

## **Commissioning Brief for Specialist Unit at The Milestone School**

### **September 2017 – August 2018**

This document sets out the LA requirements for the provision to be made by the by the specialist unit attached to the school. It will be used by the LA in its decision-making process when placing students in the unit. Specific details of the school's provision/ facilities are contained in its prospectus and on the website [www.themilestoneschool.co.uk](http://www.themilestoneschool.co.uk)

#### **Number and range of places**

Up to 6 FTE places for students aged between 8 and 16. The students in this specialist unit will be on the roll of The Milestone School. These places are in addition to the agreed number of funded places for the main school.

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.

#### **Geographical area covered**

County-wide, day placements, depending on the journey-time between home and school. Maximum time should not be in excess of the county policy on journey times for C&YP being transported to special schools.

#### **Special Needs of children attending**

- The school is for C&YP whose special needs have been identified as:
- Complex Needs
- Severe ASD with challenging behaviour
- Whose additional needs have been identified to require the provision listed below:
- Small secure unit with specialist ASD trained staff and exceptionally low levels of stimulation having an individualised approach to ensure emotional health and well-being.
- Self contained small environment requiring minimal movement to access facilities.
- Capacity for C&YP to have isolation and no intolerable interaction from others.
- Interactions at a level C&YP can manage.
- Small group session with exceptional staffing levels of no fewer than 1 adult to 2 children but more likely a minimum of 1-1.
- C&YP unable to self regulate therefore all management by adults.
- An alternative and individualised curriculum specifically focused on communication, independence, well-being, social and leisure skills.

- Transport and high ratio's of staffing to enable the C&YP to access their wider community.
- Outdoor area for physical play.
- Access to sensory integration assessment via referral to health service.
- Specialist, trained and skilled staff who are able to support the out of school environment to ensure continuity of approach and C&YP's emotional health and well- being.
- Increased time and opportunity to consistently set expectations and manage behaviour 24 hours a day through multi agency working.
- Family liaison through work with family liaison workers employed by the school or manager of The Space.
- Opportunities for parents to attend provision to gain knowledge of specialist approaches, through observation and participation in positive management of their C&YP.

### **Partnership provision for the school**

NHS Gloucestershire Care Services is responsible for the 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.

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

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

Note: Educational psychology support is now being provided by GCC Educational Psychology Service

Social Care is responsible for providing where appropriate:

- Core Assessments, CAF reviews and action plans

- Direct Payments
- Short Breaks

## **Admissions Procedure**

The indicators for admissions to special schools are attached as Appendix A to this commissioning brief. Admission 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.

All referrals to the Specialist Unit for the placement of children and young people with ASD and challenging behaviour will be discussed and decided by the Local Authority's multi-agency Special Needs Resource Group.

In an emergency, on a short term basis, a place will be agreed with the SEN Casework manager pending a decision by the Local Authority's multi-agency Special Needs Resource Group.

Any placement requiring multi-agency input/finance to support the placement will need to be discussed and decided by the Local Authority's multi agency Children and Young People's Exceptional and Residential Needs panel (CYPERN).

C&YPs' continuing needs will be monitored through the subsequent process of the Annual Review of Statement of SEN.

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) provision, or transfer to one of the other specialist post-16 centres in the county.

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

## **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.