works and everything would be done to ensure it has limited impact on pupils.
- Reassurance that the LA was committed to ensuring that no pupil would be forced to change schools.
- If the strategy is approved, what are the plans and timeline for implantation?
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.
- How are staff going to be upskilled to meet the wider range of needs within the school?
- It was noted by a parent that she thought that money was being spent in the wrong place. Mainstream schools are not committed to the learning and the educational progress of pupils with SEND and funding should be invested in these settings to enhance their provision.
- Parents at Willoughby welcomed the proposed Special School satellite provision and could see many pupils benefitting from this pilot.
- How was the health offer for each school going to improve under the proposals? Parents raised concerns regarding therapy provision which has been fed into the ongoing work with health commissioners.
- Parent/Carers were supportive of integration and inclusion across all education providers.

Many in attendance expressed their support for the strategy and welcomed the additional capital investment proposed for Willoughby School. Concerns were raised regarding issues not directly related to the strategy (EHCP process) and many parents were worried about the level of support provided for pupils with SEND in mainstream schools. Those in attendance did not appear to have significant concerns regarding the provision of all needs as school already meets a wide range of needs.

The Chair of Governors at Willoughby School has subsequently written to Debbie Barnes, Director of Children's Services expressing their full commitment to the strategic vision for SEND provision.

St Bernard's School, Louth

1st Feb'18

9 friends of the school in attendance.

Event hosted by Lea Mason, Executive Head Teacher of Lincolnshire Wolds Federation and David Rhodes, Chair of Lincolnshire Wolds Federation. Supported by Heather Sandy, Assistant Director, Children's Services and other LA Officers. Also present: LPCF Chair and volunteers.

Due to the relatively low number of parent/carers attending this event, Lea Mason and Heather Sandy explained the strategy and responded to questions and concerns raised within a small group. This allowed for open discussion to take place.

Key Discussion Points:

- Reassurance that the strategy did not support the blanket return of pupils to mainstream school.
- Reassurance that the LA was committed to ensuring that no pupil would be forced to change schools.
- Interest in how the satellite provision would be developed and who would be able to access it?
- Impact of change to all need and whether it would impact on class sizes.
- Future of residential provision at St Bernard's?
- Letter to schools not parent friendly - people didn't understand it.
- Length of time to implement and complete the proposed building work and level of disruption.

Those in attendance expressed their support for the proposals and particularly welcomed the capital investment for their school. It was noted that St Bernard's is one of the schools where improvements to the premises are essential to enable wheelchair access across the whole estate and therefore parents were keen to see changes made.

The Priory and Garth Schools, Spalding 6th Feb'18

16 friends of the school in attendance.

Event hosted by Daran Bland, Executive Head of Spalding Special Schools Federation. Supported by Heather Sandy, Assistant Director, Children's Services and LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance were provided with a presentation by Daran Bland and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. Open floor discussion followed, along with further small group discussion towards the end of the event to enable further discussion with LA Officers.

Key Discussion Points:

- Need to understand more about the proposed amalgamation of The Priory and The Garth Schools and how this would impact on the education of the pupils. What would be the benefits and would there be detrimental effects e.g. class sizes?
- Is there sufficient capacity proposed for the school? Impact of the new John Fielding School.
- Transition would require careful planning for pupils and families.

- Reassurance that the strategy did not support the blanket return of pupils to mainstream school.
- Reassurance that the LA was committed to ensuring that no pupil would be forced to change schools.
- Interest in how the satellite provision would be developed and who would be able to access it? Who would run it?
- Is there adequate funding allocated for such wide-scale changes?
- Provision across the two schools is already meeting all needs and confident that the proposals would ensure that they could meet need with better resources and facilities.
- How was the health offer for each school going to improve under the proposals? Parents raised concerns regarding therapy provision which has been fed into the ongoing work with health commissioners.

Many in attendance expressed their enthusiasm for the proposal. Some valuable comments were raised regarding capacity and sustainability and also around the importance of inclusion and integration in the Special School environment. Additionally, an excellent example of mainstream and special collaboration was highlighted by the school, with a pupil being supported to attend the mainstream school next door for GCSE triple science.

The Eresby School
19th Feb'18

11 friends of the school in attendance.

Event hosted by Michele Holiday, Executive Head Teacher. Supported by Heather Sandy, Assistant Director, Children's Services and LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance were provided with a presentation by Michele Holiday and Heather Sandy outlining the proposed strategy and how the model would be likely to impact this school specifically. Open floor discussion followed, along with further small group discussion towards the end of the event to enable further discussion with LA Officers.

Key Discussion Points:

- Reassurance that the LA were committed to ensuring that no pupil would be forced to change schools.
- Interest in how the satellite provision would be developed and who would be able to access it? Level of mainstream commitment?
- Support for the satellite provision once it did not encourage segregation of pupils with SEND – should focus on inclusion and integration.
- Is there adequate funding allocated for such wide-scale changes?
- How are staff going to be upskilled to meet the wider range of needs within the school?
- Ensuring adequate post-16 and post-19 provision for the locality.

Many parents in attendance welcomed the proposals for Eresby School and felt that it was a positive and reaffirming move forward. One parent even commented that it was "probably too good to be true". Some thoughtful questions and concerns were raised and parents provided LCC Officers with a good insight into the challenges faced by pupils with SEND in rural localities.

The Sandon School and Ambergate Sports College
6th March'18

13 friends of the school in attendance.

Event hosted by James Ellis and Stela Plamenova, Executive Head Teachers. Supported by Heather Sandy, Assistant Director, Children's Services, Peter Bell, CEO of the Community Inclusive Trust, Daran Bland and LA Officers. Also present: LPCF Chair and volunteers.

Those in attendance were provided with a presentation by James Ellis, Stela Plamenova and Heather Sandy outlining the proposed strategy and how the model would be likely to impact these schools specifically. Small group discussions followed, this allowed questions and concerns to be addressed and answered with LA Officers.

Key Discussion Points:

- Interested to understand more about the proposed amalgamation of The Sandon School and Ambergate Sports College and how this would impact on the education of the pupils. What would be the benefits and would there be detrimental effects e.g. class sizes.
- Reassurance that the LA was committed to ensuring that no pupil would be forced to change schools.
- Discussion around mainstream schools and their SEND provision – how will the strategy impact them?
- Interest in how the satellite provision would be developed and who would be able to access it? Who would run it?
- Is there adequate funding allocated for such wide-scale changes?
- Provision across the two schools is already meeting all needs and confident that the proposals would ensure that they could meet need with better resources and facilities.
- Concerns were raised regarding SEMH provision in the Grantham area; parents were worried about pupils with only SENH needs attending Special Schools.

Many in attendance expressed their enthusiasm for the proposed developments to the Sandon and Ambergate Schools. Some valuable comments were raised regarding managing the proposed amalgamation of two schools effectively and also about the placement of pupils with SEMH in Special Schools.

Public Consultation Events

LCC Public Consultation – Boston
26th Feb'18

Hosted by Debbie Barnes, Director, Children's Services, with presentation of the strategy by Heather Sandy, supported by Special School Leaders and LA Officers. Also present: LPCF Chair and volunteers.

Attendance - 19 including:

9 Parent/Carers

8 School Employees

2 Other Professionals.

Some individuals in attendance had already attended the LPCF Spalding event and raised objections to the changes proposed to Gosberton House Academy at this event. These individuals were familiar to LCC as parent/carers with connections to Gosberton House Academy and the Autism community, campaigning against the proposed strategy.

Key Discussion Points:

- Significant challenge presented regarding the proposed funding; belief that it is inadequate and the proposals are not feasible.
- That there has not been sufficient work undertaken regarding the proposed building work for each school and the proposal is not viable.
- That there has not been sufficient work undertaken with health commissioners to implement the therapy provision identified in the strategy.
- Strong opposition from those in attendance associated with Gosberton House Academy and the Autism community that all needs provision would not provide an acceptable educational environment for pupils with Autism and that there needs should be met within an Autism specialist provision.
- Attendees questioned LCC's motives for the strategy suggesting its priority is reducing transport costs.
- A small number of attendees alleged that undue pressure had been placed on the Head Teacher at Gosberton House Academy to support the plans. Questions were asked about what would happen if Gosberton House Academy did not change to all needs provision.
- Concern that the strategy restricts parental preference.
- Suggested that the strategy was focused on placing all pupils back into mainstream schools.
- Questions rose regarding the provision of Special School satellites e.g. level of mainstream commitment, similarity to historical speech and language units, pupils being forced back into mainstream school.

Discussion at the event was dominated by the questions and opposition presented by those campaigning against the proposed changes to Gosberton House Academy.

LCC Public Consultation - Sleaford
27th Feb'18

Hosted by Debbie Barnes, with presentation of the strategy by Heather Sandy, supported by Special School Head Teachers and LA Officers. Also present: LPCF Chair and volunteers.

Some individuals in attendance had previously attended the LPCF Spalding event and the LCC Boston event and re-iterated their objections to the proposals for Gosberton House Academy. Also at this event, objections were raised against the proposed strategy and individual LA Officers were targeted with negative comments via placard.

Attendance: 12 including:
9 Parent/Carers
1 School Staff
2 Others.

Key Discussion Points:

- Significant challenge presented regarding the proposed funding; that it is inadequate and the proposals are not feasible.
- That there has not been sufficient work undertaken regarding the proposed building work for each school and the proposal are not viable.
- That there has not been sufficient work undertaken with health commissioners to implement the provision identified in the strategy. Inadequate and under-resourced therapy provision would not be able to support all needs provision.
- Strong opposition from those associated with Gosberton House Academy and the Autism community that all needs provision is not an acceptable educational environment for pupils with Autism and that there needs should be met within an Autism specialist provision.
- Some individuals accused the LA of promoting its own strategic agenda and not consulting with schools and parents, despite the extensive ongoing consultation.
- Some attendees questioned LCC's motives for the strategy and that its priority is reducing transport costs.
- Questioned the validity of the consultation process, in terms of breadth of consultation, despite the extensive ongoing consultation.
- One attendee alleged that undue pressure had been placed on the Head Teacher at Gosberton House to support the plans.
- Suggestion to extend the age range at Gosberton House.
- Concern that the strategy restricts parental preference.
- Why does the strategy not support the addition of a Special School in Sleaford?
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.
- Support for collaborative working between education and health
- How are staff going to be upskilled to meet the wider range of needs within the school?

Discussion at the event was dominated by the questions and opposition presented by those campaigning against the proposed changes to Gosberton House Academy.

LCC Public Consultation – Lincoln
5th March'18

Hosted by Debbie Barnes, with presentation of the strategy by Heather Sandy, supported by Special School Leaders and LA Officers. Also present: LPCF Chair and volunteers.

Attendance - 14 including:

5 Parent/Carers

5 School Staff

4 Others.

Key Discussion Points:

- Future plans for St Francis and St Christopher's Schools, regarding governance.
- Likely impact of the proposals on the Lincoln schools?
- Reassurance that the LA were committed to ensuring that no pupil would be forced to change schools.
- Reassurance that placement in Out of Country arrangements would continue, where already in place.
- Discussion around mainstream schools and their SEND provision – how will the strategy impact them?
- Interest in how the satellite provision would be developed and who would be able to access it? How are they going to be different to the autism units previously developed?
- Is there adequate funding allocated for such wide-scale changes?
- How are staff going to be upskilled to meet the wider range of needs within the school? Additional training for mainstream?
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.
- Concern that the strategy restricts parental preference.
- Discussion regarding the merits of primary and secondary provision and all though provision. Why does the strategy endorse both options?
- It was noted that the language in the report was not autism-friendly and also LCC's engagement with the autism strategy was raised.
- It was raised that some Special Schools were discriminating against pupils identified as having challenging behaviour.

LPCF Consultation Events

Please see Appendix i for a report on the Lincolnshire Parent Carer Forum consultation events.

4. Consultation Survey

Introduction

Two consultation surveys were developed by the LCC Community Engagement team, in conjunction with SNAP Surveys; one specifically for adults and one for children and young people. Lincolnshire Parent Carer Forum advised on the design of the survey to ensure it was user-friendly. Links to the surveys were placed on the

dedicated webpage for the strategy, in order to ensure all information was altogether and accessible.

The adult survey asked responders to identify their relationship to/involvement with SEND in order to ascertain levels of support and opposition from specific groups. It also requested four digit postcode information, so geographical clusters of similar opinions could also be identified. This level of information ensured the responders were not identifiable and all information held would be in accordance with the Data Protection Act 1998.

The children and young people's survey was also accessible via the dedicated webpage and varied only slightly from the adult version. Responders were asked to identify which school they attended to provide data surrounding levels of support or opposition in specific schools. Again, this level of information ensured the responders were not identifiable and all information held would be in accordance with the Data Protection Act 1998.

Both surveys were design using a five-point Likert scale based on the five key messages of the strategy with an additional question on the need for building work in schools. In addition, in the adult survey, parents were directed to an additional question regarding the likelihood of them requesting a change of school if the strategy is adopted and implemented. All responders were then asked if there was anything else they would like to contribute. Each statement was followed by an open text box providing responders with ample opportunity for free text to ensure their contribution to the consultation could be detailed.

There has been a small number of complaints received about the design of the survey, suggesting bias towards a positive outcome. LCC strongly believes that there was no intention of bias with the survey statements; they were key statements taken directly from the strategy on which the consultation was based. The scaling allowed for respondents to vary their responses from a strongly disagreed position through to a strongly agreed one. The survey also provided free text boxes for respondents to provide additional comments. This has provided a rich source of information for consideration around the consultation. The survey questions were developed in partnership with the Lincolnshire Parent Carer Forum who suggested the use of Likert scaling and "smiley faces" as their experience is that parents and carers respond well to this method of questioning and LCC supported this.

The adult survey was completed by 609 responders and the children's survey completed by 58 respondents. As the questions on the surveys varied slightly, the findings from the surveys will be presented separately.

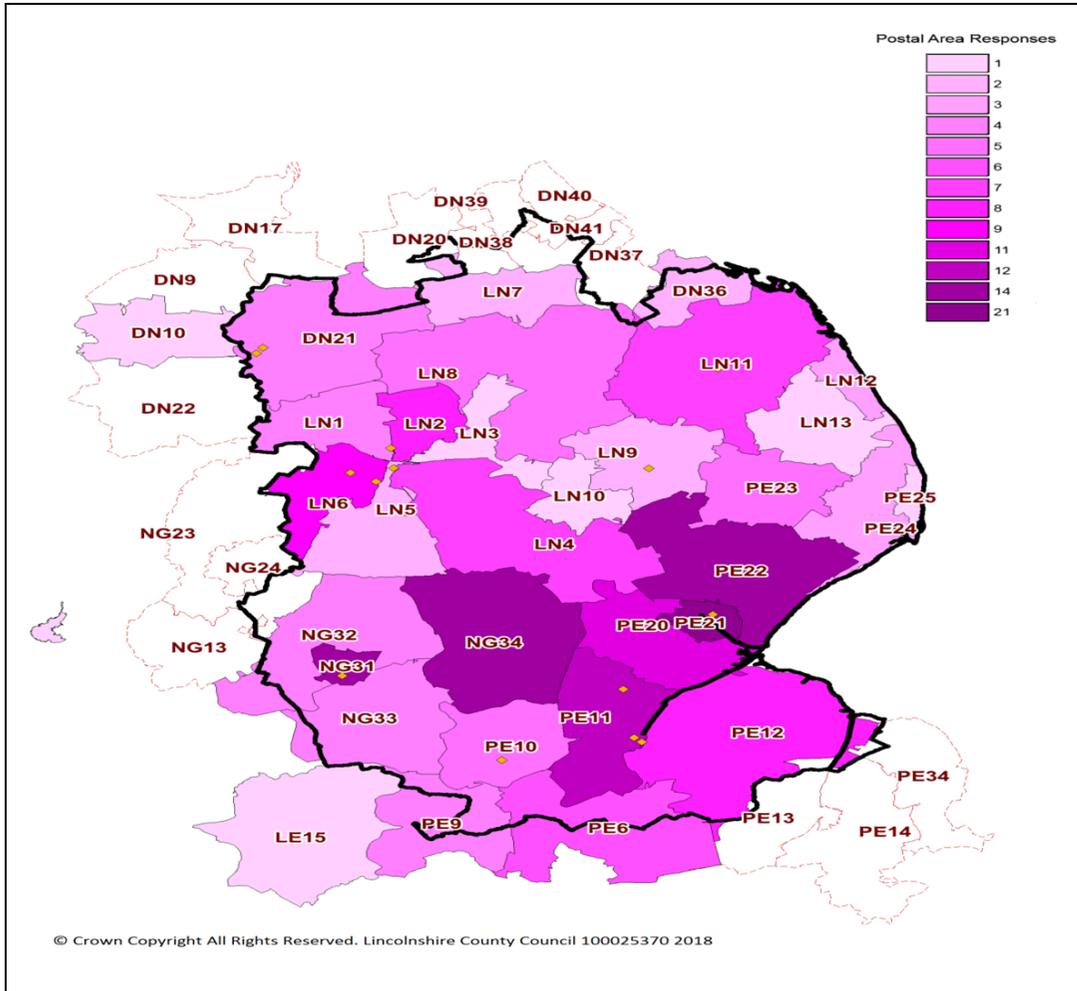
With regards to data confidence, for a target population of 5,000 people, with a reasonably representative spread of respondent category type and geography, we would need 387 responses to give us a 95% level of confidence that views received are representative of the target population, with a 5% margin of error. With 667 responses the surveys confidence margin has been assessed as 99% (+/- 5%).

It should also be noted that some adult responders completed the children's survey though we are unsure as to whether this was intentional or in error. The text boxes

indicate that some responses are clearly from children, some are from adults and some have no narrative in the boxes so we cannot identify the type of responder. Therefore the findings from the children's survey will be presented as they have been received; it cannot be assumed that they fully reflect the opinions of children and young people only.

Analysis of Survey Responses

Geographical Distribution of Responses



The adult survey requested the first four characters of postcodes from anyone identifying as a parent and the post code distribution of these surveys are represented on this map. It shows a broad range of responses from across the county with a hotspot of responses around Boston and surrounding postal areas. There is a notable return from the Spalding, Grantham and Sleaford areas too.

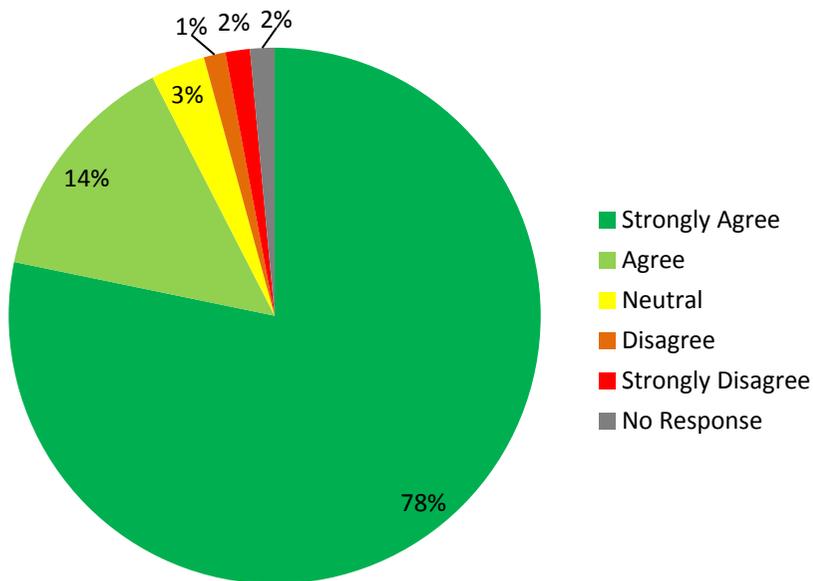
Adult Responses

For each statement in the survey, a pie chart reflects the overall response to the statement ranging from agree strongly to disagree strongly. Alongside this chart is a graph presenting the level of agreement to the statement from each category of respondent. The report highlights some of the recurring themes from the text box responses

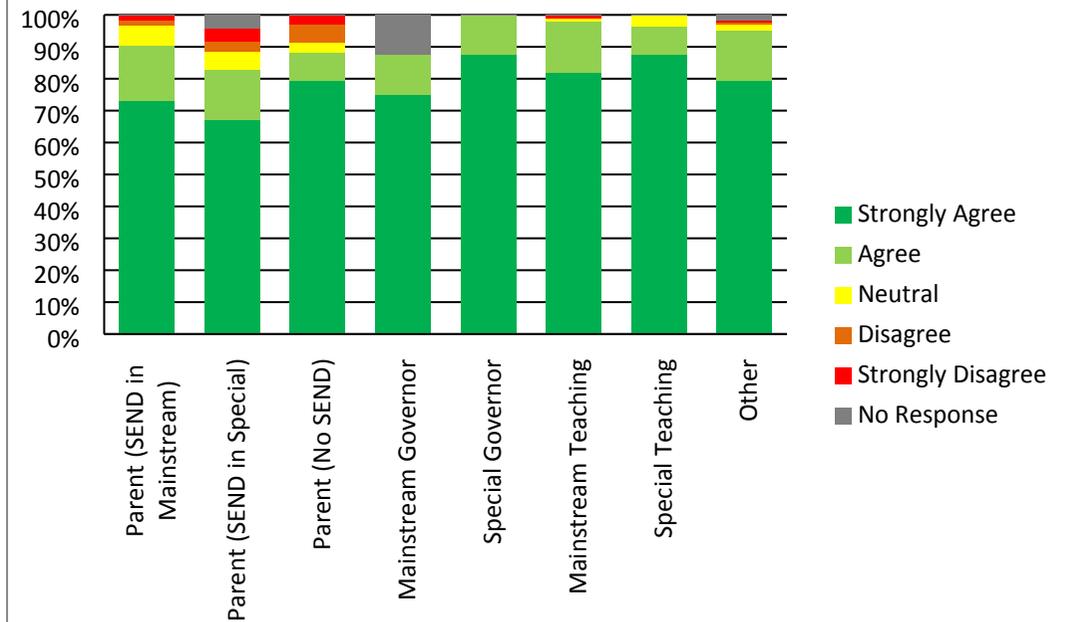
Statement 1

Pupils with SEND should be able to attend a Special School as close to home as possible

Overall Response to Statement 1



Breakdown: Type of Respondent



Responses to statement 1 were overwhelmingly positive with 543/597 agreeing strongly and agreeing with the statement. 9 people did not respond to this statement.

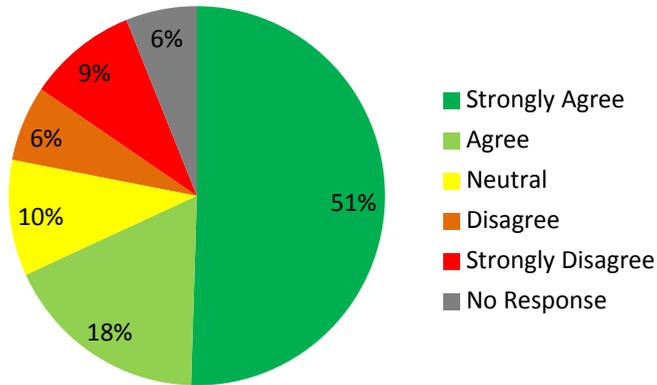
With reference to the type of respondent, the group who strongly agreed with this statement the least, only 67% of parents with a child in Special School strongly agreed with this statement. Many who did agree also commented that suitable provision was just as important as location.

597 responded		1. Pupils with SEND should be able to attend a Special School as close to home as possible
Agree	93%	Key Themes: <ul style="list-style-type: none"> • Long journeys to school have a negative impact on pupils and families. It effects energy levels, ability to learn, increased anxiety, undue stress for parent/carers and loss of family experiences. • Pupils with SEND should be able to access a school which is equipped to meet their needs without excessive travel. • Attending a local school allows pupils to be part of their community. • For many respondents, access to the right school with the right facilities and staffing is more important than travelling long journeys to school. • Once the nearest school can meet the needs of all pupils in its community. • More support in mainstream schools for pupils with SEND would enable them to access their education in their local community. • Parental preference should be paramount. • Need to ensure schools have enough capacity for pupils to go to their local school. • What is best for the child is the most important thing. Education standards should not be compromised for this to happen. • There should be a limit on how far a child should have to travel. • The needs of pupils with Autism are different and therefore they cannot be met in a school which meets all needs – journey time is not the most important factor. • Once no child is forced to change school for this to happen.
Neutral	3%	
Disagree	3%	

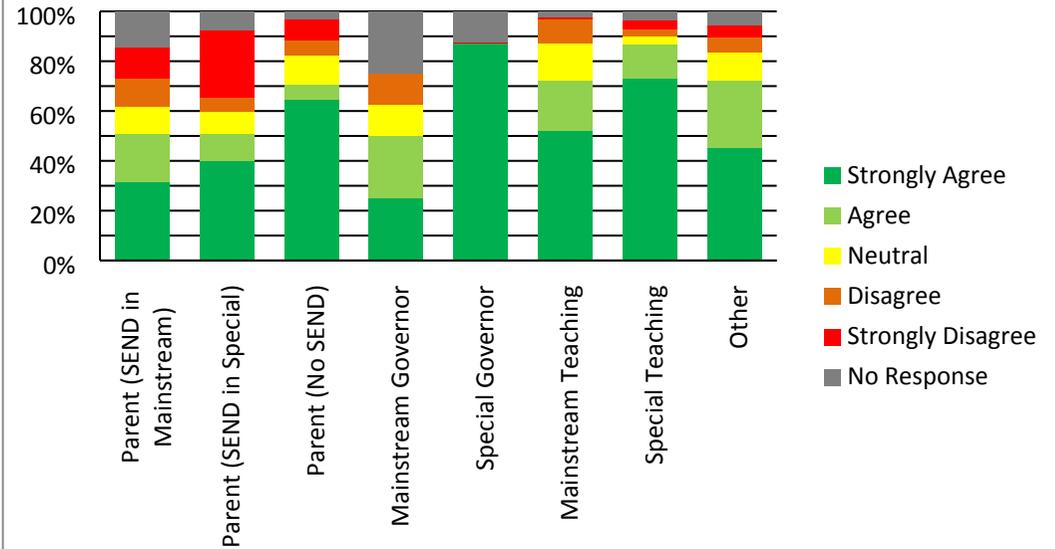
Statement 2

Special Schools should be fully inclusive, with pupils with all types of needs and disabilities educated together

Overall Response to Statement 2



Breakdown: Type of Respondent



Statement 2 was the second least supported statement across the whole survey, with only 69% of responders agreeing strongly or agreeing with the statement.

From the type of respondent breakdown, it is clear that parents with children with SEND in both special and mainstream schools had some reservations about the proposals for fully inclusive Special Schools, with only 50% agreeing with the statement.

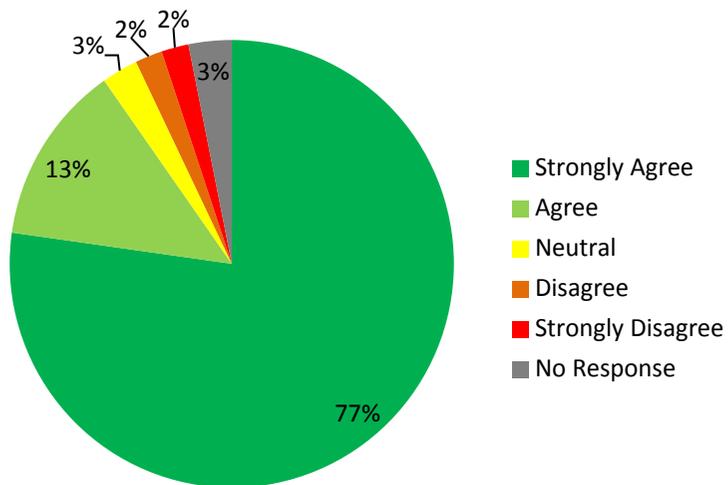
However, all Special School Governors who responded supported the principal.

569 responded		1. Special Schools should be fully inclusive, with pupils with all types of needs and disabilities educated together
Agree	69%	Key Themes: <ul style="list-style-type: none"> • Fully inclusive schools represent the variety of society and encourage greater acceptance and understanding. • Pupils with SEND do not fit into categories; schools should be able to meet the individual needs of pupils in their local community. • Inclusive schools need to have the right facilities and resources to meet all needs. • Inclusive schools need to have the right staffing with the right skills and experience to meet all needs. • Agreement in principal but the safety of all pupils must be the priority. • Must be to the benefit of all pupils. • Could be very challenging for schools and staff to manage. Difficult to implement. • Pupils should be educated in an environment which best suits their needs; this could be together in a school but taught in classes with pupils with similar needs. • Teach abilities and similar ages together but provide opportunity for integration throughout the school day. • SEND education should not be one size fits all and the needs of individual pupils must be met. • Children with ASD and other social, learning and communication needs require a completely different educational environment to other pupils with SEND. This specialism must remain an option for parents. • Risk of diluting specialisms.
Neutral	10%	
Disagree	15%	

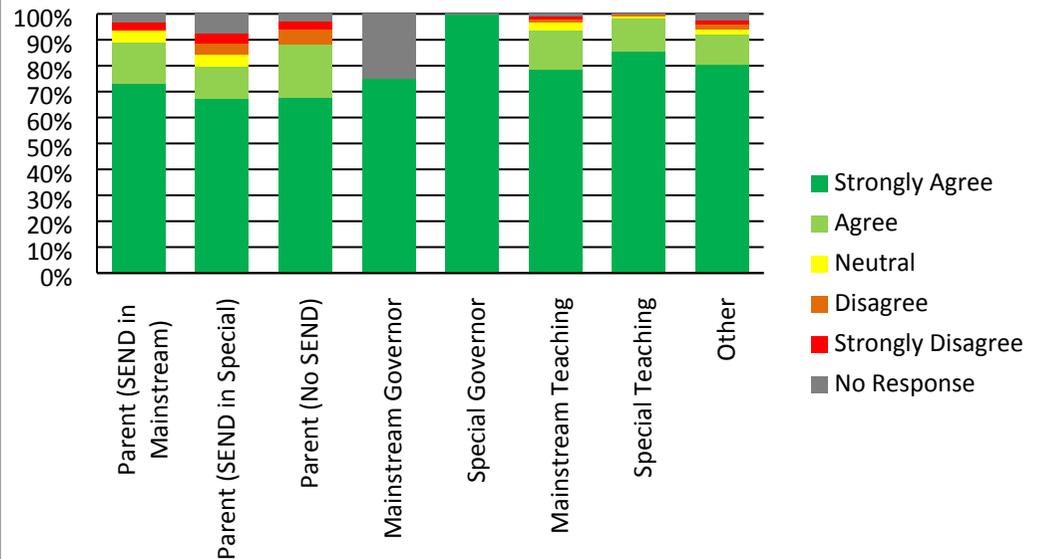
Statement 3

Wherever possible, Lincolnshire pupils with SEND should be educated in Lincolnshire

Overall Response to Statement 3



Breakdown: Type of Respondent



The principal of educating Lincolnshire pupils within Lincolnshire was well supported in the survey. Overall, 90% of respondents agreed with the statement.

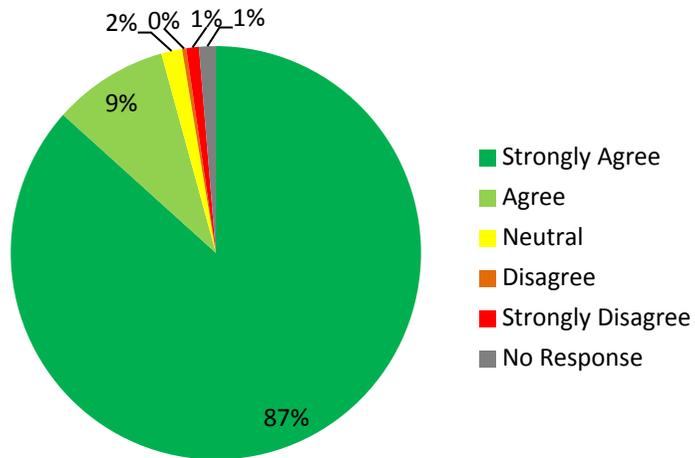
Across the range of respondent, those in agreement/strong agreement varied from 79% to 100%. Perhaps understandably, parents of pupils attending Special School agreed with this statement least as some will have children who need to access specialist Out of County provision or children attending a Special School across the county border.

587 responded		3. Wherever possible, Lincolnshire pupils with SEND should be educated in Lincolnshire
Agree	90%	Key Themes: <ul style="list-style-type: none"> Lincolnshire schools should be able to provide the right education for all of its pupils. Educating children a long way from their home and families can cause significant distress and may be detrimental to the family. Being educated out of county can affect social and life skills and makes maintaining family life difficult. The cost of educating pupils in out of county provision could be re-invested into improving Special Schools in Lincolnshire. Where pupils live close to the county border and a school in another county is nearer, this should be accessible. For pupils with very specialist needs, out of county schools may provide the most appropriate education. Pupils should go to the most appropriate setting to meet their needs.
Neutral	3%	
Disagree	4%	

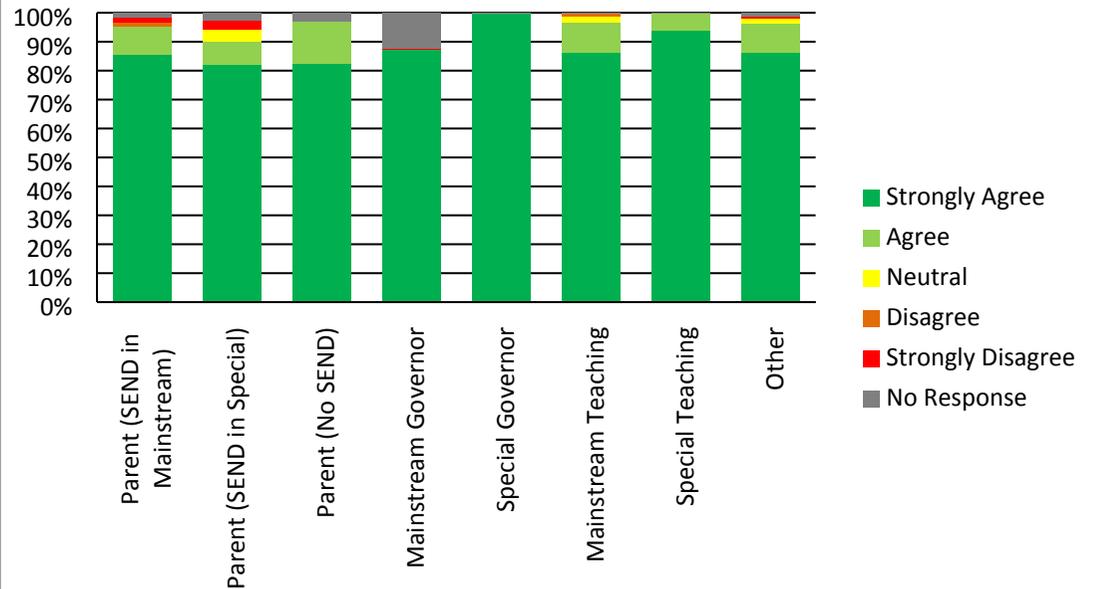
Statement 4

Children and young people with SEND should have access to the right education, health and care provision regardless of where they go to school

Overall response to Statement 4



Breakdown: Type of Respondent



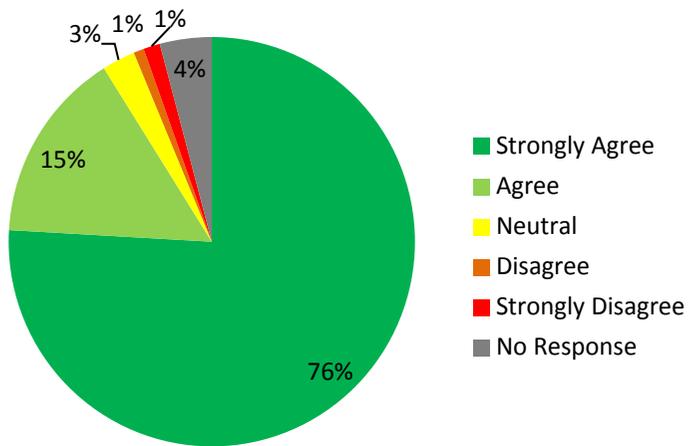
This statement received overwhelming support across all surveys, with only 1% strongly disagreeing. Across the range of respondents, the primary message of "right education, in the right place at the right time, as close as possible to home" was well supported by between 90% - 100% of respondents.

598 responded		4. Children and young people with SEND should have access to the right education, health and care provision regardless of where they go to school
Agree	96%	Key Themes: <ul style="list-style-type: none"> • This should be an absolute given for all pupils with SEND in Lincolnshire, whether they attend mainstream or Special School. • Every child has a right to an education that meets their needs. • Many Special Schools are already providing the right education but need additional resources regarding health and care provision. • The Education, Health and Care Plan process should ensure all schools provide this for pupils with SEND. • Equity of provision is essential and schools should have equitable access to health and therapeutic provisions. • Education and health provision needs to be integrated. • This is not possible in all needs schools; the right education should be specialist provision for pupils with ASD. • Getting the right education, health and care provision should not be a "fight" for parent/carers. • Schools should be identifying what support and resources are required to meet all needs.
Neutral	2%	
Disagree	1%	

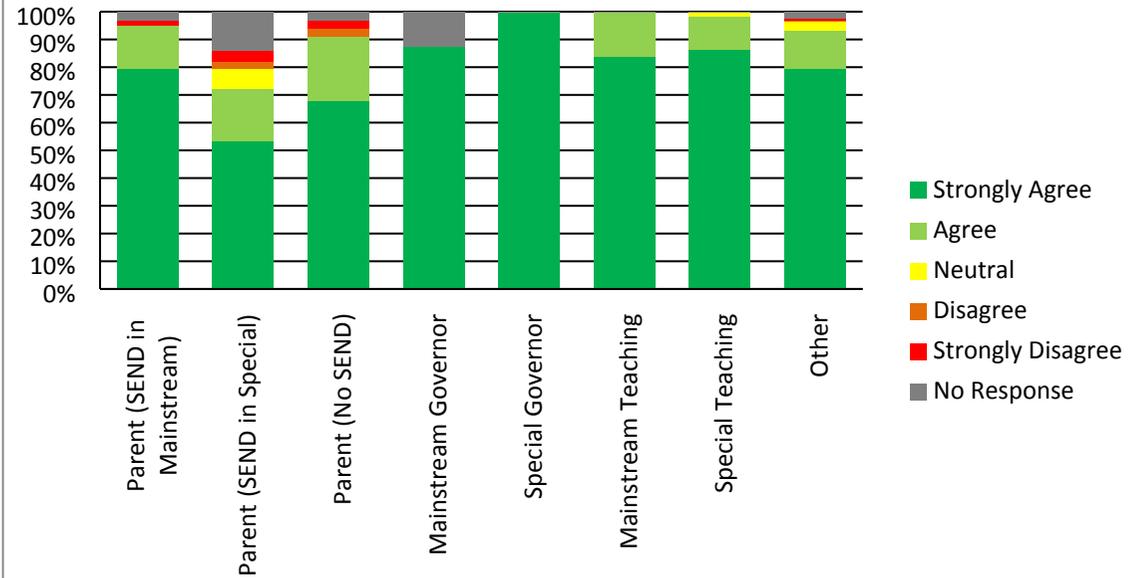
Statement 5

Special Schools and mainstream schools should work together so that pupils with SEND receive good quality education in the right school at the right time for them.

Overall Response to Statement 5



Breakdown: Type of Responder



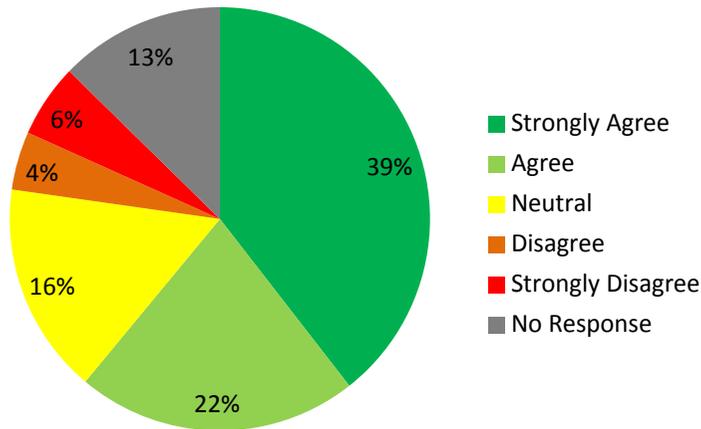
The survey saw overwhelming support from the mainstream school respondents for the statement relating to greater shared working across the sector. 71% of parents with children in Special School agreed with this statement and those who did not agree highlighted concerns regarding mainstream schools ability to meet the needs of pupils with SEND; some citing negative experiences.

581 responded		5. Special Schools and mainstream schools should work together so that pupils with SEND receive good quality education in the right school at the right time for them
Agree	91%	Key Themes: <ul style="list-style-type: none"> • Greater integration and collaboration across mainstream and Special Schools would provide pupils with SEND with more social and academic opportunities. • Flexibility across the sector would support pupils who need access to the mainstream curriculum with the support of Special School staff. • Staff could benefit from closer working by sharing knowledge and experience. This would benefit pupils across both types of school. • Greater collaboration between schools would support inclusion and break down barriers. • Concerns regarding the additional pressures on mainstream schools and whether pupils with SEND are deemed a priority. • Concerns about the impact this may have on mainstream pupils. • Support for current Outreach initiatives such as the Working Together Team and the Physical Disability Outreach Service. • Needs to be directed by the needs of the individual pupils; not a blanket approach to accessing mainstream. • Idea needs to be supported by additional staffing and resources. • Concerns around bullying of pupils with SEND; others felt this would increase acceptance. • Supported transition between schools is key.
Neutral	3%	
Disagree	2%	

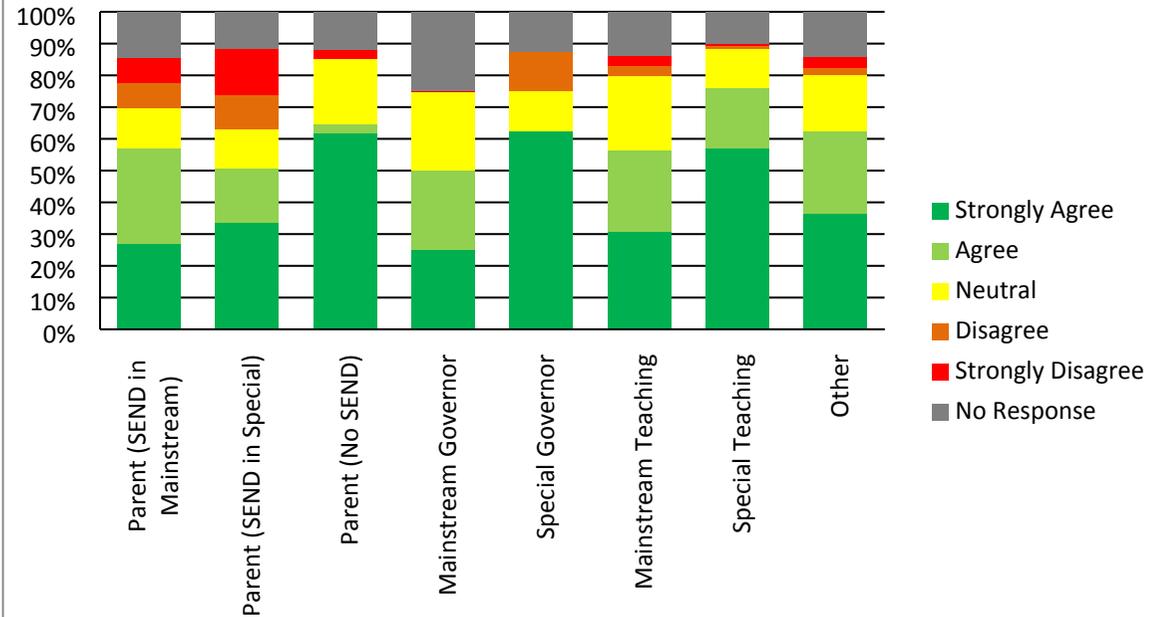
Statement 6

If the strategy is adopted it will mean significant investment and development of existing Special Schools. Building work could cause disruption in your school.

Responses to question 9



Respondent Percentages for Q9

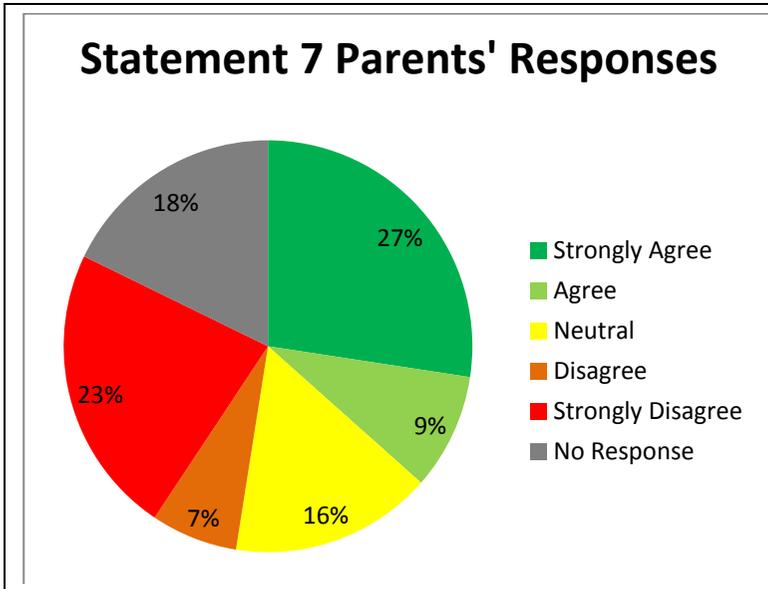


Statement 6 was the least supported statement across the whole survey, with only 61% of responders agreeing strongly or agreeing with the statement. It is clear from the responses that any building works within schools will need to be managed in a way which causes minimal disruption to pupils and their education.

529 responded		6. If the strategy is adopted it will mean significant investment and development of existing Special Schools. Building work could cause disruption in your school. (This statement asked people to rate their support for potentially disruptive change)
Agree	61%	Key Themes: <ul style="list-style-type: none"> • High level of support for this as the majority of Special Schools require additional facilities and improvements to their premises. Viewed as a positive step forward. • If the school is going to benefit from better facilities, this would be acceptable. • Needs to be project managed carefully with minimal disruption to pupils with SEND. • Good communication with parents and pupils about the planned developments. • Valuable suggestions provided from respondents about how to complete the work with minimal disruption. • Concerns for pupils with SEND and the potential distress building work may cause.
Neutral	19%	
Disagree	10%	

Statement 7: Parents only

If the strategy was adopted and Special Schools were ready to provide for all needs, how likely would you be to request a move for your child to the nearest Special School?



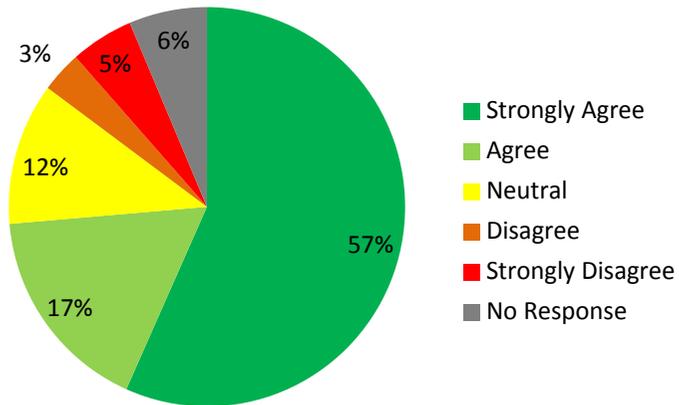
This statement was included to ascertain how parents felt about the prospect of a change of school for pupils with SEND, if a nearer school could meet need. It is clear, with only 36% of respondents agreeing with the statement, that for many pupils change of school is not a consideration at this stage.

199 responded		If the strategy was adopted and Special Schools were ready to provide for all needs, how likely would you be to request a move for your child to the nearest Special School?
Agree	36%	Key Themes: <ul style="list-style-type: none"> • Support for the proposed strategy and some parents expressed that they would be keen to move their children to a school closer to home, if it could meet their needs. • Support for the proposed strategy but some parents expressed that they would not seek to change their child's education setting as they are happy and settled. • Concerns regarding transport allocation if parents chose to move to a nearer school.
Neutral	16%	
Disagree	30%	

Children and Young People's Survey

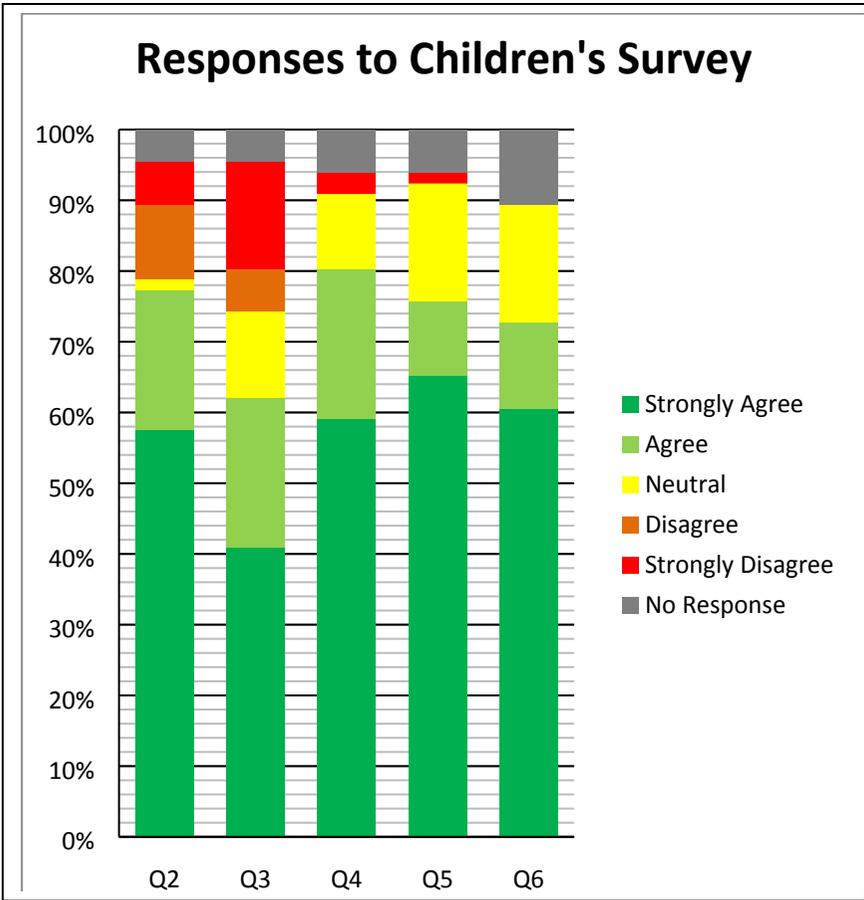
As highlighted previously, the contributions to the children and young people's survey cannot be considered as the view of young people as a number of adults completed this survey. This was apparent from the comments within the text boxes. Therefore only a brief overview of findings from this survey will be presented as it cannot be deemed reliable in presenting the views of its intended cohort.

Children's Survey Overall Responses



Of those 58 respondents who completed the children and young people's 14 could be identified as children or young people, whilst the remaining 44 were either identifiable as parents as they cited having children in a Special School or not identifiable as either due to not comments.

74% of the whole cohort agreed strongly or agreed with the statements overall with 8% disagreeing or disagreeing strongly.



Statement Q2: Children and young people with special education needs and disabilities should be able to go to a school as close to home as possible.

Statement Q3: Special Schools should include children and young people with all kinds of needs and disabilities taught together.

Statement Q4: Wherever possible children and young people with special educational needs and disabilities who live in Lincolnshire should be able to go to school in Lincolnshire.

Statement Q5: Children and young people with special education needs and disabilities should be able to get the right education, health and care provision no matter where they go to school.

Statement Q6: Special Schools and mainstream schools should work together so that children and young people with special educational needs and disabilities get a good quality education in the right school at the right time for them.

Survey Outcome

The consultation survey was completed by 667 respondents and the contributions have provided LCC and Special School Leaders with a valuable insight into the experiences of those associated with SEND.

Overall, the survey has indicated that there is considerable support for the proposed strategy, with all key strategic messages being supported by between 61% and 96% of respondents. The only statement which was not supported by the majority was where parents were asked to identify if they would consider moving their child to a nearer school – this was met with significant opposition. However, as the proposed strategy does not require any pupil to move schools against their wishes, this should not be a concern if the strategy is adopted.

From the qualitative responses to each statement, some key themes emerged as highlighted in the tables above. These key themes mirror the discussions across the consultation.

Key Themes from the survey:

- The importance of pupils having access to the right education, as close as possible to home – these two priorities should not be exclusive.
- Some opposition to All Needs provision from schools required to make the most significant change to need catered for.
- Concern about how all needs will be met in one setting– schools must have the right resources and staff training.
- Pupils with SEND need a system of education which meets all of their individual needs, both in Mainstream and Special Schools.
- Access to the right health and care provision, regardless of where pupils are educated.
- Parents of children and young people face too many barriers and challenges when it comes to getting their loved ones the right interventions and education, including long journeys to school.
- The pressure on availability of Special School places and the changing needs of pupils with SEND means that the current system is unsustainable.

Where the survey did present concerns and challenges, they related mostly to the proposed changes to All Needs provision. Strong opposition was presented through the survey comments, by a small number of respondents, to the proposed changes for Gosberton House Academy, claiming these changes would significantly diminish the standard of education provided.

5. SEND Mailbox and other methods of consultation

In order to ensure that the consultation provided ample opportunity for interested parties to make their contributions, a variety of other consultation mechanisms were provided. Comments and further questions were invited via the SEND Communities mailbox and all emails received through this route were acknowledged and detailed responses provided where specific questions were submitted. One submission of

questions did not have any contact detail to respond to, so these have been included in the "Building Communities of Specialist Provision: Consultation Responses".

In total, 25 individuals submitted 37 emails to the SEND Communities inbox, within the following categories:

Schools = 4 respondents.

College = 1 respondent.

Parent/Carers = 15 respondents.

National Deaf Children's Society = 1 respondent.

School Governor = 1 respondent.

Linkage Trust = 1 respondent.

Member of Parliament = 1 respondent.

Not specified in email = 1 respondent.

The key themes within the correspondence received via email and letter have been summarised in the table below.

All emails directly contributing to the consultation have been made available to the Executive Councillor to support decision making processes.

Summary of contributions via the SEND mailbox

Issue's Raised	Number of responders
Responder opposed to the proposals as specialisms as the specific needs of children with Autism are significantly different and require a completely different environment and learning support. All needs provision will dilute the standards within specialist schools.	13/25
Responder opposed to the proposals as specialisms as the specific needs of children with physical and medically complex disabilities are significantly different and require a completely different environment and learning support. All needs provision will dilute the standards within specialist schools.	3/25
Responder opposes all needs provision and suggests that Lincoln should be all needs across 2 schools.	1/25
Responder opposed to the strategy as it removes parental preference.	4/25
Responder believes that the right school trumps any travel concerns.	4/25
Responder believes that more attention needs to be given to educational achievement, Aspirational academic opportunities for those that can without 'rounding down'. This should also include improved 16-19 provision.	4/25
Responder believes that assessment and implementation of EHC plans for pupils with Autism, in mainstream settings needs improving, as does access to a range of therapies.	5/25
Responder believes that pupils should not be placed in private educational settings due to concerns about quality and safeguarding.	1/25
Responder believes that the proposals are based on inaccurate data.	3/25
Responder believes that increased capacity would be welcome.	1/25
Responder is concerned that pupils will be forced to change schools under the proposals.	2/25
Responder believes that, if school does not move to all needs provision, that funding will be withdrawn or the school will be massively disadvantaged.	3/25
Responder believes that the identified funding allocation is inadequate and the proposed model cannot be implemented for monies stated. Challenge to costings and whether the model is viable?	6/25
Responder is concerned that the strategy does not identify how the specific needs of deaf children will be met.	1/25
Responder welcomes the improved links with mainstream schools, including satellites. How can they support this?	4/25
Responders strongly believe this investment should be aimed at developing more specialist autism schools or, at least, extending the age range of Gosberton House Academy.	9/25
Responder believes that the strategy does not do enough to address the mental health needs of children.	1/25

Responder believes that properly managed transition is a good thing and pupils who wish to change schools should be well-supported.	1/25
Responder believes that the strategy is just a money saving exercise.	2/25
Responder does not believe that research supports all needs provision. The LA has not done enough research to back up the strategy.	2/25
Responder agrees with principle of nearest school to fit child's needs.	1/25

Third Sector Contributions

Consultation responses have been submitted from two third sector providers; The National Deaf Children's Society (NCDS) and Linkage Community Trust. Both are service providers in Lincolnshire and have a keen interest in the proposals within the strategy.

The National Deaf Children's Society contacted the SEND Project Office by telephone on 31st January 2018 to discuss the proposed strategy further and consider how it may impact deaf children and young people. A formal response was submitted to the consultation on 1st March 2018, raising six key concerns/questions:

1. Reassurance that parental preference is paramount and that no family would be placed at a disadvantage if they chose to remain at their current school.
2. Reassurance that Out of County provision would continue to be available where it provides the most appropriate education for children and young people.
3. Concern that the strategy promotes a "return to mainstream" approach and that this will have a detrimental effect on Special School viability.
4. The organisation requires more detail regarding the planned capital investment program and reassurance that the needs of deaf pupils will be included in the plans.
5. Concern that the strategy does not specifically identify a core offer for deaf children.
6. The organisation requires further information regarding the workforce development plans within the proposal.

The LA has responded to these concerns via telephone discussion with NCDS Regional Director, Martin Thacker with both the SEND Project Officer and Service Manager - SEND, LCC.

The Linkage Community Trust submitted their contribution to the consultation on 13th March 2018 after engaging in discussions with their parent/carers, their education committee and Linkage Trustees and attending a number of consultation events. The following comments/concerns were raised:

1. Expressed concerns regarding the limited opportunities for transition in the proposed model. It was felt that the experience of children and young people with SEND should reflect the same opportunities and experiences of pupils in mainstream and that transition from primary to secondary to further education can be beneficial for individual growth and development.
2. Parents/Carers were particularly interested in how the strategy sought to support pupils accessing mainstream and welcomed the concept of satellite provision presented once they supported inclusion and integration.
3. The Linkage Community Trusts welcomes the strategy as an opportunity and that no pupil would be required to change school.
4. The organisation raised concerns that the strategy assumes pupils will remain in school post-16 and does not fully address the importance of specialist provision for young people aged 16-19 years.
5. The organisation raised the issue of early identification of mental health in pupils and suggested the strategy could address this in more detail.

6. The organisation expressed concerns around the challenges presented to schools in educating All Needs in one setting and stressed the importance of upskilling staff.
7. The organisation expressed concerns that parental choice would be impacted by the strategy. Whilst acknowledging the detrimental effect of excessive travel school allocation has on some pupils, Linkage Community Trust sought reassurance that parental choice would be respected.

The organisation welcomed the opportunity to work in partnership to fulfil the aspirations of the strategy and stressed the importance of children and young people receiving an educational programme which meets individual's needs.

Additional Opportunities

In line with Government advice on consultations, it was deemed appropriate to offer alternative methods of communication, most appropriate to the group being consulted with.

A dedicated telephone line was provided enable interested parties to contact the SEND Project Office and make their contributions. One call was received via this method, requesting additional information.

Two interested parties requested and received a telephone call from the Senior Project Officer to discuss aspects of the strategy in further detail. Both parties subsequently submitted their contribution to the consultation in writing, based on the reassurances provided during the telephone discussion.

7. Mainstream School Consultation

The proposed strategy encourages greater collaboration between mainstream and Special Schools, particularly with the proposed Special School satellite pilot which will see enhanced SEND provision, led by Special School staff, within mainstream schools. In order to ensure mainstream school leaders are fully aware of the proposals which may impact on their provision, opportunities for consultation were accessed.

The LCC Spring Leadership briefings were held in early March'18 at venues across the county and Heather Sandy presented the proposed strategy and model to Early Years, Primary, Secondary and Special School Leaders from 229 schools.

Comments and questions were welcomed as were expressions of interest for the Special School satellite provision pilot. 11 schools have since submitted their expressions of interest for the satellite pilots.

Key Discussion Points:

- Timeline and implementation.
- Request for more information regarding the proposed Special School satellite provision.
- Details of the capital investment programme.

- More information regarding the governance of the proposed new free school.
- Importance of parental choice in allocating a Special School.

The strategy has been well received by School Leaders and support for the project was expressed at all Leadership Briefings. One Head Teacher spoke as a grandparent and welcomed the proposed changes and LCC's commitment to pupils with SEND.

In addition, the proposed strategy has been presented for consideration and consultation at both the Lincolnshire Learning Partnership Board (LLPB) and Schools Forum. The LLPB has approved the proposed strategy and fully endorses the vision for greater collaboration across the sector.

The strategy was presented to the Schools Forum on 18th Jan'18 and the following comments were submitted to the consultation.

Key discussion points:

- Timescale and implementation.
- Importance of a recruitment analysis to ensure adequate and "best possible" staffing provision for Special Schools.
- Need to ensure mainstream commitment to the strategy for it to be effective.

8. LCC Response to Consultation

Lincolnshire County Council is fully committed to ensuring that this consultation process is conducted in line with DfE recommendations, in an open, fair and responsive manner. LCC has endeavoured to respond to all direct communication (with the exception of the surveys) to ensure all interested parties had a clear understanding of the proposed strategy and their concerns addressed.

Unfortunately, there has still been a significant amount of misinformation and rumour associated with the strategy, which has encouraged strong opposition to the proposals from some members of the Autistic community and friends of Gosberton House Academy, as highlighted in this document.

In order to address the concerns and questions raised throughout the consultation, LCC has published its response to the key discussion points presented. This document has been published on the dedicated webpage www.lincolnshire.gov.uk/SENDCommunities .

9. Media and Social Media Coverage

A comprehensive communication plan was developed to support the period of consultation, ensuring a wide range of potentially interested parties were made aware of the proposed strategy and opportunities to consult. The strategy was publicised across a range of local media and social media outlets. A media briefing was held by Cllr Bradwell, Deputy Leader , LCC and Debbie Barnes, Director, Children's Services to launch the consultation on Monday 8th January 2018 and

subsequent articles and social media messages were published throughout to ensure the consultation remained high in the public's awareness.

LCC has presented the proposed strategy and consultation opportunities through the social media channels of Facebook and Twitter, regular reminders were issued through these forums to find out more about the strategy and to encourage people to engage with the consultation process. These forums were not used to respond to any challenges or questions raised throughout the consultation period.

Petitions

Lincolnshire County Council has received two petitions regarding the proposed strategy; one in support of the strategy and one opposing the specific proposed changes to Gosberton House Academy.

The Safeguarding Autism Provision Petition (Gosberton House)

This petition opposed the proposed changes to Gosberton House Academy and was submitted on 19th April 2018, five weeks after the consultation period had ended and outside of LCC's petition schedule. This was reviewed by Legal Services, LCC who advised that the petition could still be considered as a contribution item to the consultation. This petition was forwarded to the Lincolnshire Education Trust on 20th April 2018 to be considered as part of the Gosberton House Academy consultation.

The petition has been supported by 5610 signatories from the following locations:

- 40% Lincolnshire residents.
- 58% Other UK residents.
- 2% Non-UK residents.

The petition has been reviewed by LA Officers and significant concerns have been raised regarding the level of misinformation presented within the preamble.

- **The petition was addressed to Coralie Cross as Chair of LPCF.** LPCF are neither the decision maker for the strategy nor can they campaign on behalf of their members.
- **LCC are proposing changes to the school.** In line with DfE guidelines, all significant changes to an academy must be proposed by the Academy Trust and can only be approved by the Regional Schools Commissioner on behalf of the DfE. LCC is neither the proposer nor decision maker for academies.
- **The strategy proposes to "make one size fit all" for Special Schools.** Special School leaders have worked with LPCF to design a Special School system which has the facilities and resources, through £40 million capital investment, to meet the individual needs of all pupils in their local community. All needs provision does not equate to generalised provision; it means that schools will have a greater bank of resources and personnel equipped to educate a wider range of pupils with SEND. Individuality and the very specific needs of pupils are catered for within the county's existing All Needs schools and this will be central to the proposed model.

Petitioners argue that All Needs schools cannot meet the needs of pupils with Autism. At present there are 418 pupils with a primary need of Autism educated in Special Schools; 95 pupils attend Gosberton House Academy therefore 323 pupils with a primary need of Autism are educated in the county's other Special Schools. Pupils with Autism are already being educated in Lincolnshire Special Schools, having their individual needs met alongside pupils with other needs and disabilities.

- **"The belief that there is a £5 million deficit which schools will be expected to fund themselves"**. The government has provided revenue and capital funding to support Local Authorities to make capital investment in provision for pupils with SEND, which with earmarked capital funding within the Council's capital grants and academies also accessing capital grant funding for improvements it will enable the strategy to be fulfilled. Community Inclusive Trust to date has been successful in obtaining Condition Improvement Funding (CIF) for three of their academies to support the implementation of this strategy. Schools will not be expected to fund the proposed development of their premises as this will be funded by the allocated capital investment program, though opportunities to access CIF will be encouraged and supported.

Revenue funding of £2m has been earmarked to support the implementation of this strategy from the Dedicated Schools Grant underspend following Schools Forum support – this is to support training, start-up costs, transitional support etc. Further financial modelling work will be undertaken with revised funding requirements discussed with Schools Forum upon the work streams reviews being concluded.

The Special Schools funding formula will provide funding levels to meet the educational needs of pupils, and the formula is responsive to the changing landscape of pupil's needs and school characteristics.

- **"Gosberton House Academy should be able to retain its NAS Accreditation if it agrees to move to all needs"**. In every discussion with Special School leaders, LCC has recognised the excellent standard of education provided to pupils with SEND by all of Lincolnshire's Special Schools. LCC is committed to supporting Gosberton House Academy to retain its NAS accreditation and will also support all Special Schools to achieve this standard, as part of the planned workforce development strategy.
- **"In order to move to all needs provision; the school would require a separate block to educate pupils with severe learning difficulties and physical disabilities"**. Throughout the consultation LCC has informed all parent/carers that the allocated £40 million capital investment program will provide additional facilities in order for all schools to be able to meet a wider range of needs. This will include additional facilities and resources at Gosberton House Academy, specifically to meet the needs of pupils with PD and PMLD. However, the capital investment program will not support the segregation and isolation of pupils with differing needs and will work with each school individually to ensure the enhanced facilities will be in place to meet the individual needs of all pupils.

- **Expansion of age to 14 years.** This option has been considered by Special School Leaders and Gosberton House Academy but current demand does not indicate a specific need to extend the age range of this academy. In addition, the SEND vision for Lincolnshire is for pupils to be able to access their education as close to home as possible and extending the age range of Gosberton House Academy would have little impact on achieving this vision.
- **"Pupils with all needs and disabilities would be taught in the same classroom".** This has never been cited as part of the strategy. Schools which currently meet All Need do so by teaching pupils in classes with similar needs and encouraging integration at different times during the school day.

Whilst the strength of feeling presented in this petition must be acknowledged, it is important to recognise that its opposition relates only to the changes proposed for one school. Of the 14 Special Schools involved in the strategy, the opposition petition addresses only the proposals for Gosberton House Academy.

The "Help all special need's children in Lincolnshire by supporting the new SEND proposal" petition was signed by 217 people from the following locations:

- 40% Lincolnshire residents.
- 60% UK residents (location not always specified).

This petition was raised as a forum for parent/carers to log their support for the strategy, in response to the challenges witnessed at the LPCF consultation event in Spalding.

Parliamentary Correspondence

Correspondence regarding the proposed strategy has been received by either LCC or Special School Leaders from four MP's:

- Mr John Hayes MP for South Holland and The Deepings attended the Spalding LPCF consultation event to express his opposition to the proposed changes to Gosberton House Academy and the perceived SEND transport budget reduction. He also communicated his opposition via letter to Cllr Mrs Patricia Bradwell, who has addressed his concerns.
- Edward Leigh MP for Gainsborough and Horncastle wrote to Richard Wills, Interim Chief Executive, to express his support for John Hayes MP.
- Karen Lee MP for Lincoln wrote to Cllr Bradwell, on behalf of one of her constituents to raise concerns about All Needs provision in Lincoln and the lack of Autism specific provision.

10. Conclusion

The Building Communities of Specialist Provision Strategy has undergone public scrutiny in an extensive and thorough consultation process, which provided all interested parties with ample opportunity to express their support or opposition. The

consultation process has been highly emotive for some parties and the prospect of significant change for one school has been vehemently resisted.

Contributions to the consultation have been large in number, across the wide range of opportunities, with 667 responses to surveys, 236 people attending the consultation events and 25 respondents submitting comments and additional questions via email.

All consultation events have been informative and generated valuable and insightful discussions. As can be seen from the comprehensive summary of each event, discussion around the strategy and proposed changes for each school have been facilitated, with many parent/carers and school staff seeking reassurance over some specific issues and many key themes emerging. These key themes and the LA's responses to frequently asked questions have been addressed in the Public Consultation Feedback document and include:

- How did the LA/School propose to ensure all pupils would have their needs fully met within an all needs setting?
- Reassurances that the strategy did not support the blanket return of pupils to mainstream school.
- Reassurances that the LA was fully committed to ensuring that no pupil would be forced to change schools.
- Considerable interest in how the satellite provision would be developed.
- What are the funding arrangements for the proposals and would the allocated amount be sufficient?
- When the strategy was going to be implemented and what would the capital investment programme bring to individual schools?
- Reassurance that there would not be any changes to the transport policy and that those who currently receive transport would continue to do so.
- Arrangements for the proposed free school in Lincoln.
- How was the health offer for each school going to improve under the proposals?
- Reassurance that parental preference would not diminish.

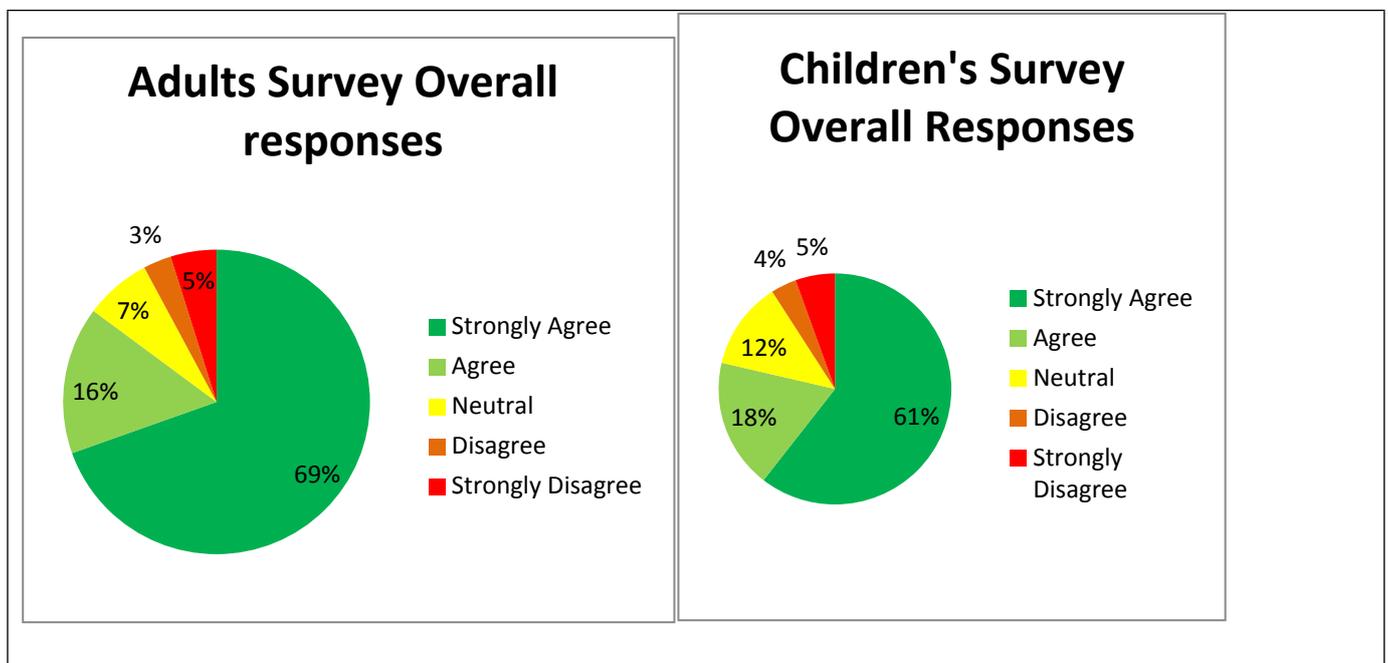
The majority of the consultation events provided an opportunity to raise concerns, dispel myths and for many parents and staff the opportunity to express their support for the strategy. However, two school consultation events and 3 other consultation events presented significant opposition to the strategy and the proposed changes for two schools.

Those in attendance at the Gosberton House Academy consultation event and the subsequent events held by LPCF at Spalding and the Boston and Sleaford LCC events, saw a core group of interested parties strongly opposed to the strategy. Parent/Carers from Gosberton House Academy, in attendance at these events and subsequently through email communication, expressed significant opposition to the proposed changes to their school and strongly objected to changing from an Autism specialist primary school to an all needs primary school.

Those in attendance at the St Francis School consultation event expressed their concerns, whilst recognising the need for change to the current school system. Their concerns related to the provision of all needs and questioned if this was a safe and appropriate environment for pupils with physical disabilities and complex medical needs. Both the Executive Head Teacher and Governors remain committed to the strategy and provided reassurance to those in attendance that the school could effectively meet all needs with the proposed capital investment programme.

Throughout the consultation period, the strategy has received overwhelming levels of support, evidenced through the survey data and feedback from some consultation events. Contributions to the survey have been generally very positive with some additional comments providing an excellent insight into the family lives of children and young people with SEND.

Analysis of the surveys is outlined below, it indicates that between 79% and 85% of respondents agree or agree strongly with the key messages in the strategy. Only 8% - 9% overall disagree or strongly disagree with the key messages within the strategy.



Overall, the survey has indicated that there is considerable support for the proposed strategy, with all key strategic messages being supported by between 61% and 96% of respondents. The only statement which was not supported by the majority was where parents were asked to identify if they would consider moving their child to a nearer school – this was met with significant opposition. However, as the proposed strategy does not require any pupil to move school against their wish, this should not be a concern if the strategy is adopted.

Recognising that the analysis presented in this report provides a more detailed picture of support and opposition for each key message and that support varies for each statement, it is clear that significantly more people are in support of the proposed strategy than are against it. Also, accepting that there has been a small amount of challenge raised regarding the survey, LCC does not accept that the

alleged bias would alter the overall outcome of the survey and is committed to ensuring the strategic vision for Lincolnshire reflects the opinions of the majority of people taking part. In addition, considerable regard has been given to the comments provided in the surveys text boxes to ensure the decision makers have given due regard to the all of the issues raised and presented.

Where the survey did present concerns and challenges, they related mostly to the proposed changes to all needs provision. Strong opposition was presented through the survey comments, by a small number of respondents, that changing an Autism specialist school to an all needs provider would significantly diminish the standard of education its pupils receive. This position has been represented throughout this report. It is also important to ensure that the position of those whose education would be significantly enhanced by the proposals should be considered and a larger number of comments have reiterated this position.

Contributions to the consultation via the SEND mailbox have been primarily from parties opposing the changes to Gosberton House Academy. As emails provide an opportunity for a direct and personal dialogue, this method of communication has been favoured by parties opposing the proposals. In addition to the communication direct to the mailbox, a number of Elected Members and Senior LA Officers have been contacted directly by these same parties opposing the changes to type of need catered for, where the school currently provides a specialism. All respondents have received direct responses from either the SEND Project Office or the recipient of the communication outlining LCC's position. In addition to the emails received opposing the strategy, 4 emails were received in support of the proposals to improve links between mainstream and specials school.

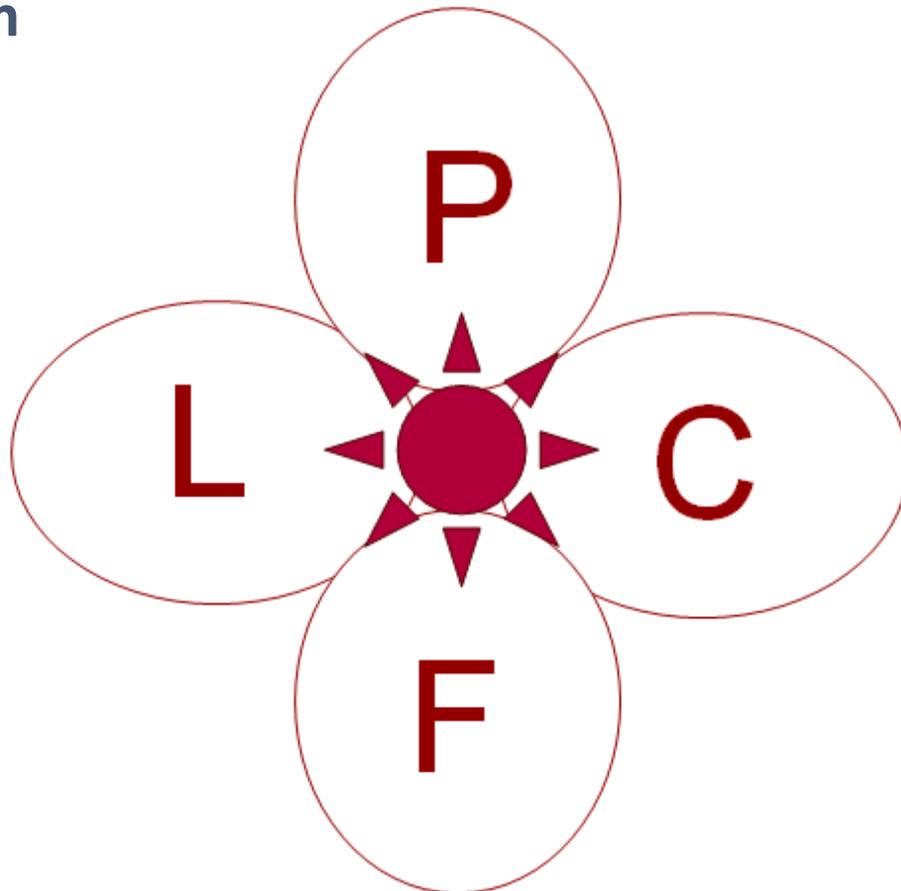
The strategy has been presented to other interested parties throughout the consultation period including health commissioners and providers, education leaders and trade union representatives who have all given their support to the proposed strategy. As identified in the report, valuable discussions have taken place with these parties but they are fully in support of the vision for SEND provision in Lincolnshire.

It is imperative that all future decisions for pupils with SEND in Lincolnshire are taken based on the needs of the majority. This strategy has been supported throughout the consultation process by a large proportion of parents, carers and interested parties who believe the proposals will create a sustainable Special School system to meet the individual needs of pupils with SEND across the county. However, it is equally as important to acknowledge the strength of opposition to the changes to Gosberton House Academy and, to a lesser extent, St Francis Special School. Decision makers from both the LA and DfE will give fair consideration to the impact of the strategy as an improvement to the whole Special School system. The capital investment program which accompanies this strategy has been welcomed by all Special School Leaders.

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2018

Lincolnshire
Parent
Carer
Forum



PARENT CARERS' FEEDBACK

ON

**Building Communities of Specialist Provision
for Children and Young People with Special
Educational Needs and Disabilities in
Lincolnshire**

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Introduction

As Lincolnshire's Parent Carer Forum we are specifically tasked, under the Special Educational Needs and Disability Code of Practice (2015), with working alongside the Local Authority and Health to ensure that the services they plan, commission, deliver and monitor meet the needs of children.

The Local Authority invited LPCF to be involved from the start of the project. Without the forums' participation in this project, the Project Board would not have heard the voice of parents and carers in the way that it did during the development of the proposals.

With nearly 2000 parents on our membership, we are able to represent families of children with a diverse range of Special Educational Needs (SEN) and disabilities and we have taken care in ensuring that all types of disability and needs have been taken into consideration.

Our participation in this project has enabled LPCF to ensure that parents and their children were at the heart of the strategy and that we could ensure that our expertise in listening to and representing parents' views could be utilised to inform the development of the strategies proposed.

Involvement in the project has taken a huge commitment from LPCF volunteers, who have given their time for free, to ensure that parents' around the county have their views represented and to also enable them to participate fully in the five additional LPCF consultations.

The transparent collaboration during the development of the proposed strategy has given LPCF confidence that the parents views they have gathered, have been taken on board and utilised from the beginning.

LPCF was supportive of the proposed strategy going to public consultation. We were able to support the proposals being consulted on because the Local Authority and Special School Head Teachers have taken into account our feedback, constructive challenge and the contribution that we have been able to make based on the extensive feedback we receive from our members throughout Lincolnshire.

Message from LPCF Team

We are delighted that parent carers felt passionate about attending our consultations and sharing their views with us. We cannot express enough how valuable these views are in ensuring that we are representative of parents of children with a diverse range of disabilities and SEN, who are members of our network.

We have given our parents a chance to feedback their views to us by offering five independent consultations around the county in Horncastle, Lincoln, Grantham and Spalding (2). Not only that, but to further support the value of parent carers' feedback, we have recorded all the responses that were collated at the meetings. In addition, further communication was received from parents by email, through our website's 'Your Say' page and through face to face events such as the coffee mornings and meetings.

The meetings were hosted by Lincolnshire Parent Carer Forum and Lincolnshire County Council representatives were invited as guests to present the strategy and answer questions about the proposals. We were also fortunate enough to have four heads of Special Schools attend our consultations, who listened to parents and were able to give their own views about the proposals and answer any specific questions about the strategy.

Over fifty people attended to have their say on the proposals as well as to share their personal experiences and views. LPCF also gave parents the chance to book an appointment to speak to the Local Authority on a one to one basis about their individual issues. This opportunity was taken up by parents who were grateful to have their individual issues addressed by the Local Authority on a face to face basis.

Feedback from each consultation has been kept separate as there was a distinctive difference in the ethos of the questions posed by parents at each event. Whilst concerns over the effect the strategy would have on their own children was voiced by many parents, Spalding's meeting brought up particular questions about the "All Needs" designation of Gosberton House Academy.

Additional feedback from parents who were not able to attend a meeting is also recorded in this document.

As well as hosting our own Consultations to inform the process, our team of volunteers have attended all of the consultations at each Special School and also the three public consultations held by Lincolnshire County Council (LCC). Our volunteers have been committed to ensuring that the views of parents are at the heart of this project and have given their time willingly to help inform the process.

This document will be given to the project board in a bid to inform the consultation process.

We hope you find this report valuable reading and would like to thank all of you who participated, Lincolnshire County Council staff and the Heads of Special Schools for supporting the involvement of parents in the project.

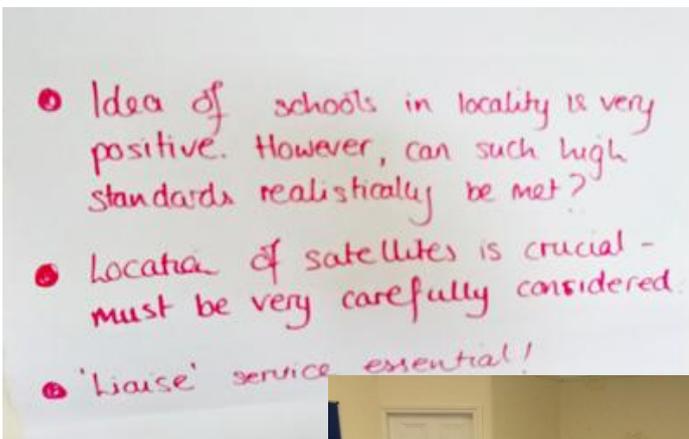
With best wishes,

Coralie Cross & LPCF Team

This is the unadulterated feedback collected from parents:-

Meeting One: Horncastle 11am-1pm

- ❖ Satellite sites on mainstream school sites, has this been mapped?
- ❖ South of the county, close to the Lincolnshire/Peterborough border (Crowland). Peterborough is nearer for schools. Is there still a choice for parents to choose schools?
- ❖ Some time ago, there was some funding for a satellite unit which was going to be placed on the Priory Witham Academy site. Nothing happened with this. This did not materialise and nothing happened. This is not how we want the units to be run.
- ❖ What about SEMH schools?
- ❖ Is any of this going to affect the funding for schools transport?
- ❖ What about transport for pupils aged 16-19?
- ❖ The bursary at schools for 16-19 transport is not applicable to parents with pupils accessing education in independent settings. This disadvantages parents with low incomes. Cambridgeshire pay for this, Lincolnshire don't.
- ❖ Stamford – what is the closest school, is it Grantham? Mainstream said no to taking my son. Who makes the decision on placing in the satellite sites?
- ❖ Transport already in place. Entitlement already granted. At the annual review thoughts around nearer schools would be raised and the question asked. The transport policy will only fund a pupil to the nearest school. What choice do parents have?



How do you ensure access to health?
(OT, physio, SALT, ed psychs, CAMHS)
These are needed school nurses
within special schools, especially schools with such a 'broad' remit.

Cross-boundary CCGs - funding

Community links in localities - short break etc.

- Staff training, from outset and ongoing
- From mainstream perspective, they're already overstretched
- Don't feel autism fits this model - spikey profile - but how do teachers possibly cope with such diverse needs and meet those needs effectively?
- Does reality live up to dream?

Meeting Two: Lincoln 11am-1pm

- ❖ I have a child in a very small village mainstream. There are challenges from the mainstream side. If this is going to happen then involving mainstream schools will be challenging.
- ❖ Mainstream schools need to communicate better with each other about challenges and issues but successes also.
- ❖ People need to be open- minded and not blinkered in their thoughts and views.
- ❖ The SENCo training should also include training on disabilities (Downs etc). This would help to develop knowledge and skills before school settings take on pupils.
- ❖ It was noted that Teaching Assistants (TA's) should be able to share expertise and practice the same as the SENCos do. Do they need a working group as well as the SENCo's?
- ❖ This proposed strategy and model will get challenges from parents and headteachers. It is understood that people don't like change.
- ❖ Why aren't parents engaging?
- ❖ Parents want to have the flexibility of mainstream settings and not to lose the special school places that they have had to fight for.
- ❖ Is it county wide?
- ❖ Units – is it going backwards?
- ❖ Must meet the needs of the child holistically.

Meeting Three: Grantham 11am-1pm

This meeting was cancelled due to lack of attendees.

The parent that had booked was encouraged to feedback via the questionnaire and was given the opportunity to speak to someone from the Local Authority if they so wished.

Meeting Four: Spalding 11am-1pm

- ❖ Who decides which school is the best place?
- ❖ In-house training or specialist training? Buying in training and therapies? The NHS also faces challenges to provide services for pupils with SEND.
- ❖ Going forward are there going to be adaptations of mainstream school premises to accommodate needs?
- ❖ Where and when do you think that mainstream school teachers will have the time to look at pupils with SEND? How will this be done?
- ❖ £5m shortfall in funding. Are you expecting schools, either the special or mainstream schools to pick up this difference?
- ❖ Satellite Units – this name is misleading.
- ❖ All in agreement that children need specialist education. Why are we diluting it?
- ❖ Transport – will it be provided if I refuse nearest school?
- ❖ Autism is not a one size fits all disability.
- ❖ Need more mainstream school staff effectively trained to educate and care for the needs of children with SEND.
- ❖ More access to specialists to advise and support teachers, parents and children in schools.
- ❖ Better processes for identifying SEND within schools, more SENCos and more disability aware staff.
- ❖ More specialists to work in schools and advise and work with teachers, parents and children.
- ❖ More transparency and less ambiguity in processes for SEND identification & support.
- ❖ More open, active promotion about services and support to parents within Lincolnshire.
- ❖ Better more effective working of services across the board. Teachers, doctors, health services, parents, psych services, CAMHS, occupational therapists!!
- ❖ All needs into Gosberton will disrupt.
- ❖ Accreditation is at Gosberton.
- ❖ If you can't meet their needs, why not? Why is there no provision in place for them?
- ❖ Until today I didn't realise the decision to make Gosberton House "all needs" was a decision made by the school themselves (or the Trustees) – where were they?

- ❖ Why build another school in the Lincoln area when you could build one in Sleaford providing for lots of local villages?
- ❖ It was nice to see Head Teachers from South Holland and South Kesteven represented at the meeting to confirm their support for the proposal, sadly there was a notable absence of the Head Teacher of Gosberton House School to indicate their position.
- ❖ If you change Gosberton House Academy that's then not meeting the needs for those kids already there.
- ❖ Mainstream struggle now – influx of SEN.
- ❖ Improvement in EHC process required.
- ❖ More Special School places needed.
- ❖ Early intervention is critical in child's life long- term.
- ❖ All needs at Gosberton House will reduce "Autism Specialist" places.
- ❖ I feel that this meeting was pointless. I feel that you haven't explained everything so very pointless.
- ❖ Very confused – I don't think that changes need to be made at all. Yes in fairness extend the Special Schools that's fine to some extent but changing to all needs to everyone is too much.
- ❖ No more cuts to transport, if anything improve training to Personal Assistants (PA's) on the transport and Autism is on the rise and should be addressed, not drowning out the schools for Autism to all needs. Not every disability is the same. If anything more funding to improve the Special Schools to get the children out of the mainstreams who don't get all the funding needed and the choice to move. Not every child suits mainstream. Class sizes are too demanding, noise if they have anxiety and how they follow work.
- ❖ Battle to get Special School place is isolating.
- ❖ After the LPCF Representatives had dealt with the hostile environment I learnt a lot about the proposed changes. One lady had to leave, due to being distressed by the hostile and confrontational attitude of some parents who were not even prepared to listen to the presentation.
I personally think the strategy has some very good points e.g more school places, less travelling times for children, more funding into the terrible school buildings to make them fit for purpose and at last some investment into staff training.
I understand parents are frightened of change but I think that some changes are for the best and it has to be looked upon as a big picture and not be governed by the views of parents of one school.
- ❖ Good idea to have more autistic schools.
- ❖ No respite for ventilated – go to Leicester Hospice 40-50 miles.

- ❖ Really happy in mainstream (Reception) – mainstream support continue – more support needed.
- ❖ Educational Psychologists only seeing children with an Education, Health & Care Plan (EHCP).
- ❖ Get it right at the beginning i.e. Pre-school.
- ❖ Need a teacher for the hearing impaired.
- ❖ Gosberton keep the same or expand and build another school.
- ❖ Can't see all needs working with Autism.
- ❖ Why do people think that Autism is MORE special than other special needs? All children need to have their needs met and if the heads of Special Schools say they can do it – why not let them. They will be accountable later in the implementation stage if it goes ahead.
- ❖ What's going to happen after 11 – no Specialist Autism provision then?
- ❖ More schools needed but smaller schools.
- ❖ Don't want to go back to mainstream with all teachers who don't know about Autism. Keep it specialised.
- ❖ Convert an existing building – Sleaford area – satellites may work.
- ❖ Will more kids be home schooled? This may affect the family unit.
- ❖ Good idea – stay at Special School but access i.e. Science GCSE is a good idea.
- ❖ Can we be clear - Gosberton House Special School is not the only school that deals with children with Autism. All Special Schools, Primary schools and Secondary schools cater for children with Autism, almost without exception.
- ❖ Why change something if it is working?
- ❖ Why was Mr Hayes invited by parents unless he was representing all parents and not just a few?
- ❖ I was very saddened by the rude, haranguing, bullying tactics of a small group of the audience when some people were trying to listen. Very disappointed with these parents.
- ❖ Child in a mainstream primary. Happy that the school is meeting needs and does not want child to go somewhere like Gosberton House but continue in mainstream into secondary (currently in reception). I am looking forward to the future. The only drawback was lack of British Sign Language (BSL) knowledge of staff, no teacher of the deaf going into the school as child no longer wears hearing aids, but uses sign supported English, BSL to communicate. Lack of assisted communication aids in school. Schools not informing them about the consultation.
- ❖ Concerned about parents who are too shy to ask for support.

- ❖ Parent asked why are EHC plans being rejected at pre-school age, when it is supposed to be from birth. This affects children as the Educational Psychologist only becomes involved with children with an EHC plan.
- ❖ Gosberton School have children who have co-morbidities not just Autism Spectrum Disorder (ASD), so they are not just an Autism school, they meet other needs already.
- ❖ I asked some of the parents on my table if they had been to any coffee mornings or events (no not heard of LPCF till recently) but LPCF has been going 10 years, why have Gosberton School or Early Bird trainers not mentioned LPCF?
- ❖ So say Gosberton stayed as it is, children grow up and are going to move to one of the all needs schools, so why not start mixing your children now with children with other needs, so they recognise difference from an early age. Just some of my own conclusions.
- ❖ Why are the LA proposing this?
- ❖ Training and workforce development, where is the money coming from to fund this?
- ❖ Messages from certain schools should have been clearer.

Meeting Five -Spalding 6.30pm-8.30pm

This meeting was cancelled due to lack of attendees.

Written correspondence

Email to LPCF received as follows :

"My name is x and I attended the meeting this morning at Spalding. I left the meeting early as I felt very uncomfortable with the way it was going and the confrontational feeling. I just wanted to thank you and your volunteers. A lady (I'm afraid I've forgotten her name) followed me and got me a drink (I'd had a few tears) and made sure she wrote down my viewpoint as she felt it was important all voices were heard."

"I'm joining LPCF this evening so that I'm more aware of what's going on - but I just wanted to say thank you to you all for the professional manner in which you conducted yourself and the support you provided me."

Feedback on Facebook

We should be all in this together, it's not rocket science what's needed, was sad to see you guys had already agreed to this.

Common Themes

For ease the most common themes have been grouped together:-

- ✓ Will children be forced to change schools?
- ✓ School Transport
 - Is it a money saving exercise?
 - Will my child's current transport arrangements be honoured by LCC?
 - Concerns over length and time of taxi journeys, although a few exceptions were noted (child/parent liked the journey).
- ✓ Satellite provision
 - Are mainstreams supporting the proposals?
 - Access.
 - More flexible opportunity.
 - Maybe many challenges for mainstream schools.
 - Sharing expertise – good news.
 - Confusion about "units".
- ✓ Staff training
 - Will staff in mainstream be adequately trained?
 - Will mainstream schools be adequately resourced?
- ✓ All needs designation change- concerns by some about how this can be achieved.

Dilution of provision

- Concerns specifically from parents at Gosberton House School.
 - Myths and rumours with regard to Gosberton House School.
 - Whether Gosberton House is actively supporting the proposals.
 - What happens if one school decides not to support the proposals?
- ✓ Health offer – engagement with health?
 - ✓ Funding – is it enough?
 - ✓ What about SEMH schools?
 - ✓ Why is Sleaford not being considered for the new school site?
 - ✓ Transitions – some parents were happy to have no transitions between Primary/Secondary; however, some were concerned that no transition meant children did not experience change.

How LPCF engaged with parents and enabled their views to inform the proposals.

- Case studies were provided by LPCF to inform discussions during the development phase, looking at issues such as travelling times for children, parental anxieties surrounding separation when child attends out of county placements and the battle that parents experience on a daily basis.
- Evidence from our “Parents voice reports” was also used to inform the process. These views are gathered from parents around the county about the services they use and are their unadulterated feedback. Parents are encouraged to participate in giving LPCF their views at every coffee morning, workshop and event and through the “Your Say” page of our website. We publish the reports every three months and they are circulated to the Local Authority and Health services for their information. We also feedback the views of parents on our forum to the Department for Education through the DFE SEND survey.
- Findings from LPCF’s Transport Consultation report (2015) and our LPCF SEND survey (2016) also informed the process.
- Eight pages of our website have been dedicated to the Proposed Strategy as it was prioritised by our forum.

How LPCF were involved in the development of the proposed strategy.

- During the development of this project our volunteers have attended many meetings with the Local Authority and Heads of Special Schools.
- LPCF team had input into the narrative document including two of our representatives being filmed for inclusion in the document.
- Input into the two page bulletin of the summary to ensure stakeholders were informed of the main bullet points in an easy to read format.
- LPCF had input into the Frequently Asked Question sheet so that parents could be informed prior to the consultations.
- Input into the design and wording of the Questionnaire to make it as easy to read as possible.
- LPCF have regularly emailed all parents and other stakeholders including professionals, support groups, voluntary organisations, schools and SENCOs to keep them informed of the documentation, website pages and access to all consultations.
- We regularly used Facebook and Twitter to inform parents about the proposals.
- Our volunteers informed parents of the opportunities provided for them to engage at every coffee morning and event during the consultation period. If they were not able to attend in person they were advised on how to participate in giving their views.
- Our own survey has increased our membership and all new members have been written to and invited to give their views on the proposals.

Appendix A: Steps LPCF have taken to ensure that Parents are Informed and Consulted.



Lincolnshire Parent Carer Forum

LPCF have dedicated eight pages of our website to the Strategy e.g.

Lincolnshire Parent Carer Forum

LPCF, PO Box 1183,
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Catch us on
Join us on Facebook

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Registered Charity No. 1141060

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[Consultation LPCF](#) | [Consultation Special Schools](#) | [Consultation Public \(LCC\)](#)

Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire

Big News! - Please read on for more information:-

Strategy Summary (key points)

Lincolnshire County Council's Children's Services has been working with all special school head teachers and Lincolnshire Parent Carer Forum to develop a new strategy for special education in Lincolnshire. The Building Communities of Specialist Provision Strategy is the result of this work and we believe it will address many of the challenges pupils with special educational needs and disabilities (SEND) and their families face when trying to access the right education, in the right place at the right time.

For parents and carers, we recognise some of the challenges you may have had to deal with.

- Your nearest special school may not be able to meet your child's specific needs, so they have to travel long distances to get to a school that can meet their need.
- Your nearest special school may not have space to accept your child, so they have to travel long distances to get to a school that has a space.
- Your nearest special school may not have the resources to meet your child's needs, so they have to travel long distances to get to a school that can give the right support.
- Your child may have specific, complex needs and because the special schools in Lincolnshire cannot meet their needs, they are being educated out of county. This can mean long periods living away from home or long daily journeys.
- You may have wanted your child to remain in mainstream school but did not feel there was adequate support and training for staff

Lincolnshire Parent Carer Forum

LPCF, PO Box 1183,
Spalding, PE11 9EE

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[Consultation LPCF](#) | [Consultation Special Schools](#) | [Consultation Public \(LCC\)](#)

Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire

IMPORTANT Message from LPCF

The following strategy proposes that children with SEND receive *"the right education, in the right place at the right time to enable them to achieve their full potential"*.

As Lincolnshire's Parent Carer Forum we were invited by the Local Authority and heads of Special schools to work in partnership in the development of the strategy.

We have been working closely with all partners, from the beginning to ensure that the challenges families face and the issues that they may have are taken into consideration in the development of this proposed strategy.

Our involvement enabled LPCF to ensure that parents and their children were at the heart of the strategy and that we could ensure that our expertise in listening to and representing parents views could be utilised to inform the process

We are now asking **you** to give us your views and tell us what **you** think to the proposed changes.

Statistics - Increase in engagement of LPCF members

<u>LPCF Website Statistics</u>	Average Jan-Dec 17 (For comparison)	Jan-18	Feb-18
Unique Visitors in month	642	1715	1180
Visits	1089	2393	1666
Page Views	5942	12007	8465

Our massive increase has two key drivers – the Special School Review and LPCF Survey.

We cannot separate the impact of each driver but the enormous increase would seem to evidence that parents were engaging actively with us in Jan-Feb 18.

<u>LPCF Website Statistics</u>	Jan-18	Feb-18
Visits to Special Schools Review Index Page	472	367
Visits to LCPF Consultation Page	115	45
Visits to LCPF E-Booking	141	127
Special Schools Review Document Visits		
Summary	90	127
FAQ	71	72

This table shows defined visits to the key Special School Review pages of our website.

It does show that good numbers visited the key pages but a much smaller number then went on to read the Summary and the FAQ pages.

Interestingly, in February, people visited less but were more inclined to read the Summary document more.

Reassurance to parents

Lincolnshire Parent Carer Forum have been very reassured that included in the proposed strategy is the following statement:-

"LCC and all other stakeholders can confidently reassure parents and all concerned parties that, at no point in the implementation of this strategy, will any pupil be expected or forced to change school against their wishes. All opportunities to move to a school closer to home will be on a voluntary basis and transition will only occur as part of an agreed and fully supported process, at a time in their education that is least likely to cause upset. If this strategy is agreed, it is an opportunity for pupils and families, not a requirement."

LPCF are aware that some parents have misinterpreted and misunderstood our role in this process.

We would like to clarify that LPCF **were not the decision makers** in this process.

LPCF were party to a transparent process where the proposed models of provision were agreed by **ALL the Heads of the Special Schools** without the Local Authorities presence at the time of the decision.

Thanks

LPCF would like to thank the Local Authority, Heads of Special Schools and stakeholders involved in the co-development of the strategy for giving Lincolnshire's Parent Carer Forum the opportunity to co-produce these proposals.

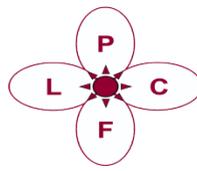
It is imperative that LPCF remain active partners in reviewing how the system is working and providing constructive challenge as active partners to the local authority and health services as developments continue.

Working together with parent carers from the outset and giving them an equal voice may be challenging for services as they are held to account, made to look at issues from different perspectives and asked to consider working in different ways.

However, working in co-production also helps parent carers to better understand the constraints and limitations placed on services, particularly around the budgetary and legislative requirements for provision of services.

In our experience, co-production takes a very real commitment to make it happen and we believe that the Local Authority and the Heads of the Special Schools in this process have made that commitment and need to be recognised for their forward thinking approaches.

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Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire



Public consultation feedback with responses to issues and questions raised during the Consultation Phase 8th January – 14th March 2018



Please Note: Questions, concerns and comments raised throughout the consultation have been 'themed'. Please be assured that all feedback has been considered in full and is being presented to decision makers.

The outcome of the on-line survey will be included in a published report to be presented to LCC's Children and Young People's Scrutiny Committee on the 20th April 2018.



No	Theme	Examples of Issues Raised	Response/Comment
1.	Consultation and decision making process	<p>Not a genuine consultation – decisions already made.</p> <p>Concern about the use of Likert scaling and perception that statements were biased.</p> <p>People have valued the number of consultation opportunities and different ways in which contributions could be made.</p> <p>Parents have not had a voice until the consultation period.</p>	<p>This was a genuine consultation and all feedback has been considered and is being included in reports to decision makers.</p> <p>The statements which the public were asked to scale using the Likert scaling method were not intended to have any bias; they were straightforward statements that linked directly to the proposals on which the consultation was based. The scaling allowed for respondents to vary their responses from a strongly disagreed position through to a strongly agreed one. The survey also provided free text boxes for respondents to provide comments. This has provided a rich source of information. The survey questions were developed in partnership with the Lincolnshire Parent Carer Forum to try to ensure that they were accessible to all.</p> <p>It is positive to hear that members of the public valued the range of ways in which they could contribute to the consultation.</p> <p>The Lincolnshire Parent Carer Forum has worked with the Special School Leaders and the County Council from the inception of the project; they represent parent carers across the county and were crucial to the development of the proposals which went out for public consultation. The consultation period was the opportunity to hear the views of parents, young people and other interested parties.</p>
2.	Proposed capital investment for special schools - funding allocation & feasibility of project	The council needs to save £22 million – how can it afford the investment in this project?	The £40 million finance for this project is capital funding and is not part of the overall council's efficiencies. In addition, the funding for schools is provided through a separate Dedicated Schools Grant and is again not part of the council's £22 million efficiencies.

What is the £40 million to be spent on and is it enough? The council has acknowledged a shortfall of £5 million.

There is no detail about what each Special School will receive in terms of investment.

The capital investment identified will be used to address the capacity, suitability and condition issues within the existing premises. Many of the Special Schools are neither big enough nor do they have appropriate space and facilities to meet the growing complexity of their pupils. The £40m will be utilised to expand some schools to accommodate the growing demand for special school places whilst others will see significant improvement to their current premises. For example, where a special school does not have the facilities to meet the needs of pupils with physical disabilities, this will be included in their building program, including track hoists, improved hygiene suites, medical facilities and ensuring access to a suitable hydrotherapy pool. Special School Leaders have also identified the importance of access to quiet/low arousal spaces and more sensory spaces which will be accommodated. These are just some of the areas that will be improved to ensure that all schools will be able to meet the individual needs of pupils in their local communities.

Based on the initial analysis completed, LCC firmly believes that the allocated budget will support the development plans discussed with each special school and the implementation of the special schools satellite pilot. However, as many of the Special Schools are academies they also have the opportunity to bid for Condition Improvement Funding.

Each school has been assessed by the council's Corporate Property Team. The assessment has taken into account the increased property requirements for each school in line with DfE published Building Bulletin 104 guidance and has given an early view on the potential investment needed overall. Detailed design work will commence to further inform the actual building requirements should the strategy be approved ensuring any building adaptations or additions

		Should there be a Special School in Sleaford?	<p>effectively enhance and support the learning environment.</p> <p>Sleaford was considered as a potential area for a new special school and pupil numbers mapped for a school in this area. However, School Leaders felt that, at this time, the potential number on roll would not support a proposal for a new school. The decision for a new Special School in Sleaford is being kept under review.</p>
3.	Proposed capital investment for special schools – development plans for schools	<p>Welcome the increased capacity that the capital investment will bring.</p> <p>No detail of intended capital programme including plans for deaf children.</p> <p>Concern that Special Schools are under-funded and therefore can't meet the needs of their pupils.</p>	<p>The capital investment for this project is significant and provides a unique opportunity to ensure that specialist provision in the county is fit for purpose to meet the needs of 21st century pupils.</p> <p>Please see response above regarding capital programme.</p> <p>The majority of children and young people with hearing impairment receive their education in Lincolnshire's mainstream or Special Schools and will continue to do so. However, there are a small number of young people who require specialist provision that Lincolnshire Special Schools are unable to replicate e.g. an environment in which communication is through British Sign Language. It is therefore recognised that some deaf children may still require specialist provision outside of the local area.</p> <p>Special School pupils are assessed to an agreed band and descriptor, which determines the level of funding for that pupil, including costs such as Teacher, Teaching Assistance and Midday Supervisor support. The funding formula is kept under review to ensure it meets the needs of the changing demographic of Lincolnshire Special Schools' pupils.</p> <p>The funding formula has been built up on a theoretical cost model via a zero-based budgetary approach using key cost drivers. Engagement takes place with Special Schools to ensure the formula continues to be fit for purpose. The</p>

		<p>Why is a new school being built in Lincoln when Queen's Park was closed?</p> <p>Special Schools that stand to gain will support the proposals.</p>	<p>Local Authority is assured that the funding levels meet the needs of its Special School pupils.</p> <p>The proposed new school in Lincoln will relieve the current pressures on St Christopher's School which is full to capacity. The closure of Queen's Park was at a time when the Local Authority's intention was to improve opportunities and facilities for children and young people with more complex needs and disabilities; this could not be facilitated in the Queen's Park premises which were not fit for purpose and could not be developed.</p> <p>Almost all of the Special Schools in Lincolnshire will benefit from the capital investment that this project brings but, more importantly, School Leaders believe that this approach will benefit young people with additional needs.</p>
<p>4.</p> <p>Page 145</p>	<p>Meeting all needs in one setting</p>	<p>Don't believe it will happen.</p> <p>Most Special Schools in the county are already meeting a wide range of needs and this is working.</p> <p>Concern that all needs could not be met in one setting.</p> <p>Concern that 'all needs' will dilute the standards in specialist schools.</p> <p>'All needs' suggests a 'one size fits all' approach.</p>	<p>If the proposals are accepted there is no reason why this project will not go ahead. School Leaders and the Local Authority are committed to maintaining momentum with the project.</p> <p>As the evidence demonstrates, Lincolnshire Special Schools are already meeting the needs of a far wider range of educational need and/or disability. School Leaders are confident that the proposed model is one that they can deliver.</p> <p>There is no intention to dilute the standards in Special Schools. Over recent years the schools have developed expertise to ensure that they have been able to meet the widening range of needs that they cater for. There is also an absolute commitment from the School Leaders to share expertise and best practice across all the schools so that the workforce is equipped to respond to children's needs. There is certainly no suggestion that one size fits all and Special Schools will continue to respond to the unique</p>

		Children with differing needs require different interventions.	needs of each pupil. As is currently the case, pupils will have, through their Education, Health and Care Plan, their unique needs clearly identified along with the interventions they require to support them.
5.	Meeting the specific needs of pupils with complex physical/medical needs in an all needs setting	<p>Concern that the specific needs of children with physical and medically complex disabilities are significantly different and require a completely different environment and learning support.</p> <p>Health and safety risks for less mobile young people who may not be able to move out of the way of others with challenging behaviour.</p> <p>Vulnerable pupils need to feel safe.</p>	<p>Please see response above.</p> <p>The unique needs of all pupils will continue to be paramount and the re-modelled schools will have the appropriate environments to ensure that children with physical and medically complex needs have their needs met. The levels of support they require to facilitate their learning will not change.</p> <p>There is no intention to simply put all pupils, irrespective of their needs, in the same classes. As is currently the case in schools catering for a wide range of needs, the placement of pupils in specific teaching groups is carefully considered. Their vulnerability and safety will continue to be a priority.</p>
	Meeting specific needs of pupils with Autism in an 'all needs' setting	<p>Need for low arousal, low stimulus environment.</p> <p>Need for specialist resources.</p> <p>Should be considering more specialist autism schools.</p> <p>Gosberton House should take pupils up to the age of 14 as there is a gap in provision.</p>	<p>The re-modelled schools will be designed to ensure that they have the appropriate spaces and resources to meet their needs. The School Leaders have been clear about what they require and the assessments undertaken by the council's Corporate Property team have taken all of this into account in the high level plans that have been developed.</p> <p>There is not the evidence to support the need for more specialist autism schools.</p> <p>School Leaders at Gosberton House have not requested, throughout the development of the proposed strategy, a change to the age range of the pupils they take. There is no gap in provision for this age group and most pupils leaving Gosberton House at eleven settle well into other Lincolnshire specialist or mainstream schools.</p>

7.	Transport Policy	Concern that children remaining in their existing school may no longer be entitled to transport.	No child will be expected to move from their current Special School unless this is what they and their family would like them to do. If the young person has a transport entitlement than this will continue.
8.	Proposed Satellite hubs and the commitment of mainstream schools	<p>Mainstream sector may not be interested in having specialist satellite hubs.</p> <p>The Hubs sound exciting.</p> <p>Concerns that mainstream don't understand the needs of children and young people with additional needs.</p> <p>Children and young people with additional needs can do so well in mainstream schools.</p> <p>Some parents do not want their children to go to a specialist school and welcome the support in the mainstream setting.</p> <p>Parents keen to consider this for their young people who they feel are ready to try/return to mainstream education.</p> <p>Seen as the 'right direction' but concerns that this isn't always right for pupils with ASD.</p>	<p>The Local Authority has already received a significant number of expressions of interest from mainstream schools that would be keen to have satellite hubs on their site. They too are excited about the potential to support children and young people with additional needs in this way.</p> <p>There are approximately 15,000 children and young people with Special Educational Needs Support or an Education, Health and Care Plan having their needs met in Lincolnshire's mainstream schools.</p> <p>This proposal acknowledges that there is still room to increase the expertise in the mainstream sector and the strategy offers some real opportunities to achieve this.</p> <p>It is the case that some parents do not want their children to go to a Special School and, if the child's needs can be supported in mainstream, they should be afforded the opportunity to remain in mainstream.</p> <p>The proposed Hubs provide an opportunity for young people to experience mainstream school with the support of specialist staff.</p> <p>There is divided opinion about where and how children with ASD should be educated. All views expressed through the consultation are being considered by the academies and schools and are being shared with decision-makers.</p>
9.	Workforce development	Not possible to upskill staff to the same level.	The Special School Leaders are confident that they will have an appropriate level of expertise in each of their

		<p>Too costly.</p> <p>Disbelief that all staff can be trained to teach children with complex Autism Spectrum Disorder (ASD).</p> <p>Where is the detail of the workforce development plan?</p> <p>Gosberton House should be a training centre for staff working with pupils with moderate to severe ASD.</p>	<p>schools. They are already meeting a growing range of needs and are experienced in developing the workforce to respond to the changing needs of the young people that they work with. Lincolnshire has a wealth of expertise across the sector and there is a commitment to ensure that best practice is shared.</p> <p>The Local Authority, with support from the Schools Forum in October 2017, has provisionally earmarked £2m in revenue funding from the Dedicated Schools Grant (DSG) underspend to support costs for training, start-up and transitional support.</p> <p>All Special Schools in the scope of the proposals already meet the needs of children with complex ASD.</p> <p>Following the outcome of the consultation the detail of the workforce development plan will be devised. The project will require up to 5 years to implement and workforce planning will be incorporated into the overall timeline for the development.</p> <p>Gosberton House leaders have given a commitment, along with other Special Schools that also have expertise in ASD, to support the school workforce.</p>
10.	Health offer and provision of therapy services	<p>Concerns expressed about a lack of Speech and Language Therapy provision in the county.</p> <p>Concern expressed that Paediatricians have patient lists that are unmanageable.</p> <p>Concern at lack of Sensory Integration Therapy in the county.</p>	<p>There is a dedicated work stream considering the health offer for children and young people with Special Educational Needs and Disabilities. There is a commitment from the Clinical Commissioning Groups and health providers in Lincolnshire to develop an integrated system that appropriately supports pupils with additional needs.</p> <p>There is a separate multi-agency strategic review of the Autism Pathway and this includes consideration of Sensory Integration Therapy.</p>

Page 49	<p>11. Out of County provision</p>	<p>Concern that young people settled in out of county specialist provision will have to give up their place.</p> <p>Concern that parents will no longer have the choice of out of county specialist provision.</p> <p>Parents reporting distress at the loss they feel when their child has to be placed in out of county provision because no local school could meet their child's needs.</p> <p>Children and young people should not have to live away from home to receive an appropriate education.</p>	<p>No young person in out of county provision will have to give up their place.</p> <p>Children and young people are placed in out of county provision because local Special Schools are unable to meet their needs.</p> <p>Through the proposed strategy more of their needs could be met in local Special Schools and therefore there should be no requirement for children to go into out of county provision. However, if a child had such specific needs that only out of area provision could meet them then the process for placement will continue as it is currently.</p> <p>The Local Authority, Parent Carer Forum and Special School Leaders recognised that many parents do not want their young people to have to live away from home in order to access appropriate education. This was a key consideration in the design proposals.</p>
Page 49	<p>Future of Post 16 and 19 provision</p>	<p>Concerns that the proposed strategy may exclude other Post 16 and Post 19 providers.</p>	<p>There is no intention to deliver all specialist Post 16 and Post 19 provision in Special Schools. The situation will remain as it currently is; through the Education, Health and Care Plan review process the most appropriate Post 16 provision will be agreed for young people according to their needs, their aspirations and their interests. The focus will remain on preparing young people for adulthood and identifying the most appropriate Post 16 setting to support them.</p>
	<p>13. Future of residential provision</p>	<p>Questions were raised about the future of residential facilities at both St Bernard's School and St Francis School.</p>	<p>How the current residential provision will be used in the future will be influence by the decisions that come out of the wider work that is being undertaken by Special Schools, the Local Authority, Parent Carer Forum and health services. This will be reported separately.</p>

14.	Parental preference	<p>Move to 'all needs' is to remove parental preference and entitlement to transport.</p> <p>Will parents still be able to state a preference for a particular school?</p>	<p>There is no intention to remove parental preference; this is explicit in the SEND Code of Practice 2015. However, it is anticipated that, if all Special Schools are able to meet 'all needs', preference because a school has a specific designation, will no longer be an issue for parents.</p> <p>The transport policy is not changing. As is currently the case, transport will be provided, if the child has a transport entitlement, to the nearest school that can meet the child's needs. If parents choose another school that is further away then they will be required to transport their children.</p>
15.	Managing change and transition for pupils	<p>Concern that some young people won't cope well with building work in their school.</p> <p>Some children will be excited about having builders on site.</p> <p>Children may be excluded or have reduced educational support if they don't cope well with the changes.</p> <p>Will children be made to transition to their nearest school?</p> <p>Some parents would like their child to transition to their nearest school as soon as it is available to take them.</p> <p>Parents expressed trust in their child's existing</p>	<p>Any building work on a school site will have mixed responses. School Leaders will work with parents to ensure that children that don't cope well with the developments are prepared as well as possible and supported throughout. The work will be planned to minimise disruption but there will inevitably be some disturbance.</p> <p>No child will be excluded or have their education support reduced because they don't cope well with the changes. Schools are very used to working with their pupils and will also work closely with families to ensure that difficulties are anticipated and planned for. The changes will take place slowly over time and there will be opportunities for families to share any concerns they have for their child.</p> <p>No child will be made to move to their nearest Special School unless they and their family request this. If that is what they would like to do, the authority will work with the family and school to plan an appropriate point at which to make the transition.</p> <p>It was positive to hear many parents describe the trust they</p>

		school to support their child should they decide to move to their nearest school.	have in their child's current school to support transition should they decide they want their child to move at an appropriate time.
16.	Timeline and implementation plans	Members of the public keen to know what the timeline will be for the implementation of the plans and when the detail will be shared.	The next phase of the project, over the summer, will determine whether the proposals are accepted. If there is agreement then a more detailed implementation plan will be published post September 2018. If the proposals are agreed then the detailed plans relating to individual school development will be devised and schools will be able to share the detail with pupils, families and interested parties.
17.	Social, Emotional and Mental Health (SEMH) provision	Why are the SEMH schools not included in the proposals?	There are challenges regarding current capacity and whether it is sufficient or if there is a need for more primary school places and whether the existing model can meet the increasingly complex needs of pupils with SEMH. A work stream, with the objective of developing a shared ethos and way of working across the county for SEMH provision, consistent with the vision and principals of this strategy, has been established and will report once the work is completed.
18.	Extended day/groups and clubs	Parents were interested to know whether the project had considered the need for extended day and/or clubs for young people.	This is a consideration of the project. Whilst it is anticipated that children attending schools nearer to their home will have a greater opportunity to join their local clubs, it is also recognised that that there may be a need to provide other opportunities for young people to access social inclusion. The Parent Carer Forum highlighted this as an area of concern for families. This is being considered in conjunction with the wider integrated health and social care offer to be developed from the work currently being undertaken.
19.	Improvements to SEND provision in mainstream schools	Mainstream Schools fail autistic children.	Please see response to Theme No. 8.
20.	Proposals as a money saving	The council cannot afford the transport costs	This is not a transport review. No child or young person

	exercise	for young people with additional needs and this proposal is really a transport review.	currently in Special School will be required to move and therefore there is no anticipated reduction in the transport budget for the foreseeable future. Inevitably, once the strategy has been implemented and established it is envisaged that more pupils will attend their local Special School and therefore there is likely to be some reduction in the transport budget. This is anticipated to be around £2-3 million but will not be realised for some considerable time.
Page 152	21. Independence of the Lincolnshire Parent Carer Forum (LPCF)	<p>The LPCF cannot be independent as it received £10,000 from the Local Authority.</p> <p>The LPCF were fully signed up to the strategy before the consultation began.</p>	<p>Parent Carer Forums are specifically tasked, under the Special Educational Needs and Disability Code of Practice (2015) with working alongside Local Authorities to ensure that the services they plan, commission, deliver and monitor meet the needs of children.</p> <p>Parent Carer Forums receive a relatively small grant from the DfE. In order for them to perform the duties set out in the statutory guidance and for the authority to fulfil its responsibility in working with the PCF. Around 55% of PCFs receive additional funding from their Local Authorities with an increasing number receiving over £25k per year as co-production has become routine in developing, and influencing both strategic and operational practice.</p> <p>In the last financial year Lincolnshire County Council grant funded the forum £10,000 to cover the expenses they would incur in being involved in the substantial work the project has required including attending meetings, work streams, holding events and seeking parental views on this consultation. LPCF funding is transparent and their accounts are published on their website.</p> <p>The PCF was supportive of the proposed strategy going to public consultation. They were able to support the proposals being consulted on because the authority and School Leaders have taken into account their feedback,</p>

			constructive challenge and the contribution that they've been able to make based on the extensive feedback they receive from parents in the county. Their support to go to consultation was just that; they, like the authority and the Special School Leaders want to hear the views of the public and this will influence the strategy going forward.
22.	Travel time for children and young people	<p>Welcome the proposals because the journey to and from school is a significant issue for some young people.</p> <p>Children's education is worth the sacrifice of longer journeys.</p> <p>Children should not be travelling miles away from home to receive an education.</p>	There are divided opinions on the journeys that many children currently make to get to their Special School. All feedback has been taken into consideration and is being shared with decision makers.
23.	Children and young people will have to move schools	<p>Concern that children will have to move schools.</p> <p>Concern that families will be disadvantaged if they choose to keep their child at their existing school.</p>	<p>No child will have to move from their current Special School unless they are due to leave or they and their family choose to move them to their nearest school when it is ready.</p> <p>No family will be disadvantaged by choosing to keep their child in their current Special School. It is anticipated that most children will remain in their current provision. If they wish to move then they will be supported to make the transition at the appropriate time.</p>
24.	Meeting the needs of deaf children	No proposals in the strategy for how the needs of deaf children will be met and/or how the Teachers of the Deaf will be deployed.	<p>See response to Theme No. 3.</p> <p>There is no proposed change to the way in which the authority deploys the Teachers of the Deaf. The service will continue to support children with hearing impairment in their setting.</p>
25.	Data and Information on children's primary and secondary	The Local Authority has underestimated the number of children with ASD. Data is flawed.	The data collated on primary and secondary needs comes from the School Census which is a Department for

	needs.		<p>Education survey completed by schools.</p> <p>The School Census is not a record of the number of children and young people with a diagnosis of autism. The statutory guidance is specific that a child with a medical diagnosis or disability does not have special educational needs unless special educational provision is needed to access the curriculum. There will therefore be some young people with a diagnosis of autism that will not be captured on the School Census.</p> <p>The Census requests schools to record the pupils' greatest or primary need and, where appropriate, their secondary need. Children and young people with autism may have a range of special educational needs and therefore their autism may not be the greatest presenting need at the point of the census. It will therefore never accurately capture all children with autism. This does not mean that the data is flawed.</p>
Page 154	Gosberton House Academy	<p>The school will be closed.</p> <p>The school has been coerced into agreeing the proposals.</p> <p>Concern that the school will lose its National Autistic Society accreditation.</p> <p>The strategy may be fine for other schools but Gosberton House should be left as it is.</p>	<p>There is no suggestion that Gosberton House will close.</p> <p>There has been no coercion. The Leaders of Gosberton House Academy has worked with LCC and all of the other Special School Heads. The Lincolnshire Education Trust endorsed the proposal going to public consultation.</p> <p>It will be for Gosberton House Academy to retain its National Autistic Society accreditation. Other schools are also currently working towards this accreditation and involved in the delivery of the outreach service.</p> <p>Ultimately it will be for the Trust to decide whether it makes a business case to the Regional School Commissioner to initiate the proposed changes.</p>

Equality Impact Analysis to enable informed decisions

The purpose of this document is to:-

- I. help decision makers fulfil their duties under the Equality Act 2010 and
- II. for you to evidence the positive and adverse impacts of the proposed change on people with protected characteristics and ways to mitigate or eliminate any adverse impacts.

Using this form

This form must be updated and reviewed as your evidence on a proposal for a project/service change/policy/commissioning of a service or decommissioning of a service evolves taking into account any consultation feedback, significant changes to the proposals and data to support impacts of proposed changes. The key findings of the most up to date version of the Equality Impact Analysis must be explained in the report to the decision maker and the Equality Impact Analysis must be attached to the decision making report.

****Please make sure you read the information below so that you understand what is required under the Equality Act 2010****

Equality Act 2010

The Equality Act 2010 applies to both our workforce and our customers. Under the Equality Act 2010, decision makers are under a personal duty, to have due (that is proportionate) regard to the need to protect and promote the interests of persons with protected characteristics.

Protected characteristics

The protected characteristics under the Act are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Section 149 of the Equality Act 2010

Section 149 requires a public authority to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by/or under the Act
- Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share those characteristics
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The purpose of Section 149 is to get decision makers to consider the impact their decisions may or will have on those with protected characteristics and by evidencing the impacts on people with protected characteristics decision makers should be able to demonstrate 'due regard'.

Decision makers duty under the Act

Having had careful regard to the Equality Impact Analysis, and also the consultation responses, decision makers are under a personal duty to have due regard to the need to protect and promote the interests of persons with protected characteristics (see above) and to:-

- (i) consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms,
- (ii) remove any unlawful discrimination, harassment, victimisation and other prohibited conduct,
- (iii) consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics,
- (iv) consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

Conducting an Impact Analysis

The Equality Impact Analysis is a process to identify the impact or likely impact a project, proposed service change, commissioning, decommissioning or policy will have on people with protected characteristics listed above. It should be considered at the beginning of the decision making process.

The Lead Officer responsibility

This is the person writing the report for the decision maker. It is the responsibility of the Lead Officer to make sure that the Equality Impact Analysis is robust and proportionate to the decision being taken.

Summary of findings

You must provide a clear and concise summary of the key findings of this Equality Impact Analysis in the decision making report and attach this Equality Impact Analysis to the report.

Impact – definition

An impact is an intentional or unintentional lasting consequence or significant change to people's lives brought about by an action or series of actions.

How much detail to include?

The Equality Impact Analysis should be proportionate to the impact of proposed change. In deciding this asking simple questions “Who might be affected by this decision?” “Which protected characteristics might be affected?” and “How might they be affected?” will help you consider the extent to which you already have evidence, information and data, and where there are gaps that you will need to explore. Ensure the source and date of any existing data is referenced.

You must consider both obvious and any less obvious impacts. Engaging with people with the protected characteristics will help you to identify less obvious impacts as these groups share their perspectives with you.

A given proposal may have a positive impact on one or more protected characteristics and have an adverse impact on others. You must capture these differences in this form to help decision makers to arrive at a view as to where the balance of advantage or disadvantage lies. If an adverse impact is unavoidable then it must be clearly justified and recorded as such, with an explanation as to why no steps can be taken to avoid the impact. Consequences must be included.

Proposals for more than one option If more than one option is being proposed you must ensure that the Equality Impact Analysis covers all options. Depending on the circumstances, it may be more appropriate to complete an Equality Impact Analysis for each option.

The information you provide in this form must be sufficient to allow the decision maker to fulfil their role as above. You must include the latest version of the Equality Impact Analysis with the report to the decision maker. Please be aware that the information in this form must be able to stand up to legal challenge.

Background Information

Title of the policy / project / service being considered	Building Communities of Specialist Provision: A Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire	Person / people completing analysis	Special Education Needs and Disabilities (SEND) Special Schools Senior Project Officer
Service Area	Children's Services – Special Education Needs & Disabilities (SEND)	Lead Officer	Sheridan Dodsworth
Who is the decision maker?	For Strategy: Local Authority For changes to LA Maintained Special Schools: Local Authority For changes to Academy Special Schools: Regional Schools Commissioner	How was the Equality Impact Analysis undertaken?	In response to extensive public consultation.
Date of meeting when decision will be made	06/11/2018	Version control	Version 10– final decision
Is this proposed change to an existing policy/service/project or is it new?	Existing policy/service/project	LCC directly delivered, commissioned, re-commissioned or de-commissioned?	Commissioned
Describe the proposed change	<p>The Building Communities of Specialist Provision Strategy proposes to make significant changes to the existing special education provision, creating an integrated and sustainable school system where pupils can attend their nearest special school, confident that their education and health needs can be fully met. The strategy has been collaboratively produced by Special School Leaders, Lincolnshire County Council Children's Services and the Lincolnshire Parent Carer Forum to ensure the proposed model is based upon sector expertise and parental views. This strategy proposes to address the current system pressures which are making the existing system unsustainable: increased demand on a limited number of school places, excessively long journeys for a significant number of pupils, the potentially detrimental impact of some Out of County placements on families and the need for significant improvements to some Special School buildings.</p> <p>In order to achieve this ambition, the strategy proposes implementing a sector-wide approach to special education which would enable all special schools to all needs of pupils in their local community. As existing special schools are designed to meet specific categories of need, each school would be required to change its designations to enable them to meet all needs. In addition, the strategy proposes to increase the special school estate by over 500 places to address capacity demands, through significant capital investment to support the expansion of special schools</p>		

where there is an identified need. This capital investment would support the development of premises and facilities, enabling each school to offer places to pupils from within their local communities with a much wider range of needs. The strategy also proposes Special School satellite provision which would create a hub within mainstream schools where pupils on the Special School roll could be individually supported to access the mainstream curriculum and social opportunities.

The changes consulted on and agreed by the Regional Schools Commissioner for Academy Trusts are:

St Lawrence School, Horncastle	
Proposed Changes	Change to need catered for: from MLD/SLD to All Needs Expansion from 80 to 150
Implementation Date	Sept 2021
St Bernard's School, Louth	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Expansion from 88 to 100
Implementation Date	Sept 2022
The Eresby School, Spilsby	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Expansion from 64 to 84
Implementation Date	Sept 2020
The Sandon School and Ambergate Sports College	

Proposed Changes	Amalgamation to one school across 2 sites Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school Expansion from 152 to 229
Implementation Date	Sept 2021
The Priory School and The Garth School, Spalding	
Proposed Changes	Amalgamation to one school across 2 sites Change to need catered for: to All Needs across one school from a SLD/PMLD school and an MLD/SLD school Expansion from 128 to 177
Implementation Date	Sept 2022
The John Fielding School, Boston	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Relocation Expansion from 56 to 140
Implementation Date	Sept 2021
Gosberton House Academy, Gosberton	
Proposed Changes	Change to need catered for: from ASD/SLCN to All Needs

	No proposed change to school size.
Implementation Date	Sept 2023

Warren Wood and Aegir Schools (Mayflower Specialist Academy Trust) already meet All Needs across both schools so whilst consultation was held, there is no formal change process to complete.

The prescribed alterations consulted on for LA maintained schools are:

St Francis School, Lincoln	
Proposed Changes	Change to need catered for: from PD/PMLD to All Needs Expansion from 128 to 173
Implementation Date	Sept 2021

St Christopher's School, Lincoln	
Proposed Changes	Change to need catered for: from MLD/SLD/ASD to All Needs Reduction from 200 to 155
Implementation Date	Sept 2023

Willoughby School, Bourne	
Proposed Changes	Change to need catered for: from SLD/PMLD to All Needs Expansion from 80 to 148
Implementation Date	Sept 2020

Evidencing the impacts

In this section you will explain the difference that proposed changes are likely to make on people with protected characteristics. To help you do this first consider the impacts the proposed changes may have on people without protected characteristics before then considering the impacts the proposed changes may have on people with protected characteristics.

You must evidence here who will benefit and how they will benefit. If there are no benefits that you can identify please state 'No perceived benefit' under the relevant protected characteristic. You can add sub categories under the protected characteristics to make clear the impacts. For example under Age you may have considered the impact on 0-5 year olds or people aged 65 and over, under Race you may have considered Eastern European migrants, under Sex you may have considered specific impacts on men.

Data to support impacts of proposed changes

When considering the equality impact of a decision it is important to know who the people are that will be affected by any change.

Population data and the Joint Strategic Needs Assessment

The Lincolnshire Research Observatory (LRO) holds a range of population data by the protected characteristics. This can help put a decision into context. Visit the LRO website and its population theme page by following this link: <http://www.research-lincs.org.uk> If you cannot find what you are looking for, or need more information, please contact the LRO team. You will also find information about the Joint Strategic Needs Assessment on the LRO website.

Workforce profiles

You can obtain information by many of the protected characteristics for the Council's workforce and comparisons with the labour market on the [Council's website](#). As of 1st April 2015, managers can obtain workforce profile data by the protected characteristics for their specific areas using Agresso.

Positive impacts

The proposed change may have the following positive impacts on persons with protected characteristics – If no positive impact, please state 'no positive impact'.

Age

Pupils aged 2 – 19 years with Special Educational Needs and Disabilities.

Age has been considered as a protected characteristic with regards to pupils with SEND and their experience of transition. By removing the need to transition between many of the schools within the reforms, the strategy recognises that pupils with SEND have different needs than their mainstream peers when it comes to moving school. The impact of transition between primary and secondary school has been considered within the consultation and responses regarding all through schools have been largely supportive with no significant opposition. Linkage Community Trust raised this issue in their consultation response, advising that children and young people may benefit from some degree of transition as it reflects real life and the world outside education.

Special School Leaders have endorsed the merits of remaining in one school for the duration of a pupil's education, particularly for pupils who are less able to cope with change, therefore, where possible, the model is based upon all through provision. Schools where there is a requirement for transition from primary to secondary already work in close partnership to ensure transition is smooth and well-managed and the LA has agreed this should continue.

One of the main drivers behind the reforms is the excessive journeys some pupils have to undertake to get to and from school. By creating a special school system which enables pupils to access a school closer to home, the need for long and arduous journeys will be reduced. At present almost 70% pupils do not attend their nearest Special School, with some pupils travelling past other Special Schools to be educated where their specific needs can be met or where there is capacity. The impact of considerable travel distance on pupils and families cannot be underestimated and it is a basic matter of equity to seek to strive for as short and stress-free a journey to and from school as possible. It is not uncommon for pupils to have a three hour daily round trip to and from school.

The impact of travel on young children is significant but for children with SEND, the burden is greater. Shorter, more stress-free journeys can help deliver the following clear benefits and advantages:

- A shorter day overall, allowing more amenity time for pupils and parents
- Potential for more participation in after-school activities and before-school activities, such as breakfast clubs
- fewer stressful and time-consuming journeys
- Potential for improved school performance, through better ability to concentrate
- More resilience to fatigue

	<p>It is well established that the most productive part of a child's school-day is the time spent in the school learning and interacting with his/her peers. Travel to school is a necessary part of the process, but most of the travel time is educationally and socially unproductive for children attending special schools. It is desirous to reduce this part of the child's day insofar as it is possible to do whilst ensuring the best provision for him/her.</p>
<p>Disability</p>	<p>The primary equality consideration for the strategy is the protected characteristic of people with disabilities, as it proposes to significantly enhance the educational experience of pupils with SEND. In producing the strategy, the needs of pupils with SEND and their families have been central to its development with the primary aim of enabling pupils to access the right education, health and care provision, at the right time, as close to home as possible; a principal which their mainstream peers experience as standard. In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum have been actively involved in its development and public consultation has been extensive.</p> <p>The strategy proposes to enhance inclusion by reshaping the Special School system to remove designations, enabling pupils to attend their local school which will meet all type of need and disability. By investing in schools to ensure they have the facilities to meet all needs, pupils will be able to attend school locally. The shorter school day will also impact on pupil experience, enabling school friendships to be cultivated and enhancing the sense of community for children and young people with disabilities. By attending a local school, pupils will have greater access to after-school clubs and activities as transport arrangements can be altered to reflect the school day when journeys are shorter.</p> <p>By implementing provision without boundaries, the strategy will seek to reduce segregation across the sector and offer pupils with SEND more opportunity for integration and inclusion. The proposed mechanisms within the strategy which will encourage greater collaboration between mainstream and special school i.e. special school satellites, will offer greater access to the mainstream curriculum, social activities and extended day; affording pupils with SEND the equal opportunities and experiences as their mainstream peers. This strategy also encourages pupils with SEND to foster good relationships with their mainstream peers by providing greater opportunity to associate.</p> <p>At present 81 pupils with SEND are educated in Out of County and Independent Non-Maintained Special Schools, away from their families. Over 70% of this cohort needs to be educated away from home because local schools cannot meet their needs due to behaviours which are hard to manage and related to their needs or disability. The capital investment programme will support special schools to meet the needs of some of these pupils by providing specific facilities such as calming spaces and sensory and therapeutic spaces to meet this cohort's needs, whilst recognising the need for specialist OOC provision for some pupils.</p> <p>The move to All Needs education in Lincolnshire will undoubtedly present some difficulties for staff as special schools accept pupils with a wider range of needs and greater complexities., Special School Leaders are confident that their workforce has the skills and expertise required and that by establishing a collaborative and supportive relationship across all schools, staff will have access to the additional professional development opportunities. In order to ensure this is</p>

	<p>achievable, LCC have committed revenue funding from the DSG underspend to establish a learning network for all Special School staff, which will include access to specialist training and a learning forum offering advice from sector experts and opportunities to share best practice.</p> <p>The LA believes this strategy will also would support workforce development in mainstream schools, staff with a greater knowledge and understanding of SEND. Upskilled staff would ultimately foster a more inclusive environment where more pupils could remain in the mainstream setting for longer or even for the duration of their education. Special School staff would provide valuable skills and knowledge to their mainstream colleagues, enhancing the mainstream skill set.</p> <p>In response to the consultation, consideration has been given to the small cohort of pupils with hearing impairment who are assessed via the EHCP process as requiring education in a specialist school for the deaf. The number of pupil's who require access to a school which uses British Sign Language as a first language, is significantly low that it would not be viable to provide this type of specialist school and the current process will remain.</p>
Gender reassignment	No positive impact .All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Marriage and civil partnership	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Pregnancy and maternity	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Race	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Religion or belief	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.

Sex	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.
Sexual orientation	No positive impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result proposals of the strategy.

If you have identified positive impacts for other groups not specifically covered by the protected characteristics in the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

Creates more local choice for parents of pupils with SEND with regard to identifying an appropriate school setting for their child. All schools would be able to meet child's specific needs and would have the capacity and resources to support admission.

Improved family life for parents and siblings of pupils with SEND through:

- More family time as journeys to and from school are shorter
- Greater opportunity to access after-school clubs
- Stronger sense of belonging within local community and reduced levels of isolation.
- Peer and family support opportunities due to proximity to other families with SEND

Upskilled workforce across the sector would benefit:

- All mainstream school pupils by providing staff with a range of skills to support learning
- Pupils with SEND in mainstream schools as staff better placed to meet their needs
- Mainstream school staff in their continued professional development

Rural communities in particular might benefit from these changes, in terms of sustaining more local services, reducing traffic on the roads as a result of reducing the need to travel long distances and the resulting environmental and health benefits of less traffic.

Adverse/negative impacts

You must evidence how people with protected characteristics will be adversely impacted and any proposed mitigation to reduce or eliminate adverse impacts. An adverse impact causes disadvantage or exclusion. If such an impact is identified please state how, as far as possible, it is justified; eliminated; minimised or counter balanced by other measures.

If there are no adverse impacts that you can identify please state 'No perceived adverse impact' under the relevant protected characteristic.

Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences on people with protected characteristics are detailed below. If you have not identified any mitigating action to reduce an adverse impact please state 'No mitigating action identified'.

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<p>Age</p>	<p>There are no proposed changes within the strategy to the age range of special schools and all will retain their current age range designation. However, the consequence of the merger between The Priory School and The Garth School will result in pupils from 2-19 years being educated on the site of the Priory School which is a secondary school at present. This is due to the fact that the merger is between a secondary school and an all through school which will be required to meet all needs for all ages across both sites.</p> <p>This issue has been discussed in detail at the school consultations and at subsequent coffee mornings held by the school. There have been no objections raised to the plans around the school merger and no concerns regarding impact on age range.</p> <p>In developing plans for the expansion at The Priory School, the LCC Corporate Property Service have given due consideration to the building schedule to ensure appropriate facilities for primary age pupils are developed. This will include age-appropriate classrooms and outside space to meet the needs of primary age pupils with SEND.</p>
<p>Disability</p>	<p>Contributions to the consultation highlighted a degree of anxiety from some parent/carers and professionals associated with two schools within the strategy: St Francis Special School and Gosberton House Academy. This related to the proposed changes to school designation, moving to All Needs from specialist provision and the possible impact on education standards. This has been given due consideration by the Special Schools Project Board who are confident that the standard of education will not be negatively impacted due to the proposals for workforce development within the strategy. The effect on educational standards will be monitored closely through existing school performance frameworks and Ofsted outcomes.</p> <p>The consultation also raised concerns regarding the safety of pupils with the most complex needs in All Needs provision.</p>

	<p>Once implemented, Education Leaders will ensure the unique needs of all pupils will continue to be paramount and their schools will have the appropriate environments to ensure all individual needs can be met. School environments will be remodelled to ensure schools can accommodate all pupils in a safe and secure space.</p> <p>The consultation responses from both Gosberton House Academy and St Francis Special School also raised concerns regarding a potential loss of parental choice. Reassurance has been provided that there is no intention to remove parental preference; this is explicit in the SEND Code of Practice 2015. However, it is anticipated that, if all Special Schools are able to meet 'all needs', preference because a school has a specific designation, will no longer be an issue for parents.</p>
Gender reassignment	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy..
Marriage and civil partnership	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy..
Pregnancy and maternity	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.
Race	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.
Religion or belief	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.
Sex	No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.

Sexual orientation

No perceived adverse impact. All protected characteristics relate specifically to the educational provision pupils receive within the school setting, which is not going to change as a result of the proposals in the strategy.

If you have identified negative impacts for other groups not specifically covered by the protected characteristics under the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision.

The consultation has not highlighted any additional negative impacts for other groups not specifically covered by the protected characteristics.

Stakeholders

Stake holders are people or groups who may be directly affected (primary stakeholders) and indirectly affected (secondary stakeholders)

You must evidence here who you involved in gathering your evidence about benefits, adverse impacts and practical steps to mitigate or avoid any adverse consequences. You must be confident that any engagement was meaningful. The Community engagement team can help you to do this and you can contact them at consultation@lincolnshire.gov.uk

State clearly what (if any) consultation or engagement activity took place by stating who you involved when compiling this EIA under the protected characteristics. Include organisations you invited and organisations who attended, the date(s) they were involved and method of involvement i.e. Equality Impact Analysis workshop/email/telephone conversation/meeting/consultation. State clearly the objectives of the EIA consultation and findings from the EIA consultation under each of the protected characteristics. If you have not covered any of the protected characteristics please state the reasons why they were not consulted/engaged.

Objective(s) of the EIA consultation/engagement activity

Non-Statutory Consultation

The strategy proposes to address existing inequalities for children and young people with SEND by reshaping the special school system to remove designations from the entry criteria, enabling pupils to attend their local school which will meet all type of need and disability.

The purpose of the public consultation period was to gather feedback from parent/carers, schools and other interested parties on the proposed strategy and recommended changes to individual schools and academies. Due consideration has been given to the key principals of consultation ensuring it would be fair, transparent, informative and provide ample time and opportunity for interested parties to contribute.

In order to ensure all interested parties were fully aware of the proposed strategy and subsequent consultation, a dedicated webpage was launched detailing the

strategy and how to engage in the consultation process. It was developed to ensure all information could be accessed in one place and included an easy to read summary of the strategy, links to the surveys to encourage feedback and a full list of consultation events. It was supported by a comprehensive communication plan which promoted the proposed strategy and consultation across local media and social media outlets.

A consultation letter outlining the proposed strategy and rationale for change was circulated to over 1000 key interested parties including.

- Department for Education
- Education Funding Alliance
- Local MP's
- Local MEP's
- Regional Schools Commissioner
- National Charities and third sector providers working for children and young people with SEND in Lincolnshire
- Neighbouring Local Authorities
- District Council Chief Executives
- District Councillors
- Parish Councillors
- Trade Unions
- Health Commissioners and Providers
- All Lincolnshire Special Schools (Heads and Governing Bodies)
- All Lincolnshire Mainstream Schools (via Perspective Lite)
- All Out of County and Independent Non-Maintained Special Schools where Lincolnshire pupils are currently placed
- Alternative Provision/Pupil Referral Units
- All Special Educational Needs and Disabilities Coordinators (SENDCo) registered with LCC SENDCo Network
- All Lincolnshire Independent Schools
- All Parent/Carers of pupils at Special School (including OOC and INMS)
- All Parent/Carers of pupils electively home educated with SEND

Parent/Carers of pupils with SEND currently attending Special School received the consultation information and details of the planned events from their child's school by letter. Special Schools also published links to the LCC webpage on their websites and regularly encouraged contributions to the consultation.

Members of the Lincolnshire Parent Carer Forum also received information regarding the proposed strategy and details of how to engage in the consultation via the LPCF website. LPCF publicised the consultation across their network extensively and regularly sent out email reminders with links to the LCC webpage, encouraging parental involvement.

All mainstream schools were informed of the consultation via Perspective Lite (LCC's communication system for schools). This included a request to share the consultation letter and dedicated website details with all parent/carers of pupils with Education and Health Care Plans (EHCP) in their schools and also to post details of the consultation on the school website. In addition, this information was circulated to all SENDCo's registered with the LCC SENDCo Network with a request to ensure that all parent/carers of pupils with SEND were made aware.

Opportunity to contribute to the consultation was provided through three mechanisms:

- Attendance at one of the twenty-one consultation events being facilitated across the county.
- Complete the online survey.
- Email the SEND Communities mailbox.

Twenty-one consultation events were planned to provide opportunity for interested parties to openly discuss the proposals and raise questions. These events were a combination of school led events, LPCF events and LCC public events.

Two consultation surveys were developed by the LCC Community Engagement team, in conjunction with SNAP Surveys; one specifically for adults and one for children and young people. Lincolnshire Parent Carer Forum advised on the design of the survey to ensure it was family-friendly. Links to the surveys were placed on the dedicated website for the strategy, in order to ensure all information was accessible.

In order to ensure that the consultation provided ample opportunity for interested parties to make their contributions, further questions and comments were invited via the SEND Communities mailbox. All emails received through this route were acknowledged and detailed responses provided where specific questions were asked.

The strategy has been presented to other interested parties throughout the consultation period including health commissioners and providers, education leaders and trade union representatives who have all given their support to the proposed strategy.

Statutory Consultation

On 27th July 2018, Executive Councillor gave approval to move to formal representation period for the 3 LA maintained schools. The dates of the representation periods for each school were as follows:

St Francis Special School	30th August 2018 – 27th September 2018
St Christopher's School	30th August 2018 – 27th September 2018
The Willoughby School	31st August 2018 – 28th September 2018

In accordance with the process set out in DfE statutory guidance "Making prescribed alterations to maintained schools", Statutory Notices were published, on the first day of the representation periods in the local press, posted on the school gates and displayed in public areas in the schools. In addition this opportunity for further consultation was publicised on the LA website, with a number of mechanisms for contribution provided.

There have been no representations made in relation to the proposed alterations to the 3 LA maintained schools during this period. It is unlikely that this is due to a lack of awareness from parent/carers as ample opportunities to make representations were provided and the Statutory Notices well publicised. It is more likely that the informal consultation process was so extensive and wide-reaching that those associated with the 3 LA maintained schools had already made their representations and are satisfied with the strategic direction presented.

Who was involved in the EIA consultation/engagement activity? Detail any findings identified by the protected characteristic

Age	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Disability	<p>In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report</p> <p>Children and young people with SEND were invited to contribute via the following mechanisms:</p> <ol style="list-style-type: none"> 1. Dedicated survey 2. Discussions facilitated by Special Schools within the strategy 3. Supported attendance at consultation events <p>Responses have been considered within the consultation outcome report.</p>
Gender reassignment	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Marriage and civil partnership	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Pregnancy and maternity	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.

Race	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found the Consultation Outcome Report.
Religion or belief	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Sex	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
Sexual orientation	In order to ensure pupils with SEND and their families opinions are considered throughout the strategy, Lincolnshire Parent Carer Forum held their own independent events within the consultation process. Their report can be found within the Consultation Outcome Report.
<p>Are you confident that everyone who should have been involved in producing this version of the Equality Impact Analysis has been involved in a meaningful way?</p> <p>The purpose is to make sure you have got the perspective of all the protected characteristics.</p>	Yes – the consultation process has been exhaustive and thorough with over 1000 key interested parties consulted and a respectable number of contributions received.
<p>Once the changes have been implemented how will you undertake evaluation of the benefits and how effective the actions to reduce adverse impacts have been?</p>	<p>Evaluation and effectiveness will be undertaken through considering a variety of measures, including:</p> <ul style="list-style-type: none"> • Numbers of requests for Education, Health and Care Needs Assessments • Numbers of children placed in specialist provision • Numbers of pupils with SEND in mainstream schools • Numbers of children going to out of county placements • Numbers of cases going to mediation and/or tribunal • Impact on SEND Transport • Educational attainment • Progress data • Exclusions data • Parent and young people's feedback

- Overarching monitoring of support and provision will be done through the Annual Review process
- Ofsted Outcomes

NB Should the reduction of adverse impacts be less effective than planned, then further measures will be considered to address those issues

Further Details

Are you handling personal data?

No

If yes, please give details.

Actions required

Include any actions identified in this analysis for on-going monitoring of impacts.

Action

Lead officer

Timescale

Signed off by

Date

28/09/2018

**Open Report on behalf of Debbie Barnes OBE,
Executive Director of Children's Services**

Report to:	Children & Young People Scrutiny Committee
Date:	19 October 2018
Subject:	Lincolnshire Learning Partnership

Summary:

This report enables the Children and Young People Scrutiny Committee to consider an update about the Lincolnshire Learning Partnership. The partnership has commissioned a number of streams of work which are summarised in this report.

Actions Required:

The Children and Young People Scrutiny Committee is invited to consider the update on the Lincolnshire Learning Partnership and highlight any additional areas for consideration.

1. Background

The Lincolnshire Learning Partnership Board (LLP) was set up as part of a school-led system of school improvement following the decision of the Executive to cease the funding for a school improvement contract with an external provider.

The LLP plays a key role in the Lincolnshire Education system. The board members of the LLP are elected from Lincolnshire schools, these include headteachers from primary, secondary, special, stand-alone academies and principals within Multi-Academy Trusts. In addition, the board also has co-opted positions with officers of Lincolnshire County Council and other partners including Lincolnshire Teaching Schools Together and the Church of England Lincoln Diocese Education Team. The LLP is led by a seconded chairperson, this is currently Suzanne Scott, Principal of Ellison Boulton Church of England Academy, who commenced the role in September 2018.

The Lincolnshire Learning Partnership's mission is that:

- All children and schools in Lincolnshire are our collective responsibility;
- Every child and school is known, valued and supported to achieve;
- No school is more important than an individual child's needs.

The Board acts as an advisory and commissioning body representing school, academy trust, teaching school and other system leaders and officers of the local

authority to direct improvement strategies and projects that:

- Champion learners and leaders to shape their own futures;
- Promote successes, innovation and evidenced practice to benefit all;
- Empower schools to meet the need of their communities;
- Challenge all schools to keep getting better.

The LLP is currently working alongside the County Council, Lincolnshire Teaching Schools Together (LTT) and the CEO network (who represent our Multi Academy Trusts) to review the progress we have made in developing a sector-led system of education provision and school improvement. This will inform the future strategic direction of the board.

The foundation of the sector led approach to school improvement was Peer review. To support headteachers in being equipped to carry out peer review, training was provided to all headteachers on how to carry this out successfully. Peer review supports headteachers in knowing their own schools and in being able to precisely focus their own school improvement activity. It also develops the skills of leaders in supporting and challenging each other. Through this process, we can identify and share excellent practice and also identify priorities for improvement across the system. This, along with school data and inspection information supports the board in making decisions to support schools. The LLP plans to support the further development of Peer review taking this to a deeper level whilst providing training to new headteachers to Lincolnshire. They have commissioned LTT to put forward proposals for discussion.

The LLP has commissioned a number of projects that are having a positive impact in Lincolnshire schools. The projects are wide ranging with the largest being Mobilise, which focuses on using research to address aspects of school improvement. In the first year, Mobilise focused on using research to develop teaching assistants. Feedback on this work has been very positive from schools and aspects which schools found effective included increasing the priority of teaching assistant and teacher discussions with clearer roles for responsibility and delivery.

Schools were provided with a wider choice of research for the second year of Mobilise. Initial feedback has recognised the strength of working in partnership with other schools and the impact of some of the focused work on pupils with special educational needs and pupils known to be eligible for pupil premium funding. The work of Mobilise and research-led practice has been recognised in a number of Ofsted inspections across the county, especially around the use of teaching assistants.

The LLP has launched the third stage of Mobilise. This includes projects in English and mathematics, the development of the cognition, thinking and memory choice from last year where cognitive theory is used to improve learning. Curriculum design is a new choice, this is for schools wishing to review the current evidence base for the structure and design of their curriculum. Feedback and marking will be offered for schools wishing to study the evidence base in greater depth of the four levels of feedback (task, process, self and self-regulation). Schools also have the

opportunity to apply for grant funded small-scale trials for if they wish to evaluate the impact of a current or new practice used in the classroom.

The LLP organises an annual conference to ensure that school leaders in Lincolnshire have access to high quality inspirational speakers, national policy updates and leaders of the sector sharing best practice. In February 2018, 150 delegates attended the conference. Building on this success, plans are well on the way for the next conference in March 2019.

Leadership briefings take place three times each year for headteachers and school leaders to ensure headteachers have the most up-to-date information about the Lincolnshire system and national updates to assist them in their role. Governor briefings take place three times a year following the briefings and are targeted at the chairs of governors to ensure that the main critical leaders in schools are provided with the same important information. The LLP has also worked with a number of partners to deliver a governance support package with the aim of creating a more robust level of governance throughout the sector and focused on developing a knowledgeable governor workforce.

The LLP is keen to invest in the development of leaders and has funded fifteen places each year on LeadLincs which supports aspiring leaders to consider applying for headship. Over the last two years, thirty potential school leaders have accessed this training and fifteen more places are being provided this year. At the recent new headteacher welcome event there were previous delegates of this programme showing how this is already starting to provide new headteachers for Lincolnshire schools.

The LLP supports a wider range of programmes than those that they commission themselves. For example, the LLPB has supported Caring2Learn which is a project to improve outcomes for Lincolnshire's looked after and previously looked after young people, as well as other vulnerable children and young people. The project aims to develop an effective learning and support network and provide innovative training in Restorative Practice and Social Pedagogy which has been accessed by over 150 Foster Carers, education and Social Care Professionals so far.

2. Conclusion

The Lincolnshire Learning Partnership is building a long term strategic plan with this aim and to identify how it best supports schools in tackling key trends following the analysis of pupil outcomes.

The LA role will continue to focus on championing effective collaborations, monitoring and intervening where necessary in the most vulnerable schools and developing cohesion amongst the different elements of the sector-led model.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

No

b) Risks and Impact Analysis

N/A

4. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Susan Williams, who can be contacted on 01522 552262 or by email on SueE.Williams@Lincolnshire.gov.uk.

**Open Report on behalf of Keith Ireland,
Chief Executive**

Report to:	Children and Young People Scrutiny Committee
Date:	19 October 2018
Subject:	Children and Young People Scrutiny Committee Work Programme

Summary:

This item enables the Committee to consider and comment on the content of its work programme to ensure that its scrutiny activity is focused where it can be of greatest benefit. Members are encouraged to highlight items that could be included for consideration in the work programme.

Actions Required:

Members of the Committee are invited to:

- 1) Review and agree the Committee's work programme as set out in Appendix A to this report.
- 2) Highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

1. Background

Purpose of Scrutiny Activity

Set out below are the definitions used to describe the types of scrutiny, relating to the items on the Committee Work Programme:

Policy Development - The Committee is involved in the development of policy, usually at an early stage, where a range of options are being considered.

Pre-Decision Scrutiny - The Committee is scrutinising a proposal, prior to a decision on the proposal by the Executive, the Executive Councillor or a senior officer.

Policy Review - The Committee is reviewing the implementation of policy, to consider the success, impact, outcomes and performance.

Performance Scrutiny - The Committee is scrutinising periodic performance, issue specific performance or external inspection reports.

Consultation - The Committee is responding to (or making arrangements to) respond to a consultation, either formally or informally. This includes pre-consultation engagement.

Budget Scrutiny - The Committee is scrutinising the previous year's budget, or the current year's budget or proposals for the future year's budget.

Member Report – The Committee is reviewing the work of the Sub-Groups or Working Groups.

Requests for specific items for information should be dealt with by other means, for instance briefing papers to members.

The Committee's proposed work programme is attached at Appendix A. A list of all upcoming Forward Plan decisions relating to the Committee is also attached at Appendix B.

Members of the Committee are invited to review, consider and comment on the work programme as set out in Appendix A and highlight for discussion any additional scrutiny activity which could be included for consideration in the work programme.

2. Conclusion

The Committee is invited to consider the content of its forthcoming work programme.

3. Consultation

a) Have Risks and Impact Analysis been carried out?

Not Applicable

b) Risks and Impact Analysis

Not Applicable

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Children and Young People Scrutiny Committee – Work Programme
Appendix B	Forward Plan of Decisions relating to the Children and Young People Scrutiny Committee

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 01522 552164 or by e-mail at tracy.johnson@lincolnshire.gov.uk

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Chairman: Councillor Robert Foulkes

Vice Chairman: Councillor Robert Kendrick

19 October 2018		
Item	Contributor	Purpose
Building Communities of Specialist Provision – A Collaborative Strategy for Children and Young People with Special Education Needs and Disabilities in Lincolnshire (Final Decision)	Eileen McMorow, Senior Project Officer SEND Review	Pre-Decision Scrutiny (Executive Decision – 6 November 2018)
Direct Working with Children and Young People	Danielle Marshall, Partners in Practice Manager	Briefing Item (EXEMPT)
Sector Led School Improvement Model – Progress Report and Lincolnshire Learning Partnership (LLP) Strategic Plan and Impact Evaluation	Martin Smith, Children's Service Manager - School Standards Sue Williams, Children's Service Manager – Education Strategy	Policy Review
Corporate Parenting Sub-Group Update (<i>20 September 2018 minutes</i>)	Cllr David Brailsford, Chairman of the Sub Group	Member Report

30 November 2018		
Item	Contributor	Purpose
Prevent and the Implications for Children and Young People	Nicole Hilton, Community Assets and Resilience Commissioning Manager	Policy Development
Significant Place Planning and the Process for School Reorganisation	Matthew Clayton, Admissions and Education Provision Manager	Policy Review
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update (<i>18 October 2018 minutes</i>)	Cllr Sarah Parkin, Chairman of the Sub-Group	Member Report
Theme Performance: Quarter 2	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny

30 November 2018		
Item	Contributor	Purpose
Armed Forces Pupil Premium	Sue Williams, Children's Service Manager – Education Strategy	Briefing Paper
30 Hours 'Free' Childcare Provision Update	Michelle Andrews	Information Item

18 January 2019		
Item	Contributor	Purpose
Revenue Budget Proposals 2019/20 and 2020/21	Debbie Barnes OBE, Executive Director of Children's Services	Budget Scrutiny
Special Educational Needs and Disabilities and the process behind Education, Health and Care Plans	Sheridan Dodsworth Children's Services Manager - SEND	Policy Review
Fostering Allowance Review	John Harris, Children's Service Manager – Regulated (North and Fostering)	Policy Review
Corporate Parenting Sub-Group Update (6 December 2018 Minutes)	Cllr David Brailsford Chairman of the Sub Group	Member Report
0-19 Health Services Progress Report	Sally Savage, Chief Commissioning Officer – Children's	Policy Review

8 March 2019		
Item	Contributor	Purpose
Lincolnshire Local Authority School Performance 2017-18	Martin Smith, Children's Service Manager - School Standards	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update (<i>January 2019 minutes</i>)	Cllr Sarah Parkin, Chairman of the Sub Group	Member Report
Theme Performance: Quarter 3	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny
Elective Home Education Peer Review Outcome	Heather Sandy, Chief Officer for Education	Peer Review Outcome

26 April 2019		
Item	Contributor	Purpose
Corporate Parenting Sub-Group Update (14 March 2019 minutes)	Cllr David Brailsford, Chairman of the Sub Group	Member Report

7 June 2019		
Item	Contributor	Purpose
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update (April 2019 minutes)	Cllr Sarah Parkin, Chairman of the Sub-Group	Member Report
Theme Performance: Quarter 4	Sally Savage, Chief Commissioning Officer – Children's	Performance Scrutiny

Items to be programmed

- Home to School Transport Policy – Grammar School Transport (*The outcome of the scrutiny review in 2016 on Grammar School Transport was to reconsider the current policy in two years' time.*) – **due by January 2019**
- Elements of Safeguarding Children and Social Care Work
- Restorative Practice - Lincolnshire Joint Diversionary Panels (JDP) – due Q3 2019

For more information about the work of this Committee please contact Tracy Johnson, Senior Scrutiny Officer, on 01522 552164 or by e-mail at tracy.johnson@lincolnshire.gov.uk

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 3 SEPTEMBER 2018

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW TO COMMENT ON THE DECISION BEFORE IT IS MADE AND THE DATE BY WHICH COMMENTS MUST BE RECEIVED	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
1015623	Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Specialist Educational Needs and Disabilities (SEND) in Lincolnshire	6 November 2018	Executive	Lincolnshire Parent Carer Forum; Special School Head Teachers; Trustees and Governing Body members; Lincolnshire Schools' Forum; Lincolnshire Learning Partnership; Mainstream School Leaders; Staff, parents/carers and friends of the special schools; union representative; all parent/carers of pupils attending Special Schools in and outside of the county; all SENDCo's registered with Lincolnshire County Council's (LCC) SENDCo network; all independent non-maintained special schools and out of county schools where LCC have pupils placed; Health: commissioning and providers; key interested parties noted on the list; general public and the Children and Young People Scrutiny Committee	Report	SEND Project Office Tel: 01522 554943 Email: eileen.mcmorrow@lincolnshire.gov.uk	Executive Councillor: Adult Care, Health and Children's Services and Executive Director of Children's Services	Yes	All Divisions