

New Special Schools in Suffolk Provider Information Event

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Programme

- 3.00 pm Providers arrive
- 3.05 pm Welcome and introductions
- 3.30 pm Background to and information about the new schools
- 4.00 pm Suffolk Parent Carer Network: What do families want from the new schools?
- 4.30 pm Questions and discussion
- 4.45 pm Final remarks and close

Suffolk's Specialist Education Pathway Framework: a reminder

	Step 1	Step 2	Step 3	Step 4	Step 5
Communication and interaction	Mainstream school with quality first teaching & personalised support	Mainstream school with support from specialist outreach services and/or additional specific measures	Specialist Unit attached to mainstream school	Specialist School within local area	Specialist Independent School or school outside of the local area
Cognition and learning	Mainstream school with quality first teaching & personalised support	Mainstream school with support from specialist outreach services and/or additional specific measures	Specialist Unit attached to mainstream school	Specialist School within local offer	Specialist Independent School or school outside of the local area
Social, emotional and mental health	Mainstream school with quality first teaching & personalised support	Mainstream school with support from specialist outreach services and/or additional specific measures	Specialist Unit attached to mainstream school	Specialist School within local offer	Specialist Independent School or school outside of the local area
Sensory	Mainstream school with quality first teaching & personalised support	Mainstream school with support from specialist outreach services and/or additional specific measures	Specialist Unit attached to mainstream school	Specialist Independent School or school outside of the local area (Because of the very low incidence of need it is not proposed to have a local special school offer catering for those with Visual or Sensory impairment and no other disability. Those children with sensory impairments alongside another primary SEND need would be catered for through other pathways.)	

Physical

Why these special schools are needed in Suffolk?

- The number of children and young people with Special Educational Needs and Disabilities (SEND) in Suffolk is increasing by around 6% each year
- For children and young people with Autistic Spectrum Disorder (ASD), the increase is even higher at around 7% each year
- Currently many children with SEMH or C&I needs have to travel out of county each day to access their education
- We will have new C&I and SEMH provision in Ipswich but these schools will not, on their own, be able to meet demand

What is being proposed? (1) Communication and Interaction School

- ▶ An 80 place special C&I school for children aged 9 -16 years
- ▶ The school would be initially co-located with The Attic Pupil Referral Unit on a large site (formerly used as a middle school and a 6th form centre) in Bungay
- ▶ Refurbishment works 9 -12 months
- ▶ Opening will be in September 2021 with admissions phased over two years
- ▶ Potential to expand the school in the future
- ▶ There is considerable community interest in the school: in using some of the facilities out of hours as well as providing opportunities for local engagement for the benefit of pupils



What is a communication and interaction need?

Communication and Interaction needs is the term used nationally to describe pupils with SEND who have:

- ▶ difficulties with producing or responding to expressive or receptive language
- ▶ difficulties understanding spoken and other communications from others
- ▶ difficulties with understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play
- ▶ Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

What will the new C&I school provide?

- ▶ a nurturing and therapeutic environment within which each child can be supported according to their individual needs
- ▶ bespoke programmes for each student alongside GCSE programmes of study
- ▶ therapeutic and other specialist educational and emotional support to encourage speech, language and social skills and to develop the pupil's ability to function in society
- ▶ a physical environment that is calm and quiet and therefore not overwhelming for pupils who can find a mainstream school too noisy and over-stimulating

What is being proposed? (2) SEMH School in Bury St Edmunds

- ▶ The establishment of an SEMH school for 80 pupils with aged 9 - 16
- ▶ located on council owned land at Moreton Hall in Bury St Edmunds, adjacent to First Base PRU and Abbots Green Primary Academy and close to Sybil Andrews Academy
- ▶ the new school will open in September 2022
- ▶ the new build programme will take 12 months
- ▶ phased opening with approximately 40 pupils in Year 1 and 40 pupils in Year 2
- ▶ the school is being planned with the potential to expand



What is an SEMH need?

Children with SEMH needs may:

- ❑ have difficulties with emotional regulation
- ❑ have underdeveloped social skills, particularly an ability to form and maintain positive relationship with adults and peers
- ❑ struggle to maintain relationships with staff members and peers
- ❑ have delayed emotional skills and can find it difficult to manage and express feelings appropriately.
- ❑ find it difficult to manage the routines of the school day and follow rules and adult directed activities in behaviourally appropriate way

What is an SEMH need?

- ▶ when unsettled or anxious children can respond in a negative manner towards staff and refuses guidance and instructions given
- ▶ have episodes of verbally aggressive behaviour
- ▶ display physically challenging behaviour
- ▶ experience difficulties with interpreting both verbal and non-verbal language
- ▶ engage in self-injurious behaviour
- ▶ experience substance misuse
- ▶ have a diagnosed mental health problem such as depression, anxiety, OCD etc.

What will the new SEMH school provide?

- ▶ Like the C&I School, this school would offer a nurturing and therapeutic environment within which each child can be supported according to their individual needs
- ▶ The learning environment will be adapted to meet the pupil's needs
- ▶ There will be bespoke programmes for each student alongside GCSE programmes of study
- ▶ Therapeutic and other specialist educational and emotional support to develop the child's ability to build relationships, manage their own behaviour and engage in learning and learn to function in society

Admissions to the new schools

- ▶ Admissions arrangements will be in line with LA processes for specialist provision. The LA will work closely with the successful providers and parents/carers to ensure that placements are appropriate and timely.

	Year of opening	Year of opening +1
Key stage 2 (Y3-6)	12	24
Key stage 3 (Y7-9)	12	24
Key stage 4 (Y10-11)	16	32
Totals	40	80

Revenue Funding

- ▶ Consistent with LA's High Needs banding system
- ▶ Reflective of the profile of the learner rather than individual settings
- ▶ Likely to be an average of E,F and G bands for both schools
- ▶ The council will fund the school initially on the difference between the estimated pupil numbers and 75% of commissioned places as they progress through the school for the first 2 years. NB. in Year 1 only half of the overall places will be commissioned i.e. guaranteed minimum funding will be 75% x 40 pupils

Set up funding

- ▶ **Start-up** allowance of £225,250 to cover the employment of a Headteacher and administrative support in advance of the school opening. The Trust can spend the funding as it sees fit for its school.
- ▶ A **setting up** allowance will also be made for each classroom: £5,000 per standard classroom/£7,500 for each specialist classroom. In addition to the funding per class, the council will also make a
- ▶ **Block payment** of £37,500 to cover the cost of establishing office and communal space etc

What are parents and carers asking for?

Admissions

Flexible
Person centred
Planning early
Transport
Advice & guidance
Outreach

Class sizes

Small group teaching -
max 12 per class.

Ability or peer group?

Peer group guarantee

Academic /Social emotional attainment

GCSE's, Vocational & Life
skills
Share interventions with
home
Realistic but ambitious
Right staff / setting are
key to achieving!

Communicating with parents/carers

Be creative with ways to
communicate.
Listen / open door
More than annual review
Work with family early
to resolve any concerns.

Specialist interventions

Swimming / Life skills /
Sensory download /
Time to prepare / Quiet -
safe space / Visuals /
Makaton / PECS / reading
dog / family therapist

Considerations for successful provider

Breakfast , after school
& holiday clubs
Uniforms
Dining hall / kitchen
Equal opportunities -
disco's & school trips
Right staff / training

Transitions

School to support career
choices based on strengths
Advice on what's available
Start in Yr 9
Strong links with FE
providers
Person centred transition

3 wishes

Safe & happy
Accepted as themselves
Reach their potential
People who understand &
believe / be included.
Well equipped for next step
Friendships / opportunities

Provider Assessment

- ▶ Specification, application form and criteria published on DfE and SCC websites
- ▶ Applications to LA by midday on Friday 3 April 2020
- ▶ Criteria based assessment/DfE checks
- ▶ Interviews by LA and DfE
- ▶ Recommendation by SCC Cabinet - June
- ▶ Decision by Secretary of State - July

Further Information/Contacts

- ▶ <https://www.suffolk.gov.uk/children-families-and-learning/schools/academies-and-free-schools/#tab3>
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Questions/Further Discussion Points

Thanks