

# **Cambridgeshire Area Special Schools**

## **A Specification**

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# **SECTION 1 - INTRODUCTION**

## **1.0 BACKGROUND**

Cambridgeshire County Council is committed to securing the highest quality educational provision for all children and young people in the County. We need schools that can provide appropriate education for all our children and young people, including for those who require specialist provision to meet their complex Special Educational Needs (SEN). Over two thirds of children and young people in Cambridgeshire with Statements of Special Educational Needs (SSEN) have their needs met in a mainstream school but about 30% attend a special school.

The 2011 Census data clearly identifies that Cambridgeshire has the fastest growing population in the country. A proportion of this growth will include growth in the numbers of children and young people with SEN who will require specialist provision to meet complex educational needs. Cambridgeshire is establishing a new Area Special School to meet the demand for special school places. The Area Special School will be co-located with a mainstream school in order to provide flexibility and promote inclusion. As one of seven Area Special Schools in Cambridgeshire the school will provide outstanding educational provision for the children and young people with the most complex needs living in their catchment area.

Children and young people attending, or being supported by, the Cambridgeshire Area Special Schools will be those who:

- Have the most severe or complex learning difficulties
- Have a significant disability
- Often have a significant disability and additional needs – medical, social, emotional, behavioural and sensory or physical
- Require modification to the curriculum and personalised learning approaches
- Have their needs identified and assessed through the Statutory Assessment process, have a SSEN and placement agreed through County Resourcing Panel (CRP) /Statutory Assessment and Resources Team (START)
- Will have a SSEN and decisions on placements will be made through the CRP taking into account parental views.

## **SECTION 2 – EXPECTATIONS**

### **1.0 AIM OF THE DOCUMENT**

The aim of this document is to set out the Local Authority (LA) requirements for the Area Special School provision in Cambridgeshire. To achieve this Cambridgeshire Area Special Schools will need to:

- Provide outstanding educational provision for children and young people with severe and complex needs
- Provide opportunities for its children and young people to participate in mainstream activities such as participation in local after school and holiday activities
- Collaborate with other Area Special Schools to develop relevant curriculum, effective pedagogy and practice for children and young people with severe learning difficulties
- Ensure that effective systems are in place to assess, track and monitor children and young peoples progress. Individual progress tracking will be routinely included and discussed as part of the annual review meeting
- Set aspirational targets for all children and young people in consultation with parents/carers, children and young people and review progress against these targets at least six monthly
- Contribute to the multi-agency assessment and review of a child or young persons needs such as a multi-agency support plan
- Provide person centred Annual Reviews ensuring that relevant high quality transition plans are drawn up, reviewed and implemented
- Ensuring that each child or young person will have their care, medical and health needs met within school
- Provide a coordinated response to children, young people and families' needs
- Develop specialisms, but be adaptable in order to respond to the changing needs of children and young people
- Provide robust transition plans for children and young people entering and leaving the school.

### **2.0 PLACEMENTS**

Area Special Schools shall provide outstanding educational provision for a full range of SEN within a defined catchment area. Attendance at a child or young person's local Cambridgeshire Area Special School will ensure that they can be best supported by other local services in their home community. Details of how placement decisions are made and the placement process are set out in appendix 1.

### **3.0 LEADERSHIP AND MANAGEMENT**

It is expected that the leaders, managers and governors of Cambridgeshire Area Special Schools will pursue excellence through the modeling of professional standards in all areas of their work.

Leaders, managers and Governors will share the vision for the school with all children and young people, parents/carers, staff and other stakeholders and ensure that the vision for the school is articulated through the values and ethos of the school. They will write school improvement plans that are well focused and based on robust self evaluation and ensure that policies and procedures will be consistently applied by all staff.

The educational aim for children and young people with SEN is to provide a curriculum

that is demanding and creative. Cambridgeshire Area Special Schools will continue to develop and deliver their knowledge and understanding to support the delivery of a stimulating and engaging curriculum. It is expected that all Cambridgeshire Area Special School leaders will robustly assess, plan, do and review the progress of all their children and young people, setting demanding targets to achieve ambitious outcomes; not only to achieve academically but also to be able to find their place within their community.

All Cambridgeshire Area Special Schools should develop a range of effective bespoke interventions, these should include literacy and numeracy interventions alongside emotional well being support.

The governing body of all Cambridgeshire Area Special Schools should hold the senior leaders to account for all aspects of the schools performance. Governors should ensure the financial stability of the school and also monitor the efficient management of pupil premium funding.

#### **4.0 BEST PRACTICE**

The educational aim for children and young people with severe and complex SEN is to provide a curriculum that is creative, stimulating and fun, and supports the children and young people to make expected levels of progress. Children and young people will be enabled to integrate and contribute to society. High expectations by teachers of children and young people's progress are key to securing good progress. All children and young people will progress at varying rates this is even more pronounced when considering the progress of children and young people with SEN. It is essential when measuring children and young people's progress that age and prior attainment are taken into account. We expect Cambridgeshire Area Special Schools to:

- Use effective tracking system
- All staff to have high expectations of children and young peoples progress
- All children and young people have individual learning plans/personalised learning targets which are shared with them, their parents/carers and all staff
- Ensure children, young people and parent/carers have a voice in assessment, review and target setting
- Regularly monitor pupil's progress through staff observation and informal/formal assessment
- Formally record progress via a tracking system, updated at least 6 monthly, recording of progress in P-levels and national curriculum levels. Qualitative comments support a child or young person's progress portfolio
- Set individual targets and a six monthly review
- Ensure teacher planning takes account the children and young peoples current attainment levels and the educational implications of any multi-disciplinary assessment of the child or young person and the support for the next steps of learning
- Use additional resources and intervention programmes targeted to support identified need
- Make children and young people aware of their progress, how well they are doing and helping them understand what they need to do to achieve their next step
- Encourage children and young people to self assess their progress against small step targets in each lesson
- Inform parents/carers of their child or young person's progress on a six monthly basis and encourage them to engage in their child or young person's progress and understand the processes used by the school

- Record and discuss the child or young person's progress/targets at the Annual Review
- Moderate samples of work, in school, across key stages and with other Cambridgeshire Area Special Schools
- Annual Reviews will be completed in line with the SEN Code of Practice 2001.

All children and young people are entitled to a broad and balanced curriculum, irrespective of age, race, gender, disability or religion. All Cambridgeshire Area Special Schools will deliver a curriculum which meets the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum (NC) and includes modifications to make it accessible to all children and young people. The curriculum will have an appropriate emphasis on Personal, Social, Health Education and Life Skills and on the development of communication, in its widest sense, across the whole curriculum. Each Cambridgeshire Area Special School will engage with Foundation Learning curriculum to create personalised programmes designed to meet the needs, interests and aspirations of learners aged 14 – 19 years. Children and young people at Cambridgeshire Area Special Schools will find that the curriculum will:

- Be dynamic, engaging, fun and accessible to all
- Identify not only knowledge and understanding, but enhance the development of key skills, such as communication skills, skills of daily living and problem solving
- Provide age-appropriate contexts and creative experiences.
- Be seen as part of the life journey of the child or young person and adequately prepare them for the next stages.
- Provide for those with complex needs the opportunity to acquire and practise their skills in a variety of different settings
- Utilise methodologies that are known to be effective within certain “disability groupings”
- Meet statutory requirements
- Be explained in a concise Curriculum Statement which outlines its primary purpose and rationale
- Engage their families and communities
- Provide individualised learning.

To support maximum access to the curriculum teachers should:

- Have detailed knowledge of the National Curriculum requirements
- Use assessment information to inform planning and teaching
- Adapt and evaluate teaching approaches to meet the needs of children and young people
- Adapt the content of the National Curriculum to maximise access to each subject area
- Explore how to reduce the impact of barriers to learning which arise from physical, intellectual, emotional, social or sensory impairment
- Adapt and modify resources as necessary
- Manage specialised aids and approaches effectively
- Work collaboratively with specialist teaching assistants
- Work collaboratively with colleagues from other agencies.

## **5.0 TEACHING**

The term “teaching”, as used here, is fully inclusive of the roles and contributions made by all members of staff who work to support the education of children and young people in Cambridgeshire Area Special Schools.

The learning of a child or young person with complex needs is dependent upon the high quality of teaching. Cambridgeshire Area Special Schools will provide the best possible teaching for the children and young people in our Cambridgeshire Area Special Schools to make the best possible progress. Cambridgeshire Area Special Schools will have the flexibility to organise teaching to secure the most effective and appropriate learning for the children and young people attending. However, schools must ensure through their internal organisation that they fully address the needs of all children and young people. Teaching in an Cambridgeshire Area Special School will:

- Be judged to be consistently good, with an increasing amount of outstanding teaching, according the school’s rigorous and accurate self evaluation
- Provide accurate and detailed assessment and evaluation of progress and achievement
- Enable expert multi-agency intervention and curriculum support to secure access to meaningful learning for all children and young people
- Ensure that learning is enhanced through meeting the child or young person’s care and therapy needs
- Continually evaluate the impact of the support provided by Teaching Assistants on the learning and progress of children and young people
- Performance manage all teachers.

## **6.0 CONTINUING PROFESSIONAL DEVELOPMENT**

The search for excellence requires schools to become “research-based” and “enquiry-based” centres for staff and curriculum development. Cambridgeshire Area Special Schools will continue to develop the competences and professional development of their staff and seek to become “teacher training” centres.

### **6.1 Inter School Training Programme**

An annual programme of joint training opportunities will be developed through collaboration between all Cambridgeshire Area Special Schools. The outcome will be the sharing of good practice, the raising of standards and cost effective training for all Cambridgeshire Area Special Schools.

### **6.2 Future Training to Meet Changing Needs**

Teachers need to adapt to a new generation of children and young people with previously unseen SEN and disabilities including children and young people with foetal alcohol and substance abuse syndromes, as well as children and young people with a wide range of conditions that have an impact on neurotypical pathways.

Whilst it is anticipated that training materials will become available in the coming years to support schools, the LA and the Cambridgeshire Area Special Schools could work together to identify training opportunities with partners to develop understanding and competency in meeting these needs.

### 6.3 Health Training

The health guidance document for schools continues to be 'Managing Medicines in Schools and Early Years' 2005.

The health needs of the children and young people attending the school will be assessed and an appropriate number of staff will be trained to support the identified need at each school. Staff will be trained to an appropriate standard and assessed by Cambridgeshire Community Services (CCS) to be competent to carry out their roles effectively. The Head Teacher will receive a written confirmation of proficiency when staff have undertaken training to ensure a record for insurance indemnity. Staff that attend health training will receive a statement to reflect the content of training and that their competency has been accepted by a health practitioner.

Training by health practitioners will follow the National Service Framework for children, young people and maternity services. Training delivery will follow the principles of seeking to gain understanding, confidence and expertise. The Special Needs School Nurses (SNSN) and Continuing Care Teams will provide a standard training package to ensure uniformity in assessment of staff. The hours offered will vary from year to year based on the amount of bespoke training required per school. Health training carried out by the health provider will cover:

- Core Training: Whole school awareness training
- Higher level competency assessed theory and training
- Bespoke Training: 1:1 or 1:2 basis to cover the most invasive of health tasks. This training is required to be carried out before any child or young person requiring this level of care enters the school

Health training will be carried out annually, in line with national best practice. Training is regularly reviewed and changes are implemented as appropriate. A core offer to Cambridgeshire Area Special Schools for Occupational Therapy, Physiotherapy and Speech and Language Therapy training of Cambridgeshire Area Special School staff is detailed in the table below:

<b>Training</b>	<b>Provision per School (38 Week Academic Year)</b>
Occupational Therapy	Up to 4 hours per staff member, per year, per school
Physiotherapy	Up to 4 hours per staff member, per year, per school
Speech and Language Therapy	Up to 4 hours per staff member, per year, per school

### 7.0 PARTNERSHIP WITH FAMILIES

Arrangements for participation and feedback for children, young people and parents/carers will be informed by best practice person centred approaches and the Sort Break Core Offer. Disabled children, young people and their families will be routinely involved and supported in making informed decisions about their treatment, care and support, and in shaping services.

Disabled children and young people want staff to listen to them, ask them for their ideas, take notice of what they say and be given choices. Involvement of children, young people and their parents/carers in planning services leads to more appropriate services. Each

Cambridgeshire Area Special School will publish in its prospectus the arrangements for ensuring that participation and feedback is achievable as well as effective for every child, young person and their family. These arrangements will be reflected in the individual agreements that are in place for each child, young person and their parents/carers. This will include:

- A record of their expectations of the school, how they wish to be communicated with on a day to day basis and agreement on how to ensure their successful involvement on planning and review arrangements
- Details of the school's arrangements to support parents coming together to have a collective voice in how the school supports their children and young people
- A description of the role that the school can play in supporting parents to fully participate in shaping local universal and specialist services at both strategic and operational levels

Each Cambridgeshire Area Special School will publish the Local Offer on their website as set out within the SEN Code of Practice (2014)

Further information about Short Breaks can be found at:

[www.cambridgeshire.gov.uk/childrenandfamilies/specialneedsdisabilities/shortbreaks/](http://www.cambridgeshire.gov.uk/childrenandfamilies/specialneedsdisabilities/shortbreaks/)

## **8.0 ENGAGING CHILDREN AND YOUNG PEOPLE**

The Cambridgeshire Area Special Schools will listen to what children and young people with SEN and disabilities want from their schools.

### **8.1 Engagement**

Schools will engage children and young people in decisions and choices relating to their school life. This may take the form of a school council or through other forums of engaging the voice of the children and young people attending the school. Their views should be sought in developing the school curriculum, organisation, recruitment and how resources are deployed.

### **8.2 Empowering to Plan Their Future**

Through Person Centred approaches children and young people will be encouraged to give their views, hopes and aspirations on their plan for the present and the future. Early transition planning should be in place for all children and young people with an Education, Health and Care Plan (EHCP). LA and Cambridgeshire Area Special Schools should jointly plan to ensure that the young person has a smooth transition into adulthood so they are prepared for when the EHCP ends.

### **8.3 Supporting Friendships and Social Life**

Young people needed to be supported to enjoy and participate in community life. They needed to be supported by their own circles of support to enable them to access these opportunities. The views and wishes of the young people should be taken into account in planning these aspects of their single plan. Their social inclusion within their community is a critical part of their future participation in later life

## **9.0 WORKING WITH PARTNERS**

Families with vulnerable children may have a number of different services and professionals supporting them and their children and young people. We need our schools to be taking an active part of collaborating but at the same time able to access support from other professionals to help them meet needs in school. The Cambridgeshire Area

Special Schools will support the development and provision of services to secure the earliest possible identification of need, the co-ordination of a Single Plan and support to families to prevent the escalation of difficulties.

### 9.1 Medical Passports

Where medical passports are available, Cambridgeshire Area Special Schools will ensure they are used in the school environment.

### 9.2 Nursing

Due to the continuous improvements in medical intervention and care, children and young people with complex and continuous health needs are a growing population consequently many of these children and young people are accessing education within the Cambridgeshire Area Special Schools. School staff must be adequately prepared to understand the nature of children's health concerns or to handle medical emergencies in the classroom. Schools need the school nurses and support workers specifically trained in the care of these children and young people. The service aims of Cambridgeshire Community Services Area Special School Nursing Service are as follows:

- To facilitate research based individualised nursing care for children, young people and their families, with special health care needs in an educational setting
- To facilitate a high level of training and skills within the school staff in order to enable them to ensure continual safety of children and young people in their care
- To ensure all children and young people within the Cambridgeshire Area Special Schools are in receipt of a completed health action plan at school leaving
- To act as a point of reference for health issues within the school environment and be able to coordinate health provision .The skill mix of the SNSN's includes children and young peoples training and learning disability training.

Table 6

<b>Nursing</b>	
<b>Level 1</b>	
Need	Needs met within schools with differentiated curriculum
Model of Delivery	General school core training. Health assessment with reassessment/review at to Key Stage Three and Health Assessment Plan at Transitions
Core Hours (38 weeks)	36 hours
<b>Level 2</b>	
Need	Minimal/moderate need usually met by 1-2 contacts
Model of Delivery	Through individual assessment report and plan, specific advice to school/home and contribute to Individual Education Plan (IEP) as required. Specific monitoring as requested. Development of child specific care plans
Core Hours (38 weeks)	9 hours extra per child above level one
<b>Level 3</b>	
Need	Ongoing significant needs with ongoing professional input required, including palliative care
Model of Delivery	Individual assessment, report and plan. Episodes of direct intervention. Bespoke support/demonstration/advice to team around the child. Contribute to Individual Education Plan (IEP) and annual reviews as necessary
Core Hours (38 weeks)	19.5 hours extra per child above level one
<b>Level 4</b>	
Need	Complex children/families, high level multi agency support. Can include

	end of life care and crisis intervention
Model of Delivery	Individual assessment, report and plan. Bespoke intervention in timely, responsive manner. Regular contact with family and school staff. Increased liaison with other professionals. Enhanced training and competency assessments of staff
Core Hours (38 weeks)	22.5 hours extra per child above level one

### 9.3 Therapies

There are a number of factors that influence the provision of therapies offered to Cambridgeshire Area Special Schools which differ for each school environment. These include factors within each therapy service, as well as within each school (including staffing, its unique environment and the composition of children on roll and content and specificity within the Special Educational Needs Statements) plus external influences and interdependencies including such services as those offered by the Local Area Teams, Social Care and Home Improvement Agencies. A core offer (shown in table 7) will be provided to all Cambridgeshire Area Special Schools and added support will be provided. The core offer will be reviewed annually by commissioners and agreed with each Cambridgeshire Area Special School.

Table 7

<b>Level 1</b>			
Need	Needs met within schools with differentiated curriculum		
Model of Delivery	General school core OT training		
Core Hours (38 weeks)	Delivered as in-school training		
<b>Level 2</b>			
Need	Minimal/moderate need usually met by 1-2 contacts		
Model of Delivery	Through individual assessment report and plan, specific advice to school/home and contribute to Individual Education Plan (IEP) as required		
Core Hours (38 weeks)	Occupational Therapy	Physiotherapy	Speech and Language Therapy
	2- 6 hours	2-6 hours	6-18 hours
<b>Level 3</b>			
Need	Ongoing significant needs with ongoing professional input required, including palliative care		
Model of Delivery	Individual assessment, report and plan. Episodes of direct intervention. Bespoke support/demonstration/ advice to team around the child. Contribute to Individual Education Plan (IEP) and annual reviews as necessary		
Core Hours (38 weeks)	Occupational Therapy	Physiotherapy	Speech and Language Therapy
	12-48 hours	6-42 hours	21-36 hours
<b>Level 4</b>			
Need	Complex children/ families, high level multi agency support. Can include end of life care and crisis intervention		
Model of Delivery	Individual assessment, report and plan. Bespoke intervention in timely, responsive manner.		
Core Hours (38 weeks)	Occupational Therapy	Physiotherapy	Speech and Language Therapy
	30-60 hours	6-42 hours	30 + hours

#### **9.4 Child and Adolescent Mental Health**

Providing Child and Adolescent Mental Health Services, specifically from the CAMHS-LD Team, needs to be considered in conjunction with partner agencies. It will need to include time allocation to enable a named CAMHS-LD clinician to act as a link worker alongside the Social Care link for each Cambridgeshire Area Special School. The core offer needs to be reviewed annually by commissioners and agreed with each Cambridgeshire Area Special School. Mental health support to children and young people attending Cambridgeshire Area Special Schools is currently provided via two main services; Education Psychology Service (EPS) and Child and Adolescent Mental Health Service – The Learning Disability (CAMHS-LD) Team. Cambridgeshire EPS operates within a threshold model of service delivery providing early intervention services to Cambridgeshire Area Special Schools by using consultation techniques. The CAMHS-LD Team offers support to referred children 0-18 years with a learning disability and additional mental health needs. Challenging behaviours which are present in the school and in the home environment are deemed a mental health need. The children may or may not have an additional diagnosis e.g. ASD and ADHD.

The CAMHS-LD team also works with children and young people who access Cambridgeshire Area Special Schools through inclusion projects. Various levels of interventions are offered as outlined in the table based on the levels of need. The Cambridgeshire Area Special Schools require a consistent configuration of the CAMHS-LD team which provide the appropriate delivery of a service per school.

#### **9.5 Educational Psychologists**

All Cambridgeshire Area Special Schools will continue to receive an annual planning meeting with Educational Psychologists where issues and concerns around children and young people are explored and discussed; this may involve mental health concerns.

Each Cambridgeshire Area Special School will have a named Educational Psychologist. The contact will provide advice or information regarding children and young people's mental health concerns. Such as:

- Implementing specific Social, Emotional and Behavioural Difficulties (SEBD) techniques or programmes
- Undertaking training to develop skills within those supporting children and young people
- Developing home-school plans to support children and young people
- Exploring mental health or other referral pathways such as Child and Adolescent Mental Health (CAMHS-LD).

The Cambridgeshire Educational Psychology Service operates within a threshold model of service delivery. An early intervention activity using consultation techniques is offered to Cambridgeshire Area Special Schools and these consultations can include concerns staff have in relation to children and young people's mental health concerns. Collaborative targets are agreed and actioned in support of the child or young person and a review period for monitoring is set. If the Educational Psychologist and Cambridgeshire Area Special School agree that the child or young person meets the highest threshold level for Educational Psychologist involvement then the direct assessment with child or young person would include suggested actions from Educational Psychologist as to best way forward. This may include ongoing programmes of work with the child or young person in question or those directly supporting their needs.

## **9.6 Social Care**

Many of the children and young people attending the Cambridgeshire Area Special Schools will have some contact with the Disability Social Work Team. Each Cambridgeshire Area Special School should include a link with a named Social Worker.

## **9.7 Short Breaks**

Many of the children and young people attending the Cambridgeshire Area Special Schools will be eligible for support either through the Early Intervention Grant (EIG) funding or social care, previously Aiming High. It is expected that staff at the Cambridgeshire Area Special Schools will:

- All have a clear understanding of the relevant eligibility criteria
- Ensure that parents/carers know about the support they may be able to receive
- Actively support children, young people and their parents/carers to be able to access this support
- Have a good understanding of the range of support and services that are available and develop good working arrangements with all sponsors who may be supporting child or young person at their school
- Support the development and implementation of a 'single care plan' approach that reflects the importance of short break and associated Social Care support in the lives of the children and young people.

## **9.8 Extended Schools**

Cambridgeshire Area Special Schools should provide childcare in consultation with the LA out of mainstream school hours and additional to the school day. The level of provision is agreed with the LA and can be offered up to a maximum of 20 places for five days per week. The LA would expect a minimum of 3 sessions per week for the scheme to be viable within an individual school. The childcare provision is monitored and funded according to the Service Level Agreement with the LA (appendix 3).

## **9.9 Looked After Children**

It is expected that each Cambridgeshire Area Special School will:

- Act and behave as a good corporate parent to Looked after Children (LAC)
- To participate and actively contribute to the care planning process regarding the looked after child, recognising the child or young persons holistic needs and the wider inclusion agenda
- To set and work towards robust educational attainment targets for the looked after child/young person, recognising the historic under achievement of LAC per se
- To work in partnership with the allocated social worker, foster carer, residential worker and potentially the looked after child's birth parents
- Appoint a named member of staff for responsibility of LAC

## **9.10 Sensory Service**

Cambridgeshire Area Special Schools will have a named specialist teacher of the deaf and a specialist teacher of the visually impaired. They will provide functional assessment, advice and information on sensory access to teaching and learning and independence skills. This will take into account the presence of additional disabilities and the context of the individual placement e.g. the level of awareness and/or experience of Visual Impairment/Hearing Impairment/Multi-Sensory Impairment good practice within its staffing.

To help ensure that information on curriculum access for children and young people is effectively shared and updated, and to reflect the fact that a significant proportion of

children and young people attending Cambridgeshire Area Special Schools are likely to have some kind of sensory impairment the Sensory Support Service will provide:

- An annual vision/hearing summary for children and young people at the beginning of each school year, based on clinical and functional assessment information.
- A termly planning meeting with the school's identified link person for children and young people with Visual Impairment/Hearing Impairment/Multi-Sensory Impairment.
- An Individual Education Plan planning meeting with each teacher who has children and young people in their tutor group/class requiring a higher level of sensory access support.
- A rolling programme of INSET on set topics.
- Training on the use of specialist equipment, e.g. hearing aids.

## 10.0 TRANSITIONS PLANNING IN AREA SPECIAL SCHOOLS

All Year 9 students with an SEN must have a review of their Statement and their needs, a 14+ Transition Annual Review. Following this a Transition Plan is drawn up. This plan must be annually updated as part of the 14+ annual review processes. The Transition Plan is an essential starting point when planning a young person's future. A Transition Plan will draw together information from a range of individuals within and beyond the school in order to plan coherently with the young person for their transition to adult life. The aim of transition planning is to help the young person prepare for a successful transition to adult life.

Further information on the Transitions processes in Cambridgeshire can be found at: <http://www.yourlifeyourchoice.org.uk/i-need-help-with/disabilities-and-sensory-loss/transitions-into-adulthood.aspx>

### 10.1 Health Transitions

The role of the Health Transitions Service within the Cambridgeshire Area Special Schools is to ensure that young people with complex health needs continue to receive the health input they require at the age of 18 from the appropriate adult health services. This is achieved by supporting the Cambridgeshire Area Special Schools' Nurses by signposting to the appropriate health pathway or liaising with key health partners in developing new pathways. The core offer is for each Cambridgeshire Area Special School is detailed in the table below:

	<b>Average quantity required per child or young person referred (38 weeks)</b>
<b>Level 1</b>	45 minutes
<b>Level 2</b>	45 minutes
<b>Level 3</b>	980 minutes
<b>Level 4</b>	440min

The Health Transition Coordinator will also support the SNSN in the implementation of a health action plan which brings together all relevant health information regarding that young person, and that this will be introduced at the 14+ Reviews and rolled out across all ages from school entry to school leavers over a period of time.

## 11.0 SAFEGUARDING

Each Cambridgeshire Area Special School will ensure that there is a designated teacher to lead on Safeguarding issues and liaise with the appropriate authorities. It is expected that

the designated teacher and the Management Team of each Cambridgeshire Area Special School will all have a working knowledge of 'Safeguarding Disabled Children: Practice Guidance DCSF 2009' and that this guidance will inform best practice standards within the school.

### **11.1 Child Protection**

Local Safeguarding Children Boards (LSCB) have been set up by the Government to make sure that organisations work together to safeguard children and young people and to promote their welfare. The Cambridgeshire LSCB includes the following organisations: Social Care Services, Education, Health, Police, Probation, Sports and Leisure Services, Youth Offending Service, Connexions, Early Years Services and the Voluntary Sector. It is expected that all staff at Cambridgeshire Area Special Schools will have:

- The ability to obtain current information from the LSCB website: <http://www.cambslscb.org.uk/>
- Have had current safeguarding training relative to their role

Further information about 'Safeguarding Disabled Children: Practice Guidance DCSF 2009' can be found at the link below:

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00374-2009>

### **11.2 Safeguarding of Vulnerable Adults**

One of the priorities of Adult Services is to protect vulnerable people from abuse. This is the responsibility of all staff and Councillors in the LA, our statutory partners and colleagues in the private and voluntary sectors, and the general public. Where abuse or harm is suspected in relation to young people, in or outside special education, who are 18 years of age or above and who are considered to be vulnerable by their illness or disabilities this would come under the Safeguarding of Vulnerable Adults policy and procedures of the LA. Safeguarding of Vulnerable Adults guidelines for the procedures in place to support the reporting and investigation of safeguarding issues for people over 18 years of age can be found on the Cambridgeshire County Council website at the following link:

<http://www.cambridgeshire.gov.uk/social/adultprot/Adult+Safeguarding+Policy+Guidance+and+Procedures.htm>

### **11.2 Mental Capacity Act**

Decision making for young people 16 years old and over is supported through the Mental Capacity Act. If you work with, or care for, someone aged 16 or over who is unable to make particular decisions for themselves, you must comply with the [Mental Capacity Act 2005](#). It is expected that the Management Team of each Cambridgeshire Area Special School will have a working knowledge of this Act. Information on the Mental Capacity Act, who and when best interest decision should be made can be found on the Cambridgeshire County Council website at the following link:

<http://www.cambridgeshire.gov.uk/social/mental/mcaresearch.htm>

## **12.0 TRANSPORT**

The majority of children and young people currently with SEN do not need the LA to provide specialist home to school transport. Where a child or young person's needs meet the criteria for the provision of home to school transport a risk assessment of the child or young person's needs will be completed. This information will be carefully considered and where relevant shared with the operator/driver/escort if applicable.

The LA's Special Educational Needs Home to School Transport policy states that children and young people with SEN/disabilities/medical needs will walk to school if they live within Cambridgeshire County Council walking distance thresholds (up to 2 miles under 11 years of age and up to 3 miles over 11 years of age), unless they have a disability or medical condition that prevents them from walking/travelling independently to school. When children and young people meet the criteria for transport parents/carers will be asked in the first instance if they are able to transport their child or young person to school and they will be reimbursed with fuel costs. Further information about the policy can be found at the link below:

<http://www.cambridgeshire.gov.uk/education/schools/getting/pre16schooltrans/policies.htm>

## **SECTION 3 Appendices**

### **Appendix 1- The Process for Admission to Special School**

The LA has agreed catchment areas for each Cambridgeshire Area Special School. Whilst parents/carers can express a preference for any maintained special school the LA have a responsibility to support the child or young persons attendance at their most local Cambridgeshire Area Special School (closest to home). Should parents/carers express a preference for a place in another Area Special School; the LA will formally consult with both schools (catchment school and parents preference of school). If the local school confirm the offer of a place but parents opt for their preference of special school (not the local special school), parents/carers will be responsible for the home to school transport arrangements. Below is an outline of the process for placing a child or young person in an Cambridgeshire Area Special School:

- Request for specialist provision/placement is recommended following Annual Review
- Following receipt of Annual Review , START will share a copy of the child or young person's papers (SSEN, appendices and most recent Annual Review) with the school for a view/visit prior to the panel meeting.
- Case is submitted to CRP for consideration.
- If the panel agrees to explore the appropriateness of a special school placement, papers are shared with the local Cambridgeshire Area Special School for consideration. If parents/carers have expressed a preference for a special school that is not their catchment Area Special School, papers are shared with both schools. If papers are being sent to more than one school, all schools will receive confirmation that the child's papers have been shared with other Area Special Schools for consideration
- If START has not received a response after 10 working days the SEN Casework Officer will ask the school for an update.
- If from the evidence available, the school are of the view that they would be able to meet the needs identified, the child or young person and parents/carers will be formally invited to visit the school. A formal letter will be issued by START.
- If following the visit the Area Special School is able to offer a place, START will need to receive a formal offer of a place in writing. START will then confirm the offer of a place. A formal letter will be issued by START.
- If after careful consideration of the evidence available the school are of the view that they would be unable to meet the child or young person's needs, all reasoning (in line with Section 8:62 of the SEN Code of Practice) should be outlined in writing and sent to START.
- Should the Area Special School confirm that in theory they would be able to meet the child or young persons needs, however the existing class group is full/additional funding is required, the case will need to return to panel for further consideration.
- Once a place has been confirmed the school will then arrange a pre-admission meeting/transition plan. All relevant professionals will be invited.

## **Appendix 2 - Commissioning Placements and Funding**

When the Department for Education (DfE) refer to pupils and students with high needs, they are using this term to mean children and young people who need educational provision that costs more in total, including the basic provision given to all pupils and students, than about £10,000 per year. This threshold defines the level of need that they would expect to be met through mainstream funding and those for whom additional funding is required. Children and young people with high needs include those aged from birth to 19 with high-level SEN.

Under the new approach to high needs funding, which the DfE have called place-plus Special schools will receive a base level of funding of £10,000 per planned place.

The EFA will co-ordinate an annual process where the allocation of funded places for individual educating institutions can be reviewed and, if necessary, adjusted. The number of places funded in each educating institution will be reviewed at least every two years, as part of the process that the EFA will co-ordinate annually. Reviews of the number of funded places and any cases put forward for adjustments will be based on evidence of demand for places and dialogue between commissioners and the educating institution.

Top-up funding above the base level of funding will be agreed between the commissioner and the educating institution, and paid directly to the educating institution by the commissioner.

Within Cambridgeshire Top-Up funding for Special schools is calculated using a Matrix approach which assesses each pupil against a number of areas of need.

1. Sensory Integration
2. Attention Skills
3. Understanding Language
4. Using Language
5. Social Interaction Skills (with other students in the learning environment)
6. Social Interaction Adults
7. Emotional
8. Behavioural
9. Personal, Health and Medical Care
10. Hearing
11. Vision
12. Fine motor/hand function
13. Gross motor and mobility skills

Full details of the assessment criteria can be found in the Special Schools Matrix document.

## **Appendix 3 - Extended Schools Service Level Agreement**

### **Service Level Agreement between Cambridgeshire County Council (Children, Family and Adults Services) and School**

#### **AIMS:**

This SLA sets out the responsibilities relating to the commissioning of extended services provision from Cambridgeshire Special Schools by Children, Families and Adults Services. The provision will be out of mainstream school hours and additional to the school day and will provide childcare agreed in consultation with each special school.

#### **Term of Agreement:**

This SLA will commence on XXX and will end on XXX. The SLA will be reviewed annually in the Spring Term.

#### **The School will:**

- Sign up to the Local Agreement (appendix 1)
- Provide childcare as described in the Extended Services Offer, August 2009 (appendix 4)
- Receive referrals for places directly from parents and respond with these in a timely manner
- Make available after school childcare during term time
- Provide appropriate levels of suitably trained staff and equipment to support the needs of the children and young people's attending the provision. The required staffing levels will be determined by the school in discussion with Early Years and Childcare and Childcare Development Team
- Arrange their own payment methods with parents/carers
- Provide information that can be shared with all parents on what they will be offering including a clear description of service available publically
- Undertake risk assessments and ensure moving and handling training has been undertaken. The extended school will use the same range of standards as the school has to achieve
- Places will be in response to parental demand with an upper limit of 20 per day
- Decide how much they will charge parents/carers for a place. This should reflect the local average for childcare.
- Be registered with Ofsted through the schools registration
- Ensure care plans drawn up by schools reflect the child or young person's needs with the extended provision
- Confirm names and numbers to the Statutory Assessment and Resource Team (START) on a half termly basis.
- Work to meet the objectives of the Aiming High Commissioning Framework for Short Breaks (appendix 2)
- Ensure service users are involved in the development of the service.

## **The LA will:**

- Provide funding for places in the extended provision April 20xx – March 20xx
- Provide transport in line with its established transport policy and will monitor the cost effective use of this. Requests for transport will be through the Statutory Assessment and Resource Team (START) who will authorise if agreed
- Monitor and review the quality of provision on a regular basis. The LA will require a termly update on the provision being delivered
- Provide advice and guidance when required to the school
- Not cover any shortfalls in funding should school fees to parents/carers be insufficient to cover costs.

## **Funding**

The funding will be allocated as follows:

- Schools will receive funding generated by the place cost and the number of places offered each day multiplied by the number of days the provision is available per week
- The maximum amount of funding a school can access is £49,500. This equates to 20 places, five sessions per week
- The funding will be transferred termly into school budgets a term in arrears following a visit by the Childcare and Playwork Advisor (CAPA) and lead casework officer from START who will review attendance and provision. During the visit the school will confirm the number of places available and number of sessions the provision is open per week
- Any funding not allocated would be held by START and allocated to Schools as and when they increase the number of days or places available up to the maximum numbers set out above
- Should the funding not be fully utilised the LA may consider, in consultation with schools, whether other providers could operate from the schools on the days that the school was not running a session
- For the financial year 2013-2014 X sessions will be available for X children, this equates to £XX,XXX annually. This amount will vary up to a maximum of 20 places following agreement at a CAPA/CWO visit. Unit costs are £13.00 per session per child or young person
- Funding is finite. No further funding will be available from the LA via the County Resource Panel (CRP) to subsidise any shortfalls during the financial year
- Continued funding i.e. continuing termly placements is dependant upon satisfactory monitoring.

## **Monitoring**

- The Childcare Business and Employers Support Team will monitor the school's childcare NMA business plan and provision using the Local Agreement for Childcare Providers in Cambridgeshire 2009-2011 (appendix 1)
- Specific information in relation to provision for children and young people will be collected by the LA and made available as part of Aiming High requirements. Schools will provide this information as specified in the SLA Monitoring Information (appendix 3). Information will be collected on a termly basis and followed up by a visit from a LA officer
- A Childcare and Playwork Advisor (CAPA) and lead casework officer from START will visit termly to review attendance and provision. During the visit the number of

places available and number of sessions the provision is open per week will be confirmed.

**Severance:**

- The SLA can be terminated with one terms notice agreed if either party does not fulfil the requirements set out in this agreement or should either party wish to withdraw from the agreement
- In such circumstances support for children or young people will cease within an agreed timeframe
- Any delegated funds outstanding for the remainder of the financial year will be returned by the school to the LA.