

Commissioning Specialist and AP Provision in Sutton 2024 - 2027



Vision statement:

We are collectively ambitious for our children and young people. Together we want to provide them with the best chances to achieve their best outcomes in life, whatever their starting point, and to prepare them effectively for adulthood

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1. Introduction:

We have many strengths within local provision and want to build on the expertise and understanding that already exists to further develop the quality and consistency of the offer.

This document develops the general recommissioning information already shared with providers and parent/carers, and proposes how this will be implemented over the next two years and beyond.

We intend this statement to be developed and built upon following the initial recommissioning discussions in the summer of 2021, with both a group of headteachers, and a wider group of all of Sutton's school based specialist providers.

We recognise that this ongoing work is a collaborative process between trusts, schools and academies, and that their support will be required for any commissioning changes.

1.1. Developments in the local offer:

This document lays out the long term vision and rationale for commissioning specialist places. This complements other developments in the local offer as briefly summarised below:

- the building of capacity at Early Years Foundation Stage (EYFS) and the plan to develop specific settings that can offer additional expertise to the local area.
- the investment in mainstream schools to support early intervention and to share best practice developed through the school clusters and Lead SENCO roles, together with providing additional funding for higher levels of need that are predictably present within the mainstream cohort.
- the development of moderation and other collaborative structures across all Sutton schools (both mainstream and specialist) to support consistency and coherence both in provision and funding.
- reviews of SEND services and their impact on student progress, in particular looking at how best to use therapy resources in early intervention, targeted and specialist support.
- the development of the local offer at post 16 for those young people who will need long-term support in their adult lives.
- clearer accountability structures with the formation of groups or structures to ensure effective delivery of the local offer within Sutton. All these will report to an overall strategy group that will shape future provision, evaluating current arrangements in order to inform future decision-making.

1.2. What are commissioned places?

Commissioned places are the places that local authorities fund from the High Needs Block for children and young people with Education Health and Care Plans (EHCPs) in either resource based provision in mainstream schools, in special schools or in Alternative Provision (AP). The number of places to be provided in each academic year is agreed in advance with each setting. Funding is provided from the High Needs block to pay for the commissioned provision.

Commissioned places are different from the individual placements that occur when a child or young person takes up a place in a mainstream setting (which is not in a base). For these individual placements, there is no pre agreed number or specific funding agreement set up in advance between LBS and the setting. Instead the funding is designated separately for each child or young person in order to deliver provision within that setting.

We have developed and implemented Commissioning Agreements with our specialist providers so that there is shared understanding and clarity regarding what each setting provides through commissioned places.

1.3. Types of commissioned place

Early Years base - Dragonflies

Opportunity bases (Additionally resourced provision*) - Muschamp, Foresters, Avenue, Horizon (Oaks Park), Greenshaw, Glenthorne

Enhanced opportunity bases (SEND Unit**) - Oakfield (Woodfield), Rainbows (Green Wrythe)

Special schools - Carew, The Link, Wandle

Highly complex special schools - Sherwood Park (Hill Campus), Sherwood Park (Park Campus) The Link PDA provision

Non-Maintained/ Independent (NMI) - 1:1 commissioning of places

Alternative Provision (AP) - this includes PRU's, AP Academies and bespoke EOTAS provision -The Limes College, STARS

Post 16 SPI's, FE colleges & Training Providers- Orchard Hill College, Carshalton College, Sutton and District Training

* Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEND, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school

** SEND units are special provisions within a mainstream school where the children are taught mainly within separate classes

1.4. Strengthening provision in mainstream schools and academies:

There is a national expectation that local authorities, schools and services will work together to strengthen mainstream provision. This means making sure that there is a stronger, more consistent offer, with families able to expect that their children can be helped early on with targeted intervention within their mainstream school. It also means that specialist provision can then be more consistently focused on significant and complex needs.

Work to strengthen the provision in mainstream schools and academies includes:

- increasing outreach opportunities from specialist providers (resource bases, specialist provision or alternative provision)
- investment in mainstream settings to support early intervention and to share best practice through utilising SENCO clusters and Lead SENCO roles
- additional resources and funding developed through the work of clusters
- targeted funding for support for predictable needs (ie those needs that are frequently present within the mainstream cohort)
- Use outcomes from the ongoing therapies review to inform better practice therapy intervention and delivery.

Over time, this investment into mainstream provision will allow resources to be reinvested, for example, into greater outreach support for mainstream schools, so that all children have access to a consistently high quality local offer. As part of this process of resource review, we will continue to gather information from settings on how they use their SEND resources so that SENCO clusters can review the most effective ways to support settings to improve their provision.

This change is not about reducing resources; instead it is about analysing how resources are used to maximise the impact on children's education and progress across all types of provision.

2. Governance

This document is designed to be a public facing document. It will form a part of the overall SEND Strategy to be agreed by the People Committee. The Sutton Schools' Forum will be consulted on the strategy in February 2024, and the Sutton Primary and Secondary Heads groups will also be consulted in the Autumn Spring 2024 term. This commissioning document will be available through the London Borough of Sutton website as an appendix to the SEND Strategy. The document will receive iterative updates annually; and a new strategy will be developed by 2027 to cover the 2027 - 2030 period.

3. Context:

- 3.1. We meet with all settings - bases, special schools and AP providers - which are providing commissioned places on an annual basis. These meetings cover:
 - a. The current provision as described by the setting or AP provider
 - b. The implications of changes in intakes over recent years in terms of that provision
 - c. The current challenges in pathways or levels of provision eg where pathways are not as well-balanced in terms of places available at different key stages
- 3.2. Early meetings in 2021, and associated descriptions of provision, were important steps to help the local area take stock and gather the necessary information to plan ahead and see where there were challenges in our local offer. The process subsequently clarified that:
 - a. There is a need for improved pathways between provision both from nursery to primary and from primary to secondary
 - b. Some commissioned places are not being used effectively and are 'tying up' resources that could be better used
 - c. We recognise there are different levels of need (not just area of need) met within our special schools and bases.
 - d. Some commissioned places offer a very similar provision to mainstream school placement; whilst the 2021-23 recommissioning strategy has reduced this number, it is recognised more work needs to be done.
- 3.3. The impact of the Covid pandemic and in particular the enforced periods of isolation has resulted in a much higher than usual level of young children presenting with additional learning needs, in particular speech and language and SEMH needs.

4. Commissioning Intentions:

- 4.1. As a result of the feedback from the settings and Alternative Provision on current provision and capacities, and through continuing to work collaboratively, we are identifying changes and the time scales involved. Intended changes will include:

- Increasing SEND provision at early years. Whilst Dragonflies have increased provision in this area, further provision is required in particular to meet the emerging needs from the Covid pandemic.
- Commissioning more primary base provision to meet emerging complex needs coming through the EY sector
- Commissioning sufficient places at secondary level that meet a more significant level of needs that mainstream provision alone cannot, to meet the needs of children emerging from Primary base provision, and ensuring sufficient places for the pathways from high level bases.
- Planning for the use of the new Autism Spectrum Condition (ASC) secondary school due to open in 2024 on the Rosehill site (subject to planning permission).
- Ensuring that families can see more clearly the potential (although not 'fixed') pathways for their child when moving from primary to secondary school and beyond, whether within mainstream or specialist provision or from one to the other.
- Commission sufficient capacity of places at all phases to meet the increased level of need as a direct result of the Covid pandemic
- Commission sufficient AP places to meet the growing level of need for both permanently excluded pupils, and pupils unable to attend mainstream provision due to mental health needs
- Coordinating outreach opportunities between schools to support mainstream schools to be more inclusive.
- Develop the local area supported internship offer to provide double the number of placements
- Develop the local post- 16 SEND offer within our FE Colleges and Training providers for young people with an EHCP from 16 -25 years of age, linked with the national Internships Work Programme.

- 4.2. We will review in more detail the post 16 local offer across schools, colleges, specialist schools and other work-related providers. It will also take into account the feedback from parents/carers about the need for a greater breadth of provision with a clear progression towards adult life for those needing longer term support and care. This provision is currently under review as part of the next phase of our commissioning strategy and is not therefore included here.
- 4.3. Providers (whether bases, special schools, AP or colleges) will be commissioned to ensure that students continue to progress in a purposeful way as part of their **preparation for adult life from the earliest years**. This might include supported internships, work experience (supported where necessary), apprenticeships with support, independence, positive health outcomes, and the establishment of a network within the local community. The number of places commissioned will take into account progression pathways and the needs of the cohort each year, with the framework of places supporting providers to offer a coherent curriculum with ambitious outcomes.
- 4.4. For all individuals, the provision needs to be in place to support successful transition to the next steps in their future lives. The need to build in support for parents/carers and young people will be part of any SEND joint commissioning arrangements between the Local Authority, the Transition Team in Adult Social Care, and Health.
- 4.5. For each of the pathways, part of the commissioning arrangements will continue to develop the building of stronger links across primary and secondary phases. This will include curriculum, support strategies and staff training. These links will aid continuity, preparation for transition and develop a strong base for outreach and coordination across the local area. In addition, there will be close relationships promoted between adjacent pathways, including moderation of need and outreach/sharing of best practice in order to support the best progress for our children and young people.
- 4.6. We intend to further enhance the placement process by drawing on the expertise of those providers where places are commissioned and engaging in earlier conversations with parents/carers. The purpose of this is to ensure that children are within the right pathway and, if a change of pathway will better meet the needs of the child, then there is an active dialogue to support this to happen.

- 4.7. As other local authorities can and do place their pupils in Sutton schools through the consultation process, the earlier the start to the Sutton placement process at phase transfer points, the more likely it is that Sutton residents' will obtain a placement (i.e. the settings are less likely to have offered places to out of borough pupils).
 - 4.8. Places required for specific health or physical needs are subject to individual consultation with providers rather than commissioned on a regular basis. This is due to the relatively few places required each year and the range and individualisation of provision that may be required. We propose to continue to consult and make provision as needed, given that this is not a predictable need profile each year.
 - 4.9. Cognus Sensory Impairment Service (SIS) provides support for our children and young people with hearing, visual or multi-sensory impairment, whether in pre-school, mainstream or specialist provision. It is intended that there is no change to this peripatetic model at this time.
 - 4.10. Emotional Based School Avoidance (EBSA) - develop short term respite provision for children with EBSA [\[Link to Medical policy part 1 and 2\]](#)
 - 4.11. Work with schools and our AP providers to develop an offer for schools to access, to support their pupils at risk of exclusion.
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5. Process of Change:

- 5.1. Children and young people already in a provision will remain there unless their needs change i.e. their placements will not change because of commissioning decisions. Any changes that are made in the local area will be phased in from entry upwards, rather than implementing changes wholesale across all year groups.
 - 5.2. Discussions will take place with settings where there are changes in what they provide and who they provide this for. In many cases, these changes have become apparent through the commissioning process. However, where this is not the case, then discussions will start in sufficient time to allow for any preparatory transition work, and agreement of changes to be made.
 - 5.3. When considering the number of current or future demand for places we take into account Sutton residents who use Other Local Authority (OLA) or non Local Authority (i.e independent and non-state-maintained settings) provision, and OLA residents who access Sutton commissioned places.
 - 5.4. This includes the following: those who choose Other Local Authority provision due to geographical location e.g. where a specialist provision is the closest to home; those who were unable to access Sutton provision due to places not being available (through more children requiring places than are available and/or places already taken by non-Sutton residents); those very few where the extremely specialist nature of provision meant non-Sutton provision was the most suitable.
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6. Changes for consideration:

6.1. **Early Years & Nursery Support:**

- 6.1.1. **The Federation of Thomas Wall Nursery and Robin Hood Infants School - Dragonflies** will continue to provide for individual children with significant/complex ASC. The commissioned number of places continues to be reviewed to see if there is the potential to increase capacity over the next few years. This is due to an increase in the number of potential referrals who fall within the description of the provision available. The process for referrals will be reviewed in light of developments across the local area, such as the Family Hubs. The intention is to ensure needs are met sooner and more effectively.
- 6.1.2. The Early Years Strategy/Operational groups will continue to work collaboratively with Early Years providers to identify where best to focus these additional resources, such as Opportunity Base Sutton, and Foresters giving a wider geographic spread of places as a result.
- 6.1.3. The Early Years Operational Group will then consider whether those referred to it would benefit from attendance at such a resourced provision, and indicate such recommendation to the family for consideration.
- 6.1.4. The impact of these investments will be reviewed at the end of each year, and a decision will then be made as to whether they should continue, or whether an alternative use of the funds should be considered.

6.2. **Mainstream Provision:**

- 6.2.1. There is a wide range of need and provision within SEND, from those children and young people who thrive in mainstream provision with reasonable adjustments and / or some additional SEND support to those who need significant adjustments to the curriculum and teaching, and / or a multidisciplinary team input and additional levels of support to maintain well-being and ensure educational progress and effective preparation for their own adulthood.
- 6.2.2. The majority of children and young people with SEND have their needs well met within mainstream provision. Settings are expected to keep on increasing their knowledge and expertise in this area as a result of focused training and advice.
- 6.2.3. Mainstream settings expect to have children and young people with additional needs in their populations and are continuing to strengthen their offer, meaning that needs that would have previously required a resource base or specialist provision are often now catered for within mainstream schools with the appropriate level of targeted support. Outreach is currently being considered as a future area of focus, supplementing existing informal arrangements.
- 6.2.4. Mainstream commissioned places exist at both primary and secondary level. We intend that these focus on provision which caters for those children that are not able to otherwise access mainstream without the specific resources (teaching, learning, support and/or environment) provided. This means there is a need to re-commission some places that are currently duplicating mainstream provision, and thus increase the provision for those with a higher level of need.
- 6.2.5. Support for nurture provision in mainstream secondary schools will be considered to ensure pathways between primary and secondary schools are on the same track, and are set up to ensure the best outcomes at transition points in particular.

6.3. **Resource Base Provision:**

- 6.3.1. This is provision based within primary and secondary mainstream settings for children who could or will benefit from interaction and, where appropriate, learning with their mainstream peers. **The expectation is that the curriculum is delivered in a flexible way to meet pupils' needs** and they may access mainstream classes or extra curricular activities as part of their school day. Pupils will need access to separate teaching groups, relatively higher levels of adult support, and teachers experienced in adapting the curriculum to their needs. Some may spend all or the majority of their

week in these groups. Specialist input is embedded into the separate teaching groups. This provision is qualitatively different from the support provided through an EHCP for a child in mainstream school and reflects the child's difficulties in accessing the mainstream curriculum on a full time basis.

- 6.3.2. Consequently, if our resource base commissioned places are providing the same level of provision as mainstream placements (i.e. places that have not been commissioned), then we will need to re-commission these places for more significant/complex needs. This will increase specialist provision whilst also maintaining access to mainstream education.
- 6.3.3. Data and contextual information from SEND panels will provide the basis for the continued development of bases, targeting of health support and sufficiency of places.
- 6.3.4. Support schools to align the primary provision to the secondary pathway through transition years 5-7 (and wider if possible!) by bringing some secondary teaching approaches into upper primary and also continuing some primary methods into year 7; i.e. smoothing the transition process.

6.4. Resource Base Provision: Proposals for Primary Settings

- 6.4.1. **Muschamp Primary School** commissioned place provision has expanded beyond a single Speech Language and Communication Needs (SLCN) focus in recent times, however this will not be the case going forward as Muschamp will retain its SLCN only status. There will be a transitional period for the school as several current pupils will not fit with the usual pathway between Muschamp and Greenshaw secondary base. Data shows that the demand for SLCN is lower than in previous years, whilst the demand for MLD places is increasing. The LA sees this as an opportunity to refocus Muschamp on SLCN and MLD, and will keep numbers under review.
- 6.4.2. **Avenue Primary Academy** to explore expanding provision into other Cirrus Trust school sites, through operating 'satellite' base provision. Avenue Primary school is in discussion with the LA to develop an additional base at Wallington Primary Academy within the main school. Consideration will be given to the data which suggests that further opportunity base places are needed and how Avenue could ensure this in the space available at WPA. There is already PDA provision on site for The Link school, but there is extra space available in the main school.
- 6.4.3. **Foresters Primary School** to explore options for meeting local needs through both the base provision and mainstream school; within scope would be how best to utilise the nursery provision to support early years children with SEND. Options to be developed through the 23/24 academic year.
- 6.4.4. **Green Wrythe Primary School (Rainbow)** and **Woodfield Primary School (Oakfield)** places are under pressure, however there has been significant investment in the classrooms etc to reflect more accurately the profile of intake, based on a sustained change in recent years to a higher level of need. The LA will work to ensure a clear pathway for pupils coming from these bases moving on to Angel Hill Free school, and in some circumstances, Sherwood Hill campus. There is continuing demand on complex autism primary base provision, and as such the LA is exploring the possibility of expanding the Oakfield base from 42 to 84 places through repurposing existing mainstream capacity at Woodfield primary.

6.5. Resource Base Provision: Proposals for Secondary Settings

- 6.5.1. **Glenthorne High School** is currently commissioned for 24 base places in years 7-11. Discussions will continue around how the additionally resourced provision fits into the local area offer, and the pathways from Primary into the provision.

- 6.5.2. **Greenshaw High School** and Muschamp Primary have met to develop a continuous pathway from the Primary Speech and Language base into Secondary. This is to support the base to admit more complex learners from the Muschamp base. Developments in curriculum design are being given time to settle in and conversations will continue to consider the outcomes of this.
- 6.5.3. **Oaks Park High School** It is intended to commission places for mainstream-facing provision of 10 maximum in each year group (that being the maximum that the specialist facilities can accommodate) thus increasing access to those with a higher level of need from 40 overall to 50. The LA will explore the pathways into Oaks Park to understand the pathway between Avenue/Foresters and Oaks Park
- 6.5.4. It is intended that **Post 16 provision** for secondary resource bases will be within mainstream classes (A levels and vocational level 3 courses) rather than through any separate teaching provision. This is in line with other young people with similar needs in other sixth forms. This means that support needed for post 16 students with EHCPs will be provided for individual Post 16 students rather than through commissioned place funding. Options are currently being explored for schools offering level 2 vocational qualifications, as part of the post-16 provision review.
- 6.5.5. Data shows that more secondary base places are needed to meet the need from expanded primary school bases. Avenue/Foresters currently offer more places in bulge classes, resulting in the need to build in additional capacity in secondary bases over the next 2-5 years. Exploration work will take place with other secondary schools to help pathways work more successfully. The LA has created a Position Statement (see appendix 4), which will be shared with schools in Autumn '23, to form the basis of the commissioning process for this provision.

6.6. Primary and Secondary Base Provision for children and young people with Hearing Impairment:

- 6.6.1. The Local Authority will continue to commission places within mainstream schools for those able to access the mainstream curriculum who have Hearing Impairment. Places are also sited in a primary setting, **Rushy Meadow Primary Academy**, and a secondary setting, **Overton Grange School**, with appropriate facilities. Provision is largely within the mainstream class with specialist input from trained Teachers of the Deaf or other specialist staff supplementing mainstream teaching and support. However, due to advances in technology and a greater focus on inclusion in the mainstream, the number of children and young people requiring Hearing Impaired provision has reduced. This has also enabled parental choice to broaden as mainstream schools are able to offer provision in a way that was not previously possible.
- 6.6.2. All input to the pupils at **Rushy Meadow Primary Academy** as currently specified in the pupils' EHCPs will continue. However the HI specialist support will be extended to other provisions (whether mainstream or specialist) where and when needed.
- 6.6.3. It is intended to further develop the **Overton Grange School** hearing impairment provision to provide an enhanced support offer for their pupils in mainstream classes; discussions with the setting will take place to consider whether redesignation as a mainstream facing provision is appropriate - i.e. the provision may be funded through mainstream top-up funding rather than formally commissioned places.

6.7. Specialist Provision, Primary and Secondary:

- 6.7.1. These are special schools and academies for children who need an environment with a broader range of multi-disciplinary support to learn and to maintain emotional regulation and positive self-esteem. The environment requires additional risk assessments and safety adaptations. There is an emphasis on developing functional skills, either within a broad national curriculum framework or specialist curriculum framework. Delivery is through small class groups with higher levels of adult support to allow individual and bespoke work where necessary; pupils will usually require an individualised curriculum and delivery based on their motivations and interests as they can only engage in learning for relatively short periods of time.
- 6.7.2. Currently (September 2023) there is an imbalance in some pathways with regard to primary commissioned places within specialist provision compared to secondary provision.
- 6.7.3. **The Link School** is now a through school and we intend to discuss what impact this will have on placements available in year 7 for those coming from within Link primary and other bases or special schools. They have also started to provide successful placements for a small number of Pathological Demand Avoidance (PDA) places as a bespoke package; they will be reviewed at regular meetings as to their impact and to look at the development of future secondary PDA places. Outreach work has formed part of the success of these places and further work is needed to look at how/if pupils should go back to mainstream provision.
- 6.7.4. **Carew Academy** is scheduled to transfer to a new site (January 2025) and a purpose built building, with a total capacity of 246 places including post 16 provision. The commissioned places (254 in 2023/24) will continue to focus on those with significant cognition and learning needs, autism, communication and interaction needs and other complex needs as noted in the commissioning agreement. The small number of current primary places (13 in Years 3-6 from September 2023) will work through to the end of year 6 with the potential to continue within Carew from year 7. Post 16 places will be commissioned as at present with a default figure of 41 places to give Carew up to 246 places in line with their new building capacity, with any future changes subject to the Post 16 review referenced above. There has been a successful programme of work to look at the needs of students who wish to stay in the 6th form and as a result many have applied and been offered places in other post 16 provision, and the intention is that the LA will continue their support of this for future year groups.
- 6.7.5. **Sherwood Park School - Park Campus** caters for children and young people from Reception to post 16. There are a total of 85 places, spanning from YR to Y14.
- 6.7.6. We intend to work with **Sherwood Park School - Hill Campus** (currently commissioned for 85 places) so that we can maintain its current provision, but focus on a clear pathway for the pupils from Green Wrythe and Woodfield. Flexibility of places will be required to meet local needs at year 7, however Sutton Free School 2 (Angel Hill) will be able to meet some of this need in the near future, freeing up capacity at Sherwood. Discussions regarding provision for Post 16 at Wallington Town Hall with Orchard Hill College are designed to also free up capacity, which in turn would allow for more local provision for those currently placed in NMI's further afield.
- 6.7.7. The new **ASC free school** (Angel Hill SEND school) will be part of Sutton's specialist provision, adding an additional 8 students per year group at secondary level. The school will deliver 96 places, where 56 of these are expected to be taken up by Sutton resident children, with the remaining places expected to be occupied by other boroughs, in particular Suttons neighbouring borough Merton.
- 6.7.8. We currently commission **Wandle Valley Academy** to provide 80 places for pupils with EHCPs for Social Emotional and Mental Health (SEMH) needs, although currently about half of pupils attending

are from other boroughs. The need for SEMH provision has grown in the LA due to exclusion, and the LA intends to work with Wandle Valley to meet local SEMH needs.

- 6.7.9. **Cheam PEP** is currently commissioned to offer 8 post 16 placements in 2023/24. This will be explored in the annual commissioning meetings to consider the efficacy/outcomes of a small provision such as this.

6.7.10. **6.8 Pupil Referral Units / AP Academy** (hereafter referred to as AP Provision)

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Provision must be age appropriate and take into consideration any pupils who might be at greater risk, for example due to health conditions or special educational needs, so this can be taken into account when planning placements. This should include details of any medical or behavioural circumstances as well. Provision is planned with a focus on reintegration and outreach support wherever possible.

- 6.7.11. **Sutton Reintegration and Tuition Services (STARS):** This is our AP for medical and health needs; there are 75 places in total. There are 45 places for short stay education placements on site at the Drapers Centre in Sutton, and the hospital provision includes

- funding for up to 30 in-patients and day patients at the Royal Marsden McElwin ward
- bedside tuition at the Royal Marsden Hospital where required
- bedside tuition at the Queen Mary Children's Hospital where required

A small number of pupils are also educated off site in 1:1 provision offered in the home or the community.

- 6.7.12. The STARS review is being undertaken in the summer term 2023, and will offer outcomes which will inform the future commissioning pathways concentrating on admissions, reintegration, outreach and a multi-disciplinary approach.

- 6.7.13. Key points that will be discussed via the school commissioned review to shape further developments are as follows:

- The onsite places are now predominantly for pupils with mental health needs and usually involve Tier 3 CAMHS. This is in contrast to the historic cohort of young people who had physical health conditions which prevented them from attending school.
- A medical PRU such as STARS is intended to be a short stay provision. However increasingly there are situations where STARS has to cater for longer term interventions, and it is not always clear whether this is in the best long term interests of the pupils.
- The need to clarify and ensure the parameters for when longer-term support is appropriate and develop effective systems to address issues that do not require longer term placement: ie longer term placements should not be 'the norm', but where they are required, that there is clear, triangulated evidence from both an educational and social perspective as well as a medical one, that it is in the best longer term interests of the pupil.

- 6.7.14. **The Limes College:** The College offers short stay places, although they can be extended for some months/years, specifically when a pupil has been permanently excluded. The College caters for needs due to social care, attachment and contextual issues, although further developments that lead to improved inclusion in mainstream schools may occur when required.

The places are distributed as follows;

- Specific KS1 and KS2 pupil places with some of these focused on outreach
- Turnaround and outreach ie preventative work intended to keep pupils in mainstream
- on site places specifically for KS3 and KS4 pupils
- places for KS4 pupils who are dual registered to improve engagement with learning and enable both academic and vocational qualifications
- 14 places for pupils who need a greater therapy and therapeutic input (known as 'Boost' placements)

- 6.7.15. There has been a significant amount of work to clarify the Limes College commission over the past two years, and there is already a clear commissioning process and agreement set up. This is managed by the Local Authority and Cognus; it is monitored termly and reviewed annually. Therefore at this time there is no intention to change this process.
- 6.7.16. The 'Boost' places will be formally recognised as High Needs SEND places for girls with a primary SEMH need.

Appendix 1:

Resource Base and Specialist Provision commissioned places 2023-24:

School Provision	Provision Type	Age Range	Commissioned Places 2023/24
Dragonflies	EY Resource Base	EYFS	20 (10 FTE)
Carew Academy	Special School	7-18	254
Link	Special School	4-19	145
Sherwood Park - Hill Campus	Special School	2-19	85
Sherwood Park - Park Campus	Special School	2-19	85
Wandle Valley	Special School	5-16	80
Avenue	Primary Resource Base	4-11	60
Foresters	Primary Resource Base	4-11	42
Green Wrythe	Primary Resource Base	4-11	56
Muschamp	Primary Resource Base	4-11	52
Rushey Meadow	Primary Resource Base (HI)	4-11	11
Woodfield	Primary Resource Base	4-11	42
Cheam PEP	Secondary Resource Base	16-19	8
Greenshaw	Secondary Resource	11-19	25

	Base		
Glenthorne	Secondary Resource Base	11-19	24
Oaks Park High	Secondary Resource Base	7-13	65
Overton Grange	Secondary Resource Base (HI)	11-19	7
Limes	Pupil Referral Unit	11-16	180
STARS	Pupil Referral Unit	11-16	75

Appendix 2:

A brief overview of the current pathways is shown below:

Indicative progression routes shown below indicate the <u>broad</u> transitions for the majority of High Need or EHCP students Pathways below show broad routes rather than the variations for individuals whose needs profiles have changed and who would, therefore, require a change of pathway.				
EYFS	KS1 and KS2	KS3 and KS4	Post 16	Post 19
Mainstream with support	Mainstream with support	Mainstream with support	Mainstream college or sixth form with support; apprenticeships; supported internships or other work programme	HE, Mainstream college with support; apprenticeships; supported internships or work
Mainstream with support	Mainstream base provision, accessing some mainstream lessons with aim to improve access to mainstream over time and by post 16		Mainstream college or sixth form with support; apprenticeships; supported internships or other work programme	Mainstream college with support; apprenticeships; supported internships or work
Specialist base provision, taught separately to mainstream lessons	Specialist base provision, taught separately to mainstream lessons	Specialist base provision, taught separately to mainstream lessons	Mainstream college or sixth form with support; apprenticeships; supported internships or other work programme	Mainstream college with support; apprenticeships; supported internships or work
Specialist base provision or mainstream provision with extensive support	Special school provision	Special school provision	Mainstream college with support, apprenticeships; supported internships or other work programme Special school or college provision with key focus on preparation for adult life eg	

			supported internship, supported work programmes, supported community and social networks.
Special school provision for those with extensive medical needs			For those needing life long support, provision would also include supporting transfer to Adult Services.

Appendix 3: SEND Forecasts

High Needs Pupil Forecasts

Table 1 - Forecast number of specialist Places needed for mainstream pupils with an EHCP

Year group	May 2023	May 2024	May 2025	May 2026	May 2027	May 2028	May 2029	May 2030
NC1	0	0	0	0	0	0	0	0
NC2	47	45	43	42	41	40	39	39
R	55	64	63	58	53	48	42	36
1	58	58	68	66	59	50	40	31
2	58	66	66	76	74	70	65	60
3	63	68	76	76	85	84	76	66
4	64	74	79	86	86	96	95	83
5	61	77	87	92	99	99	109	107
6	80	78	94	104	108	116	116	126
7	85	90	89	104	114	119	126	126
8	69	90	94	93	108	118	123	130
9	83	78	98	103	101	117	127	131
10	74	90	84	105	109	108	124	134
11	75	74	90	84	105	109	108	124
12	58	71	71	86	81	101	106	104
13	56	54	67	67	82	77	97	102
14	48	41	39	52	52	67	62	82
age 19/20	41	34	27	25	38	37	53	48
age 20/21	21	33	26	19	16	30	29	45
age 21/22	16	14	25	18	11	9	22	21
age 22/23	10	13	11	22	15	8	6	19
age 23/24	6	9	12	10	21	14	7	5
age 24/25	2	5	8	11	9	20	13	6
Total	1130	1221	1307	1387	1461	1517	1572	1619

Table 2 - Forecast number of specialist Places needed in Additionally Resourced Provision/ SEND Units for pupils with an EHCP

Year group	May 2023	May 2024	May 2025	May 2026	May 2027	May 2028	May 2029	May 2030
NC1	0	0	0	0	0	0	0	0
NC2	17	16	15	15	15	14	14	14
R	20	23	23	21	19	17	15	13
1	21	21	24	24	21	18	15	11
2	21	24	24	27	27	25	23	22
3	23	24	27	27	31	30	27	24
4	23	27	28	31	31	35	34	30
5	22	28	31	33	36	36	39	39
6	29	28	34	37	39	42	42	45
7	31	32	32	37	41	43	45	45
8	25	32	34	33	39	42	44	47
9	30	28	35	37	36	42	46	47
10	27	32	30	38	39	39	44	48
11	27	27	32	30	38	39	39	44
12	21	26	25	31	29	36	38	37
13	20	19	24	24	29	28	35	37
14	17	15	14	19	19	24	22	30
age 19/20	15	12	10	9	14	13	19	17
age 20/21	8	12	9	7	6	11	10	16
age 21/22	6	5	9	6	4	3	8	8
age 22/23	4	5	4	8	5	3	2	7
age 23/24	2	3	4	3	8	5	3	2
age 24/25	1	2	3	4	3	7	5	2
Total	406	438	469	498	525	545	564	581

Table 3 - Forecast number of specialist Places needed in state-funded Special schools for pupils with an EHCP

Year group	May 2023	May 2024	May 2025	May 2026	May 2027	May 2028	May 2029	May 2030
NC1	0	0	0	0	0	0	0	0
NC2	22	21	20	20	19	19	19	18
R	26	30	30	27	25	22	20	17
1	27	27	32	31	28	23	19	14
2	27	31	31	36	35	33	31	28
3	30	32	36	36	40	40	36	31
4	30	35	37	41	41	45	45	39
5	29	36	41	43	47	47	51	51
6	38	37	44	49	51	55	55	59
7	40	42	42	49	54	56	60	60
8	33	42	44	44	51	56	58	61
9	39	37	46	48	48	55	60	62
10	35	42	40	49	52	51	58	63
11	35	35	42	40	49	52	51	58
12	27	33	33	40	38	48	50	49

13	27	25	32	31	39	36	46	48
14	23	20	18	25	24	32	29	39
age 19/20	19	16	13	12	18	18	25	22
age 20/21	10	15	12	9	8	14	14	21
age 21/22	7	7	12	8	5	4	10	10
age 22/23	5	6	5	10	7	4	3	9
age 23/24	3	4	6	5	10	7	3	2
age 24/25	1	2	4	5	4	9	6	3
Total	532	575	616	653	688	715	740	763

Table 4 - Forecast number of specialist Places needed in Independent and Non Maintained Special schools for pupils with an EHCP

Year group	May 2023	May 2024	May 2025	May 2026	May 2027	May 2028	May 2029	May 2030
NC1	0	0	0	0	0	0	0	0
NC2	5	5	5	5	5	4	4	4
R	6	7	7	6	6	5	5	4
1	6	6	7	7	6	5	4	3
2	6	7	7	8	8	8	7	7
3	7	7	8	8	9	9	8	7
4	7	8	9	10	10	11	10	9
5	7	9	10	10	11	11	12	12
6	9	9	10	11	12	13	13	14
7	9	10	10	11	13	13	14	14
8	8	10	10	10	12	13	14	14
9	9	9	11	11	11	13	14	14
10	8	10	9	12	12	12	14	15
11	8	8	10	9	12	12	12	14
12	6	8	8	9	9	11	12	11
13	6	6	7	7	9	8	11	11
14	5	5	4	6	6	7	7	9
age 19/20	5	4	3	3	4	4	6	5
age 20/21	2	4	3	2	2	3	3	5
age 21/22	2	2	3	2	1	1	2	2
age 22/23	1	1	1	2	2	1	1	2
age 23/24	1	1	1	1	2	2	1	1
age 24/25	0	1	1	1	1	2	1	1
Total	124	134	144	153	161	167	173	178

Totals

Year group	May 2023	May 2024	May 2025	May 2026	May 2027	May 2028	May 2029	May 2030
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	2192	2368	2536	2691	2835	2944	3049	3141
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Appendix 4: [Position statement re additional secondary base within a mainstream setting](#)