

Commissioning Brief for The Ridge Academy 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 will be contained in its prospectus and on the website www.theridgeacademy.org

1. Number and range of places

Day places for boys and girls aged between 5 and 11

Funded placement number for year commencing September 2017 = 40

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 but mainly where the school is the nearest appropriate school that can meet the pupils needs.

3. Special Needs of children attending

The school is for children with severe Social Emotional and Mental Health.

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).

4. 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.

All pupils at the school will have a statement of special educational needs or and Education Health and Care Plan (EHCP). Admission may be requested in advance of completion of an EHCP, especially where this may assist in determining the level of support required.

All referrals for the placement of children and young people with a statement or an EHC plan 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.

5. 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 for statutory work is now being provided by GCC Educational Psychology Service

6. Annual Reviews of Statement of SEN or EHCP

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

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 appropriate professionals who may be key to the pupil's development.

7. 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.