

## APPENDIX M

### **LEARNING DIFFICULTY AND DISABILITY (LDD/SEN) AND SPECIALIST PROVISION**

#### **1.0 Background**

- 1.1 This appendix sets out the specialist support which will be provided for young people with Learning Difficulties and Disabilities (LDD/SEN) within the proposed primary and secondary school organisation.
- 1.2 The Authority's two complex learning difficulty schools, Medina House (primary age range) and St. George's (secondary age range) will sit outside of the changes to the mainstream school system. These two schools already offer a primary and secondary structure, having been reorganised within the last six years. However, it is the Authority's long term intention to seek a Trust status for these two schools, which would support the provision of enhanced outreach services to the mainstream schools and the ability of the Authority to commission specialist provision from these two high quality schools.
- 1.3 As identified in the consultation booklet 'which way forward for Island education?' a change to a more effective and efficient form of school organisation has the potential, over time, to release some £1M of funding within the Direct Schools Grant. This funding could be partially or wholly employed, through decision of the Schools Forum, to support and enhance provision of services for young people with LDD and SEN.
- 1.4 Provision of support to pupils with LDD/SEN is and will remain a key function of each school's leadership and governance. Where a school is let by competition its approach to providing an inclusive ethos and relevant curriculum for all young people, regardless of background or capability will be a key element in determining the success of the proposal.
- 1.5 Currently the Authority provides three specialist units within mainstream schools to support young people with specific needs in respect to speech and language, communication and interaction. These units are in Love Lane Primary School (speech and language) Nodehill Middle School (communication and interaction) and Carisbrooke High School (communication and interaction). It is the Authority's intention to maintain this level of specialist support within the proposed primary and secondary system, but to revise the specialisms and locations of units to better meet the needs of all young people.

#### **2.0 Specialist Unit Provision**

- 2.1 In meeting the needs of young people that have specific LLD/SEN needs in respect of speech and language and communication and interaction the Authority currently has three specialist units, with one unit in each of the primary, middle and high school sectors of the current system. Within the proposed primary and secondary school organisation the Authority will have three specialist units as of now, but with one unit in the primary sector and two units in the secondary sector.

- 2.2 The primary specialist unit will focus to the support of young people in the 4-11 age range that have speech and language and/or communication needs. The unit will offer a maximum of 15 places, by specialist referral, to young people who will benefit from remaining in a mainstream school environment but who have such particular needs that they need specialist dedicated support. The young people will spend some of their time within the provision of the unit but also time in their normal class bases with their peers. It is the intention that this unit will be hosted by the enlarged Hunnyhill Primary School on its move to the Kitbridge Middle School site. Hunnyhill Primary School will also host the base for speech and language therapy and provide outreach support to other schools across the Island.
- 2.3 The secondary specialist units, of which there will be two, will focus to the support of young people in the 11-19 age range that have Autistic Spectrum Disorder (ASD). The units will offer a maximum of 15 places, by specialist referral, to young people who will benefit from remaining in a mainstream school environment but who have such particular needs that they need specialist dedicated support. The young people will spend some of their time within the provision of the unit but also time in their normal class bases with their peers. It is the intention that these units will be hosted by the new secondary schools at Carisbrooke and Sandown. The detailed specifications for each unit will form part of the competition specification for each school.
- 2.4 Transition for pupils within the current units will be well planned and ensure that their education is not disrupted. All the current units will remain in operation until the new units are ready. Transition will follow the plan set out below.

Date	Event	Comment
September 2009	Last Year 5 intake to Nodehill Middle School communication and interaction unit. Carisbrooke High School communication and interaction unit remains in place.	The 2010 admission round will only deal with middle transfer (Year 8 July 2010) to secondary.
September 2010	Pupils who are in Year 4 of the Love Lane Primary School speech and language unit in July 2010 stay on in Year 5 in September 2010. Nodehill Middle school communication and interaction unit reduces to Year 6, 7 and 8. Carisbrooke High School communication and interaction unit remains in place.	Primary schools start to enlarge to 4-11 age range. Middle schools reduce to an 11-13 age range.
September 2011	Love Lane Primary School speech and language unit enlarges to take Year 6. Nodehill middle school communication and interaction unit comes under the leadership	Pupils in the Love Lane Primary School unit will transfer to secondary for September 2012.

	and governance of the new Carisbrooke secondary school.	
Date	Event	Comment
	The new Hunnyhill Primary School speech and language unit is opened. The new Carisbrooke and Sandown Autistic Spectrum Disorder (ASD) units are opened.	All new units opened and take their first intake.
September 2012	The original units at Love Lane Primary School and Nodehill Middle School are closed. All new units are open and operational.	Pupils have been able to remain with staff and environments they know until a point of normal transition. The new units have been able to develop a year group at a time providing continuity for pupils and parents.

### 3.0 Mainstream Provision

3.1 The proposed move from a system of primary, middle and high school organisation to one of primary and secondary will enhance the overall provision for pupils with LDD/SEN. In particular the following areas will see improved provision as a result of the proposed change in school organisation:

- progression and continuity of learning;
- curriculum breadth and opportunity;
- specialist staffing and support;
- accommodation compliance;
- equality of funding.

3.2 Within the proposed primary and secondary system the key stages are contained within a single sector and there is only one point of transition at age 11 across the school sectors. For many pupils with specific learning difficulties, who are able to stay within the mainstream school environment, the key years are from Year R (rising five) to Year 6 (age eleven). The opportunity to provide a continuity of learning experience within one school will have significant impact upon their progress and achievement. This continuity will also enhance their ability to more effectively function and access the curriculum within the secondary environment from age eleven. For secondary the ability to have the building block of the Key Stage 3 curriculum within the same schools as that of Key Stage 4 and post 16 offers better continuity and opportunity of progress. Transition to the 14-19 curriculum; its range of accreditation and opportunity for academic and vocational experience will enhance the progress of young people with LDD/SEN needs and better prepare them for further study, employment or training.

3.3 Transition between schools is a known and well researched point at which all young people's progress slows or goes back. For those young people with LDD/SEN needs transition can be a particularly difficult point in their education. In a primary and secondary school organisation the point of

transition from school sector to school sector is reduced to one. Within the current primary, middle and high system there are two points of transition. Whilst this will automatically have a positive impact upon continuity and progress the quality of the liaison and transition process between schools will also be significant. The specifications for competition for secondary schools will set out detailed requirements in respect of liaison with the primary sector and transition.

- 3.4 Curriculum breadth and opportunity is often key in providing a stimulus to achievement for young people with LDD/SEN needs. The proposed size of the primary schools, with one form entry and two form maximum entry offers the best balance between capacity and the ability to offer a full access to a quality primary curriculum, as for example with team games, and the nurturing of young people's development, which can be lost in a school which is too large. One form and two form entry schools can still provide effective small group experiences and the one to one inputs which can be important in supporting those with LDD/SEN needs.
- 3.5 The strategic development of secondary school specialisms and lead diploma provision as set out in Appendix L offers an improved balance between the academic and vocational learning opportunities available to all young people. For those with LDD/SEN needs this provides a range of learning opportunity not consistently available within the current school system. Development at the Isle of Wight College and the Authority's ability to commission post 16 provision from April 2010, will further enhance the collaboration between providers and the range of education and training experiences available to all young people. For those with LDD/SEN needs the continuity of being able to progress to these opportunities within one school from age eleven, will significantly enhance the quality of advice and guidance, which can be given to them, and their overall achievement.
- 3.6 The proposed move to one and two form entry primary schools of a 4-11 age range provides the school capacity to significantly enhance the specialist staff focus to young people with LDD/SEN needs. In a number of primary schools within the current system the co-ordination of support for young people with LDD/SEN needs either resides amongst the many duties of the headteacher or is not given discrete leadership. This does not reflect a lack of importance given to these needs by the school but it is a demonstration of the limited capacity of some schools in the current system. The proposed size of the primary provision within the primary and secondary school organisation would allow each primary school to have a lead member of staff for those pupils with LDD/SEN needs. The secondary schools will be of sufficient size to provide a dedicated team to support pupils LDD/SEN, with the added advantage of being able to know and develop with the pupil from age eleven.
- 3.7 Whilst few of the Authority's schools have significant issues of compliance with the Disability and Discriminations Act 1995 in respect of accommodation, the application of the Primary Capital Programme (PCP) and the Building Schools for the Future programme (BSF) offer opportunities to achieve full building compliance. In particular provision, as with the specialist units, can be enhanced.
- 3.8 In the current system there are significant inequalities of funding through the Direct Schools Grant, for example a pupil in an urban primary school may receive around £1,800 per head whilst pupils in the smallest primary schools

may well receive over £6,000 per head, with the highest per head funding being over £7,000. It is often the urban areas which show the highest indices of disadvantage and deprivation, which are then often related to the highest indices of LDD/SEN need. A more effective and efficient form of school organisation, as proposed, has the potential, over time, to release some £1M of funding within the Direct Schools Grant. Any change in school organisation will require the development of a new local formula of delegation for the Direct Schools Grant. This new formula, to comply with DCSF requirements, will need to delegate some 85% to 90% of funding in relation to indices of disadvantage and deprivation against the current formula's 50%. This factor and the release of funding currently supporting unfilled places in the school system will provide the Schools Forum with significant funding which in discussion with the Local Authority can be partially or wholly employed, to support and enhance provision of services for young people with LDD/SEN.