

## **Commissioning brief for Bettridge School for implementation from September 2017 – August 2018**

This document sets out the LA requirements of the provision to be made by the school. It will be used by the LA in its decision making process when placing CYP in Special Schools. Specific details of the school's provision/facilities are contained in its prospectus and on the website: [www.bettridge.org.uk](http://www.bettridge.org.uk)

### **1. Number and range of places:**

Day places for boys and girls aged between 2 and 19

Funded placement number for year commencing September 2017 = 134, allocated as follows:

110 places for 2 – 16 yr olds  
24 places for 16-19 yr olds

In exceptional circumstances, where the Local Authority requires an additional placement at the school above the funded placement number, the terms for admitting the additional placement will be agreed between the Local Authority and the school on a case by case basis.

### **2. Geographical area covered:**

Countywide although primarily Cheltenham and surrounding area (including Tewkesbury & North Gloucestershire).

### **3. Special Needs of children attending**

The school is for pupils whose special needs have been identified as having:

- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- There is also limited capacity to meet the needs of pupils with Moderate and Additional Learning Difficulties (MALD) dependent on the specialist need.

Pupils may also have associated complex learning difficulties and disabilities (i.e they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction).

The school will not be tasked with supporting children and young people whose main presenting category of need is Social, Emotional and Mental health.

### **Post 16 provision**

The school's post 16 provision offers places to meet the complex needs of children and young people (16-19) with SLD, PMLD and severe challenging behaviour most commonly associated with autistic spectrum conditions.

#### **4. Early Years/Assessment placements**

Each request for a place will be dependent upon the individual's needs and will be based on the following principles:

Wherever possible our aim is to meet the needs of children with SEN D within a universal provision.

Specialist provision will only be considered when other options have been fully explored, and where there is clear evidence that other support options have been considered/tried and the agreed outcomes have not been achieved this time.

Early Years Placements will be made for children where there is evidence that further multi-agency assessment is required to understand their learning/development needs and to plan the next steps in their education. In this case a review date will be set to follow the initial agreed assessment period and the assessment placement will be delivered in accordance with the agreed guidance. In some cases children will be supported to access other early years provision in their own locality, as part of the 15 hours of EY education that they are entitled to.

The outcome of a placement allocated for "assessment" should be to either prepare the child for integration to a mainstream placement, or transition into an agreed place in a special school. In this case, if it is clear that this additional level of provision or a special school is required in the longer term, a request for statutory needs assessment should be submitted.

#### **5. Admissions Procedure**

The indicators for admissions to special schools are attached as Appendix A to this commissioning brief. Admission is based on the needs of the individual child or young person and may take place at any point in the year, normally at the start of one of the six terms.

Any pupils who have been offset in mainstream should be placed in their chronological year group when entering a special school. Any offset pupils in special schools will revert to their chronological year group as soon as practicable, with all pupils being in their correct year group at the time they leave the school. This should be identified before or at Annual Review with arrangements to change year group being agreed.

Admission may be requested in advance of completion of an Education Health and Care Plan (EHCP), especially where this may assist in determining the level of support required.

Assessment placements for pre school children who do not have a statutory plan will be discussed and decided at the Local Authority's Early Years multi agency Planning Group.

All other pupils at the school will have a statement of special educational needs or an EHCP.

All referrals for the placement of children and young people with a statement or EHCP are discussed and decided by the Local Authority's multi-agency Special Needs Resource Panel or where the referral meets the criteria it will be considered at officer level . The views of an Educational Psychologist are always sought in support of this process.

Requests for a placement in the post 16 centre will be considered by the Local Authority's multi agency Special Needs Resource Panel.

## **6. Partnership provision for the school**

NHS Gloucestershire Care Services is responsible for provision of:

- Speech and Language Therapy (SALT);
- Occupational Therapy;
- Physiotherapy;
- Public Health Nurse (school nurse) service; and
- Other community nursing services

for pupils attending the school, when it is identified as appropriate.

The Gloucestershire Hospitals NHS Foundation Trust is responsible for provision of the community paediatrician service.

The 2gether Foundation NHS Trust Children and Young People Service is responsible for:

- Support to individual students referred to the service
- Practitioner advice and training
- Referrals under their vulnerable children service when it is appropriate
- Community Learning Disability Team (CLDT).

GCC Children & Young People Targeted Support Teams are available to support:

- Holistic planning and assessment
- Advice & support on individual students

Note: Educational psychology support for statutory work is now being provided by GCC Educational Psychology Service.

## **7. Annual Reviews of Statement or EHCP**

Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of Statement or EHCP. Where appropriate, this process will support reintegration into mainstream school with transitional support.

Transition reviews, for pupils aged 14 – 16, will be held annually to plan for the most appropriate post 16 placement. This will include consideration of Further Education (FE) and employment provision. Reviews for post 19 transitions will also be held.

In any case/circumstance where a change in provision is being considered, the school will call a Review meeting.

All reviews should involve attendance by parents/carers with support from the Parent Partnership where requested and any other professionals who may be key to the pupils development.

## **8. Review of Commissioning Brief**

The commissioning brief is due for revision for September 2018.

## **APPENDIX A**

### **Indicators for admissions at Special Schools**

1. The child/young person has an EHCP or in exceptional cases is currently undergoing EHC statutory needs assessment.
2. The child/young person requires a highly differentiated curriculum and /or learning environment which would not normally be available in mainstream settings. The child/young person's needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway.
3. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi-agency Special Educational Needs and/or Disability (SEND) panel  
Or  
The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years)
4. The child/young person has complex and significant needs in one or more of:
  - a) Communication and interaction
  - b) Cognition and learning
  - c) Social, emotional and mental health
  - d) Sensory and/or physicalAs evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, School/college reports and reports from other practitioners or agencies involved with the child /young person, and as indicated by The Resource Allocation System (RAS)
5. The child/young person has persistent, complex long-term learning needs as evidenced by standardised assessments and/or attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions.
6. Additional indicators may include:
  - a) Multi-agency interventions from both health and social care
  - b) A predicted high level of dependency throughout life
  - c) A history of poor attendance and/or exclusions
  - d) A history of not accessing mainstream classes with teaching and learning provision in isolation.