

Special Educational Needs and Disabilities (SEND) & Alternative Provision (AP) Transformation Programme

Consultation Workshops April 2019

In October 2018, the Norfolk County Council (NCC) [Policy and Resources Committee Report, pages 20-41](#) led to the development of the SEND and Alternative Provision Transformation Programme.

The Programme includes a workstream for **SEND support & Inclusion** and **Infrastructure and New Provision**.

In April 2019 we held three stakeholder workshops to explore:

1. the current provision for SEND pupils in Norfolk and
2. how £120m could be invested to secure better and improved provision across the state funded sector in Norfolk.

The workshops were attended by a wide range of delegates, representing the full local area system of support for children and young people with SEND, across education, health and social care. The full delegation list for the workshops can be found in the appendices.

The workshops sparked stimulating and extremely valuable discussion and debate.

Key lines of enquiry

The workshops challenged delegates to consider:

- What are the **needs** of particular cohorts of children and which of these needs could we reasonably expect to be met from within Norfolk's mainstream schools, Specialist Units, through to Special Schools and children in the secure estate?
- What **SEND provision** should be in place in each type of educational establishment to meet the needs of its pupils?
- What are the risks of pupils **falling between gaps** within the continuum of provision and how can that be mitigated?
- In designing the new special schools and SRBs, what is the desired functionality and layout for the physical buildings?
- What would you like the SEND & AP Programme to consider to better meet the needs of pupils with SEND and their families?



1. Current provision for SEND pupils in Norfolk - key findings and reflections

- All agreed that the current situation for pupils with SEND is unsustainable in terms of funding (for both NCC and Schools/Providers) and the increasing movement of pupils out of mainstream settings.
- An inclusive mainstream system was heralded by all with the emphasis that heads, CEOs and leadership teams share the vision and actively develop the common ethos of collaborative working and mutual professional support, underpinned by a shared moral purpose and collective responsibility for getting the system right for all pupils.
- All agreed that mainstream schools should develop their in-house intervention/nurture provision, whilst recognising that the scope for this may be limited in some schools due to size and scale.
- There was a clear consensus that the overall SEND system needs to include school led and funded intervention/nurture provision as well as Specialist Resource Base's, because each provides for different needs.
- A centralised system of support for mainstream schools was advocated with the local authority occupying this space. The school led and "market" based system has resulted in fragmentation, inconsistency of provision across the mainstream system and a "postcode lottery" of expected provision for pupils with SEND in mainstream schools. These findings also reflect the recommendations found in Chapter 4 of the recent ISOS Partnership Report ["Developing and sustaining an effective local SEND system"](#)
- There needs to be renewed focus on improving the identification, support and provision for pupils in mainstream, to ensure that the most specialised support is appropriately used for those children with complex needs, whether ASD, SEMH or cognition and learning.
- Discussion raised issues that have been experienced across the system.
 - The model for accessing support and provision for pupils with additional needs requires greater clarity and consistency.
 - Obtaining a place at an SRB, whether for an ASD or SEMH pupil, seems arbitrary. Delegates felt this was dependent upon which support a mainstream school has been able to access itself directly from outside agencies and whether there is enough professional knowledge of how to appropriately support pupils within the mainstream setting.
 - Different numbers of places at each key stage effects the continuum of support for some pupils.
- Delegates were keen for generic pupil profile's to be developed as an indicator of the level of special educational needs normally required for an SRB place.
- There was agreement that more professional development and training might be needed within mainstream schools to optimise their inclusivity.
- Delegates agreed that further clarity was needed about what support/provision should be in place at each 'tier' within mainstream settings, SRB's, special schools and beyond.



2. How £120m could be invested to secure better and improved provision across the state funded sector in Norfolk - key findings and reflections

The second part of the consultations focussed on the building of additional places within the SEND system in Norfolk. Due to limited capacity and a rise in the number of children with SEND, some of our children and young people are travelling out of county to access their education. This impacts on the wellbeing of these pupils and their families. It is also a significant cost for the NCC.

When considering the development of SRB's or complex needs schools, delegates were asked for their views on what would best cater for the needs of their pupils. This raised many interesting and diverse opinions. However, all agreed that the 'Norfolk SEND System' needs new special schools and that the current number of SRB places is inadequate to provide for all the support required.

Professionals working in all settings were asked to give their views about what they felt would be essential features of an SRB or of a facility specifically catering for pupils with identified needs. Although everyone had a great deal of knowledge, expertise and experience, there were very few areas where agreement could be reached.

Because NCC is responsible for ensuring any redevelopment of the SEND system is financially viable and sustainable and that any new provision fits within Department for Education (DfE) and government guidelines, this lack of consensus contributes to the complex challenge confronting NCC.

- NCC need to be clearer about who should be able to access each of the different provisions and what the profile for an SRB child looks like.
- Delegates requested there should be access to a range of skilled professionals at all levels and that SRB provision should be led by an appropriately trained teacher.
- Most delegates also advocated that SRB provision should be large enough to support two trained teachers assisted by other staff so that in the event of staff absence, there was always a qualified teacher in post.
- There was consensus that the current operational model for the Autistic Spectrum Disorder (ASD) SRB programme is right - enabling real mainstream inclusion for more complex profiles of pupils. However, everyone agreed that ASD SRBs should be "rebranded" because an ASD diagnosis is not required for entry and this gives a false impression.
- Pupils who cannot manage mainstream even with the support of the SRB require a special school such as The Wherry and more provision of this nature is needed.



- Double unit SRBs were generally advocated, enabling greater economies of scale, with all through provision at primary and secondary.
- There was differing views and no clear consensus about the operating model for Social Emotional Mental Health (SEMH) SRBs, including what should be expected across mainstream schools and the likely pupil profile. Nevertheless, all agreed that more places are needed in Norfolk.
- Delegates also suggested that SRBs should integrate the EHC needs assessment process so that when children are identified as unable to return to mainstream school and need more long-term specialist provision, this could be identified and enacted during their time at the SRB.
- All delegates agreed that there could be a defined offer from health across specialist provisions in Norfolk, particularly from mental health services.

NCC has previously identified areas within our county where there is limited provision and maintains geographical maps of Norfolk SEND System demand. This enables analysis of the need and the distances children and young people travel. The expansion of provision must address demand by both need and location.



Next steps

All the information collated through these workshops will help inform the redesign SEND provision in Norfolk.

- We will expand our current SRB provision as appropriate, taking into consideration the feedback given and the constraints of sites already in use.
- Some of the £120M capital funding has already been allocated to the building of new schools in North Yarmouth, West Norwich and North Norfolk. Expressions of interest are already being sought by the local authority and the DfE to find sponsors for these schools.

Our sincere thanks go to all delegates. We very much appreciate the time spent and the thoughtful, impassioned and expert contributions which you have made to help drive success as we jointly embark on this exciting venture for the future of Norfolk's schools and the young people within them.

Delegate list

Name	Role	Representing
Allen, Stuart	Headteacher Mile Cross Primary School	Mainstream schools
Askew, Steph	Head of Virtual School SEND, NCC Children's Services,	Children's Services, NCC
Bainbridge, Diane	Manor Field Infant and Nursery School	Mainstream schools/SRBs
Balado, Jessica	St Mary's Community Primary School	St Mary's Community Primary School
Bates, Keith	Headteacher Eaton Hall Academy	Special Schools
Beck, Philip	Head of Service and Partnerships – Early, NCC Children's Services	NCC Children's Services
Anonymised	ADHD Norfolk	Parents/carers
Anonymised	SEN Network	Parents/carers
Carter, Ryan	Edward Worlledge Ormiston Academy	Mainstream schools/SRBs
Church, Julie	Executive Head Three Schools Federation	Mainstream schools
Conlon, Sue	Principal Fen Rivers Academy	Special Schools
Anonymised	Norfolk SEN network	Parents/carers
De Neve, Wilhelm	Cromer Junior School	Mainstream schools/SRBs
Anonymised	Family Voice Norfolk	Parents/carers
Dixon, Becky	SENCO Taverham High School	Mainstream schools
Dolan, Mary	The Pilgrim Federation	Mainstream schools
Donkersloot, Paul	CEO KWEST Academy Trust	Mainstream and special schools
Duffield, Bonnie	Mundesley Infant School	Mainstream schools
Edge, Alison	Millfield Primary School	Mainstream schools/SRBs
Edwards, Robert	Sprowston Infant School	Mainstream schools/SRBs
Anonymised	Family Voice Norfolk	Parents/carers
Gale, Steve	SEND Transformation Programme Manager Children's Services, NCC	Children's Services, NCC
Gasse, Sebastian	Head of Education Infrastructure, Partnership and Participation Service – NCC Children's Services	Children's Services, NCC
Gates, Rachel	Strategic Commissioner Health and Disability – NCC Children's Services	Children's Services, NCC
Anonymised	ASD helping Hands	Parents/carers
Goddard, Simone	Headteacher – Pulham Primary School	Mainstream schools
Harazduik, Jan	Millfield Primary School	Mainstream schools/SRBs

Hayman, Jane	Fred Nicholson School	Special Schools
Heap, Karin	Headteacher Chapel Green School	Special Schools
Higgins, Steve	Principle Educational Psychologist - Children's Services, NCC	Children's Services, NCC
Horner, Isabel	Sufficiency Delivery Manager – NCC Children's Services	Children's Services, NCC
Hunter, Alan	Norfolk Community Health and Care	Health Trusts
Little, Antony	Principal - Cromer Academy	Mainstream schools/SRBs
Mack, Rob	Children and Young People's Service Manager – NSFT	CAMHS/Health
Mair, Izzy	Principal Wayland Junior School	Mainstream schools/SRBs
McDermott, Sally	Lead teacher - Dereham Neatherd High School	Mainstream schools/SRBs
MacDonald-Brown, Pamela	Lead teacher - Hewett Academy	Mainstream schools/SRBs
McConnell, John	Headteacher George White Junior School	Mainstream schools/SRBs
McConnell, Victoria	Wensum Junior Academy	Mainstream schools/SRBs
Minter, Simon	Headteacher Hillside Primary School	Mainstream schools/SRBs
Money, Caroline	School Organisation Manager – NCC Children's Services	Children's Services, NCC
Oakley, Anne	Arden Grove Infant and Nursery School	Mainstream schools
Oldham, David	Drayton Junior School	Mainstream schools
Anonymised	SENSational Families	Parents/carers
Pedlow, Jo	Toftwood Infant and Junior School Federation	Mainstream schools
Quick, Rachel	Principal The Wherry School	Special Schools
Rand, Jo	Headteacher Hall School	Special Schools
Rider, Nicki	Senior SEND Manager - Children's Services, NCC	Children's Services, NCC
Rosen, Louise	Drake Primary School	Mainstream schools
Sharred, Trudi	Headteacher Bluebell Primary School	Mainstream schools/SRBs
Sheppard, Penny	Headteacher Queen's Hill Primary	Mainstream schools
Spalding, Duncan	Headteacher Aylsham High School	Mainstream schools
Stanbrook, James	Headteacher Sheringham Woodfields School	Special Schools
Stanley, Jonathan	Strategic Commissioner CAMHS – NCC Children's Services and CCGs	CAMHS
Thrower, Daniel	CEO Wensum Trust	Mainstream schools

Toombs, Alison	Senior Adviser SEND - Children's Services, NCC	Children's Services, NCC
Topliss, Neil	Lead Clinical Psychologist – NSFT	CAMHS
Tovell, Andy	Inclusion Challenge Partner – NCC Children's Services	Children's Services, NCC
Walker, Sarah	SENCO Cromer Junior School	Mainstream schools/SRBs
Warren, Katrina	Executive Head Engage Specialist Provision	Alternative Provision Schools
Anonymised	Norfolk SEN Network	Parents/carers
Anonymised	SENSational Families	Parents/carers
Wilson, Sarah	Principal Nelson Academy	Mainstream schools/SRBs
Winchester, Claire	Norfolk Youth Offending Service	Children's Services NCC
Wyatt, Emma	Deputy Head Sprowston Infant School	Mainstream schools/SRBs