

Agenda Item 5



Policy and Scrutiny

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

Report to:	Children and Young People Scrutiny Committee
Date:	1 December 2017
Subject:	Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire

Summary:

This item invites the Children and Young People Scrutiny Committee to consider a report entitled *Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire* which is due to be considered by the Executive on 5 December 2017. The views of the Scrutiny Committee will be reported to the Executive, as part of its consideration of this item.

Actions Required:

- (1) To consider the attached report (Appendix 1) and to determine whether the Committee supports the recommendations to the Executive set out in the report.
- (2) To agree any additional comments to be passed to the Executive in relation to the report.

1. Background

The Executive is due to consider a report entitled *Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire* on 5 December 2017. 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 recommendations in the report and whether it wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

The Children and Young People Scrutiny Committee is being consulted on a proposed decision by the Executive Councillor for Adult Care, Health and Children's Services on *Domiciliary Care and Short Breaks Services for Children with Disabilities*.

4. Appendices

These are listed below and attached at the back of the report

Appendix 1	Report to Councillor Mrs P A Bradwell, Executive Councillor for Adult Care, Health and Children's Services (15 December – 22 December 2017) on Domiciliary Care and Short Breaks Services for Children with Disabilities
------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 Eileen McMorrow, who can be contacted on 01522 550988 or Eileen.McMorrow@lincolnshire.gov.uk .

**Executive**

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

Report to:	Executive
Date:	05 December 2017
Subject:	Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire
Decision Reference:	I014741
Key decision?	Yes

Summary:

Attached to this covering report, is the strategy: "Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire". The strategy seeks to outline outcomes from a collaborative review of the strategic direction of provision for pupils with SEND. The development of the strategy is in keeping with the Department for Education: High Needs Strategic Review announced in March 2017.

Proposals are identified within the report and will be subject to wider consultation with parents, pupils, academy trusts, schools (mainstream and special) and the range of providers engaged in providing for the health and education of pupils with SEND in Lincolnshire schools.

The Executive is asked to approve the attached strategy for the purpose of consultation and to approve engagement in public consultation with children and young people, parents/carers, schools and academy trusts, support groups, independent providers, health and social care partners, Regional Schools Commissioner, Elected Members and all interested parties.

This will enable feedback, comments and suggestions from those most closely associated and affected by proposed changes to further inform the final strategy.

Recommendation(s):

That the Executive:-

- 1) Approve the strategic vision of SEND provision as outlined in the Building Communities of Specialist Provision Strategy document at Appendix 1 for the purposes of consultation.

- 2) Approve engagement in public consultation on the strategy in order to collect feedback, comments and suggestions from those most closely associated and affected by the proposed changes.
- 3) Delegate to the Executive Councillor for Adult Care, Health and Children's Services authority to approve the final adoption of the strategy and to take all decisions necessary to give effect to any changes to maintained special school provision made necessary by the strategy.

Alternatives Considered:

1.	<p>Not to change the nature of specialist provision.</p> <p>The Building Communities of Specialist Provision Strategy has been developed in response to the requirements of the DfE High Needs Strategic Review, in order to enhance the provision of special school places to meet the growing demand. This requires Local Authorities 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 pupils with SEND.</p> <p>As this strategy has been developed in line with DfE requirements, not to adopt it would mean the County Council is not compliant with those requirements.</p>
----	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reasons for Recommendation:

Approval for the strategy is sought so a local integrated system of specialist provision which meets the education, health and care needs of pupils with SEND can be implemented.

The strategy will:

- Ensure that pupils and families are at the heart of all SEND provision.
- Develop current Lincolnshire special schools so they have the provision and resources to meet All Needs, which enables pupils to be educated in the right setting, as close as possible to where they live.
- Enhance Lincolnshire special schools so they can provide equity of provision to all pupils regardless of where they live.
- Through investment, ensure sufficiency of places in special school settings for all pupils who require this provision (as identified in their Education, Health and Care Plan) to attend ideally their nearest school, or one in their locality.
- Create local All Needs special schools which will be able to meet the needs of pupils, who have previously been unable to be educated in the county,

specifically pupils with Autism Spectrum Disorder (ASD) and Challenging Behaviour.

- Work collaboratively with health and social care partners to meet the health and care needs of all pupils with SEND in their local All Needs schools.
- Establish greater collaboration between special and mainstream schools to improve the educational experience of SEND pupils in mainstream and support pupil transition within a fluid and flexible system.

1. Background

Local

Lincolnshire has 20 special schools for pupils with SEND, a mixed economy of Multi-Academy Trusts and LA Maintained schools. There are four Social, Emotional and Mental Health special schools (SEMH schools - one primary and three secondary) and two LA Maintained hospital schools. Almost all special schools are delivering Good or Outstanding education according to current Ofsted ratings (one school is rated as Requires Improvement).

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 placement in special school settings. 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 (referred to as OOC). 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.

This combination of this research along with national policy development from the Department for Education (DfE) has identified the need to review current provision and devise a new strategy to reshape the special school system in 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, with increasing numbers seeking a place at a special school.

This high demand for special school places means that, based on school premises size, many Lincolnshire special schools have significant capacity pressures. Along with capacity challenges, the current education system has special schools operating within clearly defined designations. This means that pupils are taught in special schools which can only meet the needs of their specific designation e.g. autism specific or physical disability/profound and multiple learning difficulty specific. As a consequence many pupils have to travel for significantly long periods

and distances in order to access special school place where their needs can be met and there is capacity.

Leaders in education in Lincolnshire have identified that the existing provision is experiencing considerable pressures and questions around sustainability and premises suitability have been raised. These pressures are examined in detail within the strategy including the unacceptable distances travelled by pupils to school and excessive demand on special school places making the current system unsustainable.

National

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 2016 this had increased to 42.9% of pupils with statements or EHC plans. The percentage of pupils with statements or EHC plans attending independent schools has also increased between 2010 and 2016, from 4.2% to 5.7%. (Special educational needs: an analysis and summary of data sources. DfE May 2017)

Nationally, the numbers of pupils who are identified as having SEND are continuing to significantly increase and needs are becoming more complex. Pupils are being identified as having several different physical, health, social, emotional and educational needs which require a coordinated approach of support and care involving a range of different 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 arrangements of provision and access to pupils, which will result in redesigning the system of provision for pupils with SEND, to better meet those needs now and to be flexible and responsive enough to deal with future requirements.

Whilst local and national data indicates that there is a need for increasing the number of school places to support pupils with SEND, we must also consider how mainstream schools can be made more accessible so that the right support and access to additional services can be achieved. This will meet the DfE High Needs Strategic Review requirements of collective responsibility and joint accountability; as well as help achieve greater access to a wider curriculum for pupils with SEND. This will contribute to the objective of preparing more pupils for employment and independent living.

In Spring 2016, NHS England produced "Reducing Distant SEND Placements Report" which considered the sustainability of out of county/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 further supports the need to review existing special school provision due to national and local demands.

"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 requires 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."

(DfE Section 31 Grant determination for a high needs strategic planning fund in 2016-17: DCLG ref 31/2916)

The emphasis of the review is one of close collaboration between all 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. It is expected that LA's 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.

In response to the identified local challenges and national directives, education leaders in Lincolnshire have recognised the need to work more collaboratively to address the main issues impacting on special school provision.

In order to address the Local and National context issues and accordance with the DfE High Needs Strategic Review the Building Communities of Specialist Provision Strategy has been co-produced. This is available in Appendix A.

The Building Communities of Specialist Provision Strategy will enable Lincolnshire pupils with SEND to access an integrated and collaborative all needs education system which provides excellent education, health care and support interventions.

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 as possible to where they live."

The strategic vision of this integrated school system will provide the foundations for:

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

The strategy seeks to create an integrated education, health and care provision which will:

- a. Provide a local 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. Provide local community special schools, which can meet the needs of all pupils in their community, by removing the current barriers to access, particularly where schools can only meet the needs of pupils with specific designations of disability.
- d. Reduce the travel time for pupils with SEND by enabling them to attend a special school in their locality.
- e. Develop a system which enables pupils with SEND to access a greater range of mainstream curriculum and experiences.
- f. Increase opportunities for pupils with SEND to transition to a mainstream setting, if this is identified as most appropriate and beneficial.
- g. Support pupils to access education close to their family and their community thus reducing the number of pupils being educated in Out of County placements/Independent Non-Maintained special schools.
- h. Recognise the very specific needs of some pupils with hearing impairments, where parental preference identifies the importance of belonging within a British Sign Language community and support pupils to access these arrangements, where agreed through the SEND process.
- i. Create and enhance relationships between special and mainstream schools so pupils with SEND can remain in mainstream schooling.
- j. Clarify and enhance health interventions across special schools, so all schools can meet the health and therapeutic needs of the pupils in their communities.
- k. Improve opportunities for special and mainstream teaching staff to share best practice, skills and knowledge.

This strategy proposes to make significant changes to the existing specialist education provision, creating an integrated system where pupils attend their nearest school, confident their educational and health needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught by teaching staff who are skilled in the learning profiles of all pupils with SEND. Where pupils can develop friendship bonds with their classmates which can 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.

As the strategy requires changes to be made to existing provision it will trigger the statutory provisions and guidance which apply to changes to maintained schools. This recommends a period of pre-consultation engagement and requires a minimum 4 week period of statutory consultation.

As the strategy is so central to the proposals it is intended to carry out a fuller pre-consultation engagement that takes in the Strategy as well as the specific changes which would be proposed for individual schools. This will allow the Council to consider feedback on the Strategy as part of the process of making any changes and the consultation approach has been designed to reflect these two elements of the engagement.

In addition to the Council's own schools, the Council's own processes for effecting change will need to be closely co-ordinated with the separate and different process that Academy schools must follow to affect the kinds of changes being proposed. Close liaison between the County Council and Academy schools has been carried out and will be maintained to ensure co-ordination of timetables and decision-making.

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 perspectives are considered throughout the strategy, Lincolnshire Parent Carer Forum have been involved in its coproduction and will be leading independent events within the consultation process.

The strategy proposes to abolish disability segregation 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. By investing in schools to ensure they have the resources to meet all needs, resulting in a positive impact on pupils with SEND. Less than 2% of mainstream school pupils in Lincolnshire travel more than 10 miles to school compared to over 35% of special school pupils. Pupils with SEND have longer journeys, taking more time and involving more stress, than their mainstream counterparts and the strategy aims to address this disadvantage.

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 so significantly low that it would not be viable to provide this type of specialist school in county. However, every pupil who is identified as requiring this type of education is supported, via the EHCP process, to access specialist provision.

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 same 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.

Age has been considered within the strategy as the proposed model requires some minor changes to the age ranges of two schools. The age change for these schools will form part of the consultation process and will consider in detail the impact of this proposal. LCC are committed to ensuring that the schools affected are provided with additional resources to meet the needs of the new cohort of pupils joining the school.

Age and disability 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 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 proposals within the strategy.

A full Equality Impact Assessment is currently being developed as part of the Building Communities of Specialist Provision Strategy and will be further developed throughout the consultation process to ensure parental and pupil feedback is incorporated in the document. The EIA will be submitted for consideration as part of the final proposal in relation to the strategy following consultation.

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 complexity of need both nationally and locally. Nationally there has been a 12% increase, since 2014, in the numbers of young people with an Education, Health and Care (EHC) Plan. Lincolnshire follows the same trend with 2.9% of school aged pupils having an EHC Plan.

In England in 2010, 38% of pupils with a Statement of SEN attended maintained Special Schools. By 2017 this figure has risen to almost 43% of young people with an EHC Plan attending special schools. In Lincolnshire almost 45% of school aged pupils with an EHC Plan attend a maintained or academy special school with a further 5% attending an Independent Non-maintained Specialist Provision. 36% of children with an EHC Plan attend mainstream schools with the remainder in Post 16 or Early Years settings. There is a growing pressure on special school places as a result of this increase in the requirement for specialist provision.

The most common type of primary need for children with an EHC Plan is Autism Spectrum Disorder (ASD). There is a slight rise from last year to almost 26% of young people in England with this condition identified as their primary need. In Lincolnshire, the number of children with an EHC Plan that have ASD identified as their primary need is 22.4%, a 0.4% increase since 2016. ASD is often associated

with high levels of anxiety or challenging behaviour which makes it difficult for mainstream schools to manage the needs of these pupils. 70% of young people in out of county placements have ASD or Social, Emotional and Mental Health identified as their primary need. The difficulties associated with ASD are highlighted in the JSNA Autism report.

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

Consideration has been given to the JHWS and the aim of the strategy is to improve the wellbeing of children with SEND.

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 adoption of the Building Communities of Specialist Provision Strategy does not relate to the reduction of crime and disorder in local communities.

3. Conclusion

In conclusion, the Building Communities of Specialist Provision Strategy proposes to develop an integrated system of special education for pupils with SEND, which will meet their education and healthcare needs, as close as possible to home. Through significant capital investment, special schools would be enhanced to meet the needs of pupils with all needs and designations of disability (with exceptions identified in the strategy) and to create increased capacity to meet the growing demand. Schools will require investment to ensure they have the appropriate resources to meet all needs and that staff are sufficiently skilled to meet pupil need.

The proposed model has been agreed with all special school Head Teachers and the Lincolnshire Parent Carer Forum and fully meets the strategic vision for SEND provision. However, without full and open consultation we cannot fully appreciate the impact this Strategy will have on pupils with SEND and their families.

This strategy is being presented for approval to engage in public consultation. If this is agreed, engagement and public consultation will be carried out in such a way as to co-ordinate consultation on the strategy with the statutory consultation requirements falling on the Council in relation to specific proposals for changes to individual schools.

The results of the consultation will be presented to Children's and Young Peoples Scrutiny Committee and the Executive (or the Executive Councillor) in seeking a decision whether to proceed with the strategy and the school changes that it would entail.

4. Legal Comments:

The Council has the power to adopt the recommendation in the Report. The relevant considerations including as to Equality Act duties are set out in the Report.

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

5. Resource Comments:

The recommendation in the report to adopt the strategic vision for SEND provision as outlined in the Building Communities of Specialist Provision Strategy document is predicated on developing localised special education opportunities for children and their families in Lincolnshire and capacity to meet need. Having a local offer that fulfils this, whilst having strong links between mainstream and special providers will help to achieve the best possible outcome for children and young people with SEND, and ensure value for money (in terms of placement and transportation costs) is being achieved by the Local Authority due to expertise being retained locally delivered through effective size operations. 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 will enable the strategy to be fulfilled.

It is anticipated that this strategy will require revenue funding to support the implementation of this strategy, such as training, start-up costs, transitional support etc. The Schools Forum supported the Local Authority proposal to earmark revenue funding of up to £2m from the Dedicated Schools Grant underspend for this project whilst funding remains available. The proposed amount is purely indicative, and earmarking this funding is of sound financial planning. Ongoing revenue funding for high needs provision will continue to be funded through the high needs block of the Dedicated Schools Grant.

6. Consultation

a) Has Local Member Been Consulted?

Yes.

b) Has Executive Councillor Been Consulted?

Yes.

c) Scrutiny Comments

This decision is to be considered at Children's and Young Peoples Scrutiny Committee on 1st December 2017. The comments of the Committee will be reported to the Executive.

d) Have Risks and Impact Analysis been carried out?

See e) below.

e) Risks and Impact Analysis

The risk and impact analysis insofar as it can be determined at this stage is set out in the Report. The analysis will continue to be developed throughout the consultation process in response to feedback to ensure all interested parties have the opportunity to be considered.

7. Appendices

These are listed below and attached at the back of the report	
Appendix A	Building Communities of Specialist Provision: A Collaborative Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) in Lincolnshire

8. Background Papers

Document title	Where the document can be viewed
DfE High Needs Strategic Review	SEND Project Office.
ISOS Partnership - SEND Review: Gathering feedback from parents and carers	SEND Project Office.
ISOS Partnership – Assessment of the sufficiency of specialist provision for children with SEND in Lincolnshire	SEND Project Office.
Reducing distant SEND placements; Increasing regional sufficiency	SEND Project Office.
DfE Guidance - Making Significant Changes to an Open Academy	SEND Project Office.
DfE Guidance - Making Prescribed Alterations to LA Maintained Schools	SEND Project Office

This report was written by Eileen McMorrow, who can be contacted on 01522 550988 or Eileen.McMorrow@lincolnshire.gov.uk.

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

Forward by Councilor Mrs Patricia Bradwell

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

It outlines the proposed strategic direction of SEND provisions 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 Head Teachers/Executive Head Teachers and the Lincolnshire Parent Carer Forum to ensure that the changes will benefit families in Lincolnshire.

The strategy acknowledges the potential impact to individual pupils and families and describes how risks will be managed whilst keeping children and families' needs at the heart of any proposals for change. 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 change and the capital outlay required to implement the proposed model. 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.

Strategic Vision of SEND Provision

The Building Communities of Specialist Provision Strategy will enable Lincolnshire pupils with SEND to access an integrated and collaborative all needs education system which provides excellent education, health care and support interventions.

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 as possible to where they live."

The strategic vision of this integrated school system will provide the foundations for:

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

The strategy seeks to create an integrated education, health and care provision which will:

- a. Provide a local education system in which parents can have confidence that their child's education, health and care needs can be met.
- b. Ensure we have a sufficient supply of places in schools for pupils with SEND.
- c. Provide local community special schools which can meet the needs of all pupils in their community by removing the current barriers to access, particularly where schools can only meet the needs of pupils with specific designations of disability.
- d. Reduce the travel time for pupils with SEND by enabling them to attend a special school in their locality.
- e. Develop a system which enables pupils with SEND to access a greater range of mainstream curriculum and experiences.
- f. Increase opportunities for pupils with SEND to transition to a mainstream setting, if this is identified as most appropriate and beneficial.
- g. Support pupils to access education close to their family and their community thus reducing the number of pupils being educated in Out of County placements/Independent Non-Maintained special schools.
- h. Recognise the very specific needs of some pupils with hearing impairments, where parental preference identifies the important of belonging with a British

Sign Language community and support pupils to access these arrangements, where agreed through the SEND process.

- i. Create and enhance relationships between special and mainstream schools so pupils with SEND can remain in mainstream schooling.

- j. Clarify and enhance health interventions across special schools, so all schools can meet the health and therapeutic needs of the pupils in their communities.
- k. Improve opportunities for special and mainstream teaching staff to share best practice, skills and knowledge.

This strategy proposes to make significant changes to our existing specialist education provision, creating an integrated system where pupils attend their nearest school, confident their educational and health needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught by teaching staff who are skilled in the learning profiles of all pupils with SEND. Where pupils can develop close friendship bonds with their classmates which can 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.

By working in collaboration with Lincolnshire special schools, Lincolnshire Parent Carer Forum and all other interested parties, this strategy, if approved will ensure that all pupils and their families can access an education system which will support them to achieve their full potential within their local communities.

Our special school Head Teachers, Lincolnshire Parent Carer Forum and the Lincolnshire Learning Partnership (LLP) have formally committed to its strategic vision but it can only be achieved if there is real cohesion and collaboration across all organisations involved in the strategy.

Our stakeholders believe that by working together, we can:

- Ensure that pupils and families are at the heart of all SEND provision.
- Enhance Lincolnshire special schools so they can meet All Needs, which enables pupils to be educated in the right setting, as close as possible to where they live.
- Enhance Lincolnshire special schools so they can provide equality of provision to all pupils regardless of where they live, with access to the same 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 and Care Plan) to attend ideally their nearest school, or one in their locality.
- Create local All Needs special schools which will be able to meet the needs of pupils, who have previously been unable to be educated in the county,

specifically pupils with Autism Spectrum Disorder (ASD) and Challenging Behaviour.

- Work collaboratively with health and social care partners to meet the health and care needs of all pupils with SEND in their local All Needs schools.
- Establish greater collaboration between special and mainstream schools to improve the educational experience of SEND pupils in mainstream and support pupil transition within a fluid and flexible system.

"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)

Context

Local

Lincolnshire has 20 Specialist schools for pupils with SEND, a mixed economy of Multi-Academy Trusts and Local Authority Maintained schools. There are four Social, Emotional and Mental Health special schools (SEMH schools - one primary and three secondary) and two LA Maintained Hospital schools. Almost all special schools are delivering Good or Outstanding education according to current Ofsted ratings (one school is rated as Requires Improvement).

Research commissioned by Lincolnshire County Council (LCC) conducted over a number of years by the ISOS Partnership (2015/16), identified the need to "reshape" SEND provision to meet the needs of the increasing population of pupils requiring placement in special school settings. 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 (referred to as OOC). 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.

This combination of this research along with national policy development from the Department for Education (DfE) has identified the need to review current provision and devise a new strategy to reshape the special school system in 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, with increasing numbers seeking a place at a special school.

This high demand for special school places means that, based on school premises size, many Lincolnshire special schools have significant capacity pressures. Along with capacity challenges, the current education system has special schools operating within clearly defined designations. This means that pupils are taught in special schools which can only meet the needs of their specific designation e.g. autism specific or physical disability/profound and multiple learning difficulty specific. As a consequence many pupils have to travel for significantly long periods and distances in order to access special school place where their needs can be met and there is capacity.

Leaders in education in Lincolnshire have identified that the existing provision is experiencing considerable pressures and questions around sustainability and premises suitability have been raised. These pressures will be examined in detail within the strategy including the unacceptable distances travelled by pupils to school and excessive demand on special school places making the current system unsustainable.

National

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 2016 this had increased to 42.9% of pupils with statements or EHC plans. The percentage of pupils with statements or EHC plans attending independent schools has also increased between 2010 and 2016, from 4.2% to 5.7%. (Special educational needs: an analysis and summary of data sources. DfE May 2017)

Nationally, the numbers of pupils who are identified as having SEND are continuing to significantly increase and needs are becoming more complex. Pupils are being identified as having several different physical, health, social, emotional and educational needs which require a coordinated approach of support and care involving a range of different 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 arrangements of provision and access to pupils, which will result in redesigning the system of provision for pupils with SEND, to better meet those needs now and to be flexible and responsive enough to deal with future requirements.

Whilst local and national data indicates that there is a need for increasing the number of school places to support pupils with SEND, we must also consider how mainstream schools can be made more accessible so that the right support and access to additional services can be achieved. This will meet the DfE High Needs Strategic Review requirements of collective responsibility and joint accountability; as well as help achieve greater access to a wider curriculum for pupils with SEND. This will contribute to the objective of preparing more pupils for employment independent living.

In Spring 2016, NHS England produced "Reducing Distant SEND Placements Report" which considered the sustainability of out of county/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 further supports the need to review existing special school provision due to national and local demands.

"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 requires 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."

(DfE Section 31 Grant determination for a high needs strategic planning fund in 2016-17: DCLG ref 31/2916)

The emphasis of the review is one of close collaboration between all 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. It is expected that the LA's 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.

In response to the identified local challenges and national directives, education leaders in Lincolnshire have recognised the need to work more collaboratively to address the main issues impacting on special school provision.

Current Provision and Challenges

Pupils with SEND

In the academic year 2015/16 the SEND Service received 723 requests for Education, Health and Care Plan Assessments; this was a 38% increase on 2014/2015 and 52% increase on 2013/2014 (the year before implementation of the SEND reforms).

There are increasing numbers of Education, Health and Care Requests, Assessments and Plans being allocated: as of Jan 2017, 3916 pupils in county are subject to an EHCP or Statement compared to 3,300 in 2014 at the implementation of SEND reforms. 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 LA's.

Increasing numbers of parents are requesting special school placement for their children, reporting that mainstream schools cannot meet their specific needs. Of the 3,916 pupils with an EHCP or Statement in Lincolnshire, 45.5% pupils attend special school with 41% attending mainstream, above the national average of 43.8% in special school. This move towards increased number of pupils requesting and being educated in special school 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, wherever possible. (All data from Lincolnshire School Census, January 2017)

Designation

Of the 3916 Lincolnshire pupils with SEND who have EHCP/Statements 1,481 pupils are educated in special schools (excluding SEMH and Hospital 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.

Some of the schools have begun the progression into providing a far wider range of need than their designation due to sufficiency demands, whereas others have remained committed to their specialism.

Table 1: Current School Designation

Designation	Schools
Physical Disability/ Profound and Multiple Learning Difficulty	St Francis School, Lincoln
Severe Learning Difficulty/ Profound and Multiple Learning Difficulty	St Bernard's School, Louth The Sandon School, Grantham The John Fielding School, Boston The Garth School, Spalding
Moderate Learning Difficulty/ Severe Learning Difficulty	St Christopher's School, Lincoln St Lawrence School, Horncastle The Eresby School, Spilsby Ambergate Sports College, Grantham Willoughby School, Bourne The Priory School, Spalding
Autism Specialist	Gosberton House, Gosberton
All Needs	Warren Wood, Gainsborough The Aegir School, Gainsborough

When mapping the pupil distribution across the special schools, it became apparent that schools were admitting a significantly wider range of pupil need than their original designation suggested, as can be seen from Table 2.

This demonstrates that special schools can meet the needs of pupils with a wider range of need, which would enable children to access education in their local community, nearer their home, 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.

Table 2: Actual distribution of pupil need across special schools

Shaded areas indicates the school has pupils with the indicated type of need in attendance. For definitions please see All Needs Definition.

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												

Capacity and Commissioned Places

Through this strategy, we are committed to enabling pupils to access special school education as near to their community as possible and that means ensuring there is adequate capacity in each school and locality to meet need. At present there are significant challenges regarding capacity with 50% of special schools beyond capacity for their premises size.

The table below evidences the increasing need for more special school places year on year. Special schools are constantly adapting to meet this need and find extra space for pupils but this is not sustainable in the current system. Significant investment is required to overhaul our special schools so they have capacity to meet the growing need and changing profile of their population.

Table 3: LCC Commissioned special school 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 school system, consideration must be given to significant growth planning and sufficiency forecasting for this cohort. Forecast methodology for SEND pupils is being developed and will inform this strategy once available.

School Premises

Beyond the capacity demands, some special schools are challenged with premises which are not suitable to meet the demands of their existing pupils. Buildings are narrow with some units 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 and scope for redevelopment is, in places, limited due to site restrictions. Unsurprisingly, some special schools are, at present, unable to meet the needs of pupils with ASD and challenging behaviour as they do not have the space to segregate and manage risk appropriately, which is impacting on the need for OOC placements for this cohort of pupils.

Additionally, pupils with complex physical and medical needs are mainly attending St Francis School in Lincoln as this has the specialist resources to meet their needs. As a consequence, pupils are travelling significant distances to attend this school, rather than one close to home, which does not have the resources to meet need.

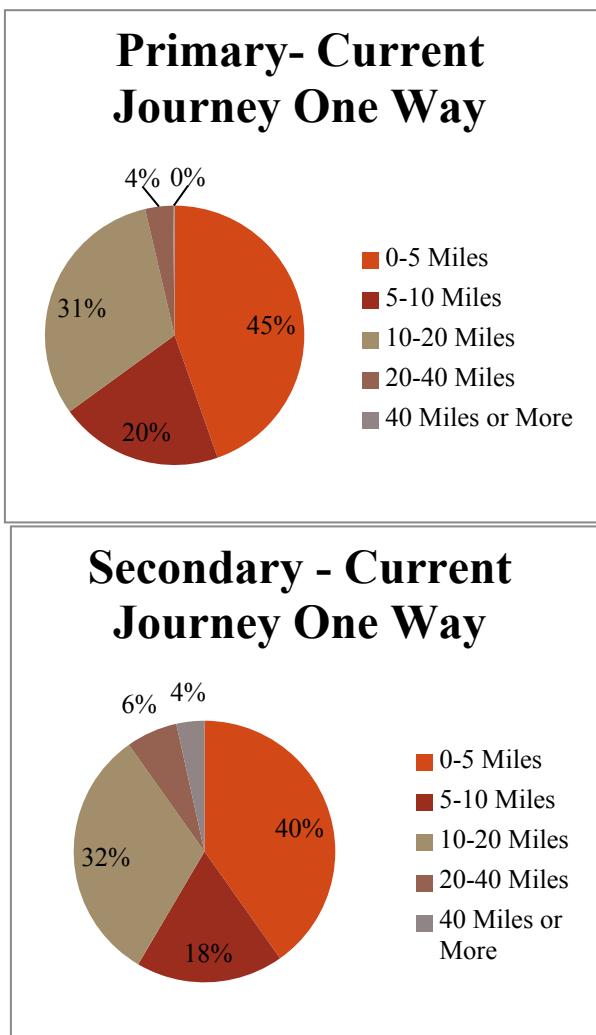
There is a significant challenge for many of the county's special schools to be able to meet the needs of pupils in their local community due to design and space challenges. Whilst some schools are built to meet the needs of our most physically and medically complex pupils, other are designed for pupils with learning difficulties and it would require significant capital investment to implement this strategy. A strategic capital investment program is essential to ensure our schools can meet

the needs of pupils in their local communities, thereby reducing travel time and its impact.

Travel and Transport

This review has identified significant challenges to pupils and families due to the excessive travelling pupils need to undertake to attend school.

The tables below indicate the journeys that are being conducted special school 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.

Transport for children in special schools is costing almost £10m per annum and rising year on year and this is unsustainable for the Local Authority.

The consequence of special school designation and capacity is that 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. The impact of considerable travel distance on pupils and families cannot be underestimated, with reduced school performance, challenging behaviour, increased levels of 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 Placement

Out of County placements are made only when Lincolnshire Schools have stated that they cannot meet the special educational needs of a particular learner. There is a continuing pressure on meeting the needs of those learners with Autistic Spectrum Disorders or Social, Emotional and Mental Health issues and specifically those with challenging behaviours. Out of county placements go through a rigorous commissioning process.

Young people with Autistic Spectrum Disorders and Social, Emotional and Mental Health difficulties make up 70% of the 88 Out of County placements. It is frequently their challenging behaviour that has led them to be placed in provision outside of Lincolnshire.

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

OOC placements may not always be the best way of achieving positive outcomes for pupils with SEND, and many parents report extra strain for the rest of the family. 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.

Parent/Carer Perspective

The experiences of pupils and their families must be at the heart of this strategy and effective consultation is crucial to ensure that their voices are heard. It is essential that this strategy recognises the challenges faced by pupils with SEND and their families on a daily basis and how difficult it is for some to simply get to school or access the right education for their children.

Parents, via the Lincolnshire Parent Carer Forum, have expressed views about the travel time for pupils and raised concerns around access to appropriate school places so far outside their local community. Parents have also raised concerns, via

the ISOS Partnership research, about the impact of OOC placements and how it 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)

This can cause considerable strain on many 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 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 school they attend does 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.

For more information about our parents perspectives, please read the Eve's and Trevor's stories in Appendix 1.

Funding

The High Needs Strategic Review has allocated £283,911 to Lincolnshire develop its strategic plan for SEND provision. Once the plan has been sanctioned and agreed, LCC will be allocated £2,314,235 for capital investment to increase SEND sufficiency across the next 3 years.

In addition, LCC have identified the following funding streams to support the significant capital investment required to implement this strategic vision:

- Basic Needs Budget Boston - £5.2m
- Basic Needs Budget Lincoln - £8.5m
- Property Maintenance/Condition Budget - £24m.

Projected capital expenditure for this strategy will be available once the proposed model has been consulted up and agreed.

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 school 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.
- Lincolnshire special schools buildings are designed to meet the needs of pupils within their specialism. 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 local to their address 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, does nothing to improve the outcomes for pupils with SEND.
- Reduced travel time may result in increased social or family time for pupils with SEND. Opportunities for accessing local clubs or spending more time with family and friends may be greater.
- OOC provision is unsustainable and is not always the most appropriate provision for pupils with SEND. Families are dramatically impacted by the loss of their child to residential provision and in most cases would rather their child was educated close to home.
- 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.
- When they do have access to quality education, it is often significantly far away from home that they are then missing out on the important social experiences which their mainstream peers take for granted.
- Pupils educated in OOC are also 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 pupil's education.

Proposed Model

Education leaders in Lincolnshire are united in their commitment to the strategic vision and proposed model and are working towards agreement from all Multi-Academy Trust Boards and LA Maintained schools Chair of Governors. This vision also has the formal endorsement of the Lincolnshire Learning Partnership, who recognise the significant impact this proposed strategy could have on Lincolnshire pupils.

Each school has committed to a model of provision which will break down the barriers of segregation based on type of disability, where pupils will be educated within their local communities.

At the heart of this strategy is the aspiration to enhance the lives of pupils with SEND and their families by improving their educational experience. However, it must be recognised that pupils with SEND can often be the most vulnerable members of our society, some of whom find significant change challenging.

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, persuaded 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.

The proposed strategy will seek to create communities of specialist education across the county to for pupils with SEND, in both special and mainstream schools, through collaboration and collective responsibility ensuring All Needs can be met at the nearest school. Pupils will no longer have 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 (Pupils with significant hearing impairment may choose to attend an Out Of County school for the deaf community, when agreed through the SEND process).

The county will operate within a 4 locality model (see Appendix 3) with each locality having a shared responsibility for every pupil with SEND who lives within their locality and requires a place at a Specialist school. Each locality will develop a multi-disciplinary, collaborative Allocations Hub responsible for ensuring every pupil assessed as needing one will have access to a special school place as close as possible to home which can meet their needs.

Where there is existing segregation based on age (i.e. primary and secondary schools are separate and distinct) due to the specific design of their premises, this will remain, though the majority of schools will be providing All Through education for pupils of statutory school age (4-16 years). This negates the needs for excessive transitions for vulnerable pupils who find change and transition potentially difficult.

Every school is committed to meeting the needs of pupils within the All Needs definition, as defined by the Government's school's database, "Get Information about Schools".

All Needs Definition
Specific Learning Difficulty
Visual Impairment
Hearing Impairment
Multi-Sensory Impairment
Speech, Language and Communication
Autistic Spectrum Disorder
Physical Disability
Moderate Learning Difficulty
Severe Learning Difficulty
Profound and Multiple Learning Difficulty
Social, Emotional and Mental Health Needs (as a secondary need only)

A significant capital investment program will ensure all special schools have the right facilities and resources to educate pupils with all needs as defined above.

Each locality (and the special schools within) will work collaboratively with their SEND partners to ensure that the provisions 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 develop learning support network with its neighbouring mainstream schools to support mainstream inclusion for 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.

Opportunities to access mainstream and special provision will be developed across the sector so pupils have access to a broad range of educational and social experiences.

It is imperative that the newly proposed system can address the previously discussed system challenges to create an integrated and collaborative all needs school system to deliver effective education and healthcare to pupils with SEND across Lincolnshire.

Key Features

- A collaborative system of special schools that can meet most special educational needs and disabilities (excluding hearing impaired) by being designated "all needs" and taking pupils of all ages.

- A new special school to meet the demand for places. This will be a Free School, and will be part of the collaborative special school system. The new school is likely to be based in Lincoln as this is where demand and need is greatest.
- 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).
- New satellite units, accessible from each locality, on mainstream school sites (primary and secondary) which are managed by local special schools and offer transition support for SEND pupils accessing curriculum areas in mainstream or requiring additional support from special schools whilst accessing their school place in mainstream.
- A professional staff development and support 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 issues and needs.
- Space and facilities which will support education and therapy needs of pupils with complex physical, medical, emotional, social and educational needs in “all needs” schools across Lincolnshire.
- An integrated approach with Health services, to delivering medical, health and therapy support to pupils with SEND.

Proposed Model: Summary of School Changes

Below is a brief summary of the proposed changes to be consulted on. For a more detailed description of the proposed, see Appendix 2. For designation definition please see All Needs Definition.

North West Locality			
School	Current Designation	Current Age Range	Proposed Changes
St Christopher's School, Lincoln	MLD/SLD/ASD	3-19	Designation change to All Needs Age Range - No Change
St Francis Special School, Lincoln	PMLD/PD	3-19	Designation change to All Needs Age Range - No Change
New Free School, Lincoln			New All Needs 3-19 Built to address over-crowding at St Christopher's.

Warren Wood, Gainsborough	All Needs	2-11	No change to age range or 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	Proposed Changes
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	Proposed Changes
The Sandon School, Grantham	SLD/PMLD	3-19	Merge schools into one, based across two sites. To meet All Needs across the two sites Designation change to All Needs Age Range – 3-19 across both sites
Ambergate Sports College, Grantham	MLD	5-16	
The Willoughby School, Bourne	MLD/SLD	2-19	Designation change to All Needs Age Range - No Change

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 Designation change to All Needs Age Range – 2-19 across both 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)

Specialist School Satellites

In addition to the proposed changes to school designation, the need for greater collaboration between special and mainstream schools to support effective transition has been identified. Local narrative reflects national trends with more pupils with SEND seeking placement in special schools when mainstream schools can no longer meet their needs.

The strategy proposes to address this issue through the development of special school satellites, in order to promote collaboration and flow between the two types

of provision. Four potential locations will be identified initially, based on numbers of pupils with moderate learning difficulties (the most likely candidates for this provision) capacity demands and existing relationships with local mainstream schools:

The proposed model would implement a phased approach to this initiative, with the first 4 sites being identified and developed to support the initial pilot. Developing physical premises on the mainstream site would be essential to this provision, to ensure its sustainability and avoid changes of personnel affecting its usage. The initial pilot would accommodate two classes of 8 pupils on each site.

Based on mainstream schools sites who are committed to the strategy, these satellites would enable special school pupils with moderate learning difficulties or ASD to access elements of the mainstream curriculum through an integrated and personalised timetable while based at the satellite unit. This would enable pupils to access elements of the mainstream educational experience and curriculum with a view to possible transition back to mainstream permanently. Access to mainstream may include educational opportunities or social activities but the focus would be to broaden the educational experience of the pupil and enable them to access wider curriculum opportunities. Pupils would remain on the role of the special school until permanent transition has occurred, if this is the ultimate aim, or continue with an integrated timetable if this proves beneficial.

Additionally, the mainstream school hosting the satellite would be able to refer pupils on their role to a Specialist Outreach provision, hosted within the satellites. Where mainstream pupils are identified as requiring some additional support with elements of their learning and would benefit from the nurturing environment of the special school, a program of targeted, time-limited intervention would be provided. This would require LCC agreement as any places in the satellites would be accessed through LCC SEND processes, ensuring the right pupils access this specialist support.

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

Other Local Authorities have implemented this model successfully and report a significant impact on the mainstream settings approach to pupils with SEND. The strategy would support the implementation of these satellites as an initial pilot and review throughout the duration of the strategy.

Interdependencies

Social, Emotional and Mental Health and Hospital School Provision

As part of the special schools review, which informs this strategy, significant challenges have been identified within the provision of Social, Emotional and Mental Health 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 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 principles of this strategy, has been established. However, it is not ready to report back into this strategy due to the complexity of the task assigned. The strategic vision for SEMH provision in Lincolnshire is currently being developed and will be introduced into this strategy when it is ready to be considered for consultation. Time must be taken to fully understand the experience for pupils with SEMH and their families and any future model of provision for pupils with SEMH must be:

- High quality
- Evidence-based
- Collaborative across education, health and social care
- Tailored to the individual needs of children and young people
- Flexible and coherent across transitions.

Health Provision for Pupils with SEND

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 proposed capital investment will address the resources required to meet the need of a wider range of pupils but the special schools may require changes to existing health provision arrangements to ensure the needs of their pupils are met.

We recognise that there will be an impact on health commissioning arrangements across the localities and will be working closely with our Health partners throughout the duration of the strategy to ensure we develop a fully integrated system of education, health and care. A development workshop has been arranged during the consultation period, for sector leaders, commissioners and providers. The event will be co-facilitated by LCC and Health Leads and will focus on developed an integrated approach which ensures 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 as possible to where they live."

Impact of Proposed Model

Impact of Proposed Model

To fully understand the impact of this proposed strategy, we need to hear the voices of pupils and their families through a full and open consultation process. We have identified some potential impacts for pupils and families but which may include the following.

Potential impact on pupils and their families

- The immediate impact on pupils and families would be the understandable concern around change. Pupils with SEND are less likely to be comfortable with significant change than their mainstream peers and may be unable to cope with a school change, even if it meant reduced travel time. This is why it is so important to provide support to pupils and their families if they choose to transition.
- The proposed model would provide parents with greater choice as the previous barrier of disability specific designations will have been removed.
- Investment in all special schools will ensure a wider range of needs can be met, close to home, enabling parents to have more confidence in the special school system and not need to look beyond the county for specialist provision.
- Local all needs special schools would create communities around each school, which could better support pupils to access more social opportunities during term time and school holidays and extend friendships beyond school hours.
- It would enable pupils reduce their travel times significantly. Pupils would no longer be subjected to long and arduous journeys before and after school and therefore would be less fatigued, have greater capacity for concentrating at school, and have more valuable 'amenity time' with their families and peers.
- Parents and carers would benefit from having more time with their children before and after school, making the daily routine less rushed and providing more opportunity.
- Pupils and their families would have greater opportunity to access other activities such as after-school clubs as their travel time is reduced, giving them more after-school time.
- We recognise that this may impact working families detrimentally as parents have planned their work times around pupils transport arrangements. We would work closely with individual families who would like their child to attend a nearer school to support them with challenges this strategy presents.

- By providing all age schools, where possible, pupils with SEND would not have to experience potentially challenging transitions through their educational journey.
- By developing a special school system which work collaboratively with local mainstream schools and has established pathways for transition, pupils with SEND will have greater access to mainstream opportunities and curriculum.

Impact on special schools

Following significant capital investment and the implementation of this strategy, we would anticipate significant impact to special schools, beyond the obvious capacity increase and improved resources to meet all level of need. The change to the pupil population will undoubtedly require a program of workforce development for each special school to ensure all needs can be met and this must be a consideration for all school when planning change. Upskilling staff to meet a wider variety of need will ensure the quality of education provided is consistent.

Impact for LCC

The primary impact for LCC is the anticipated reduction of transport costs, if all pupils attend their nearest special school. The model presented will potentially enable 70% pupils to access a suitable school closer to where they live and see the mean distance travelled to school per pupil reduce from 11.73 miles to 5.72 miles.

This would ultimately mean a transport budget reduction of between £2m - £3m per annum, but these savings will only be realised when the strategy is fully implemented.

Conclusion and Next Steps

In conclusion, the presented strategy would seek to make significant changes to our existing special education provision in order to create an integrated system where pupils attend their nearest school, confident their educational and health needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught by teaching staff who are skilled in the learning profiles of all pupils with SEND. Where pupils can develop close friendship bonds with their classmates which can 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 proposed model has been agreed by all Lincolnshire special school Head Teachers and Lincolnshire Parent Carer Forum, who are committed to supporting the significant changes this strategy requires to create communities of specialist provision and support for pupils with SEND.

If this strategy is approved, the consultation process will commence in early January 2018.

The current challenge to the special school system means it is unsustainable and inflexible. It is imperative that we take this opportunity to build communities of special educational provision which is holistic, flexible, integrated and can meet the needs of a growing population now and in the future.

Appendix List

1. Case Studies : Eve's and Trevor's Stories

2. Draft Proposed Changes to Special Schools

3. Proposed Model Map

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 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.

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 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 dept 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 if 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.

Model of Proposed Changes to Special Schools

**DRAFT - POTENTIAL REMODELLING OF COUNTY PROVISION AND INDICATIVE
PRESCRIBED/SIGNIFICANT CHANGE PROCESSES REQUIRED (AS HIGHLIGHTED)**

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
North West	Gains- borough	Warren Wood	Mayflower Academy	Primary (112)	All Needs	Primary All Needs (112)	N/A	Already all needs with sufficient capacity.	Minor accommodation requirements to be reviewed.
		Aegir Community School	Mayflower Academy	Secondary (160)	All Needs	Secondary All Needs (160)	N/A	Already all needs with sufficient capacity.	Minor accommodation requirements to be reviewed.
	Lincoln	St Christopher's School	Maintained	All Through (272)	MLD/SLD	All Through All Needs (190)	Change to the type of need catered for.	St Christopher's to become All Needs School, with pupils of Primary and Secondary School age in this area also attending the New Free School to be built in Lincoln. Significant remodelling of site is required as it is unsuitable to meet All Needs. Site has substantial space but layout and condition is inappropriate.	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity and high priority condition and suitability requirements.

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
		St Francis School	Maintained	All Through (152)	PMLD/PD	All Through All Needs (173)	Expansion and change to the type of need catered for.	St Francis is currently the only SEN school in the county specialising in PD/PMLD need. It has been designed to meet the highest level of need and would therefore be able to meet All Needs. However, capacity would need to increase slightly due to its change of designation. The school is on a substantial site and could accommodate remodelling/expansion.	
		New Free School	Free School/Academy	n/a	n/a	All Through All Needs (120)	Free School Application	Possible Wave 13 application or LA led capital bid if there is the opportunity. A MAT will need to be identified to lead the bid.	New school on new site.

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
North East	Horn-castle	St Lawrence School	The Wold's Federation	All Through (80)	MLD/SLD	All through all needs (150) expand to accommodate demand in the wider area (e.g. The Eresby and St Bernard's = 340 in total)	Expansion to absorb Spilsby area pressure/overflow and change to the type of need catered for.	Whilst it would appear that there would be spare capacity at St Lawrence, current need is being met through the use of unsuitable temporary classrooms. Significant remodelling would be required to for the school to meet All Needs of pupils in the Horncastle area. Additionally, capacity challenges at The Eresby School and St Bernard's School would indicate a capacity shortfall in the quadrant. LCC proposes to consider the quadrant as a whole school system, enabling pupils to be educated in their local area, rather than specifically their nearest school.	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity and high priority condition and suitability requirements.
	Louth	St Bernard's School	The Wold's Federation	All Through (96)	SLD/PMLD	All through all needs (100)	Expansion and change to the type of need catered for	The site has limited potential for expansion, potentially redeveloping the existing boarding block to accommodate teaching space, in order to meet projected capacity. The school is of poor	

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
								condition and design and would require significant remodelling and resources to meet the needs of those with the most complex disabilities.	
	Spilsby	The Eresby School	David Ross Education Trust	All Through (72)	MLD/SLD	All through all needs (84)	Possible expansion	<p>Unfortunately, the current site could not accommodate expansion up to the natural NOR of 156 due to its location. Capacity could be increased to 88 with some development/remodeling but there is no space for extension.</p> <p>Consider the quadrant as a whole school system, enabling pupils to be educated in their local area, rather than specifically their nearest school. Capacity at St Lawrence, and potentially St Bernard's after investment, could be utilised.</p>	Minor development and internal remodelling with some modest capital investment required.

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
South West	Grantham	The Sandon School	Community Inclusive Trust	All Through (64) NOR 71	SLD/PMLD	All through all needs (approx. 229)	Change to the type of need catered for, expansion, amalgamation and potential age range change.	All through all need split site single school (funding impact dependant) across two premises. One school will expand to take on the capacity of the discontinued school when they merge.	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity.
		Ambergate Sports College	Community Inclusive Trust	All Through (144) NOR 142	MLD/SLD			Potentially an all through all needs school on one site if the site could be extended in the future (dependant on other factors).	
	Bourne	Willoughby School	Maintained	All Through (96)	MLD/SLD	All through all needs (135)	Expansion and change to the type of need catered for	This school is already meeting the needs of those with the most complex disabilities and has appropriate facilities. A small extension will be required to increase capacity and the site can accommodate this.	There will be a capital impact. Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity.
	Sleaford	New Free School	Free School/Academy	n/a	n/a	Primary All Needs (112)	Free School Application	Possible future application or LA led capital bid if there is the opportunity. A MAT will need to be identified to lead the bid - on hold until required in the future.	No action at this time, but potential new school on new site in the future if there is a sufficiency requirement.

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
South East	Boston	The John Fielding School	Community Inclusive Trust	All Through (64)	SLD/PMLD	All Through All Needs (140)	Expansion and relocation and change to the type of need catered for.	<p>The current site would not be able to meet capacity or pupil need and therefore the new model proposes a new build of this school on a more suitable site, designed to meet the highest level of need. A site has been identified. (option to consider former John Fielding buildings for a primary SEMH school in the future).</p>	<p>There will be a capital impact.</p> <p>John Fielding will need to be rebuilt on a new site.</p> <p>Project brief to be determined through discussions with the schools and application of BB104 guidance (consistent and equitable approach) to establish shortfall in accommodation to meet any increased capacity and high priority condition and suitability requirements.</p>
	Spalding	The Garth School	Community Inclusive Trust	All Through (55)	SLD/PMLD	All Through All Needs (195)	<p>Priory Garth to become all through all-need single school across two sites.</p> <p>Adaptations would be required to ensure that all needs and all ages could be catered for across the two sites combined. The two schools would merge to become one single split site school. One school will technically (but not physically) expand to take on the capacity of the discontinued school when they merge. An age range change would</p>		
		The Priory School	Community Inclusive Trust	Secondary (141)	MLD/SLD				

Quadrant	Location	School	Academy/ Maintained	Type (size) Check NOR	Current Designation (under review)	Proposed New Designation (size)	Significant Change/ Prescribed Change	Notes/Proposal Details	Impact on premises/ investment
								be needed if it were Priory to expand across the two sites and incorporate primary provision.	
Gosberton	Gosberton House Academy	The Lincolnshire Education Trust	Primary (64)	Autism Specialist School	Primary All Needs (92)	Expansion and change to the type of need catered for.	Gosberton House would transition from a specialist ASD Primary School to an All Needs Primary School; serving pupils in the Spalding and surrounding area. This would be a significant change of designation for Gosberton House and would require considerable support and management around the transition.	The current premises would require a small level of expansion to accommodate projected capacity and significant remodelling to support the needs of those with the highest level of complex disability.	

Other SEND provision not involved in structural/organisational change:

Quadrant	Location	School	Academy/ Maintained	Age	Current Designation
Countywide	Lincoln	The Pilgrim School	Maintained	Secondary	Hospital: Community based.
	Louth				
	Sleaford				
	Boston				
South West	Sleaford	Ash Villa	Maintained	Secondary	Hospital: Provides education for inpatient acute mental health unit.
	Grantham	The Phoenix Academy	The Phoenix Academy Trust	Secondary	SEMH
North West	Lincoln	Fortuna School	Maintained	Primary	SEMH
	Lincoln	Athena School	Maintained	Secondary	SEMH
North East	Spilsby	Woodlands Academy	Community Inclusive Trust	Secondary	SEMH

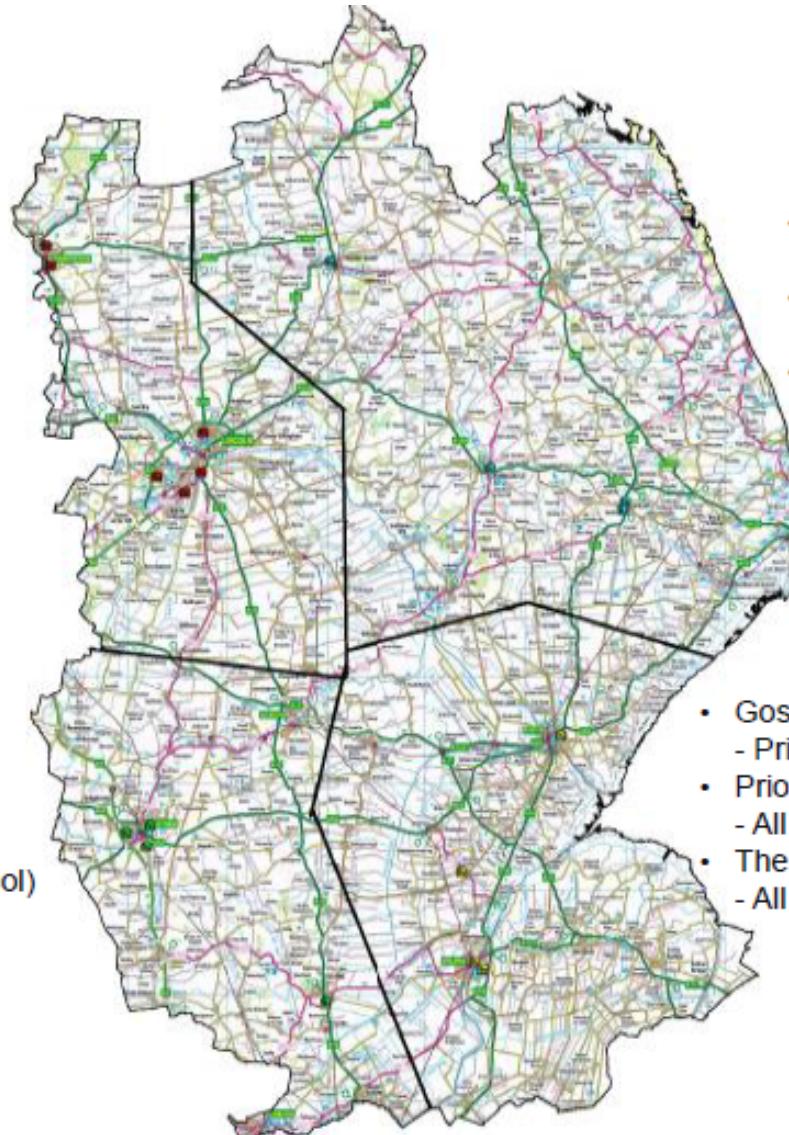
Proposed Model

NW

- Warren Wood, Gainsborough
 - Primary All Needs
- Aegir School, Gainsborough
 - Secondary All Needs
- St Christopher's School, Lincoln
 - All Through All Needs
- St Francis School, Lincoln
 - All Through All Needs
- New Free School, Lincoln
 - All Through All Needs

SW

- Sandon and Ambergate, Grantham
 - All Through All Needs (split site school)
- Willoughby School, Bourne
 - All Through All Needs



NE

- St Lawrence School, Horncastle
 - All Through All Needs
- St Bernard's School, Louth
 - All Through All Needs
- Eresby School, Spilsby
 - All Through All Needs

SE

- Gosberton House Academy
 - Primary All Needs
- Priory and Garth School, Spalding
 - All Through All Needs (split site school)
- The New John Fielding School, Boston
 - All Through All Needs