

## **Additionally Resourced Provision for young people with a physical disability: Langley Secondary School**

### **1. OVERVIEW**

This centre is for young people with an Education, Health and Care Plan describing a physical disability as their primary need, children may also have additional learning or sensory needs. The young people, with significant additional support, can succeed in a mainstream environment. Such young people do not meet the threshold for a special school in Solihull, or there is parental preference for a mainstream school. This centre is not intended for short term or emergency placements.

### **2. RESPONSIBILITIES AND REQUIREMENTS**

#### **The Provision is expected:**

- to provide a resource base within a mainstream setting
- to ensure that funds delegated to the work of the resource base are used to ensure that the needs of the target group of the pupils are being met through appropriate levels of staffing and support and do not become part of the general school budget for SEND
- to ensure staffing ratios are as in the model agreed with the LA and any permanent changes are in consultation with the LA
- to be responsible for the supervision of staff
- to ensure the Governing Body are fully involved in the development and monitoring of the resource base
- to provide the flexibility to move teachers and teaching assistants depending on the needs of the young people
- to provide opportunities for children and young people to integrate with their peers and the flexibility to be able to spend as much time as is required in the resource base to meet the needs of the young people

### **Training and partnership**

- ensure relevant, evidence based staff training is provided for both resource base and staff across the school, about the needs of the children and young people
- ensure all staff within the ARP have up to date manual handling training and training for specialist equipment e.g. use of hoists
- at least one member of staff within the ARP is trained as a trainer in all aspects of manual handling
- work in partnership with the local collaborative schools including mainstream, and the SISS Sensory and Physical impairment Team

### **The Environment**

- the resource base should be fully accessible in accordance with DDA legislation
- an external access survey and report is completed every two years and recommendations implemented
- have safe and secure internal and external environments
- have access to up to date ICT resources and equipment

### **Teaching and Learning**

- to carry out a full range of assessments to ensure that the child/young person's needs are met
- ensure the appropriate equipment is provided within the resource base. This should include: ICT facilities to enable physical access to the curriculum where advised by Occupational Therapy (OT) ; specialist writing equipment; specialist equipment for seating and mobility as advised by OT or Physiotherapist

**Service Delivery Specification – Additionally Resourced Mainstream Provision (ARP) for secondary aged young people with a physical disability: Langley Secondary School**

## **1. Provision**

In line with this Service Level Agreement and the Local Offer, Langley Secondary School ARP will provide:

- This provision is for a maximum of 16 pupils across Key Stage 3 and Key Stage 4, with 4 pupils in each year group.
- Staffing will be a minimum of one teacher in charge with 2.5fte teaching assistants, as agreed within the model designed between school and LA, which will be reviewed annually.
- Pupils will be admitted on the roll of the Secondary School.
- The day-to-day running of the provision is the responsibility of the Head Teacher.
- Pupils will be placed by the local authority from Year 7. New pupils will be placed in the provision in higher year groups where there are spaces, they meet the ARP criteria and placement is agreed through a mid-year Panel.
- Langley Secondary School and ARP will provide a socially, emotionally and academically supportive environment which fully involves parents in their child's learning, including wider outcomes.
- Pupils will access mainstream classes as appropriate to their needs.
- Support for pupils will be in-class Teaching Assistant (TA) support, where required, and study skills sessions where pupils require additional time to focus on their core subjects. Depending upon individual pupil needs, there may be some lessons that will require small group teaching within the ARP, but this will not exceed more than 40% by the end of KS3.
- Adaptations to planning for specific subjects such as PE, DT, Music and Art will be made to ensure that all ARP pupils have inclusive access to the mainstream curriculum.

- Pupils will be appropriately supported according to their needs throughout the whole school day including breaks and lunchtimes
- Some young people within the ARP will require adult support for their personal care needs, requiring the provision to follow the SMBC Intimate Care policy guidelines.

## **2. Entry Criteria**

- The placing authority is Solihull MBC. The young person will have a physical disability identified by appropriately qualified specialists. Children may also have additional learning or sensory needs.
- The young person will have an Education, Health and Care Plan with physical disability as a primary need.
- The young person requires adaptations to the physical environment (as recommended by an OT or PD specialist as part of individual risk assessment), specialist equipment (as advised by OT/Physiotherapist) and adult support to be able to access the mainstream curriculum.
- The young person has potential to benefit from access to a differentiated mainstream curriculum and function with the peer group available. The expectation is that the child will work towards achieving 100% of their timetable working within a mainstream classroom.
- The young person may require some aspects of the curriculum to be taught in a small group within the resource class area and requires access to daily programmes such as physiotherapy.
- A LA Physical Disability teacher and/or Educational Psychologist will have been involved with the child and will have identified the need for this type of provision for the secondary phase of their education at the young person's Year 5 annual review meeting
- Langley PD ARP will have been the parental choice of provision for secondary placement. The required evidence will be submitted before the end of September, with the ARP application form, by the

primary school to the START Team to support the parental request for placement at Langley ARP.

### **3. Required evidence**

The following evidence MUST accompany the standard application form for additionally resourced provision

- An Education and Health Care Plan which identifies physical disability as the young person's primary need.
- Evidence of partnership work with parents and the outcomes of this.
- Evidence of involvement of Support Services and professionals including Specialist Teachers and/or Educational Psychology, this must include written evidence from these professionals.
- Evidence of the provision and monitoring of a manual handling plan and risk assessment (if applicable to the individual) - using the functional independence measure as a clear criteria for the need for manual handling to support their physical disability.
- Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these.
- Evidence of progress made by the pupil and current levels of attainment.
- The pupil's perception of their own strengths and what they would like support with.

### **4. Admissions process**

- The local authority is the placing authority. All applications for a place must be made through the process set out in this document.
- Applications must be made using the application form for Physical Disability ARP provision. It must be accompanied by evidence set out in section 3 above. The application must have been discussed with parents and be signed by them indicating consent. The application must be sent to the START Team manager, 0-25 SEND Service, Elmwood Place, 37 Burton Way, Chelmsley Wood, B36 0UG.

- The application will be considered by the LA at a dedicated secondary placement admissions panel held in November of the autumn term. **Panel dates and dates for applications to be received by**, will be circulated at the end of the summer term for the next academic year by the START Team. Papers will be circulated **at least three weeks** prior to the Panel to all Panel members.
- The Panel will be chaired by the START Team Manager and attended by the Head Teacher and/or one other school representative, representatives from the Specialist Inclusion Support Service (SISS) and an Educational Psychologist.
- The Panel will consider available places, whether the entry criteria for the provision are met, needs of other pupils attending the ARP and decide on the placement.
- Following agreement, a transition package will be determined between the team around the child to ensure successful transition into the secondary ARP. This will need to include consideration for any equipment, appropriate staff ratios and staff training that needs implementing ahead of the child's transition into the ARP.
- Where, following a midyear review meeting the team around a young person advise that a change in provision is required to meet a young person's needs and an ARP place is advised for consideration, a midyear Panel will be called by the START Team. The process followed will be the same as the process for annual Panel meetings.

## **5. Exit criteria**

- Generally, pupils will remain in the provision for the whole of their Key Stage 3 and 4 education with the aim that inclusion in the mainstream increases throughout this time. For a small minority of pupils it may be appropriate to transfer to a more specialist provision.

## **6. Exit process**

- Through the on-going regular process of review, the school will identify when the pupil meets the criteria to transfer from the provision. A meeting will be held with the local authority, parents/carers and relevant professionals to discuss this. Once future placement is identified, normal transfer procedures will be followed. For pupils transferring from secondary to tertiary education a review meeting should be held no later than the Autumn term of Year 11 to ensure appropriate placement at Key Stage 5 can be made.

## **7. Expected outcomes and impact**

- The school will have high expectations for all pupils attending the ARP, setting challenging targets to enable them to make expected or better progress from their starting points. All pupils should make at least expected academic progress overall from their starting points.
- Progress and attainment of children will be monitored through:
  - The school's data tracking, including the use of assessment and monitoring tools appropriate to the pupil's learning profile.
  - Termly planning and review meetings and through Annual Reviews.
  - Reports generated by other agencies involved with the young person.
  - Targets for inclusion within mainstream lessons to be set and reviewed regularly to ensure that each pupil makes appropriate individual progress.
  - Wider outcomes, including measures of self-concept/ self-esteem, inclusion in the whole life of the school and outcomes identified by pupils.
    - For all pupils there is evidence of Pupil Voice/Engagement that demonstrates that their views are sought, listened to and acted upon

- All pupils to have an emotional wellbeing assessment upon entry to the ARP with a positive action plan created and then reviewed regularly. This will measure the ARP's impact upon the individual emotional wellbeing of its pupils
- 90% satisfaction rate from parents, assessed through on-going evaluation and survey results in the summer term and on an annual basis thereafter
- The LA Lead SEND Specialist, SISS Team Manager, will collaborate with the Head Teacher to review the performance of the ARP on an annual basis

## **8. Support and Monitoring**

- The LA will provide support and challenge for the ARP through the SISS Service and termly half day visits.
- The focus of the LA visits will be on, staff training, pupil specific strategies and will be determined through discussion with the ARP manager and the Assistant Head Teacher.
- The ARP school and LA will follow the processes and protocols as set out and agreed through this SLA. All activity will be recorded as it is agreed.
- A report on performance and pupil progress for pupils attending the ARP will be provided to the LA Lead SEND Specialist and START Team Manager, on an annual basis.

## **9. Quality assurance**

- The Head Teacher will:
  - Ensure that staff in the ARP have appropriate qualifications and maintain their on-going professional development. This must include maintaining up to date manual handling training as per recommendations by the SMBC Health and Safety team
  - Ensure staff have continued access to training and professional development and that this relates to the development of the ARP

## **10. Governor responsibilities**

- The Head Teacher and governing body will work in collaboration with the LA Lead Officer in ensuring service delivery and intended outcomes are achieved.
- Ensure staff participate in multi-agency meetings as appropriate (e.g. EHC Plan, Team Around the Child).
- Demonstrate that the needs of young people accessing ARP support are met and progress is being made.
- Report on an annual basis showing how ARP funding has been used.
- Request a report from the ARP Manager/Teacher in Charge to Governors on a termly basis. A detailed written report should be produced annually.

## **11. Solihull Council Children's Services will**

- Fund up to 16 places across NC year groups 7 - 11
- Work collaboratively with the ARP school and appropriate external agencies
- Support appropriate training opportunities for designated staff within the ARP School
- Monitor the progress and outcomes for the children attending the ARP
- Manage admissions and exit criteria to and from the ARP, in line with the SLA
- Monitor outreach requests/provision

**Application for placement at Additionally Resourced Provision for pupils with Physical Disability**

**Pupil Name:** \_\_\_\_\_ **Date of**

**birth:** \_\_\_\_\_

**School:** \_\_\_\_\_

| <p>The following evidence <b>must</b> accompany the standard application form for additional resourced provisions in Solihull</p>  | <p><b>Evidence Provided</b><br/>( please indicate Yes /No)</p> |                  |
|--|--|------------------|
| <p>Written evidence of a diagnosis of a physical disability from an appropriately qualified professional.<br/><i><b>Copy of medical reports or report from Paediatrician (if not Solihull pupil)</b></i></p>   | <p><b>Yes</b></p>  | <p><b>No</b></p> |
| <p>Written evidence of an Education, Health and Care Plan with physical disability as the primary need.<br/><i><b>Copy of EHC plan</b></i></p>   | <p><b>Yes</b></p>  | <p><b>No</b></p> |
| <p>Evidence that there has been specialist support required to enable the child to access their learning including the implementation of a manual handling plan, risk assessments, training for staff in place, physiotherapy programmes and use of specialist equipment.<br/><br/>e.g. OT reports and recommendations, manual handling plan with evidence of each review and update, physiotherapy programme, equipment list<br/><i><b>Copy of external agency reports. If pupils are working below year group expectations cognitive assessments are required to indicate full learning profile.</b></i></p> | <p><b>Yes</b></p>  | <p><b>No</b></p> |

|   |                   |                  |
|---|-------------------|------------------|
| <p>Evidence of partnership work with parents and the outcomes of this. <b>Parents views supporting the Annual Reviews process and Review meetings for target setting/ Needs Based Plans.</b></p> <p><i>Formats personal to schools, but it is essential review notes are sent from TAF meeting/emergency review which has involved parents, START team and all relevant external agencies including autism team. Within these notes agreement that additionally resourced provision is recommended to meet the child's needs.</i></p> | <p><b>Yes</b></p> | <p><b>No</b></p> |
| <p>Evidence of involvement of Support Services and professionals including Physical Disability Specialist Teachers and/or Educational Psychology, this must include written evidence from these professionals.</p> <p><i>From the SISS PD Specialist teachers: manual handling plan, ISP intervention records, risk assessments, evidence of level of intervention provided over time</i></p>   | <p><b>Yes</b></p> | <p><b>No</b></p> |
| <p>Evidence of actions and strategies already implemented by school and those recommended by other professionals involved and the impact /outcomes of these. <b>To include Provision Mapping and target setting, schools.</b></p> <p><i>Formats personal to schools – needs based plans/ SEND plans. Essential to include a personalised timetable to indicate provision across a week and time spent in and out of the classroom.</i></p>  | <p><b>Yes</b></p> | <p><b>No</b></p> |

|   |            |           |
|---|------------|-----------|
| <p>Evidence of progress made by the pupil and current levels of attainment. <b>To include the Progression Framework and end of year/ Key Stage data.</b></p> <p><i>Formats personal to schools.-When pupils are working significantly below year group expectations it is essential cognitive assessments are included to indicate a child's full learning profile.</i></p> | <b>Yes</b> | <b>No</b> |
| <p>The pupil's perception of their own strengths and what they would like support with. <b>To include a pupil profile.</b></p> <p><i>Formats personal to schools</i></p>  | <b>Yes</b> | <b>No</b> |

**Referrer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

NB: If this form is not fully completed or the evidence does not provide enough information to enable the panel to make a decision it will be returned. You can re-submit this application for a future panel with the necessary information.