Dear [Name]

Freedom of Information Act 2000 (FOIA)

Thank you for requesting information about SEN Placements, which the Council received on 25 February 2015. Your request has been considered under the above legislation.

You have requested the following information:

1. How many children and young people you have placed in the following:
   a) Independent SEN Day Schools
      20
   b) Independent SEN 38 week/term time Residential School Placements
      12
   c) Independent SEN 52 week Residential School Placements
      15

2. For each of the categories in Question 1 above please also tell me how many of these are placed inside your Local Authority boundary?
   0
3. Do you have a SEN strategy / plan that you could send or tell me where I could find it please?

Please see document attached. This document is due to be updated shortly.

4. How do you make both SEN independent day placements and 38/52 week independent residential school placements?

Each placement is made on a case by case basis dependent upon the educational needs of the young person and any issues re their care and health. Distance is also considered due to transport costs. The LA’s policy is to meet need in city wherever possible.

Do you have a contract or framework? If you do could you send me the details of this please, such as the name of the contract, contract period and which providers are on it please?

No

5. Who is the lead person / people for making independent SEN placements in your Local Authority? Could you send their details – name, job title, email, phone etc.

Jeanette Essex
Head of Student Services
Jeanette.Essex@coventry.gov.uk
024 76831550

Please note, under the Re-Use of Public Sector Information 2005 Regulations you are free to use this information for your own use or for the purposes of news reporting.

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If you are unhappy with the outcome or handling of your request you should write to us within 40 working days of the date of this letter, to the Council’s Information Governance Team at:

Council House, Room 21a
Lower Ground Floor
Earl Street, Coventry.
CV1 5RR
infogov@coventry.gov.uk
If you have done this and are still dissatisfied, the Information Commissioner can be contacted at:

Information Commissioner’s Office
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Yours sincerely

Becky Twite
Project Support & Operational Finance Officer

Attachment:

A STRATEGY FOR INCLUSION AND SPECIAL EDUCATIONAL NEEDS: TOWARDS ENHANCED EDUCATIONAL PROVISION

for

Coventry

2005

Presence, Participation and Achievement
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Foreword by Roger Edwardson

Our mission is to continue to raise achievement whilst increasing the opportunity for children and young people to access learning and multi agency support in settings within their local neighbourhood school. There will be an increasing emphasis on more vulnerable and at risk children and young people in Coventry.

We are committed to inclusion and ensuring the needs of all children, including those with special educational needs (SEN), are met:

- Through developing a spectrum of suitable local provision
- Through ensuring schools have the necessary resources and expertise to make inclusion a reality
- And through monitoring impact and outcomes, recognising and celebrating the achievements of children and addressing identified needs for improvement

This document sets out the broad strategy for Special Educational Needs and Inclusion for education in Coventry for the next five years and beyond in the context of moving towards a Children’s Service. In particular it focuses on how we develop and organise school and service provision. It is a working document and will be subject to constant review as required to keep up with the changing demands of the Education Service. In providing a context for change with a clear vision it must be considered in conjunction with all the key plans for the service and in particular with the move towards a Children’s Services Directorate within the City Council.

This Inclusion and Special Educational Needs Strategy shares the values of the City Council; valuing the contribution that every child and young person can make to our city and so help raise achievement and overcome the barriers to learning. In so doing, I hope we can together, narrow the gap between our most deprived communities and the better off, whilst maintaining and developing excellence in education in our city.

DIRECTOR OF EDUCATION & LIBRARIES
Introduction

This document has been developed as a result of many months of discussion and work by head teachers and officers in Coventry. The present draft builds on the principles set out in the discussion paper issued in October 2003, “INCLUSIVE EDUCATION PROVISION – A WAY FORWARD”. The principles and values expressed in that paper, which received unanimous approval from stakeholders, have also been included within this draft strategy.

Inclusion, in its broadest sense, is a key issue for everyone in the city. The aspirations within this document are reliant upon the strong, developing partnership between Education, Health and Social Services in particular. Over the past year the Coventry Children and Young People’s Strategic Partnership, chaired by the Chief Executive of the City Council, has become established as a key strand in developing joined up thinking and working between agencies. The recent green paper, “Every Child Matters” and the subsequent Children Bill have sent out a very clear message that we need to develop and improve partnership working in order to ensure the safety and welfare of children.

This paper sets out a proposed way forward particularly in the area of developing improved provision to take the inclusion agenda forward. It has a particular focus on Special Educational Needs, because this is such a high national priority as well as a vital issue for Coventry while also taking account of the broader Social Inclusion agenda. The national strategy for Special Educational Needs, “Removing Barriers to Achievement”, echoes this message and has also provided a framework for Coventry’s own strategy and approach.

The key message in this document, as in the national strategy, is that the development of inclusion is about removing the barriers that stand in the way of children’s achievements, and unlocking the potential of the many children who may have difficulty learning, but whose life chances depend on a good education. We know that many schools are already highly inclusive and will wish to sign up to these proposals to promote their aspirations even further. It is important that this is seen as the concern of all schools. The objective is that all schools and all teachers share and understand the drive for inclusion and support the rationale behind the strategy and the ambition to work in partnership with other services to improve the life chances of children and young people. Schools are all different and face different challenges but equally they share the same responsibility of including, wherever possible, children and young people within their local community.

In this spirit we wish to move away from the linguistic convention of mainstream and special schools, which creates, in itself a barrier to greater inclusion. Throughout this document, therefore, we will refer to mainstream schools as neighbourhood schools. Equally, as the roles of special schools develop, through greater use of their expertise, the term special will be replaced by terms that reflect these changes in the future.
A VISION FOR THE FUTURE

‘All children have a right to a good education and the opportunity to fulfil their potential’. These are the first words of the Government Strategy for Special Educational Needs, ‘Removing Barriers to Achievement’. In Coventry we aim to realise such high ambition through a programme of actions to create more choice and opportunity for all children and young people in the City, working with all those partners who have a role in providing services for children.

Promoting inclusive education involves identifying and removing barriers to the 'presence, participation and achievement' of all children, young people and adults. We believe that this commitment embraces a fundamental responsibility to place a particular emphasis on those learners who may be at risk of underachievement, marginalisation or exclusion.

‘Presence’ is concerned with where learners are educated, and whether they attend regularly and arrive punctually. In line with Government policy, we believe that wherever possible all learners should be enabled to receive their education in a neighbourhood setting.

‘Participation’ is concerned with the quality of learners' educational experiences, whether they feel involved and valued, and the quality of services received by their carers/parents. We believe therefore that learners' own views and opinions, and those of their parents/carers, should form an essential part of any judgements made about the quality of their participation.

‘Achievement’ is concerned with the learning outcomes across the whole curriculum, both inside and outside the classroom. We believe, therefore, that achievement should not be judged solely on the basis of test and examination results.

All of our schools are committed to the principle of inclusion and see themselves as inclusive communities. It is absolutely vital that a strategy for Inclusion and Special Educational Needs supports and builds upon this commitment and that all children have the opportunity to grow up and learn within their local community alongside their friends and peers. The strategy concerns all those children and young people who are vulnerable and includes many, if not all, children and young people at some time in their lives. In particular it concerns children with special educational needs, who are particularly vulnerable and for whom we would like to see further opportunities being available in future.

Over the next five years the aim is to work closely with other statutory and voluntary services and agencies, parents, politicians, governors, teachers and young people themselves. The purpose would be to develop and extend the role of schools, in a way which makes use of all the services and resources available and ensures that from the very beginning all children and families are valued and supported and their needs are identified and addressed at an early stage. Many schools already provide a number of different activities and services beyond the core business of teaching, such as breakfast clubs, after-school clubs and holiday activities. A few schools have other services co-located with them. We want all schools to be seen as 'extended' schools offering such services and able to work more closely with children and their families in the local community. In some schools other professionals from health and social services will be working on the school site in order to make it easier and quicker for families to have the support they
need. Such schools will be able to offer an even greater range of advice, guidance, training and support.

Wherever we are able, we would like to make it possible for parents to have access to more support in the demanding role of parenting. With this in mind, plans are currently underway to establish twelve Children's Centres in or alongside primary schools, in the most deprived areas across the city. Such Centres will enable families with children younger than school age, to get access to help and support from health and social care professionals as well as guidance and advice on issues, all in one place.

All Coventry schools have begun to evaluate their own progress towards greater inclusion by using a locally developed set of Inclusion Standards. These standards cover every aspect of school life and will enable schools to make clear judgements about how well they are doing based on a set of clear criteria. Our intention is that all schools make inclusion a high priority and that every child, regardless of disability, makes the best possible progress while they are at school.

Coventry's eleven special schools are rightly valued highly by children and parents alike. We want to extend the use of this expert support. The ambition over the next few years is to replace our existing special schools with brand new, purpose built schools, located where possible on the sites of neighbourhood schools and having strong partnerships with them to give the maximum scope for collaboration and integration. Sometimes the whole site will be rebuilt, to allow us to create new, state of the art environments that reflect the high aspirations we have for children, and the resources to support them, whatever their need.

The result of this improvement in provision will be fewer special schools, catering for a wider range of need because the enhanced provision and greater collaboration will enable more children with special educational needs to go to their local neighbourhood school for some or all of the education. To enable this to happen we will enhance the provision for Special Educational Needs of neighbourhood schools either as specially resourced schools or as part of their extended school provision, including the co-location of other services. There will also be more flexibility across schools, so that children and their families will have much more choice about where and when their needs will be best met.

The aim is to create, through this, a number of local networks, each of which will contain:
- a full service extended school, either primary or secondary,
- a broad-spectrum special school, either primary or secondary, and
- additional resources in selected schools.

LEA support services and other agencies will be based locally, probably in full-service schools and will work together to provide all the support needed by children and their families in one place.

For children and young people who have particular needs, such as autism, we will develop special resources designed to meet their needs. We are planning to create a new centre, based in one of our special schools that will provide support, training, research and teaching to meet the needs of young people with autism. The centre will also work with other LEAs in the area and could become a centre of excellence in the region, generating even more knowledge and expertise within Coventry.

Another flagship development in Coventry is our federation of schools for children and young people with emotional and behaviour difficulties. This is a recent development but one which is
attracting interest at a national level. In the next five years this development will continue, to create a network of resources for vulnerable children and young people at all ages. We will provide more support through this network to support schools and settings so that younger children can remain in school with their peers. For secondary pupils we will continue to have specialist provision. The purpose of the provision, particularly between 11-14, is to provide new opportunities for pupils to return to school successfully. For young people from the age of 14 onwards we propose to develop a centre, which will provide a wide range of alternative programmes as well as academic tuition, making as much use of modern technology as possible, so that students can study courses from a number of different bases. The centre will be closely linked with Henley College, offering a whole range of routes towards different careers and qualifications. Students at the centre will have access to academic and careers advice through the Connexions Service and there will be shared facilities with both the college and the local community.

Finally, we are determined to reduce the number of children and young people who are placed outside Coventry for their social care, health or education needs. We will, with some of the developments outlined already, be able to provide better support to prevent this happening in the first place and gradually achieve this aim. For young people who have greater need for close support and supervision, we are planning, with other agencies, to create a centre in Coventry, which will provide education with other support for mental health, social and communication needs. This will cater for a very small number of young people but will also generate local knowledge and skills, which will benefit many young people and their families in future.

This, then, is the vision for provision for Coventry in the future. The plan is to develop this provision over the next five years so that by 2010, all children and young people in Coventry will have the best possible chance to make the most of their abilities, skills and interests. To do this, we have to take away the barriers that stop them, by providing the right support at the right time and access to a range of provision that meets their needs.
1. BACKGROUND AND CURRENT CONTEXT

There are a number of reasons why in the context of moving towards more inclusive education it is essential to review the provision for pupils with special educational needs in Coventry. These include:

1.1. the extensive discussions and work that has been undertaken on developing inclusive education in Coventry;

1.2. the changing nature of the pupils currently enrolled in our special schools and the ever increasing overlap between the pupils in different kinds of special provision;

1.3. the development of higher quality provision in schools to meet the special needs of particular pupils e.g.: LSU provision, enhanced nursery provision, nurture provision;

1.4. the increase in multi-service and agency approaches to meeting special educational needs;

1.5. the national policy developments including extended schools, children's centres, sure start programmes etc;

1.6. the national drive towards greater inclusion as reflected in e.g. the OFSTED framework, the Special Educational Needs and Disability Act;

1.7. the expectations raised by the Government's Green Paper: Every Child Matters;

1.8. the increasing costs of out of city provision, often incurring finance from Education Social Services and Health;

1.9. the necessity to bring forward proposals in response to the Government's initiative "Building Schools for the Future".

In this context, it is timely to set out our policy intentions for the future of special provision and to make some proposals for its future shape.
2. STRATEGIC OBJECTIVES

The objectives of this strategy are to:

Key Objectives:

2.1. provide the highest quality educational opportunities for pupils with Special Educational Needs as close as possible to their neighbourhood;

2.2. provide educational opportunities which enable all pupils to feel included and not marginalised;

2.3. listen to the voices of pupils and parents in fashioning provision;

Supporting Objectives:

2.4. reduce the range of categorisation of special school provision in order to promote inclusion;

2.5. develop further inclusive provision in mainstream settings to enable all pupils to experience this provision for at least part of their education;

2.6. develop the quality and range of provision in the City in order to reduce the number of children placed elsewhere

2.7. develop flexible provision which works to meet individual needs rather than fit the pupil to the provision;

2.8. capitalise on and use most effectively the experience of staff and help other teachers develop expertise;

2.9. manage the specialist support services to complement the work of special schools and use this expertise to support the development of inclusive provision;

2.10. share best practice and create learning communities;

2.11. create extensive support mechanisms in order to give staff the resources and back up they need to provide high quality education for all pupils.

The context and policy leads to the need to plan to move forward and identify:

2.12. the needs of pupils that can most beneficially be met by placement in high quality special provision for some or all of their time in education;

2.13. the needs of pupils that can most beneficially be met through enhanced provision in neighbourhood school setting
3. EARLY INTERVENTION

3.1. Many of the difficulties presented by children and young people in school can be traced back to their early years. The key drivers of poor outcomes include poverty, poor childcare & early years education, poor schooling and lack of access to health services. It is therefore essential that we develop early intervention strategies before children reach school age and in the foundation stage of education. This is already happening through the Sure Start programme and we envisage that the Sure Start areas will develop into Children's Centres. These Centres, located on or close to, school sites, will provide a range of services to clusters of schools and early years settings, offering community-based provision for a whole range of need, including health, education and social care. Voluntary and independent sector pre-school settings will, additionally, be supported by the network of Area Coordinators for Special Educational Needs (Area SENCOs), managed through the Special Educational Needs Support Services.

3.2. The Early Support Pilot Programme

Action to improve the co-ordination and delivery of an effective multi-agency approach for very young children with disabilities has been taken forward by the Pre-School Education and Special Educational Need Sensory Support Services since 2002, under the Early Support Pilot Programme (ESPP). 'Removing Barriers to Achievement' signals the government's intention to ensure that the principles of family-centred working established by the ESPP become integral to practice nationally. Coventry is now a Pathfinder authority for ESPP and will develop jointly agreed multi-agency protocols for identification and assessment, better information for families, a key worker scheme (including extended Portage services) and family support plans linked initially to Coventry Sure Start North East. This work is in partnership with colleagues in Health and Social Services and will further develop good practice in joined-up early support for disabled children. The current review of services to children with disabilities carried out by the Children and Young People's Strategic Partnership will support our intention to further improve partnership working in the very early years.

3.3. The Identification and Assessment of Pre-School Children

The LEA links with the health authority to identify pre-school children where early intervention is needed. The Child Development Unit does multi-disciplinary assessments involving the Educational Psychology Services and refers children to other services as appropriate. The Pre-School Education Service works with children and their families from 0-4. There are two enhanced resource nurseries in the city based at Annie Osborn and Howes primary schools. These nurseries each provide 12 part-time places (6 morning, 6 afternoon) for pupils with special needs within a mainstream nursery class. Specialist outside agency support is provided. Traditionally a high proportion of these pupils have undergone a statutory assessment during their nursery year. The LEA will need to develop further these arrangements in line with the development of the inclusion strategy.

Suggested Action 1

The role of the enhanced resource nurseries is reviewed in line with the development of the inclusion strategy
3.4. Area Coordinators for Special Educational Needs (Area SENCOs)

A team of 5 Area SENCOs has been established to coordinate Special Educational Needs provision across the voluntary and independent sector catering for pre-school children. They are based and managed within the Pre-school Special Educational Needs Support Service. They work closely with the Early Years Partnership to ensure that all provision for pre-school children is effectively coordinated. In future the Area SENCO team could be devolved on a locality basis through the Children’s Centre programme working alongside other agencies on community-focused work.

3.5. Sure Start Children’s Centres

There are currently four Sure Start projects in the city, based in the Foleshill, Willenhall, Canley and Wood End areas. These projects have played a major role in developing preventative work with families and children in the most deprived areas of the city. In future they will form a key strand of the Inclusion Strategy through the plans to extend their role as Children’s Centres. By 2008 it is envisaged that each deprived ward in the city will have a Children’s Centre, making a total of 12 Centres. These will be based on the existing Sure Start projects and other existing pre-school provision such as Children’s Centres and Early Excellence Centres. Where possible, these Children’s Centres are likely to develop as Extended Schools catering for the whole range of pre-school and primary age children.

Suggested Action 2

The Inclusion Strategy for Early Years is integrated fully with the programme for developing Children’s Centres in the most deprived areas of the city. Where possible, Children’s Centres are used as a base for Special Educational Needs & Inclusion development, eg Area SENCOs

3.6. Delegation of Resources

In order to improve the provision for children with Special Educational Needs in mainstream schools and to give schools more responsibility and flexibility to manage their resources for Special Educational Needs, the LEA took the decision in 2002 to delegate the majority of funding for Special Educational Needs, previously held centrally. In addition, one of the recommendations made in the last LEA inspection was to introduce greater transparency and clarity into the distribution of Special Educational Needs funding. In the light of these issues, LEA officers and working groups of primary and secondary head teachers had been working together since Summer 2001 to develop appropriate bases for delegating funding and to begin to address the practical issues that would result from delegation.

The aims were to:

- To distribute funding to reflect social disadvantage
- To reduce dependency and encourage schools to take greater responsibility for Special Educational Needs.
- To provide greater flexibility for schools, for employment and deployment of staff and resources
- To reduce bureaucracy in schools, with more time available for support service input, less on report-writing
- To reduce reliance on statements for additional resources and encourage early intervention.
• To create a fairer system

There is considerable evidence that delegation has had a positive impact on a number of areas. Requests for statutory assessments have reduced significantly. There has been a high level of buyback to Special Educational Needs Support Services and a high degree of satisfaction with services. The summary of OFSTED reports in Coventry schools in the last two years shows that the provision for Special Educational Needs is judged as good or very good in the majority of schools. Pupils with Special Educational Needs in the majority of Coventry schools are judged as making good or better progress. Further work still needs to be done to ensure that this is resulting in better provision for Special Educational Needs pupils and other vulnerable groups.

As proposed in 11.1 it is envisaged that the monitoring of Special Educational Needs will be considerably improved within the next academic year. All schools will be provided with a set of data that includes Special Educational Needs delegated funding that will provide evidence to enable School Improvement Advisers to make informed judgements about Special Educational Needs and to share this with head teachers and governors.

Suggested Action 3

Include the monitoring of delegated Special Educational Needs funding within the system for monitoring school level data on Special Educational Needs and Inclusion issues as part of School Performance Review cycle
4. REMOVING BARRIERS TO LEARNING: TRANSFORMING PROVISION

4.1 Transforming Schools and Services

4.1.1. Inclusive education will only be achieved when all of the sectors and services work together to transform provision in partnership with health, social services and other agencies. A single sector response would not address the issues. Neighbourhood schools must be willing to include most of the children and young people from their community and special schools and support services willing to seek ways to support most children and young people to succeed in their neighbourhood school.

4.1.2. A Children and Young Peoples’ Strategic Partnership has been set up to ensure that there is effective joint planning and provision for the most vulnerable children and young people in the city. A multi-agency Children’s Support Panel is already operating well and developing models for joint decision-making and ensuring more effective arrangements for those children who are among the most disadvantaged groups in the City.

4.1.3. The city is developing collaborative partnerships in geographic areas. In the primary phase this is based in area groups and clusters. In the secondary phase there is a Teaching and Learning Partnership in the East of Coventry and another in the West. These are further divided into four Federations of Schools, which includes special schools working in partnership to provide inclusive 14-19 education. It is important that any proposals for change to special educational provision and inclusive education build on these partnership arrangements.

4.1.4. The Building Schools for the Future programme also provides a real opportunity to transform secondary provision and radically extend the range of learning opportunities available to all young people. In particular this means opportunities for those with specific needs whether they are related to learning or behavioural difficulties.

4.1.5. Taking account of the existing area groups and partnerships we propose to develop specialist provision which provides for a broader range of needs than at present (broad spectrum). This would allow greater flexibility in managing resources and would also allow us to concentrate resources on those young people who require the greatest support. It is also extremely important that we continue to break down the separation that currently exists between special schools and neighbourhood schools. The clusters and Federations provide us with a framework to achieve this.

4.1.6. Such specialist provision could be established as part of or alongside new school builds. We need to preserve the very special skills which our most needy young people require but also provide every opportunity for access to mainstream opportunities.

**Suggested Action 4**

At secondary level the four Federations continue to develop on an inclusive basis and collaboratively to plan for provision for Special Educational Needs pupils. At primary level, the focus for development will be clusters of primary schools as part of the local network of schools.
4.1.7. Within each Area/Federation, therefore, we propose to develop specialist provision, from early years to Post-16. Currently, the special schools in Coventry are distributed across the city to provide a good geographical spread of provision. However, the level of need within the different areas of the city varies considerably and the arrangements will need to reflect these variations.

4.1.8. Within each half of the city (in the east and the west) and taking into account the Teaching & Learning Partnerships and area groups, we propose to develop two broad-spectrum special schools, one for secondary age young people and one for primary age children. In total, therefore, there will be four schools that will cater for the needs of children and young people who are currently taught in MLD, SLD and PD schools.

4.1.9. Each federation area could contain one such school, a broad-spectrum special school, which will be located close to or on the site of a neighbourhood school. The size of such schools will need further determination but we envisage that the population of children and young people who receive all their education from 2 – 19 in a special school will reduce. It would be possible to create some broad-spectrum schools with highly integrated provision within a neighbourhood school, creating a single enhanced resource school.

Suggested Action 5

New broad-spectrum schools are developed, which will replace the existing special schools catering for pupils with learning difficulties. All such schools are closely linked to a neighbourhood school, sharing resources wherever possible. Where possible, broad-spectrum provision is fully integrated within a neighbourhood school to form a single enhanced resource school.

The broad-spectrum schools will cater for a wider range of difficulties than any individual special school at present. They will be for those children and young people with the most severe and complex needs. This means that, over time, we expect a greater proportion of pupils with Special Educational Needs to be educated for all or most of the time in a mainstream setting.

4.2. Extending Mainstream Schools

4.2.1. Enhanced Resource Schools

4.2.1.1. Neighbourhood schools in Coventry already work with a wide range of vulnerable groups and have developed approaches and strategies that have been successful in engaging these pupils and raising their achievements. We need to build on this work and ensure that schools are sufficiently resourced to meet these and any further demands placed on them.

4.2.1.2. As indicated above, we are proposing that some schools become enhanced resource schools, that is, they have additional resources to provide for a wide range of pupils with learning difficulties. For some schools this will be in the form of broad-spectrum provision. Within this arrangement, though, we envisage that enhanced resource schools could have specialist resources to provide for low-incidence needs such as sensory impairment or communication difficulties.
Suggested Action 6

A number of neighbourhood schools are identified as enhanced resource schools to provide for pupils with learning difficulties. These will either be broad-spectrum resources or more specialist resources for low-incidence needs

4.3. Extended Schools and Full Service Extended Schools

4.3.1. The promotion and setting up of extended schools is being promoted by the government and links very well with our local strategy for social inclusion. The notion of an extended school is relatively new, although the concept of the community school has been with us for some time already. An extended school is one that provides a range of activities and services, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Schools and their partners can build on existing provision and consider what additional service or activities they might offer. There is no blueprint for the types of activities that schools might provide, or how they could be organised. Working with local partners, schools can develop as little or as much provision as they think suitable for their own community. Most schools are likely to need to make some changes to the way they operate, covering practicalities such as more flexible opening hours.

4.3.2. Schools will also need to work in partnership with other groups and agencies to enable:

- More diverse activities that involve parents, community members and local groups, such as playgroups, sports clubs and voluntary organisations
- A 'joined up approach' to local services by involving the local authority, local agencies and partnerships
- Services that require specialist skills, such as healthcare or social services
- Sustainable programmes where activities and services are not over-dependent on the skills and time of a few key staff
- Opportunities for services that have a different ethos from school activities and present themselves as 'teacher-free' zones

4.3.3. Clearly, the extended school has a vital role to play in meeting the challenges of working in disadvantaged areas. For that reason, it forms a key part of this Inclusion Strategy. It is important, however, that the concept is also seen as of general benefit to schools and the community and not only as serving 'high risk' groups

4.3.4. As already noted, there is no single model of the 'extended school'. We envisage that the way in which schools choose to become extended schools will vary considerably depending on local factors such as community need. Some schools will already be undertaking extended activities beyond the core business of teaching, such as breakfast clubs and holiday activities. However, we would wish to develop, for a small number of schools, a particular model of a 'full-service extended school' in which
community services are located on the school site. This will need to be part of the LEA strategy in order to ensure that such schools are planned carefully in the context of other local authority and community policy

Suggested Action 7

All schools are encouraged to become extended schools or to build on the extended activities that they currently provide. The LEA will provide guidance to heads and governors on strategy and planning

Suggested Action 8

A number of schools are identified to become full-service extended schools, providing on-site community services as well as other extended activities.

4.4. Possible Configuration of Schools within each Area /Federation

4.4.1. Based on the proposals above, four areas in the city could include one full-service extended secondary school, one full-service extended primary school and a broad-spectrum special school either co-located with a mainstream school or fully integrated as an enhanced resource school. All schools would be encouraged to provide some extended facilities
## Overview of Proposals for Transforming Provision

### Proposed Special School Provision

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>Phase</th>
<th>No. of places</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>Broad Spectrum</td>
<td>Primary</td>
<td>80</td>
</tr>
<tr>
<td>School B</td>
<td>Broad Spectrum</td>
<td>Primary</td>
<td>80</td>
</tr>
<tr>
<td>School C</td>
<td>Broad Spectrum</td>
<td>Secondary</td>
<td>80 -100</td>
</tr>
<tr>
<td>School D</td>
<td>Broad Spectrum</td>
<td>Secondary</td>
<td>80 -100</td>
</tr>
<tr>
<td>School E</td>
<td>ASD</td>
<td>Secondary</td>
<td>40+</td>
</tr>
<tr>
<td>School F (Federation)</td>
<td>BESD</td>
<td>KS2/3</td>
<td>110 (50 p/t @ KS2)</td>
</tr>
</tbody>
</table>

**Total: 470 - 510**

### Proposals for Enhanced Resource School

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>Phase</th>
<th>No. of Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERS 1</td>
<td>ASD/Communication</td>
<td>Primary</td>
<td>20</td>
</tr>
<tr>
<td>ERS 2</td>
<td>ASD/Communication</td>
<td>Secondary</td>
<td>40</td>
</tr>
<tr>
<td>ERS 3</td>
<td>Broad Spectrum</td>
<td>Primary</td>
<td>40</td>
</tr>
<tr>
<td>ERS 4</td>
<td>Broad Spectrum</td>
<td>Secondary</td>
<td>40</td>
</tr>
</tbody>
</table>

**Total: 140**

### Proposed Extended and Full Service Extended Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Schools</td>
<td>Full Service Extended</td>
<td>Secondary</td>
</tr>
<tr>
<td>4 Schools</td>
<td>Full Service Extended</td>
<td>Primary</td>
</tr>
<tr>
<td>All schools</td>
<td>Extended</td>
<td>Primary/Secondary</td>
</tr>
</tbody>
</table>
4.5. Reducing Dependency on Out of City Provision

4.5.1. Currently there are many children and young people with Special Educational Needs placed in educational provision outside Coventry. The large majority of them have either emotional and behavioural difficulties or suffer from autism. This is a concern for various reasons but one of the issues is inevitably, the cost of provision to the education, health and social services budgets. For education this is about £3.5m annually, at an average cost per pupil of £55,500.00.

4.5.2. There are two key factors in relation to decisions to place children outside the city. The first is that usually there are at least two different agencies, sometimes three, involved in the decision making process and contributing funding towards the provision. The second is that there is often a perceived lack of suitable provision within the city, in relation to either education, care or health needs or a combination of all three.

4.5.3. For a very few children who have very significant, complex, special educational needs it is extremely difficult to provide the necessary support within the local authority. It is envisaged that they will continue to require the unique service provided by some residential schools, where professionals work collaboratively to deliver a 24 hour curriculum. For others, there is every reason to believe that sufficient, suitable provision can be developed or in fact, already exists locally, provided that agencies work closely together to identify it. For the children and young people themselves, being able to stay close to their community and families is infinitely preferable to having to live in and travel to distant parts of the country.

4.5.4. We are already addressing the issue of joint decision-making through the Children’s Support Panel, which was established in September 2003. This panel is represented by senior officers from Health, Social Care and Education and chaired by the Group Manager for Children’s Services. The key purpose of the Panel is to ensure that decisions about supporting Children in Need and their families are made with the young person’s education, care and health needs all being considered together. Where possible these considerations are made with local provision in mind, so that young people are not moved out of city unnecessarily, thereby disrupting their lives as little as possible.

4.5.5. The issue remains, of the lack of suitable provision to address the needs of some children who are placed out of city. These are children who will have more complex needs and who present challenging behaviour, requiring close supervision and intensive support. Their needs will be likely to require support and provision from all three main agencies, Education, Health and Social Care. While the scope and size of such provision will require further analysis, it is likely to be in the form of a therapeutic centre, providing residential care and intensive, therapeutic support for children and young people with severe emotional, social and communication disorders.

Suggested Action 9

In partnership with Social Services and the Health Authority, the LEA develops a Therapeutic Centre for children and young people with severe emotional, social and communication disorders who would otherwise be placed out of city
5. CURRENT PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

In accordance with the Special Educational Needs Code of Practice 2001 most pupils with special needs have their needs met in neighbourhood primary and secondary schools through effective school based support. Schools are recommended to adopt a graduated approach through School Action and School Action Plus.

School Action is when a class teacher or SENCO identifies a child with Special Educational Needs they should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It may be decided subsequently that the child needs support from external agencies in addition which is called School Action Plus.

In January 2004 there were 5835 pupils at School Action in mainstream primary and secondary schools (11.7% of the total number on roll) and 3130 pupils at School Action Plus (6.3% of the total number on roll).

In January 2004 schools recorded the main need of Special Educational Needs pupils at School Action Plus, Statutory Assessment stage and those with a Statement of Special Educational Needs as follows:

<table>
<thead>
<tr>
<th>CATEGORY OF SPECIAL NEED</th>
<th>Primary</th>
<th>Secondary</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Difficulty</td>
<td>260</td>
<td>175</td>
<td>435</td>
</tr>
<tr>
<td>Moderate/Severe Learning Difficulty</td>
<td>911</td>
<td>297</td>
<td>1208</td>
</tr>
<tr>
<td>Behaviour Emotional and Social Difficulty</td>
<td>418</td>
<td>417</td>
<td>835</td>
</tr>
<tr>
<td>Speech, Language and Communication Needs</td>
<td>399</td>
<td>110</td>
<td>509</td>
</tr>
<tr>
<td>Autistic Spectrum Disorder</td>
<td>179</td>
<td>106</td>
<td>285</td>
</tr>
<tr>
<td>Sensory Needs</td>
<td>58</td>
<td>63</td>
<td>121</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>49</td>
<td>24</td>
<td>73</td>
</tr>
<tr>
<td>Other</td>
<td>172</td>
<td>170</td>
<td>342</td>
</tr>
</tbody>
</table>
For a small number of pupils the LEA in discussion with parents/carers and the school will decide to undertake a statutory assessment under section 323 of the Education Act 1996 which may result in a Statement of Special Educational Needs. "Removing Barriers to Achievement", The Government's Strategy for Special Educational Needs promotes the further delegation of Special Educational Needs funding to schools, thus reducing the reliance on Statements. It states that the Government "would expect only those children with the most severe and complex needs, requiring support from more than one specialist agency, to need the protection a statement provides".
Coventry delegated a significant level of Special Educational Needs funding to schools from 1 April 2002. This has already led to a reduction in the number of requests for statutory assessment since that date. (Section 4.6 gives further information).

In January 2004 there were 261 pupils with statements in Coventry's primary schools. In individual schools this ranged from no (0) pupils with statements to 16.

**There is currently the following unit provision for primary aged pupils:**

- One primary school has a unit for pupils with significant hearing impairments
- One primary school has additional resources to cater for pupils with speech and language difficulties
- A primary speech and language unit which has pupils who normally spend 4 days a week at the unit and attend their neighbourhood primary school on Friday.

All of the 19 secondary schools have pupils with statements. There were a total of 438 pupils with statements at January 2004, the range being 10 to 44.

**There is currently the following unit provision for secondary aged pupils:**

- One secondary school with a unit for pupils with significant hearing impairments.
- One secondary school with provision for pupils with visual impairment.
- Three schools with additional resources to cater for pupils with speech and language difficulties.
- All 19 schools have learning support units and specialist staff to support pupils with Special Educational Needs.

Coventry has 11 special schools that support pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), physical difficulties (PD) and behavioural, emotional and social difficulties (BESD). Details of the number of places and number of pupils in the schools as at January 2004 is given in the table below:

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>Phase</th>
<th>No. of Places</th>
<th>No. of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Stevens</td>
<td>MLD</td>
<td>Secondary</td>
<td>180</td>
<td>163</td>
</tr>
<tr>
<td>Corley</td>
<td>MLD + ASD</td>
<td>Secondary</td>
<td>72</td>
<td>68</td>
</tr>
<tr>
<td>Deedmore</td>
<td>MLD</td>
<td>Primary</td>
<td>80</td>
<td>78</td>
</tr>
<tr>
<td>Three Spires</td>
<td>MLD</td>
<td>Primary</td>
<td>81</td>
<td>70</td>
</tr>
<tr>
<td>Tiverton</td>
<td>SLD</td>
<td>Primary</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Baginton Fields</td>
<td>SLD</td>
<td>Secondary</td>
<td>95</td>
<td>101</td>
</tr>
<tr>
<td>Hawkesbury Fields</td>
<td>SLD</td>
<td>Primary</td>
<td>53</td>
<td>51</td>
</tr>
<tr>
<td>Sherbourne Fields</td>
<td>PD</td>
<td>All Age</td>
<td>117</td>
<td>105</td>
</tr>
<tr>
<td>Dartmouth ) The Meadows Federated Wainbody Wood )</td>
<td>BESD</td>
<td>Secondary</td>
<td>65</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>BESD</td>
<td>Secondary</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>BESD</td>
<td>Primary</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td><strong>885</strong></td>
<td><strong>826</strong></td>
</tr>
</tbody>
</table>
6. **DEALING WITH CHALLENGING BEHAVIOUR**

6.1 Learning Support Units have been established in all our secondary schools, with great success. Many young people, who present challenging behaviour, have benefited from strategies which have enabled schools to hold on to and work successfully with, these individuals. Some primary schools have established nurture groups for children who require a more nurturing approach in order to acquire the necessary concentration skills and emotional maturity to benefit from the normal classroom environment. We need to build further on such strategies and develop provision that meets their needs and reduces the likelihood of exclusion or special school placement as they grow up.

6.2 It is important, though, that schools don’t feel that they are dealing with such problems alone. We are creating, across the authority, a network of provision to serve as a safety net when in-school solutions are not working. For primary schools this is mainly through the support services. At the secondary level this is also through the off-site provision for 11-14 year olds and Alternative Programmes for 14 –16 year olds. This provision needs to be developed further and we see this happening through:

i. Further Off-Site provision
   ii. The federation of schools for pupils with behaviour difficulties

6.3 **Further Off-Site Provision (Pupil Referral Units or PRUs)**

In addition to the PRU at Tile Hill College we envisage further provision for secondary aged pupils. Tile Hill PRU has successfully established preventative work for pupils at risk of exclusion. We intend to establish a site for similar preventative work in the east of the city to allow schools in that area easier access. We also intend to establish an off-site centre for pupils between 14 and 16 out of school as a tuition base and as a base from which alternative programmes can be managed and supported. The centre will draw together the existing arrangements for young people out of school and provide a central coordinating point for activities, training and courses in a range of settings. It will work very closely with the further education college to access courses and the local community to provide access for young people out of school.

**Suggested Action 10**

The LEA extends the current off-site provision to include a further site for preventative work in the east of the city and a new centre for 14 –16 yr old pupils who are out of school.

6.4 **The Federation of BESD Schools**

A federation has been established between the three special schools for pupils with behaviour difficulties in the city (Wainbody Wood, Dartmouth & The Meadows) with one single governing body. It is envisaged that this will provide greater flexibility in the way in which resources are directed and a clearer focus on provision for these pupils. It is now
proposed that the two secondary schools within the federation each cater for a particular age range; 11 – 14 (The Meadows) and 14 – 16 (Dartmouth)

6.5 Very few pupils are referred to the primary school who are younger than 7. However, there are a small number of cases where this type of provision is needed. It is proposed that there is no longer full-time provision on site for younger children but that the school offers an outreach service where schools are experiencing extreme difficulties. This could, in exceptional cases, include short-term provision.

6.6 For children between 7 and 11 it is proposed that provision continues to be made as at present but that further work is done to develop the preventative role of the school, particularly since there is a far greater chance of preventing exclusion later on if pupils can be included at this stage. A starting point might be to keep pupils on the register of their local school at the point of referral and to put in place reintegration plans for all these pupils.

**Suggested Action 11**

| Provision for pupils below 7 with behaviour difficulties is made through outreach support and short-term provision in extreme cases |

**Suggested Action 12**

| Provision for pupils between 7 and 11 with behaviour difficulties is developed on a more preventative basis with expert specialist support available to schools. All pupils with challenging behaviour are dual registered and provision in special school is part-time. |

6.7 It is proposed that provision for pupils aged 11 to 14 will now be made on the site of The Meadows School. This will provide the opportunity to focus on the specific needs of pupils at this age and to ensure that within this group we are clearly identifying and providing for pupils with additional needs. Where possible, we will seek to reintegrate pupils into mainstream schools.

**Suggested Action 13**

| Provision for pupils between 11 and 14 with behaviour difficulties is made on the Meadows site within the federation of schools for pupils with behavioural difficulties |

6.8 For young people between 14 and 16 we propose that provision is made through a new Centre, developed from the current Dartmouth School site. This will enable a clearer curriculum focus on the needs of this age group. There will be clear links with other provision for young people out of school and we envisage that the Centre will cater, eventually, for all young people out of school at this age. This provision could develop into a Centre linked to the federation of schools for behaviour difficulties, providing access to a range of training and work related learning as well as a tuition centre that includes virtual learning through Gradepoint. Gradepoint is a system that enables learners to be taught at a computer terminal by a tutor who is based at another location. Lessons are delivered live across computer networks or through pre-recorded packages of lessons.
Suggested Action 14

Provision for pupils aged 14 – 16 with behaviour difficulties is made on the Dartmouth site within the federation of schools for pupils with behaviour difficulties. Further work is done to develop a Centre for all pupils between 14 and 16 out of school.

6.9 It is envisaged that the development of both extended schools and multi-agency support teams will be rolled out across the city beyond the area covered by the Excellence Cluster as it stands at present. The full-service extended school within this scheme will therefore provide a model for the development of other full-service schools in other parts of the city. This will tie into the proposals within this strategy for a full service extended school within each area/federation. Similarly, it is also envisaged that other multi-agency teams will be set up in areas of the city that do not benefit from funding available to other areas. The two areas proposed are the Tile Hill/Canley area and the Willenhall area. It is proposed that multi-agency teams are established on the site of schools in these two areas of the city offering support to children and families within those communities.

Suggested Action 15

Multi-agency teams are established in the Tile Hill/Canley area and the Willenhall area of the city to develop preventative work for children and families in those communities.

6.10 Provision for Girls

There is currently no special provision for girls with behaviour difficulties in the city. The numbers of girls identified with such difficulties is much lower but nevertheless they present a particular set of needs that are often associated with, for example, eating disorders, self-image as well as challenging behaviour. We are proposing that a secondary girls' unit is established as part of the federation of schools for pupils with behaviour difficulties which links with the Pupil Referral Unit and works in close partnership with secondary schools.

Suggested Action 16

A unit for girls with behaviour difficulties is established within the federation of schools and in partnership with the Pupil Referral Unit.
7. PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH AUTISM

7.1. A specific area of need is that of autism (ASD). The numbers of children and young people being identified with ASD is one of the few areas of Special Educational Needs that is increasing. Children and young people with autism are provided for in a very wide range of settings, including special schools, neighbourhood schools and out of city placements. In particular, one of our special schools has a resource base that caters specifically for such pupils. We need to ensure that there continues to be support for pupils with ASD across all settings and that wherever possible they are able to attend their neighbourhood school.

7.2. We wish to consider the development of a specialist provision which would offer provision and support for young people with autism from Coventry but which could also become a regional centre. This would ensure that the very specialist skills, which have been growing within the city in recent years are nurtured and utilised more widely. Such provision could become a leading edge development for the city and be developed with part of its core business to support other schools and settings.

7.3. We also envisage enhanced provision being made in neighbourhood schools. Further work needs to be done to determine the level of resource needed but it is likely that two primary schools and two secondary schools would be identified.

7.4. The Autism Support Service, which provides support for ASD pupils in mainstream and special schools, would work within the proposed regional centre to form a regional autism resource centre. There would be a number of places for pupils with higher needs but also outreach support, training and guidance for families, schools and other settings. There needs to be further exploration of this.

7.5. The development of enhanced resource schools will require further work but could be developed as part of a regional autism resource centre, in other words as satellite bases formed around a hub and as part of one management structure.

Suggested Action 17

A regional autism resource centre is established by developing from the existing resource base within Corley School, acting as a leading edge resource to the city’s schools and in the region. Further work is done to identify a number of schools as enhanced resource schools for ASD.
8. **PROVISION FOR CHILDREN AND YOUNG PEOPLE WITH SPEECH & LANGUAGE DIFFICULTIES**

8.1. Speech & language difficulties, particularly for younger children, present a significant issue for us. There is currently one speech and language unit based on a primary school site which is managed separately from the host school, an enhanced resource base in another primary school and four enhanced resource bases on secondary school sites, managed jointly by the Speech & Language Service and school.

8.2. There is also a large overlap between speech & language difficulties and autistic spectrum difficulties, a number of pupils within the resource bases also having autistic spectrum difficulties.

8.3. It would therefore be sensible to consider the arrangements for speech & language support in parallel with the arrangements for ASD. We therefore propose that the enhanced resource schools also include provision for speech & language disorders and are called enhanced resourced schools for communication difficulties.

8.4. There will, of course, still need to be speech & language support for all schools. The speech & language project, which provides speech & language therapy in primary schools, has operated successfully in some areas of the City. This is a partnership approach between the PCT and Education funded through the PCT and Standards Fund. It is proposed that this approach is rolled out to other areas of the City. Multi-agency teams could be based in the enhanced resource schools proposed earlier, providing support to other schools in the locality.

**Suggested Action 18**

| Provision for children with speech & language disorders is made through the development of enhanced resource schools for pupils with communication difficulties |

**Suggested Action 19**

| The speech & language project (PCT & Education) is rolled out across the city. Teams are based in the enhanced resource schools for communication difficulties |

9. **LEADERSHIP FOR INCLUSION**

9.1. **Area Inclusion Coordinators**

In order to drive the Inclusion Strategy at an area/federation level and develop local practice it is proposed that an Inclusion Coordinator post is established in each of the four federations. The Inclusion Coordinator would have a role to support schools in building capacity for school development specifically in relation to the challenges presented by the Coventry Inclusion Strategy. One coordinator would work within each of the federations. With the advent of full-service extended schools they would be based in such schools.

The Area Inclusion Coordinator would be responsible for promoting the shared vision of the Inclusion Strategy, ensuring a common language and maintaining focus for school development. A key mechanism for implementing these areas of responsibility will be the
Coventry Inclusion Standards. The Coordinator will oversee the development of these standards across the federation. The Coordinator will also have a key role in supporting schools in removing barriers to achievement and expanding the capacity of schools to respond more positively and creatively to increasing diversity and a wider range of needs.

**Suggested Action 20**

Four Area Inclusion Coordinators are appointed to take a strategic lead for inclusion within each of the federations/areas.

10. IMPROVING ADVICE, TRAINING AND SUPPORT TO SCHOOLS

10.1 The Role of Support Services
This is a key element of the LEA inclusion strategy. In line with the aspirations for an Inclusive LEA we should aim to focus the services within the Federations and neighbourhood clusters to complement the support from other agencies. We are structuring the support services to create a clearer focus on social inclusion issues. We envisage these services eventually operating as multi-disciplinary teams which could be based in extended schools, enhanced resource schools or broad spectrum schools, depending on the type of service provided. Further work will therefore be needed, as the strategy develops, to look at how services might be devolved and what impact this will have on delivery and management.

10.2 The Role of Outreach Teachers
We envisage that as the role of special schools changes, they will be able to provide outreach support to other schools. The exact definition of outreach support has not always been clear and it will be important that the role is clearly defined to ensure that there is no conflict between this function and the support service function. Outreach is more than integration support and therefore does have overlap with the support service role. Further work needs to be done to establish how this will happen.

**Suggested Action 21**

The role of the Special Educational Needs and Social Inclusion Support Services is developed in future on an area basis. The role of outreach services from special schools is managed in collaboration with the support services to ensure effective and co-ordinated specialist support to schools.

10.3 The Role of Continuing Professional Support and Training - Schools Sharing Good Practice, Support Services, the Advisory Service
There is a very broad range of expertise in the city in the area of Special Educational Needs and Inclusion. In order to develop further the confidence of the whole service in addressing the special needs of all pupils in more inclusive settings, further capacity needs to be built. This process needs to draw on the expertise in schools, in support services and from regional and national leaders in the field. A key focus of training would be on preventative work, including the early identification of difficulties and practical strategies for addressing these barriers to learning. A great deal can be done to share best practice and expertise from our mainstream and special schools through networks, partnerships and federations. This needs to develop further our current arrangements for the use of Advanced Skills Teachers, Leading Teachers,
Outreach and on-site training of teaching assistants sharing expertise between schools. Each school’s plan for capacity building and sharing expertise with others needs to be carefully planned to develop staff confidence in dealing with the range of needs; learning, emotional and behavioural. National expertise needs to be identified and used to support the programme to ensure that our approaches are as effective as possible.

Suggested Action 22

The broad range of training which is available is further developed to ensure highly effective training, advice and support is systematically planned. It must include a wide range of types of professional support through on-the-job continuing professional development and by central provision. This training must build the confidence of all staff in their capability to deal with a range of special needs and behaviours.

11. RAISING EXPECTATIONS AND ACHIEVEMENT

11.1. Monitoring progress and supporting improvement in schools

Information on the progress of all pupils is analysed by schools as part of their self-evaluation. It is also part of the School Performance Review process. Within these processes, the progress of pupils with Special Educational Needs is monitored and included in the annual report on school performance shared with head teachers and governors. Practice in this area is rapidly developing and has become more sophisticated as a tool for reviewing the range of performance indicators related to Special Educational Needs and Inclusion.

All schools are provided with a set of data that includes Special Educational Needs delegated funding, pupil performance, performance by particular groups including Special Educational Needs, admissions, exclusions and attendance data. The quality of this information continues to improve, particularly in the area of measures of progress. This provides evidence to enable schools and School Improvement Advisers to make judgements about Special Educational Needs and to better plan individual programmes for pupils.

Suggested Action 23

Further develop the monitoring of school level data on Special Educational Needs and Inclusion issues as part of School Performance Review cycle.

11.2. Making better use of information on how well children with Special Educational Needs are progressing in school

For most pupils with Special Educational Needs it is possible to measure progress by using the National Curriculum level descriptors and tracking systems such as TIPPS (Tracking Individual Pupil Progress System). However, for pupils whose achievements are below Level 1 of the National Curriculum, these are insufficient. Some schools are already making use of
the P Scales, which provide level descriptors in all curriculum areas, for pupils working below Level 1. Most of these pupils are in special schools, although some mainstream schools are successfully using the P Scales.

It is proposed that the use of P Scales for all of those pupils who will benefit, is developed across the city. This will include a moderation process and a system to support the assessment process. From 2005 this process will enable all schools to report the progress of pupils with Special Educational Needs using P Scales.

**Suggested Action 24**

| The use of P Scales is developed across the city for pupils working below National Curriculum Level 1. A moderation process is established at a city wide level |

### 11.3. Coventry Inclusion Standards

The Coventry Inclusion Standards are intended to be a self-evaluation tool that supports the School Performance Review process. They are built on a partnership approach to school self-evaluation and improvement, an essential characteristic of the work between the LEA and schools. The fundamental purpose of the process of school performance review by the LEA is to support school improvement and capacity building. The Inclusion Standards will provide a framework to help focus on some key aspects of this and to contribute to:

- School self-review and performance analysis
- Debate with the head teacher and chair of governors about areas of underachievement or weakness
- The review of school targets and the target-setting process
- The recognition of good practice which can be shared with other schools

They will have a particular relevance to the Inclusion section in the School Performance Review framework, although they will also inform the process more broadly in terms of the evaluation of attainment, progress, teaching, learning and leadership.

The Standards are being implemented from the summer term 2004 so that they will be in place and part of the School Performance Review cycle for the 2004-05 academic year.

**Suggested Action 25**

| The Coventry Inclusion Standards are implemented fully for the academic year 2004-05. From summer 2005 they are included in the School Performance Review cycle for all schools |
Glossary:

Broad Spectrum School: Special school catering for a wider range of need/learning difficulty than either Severe Learning Difficulty or Moderate Learning Difficulty. Could also include more complex needs.

Children’s Centre: ‘One-stop shop’ providing a range of early years services eg health education, social care.

Full-service Extended School: School providing a range of multi-disciplinary services eg health, social care as well as education. No blueprint but such schools could offer a wide range of activities as well as support and be open before and after school, at weekends and in school holidays.

Federation: Collaborative partnership of schools.

Federated school: School on more than one site with a single governing body.

SEN Special Educational Needs.
LEA Local Education Authority.
PCT Primary Care Trust.
SENCO Special Educational Needs Co-ordinator.
OFSTED Office for Standards in Education.
MLD Moderate Learning Difficulties.
SLD Severe Learning Difficulties.
PD Physical Difficulties.
ASD Autistic Spectrum Disorder.
BESD Behaviour, Emotional and Social Difficulties.
KS Key Stage.
PRU Pupil Referral Unit.
LSU Learning Support Unit.
BSS Broad Spectrum Schools.
ERS Enhanced Resource Schools.
ESPP Early Support Pilot Programme.
TIPPS Tracking Individual Pupil Progress System.
’P’ Scales Performance Scales.
### TIMELINE FOR IMPLEMENTATION OF INCLUSION STRATEGY

| Year | Sure Start Children's Centres | Broad Spectrum Schools | Enhanced Resource Schools | Full Service Extended Schools | KS3 PRU | KS4 PRU | KS1 BESD Provision | KS2 p/t Provision | BEST Teams | Therapeutic Centre | Regional Autism Centre | Speech & Language Project | Inclusion Co-ordinators | Monitoring of Delegated Funding | School Performance Review | P Scales development | Coventry Inclusion Standards |
|------|-------------------------------|------------------------|--------------------------|-------------------------------|---------|---------|---------------------|-------------------|------------|---------------------|-------------------------|--------------------------|-----------------------------|-------------------------------|--------------------------|-----------------------------|
| 2005 | 1 – 12 Centres phased in      |                        |                          |                               |         |         |                     |                   |            |                     |                         |                          |                             |                              |                         |                             |
| 2006 |                              | 4 schools phased in     | ERS phased in             |                               |         |         |                     |                   |            |                     |                         |                          |                             |                              |                         |                             |
| 2007 |                              |                        |                          |                               |         |         |                     |                   |            |                     |                         |                          |                             |                              |                         |                             |
| 2008 |                              |                        |                          |                               |         |         |                     |                   |            |                     |                         |                          |                             |                              |                         |                             |
| 2009 |                              |                        |                          |                               |         |         |                     |                   |            |                     |                         |                          |                             |                              |                         |                             |
| 2010 |                              |                        |                          |                               |         |         |                     |                   |            |                     |                         |                          |                             |                              |                         |                             |

- **Sure Start Children's Centres**: 1 – 12 Centres phased in
- **Broad Spectrum Schools**: 4 schools phased in
- **Enhanced Resource Schools**: ERS phased in
- **Full Service Extended Schools**: 1, 2, 3, 4 phases
- **BEST Teams**: 4 teams over 2 years
### Summary of Suggested Actions

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<td>1.</td>
<td>The role of the enhanced resource nurseries is reviewed in line with the development of the inclusion strategy.</td>
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<td>2.</td>
<td>The Inclusion Strategy for Early Years is integrated fully with the programme for developing Children’s Centres in the most deprived areas of the city. Where possible, Children’s Centres are used as a base for Special Educational Needs &amp; Inclusion development, e.g., Area SENCOs.</td>
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<td>3.</td>
<td>Include the monitoring of delegated Special Educational Needs funding within the system for monitoring school level data on Special Educational Needs and Inclusion issues as part of School Performance Review cycle.</td>
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<td>4.</td>
<td>At secondary the four Federations continue to develop on an inclusive basis and collaboratively to plan for provision for Special Educational Needs pupils. At primary level, the focus for development will be clusters of primary schools as part of the local network of schools.</td>
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<td>5.</td>
<td>New broad-spectrum schools are developed, which will replace the existing special schools catering for pupils with learning difficulties. All such schools are closely linked to a neighbourhood school, sharing resources wherever possible. Where possible, broad-spectrum provision is fully integrated within a neighbourhood school to form a single enhanced resource school.</td>
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<td>6.</td>
<td>A number of neighbourhood schools are identified as enhanced resource schools to provide for pupils with learning difficulties. These will either be broad-spectrum resources or more specialist resources for low-incidence needs.</td>
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<td>7.</td>
<td>All schools are encouraged to become extended schools or to build on the extended activities that they currently provide. The LEA will provide guidance to heads and governors on strategy and planning.</td>
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<td>8.</td>
<td>A number of schools are identified to become full-service extended schools, providing on-site community services as well as other extended activities.</td>
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<td>9.</td>
<td>In partnership with Social Services and the Health Authority, the LEA develops a Therapeutic Centre for children and young people with severe emotional, social and communication disorders who would otherwise be placed out of city.</td>
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<td>10.</td>
<td>The LEA extends the current off-site provision to include a further site for preventative work in the east of the city and a new centre for 14–16 yr old pupils who are out of school.</td>
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<td>11.</td>
<td>Provision for pupils below seven with behaviour difficulties is made through outreach support and short-term provision in extreme cases.</td>
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<td>12.</td>
<td>Provision for pupils between 7 and 11 with behaviour difficulties is developed on a more preventative basis with expert, specialist support available to schools. All pupils with challenging behaviour are dual registered and provision in special schools is part-time.</td>
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13. Provision for pupils between 11 and 14 with behaviour difficulties is made on the Meadows site within the federation of schools for pupils with behavioural difficulties.

14. Provision for pupils aged 14 – 16 with behaviour difficulties is made on the Dartmouth site within the federation of schools for pupils with behaviour difficulties. Further work is done to develop a Centre for all pupils between 14 and 16 out of school.

15. Multi-agency teams are established in the Tile Hill/Canley area and the Willenhall area of the city to develop preventative work for children and families in those communities.

16. A unit for girls with behaviour difficulties is established within the federation of schools and in partnership with the Pupil Referral Unit.

17. A regional autism resource centre is established by developing from the existing resource base within Corley School, acting as a leading edge resource to the city’s schools and in the region. Further work is done to identify a number of schools as enhanced resource schools for ASD.

18. Provision for children with speech & language disorders is made through the development of enhanced resource schools for pupils with communication difficulties.

19. The speech & language project (PCT & Education) is rolled out across the city. Teams are based in the enhanced resource schools for communication difficulties.

20. Four Area Inclusion Coordinators are appointed to take a strategic lead for inclusion within each of the federations.

21. The role of the Special Educational Needs and Social Inclusion Support Services is developed in future on an area basis. The role of outreach services from special schools is managed in collaboration with the support services to ensure effective and co-ordinated specialist support to schools.

22. The broad range of training which is available is further developed to ensure highly effective training, advice and support is systematically planned. It must include a wide range of types of professional support through on-the-job continuing professional development and by central provision. This training must build the confidence of all staff in their capability to deal with a range of special needs and behaviours.

23. Further develop the monitoring of school level data on Special Educational Needs and Inclusion issues as part of School Performance Review cycle.

24. The use of P Scales is developed across the city for pupils working below National Curriculum Level 1. A moderation process is established at a city wide level.

25. The Coventry Inclusion Standards are implemented fully for the academic year 2004-05. From summer 2005 they are included in the School Performance Review cycle for all schools.