

# Cabinet

**CITYWIDE  
PUBLIC  
(ES/23)**

---

**Cabinet Member:**

**Cabinet Member for Education & Skills**

---

**Director:**

**Director of Children & Young People's Services**

---

**Report Title:**

**Proposal to Review the Organisation of Special School Provision (ES/23)**

---

**Date:**

**18 February 2022**

---

**Report No:**

**CHS/04/21**

---

**Decision Type**

**Cabinet Key Decision**

---

## **1.0 Executive Summary**

1.1. This report seeks approval for Liverpool Council to enter into non statutory consultation with three special schools and the Pupil Referral Unit and their respective governing bodies over proposed school moves to address the shortage of places for children and young people with special educational needs, as part of a SEND sufficiency strategy. Permission is sought to explore feasibility and consult with governing bodies regarding the following proposed moves:

- Bank View School to relocate to Parklands Speke;

- Princes School to relocate to Redbridge School;
  - Redbridge School to move to Bank View School; and
  - New Heights Key Stage 4 Site to relocate from Parklands to the vacant school premises on Naylor'sfield Drive.
- 1.2. This report also seeks permission to consult with Ernest Cookson School, Hope School, Clifford Holroyde School and Woolton High School and the respective governing bodies regarding future organisation and arrangements for these schools to deliver education for children and young people with social, emotional, and mental health needs.
- 1.3. The consultation will consider the views of consultees to inform the proposed actions to submit to Cabinet, to inform the decision as to whether to undertake statutory consultation.

---

## **2.0 Information:**

- 2.1 Since 2019, there has been a 46% increase in the number of children and young people with education health and care plans (EHCPs). Liverpool now maintains over 4000 EHCPs. There are insufficient places to manage the increased demand and the population is growing. Radical changes are required to create a sustainable long-term plan with sufficient special school places.
- 2.2 Between 2018-2020, SEND4Change undertook a review of the sufficiency of Liverpool Council exploring the scale of growth in numbers of specialist school places required by 2026, an analysis of pupil need, the types of specialist provision required and opportunities to develop new capacity (See attached SEND Sufficiency Assessment).
- 2.3 In response to their recommendations further consultation was undertaken by Liverpool City Council seeking stakeholder views with regard to a number of recommendations (See attached SEND Sufficiency Consultation Response).

- 2.3 It has become increasingly clear that recommendations made by SEND4Change will not provide sufficient capacity within the system and more radical changes are required. The moves of Bank View School, Princes School, Redbridge High School and New Heights School (Key Stage 4 Site) will enable a long-term plan to create additional school places. The Parklands site is currently not fully utilised to full capacity. Liverpool Council currently places children in the independent non-maintained special school sector at considerable expense due to the lack of suitable provision and places in the city in the maintained provision.

### **Bank View School**

#### **Draft Proposal**

- 2.4 The move of Bank View School to Parklands would enable expansion and increased capacity. Bank View School currently provides an education offer for children and young people with a range of complex needs. It is proposed in moving to the Parklands Site, Bank View School will expand to take more children and young people. In addition, it will provide a curriculum offer for more able pupils who have a diagnosis of Autism. Many children and young people with this profile are currently taught outside of the city.

### **Princes Primary School**

#### **Draft Proposal**

- 2.5 Princes Primary School will move to Redbridge High School site. Princes Primary School building is old and not fit for purpose whereas Redbridge High School is newer and is larger. This would ensure that Princes Primary School can expand and the majority of children and young people would be taught on one site. There are currently satellite classes placed in other primary schools across the city. Both Princes School and Redbridge School cater for children and young people with severe learning disabilities.

## **Redbridge High School**

### **Draft Proposal**

- 2.6 Redbridge High School is a secondary school and it is attached to the Bank View School Site. Redbridge High School currently already utilises some of the rooms in Bank View High School. The proposed move would also potentially enable Redbridge High School to increase in number. Should Princes School move onto the Redbridge School site and Redbridge move to the Bank View School site the provision for children with severe learning difficulties would be co-located on one site and educate children and young people from Early Years to post 16.

## **New Heights School**

### **Draft Proposal**

- 2.7 New Heights School operates as a pupil referral unit and currently occupies the part of the Parklands Site. New Heights School would move to the vacant premises on Naylor'sfield Drive in Netherley.
- 2.8 This report requests the permission to explore the feasibility of each of the school moves outlined in paragraph 1.1 and enter into consultation with the appropriate stakeholders. If the options in paragraphs 2.4-2.7 are progressed a report will be submitted to Cabinet to inform a decision as to whether to undertake statutory consultation.
- 2.9 The aim of a reorganisation of the SEMH sector including Hope School, Woolton High School, Clifford Holroyde School and Ernest Cookson School is to improve the quality of provision with particular focus on social, emotional and mental health with the aim to reducing challenges with regard to transition enabling the creation of a high-quality offer. Any changes will be subject to further consultation and designed with an emphasis on facilitating the development of a shared approach and ethos, ensuring continuity and stability for children and young people.
- 2.9 This report also seeks permission to consult with Ernest Cookson School, Hope School, Clifford Holroyde School and Woolton High School and the respective governing bodies with regard to future arrangements for these

schools in the delivery of provision for children and young people with needs in the areas of social, emotional and mental health.

---

**3.0 Commissioner Review:**

3.1 The areas covered by this proposal are not subject to oversight by the Commissioners in terms of Government Directions. In the event that the Commissioners require oversight of the report then relevant revisions will be applied as may be directed.

---

**4.0 Recommendation:**

That –

- (i) authority to be granted for the Director of Children and Young People's Services to commence a non-statutory consultation with stakeholders to explore feasibility regarding the following draft proposals:
  - Bank View School to relocate to Parklands Speke
  - Princes School to relocate to Redbridge School
  - Redbridge School to move to Bank View School
  - New Heights Key Stage 4 Site relocate from Parklands to the vacant premises Naylorsfield Road.
- (ii) authority be granted for the Director of Children and Young People's Services to consult Ernest Cookson School, Hope School, Clifford Holroyde School and Woolton High School and the respective governing bodies with regard to future arrangements for these schools; and
- (iii) it be noted that a further report will be submitted to Cabinet setting out the outcomes of this consultation and then consider the preferred options for future arrangements to then be subject to a further consultation prior to implementation.

## **5.0 Financial Implications:**

- 5.1 Costs associated with the relocation of individual schools are contingent on the circumstances and requirements of each school, including potential construction and refurbishment works. A detailed breakdown of all relevant financial information will be calculated and submitted to Cabinet in a further report following the conclusion of the consultation.
- 5.2 Subject to the outcome of the consultation process the proposed relocation will help to reduce the long-term pressure on the Dedicated Schools Grant (DSG) High Needs funding. This is because pupil place costs of education children in borough are substantially lower than placing children and young people in the independent sector. It is estimated that for 2021-2022 Liverpool will spend an estimated £10,146,123 on school places for pupils in the independent sector (excluding alternative provision). The cost of individual placements in the non-maintained independent special school sector can vary from between £25,000 to £100,000 per placement for individual children and young people.
- 5.3 The proposals form part of a wider strategy to manage the demand for special school places given the increasing numbers of children and young people with special educational needs and to ensure the High Needs Block of DSG funding is managed effectively and provides best value.
- 5.4 Following the consultation, a further report will come to Cabinet with fully costed proposals both revenue and capital for any proposed changes.

---

## **6.0 Legal and Governance Implications:**

- 6.1 Liverpool has a duty under the Education Act 1996 to ensure that there is sufficient provision for pupils with SEN where an Education Health and Care (EHC) plan has determined that the provision should be met in designated specialist provision.

- 6.2 This report is to seek permission to engage with affected schools on proposed alterations to the schools within this report, there is nothing unlawful in this approach.
- 6.3 Should the decision be made to pursue the proposals within this report the City Council will be required to follow the statutory consultation process as set out in The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 with formal consultation with all key stakeholders. Permission should be sought under a subsequent report for this formal process to commence and approval of the decisions subject to statutory consultation.

---

## **7.0 Risk and Mitigation**

- 7.1 The risk to the council of not undertaking substantial changes as outlined in this report will mean that in the long term there will be insufficient special school places to meet demand and that the Council would fail in the duty to provide education or where possible children will be placed in the independent sector at considerable expense thus creating deficits in the dedicated schools grant, high needs block.
- 7.2 There may be concerns with regard to movement of premises from some schools, governing bodies, staff and parents. This will be mitigated through a through consultation and engagement.
- 7.3 There may be temporary disruption to the education offer of children and young people as the move is undertaken. Schools can plan to minimise the disruption and move at the end of term and within the holiday period.

---

## **8.0 Environment and Climate Change Implications:**

- 8.1 The proposed relocation of schools will enable more children and young people to be educated in borough therefore reducing travel emissions. It is acknowledged that for some children the journey may be longer for some children and young people but for others there will be a reduction in journey time.

- 8.2 Newer more energy efficient premises will be utilised and designed for long term sustainability including the use of materials which minimise the carbon footprint of each school.

---

**9.0 Social and Corporate Parenting Implications (as applicable):**

- 9.1 In terms of the Liverpool City Plan, this proposal, if approved, impacts on the aim that people are educated to succeed throughout life and will support to ensure children and young people have access to an inclusive, high-quality education that enables them to live fulfilled, happy, and productive lives.
- 9.2 Since 2019, there has been a 46% increase in the number of children and young people with education health and care plans (EHCPs). Liverpool now maintains over 4000 EHCPs. There are insufficient places to manage the increased demand and the population is growing. Radical changes are required to create a sustainable long-term plan with sufficient special school places.

---

**10.0 Community and Public Health Benefit (as applicable):**

- 10.1 Children and young people will positively benefit from the new arrangements as high-quality education will be provided within the maintained sector in Liverpool.

---

**11.0 Consultation including consultation with Ward Councillors and Outcome:**

- 11.1 A SEND Sufficiency Assessment has been undertaken by SEND4Change between 2018 and 2020, following which a consultation has been undertaken which posed further questions to stakeholders regarding options (see attached). This proposal seeks permission to undertake further consultation with affected stakeholders.

- 11.2 As part of the consultation with schools named within this report local ward councillor's views will be sought and reflected in further reports to cabinet alongside feedback from the relevant cabinet member.

---

**12.0 Reason(s) and Alternate Options Considered:**

- 12.1 An alternative option that was considered included a proposal that Princes School moved to Parklands, but this was not progressed as it would only address shortages in provision for pupils with severe learning disabilities. Also, the conversion of the building to cater for Early Years and Key Stage 1 pupils was considered to be cost prohibitive given the PFI status of Parklands.

---

**13.0 Public Sector Equality Duty, Equality Implications and Details of Consultation with Service Users:**

- 13.1 Taking into account Liverpool's Public Sector Equality Duty:

Any proposal arising as a result of the consultation will be designed to better meet the need for support for children and young people with special educational needs across the city. Children will be able to access high quality education on buildings that are fit for purpose. This will ensure that children have the best possible start in life so that children with additional needs are able to live, learn and grow up locally. This provision will be cost effective and fair and support children to thrive in education.

- 13.2 The stakeholders who responded to the SEND Sufficiency Consultation undertaken between June 2021 and October 2021 agreed that Liverpool needs to increase the capacity of special schools to ensure greater choice.

---

**14.0 Key Decision and Notice Requirements (including urgency):**

**Key Decision – Yes**

**28 Days' Notice –Yes**

**Urgency – No.**

---

**15.0 Implementation Date:**

**25 February 2022**

---

**16.0 Contact:**

Nicola Walsh, Strategic Lead for SEND and Inclusion

[Nicola.walsh2@liverpool.gov.uk](mailto:Nicola.walsh2@liverpool.gov.uk)

---

**17.0 Background Reports:**

None.

---

**18.0 Supporting Documents:**

Appendix 1 – SEND Sufficiency Assessment Liverpool

Appendix 2 – SEND Sufficiency Response

Sufficiency Assessment

**Specialist Provision 2020-2026**

**Executive Summary:** A Projection of Future Requirements for the  
City of Liverpool

December 2020



## Specialist Provision 2020-2026 A Projection of Future Requirements for the City of Liverpool

### Executive Summary

#### Purpose

Liverpool has a duty under the Education Act 1996 to ensure that there is sufficient provision for pupils with SEN where an Education Health and Care (EHC) plan has determined that the provision should be met in designated specialist provision. This summary provides information about a review of the sufficiency of specialist provision in Liverpool for children and young people with special educational needs and disability (SEND). It also provides information which will enable the Local Authority to plan and ensure the sufficiency of specialist school placements up to 2026.

#### Process

The review examined relevant council strategies, data sets, trends, budgets and the views of families, school leaders and key Local Authority officers in order to identify:

- the scale of growth in numbers of specialist school places required by 2026
- the type of pupil needs in Liverpool (to plan appropriate provision)
- the type of specialist setting required
- opportunities to develop new capacity.

#### Current Position

**Demographics** – As at January 2020 there were 2,141 pupils attending Liverpool schools with an EHC plan; 70% of these pupils attended Liverpool special schools and 30% attended mainstream schools. As at November 2020, this equated to 1,547 pupils attending Liverpool special schools.

**Needs** - *The primary needs of pupils attending special school are:*

CLD/ASD	43.4%
SLD	35.2%
SEMH	16.2%
PD	5.2%

**Provision** - The review has explored the *type and range of specialist provision* currently available in Liverpool and this is set out below.

##### *Mainstream provision*

- 138 Day Nursery, PVI settings and 2 Independent Nursery schools
- 5 Early Years Nursery Schools
- 119 Primary Schools
- 31 Secondary Schools
- Further Education Colleges.

##### *Specialist Provision*

In total Liverpool currently commissions 2,255 specialist placements in a variety of settings comprising:

##### a) *Local Provision*

- 12 Liverpool Maintained Special Schools
- 2 local Non-Maintained Special Schools (high usage)
- 12 Enhanced Resource Provisions (ERPs)
- 1 Pupil Referral Unit (PRU) with 3 sites.

b) *Additional Placements Purchased*

- Special Schools located in other neighbouring boroughs - Liverpool places 49 pupils in special schools in neighbouring local authorities
- Alternative Provision provided by a number of organisations
- Additionally, the local authority makes placements in 23 Independent Non-Maintained (INM) special schools (as at Nov 2020) – equating to 211 places at a cost of approximately £10 million (an average of almost £50,000 per place).

The 12 Enhanced Resource Provisions (ERPs) offer 4 types of provision. Each of these has a different focus and a different commissioner:

Type of provision	Number of ERPs	Commissioner
SLD/CLD	4	SEN Team
Communication and Language	3	SEND Services and Health
Hearing Impairment/Deaf	2	SEND Services
SEMH	3	Social Inclusion

The majority of ERPs are for primary aged pupils (10 primary and 2 secondary). There is little opportunity for pupils attending primary ERPs to transition into a secondary ERP and as a result, **the bulk of children move to special schools.**

**2026 Requirement Predictions**

At time of writing, according to the ONS, it is anticipated that the number of EHC plans issued in Liverpool will increase from 2,141 in January 2020 to 3,194 in January 2021. ONS population trends also indicate that Liverpool's pupil population will grow by 6.7% by 2026.

The two sets of data provide different estimations of future growth. EHC Plan growth is unpredictable but it is to some degree within the capability of the Local Authority to manage the increased demand. Population growth is more predictable and measurable. For the purpose of this review, it is proposed to manage the demand for EHC plans and respond to population growth on the basis of a 6.7% increase.

The sufficiency review analyses 2 key factors which help to estimate future requirements for specialist provision:

- 1) Growth Factors, namely:
  - population
  - demand for post 16.
- 2) Shortfall Factors relating to the current number of pupils, namely:
  - attending INM schools
  - without a school place.

By estimating the number of school places required relating to these factors it is possible to predict the total requirement for new places by 2026:

Factor	Area	Places required
Growth	Population	150
	Post 16	30
Shortfall	INM	50
	No school place	20
<b>Total</b>		<b>250</b>

By 2026, it is estimated that Liverpool will require a total of 250 new specialist places to meet the growth factors and the shortfall factors.

## Recommendations

The sufficiency review identified a number of recommendations. These recommendations relate to a combination of:

- 1) Actions required to **manage demand** for specialist provision
- 2) Actions required to **meet the increased requirement** for specialist placements in the City.

### 1) Managing demand for specialist provision

**Assessment and Planning strategy** – whilst this sufficiency review is not intended to focus on managing demand for EHC plans, it is certain that without a clear strategy to do this the demand for special educational placements could increase to an unsustainable requirement for 780 places by 2026 (a significant increase on the 250 places predicted, as above).

#### **Methodology and assumptions**

There are currently 3,194 pupils with an EHC plan (3.05% of the school population). 70% of pupils with an EHC plan attend special school. If the population continues to increase as predicted, at 6.7%, and the rate of EHC plans continues to rise at the rate evidenced over the last 5 years, this will mean that by 2026 there could (if unchecked) be an additional 1,115 pupils with an EHC plan. If 70% of those requested specialist provision that would require 780 new places.

**Maintain current specialist provision spend ratio** - Liverpool currently spends £45 million (80%) of its high needs budget on specialist provision. The remaining high needs budget is spent on supporting pupils in mainstream school settings. Liverpool must ensure that the ratio of spend on specialist provision does not increase as this will only result in a decrease in spend for pupils with SEN in mainstream settings and decrease parental confidence in mainstream provision. Liverpool needs to ensure that the £45 million spent on specialist provision is cost effective.

**Increase resilience in mainstream schools** - There are a number of “push -pull” factors which result in increased parental requests for specialist provision. Liverpool needs to reduce the “push” factors and find ways of providing some “pull” factors back into mainstream schools. Liverpool should focus its attention on ensuring that wherever possible children with SEN should attend their local mainstream school. Liverpool schools should (where required) improve their SEN Support offer and the local authority should ensure that school leaders are aware of the expectations placed on them and use their best endeavours to support them in this.

### 2) Meeting the increased requirement for specialist placements

There are a number of options for meeting the increased requirement for 250 new specialist places which include:

- further developing the offer made by mainstream schools to respond to local need
- establishing new provisions and developing specialist provisions on mainstream school sites
- re-designating special schools
- repurposing some existing provision
- expanding some existing provision.

**Improved joined up commissioning** - The way in which specialist provision is commissioned is disjointed. Improved joined up commissioning would ensure that money is being spent more effectively and new types of provision could be generated including specialist arrangements in mainstream schools.

**There are four main proposals for developing sufficient specialist provision in Liverpool which relate to:**

- 1) Developing generic CLD/SLD special schools and post 16 provision
- 2) Developing enhanced resource provision on mainstream school sites
- 3) Reconfiguring SEMH provision and arrangements
- 4) Strengthening the strategic leadership arrangements and commissioning of SEN provision.

## Summary of Actions and Benefits

Year	Project	Phase	Type of need	Benefit or number of new places
2021	Initiate statutory process to redesignate all special schools	All	All	Increased flexibility for new placements
	Initiate a review of the cost effectiveness of Birtenshaw and RSB placements	Primary	C and L C and I	Identify potential savings for re-investment
	Monitor the placements of pupils in SEMH Special schools	All	SEMH	A better understanding of pupil needs and effectiveness of provision
	Establish PRU as a Hub of SEMH mainstream provision	All	SEMH	Reduce exclusions
	Establish 6 pilot projects on mainstream secondary school sites to develop SEMH (ensure one relates to girls)	Secondary	SEMH	Retain pupils in mainstream, reduce pressure on SEMH special schools
	Relocate post 16 provision from Redbridge and Bank View to a new post 16 centre. 1) Create 30 new post 16 places 2) Create 82 special school places	Primary Secondary Post 16	Severe and Complex	82 Primary and Secondary places 30 Post 16 places
	Convert Student Support Centres into Enhanced Resource Provisions (ERP)	Primary	SEMH	30 ERP places
	Establish 2 new mainstream ERPs	2x Secondary	All	15 ERP places 15 ERP places
	Establish SEN data system relating to all phases across all provisions	All	All	Improve quality of data to inform planning
	Establish integrated commissioning team for SEN/SEMH	All	All	Better coordination and management of commissioning activity
2022	Relocate Sandfield mental health provision to Alder Hey. Utilise vacated spaces for pupils with severe and complex needs	Secondary	Severe and Complex needs	20 places
	Continue roll out of secondary mainstream SEMH initiatives	Secondary	SEMH	Retain pupils in mainstream, reduce pressure on SEMH special schools
	Establish 2 new mainstream ERPs	1x Primary 1x Secondary	ASC/CLD ASC/CLD	15 ERP places 15 ERP places
	Further develop secondary deaf provision for BSL users	Secondary	Deaf/Hi	5 new secondary places
2023	Review the outcomes of monitoring placements in SEMH special schools	Primary and Secondary	SEMH	Produce a plan for the future of Liverpool's SEMH special school
	Establish 2 new mainstream ERPs	Primary and Secondary	ASC/CLD	15 new places 15 new places
	Begin implementation of outcomes of the review of SEMH special schools	Primary and Secondary		Adjust level, type and location, type of provision
	Interim review of sufficiency of specialist provision	All	All	
			<b>Total</b>	<b>257 new places *</b>

\*This figure slightly exceeds the target requirement of 250 new places and would allow for some flexibility.

Sufficiency Assessment

**Specialist Provision 2020-2026**

**Detailed Report:** A Projection of Future Requirements for the City of Liverpool

December 2020



**Contents**

1.	Review objective.....	1
2.	Context.....	2
3.	The Sufficiency Review Process.....	2
3.1	<i>Current Strategies and Policies</i> .....	3
3.2	<i>Demographics</i> .....	6
3.3	<i>Needs Analysis</i> .....	10
3.4	<i>Provision</i> .....	15
3.5	<i>Current Cost of Specialist Provision</i> .....	30
3.6	<i>Quality of Specialist Provision</i> .....	33
3.7	<i>Predicted Shortfall in provision</i> .....	35
3.8	<i>Conclusions</i> .....	39
4.	Recommendations.....	41
5.	Table 31: Summary of Actions.....	48
6.	Appendices.....	49
6.1	<i>Charts and Tables</i> .....	49
6.2	<i>Glossary</i> .....	50

## Specialist Provision 2020-2026

### A Projection of Future Requirements for the City of Liverpool

#### 1. Review Objective

On behalf of Liverpool City Council, Jonathan Jones, the Director for Education, commissioned a sufficiency review concerned with specialist provision for children and young people with special educational needs (SEN).

The sufficiency review was undertaken in close collaboration with key officers in Liverpool from the SEN, Education Support, Pupil Place Planning and School Finance teams. The main focus of the project has been to assist with projecting future demand for specialist SEN provision in the City of Liverpool until 2026.

This report considers 3 key issues:

- 1) *Projections for increased demand* for specialist provision in the City and the supporting evidence.
- 2) *Options* for meeting this increased demand.
- 3) *Consideration of the steps required to manage the increasing demand* for specialist provision which are related to the ability of mainstream settings to deliver features of specialist approaches and provision.

Any proposals to develop specialist provision in Liverpool need to chime with Liverpool's strategic intention to invest in and develop its inclusive arrangements in mainstream settings and provide opportunities for its young people to attend local schools.

#### Assumptions and Limitations

1. Throughout this report there are references to children, pupils and young adults with SEN. For the sake of simplicity, these individuals may be referred to as Children and Young People (CYP).
2. This report refers to a variety of data which is used to inform and shape the outcomes of the sufficiency exercise
3. SEN data is complex as it collated by different people at different points in time. The report contains a variety of data which on occasion may appear to conflict. This is normally due to differences relating to the date on which data is collated or differences in the composition of the data.
  - a. For example, where data is collected in relation to Education Health and Care (EHC) plans, one source may relate to children who live in Liverpool with an EHC plan whilst other data sources may refer to children who attend Liverpool schools with an EHC plan. This will appear to show different numbers of children with EHC plans in Liverpool.
  - b. Where possible consistent sets of data have been used to inform recommendations. Where there are differences, the report clarifies the reasons.

## 2. Context

Liverpool has a statutory duty under the Education Act 1996 Section 14(1) to ensure that it provides sufficient school places for all pupils who are resident within the City. It has specific duties to ensure that there is sufficient provision for pupils with SEN where an EHC plan has determined that the provision should be met in designated specialist provision.

Plans are already underway in Liverpool to meet future increased demand for mainstream school places, up until 2026. This report sets out the parallel process required to enable the Local Authority to plan and ensure the sufficiency of specialist school placements.

There are two key factors which suggest that there is a need for growth in the level of specialist provision and specialist approaches in Liverpool. These are:

Growth Factors relating to:

- Population
- demand for post 16.

Shortfall Factors relating to the number of pupils currently:

- attending Independent Non-Maintained schools
- without a school place
- in settings with no appropriate pathways from primary to secondary.

This review makes judgements about the anticipated and reasonable scale of growth in specialist provision that Liverpool requires and presents how the landscape needs to evolve.

The majority of pupils with SEN attend a mainstream school. In addition to the SEN Support offer made by Liverpool's schools for these pupils, there is the need for a range of more specialist options. There are currently five types of specialist provision available to Liverpool. These are:

1. Enhanced resource provision located on mainstream school sites.
2. Maintained special school provision located in Liverpool.
3. Academies and maintained special school provision located in other local authorities.
4. Alternative provision (AP) for those young people experiencing Social Emotional and Mental Health (SEMH) difficulties.
5. Special schools in the independent non-maintained sector.

This review forecasts the scale of growth required to meet increased demand in specialist provision. It considers the number and type of setting required (such as enhanced resources, AP, local special school and independent non-maintained provision), and projects requirements into the future in line with the anticipated growth in placements.

## 3. The Sufficiency Review Process

This sufficiency review was undertaken from September to December 2020. The process followed a number of stages which collated and examined key strategies and documents, data sets and opinions. It also built on a large-scale consultation with stakeholders in the City which was completed during 2018/19.

The 8 stages of the sufficiency process examined the following:



The remainder of this report considers each stage of the process in turn.

### 3.1 Current Strategies and Policies

There are a number of relevant key strategies and policies in Liverpool which contain useful information and will have an impact on the outcome of this exercise. These strategies include:

- SEN Strategy
- Liverpool Area SEN Review (2019)
- Housing Strategy
- Liverpool's SEND Joint Strategic Needs Assessment (2019)

Additionally, this report takes into account school place planning information.

The following is a summary of the headlines from these strategic documents.

#### Headlines from Liverpool's SEN Strategy 2019

The SEN strategy states that Liverpool is committed to child centred practice and the City's vision is:

*"To provide the right support in the right way, at the right time, in order to achieve the very best possible outcomes for the children, young people identified as having SEN and disability"*

The strategy also states that:

*"In order to realise Liverpool's vision, there needs to be **stronger collaboration** between partner agencies, children, young people and their parents and more effective, and proportionate service delivery to ensure the following:*

- The participation of children, their parents and young people in decision-making*

- *Inclusive education and health services that, where possible, are delivered in the child/young person's community*
- *Early identification of need and early help in order to best support children and young people and their families*
- *Greater choice and control for children/young people and their parent/carers*

*Therefore we will:*

*Improve **inclusive practice** so where possible children and young people in Liverpool are able to access and have their needs met in local settings so they can enjoy the same opportunities as other children*

***Maximise opportunities for joint commissioning** activity which supports co-ordinated and personalised delivery of education, health and care support for children and young people with SEND and their families.*

*In order to develop a strong culture of inclusion, we need to better understand the themes and trends that are driving the current demand for special school places and consider the impact of Resource Provision and the use of settings for assessment. We need to ensure that appropriate support and resources are in place so that where possible, children and young people with EHC Plans can attend mainstream schools."*

### **Headlines from Liverpool's SEN Area Review 2019**

Following the local area inspection in 2019, Liverpool completed a review of its arrangements for CYP with SEN and engaged in a large-scale consultation with parents, politicians, governors, school leaders and partner agencies in order to respond to bring about required improvements.

The inspection highlighted a number of areas of weakness and the consultation exercise identified a number of agreed remedial actions. Some of these actions are directly related to the sufficiency exercise and it is appropriate to incorporate them into this planning process.

It was clear that Liverpool needs to:

- set out its strategic intention and **inclusive commitment**
- define the **SEND graduated offer**
- refresh the infrastructure to deliver the **inclusive offer**
- promote the development and improvement of inclusive arrangements by **making available adequate financial, human resources and capital funds**
- embed a **multi-agency approach** across education, health and care
- ensure that there is a **suitably trained workforce** across all agencies which is equipped to understand and meet the needs of young people with SEND
- establish an accountability framework which is able to demonstrate the effectiveness of the new arrangements based on a model of **support and challenge**.

The outcomes from the review were clearly linked to the need for consideration of the sufficiency of an appropriate level of specialist provision which meets the needs of pupils with the most complex needs. This is in line with the SEN strategy and will need to be part of a robust graduated response which also ensures that mainstream schools and settings become more resilient and develop a high quality inclusive offer.

### **Headlines from Liverpool's Draft Housing Strategy: 2020-2026**

Liverpool is facing a challenge to meet an increased demand for suitable housing as a result of growth in the population and issues relating to the quality of the existing housing stock.

Over the timeframe of this Strategy Liverpool's population is projected to increase by 3% to nearly 510,000. There is a growing population that will need to be housed in good quality homes.

The Council is required by Government to deliver against established house building targets. Currently, the Draft Liverpool Local Plan projects a growth in household formation of 1,739 new households per year until 2033.

### **Headlines from Liverpool Special Educational Needs and Disability Joint Strategic Needs Assessment (2019)**

Liverpool has produced an SEN Joint Strategic Needs Assessment (JSNA) which is a review of the current and future education, health and social care needs of children and young people between the ages of 0 to 25 with SEND. The JSNA includes the following:

*“Liverpool is home to 163,000 children and young people aged under 25 years. It is projected that there will be an additional 14,000 children and young people aged 0-25 living in Liverpool by 2030. The secondary school aged cohort is projected to increase by more than(22%). SEN data 2017 to 2019 showed that a higher proportion of Liverpool SEN pupils with EHCP were those with Autistic Spectrum Disorder (ASD) and Severe Learning Disability (SLD). In 2019, 55% of those with EHCP were those who had ASD and SLD as their primary type of needs.”*

### **Risk Factors**

The following summarises some of the risk factors identified from the literature that can potentially contribute to the development of SEND in children:

*Low Birthweight* – 1 in 11 babies born in Liverpool weigh under 2500g, which is the 15<sup>th</sup> highest rate nationally. The proportion of babies born with a low birthweight in the city has been rising.

*Postnatal Depression* – An estimated 600 new Liverpool mothers suffer from this condition each year.

*Smoking at Time of Delivery* – Some 800 mothers smoke during their pregnancy. Rates in our most deprived communities are more than five times those in our least deprived.

*School Readiness* – Liverpool has the 8<sup>th</sup> lowest rate of children achieving a good level of development at the end of reception in England.

*Children’s Social Care* – In 2017/18 Liverpool had the highest number of Looked After Children of any of the Core Cities at a rate of 127 Looked after Children per 10,000 population.

*Poverty* – More than a quarter of Liverpool children live in low-income households. The variation across the city is from 38% of children in our most deprived communities to 9% in our least deprived.

*Risk Factors Z-Scores* – Based on a range of indicators the wards of Anfield, County, and Princes Park are the areas of Liverpool that have the highest risk factor scores that can contribute to SEND in children.

In addition, the JSNA notably made a number of recommendations with regard to CYP with Neurodevelopmental Conditions:

*“There is a need to develop a comprehensive offer of support across pre and post diagnosis for children and young people with neurodevelopmental needs, (particularly autistic spectrum conditions ASC and attention deficit hyperactivity disorder ADHD). Support is fragmented and not currently jointly commissioned and/or aligned. The current waiting time for the clinical diagnostic pathway for ASC needs to be reduced (in line with the target of 30 weeks by December 2020 in the Written*

*Statement of Action), and the pre and post diagnostic support in schools requires standardisation into a universally available offer.”*

### Summary of implications of current strategies

- 1) Improve ***inclusive practice*** so that where possible children and young people in Liverpool are able to access and have their needs met in local settings so that they can enjoy the same opportunities as other children.
- 2) “In order to develop a strong culture of inclusion, we need to better understand the themes and trends that are driving the current demand for special school places and consider the impact of Resource Provision and the use of settings for assessment. We need to ensure that appropriate support and resources are in place so that where possible, children and young people with EHC Plans can attend mainstream schools”.
- 3) There needs to be a more systematic use of data to determine the sufficiency of specialist provision which should be used to more effectively plan special schools and enhanced resource provisions.
- 4) An understanding of specialist approaches should be part of the graduated approach.
- 5) A new joined up approach to commissioning should be developed.
- 6) Liverpool’s Local Plan projects a growth in household formation of 1,739 new households per year until 2033.
- 7) It is projected that there will be an additional 14,000 CYP aged 0-25 living in Liverpool by 2030. The secondary school aged cohort is projected to increase by more than a fifth (22%).
- 8) More than a quarter of Liverpool children live in low-income households. The variation across the city is from 38% of children in the most deprived communities to 9% in the least deprived.

## 3.2 Demographics

In order to predict future school place requirements, an analysis of population growth has been carried out which considers the:

- overall population and the trend in the birth rate
- school age population and predicted growth
- growth in numbers of pupils with SEN
- trends to predict future growth requirements.

### Liverpool’s demographics

Long term subnational population projections are trend-based projections based on observed levels mainly over the previous five years. They show what the population will be if recent trends continue. For this reason, the accuracy of the projections decreases with increased time from the base year. They do not take into account any planned policy changes or the effects of circumstances that have changed since 2018 (e.g. Brexit, Covid 19).

Table 1: The Current Population of Liverpool as at 2019

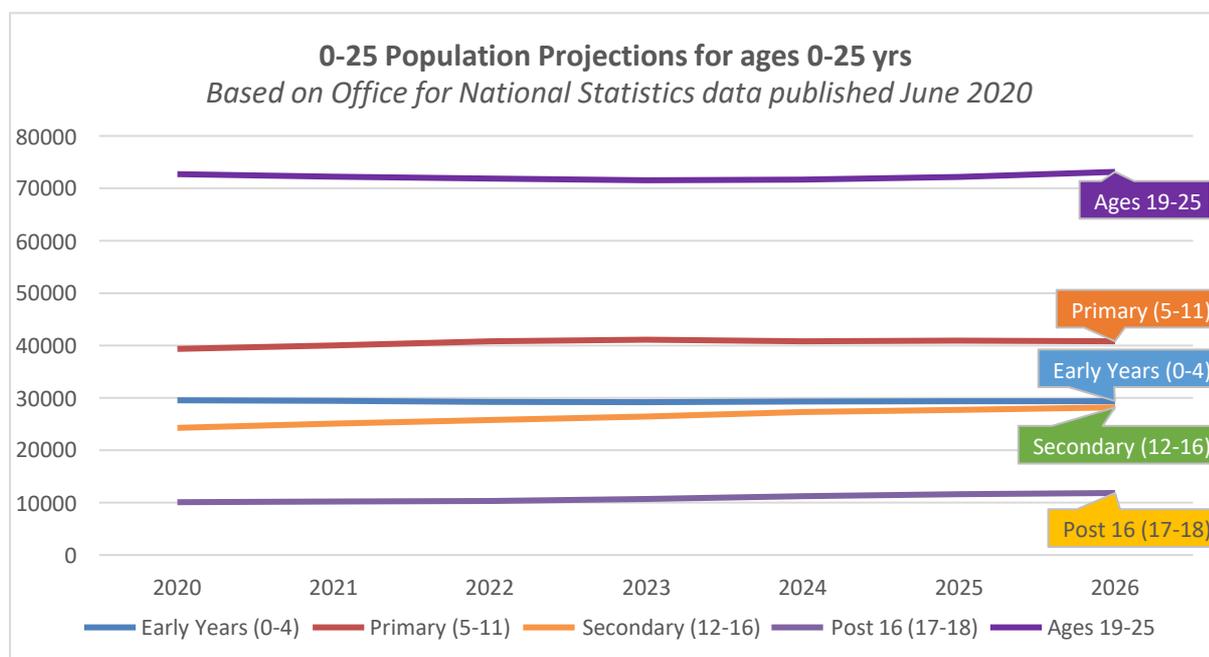
AGE BAND	POPULATION 2019
0 – 4	29,509
5 – 15	57,445
16 – 39	197,943
40 – 64	139,631
65 – 74	40,589
75 – 84	23,581
85+	9,344
<b>TOTAL</b>	<b>498,042</b>

There is an expectation that the population will continue to grow. Liverpool's school place planning team have used ONS population projections (as at June 2020) to predict the increase across the 0-25 age range by 2026. Table 2. shows the overall projected increase for CYP as 6.74% by 2026.

Table 2: 0-25 Population Predictions 20-26

ONS POPULATION PROJECTIONS - LIVERPOOL (published June 2020)									
Age range	2020	2021	2022	2023	2024	2025	2026	Increase 2020-26	% increase 2020-26
Early Years (0-4)	29,532	29,450	29,243	29,184	29,301	29,343	29387	-145	-0.49%
Primary (5-11)	39,329	39,953	40,765	41,078	40,772	40,876	40,788	1,459	3.71%
Secondary (12-16)	24,280	25,111	25,780	26,448	27,313	27,694	28,181	3,901	16.07%
Post 16 (17-18)	10,093	10,215	10,311	10,714	11,262	11,608	11,836	1,743	17.27%
Ages 19-25	72,700	72,213	71,858	71,506	71,668	72,152	73,109	409	0.56%
<b>TOTAL</b>	<b>103,234</b>	<b>104,729</b>	<b>106,099</b>	<b>107,424</b>	<b>108,648</b>	<b>109,521</b>	<b>110,192</b>	<b>6,958</b>	<b>6.74%</b>

Chart 1: Population Projections for Ages 0-25



This data shows us the most significant population growth is at secondary and post 16 age group. It also shows that by 2026, the 0-25 population will have grown by 6.74%.

### Predicting the Numbers of Pupils with EHC Plans by 2026

The number of CYP with an EHC plan is a significant indicator of the number of CYP and their families who have the right to express a preference for a specialist placement.

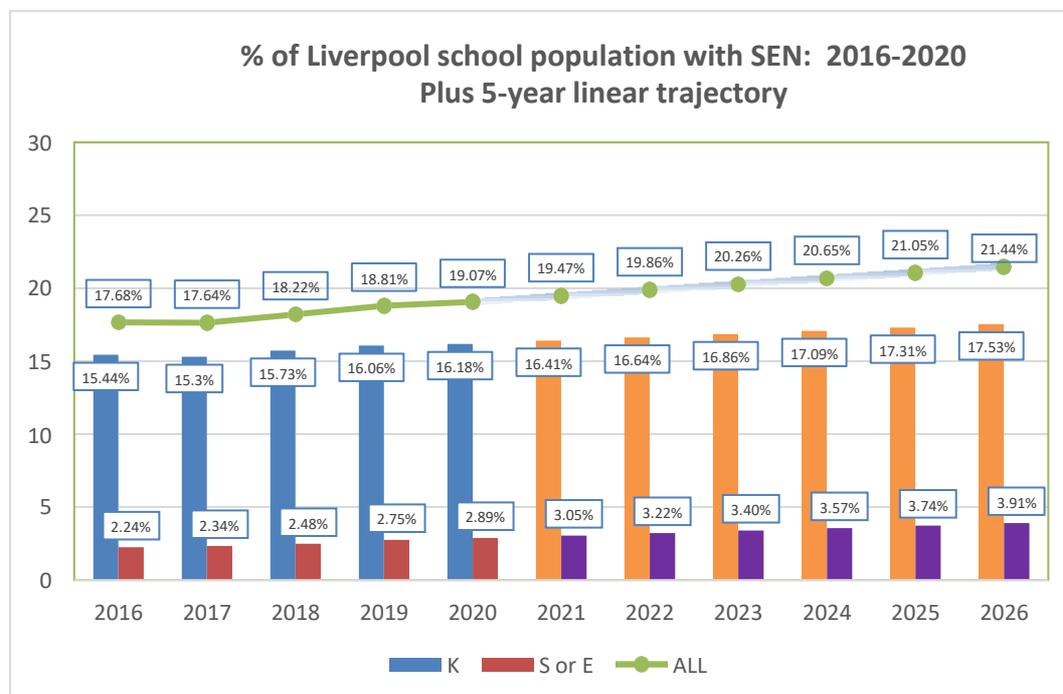
There are two methods for predicting the number of pupils with an EHC plan in 2026.

- a) **Method 1.** Apply the potential increased level of EHC plans by 2026 (3.91% see Chart 2) to the increased population (110,192 see Table 2).
- b) **Method 2.** Apply the current level of EHC plans (3.05% see Chart 2) to the predicted increased population in 2026 (110,192 see Table 2).

#### Method 1

For school aged children (Early Years to NCY14) it is possible to project the rate of SEN using a 5-year linear trajectory based on evidence using school census data from the past 5 years. The number of CYP with an EHC Plan has increased significantly over the last 5 years from 2.2% of the school population in 2016 to 2.9% in 2020. If this trend continues into the future (over the next 5-year period), it is possible that this rate will have reached 3.9% by 2026. As a result, an increased proportion of the school population will have the right to express a preference for a specialist setting during their statutory assessment process.

Chart 2: % of School Population with SEN



This would indicate that based on the last 5 years growth in EHC plans issued by the LA, by 2026 the rate would increase from 3.05% (2021) to 3.91% (2026). This can be applied to the ONS population projections for ages 0-25.

Table 3: School Age SEN Rates 2021-2026

SCHOOL AGE SEN RATES (TRAJECTORY) APPLIED TO ONS POPULATION PROJECTIONS FOR AGES 0-25							
		2021	2022	2023	2024	2025	2026
5 year projection for ages 0-25	ONS PROJECTIONS Age 0-25	104,729	106,099	107,424	108,648	109,521	110,192
	% ALL SEN	19.47	19.86	20.26	20.65	21.05	21.44
	% K	16.41	16.64	16.86	17.09	17.31	17.53
	% EHCP	3.05	3.22	3.40	3.57	3.74	3.91
	PROJECTED SEN	20,388	21,073	21,761	22,438	23,051	23,627
	PROJECTED K	17,190	17,653	18,114	18,564	18,958	19,321
	PROJECTED EHCP	3,194	3,416	3,652	3,878	4,096	4,309

This would indicate that by 2026 the numbers of pupils with an EHC plan will have increased from 3,194 (2021) to 4,309 (2026). An increase of 1,115 pupils.

**Method 2**

An alternative model uses the hypothesis that the number of EHC plans stabilises and that it remains at 3.05%. The resulting calculation shows that applying current rates of SEN onto the projected increased school population data, the number of pupils with an EHC plan will have increased by 2026 from 3,194 pupils (2021) to 3,361 pupils (2026). An increase of 167 pupils.

**Table 4: Predicting the Increase in EHC Plans**

Methodology	Level of EHC Plans in 2026	Increased population	Increased EHC plans
<b>Method 1</b>	3.9%	6.74% 110,192	+ 1,115
<b>Method 2</b>	3.05%	6.74% 110,192	+ 167

The two sets of data provide different estimations of future growth. EHC Plan growth is unpredictable but it is, to some degree, within the capability of the Local Authority to manage the increased demand. Population growth is more predictable and measurable. For the purpose of this review, it is proposed to manage the demand for EHC plans and respond to population growth based on a 6.7% increase.

### Summary of Implications of Demographics in Liverpool

1. There has been an increase in the population in Liverpool from 491,549 in 2017 to 498,042 in 2019.
2. Evidence suggests that Liverpool's population of young people aged 0-25 will increase by 6.74 % in the period 2020 to 2026.
3. The anticipated growth in the number of young people aged 0-19 during the period 2020 -2026 will increase from 103,234 to 110,192. This is an increase of 6,958 young people.
4. The number of pupils with SEN is expected to increase from 20,388 in 2020 rising to 23,627 in 2026. An increase of 3,239 pupils.
5. The current level of EHC Plans is estimated to be 3.05% of the school population. If the trend over the last 5 years continues, this will rise to 3.91%.
6. There are two methods for predicting the number of Pupils with an EHC plan in 2026:
  - **Method 1:** Applying the potential increased level of EHC plans (3.91%) to the increased population (110,192) indicates 4,309 pupils will have an EHC plan by 2026.
  - **Method 2:** applying the current level of EHC plans (3.05%) to the increased population (110,192,) indicates 3,361 pupils will have an EHC plan by 2026.
7. It should be a priority for the LA to appropriately manage the demand for EHC plans and therefore growth of specialist provision will be based on population growth and a stabilisation of the growth in demand for EHC plans.

### 3.3 Needs Analysis

For the purpose of this review a range of data on SEN in Liverpool has been collated and analysed in order to understand the type of needs of pupils requiring specialist provision. A range of pupil-led SEN information has been considered in order to develop an understanding of the nature of any new SEN provision which will need to be developed. This included consideration of:

- the number of pupils at SEN Support
- the number of pupils and young people with an EHC plan
- the number of pupils with SEN
- the needs of pupils with SEN Support plans and EHC plans
- the gender and age of pupils in these categories
- the number of pupils accessing specialist provision
- the types of settings which young people with an EHC plan attend.

The number of pupils and young people with SEN can be shown in three ways:

- 1) The number at SEN Support.
- 2) The number with an EHC plan.

3) The combined cohort of those in both categories.

The National data set, "Special Educational Need in England 2019/20" tells us that:

- 3.3% of all pupils in schools in England have an Education, Health and Care (EHC) plan, a rise from 3.1% in 2019.
- A further 12.1% of all pupils have SEN support, without an EHC plan, up from 11.9% in 2019.
- The most common type of need for pupils with an EHC plan is autistic spectrum disorders and for pupils without a plan receiving SEN support is speech, communication and language needs.
- SEN is more prevalent in boys than girls, with boys representing 73.1% of all pupils with an EHC plan and 64.6% of pupils with SEN support.

There are two primary sources of data which help us to understand the level of SEN in Liverpool:

a) data based on those who *live* in Liverpool, and b) data based on those who *attend schools* in Liverpool.

- The data source for pupils who live in Liverpool is provided by the Local Authority as part of the SEN2 report to the DfE. This includes pupils who live in Liverpool but who attend schools in other local authorities.
- The data source for pupils who attend Liverpool schools is the Schools Census. Every January schools are required to submit data on the number of pupils in their schools that they have identified as having SEN. This is shown as those with Support Needs and those with an EHC Plan and a combined figure of both.

Liverpool SEN data showing the numbers of pupils with an EHC plan and those receiving SEN Support, according to the January 2020 schools census is set out below. The schools census reports on the primary needs of those pupils who are identified with SEN.

Table 5. below shows the primary SEN need and number of pupils in each category of SEN attending schools in Liverpool.

**Table 5: SEN Pupils by Primary Need**

JANUARY 2020 SCHOOL CENSUS - SEN PUPILS BY PRIMARY NEED				
	EHCP		K (SEN support)	
ASD	694	32.4%	1569	13.1%
HI	30	1.4%	162	1.4%
MLD	154	7.2%	1455	12.2%
MSI	6	0.3%	43	0.4%
NSA	0	0.0%	399	3.3%
OTHER	85	4.0%	652	5.4%
PD	88	4.1%	339	2.8%
PMLD	93	4.3%	10	0.1%
SEMH	291	13.6%	2,355	19.7%
SLCN	132	6.2%	2,873	24.0%
SLD	499	23.3%	139	1.2%
SPLD	65	3.0%	1,873	15.7%
VI	4	0.2%	97	0.8%
<b>TOTAL</b>	<b>2,141</b>	<b>100.0%</b>	<b>11,966</b>	<b>100.0%</b>

This table shows that for pupils with an EHC plan, schools have identified ASD (32.4%), SLD (23.3%) and SEMH (13.6%) as the greatest prevalence of need. For those pupils receiving SEN Support, schools have identified SLCN (24%), SEMH (19.7%) and SPLD (15.7%) as the greatest prevalence of need.

Table 6. below provides the current position for all those pupils with an EHC plan which has been issued by Liverpool. This table shows age phases, type of need and numbers of young people in each category of need.

**Table 6: EHCP Primary Need by School Phase (11 Nov 2020 – SEN Team)**

Primary Need / Age	Early Years	Primary	Secondary	Post 16	Grand Total
<b>ADD / ADHD</b>			3	8	<b>11</b>
<b>Assessment</b>		3	2		<b>5</b>
<b>Autistic Spectrum Disorder</b>	15	460	392	262	<b>1,129</b>
<b>Behaviour, Emotional and Social Difficulties</b>			9	14	<b>23</b>
<b>Hearing Impairment</b>		1	8	5	<b>14</b>
<b>Moderate Learning Difficulty</b>	1	92	171	188	<b>452</b>
<b>Multi-Sensory Impairment</b>		1	1		<b>2</b>
<b>No Primary Need</b>	5	73	48	28	<b>154</b>
<b>Other Difficulty / Disability</b>	4	34	13	4	<b>55</b>
<b>Physical Disability</b>	3	38	37	20	<b>98</b>
<b>Profound and Multi Learning Difficulties</b>	4	35	24	14	<b>77</b>
<b>Severe Learning Difficulty</b>	1	205	152	147	<b>505</b>
<b>Social, Emotional and Mental Health</b>	2	163	270	127	<b>562</b>
<b>Speech, Language or Communication Difficulties</b>	19	106	24	7	<b>156</b>
<b>Specific Learning Difficulty</b>		10	14	13	<b>37</b>
<b>Vision Impairment</b>	1	5	2	3	<b>11</b>
	<b>55</b>	<b>1,226</b>	<b>1,170</b>	<b>840</b>	<b>3,291</b>

This table shows that (according to the SEN team) of the 3,291 EHC plans issued by Liverpool the greatest identified primary needs recorded by the SEN team are ASD 1,129 pupils (34%), SEMH 562 pupils (17%) and SLD 505 pupils (15%).

For young people who attend a special school the local authority is the admissions authority. Young people with an EHC plan can attend all types of settings but for admission to a special school, it is mandatory that individuals have an EHC Plan or are undergoing a statutory EHC process. For a small number of pupils an assessment placement may be offered to pupils without an EHC plan. This is usually for the period of an EHC assessment. The LA has the statutory responsibility for assessing and naming a special school in an EHC plan.

**Table 7: The Type of Schools Attended by Pupils with an EHC plan**

SCHOOLS ATTENDED BY EHCP PUPILS (2017-2020)								
	Jan-2020	% Jan-2020	Jan-2019	% Jan-2019	Jan-2017	% Jan-2017	Variance 2017 - 20	% variance 2017 - 20
<b>Special</b>	1,496	69.87%	1,446	72.41%	1,215	73.37%	281	<b>23.13 %</b>
<b>Primary</b>	383	17.89%	354	17.73%	261	15.76%	122	<b>46.74 %</b>
<b>Secondary</b>	260	12.14%	196	9.81%	175	10.57%	85	<b>48.47%%</b>
<b>Nursery</b>	2	0.09%	1	0.05%	5	0.30%	-3	<b>-60.00%</b>
<b>Total</b>	<b>2,141</b>	<b>100%</b>	<b>1,997</b>	<b>100%</b>	<b>1,656</b>	<b>100%</b>	<b>485</b>	<b>29.29%</b>

Although the overall absolute number of pupils with EHC Plans attending special schools has increased by 23.13%, the proportion attending special schools (as compared to non-special schools) has reduced from 73.37% to 69.87% since 2017.

**Table 8: Special School Numbers on Roll by Category of Need**

JAN 2020 – Special Schools Number on roll by category of need		
Category of Need	NOR	% of total NOR
<b>ASD/CLD</b>	654	43.4%
<b>SEMH</b>	244	16.2%
<b>SLD</b>	530	35.2%
<b>PD</b>	78	5.2%
<b>Total</b>	<b>1,506</b>	<b>100.0%</b>

### Understanding the Reasons why Parents Seek Specialist Placements

In 2019 SEND4Change engaged with Liverpool’s families and other stakeholders in order to understand the reasons for the demand for specialist placements in Liverpool.

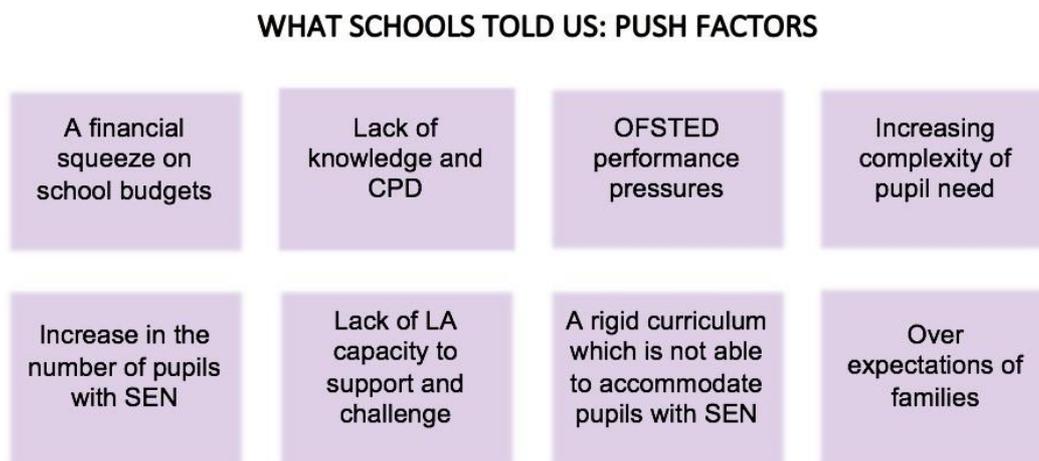
The consultation process identified a “push/pull effect”. This relates to a number of “push” factors and a number of “pull” factors which drive the demand for specialist places.

When families reflected on the quality of their child’s experience in some mainstream schools, they reported a number of “push” factors. These are the factors which drive them to move away from mainstream settings such as:

- a lack of a consistent SEN offer
- a lack of suitably trained staff
- process delays which mean funds are hard to access in a timely way
- a lack of specialist people to support children with SEN
- some lived experiences which were “poor” and non-inclusive.

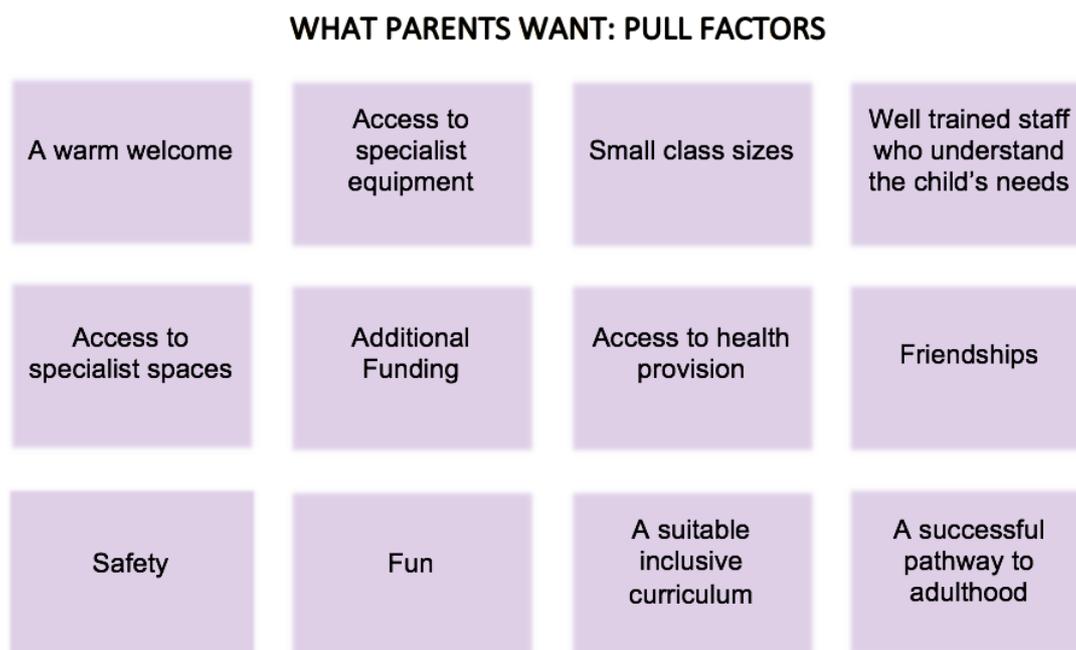
In discussions with school leaders, a number of factors were identified which schools report made their endeavors to be inclusive more difficult. There were perceived to be “push” factors by families.

Chart 3a: What Schools Told Us (push factors)



When families reflected on the desirable positive features, they identified a number of “pull” factors. These are the factors which they believed were available in specialist settings. These “pull” factors are set out in the chart below:

Chart 3b: Desirable Specialist Features from Parents’ Perspectives



When the desirable features of specialist provision are considered, it is clear that parents are looking for a school which provides a combination of:

- A positive and welcoming attitude and ethos
- A suitable well-resourced environment
- Access to a variety of professionals who are well trained and qualified

- An appropriately adapted curriculum
- Optimism and hope for the future.

There are clearly some young people who require a highly specialist school environment. However, there are other young people that require some of the specialist features described above but which have the potential to be successfully delivered in a mainstream setting.

### Summary of Implications from the Needs Analysis

1. 3.3% of all pupils in schools in England have an Education, Health and Care (EHC) plan, a rise from 3.1% in 2019.
2. A further 12.1% of all pupils have SEN support, without an EHC plan, up from 11.9% in 2019.
3. According to the January 2020 schools census, the highest level of primary needs for pupils with an EHC plan in Liverpool schools are ASD (32.4%), SLD (23.3%), SEMH (13.6%).
4. Of pupils attending Liverpool schools with an EHC plan, 70% attend Liverpool special schools special – 30% attend mainstream schools.
5. 1,506 children attend Liverpool special schools (Jan 20). Of these children, the primary needs are, ASD/CLD 43%, SLD 35%, SEMH 16%, PD 5%.
6. There are a number of “push-pull” factors which influence parental preference for a type of school which became evident during a period of consultation in 2019.

### 3.4 Provision

The review has explored the type and range of provision currently available in Liverpool. The number of settings and type of settings are shown below:

#### **Mainstream Provision**

- 138 Day Nursery, PVI settings and 2 Independent Nursery schools
- 5 Early Years Nursery Schools
- 119 Primary Schools
- 31 Secondary Schools
- Further Education Colleges.

#### **Specialist Provision**

In total Liverpool currently commissions 2,255 specialist placements in a variety of settings comprising:

##### a) *Local Provision*

- 12 Special Schools
- 2 local Non-maintained Special Schools (high usage)
- 12 Enhanced Resource Provisions (ERPs)
- 1 Pupil Referral Unit (PRU) with 3 sites

##### b) *Additional Placements Purchased:*

- Special Schools located in other neighbouring boroughs - Liverpool places 49 pupils in special schools in neighbouring local authorities.
- Alternative Provision provided by a number of organisations
- Additionally, the local authority makes placements in 23 Independent Non-Maintained (INM) special schools (as at Nov 2020) – equating to 211 places at a cost of approximately £10 million (almost £50,000 per place).

The Special Provision commissioned by Liverpool is provided by a number of different types of providers i.e. special schools and enhanced resourced provision located on primary and secondary mainstream school sites. The DfE has described these settings as follows:

## Special schools

Special schools can record the types of need for which they are approved to make provision. This follows the same list of types of need as for pupil primary or secondary type of need. Schools can record multiple types of need. The four types of need defined in the SEND Code of practice (0-25) are:

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/ or physical needs

Nationally in 2020, autistic spectrum disorder was the most prevalent type of need for which special schools were approved to make provision, as 684 special schools recorded this type of need. This is followed by severe learning difficulty, with 561 schools and moderate learning difficulty with 537 schools.

Special schools can be government funded schools or special schools in the independent non-maintained sector. Liverpool council commissions 12 of its own government funded special schools. It also commissions places in neighbouring authority government funded special schools. In addition, it commissions places in the independent non-maintained sector which are run by charities or businesses.

All special schools have an official designation which includes the age range, the type of need, the gender of pupils and the capacity of the school.

**Table 9: Data relating to Liverpool's Government Funded Special Schools (source Pupil Place planning and SEN team)**

Special School	Legal Designation and Age range	Type of need and age range currently catered for as at Jan 20 census	Ofsted Judgement
<b>Abbot's Lea School</b>	ASD (3-19)	ASD, MLD, SPLD, SLCN, SEMH (5-19)	Outstanding 13.2.16
<b>Bank View School</b>	CLD/ASD plus assessment (4-19)	ASD, HI, MLD, PD, PLMD SLD, SLCN, SEMH (7-19)	Outstanding 21.3.19
<b>Childwall Abbey School</b>	CLD (11-16)	ASD, HI, MLD, PD SLD, SLCN, SEMH (10-16)	Good 22.1.19
<b>Clifford Holroyde Specialist SEN College</b>	BESD (11-16)	ASD, SEMH, MLD, PD, SPLD (11-16)	Good 2.7.19
<b>Ernest Cookson School</b>	BESD plus assessment (5-16)	SEMH (7-10)	Outstanding 2.7.19
<b>Hope School</b>	BESD (5-16)	ASD, SEMH, SLD, SPLD (5-14)	Outstanding 2.4.19
<b>Millstead Primary School</b>	SLD plus assessment (2-11)	PMLD, SLD (2-11)	Outstanding 21.12.17
<b>Palmerston School</b>	SLD (11-19)	ASD, PMLD, SLD, SPLD (11-19)	Outstanding 10.12.19
<b>Princes Primary School</b>	SLD plus assessment (2-11)	PD, PMLD, SLD (2-11)	Outstanding 2.11.17
<b>Redbridge High School</b>	SLD (11-19)	MD, PMLD, SLD (11-19)	Outstanding 29.3.19
<b>Sandfield Park School</b>	SLD/PD (11-19)	ASD, MLD, PD, PMLD, SEMH, SLCN SLD, SPLD, VI (11-19)	Good 19.3.19
<b>Woolton High School</b>	BESD (11-16)	ASD, SEMH, SLCN (10-16)	Good 11.9.18

There are some differences between the schools' official designations and what they actually offer. Schools can choose how they describe themselves in marketing materials and various websites. This is often at variance with their designation. Some of the schools' official designations are out of date in respect to age profile, number on roll and type of need. To change the designation in any way requires the LA and the school to follow a statutory process in line with DfE guidance "The School Organisation (prescribed Alterations to Maintained Schools) 2013". Any change to designations to schools will need to follow due process.

Every school is catering for a broader range of needs than their official designation. Where there appears to be greatest divergence there appears to be an increased likelihood of an OFSTED judgement of Good rather than Outstanding.

The following definitions help to understand the designations of Liverpool's special schools.

### **Severe learning difficulty and disability (SLD)**

Pupils with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols, but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

### **Profound and multiple learning difficulty (PMLD)**

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

### **Complex learning difficulties and disabilities (CLDD)**

Children and young people with complex learning difficulties and disabilities have conditions that co-exist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs – e.g., mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive. They need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile. In the school setting, learners may be working at any educational level, including the National Curriculum and P scales.

Liverpool's special schools have a specialist designation and an age range designation. The age profile of pupils attending the special schools is shown below.

Table 10: Overview of Pupils by Year Group in LA Special School

School	Rec	1	2	3	4	5	6	7	8	9	10	11	12	13	14+	Total
Abbots Lea ASD	2	6	10	9	13	16	22	39	26	29	34	22	21	15	7	271
Bank View CLD				5	9	8	14	30	50	41	27	25	19	13	6	247
Childwall Abbey CLD								23	27	25	26	28	13	12	6	160
Clifford Holroyde SEMH								11	9	14	12	23				69
Ernest Cookson SEMH			3	1	9	20	18									51
Hope School* SEMH		1	5	7	14	13	8	5	6							59
Millstead SLD	10	12	20	19	28	17	26									132
Palmerston SLD								17	18	24	16	17	9	8	21	130
Princes Primary SLD	12	15	18	20	26	29	23									143
Redbridge SLD								20	18	13	20	19	15	14	15	134
Sandfield Park SLD PD								11	11	13	11	15	6	8	6	81
Woolton HS SEMH								7	16	16	13	18				70
<b>Total Special School</b>	<b>24</b>	<b>34</b>	<b>56</b>	<b>61</b>	<b>99</b>	<b>103</b>	<b>111</b>	<b>163</b>	<b>181</b>	<b>175</b>	<b>159</b>	<b>167</b>	<b>83</b>	<b>70</b>	<b>61</b>	<b>1,547</b>

\*The figures for special school placement numbers include 'Hope Intervention Place' as part of Hope School of Excellence and Millstead Assessment placement as part of Millstead School.

Table 10 shows that there are 111 pupils in primary special schools in Year 6 and 163 places in Year 7.

#### Transition from primary special school to secondary special school

When considering the sufficiency of places for primary special school pupils in transition from Year 6 to Year 7 secondary special school provision, the following shows the current numbers of pupils in Year 6 and Year 7 across each type of special school:

- **ASD:** there are 22 primary Year 6 pupils and 39 Year 7 secondary pupils
- **CLD:** there are 14 primary Year 6 pupils and 53 Year 7 secondary pupils
- **SLD:** there are 49 primary Year 6 pupils and 48 Year 7 secondary pupils
- **SEMH:** there are 26 primary Year 6 pupils and 23 Year 7 secondary pupils

This would indicate a general sufficiency of places for pupils already in primary specialist provision, but this does not take into account pupils transferring from mainstream provision and ERPs. There are 111 pupils in Year 6 primary special and 163 places currently in Year 7 in secondary special

schools. The transfer from ERP is possible to calculate but the transfer from mainstream is not as predictable.

### Liverpool's use of other LA special schools

Some Liverpool residents attend schools in other local authorities. This may be due to parental preference, geographic location (close to home) or outcomes of SEND Tribunals decisions.

Table 11. shows the number of Liverpool residents attending other local authority schools (exports) and the number of other local authority residents who attend Liverpool special schools (imports).

**Table 11: Liverpool Children Attending other LA special schools and other LA children Attending Liverpool Special Schools**

Liverpool children attending other LA special schools			
	Numbers of places	Cost to Liverpool	Average cost (top up)
<b>Total</b>	49	Circa £335,516	£6,847
Other LA children attending Liverpool school			
	Numbers of places	Income to Liverpool	Average cost
<b>Total</b>	70	Circa £224,252	£3,204

This shows that Liverpool imports more pupils than it exports at a net cost to Liverpool of £111,264.

### Liverpool's Use of Independent Non-Maintained Special Schools

The consequence of increased demand on a system with limited capacity is "overflow". This relates to the number of pupils that "flow" out of Liverpool's own provision into the independent and non-maintained sector as a result of a shortage of local, more cost-effective special placements.

Analysis of the pupils placed in the Independent non-maintained sector shows us that there are 211 pupils who access this provision.

There are approximately 60 girls and 151 boys. The cost of the provision is **£10,038,778** comprising:

- 55 pupils who are placed at Birtenshaw School at a cost of £3.1million (average cost per place £57,605).
- 55 pupils who are placed at the Royal School for the Blind at a cost of £2.9 million (average cost £53,399). Many of these pupils have a primary need of SLD whilst VI is a secondary need.
- Other educational placements range in cost from £11,700 to £140,000 per year, although in some cases additional elements of provision are funded by health and social care contributions.

There are 9 jointly funded places across education health and care at a total cost of £837,000. In most cases the contributions are apportioned as follows: 25% education, 25% social care and 50% health. In some cases, there is no social care contribution. However, overall, health has contributed £403,000 and social care £154,000.

The list on the next page shows the number of places funded by Liverpool Council in independent and non-maintained schools.

Table 12: Summary of Independent Non-Maintained Special School Placements (source SEN Team December 2020)

School	Broad area of SEN	Costs (Current for full academic year) £	Number of placements	Cost per head £
Auckland	Mainstream	16,997	1	16,997
Belmont	SEMH	51,300	1	33,592
Birtenshaw	C&L, C&I	3,168,297	55	57,605
Chaigeley	SEMH	216,776	4	54,194
Christian Fellowship	Mainstream	60,364	4	15,091
Cumberland School	SEMH	56,734.	1	56,734
Oakwood, R	SEMH	62,549	1	62,549
Great Howarth	SEMH	78,585	1	78,585
Holden School	SEMH	58,069	1	58,069
iMAP	C&L, C&I	79,920	1	79,920
Lakeside	SEMH, C&I	283,923	4	70,981
Maple Grove	Autism	245,265	4	61,316
Nugent House	SEMH	52,000	1	52,000
Olsen House	SEMH, C&I	604,158	12	50,347
Pengwern College	SEMH	144,268	1	144,268
Pontville	C&I	272,705	4	68,176
Royal Derby School for Deaf	P&S	114,718	2	57,359
RSB	P&S	2,936,966	55	53,399
St Vincent's School	P&S	295,533	6	49,256
TPA	C&I	427,546	12	35,629
Wargrave House	C&I	41,664	1	41,664
West Kirby School and College	SEMH, C&I	149,863	2	74,932
Wings, R	SEMH	103,005	2	51,503
Progress Schools	SEMH	148,866	8	18,608
Assess	SEMH	153,448	13	11,804
Everton Free School	SEMH	98,300	4	24,575
Harmonize Free School	SEMH	117,000	10	11,700
	<b>Total</b>	<b>£10,038,778</b>	<b>211</b>	<b>£47,577</b>

## Rationale for External Placements in INM Settings

There are two reasons why children are placed in INM schools:

1. Legitimate, cost effective reasons.
2. Lack of local provision.

The usual legitimate reasons for placing young people in the INM sector are as follows:

- Direction by a Tribunal
- The need for highly specialist provision which is not available locally
- The need to protect children and place them in an external residential provision (children who are looked after).

In Liverpool's case, there is evidence that suggests that there are some children placed externally for the above legitimate reasons, but a significant number is placed due to less efficient and justifiable reasons relating to the sufficiency of suitable local provision. In other words, had there been sufficient places available locally, the pupils would have been placed in a local, cost effective specialist provision.

The explanations provided by commissioners for placing children in INM are varied and the following reasons are recorded by the commissioner:

- Initially placed by other LAs and then the pupil moved to Liverpool
- Directed by Tribunal
- Insufficiency in primary SLD special schools
- Insufficiency in SEMH primary provision
- Lack of SEMH provision suitable for girls
- Placement sought by social care (child protection issues)
- Breakdown of placements in local maintained special provision
- Lack of provision for more able ASD
- No suitable HI secondary provision locally.

The number of placements in external provision appear to be an indication of a lack of local provision. This has been interrogated through discussions with the Local Authority's SEN Commissioning officer who provided further analysis of the reasons for placement which suggest there is a shortfall of local provision in the following areas:

- 1) Girls with SEMH needs
- 2) Boys with SEMH needs
- 3) Primary aged pupils with Severe Learning Difficulties
- 4) Deaf Children requiring a British Sign Language (BSL) environment.

Table 13: Number of Pupils in Independent Provision by Year Group (SS 16.12.20)

School	Year																Total
	-1	Rec	1	2	3	4	5	6	7	8	9	10	11	12	13	14+	
Auckland College									1								1
Belmont								1									1
Birtenshaw			7	20	16	5	5	2									55
Chaigeley								2	1	1							4
Christian Fellowship				1			1			1			1				4
Cumberland												1					1
Oakwood R												1					1
Great Howarth							1										1
Holden School											1						1
iMAP													1				1
Lakeside						1		3									4
Maple Grove		2	1						1								4
Nugent House (RI)												1					1
Olsen House								2	1	5	2	2					12
Pengwern College																1	1
Pontville						1		1	1		1						4
Royal Derby School (Deaf)										1		1					2
RSB		4	10	10	14	5	4	3	3		1					1	55
St Vincent's								1		1		1	1	1		1	6
TPA							1	3	4	4							12
Wargrave House										1							1
West Kirby								1		1							2
Wings												1	1				2
Progress												4	4				8
Assess												8	2			3	13
Everton Free School											2		2				4
Harmonize												8	1		1		10
<b>Total</b>	<b>0</b>	<b>6</b>	<b>18</b>	<b>31</b>	<b>30</b>	<b>12</b>	<b>12</b>	<b>19</b>	<b>12</b>	<b>15</b>	<b>7</b>	<b>28</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>211</b>

Table 13 shows the age profile of pupils attending INM settings. It indicates that there are significant numbers of primary aged pupils with SLD attending Birtenshaw (55) and RSB (55).

Of the 211 placements in INM, 128 pupils are in primary schools and 83 are secondary aged pupils.

Of the 211 placements in INM schools, 59 pupils attend provision focussed on SEMH. The SEN Commissioner reported that there is a particular shortage in provision for girls.

There are three children who are deaf who travel to the Royal School for the Deaf in Derby in order to access a BSL environment. This is upon transfer from Knotty Ash Primary to secondary school.

## **Resourced Provision (RP) and Designated Units (Units)**

SEN Units are defined in the document produced by the DfE 'Special Educational Needs in England 2017' as:

*"special provisions within a mainstream school where the pupils with SEN are taught mainly within separate classes."* These units:

- are designated by the local authority specifically for making SEN provision, and sometimes accommodate pupils registered at other schools on a part-time basis
- receive funding of £6,000 or £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils
- cater for a specific type or types of SEN (for example autistic spectrum disorders)
- are usually for pupils with an education, health and care (EHC) plan (but may also provide support for pupils with SEN support).

Schools and academies should only use this indicator where the SEN unit has been formally recognised as such by the local authority where the school is located.

In the same document, Resourced Provisions are described as:

*"places that are reserved at a mainstream school for pupils with a specific type of SEN taught mainly within mainstream classes but requiring a base and some specialist facilities around the school. These provisions:*

- are designated by the local authority specifically for making this kind of SEN provision
- receive funding of £6,000 or £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils
- cater for a specific area or areas of SEN (for example hearing impairment)
- are usually for pupils with an education, health and care (EHC) plan, but could include pupils with code 'K' (SEN support).

Schools and academies should only use this indicator where the resourced provision has been formally recognised as such by the local authority where the school is located".

There are 4 types or versions of enhanced resourced provision in Liverpool each with a different focus and different commissioners:

- 1) SLD/CLD (commissioned by SEN Team)
- 2) Speech, Language and Communication (Commissioned by SEND services)
- 3) HI/Deaf (Commissioned by SEND Services)
- 4) SEMH (Commissioned by Social Inclusion)

Liverpool Enhanced resources for CLD/SLD and ASD are undergoing some transformation. The commissioners of these placements are placing pupils with more complex needs and as a result the level of inclusion and access to the mainstream curriculum is reducing.

Table 14: SLD/CLD Enhanced Resource Provision

Enhanced Resource Provision	Type of need	Commissioned places (filled places)	Date of Ofsted Inspection	Ofsted Judgement
All Saints Primary School	SLD	20 (20)	4.6.15	Outstanding
Phoenix	CLD	30 (27)	23 03.16	Good
St Michael's in the Hamlet Community Primary School	ASD	8 (8)	15.5.18	Good
Springwood Heath Primary School	PD with SLD or CLD and medical needs	48 (40)	20.3.18	Good
<b>Total</b>		<b>106 (95) 90% filled</b>		

The pupils attending SLD/CLD Enhanced Resource provisions generally transfer to secondary special schools.

Table 15: Deaf/HI Enhanced Resource Provision

Enhanced Resource Provision	Type of need	Commissioned places (filled places)	Date of Ofsted Inspection	Ofsted Judgement
Knotty Ash Primary	Deaf	18 (18)	12.16	Good
Broadgreen Secondary	Deaf	12 (4)	12.12.18	Special Measures
<b>Total</b>		<b>30 (22) 73% filled</b>		

Upon transfer to secondary HI/Deaf provision at secondary some parents prefer out of borough provision.

Table 16: Communication and Language Needs

Enhanced Resource Provision	Type of need	Commissioned places (filled places)	Date of Ofsted Inspection	Ofsted Judgement
Matthew Arnold Primary	Communication and Language	16 (16)	4.2.20	Good
Pleasant Street Primary	Communication and Language	16 (16)	1.10.20	Good
Mab Lane Primary	Communication and Language	8 (8)	14.1.20	Good
<b>Total</b>		<b>40 (40) 100% filled</b>		

These pupils return to mainstream school at the end of a period of therapeutic intervention.

Table 17: SEMH needs (Student Support Centres)

Enhanced Resource Provision	Type of need	Commissioned places (filled places)	Date of Ofsted Inspection	Ofsted Judgement
New park "Good to be Good"	SEMH	12 (10)	Jan 2015	Outstanding
Holy Family (SONAS)	SEMH	(0) Decommissioned	-	-
Sacred Heart: Primary class 1 Primary class 6	SEMH	4 5	2019	Good
Childwall Secondary	SEMH	5	2020	RI
<b>Total</b>		<b>26</b>		

At the time of writing, the number of filled and commissioned places are under review. The anticipated destination of these pupils into secondary education is unknown.

Table 18: Overview of Pupils Attending Enhanced Resource Provisions or Student Support Centres

School	School Year													Total
	Nur.	Rec	1	2	3	4	5	6	7	8	9	10	11	
All Saints		1	4	3	2	5	2	3						20
Phoenix		1	2	3	2	3	10	6						27
St Michaels in the Hamlet						3	3	2						8
Springwood Heath		5	5	6	5	7	7	5						40
Knotty Ash		2	5	2	4	0	2	2	1					18
DRB @ Broad Green											2	2	1	5
Matthew Arnold*		10	8	6	4	1	1	0						15 FTE
Pleasant Lane		10	9	10	1									15 FTE
Mab Lane*	6	2												4 FTE
New Park*														
Sacred Heart														
Childwall*														
<b>Total</b>								18						<b>152</b>

Data provided by ERP commissioners.

\*No pupil data available for New Park, Sacred Heart and Childwall Student Support Centres.

This indicates the need for 18 secondary specialist places for ERP pupils. There is currently no Liverpool secondary ER provision (apart from Deaf provision which is underutilised).

Table 19: Overview of Cost of Pupils Attending Enhanced Resource or Student Support Centre

School	Cost
All Saints	£366,163
Phoenix	£512,094
St Michaels in the Hamlet	£119,032
Springwood Heath	£835,638
Knotty Ash	£371,628
Broad Green	£120,000
Matthew Arnold	£192,572
Pleasant Lane	£192,572
Mab Lane	£96,280
New Park*	-
Sacred Heart*	-
Childwall*	-

Data provided by ERP commissioners.

\*No financial data available for New Park, Sacred Heart and Childwall Student Support Centres.

Observations on ERP data:

- There are three different commissioners for ERPs, each has a different methodology for funding. The banded funding is inconsistent across commissioners e.g. some provision have assessed bands whereas others receive a standardised band rate. One resourced provision receives the maximum band for all pupils.
- There are 2 settings commissioned to meet need at secondary age phase: 5 places for hearing impairment and 5 places for SEMH.
- There are 18 pupils in Year 6 requiring a Year 7 placement in Summer 2021. 9 of these pupils are leaving either All Saints Primary School (SLD designation) or Phoenix Primary School (CLD designation)
- The distribution of pupils in Phoenix is not consistent. There are 10 pupils leaving in Summer 2022.
- The enhanced resource provision for speech and language needs is a specific early intervention model. All pupils attend part time and return to their mainstream primary school following intense intervention. These ERPs are funded on base funding (£10k plus Band 2)
- There are no pupils attending nursery in enhanced provisions other than Mab Lane communication and language provision. There are no pupils attending enhanced resource provisions in Post 16.
- Pupils leaving the primary deaf/HI ERP do not generally transition into Liverpool's secondary deaf/HI provision. There are no pupils in Year 7 or 8 in the secondary deaf/HI ERP at Broadgreen. There are 2 pupils in Year 8 at the Royal School for the Deaf, Derby. There is 1 Year 7 pupil in the primary resource for HI.
- The data relating to Student Support Centres has been significantly affected by both Covid-19 and the previously planned changes.

## Alternative Provision (AP)

AP accommodates pupils who cannot attend mainstream school for a variety of reasons including exclusion, or mental or physical health difficulties. AP provides an alternative education which is often on a temporary basis until a pupil can return to mainstream education or move to a special school, although for some pupils it may be a long-term solution. Pupils sometimes also attend AP part time, spending the rest of their time at a nearby school, further education (FE) college or other provider to use specialist facilities such as for vocational courses.

Although the range of needs catered for in AP varies widely, they often fall into one of the following types:

- pupils with mental and physical health conditions
- pupils with behavioural, emotional or social difficulties who may have been excluded from their mainstream school (severe difficulties of this type may be accommodated in a special school).

Liverpool has a number of AP centres run by a range of providers. These make provision for an estimated 104 learners although this figure should be treated with caution.

There are four pathways into AP:

- Mainstream to AP
- Special school to AP
- SEN team to AP
- FAP/Inclusion team to AP.

In addition, Liverpool has a Pupil Referral Unit (PRU) for pupils who are permanently excluded or at risk of permanent exclusion. It has Student Support Centres and a list of registered approved providers of AP. These include charities, businesses and social enterprise schemes.

The PRU makes provision for 176 pupils across three sites:

- 1) New Heights short term secondary key stage 3 (66 places)
- 2) New Heights primary key stage 2 (40 places)
- 3) LEEP key stage 4 (70 places)

**In summary:** the following table shows the total number of places that Liverpool commissions in specialist provision.

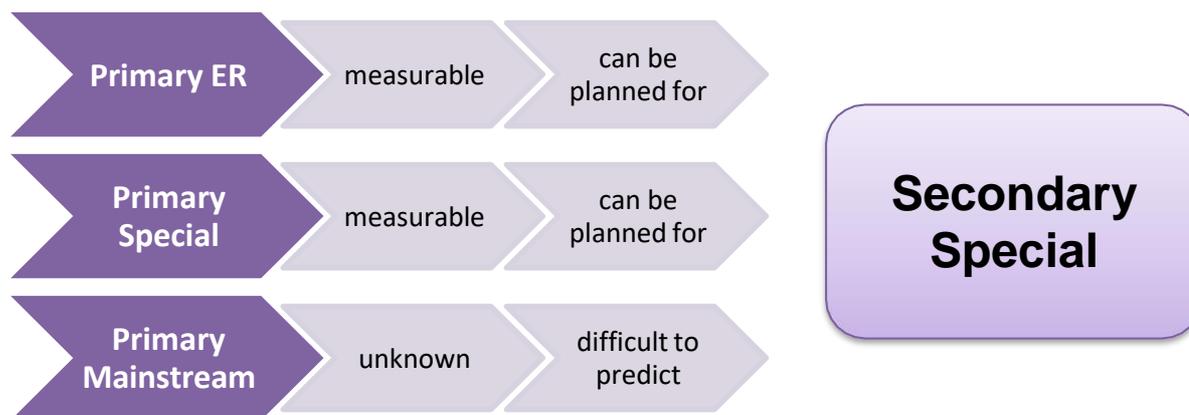
**Table 20: The Total Number and Percentage of Specialist Placements Commissioned by Liverpool (SEN Team, October 2020)**

Type of setting	Number of Pupils attending	% of specialist placements
<b>Special Liverpool</b>	1,547	68%
<b>Special OLA</b>	49	2%
<b>ER</b>	152	7%
<b>AP (via FAP)</b>	104	5%
<b>PRU and LEEP</b>	176	8%
<b>INM</b>	211	10%
<b>Total</b>	<b>2,239</b>	<b>100%</b>

In the review we have tried to analyse the rate of flow of children into specialist provision. The main increase in flow into special occurs at Year 7. The flow into secondary special schools comes from three main directions:

- 1) From primary special
- 2) From primary ERPs
- 3) From mainstream.

**Chart 4: Flow from Primary to Secondary Special Schools**



It is possible to measure and quantify the flow from specialist provisions (primary ERPs and primary special) but it is not possible to quantify the flow from mainstream. The flow from mainstream is determined by parental confidence and preference. Parental confidence and preference are driven by the quality of the offer which their children receive in mainstream and the prospect of a better offer in a special school.

Data earlier in this section predicts that the flow from Liverpool's special primary schools into special secondary schools is likely to fluctuate. There are too many variables to predict accurately the impact this may have on secondary school numbers.

#### **Summary of Implications from the Analysis of Provision**

- 1) There are 2,239 Liverpool pupils attending some type of specialist placement.
- 2) 68% of these pupils attend Liverpool's maintained special schools.
- 3) 211 pupils attend Independent Non-Maintained settings.
- 4) There are more Primary Enhanced Resource Provisions than secondary, and little evidence of through routes for pupils transferring from one phase to another. Therefore, the destinations from primary ERP is often into secondary special school.
- 5) Data would suggest a shortfall in secondary specialist provision for ASD and SEMH
- 6) Very few deaf pupils transfer from primary ERP into secondary ERP.
- 7) There are fragmented commissioning arrangements for SEMH provision and little ERP for secondary aged pupils.
- 8) It is possible to plan for the pupils who are known in the primary specialist provisions but planning for the cohort who transfer across from mainstream into secondary special schools is difficult to predict.
- 9) The designation of the special schools is out of date and sometimes inappropriate.

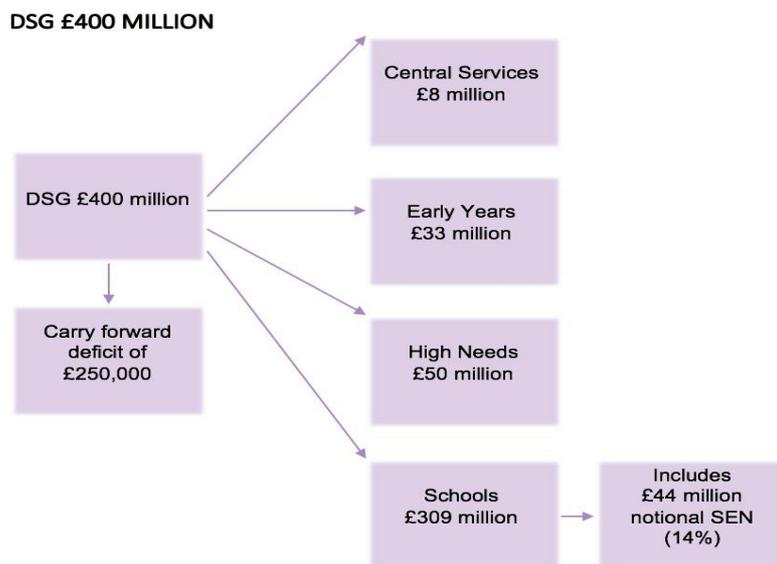
### 3.5 Current Cost of Specialist Provision

The sufficiency exercise has analysed the cost of commissioned specialist placements in Liverpool. This analysis includes:

- the proportion of the Dedicated Schools Grant (DSG) spent on the High Needs Block
- the proportion of the High Needs Block spent on specialist provision
- the unit costs of Liverpool’s specialist provision.
- The cost of placements made in the independent and non-maintained sector.

In 2019/20 Liverpool’s Dedicated Schools Grant (DSG) totalled £400 million, of which £50 million was allocated to the High Needs Block.

**Chart 5: Liverpool’s DSG Allocations**



The spend on high needs funding was £53.2 million resulting in an overspend of £3.2 million.

Chart 6 highlights how the spend against the High Needs budget for 2019/20 of £53.2 million is apportioned between support services, specialist provision and top-up funding. The majority, £42 million (79%) is allocated for spend on specialist provision, with £7 million (13%) allocated for spending on support services, and £4.2 million (8%) allocated for mainstream top-up funding.

**Chart 6: High Needs Actual Spend 2019/20**

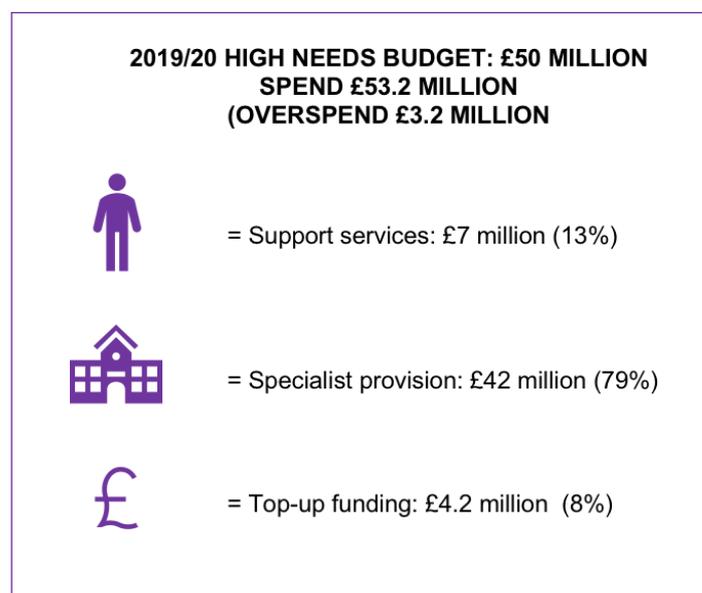
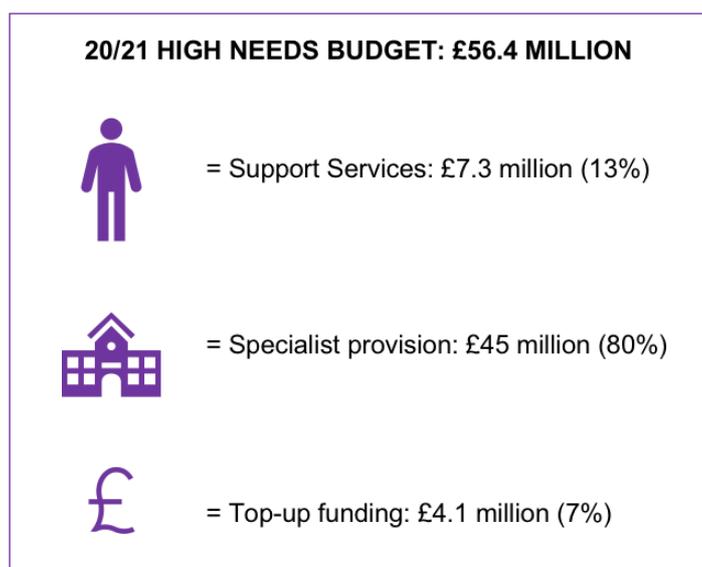


Chart 7: High Needs Budget Predicted Spend 2020/21



Charts 6 and 7 show the spend in 2019/20 and the forecast for spending in 2020/21. In 2020/21 the High Needs Block allocated to Liverpool increased by £3.2 million. This equates to the overspend from the previous year. Of the £3.2 million additional High Needs funding received in 2020/21, £3.0 million was spent on specialist provision.

Special schools funding is calculated using two factors:

- Element 1: Core Funding (£10,000 per place)
- Element 2: Pupil-led factor (top-up)

For every special school place commissioned by the LA, the school receives £10,000 Core funding. In addition, the school receives an element of top-up funding. The top-up element of funding is related to the complexity of need of each pupil and the levels are allocated from the following bands.

Table 21: Special School Bands 2019/20

Band	Core	Top-up allocated amount	Total
Band 1	£10,000	£606	<b>£10,606</b>
Band 2	£10,000	£2,073	<b>£12,073</b>
Band 3	£10,000	£4,879	<b>£14,879</b>
Band 4	£10,000	£8,805	<b>£18,805</b>

Table 22: Special School Budgets 20/21 (Data from finance as of Feb 20)

School	No of purchased places (Part year adjustments included)	£10,000 Base Place	Total Top-up Funding	Protection/Reduction	Total Place Funding	Outreach and Comm Services	20-21 Total Budget
Abbot's Lea	272.0	£2,720,000	£1,897,645	£80,036	£4,537,609	£0	£4,537,609
Childwall Abbey High	160.0	£1,600,000	£981,296	£171,758	£2,409,537	£0	£2,409,537
Bank View	242.0	£2,420,000	£1,513,721	£217,915	£3,715,806	£0	£3,715,806
Clifford Holroyde	68.0	£680,000	£549,449	£971	£1,230,420	£0	£1,230,420
Ernest Cookson	58.0	£580,000	£455,514	£27,308	£1,062,822	£0	£1,062,822
Hope	65.0	£650,000	£534,673	£22,743	£1,161,930	£0	£1,161,930
Millstead Primary	133.0	£1,330,000	£1,205,973	£29,503	£2,506,471	£0	£2,506,471
Palmerston	128.3	£1,283,333	£996,363	£13,110	£2,266,586	£0	£2,266,586
Princes Primary	145.0	£1,450,000	£1,263,327	£67,865	£2,645,462	£0	£2,645,462
Redbridge High	137.2	£1,371,667	£1,165,593	£11,287	£2,525,973	£0	£2,525,973
Sandfield Park	78.0	£780,000	£586,137	£18,902	£1,347,234	£1,210,493	£2,557,727
Woolton High	70.0	£700,000	£545,391	£140,625	£1,386,015	£0	£1,386,015
<b>Total</b>	<b>1,556.5*</b>	<b>£15,565,000</b>	<b>£11,695,082</b>	<b>£464,215</b>	<b>£26,795,865</b>	<b>£1,210,493</b>	<b>£28,006,358</b>

\*As at Feb 2020

This shows that as at February 2020, £28 million was distributed to fund 1,556 special school places in 12 special schools.

Liverpool special schools are currently able to apply for additional funds to the top-up funding through a different process. In 2019/20 special schools received an additional £577,629. The largest allocations were made to SLD schools with PMLD pupils. Redbridge received £222,495 and Millstead received £102,508. This means the average cost of a place at Millstead and Redbridge is approximately £20,000.

Average costs of special schools SEMH, SLD, CLD:

1. The cost of a SLD special school in Liverpool ranges from £17,000 to £20,000
2. The cost of a SEMH special school in Liverpool ranges from £17,000 to £20,000
3. The cost of a CLD special school ranges from £15,000 - £17,000

By comparison Liverpool relies heavily on two local INM schools. The Royal School for the Blind (55 places) and Birtenshaw School (55 places).

The placements at Royal School for the Blind are increasingly made for pupils with SLD. The average cost of these placements is £53,399, per place compared to the average cost of an SLD placement in Millstead School which is circa £20,000, a difference of £33,399. When multiplied by 55 (the number of commissioned places), this costs Liverpool an additional £1.8 million over and above the cost of an equivalent maintained SLD school.

Birtenshaw makes provision for 55 pupils but the cost of that provision is way in excess of provision in Liverpool's maintained provision. An average Birtenshaw SLD placement fee is £57,605, compared to the average cost of an SLD placement in Millstead School which is circa £20,000, a difference of £37,605. When multiplied by 55 (the number of commissioned places), this costs Liverpool an additional £2.0 million over and above the cost of an equivalent maintained SLD school.

### Summary of Implications from the Analysis of the High Needs Block and Costs of Provision

- 1) Liverpool is currently spending £45 million (80%) of high needs budget on specialist placements.
- 2) Liverpool increased the spend on specialist placements by £3 million in 2020.
- 3) Liverpool spends £28 million on its 12 special schools.
- 4) The cost of a Liverpool SLD special school ranges from £17,000 - £20,000.
- 5) The cost of a Liverpool SEMH special school ranges from £17,000 - £20,000.
- 6) The cost of a Liverpool CLD special school ranges from £15,000 - £17,000.
- 7) Liverpool spends £10 million on 211 INM placements.
- 8) The average cost of an INM placement is £47,577.
- 9) The average of cost a place at Birtenshaw SLD school is £57,605. This equates to an additional spend of £2.0 million for the cost of a 55-place maintained school in Liverpool.
- 10) The average of cost a place at RSB is £53,399. This equates to an additional spend of £1.8 million over and above the cost of a 55 place maintained school in Liverpool.
- 11) The combined cost of commissioning 110 places at the two INM schools is £3.8 million more than if Liverpool commissioned its own provision.

### 3.6 Quality of Specialist Provision

The only available measure for the quality of specialist provision is the outcome of Ofsted inspections and the judgements reached. All of Liverpool's special schools are good or outstanding.

Table 23 provides a summary of the quality of existing specialist provision in Liverpool through an analysis of the outcomes from Ofsted inspections.

**Table 23: Ofsted and Liverpool Special Schools**

Special School	Legal Designation and Age range	Ofsted Judgement
<b>Abbot's Lea School</b>	ASD (3-19)	Outstanding 13.2.16
<b>Bank View School</b>	CLD/ASD plus assessment (4-19)	Outstanding 21.3.19
<b>Childwall Abbey School</b>	CLD (11-16)	Good 22.1.19
<b>Clifford Holroyde Specialist SEN College</b>	BESD (11-16)	Good 2.7.19
<b>Ernest Cookson School</b>	BESD plus assessment (5-16)	Outstanding 2.7.19
<b>Hope School</b>	BESD (5-16)	Outstanding 2.4.19
<b>Millstead Primary School</b>	SLD plus assessment (2-11)	Outstanding 21.12.17
<b>Palmerston School</b>	SLD (11-19)	Outstanding 10.12.19
<b>Princes Primary School</b>	SLD (2-11)	Outstanding 2.11.17
<b>Redbridge High School</b>	SLD (11-19)	Outstanding 29.3.19
<b>Sandfield Park School</b>	SLD/PD (11-19)	Good 19.3.19
<b>Woolton High School</b>	BESD (11-16)	Good 11.9.18

Liverpool has sought to place its enhanced resource provisions in good or outstanding schools.

**Table 24: Enhanced Resources (Ofsted judgements)**

Enhanced Resource Provision	Type of need	Ofsted Judgement
All Saints Primary School	SLD	Outstanding
Phoenix	CLD	Good
St Michael's in the Hamlet Community Primary School	ASD	Good
Springwood Heath Primary School	PD with SLD or CLD and medical needs	Good
Knotty Ash Primary	Deaf	Good
Broadgreen International	Deaf	Special Measures
Matthew Arnold Primary	Speech and Language	Good
Pleasant Street Primary	Speech and Language	Good
Mab Lane Primary	Speech and Language	Good
New park "Good to be Good"	SEMH	Outstanding
Sacred Heart Primary class 1 Sacred Heart Primary class 6	SEMH	Good
Childwall Secondary	SEMH	Requires Improvement

The council has three Student Support Centres. All pupils attending the centres are registered on the role of a host mainstream school. As a result, provision made by the centres on behalf of a host school is subject to scrutiny as part of the host school's Ofsted inspection.

Liverpool Council has recently completed a review of the quality of the AP and Student Support Centres in Liverpool.

#### Summary of Quality of existing provision

1. Liverpool is fortunate to have a range of special school provision which is deemed by Ofsted to be good or outstanding.
2. All but one of Liverpool's Enhanced Resource Provisions are Good or Outstanding.
3. AP provision has been the subject of a recent review and any recommendations contained in the report will be a priority for the council.
4. There is no available analysis of the quality of INM provision.

### 3.7 Predicted Shortfall in Provision

The following 5 factors have been considered when calculating an appropriate level of growth in specialist provision in Liverpool:

- **Factor One:** Population growth.
- **Factor Two:** Reducing overspill into Independent Non-Maintained (INM) settings and producing a more local and suitable alternative.
- **Factor Three:** Increase in the demand for Post 16 provision.
- **Factor Four:** The number of pupils currently without a school place as a result of the inability to identify an appropriate specialist provider.
- **Factor Five:** Increase in the number of pupils in the primary special school and ERP pathway who will need a place in secondary provision.

The value of each factor is calculated and subsequently combined to produce an estimate of the total shortfall in specialist places.

#### Factor One: Population growth

There are two potential ways of predicting the increase in specialist provision that will be required in 2026.

**Method 1:** Apply the anticipated growth in pupil population (6.7%) to the current number of specialist places, to identify the number of new specialist places required.

**Method 2:** Add the anticipated growth in population (6.7%), to the growth in demand as shown in the predicted increase in EHC Plans. Apply that growth level to the current number of new specialist places to calculate the number of new places required.

The schools and support services will need to work extremely hard in helping to manage the growth in requests for EHC plans by ensuring that schools have a robust set of SEN support arrangements in place. If this is unsuccessful, there will be an ongoing and significant increase in the number of young people with an EHC plan. If this continues unchecked and the numbers continue to increase at the same rate as the previous five years, the number of EHC plans may increase from 3,194 in 2021 to 4,309 in 2026. This will provide an automatic right for an additional 1,115 families to express a preference for specialist provision. If 70% of those with an EHC plan attend specialist provision, this could mean an additional requirement for 780 specialist places. This would be unsustainable.

For this exercise we have used **method 1** and assumed that steps will be taken by the council which will help reduce demand for EHC plans by increasing the quality of the SEN offer in mainstream schools. We have identified the current level of provision in all types of specialist settings and increased the number of places by 6.7% in order to estimate future need based on population growth. Predicting the shortfall in specialist places is shown in table 25.

Table 25: Predicted Shortfall in Specialist Provision Based on 6.7% Population Growth

Type of setting	Current Number of Placements	Number of places Required based on predicted growth (+6.7%)	Shortfall in 2026
Special Liverpool	1,547	1,651	104
Special OLA	49	52	3
ER	152	162	10
AP	104	111	7
PRU and LEEP	176	188	12
INM	211	225	14
<b>Total</b>	<b>2,239</b>	<b>2,389</b>	<b>150</b>

### Factor Two: Reducing the overspill into INM settings and producing more local and suitable alternative provision

There are currently 211 places funded by Liverpool in the Independent Non-Maintained sector.

110 of those places are made in two local INM special schools:

- 1) The Royal School for the Blind (RSB) (circa 55 places)
- 2) Birtenshaw School (circa 55 places)

These two schools make a valuable contribution to the specialist provision offer currently available to Liverpool. However, there are questions about the value for money of the placements provided by these schools. Assuming this can be resolved satisfactorily by commissioners, the use of these schools could continue. With regard to the remaining 101 INM places, Liverpool should set itself a realistic target aimed at reducing its reliance on such provision. It would not be unreasonable to set a target of a 50% reduction over a six-year period. This does not mean ceasing existing placements but means that steps will be required to reduce any future new placements in this sector.

This would mean creating additional capacity within Liverpool special schools in order to reduce the likelihood of external placements in the future. As Liverpool reduces the number of INM placements, it will be necessary to create a corresponding number of internal placements. This equates to a reduction of 50 places externally and the creation of an additional 50 new places in Liverpool.

Table 13 shows that over the next 6 years, an estimated 102 pupils will have reached Year 11 or left Post 16 provision. The current estimated cost of the 102 pupil places is circa £4.9 million. The EHC team will need to be tasked with ensuring that as these pupils leave school, wherever possible, they are not replaced by others. The team needs to aim to achieve a reduction of **8 places per year for 6 years** to achieve a reduction of 48 places overall. This will generate savings of circa £2.3 million for reinvestment in local special school provision.

### Factor Three: Increase in demand for Post 16 provision

Post 16 provision has a number of providers:

- a) Liverpool special schools
- b) AP providers
- c) Local college providers
- d) INM providers

There are 6 Liverpool Special Schools with Post 16 provision. These are:

- Abbot's Lea
- Bank View
- Childwall Abbey

- Palmerston
- Redbridge
- Sandfield Park

The Post 16 provision provided by these schools, represents a significant percentage of their total offer as shown below:

**Table 26: Number of Post 16 places at Liverpool's Special Schools and Percentage of the School Population**

Year	Abbots Lea	BVHS	CAS	Palmerston	Redbridge	Sandfield Park	Total
12	21	19	13	9	15	6	83
13	15	13	12	8	14	8	70
14	7	6	6	21	15	6	61
<b>Total</b>	<b>43</b>	<b>38</b>	<b>31</b>	<b>38</b>	<b>44</b>	<b>20</b>	<b>214</b>
<b>% of school population</b>	<b>16%</b>	<b>16%</b>	<b>19%</b>	<b>29%</b>	<b>33%</b>	<b>25%</b>	

For the purpose of this exercise, we have applied the 6.7% population growth factor to the special schools Post 16 population figure of 214, which equates to circa 15 new Post 16 places in Liverpool's special schools. At the time of writing, there was no information available about the level of use of local FE provision. However, if we apply a similar number to local FE provision, we can anticipate an increase in growth of 15 places. Therefore, a total of 30 new Post 16 places are required. Continued monitoring of the data relating to Post 16 provision will demonstrate whether this predicted shortfall has been realised.

**Factor Four: The number of pupils currently without a school place as a result of the inability to identify an appropriate specialist provider**

The local authority monitors the number of children who are without a school place. This is generally because either a suitable place is not available, or parents do not accept the offer being made. The EHC team report that there are several reasons why schools are unable to agree to offer a place:

- 1) There are no spaces available in a suitable year group.
- 2) The school is at full capacity with no space to increase the number of classes or sizes of classes.
- 3) There are no spaces in school that meet the specific needs of the child.

The number of children without a school place in September is an indicator of a shortfall in availability or type of provision:

- In September 2019 there were 26 children without a special school place
- In September 2020 there were 17 children without a special school place
- Across 2019 and 2020 this equates to an average of 21 places
- Currently (as at 11 December 2020) the SEN team have identified 20 young people without a school place. The needs of this group are varied but the predominant needs are ASD, SEMH and SLD as shown in Table 27. Table 28 shows that of the 20 pupils without a school place, 15 pupils are of secondary age with the predominant needs being SEMH (6) and ASD (3) and SLD (2).

**Table 27: Primary Needs of Young People with an EHC Plan who are not in a School Placement (as at December 2020)**

Primary need	Number
Moderate Learning Difficulties	1
Autistic Spectrum Disorder	5
Physical Disability	1
Speech, Language or Communication Difficulties	2
Profound and Multiple Learning Difficulties	1
Social Emotional and Communication	1
Social Emotional and Mental Health	6
Severe Learning Disability	3
<b>Total</b>	<b>20</b>

**Table 28: Age Profile of Children and Young people with an EHC Plan who are not yet in a School Placement (as at December 2020)**

Need	Year															Total	
	-1	R ec	1	2	3	4	5	6	7	8	9	10	11	12	13		14 +
MLD										1							
ASD			1				1		1		2						
Physical Disability									1								
Speech, Lang or Communication Difficulties							1				1						
Profound and Multiple Learning Difficulties										1							
Social Emotional and Communication				1													
Social, Emotional and Mental Health									2		2	2					
Severe Learning Disability			1							1		1					
<b>Total</b>			<b>2</b>	<b>1</b>			<b>1</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>					<b>20</b>

Of the pupils without a school place, 5 are primary aged and 15 are secondary aged.

In summary, this indicates that there is a shortfall of 20 placements of which the greatest need is ASD, SEMH and SLD. The predominant age requirement is for secondary provision.

**Factor 5: Increase in the number of pupils in the primary special school and ERP pathway who will need a place in secondary provision**

An analysis of the flow from primary ERPs and primary special schools into secondary special schools has been completed. The population of secondary special schools is derived from 3 sources:

1. ERPs
2. Primary special schools
3. Mainstream schools.

- Primary deaf pupils attending the Deaf ERP generally do not transfer into the secondary Deaf ERP.
- Pupils attending the Communication and Language ERPs attend for a short-term intervention only following which they usually return to a mainstream school and do not require a transfer into a secondary ERP.
- The pupils attending SLD and CLD ERPs generally transfer into secondary special school provision.

- Data indicates that there is a shortfall in the number of secondary specialist placements for the combined total of pupils with ASD, SLD and SEMH in ERPs and primary special schools (see Table 10 and Table 18).

The analysis derived from Tables 10 and 18, showed that the flow from ERPs and special primary schools appears to be predictable. **However, the flow from mainstream schools is unpredictable** - the data showed that overall, the cumulative total of pupils in Year 6 at primary ERPs and primary special schools is less than the total number of current Year 7 places available in secondary special schools. However, there is an indication of a pressure point relating to the availability of places for ASD, SLD and SEMH in secondary provision. Factor 5 is helpful in predicting the type of need and the age range for any new provision that is developed. However, the shortfall in places for these needs and ages will be picked up in other shortfall factors such as INM and pupils without a school place.

### Summary of Projected Shortfall in Provision

Taking account of the four measurable shortfall factors (excluding factor five):

- growth in population
- overspill into INM
- growth in demand for post 16
- children currently without school places,

we project a shortfall of circa **250 specialist places** by 2026 as shown in the table below.

**Table 29: Cumulative Total of all Shortfall Factors**

Factor	Area	Shortfall
Factor One	Population	150
Factor Two	INM	50
Factor Three	Post 16	30
Factor Four	No school place	20
<b>Total</b>		<b>250</b>

## 3.8 Conclusions

### What we have learnt:

1. Liverpool aspires to develop a strong culture of inclusion and inclusive practice whereby the majority of pupils should access and have their needs met in local mainstream settings.
2. The current and future demand for specialist provision is outstripping supply.
3. The local authority is spending 80% (£45 million) of its high needs budget on specialist provision and this proportion should not increase. If it does increase this would have a negative impact on the resources available to support pupils with SEN in mainstream schools and their inclusive arrangements.
4. The pupil population of Liverpool will grow by 6.7% by 2026. There is a need for a proportionate increase in the number of mainstream school places and a corresponding increase in specialist places.
5. There is an increasing demand for specialist post 16 provision as a result of the duties specified in the Children and Families Act 2014 which placed on local authorities the requirement to make suitable arrangements for CYP with SEN up to the age of 25.

6. Approximately 70% of young people with an EHC plan attend a specialist provision. Any future increase in levels of provision need to take into account the needs of the special school population.
7. The three predominant categories of needs are:
  - ASD/CLD
  - SLD
  - SEMH

This is evidenced in Tables 5 and 8 in the main body of the report.

8. There are some clear “push-pull” factors driving the demand for special school places for children with SEN. Families experience a “push” from non-inclusive schools and may have a poor lived experience. Often there is a “pull” towards a more welcoming and specialist environment. Discussion with schools and parents has helped to understand the facets of these push-pull factors.
9. Some of the “pull” factors are concerned with attitude and ethos, some are concerned with knowledge and some are concerned with environment and equipment. These factors could be made available in a graduated way in all types of settings including mainstream schools, resource bases as well as special schools.
10. In relation to SEMH the push-pull factors are different. There are some strong “push-shove” factors which are increasing the number of pupils with SEMH whose needs are not being appropriately met in mainstream school environments. The “pull” factors are not as strong, as parents do not request a PRU place. The local authority has the responsibility for sourcing and providing education for pupils that have been ‘pushed’ out of the system.
11. The cohort of young people identified with SEMH have varied needs. The behaviour that is evident to schools (which is observed and experienced) includes challenge, disruption or anxiety and withdrawn behaviour. These behaviours are common to all, but the causal factors can be very different, as follows:
  - Unmet SEN (e.g. ASD, ADHD, Specific Learning Difficulties)
  - Adverse Childhood Experiences, ACE (e.g. abuse, exploitation, neglect trauma, bereavement, poverty, alcohol/substance abuse)
  - Mental health needs.

The educational solutions required should positively respond to meeting these needs and addressing the causal factors appropriately.

12. The way in which SEMH provision is managed and commissioned is fragmented and lacking an overall strategic direction and a common sense of purpose and approach.
13. There are a number of providers of SEMH provision in a variety of settings. The combined cost of SEMH provision is circa £10 million for approximately 500 pupils.
14. The designations and admissions criteria of special schools are out of date.
15. Enhanced resource provision on mainstream schools is commissioned by three different lead officers across SEN (EHC), SEN Services and Inclusion services and there are limited pathways from primary ERPs to secondary ERPs.
16. Very few deaf pupils transfer from primary deaf ERP to secondary deaf ERP.
17. Pupils moving from primary ERP and primary special school provision is generally predictable. However, the number of pupils transferring from mainstream school into secondary special schools is less predictable. There is a potential shortfall of secondary special school places relating to ASD, SLD and SEMH.

18. If we increase the number of specialist places by 6.7% (to reflect population growth) we will need to increase the number of places from 2,239 to 2,389. Therefore, an increase of 150 more places will be required across all types of settings by 2026.
19. If we consider the three other shortfall indicators i.e. i) the use of Independent Non-Maintained special schools, ii) the rise in demand for Post 16 and iii) the number of pupils without a school place in September, this will mean that an additional 100 places will be required.
20. If we combine the number of new places required as a result of population growth (150 places) and the number of shortfall places (100 places), there is a total shortfall of 250 places. This does not take into account any growth in demand as a result of an increasing number of EHC plans.
21. There is an ongoing and significant increase in the number of young people with an EHC plan. If this continues unchecked and the numbers continue to increase at the same rate as the previous five years, the number of EHC plans may increase from 3,194 in 2021 to 4,309 in 2026. This will provide an automatic right for an additional 1,115 families to express a preference for specialist provision. If 70% of those with an EHC plan attend specialist provision this could mean an additional requirement for 780 specialist places. This is unsustainable.
22. Commissioning arrangements for specialist provision is fragmented.
21. The average costs of Liverpool's special schools are:
  - The cost of a SLD special school ranges from £17,000 to £20,000
  - The cost of a SEMH special school ranges from £17,000 to £20,000
  - The cost of a CLD special school ranges from £15,000-£17,000.

#### 4. Recommendations

These proposals are based on two key areas of activity. Liverpool needs to set out how it intends:

- 1) to **manage the demand** for specialist provision by appropriately meeting the needs of young people and developing inclusive practice in mainstream schools.
- 2) to **meet the expected growth** in the number of specialist placements in the City. This will include the need to ensure that Liverpool's specialist provision is **fit for purpose** and can respond to the need for an increase in capacity of 250 additional spaces as a result of population growth and its current shortfall of specialist places. The effectiveness of **commissioning arrangements** across SEND provision will also need to be improved in order to make the best use of resources.

#### Any developments will need to comply with the following core principles:

- The majority of children with SEN will attend mainstream schools.
- All Liverpool's schools should use their best endeavours to provide an inclusive SEN support offer.
- Liverpool will ensure that money spent on specialist provision represents best value and achieves the best outcomes for its young people.
- Liverpool's High Needs block should, wherever possible, be spent on Liverpool's schools.
- Liverpool should seek to maintain the balance between the funding allocated to special schools and the funding used to support children in mainstream schools who receive SEN support.
- Liverpool's children where possible should be educated close to home.

**Options for managing the demand** for specialist provision are of prime importance but are not within the remit of this exercise. However, if effective action is not taken and the level of EHC plans continues to rise, there will be a direct consequence to the sufficiency of Liverpool's specialist provision. Options for managing demand must include:

- Developing a strong inclusive core offer in all schools across all ages
- Ensuring that financial resources and the efforts of support services are focused on building the capacity and resilience of mainstream schools
- The promotion of consortia of schools and partnerships which provide a platform for sharing and developing good practice.

**Options for meeting the increased requirement** for 250 specialist places include:

- Further developing the offer made by schools to respond to local needs
- Establishing new provisions and developing specialist provisions on mainstream school sites
- Re-designating special schools
- Repurposing some existing provision
- Expanding some existing provision.

The remit of this exercise was focused around increased demand, and as such we have set out below a number of proposals and options to meet this demand.

## Meeting the increased requirement for specialist places

There are four main proposals for developing sufficient specialist provision in Liverpool which relate to:

- 1) Developing generic special schools for CLD/SLD and post 16 provision
- 2) Developing enhanced resource provision on mainstream school sites
- 3) Reconfiguring SEMH provision and arrangements
- 4) Strategic leadership and commissioning of SEN.

These have been taken in turn and detailed options laid out within each of these four proposals.

### 1. Developing Generic Special Schools for CLD/SLD and Post 16 provision

#### *Option 1.1: Re-designate Liverpool's CLD and SLD Special Schools*

The current official designations of Liverpool's Special Schools are out-of-date and inappropriate. They no longer reflect the complex range of special educational needs of pupils who attend the schools or the level of need of pupils seeking a place in a special school. Liverpool's special schools which currently cater for either pupils with complex learning difficulties (CLD) or severe learning difficulties (SLD) should be re-designated as generic special schools for pupils with severe and complex needs. Some schools should offer a defined area of focus such as:

- Severe and Complex Needs (ASD)
- Severe and Complex Needs (PMLD)
- Severe and Complex Needs (Post 16)

Liverpool Council will need to initiate a statutory consultation process on the proposed new designations for special schools, any proposed changes to age profile and any increase or decrease in the numbers of pupils on roll (over and above a 5% change).

This would provide a number of benefits including:

- Increased opportunity to place children with severe and complex needs in Liverpool's own special schools
- Reduced reliance on high cost INM schools for pupils with SLD
- Sufficient pathways from primary to secondary special schools.

### ***Option 1.2: Relocate the current Post 16 provision from Bank View and Redbridge schools***

Relocate the current provision into a new offsite Severe and Complex Need Post 16 centre. The current cohorts of 44 students at Redbridge and 38 students at Bank View (82 students) will relocate to a new site. It is proposed that the capacity of the new site will increase by 30 places over time to 112.

This would provide a number of benefits including:

- increasing the numbers of Post 16 placements available to young people.
- enabling Bank View and Redbridge to offer an increased number of primary and secondary places for pupils with Severe and Complex Needs using the spaces previously occupied by Post 16 students. Bank view should initially focus on offering an increased number of primary SLD places.
- providing a transition phase for pupils who have spent the majority of their school life on one school campus.

There are a number of possible off-site premises to explore for the new Severe and Complex Need Post 16 provision which include:

- The building and site available on Beaconsfield Road which was previously occupied by Palmerston school
- The former New Heights PRU building and site in Netherley
- The potential use of Parklands although some of this building is already being used for LEEP
- Studio@Deyes (school closed).

### ***Option 1.3: Develop strong partnership arrangements with local FE providers***

This would increase Liverpool's inclusive offer for students with SEN. The local college should be commissioned to offer foundation learning courses with a defined curriculum, and an agreed number of places to be accessed via an EHC plan.

This would provide key benefits such as:

- Increased availability of inclusive learning opportunities in a local FE college
- Access to a variety of vocational training opportunities.

### ***Option 1.4: Initiate an urgent review of the use of Birtenshaw and RSB for SLD placements***

Liverpool currently pays £3.8 million more for 110 places than if it commissioned these places from its own schools. Birtenshaw is a newly opened school registered for the 3-19 age group. The school currently only accommodates primary aged pupils but as the pupils move through school, the cost to Liverpool will increase dramatically (it could double).

Key questions to explore are:

- 1) What are the needs of the pupils that attend these schools? Are they different from children in Liverpool's SLD schools?
- 2) Why do the schools cost so much?
- 3) What is the added value that £3.8 million buys?
- 4) Can the fee be re-negotiated and reduced?
- 5) What are the plans to open the Birtenshaw and post 16 departments?

This review would provide a number of benefits including:

- Making more efficient use of high needs funding
- Providing the opportunity to reinvest into Liverpool's own special provision

### ***Option 1.5: Move the Sandfield Park Campus***

Sandfield Park Campus is currently home to the provision for pupils with mental health needs. This provision will move from the Sandfield campus to Alder Hey hospital.

This would provide a number of benefits including:

- Increased capacity at Sandfield school for 20 new SLD places.
- A combined mental health facility at Alder Hey hospital.

## **2. Developing Enhanced Resource Provisions on Mainstream School Sites**

### ***Option 2.1: Develop six quality enhanced resource provisions on good or outstanding mainstream school sites***

Each new resource base should make provision for up to 15 pupils over time. Three provisions would be based in primary schools and three provisions in secondary schools. The provisions should ideally be located in geographic areas that are aligned to the north, the centre and the south of the city, so that each geographical area has access to a primary and a secondary resource base.

The governors of the host school would be responsible for the quality of the provision and as such the external validation of the quality of the provision will be included in the OFSTED inspection of the host school.

There should be pathways from primary resource provisions to secondary resource provisions. These would include:

- Provision for pupils with ASC and high academic potential who can access a mainstream school curriculum with additional support
- Pupils with Autism
- Pupils with MLD/CLD who may previously have been placed at a CLD school
- Pupils who currently attend a CLD school who, following assessment and in accordance with the preferences of the parents would benefit from access to a mainstream curriculum.

This would provide a number of benefits including:

- Reduced reliance on special schools for pupils with MLD and ASC
- More local options for young people with ASC who would benefit from a mainstream curriculum.

### ***Option 2.2: The council should support the continued development of the secondary Deaf provision at Broadgreen International***

This would ensure a positive and appealing pathway for deaf children moving from Knotty Ash Primary Resource Provision for deaf children. This would include the development of a British Sign Language focus for the secondary provision and links with the Liverpool deaf community.

This would provide a number of benefits including:

- Access to a local BSL school environment with links to the local deaf community
- Reduce the need and cost of travelling (100-mile journey which takes 2 - 2.5 hours each way).
- 5 new secondary local places for deaf pupils

### 3. Reconfiguring SEMH Provision and Arrangements

#### *Option 3.1: Co-ordination of commissioning of SEMH provision*

Liverpool invests heavily into its range of SEN (SEMH) provisions. The existing range of provision needs reshaping. It is currently commissioned, provided and accessed through separate arrangements. There is a lack of co-ordination and accountability. This needs to be more effectively joined up.

#### *Option 3.2: Develop a Hub for the Organisation for SEN (SEMH)*

AP, school based provision and the PRU, should be organised and accessed under one umbrella system or hub. The hub will be the PRU which will provide:

- A multi-agency support service to provide advice to schools including CAMHS workers and trauma and mental health informed education practitioners
- Resources and support in developing mainstream school supportive learning environments for pupils at risk of exclusion
- A short stay assessment centre at the PRU
- An approved provider list of high-quality AP settings.

#### *Option 3.3: Developing School Based Provision*

Mainstream schools should develop a range of school-based learning provisions based on trauma and mental health informed practice in collaboration with the PRU.

Pupils with trauma and mental health needs are at high risk of fixed term or permanent exclusion and disengagement from education. Schools should identify high risk groups and put in place arrangements that address the needs of this group. The aim of this would be to:

- reduce exclusion
- reduce anxiety
- reduce incidents of fighting, challenging and disruptive behaviour in schools
- improve academic achievement and life-chances.

Schools would put in place measures which focus on:

- developing relationship and conversational skills
- enabling children to feel safe psychologically in order that they can reflect on life experiences
- developing safe spaces in school
- developing staff skill sets and positive intervention skills.

Retaining pupils with SEMH in mainstream schools needs to be incentivised. The local authority needs to explore the methodology for investing funding into mainstream provision when schools can demonstrate that they have reduced exclusions.

#### *Option 3.4: Alternative Provision*

The local authority has undertaken a review of the AP provision available to Liverpool. The AP report will contain recommendations which will be required to reduce the reliance on AP. In any circumstances where AP continues to be used it should be subject to rigorous quality assurance measures. The QA process should be managed by the head of the pupil referral unit.

The local authority in collaboration with schools and the PRU should take the opportunity to reduce the number of AP placements and reinvest the funding released in a set of newly developed provisions managed by schools.

### Option 3.5: Student Support Centres (SSCs)

The Student Support Centres should operate the same way as enhanced resource provision, where they are managed by the host school. They should focus their approach on addressing trauma and mental health needs of pupils. Host schools should be identified, and a statutory process undertaken to establish them as Enhanced Resource provisions for SEMH. This establishes 30 long term and sustainable SEMH ERP places.

### Option 3.6: SEMH Special Schools

For the next 18 months Liverpool should monitor the placements of pupils in its SEMH schools. The Local Authority, through its SEN officers should focus attention on developing appropriate responses to meeting children's needs in mainstream school settings. Any pupil whose needs have not been met through the new mainstream arrangements may still require a special school placement. The LA should monitor who has been placed, the needs of those placed and level of placements over a period of 18 months. This will inform any future decisions relating to the viability and suitability of the current SEMH special school provision.

## 4. Strategic leadership and Commissioning of SEN

Three key actions are required:

### 4.1 Continue to improve leadership arrangements in order to ensure:

- clear lines of management and accountability to the Head of Inclusion and Head of SEND
- a shared agenda for change developed in collaboration with schools and health and care colleagues.

### 4.2 Develop a coordinated, integrated Commissioning Plan across Education, Health and Care for:

- AP
- Enhanced resources
- Specialist Provision.

### 4.3 Maintain a data bank on SEMH.

The data relating to the projected growth of need, exclusions, risk of exclusion and persistent absence, should be reviewed annually and used to inform commissioning intentions.

**Table 30: Summary of Predicted New Places Required**

Option	Schools	Action	Number of new places
1	New Bank View and Redbridge Post 16 centre	Move post 16 provision off site	30 new places for Post 16
2	Bank View and Redbridge SLD/CLD	Utilise classrooms released as a result of Post 16 relocation	82 new CLD/ SLD places
3	Sandfield Park ACE provision	Relocate ACE centre off site (Alder Hey) and increase capacity for CLD/ SLD on Sandfield site	20 new CLD/ SLD places
4	Enhanced resource provisions ASD CLD	Create six, 15 place ASD/CLD places	90 places ASD CLD
5	Student Support Centres	Convert to ERPs	30 SEMH
6	Deaf ERP	Develop BSL provision	5 HI
<b>Total</b>			<b>257 new places*</b>

\*This figure slightly exceeds the target requirement of 250 new places and would allow for some flexibility

## Estimated Future Costs

The cost of increasing the number of Liverpool's specialist placements is broadly estimated by identifying revenue costs (the amount paid per pupil) and capital costs (the amount spent on buildings and adaptations). These costs will require further detailed exploration and are provided here as an indication of potential funding requirements.

### Revenue

- The proposed increase of 257 new ASC, SLD, CLD places in special schools, Enhanced Resource Provisions and a new Post 16 centre would incur costs in the region of £4.3 million (using an average cost of £17,000 per place).

The additional revenue costs will be offset by savings identified through the more effective use of existing resources. This includes:

- reducing INM placements by 48 and reinvesting the resulting savings of £2.3 million currently spent on these placements (based on an average placement cost of £47,577)
- renegotiating and seeking to achieve a reduction in the placement fees for Birtenshaw and RSB
- re-allocating Student Support Centre budgets into school based SEMH Enhanced Resource provision.

### Capital

At the time of writing, it is not possible to provide a reliable estimate of capital costs. This will depend on the buildings, locations and adaptations required for any new provision including:

- the cost of Bank View and Redbridge Post 16 refurbishment  
the costs incurred in relocating mental health provision from Sandfield Park campus to Alder Hey Hospital
- the cost of new enhanced resource provisions and mainstream facilities for SEMH.

The local authority may wish to check the availability of SEN Capital Grant funding to adapt and upgrade existing school spaces.

### Footnote

*This report has been produced using the following assumptions:*

- *Population projections are not unduly affected by future political decisions relating to membership of the European Union which would affect migrant populations*
- *Data provided to the project team by external sources, including Liverpool Council is accurate and correct*
- *The pupil needs profile and future forecasts are based on January 2020 DfE statistical first release/schools census data and that school reported accurately their judgements and statistics*
- *Political change or the pandemic crisis do not cause adverse fluctuations in funding availability*

5. Table 31: Summary of Actions

Year	Project	Phase	Type of need	Benefit or number of new places
2021	Initiate statutory process to redesignate all special schools	All	All	Increased flexibility for new placements
	Initiate a review of the cost effectiveness of Birtenshaw and RSB placements	Primary	C and L C and I	Identify potential savings for re-investment
	Monitor the placements of pupils in SEMH Special schools	All	SEMH	A better understanding of pupil needs and effectiveness of provision
	Establish PRU as a Hub of SEMH mainstream provision	All	SEMH	Reduce exclusions
	Establish 6 pilot projects on mainstream secondary school sites to develop SEMH (ensure one relates to girls)	Secondary	SEMH	Retain pupils in mainstream, reduce pressure on SEMH special schools
	Relocate post 16 provision from Redbridge and Bank View to a new post 16 centre. 3) Create 30 new post 16 places 4) Create 82 special school places	Primary Secondary Post 16	Severe and Complex	82 Primary and Secondary places 30 Post 16 places
	Convert Student Support Centres into Enhanced Resource Provisions (ERP)	Primary	SEMH	30 ERP places
	Establish 2 new mainstream ERPs	2x Secondary	All	15 ERP places 15 ERP places
	Establish SEN data system relating to all phases across all provisions	All	All	Improve quality of data to inform planning
	Establish integrated commissioning team for SEN/SEMH	All	All	Better coordination and management of commissioning activity
2022	Relocate Sandfield mental health provision to Alder Hey. Utilise vacated spaces for pupils with severe and complex needs	Secondary	Severe and Complex needs	20 places
	Continue roll out of secondary mainstream SEMH initiatives	Secondary	SEMH	Retain pupils in mainstream, reduce pressure on SEMH special schools
	Establish 2 new mainstream ERPs	1x Primary 1x Secondary	ASC/CLD ASC/CLD	15 ERP places 15 ERP places
	Further develop secondary deaf provision for BSL users	Secondary	Deaf/HI	5 new secondary places
2023	Review the outcomes of monitoring placements in SEMH special schools	Primary and Secondary	SEMH	Produce a plan for the future of Liverpool's SEMH special school
	Establish 2 new mainstream ERPs	Primary and Secondary	ASC/CLD	15 new places 15 new places
	Begin implementation of outcomes of the review of SEMH special schools	Primary and Secondary		Adjust level, type and location, type of provision
	Interim review of sufficiency of specialist provision	All	All	
			<b>Total</b>	<b>257 new places *</b>

\*This figure slightly exceeds the target requirement of 250 new places and would allow for some flexibility.

## 6. Appendices

### 6.1 Charts and Tables

#### Charts

1. Population projections 0-25
2. Percentage of school population with SEN
3. 3a What schools told us (Push Factors) and 3b Desirable specialist features from parents' perspectives
4. Flow from Primary to Secondary special schools
5. Liverpool's DSG allocations
6. High Needs Budget: Actual Spend 2019/20
7. High Needs Budget: Predicted spend 2020/2021

#### Tables

1. The current population of Liverpool as at 2019
2. 0-25 Population predictions 2020 -2026
3. School age SEN rates 2021-2026
4. Predicting the increase in EHC plans
5. SEN Pupils by Primary Need (Jan 20 census)
6. EHCP Primary need by school phase
7. The type of schools attended by pupils with an EHC Plan
8. Special School numbers on roll by category of need (Jan 2020)
9. Data relating to Liverpool's Government funded special schools
10. Overview of pupils by year group in LA special schools
11. Liverpool children attending other LA special schools and other LA children attending Liverpool special schools
12. Summary of INM special school placements
13. Number of pupils in INM provision by year groups
14. SLD/CLD Enhanced Resource Provision
15. Deaf/HI Enhanced Resource Provision
16. Communication and Language Needs Enhanced Resource Provision
17. SEMH needs Student Support Centres
18. Overview of pupils attending Enhanced Resource Provisions or Student Support Centres
19. Overview of the cost of pupils attending ERP or SSC
20. The total number and percentage of specialist placements commissioned by Liverpool
21. Special school bands
22. Special School Budgets 2020/21
23. Ofsted and Liverpool Special Schools
24. Enhanced Resources (Ofsted Judgements)
25. Predicted shortfall in specialist provision based on 6.7% population growth
26. Number of Post 16 places at Liverpool's special schools and percentage of the school population
27. Primary needs of young people with an EHC Plan who are not in a school placement
28. Age Profile of CYP with an EHC plan who are not in school placements
29. Cumulative total of shortfall factors
30. Summary of predicted new places required
31. Summary of Actions

## 6.2 Glossary

ACE	Adverse Childhood Experience
AP	Alternative provision
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
BSL	British Sign Language
CLD	Complex leaning disability
CLD	Complex language disorder
COP	Code of Practice
DSG	Designated Schools grant
DFE	Department for Education
EHC	Education Health and Care
EHCP	Education Health and Care Plan
ER	Enhanced Resource
ERP	Enhanced Resource Provision
EYS	Early Years Service
FE	Further Education
INM	Independent and non-maintained
JSNA	Joint Strategic Needs Assessment
LivPaC	Liverpool Parents and Carer
ONS	Office for National Statistics
PMLD	Profound and Multiple Learning Disabilities
PD	Physical Disability
SEMH	Social emotional and mental health (needs)
SEN	Special Education Needs
SEND	Special Education Needs and Disabilities
SENCO	Special Education Needs Coordinator
SLD	Severe Learning Disability
SPLCN	Speech Language and Communication Needs
SpLD	Specific Language Disorder
SSC	Student Support Centre

## **SEND Sufficiency Consultation: The Development of a Sustainable Special Education Needs and Disability (SEND) System**

### **Purpose**

From June to October 2021, Liverpool Council sought views *via* a public consultation on the development of a sustainable SEND system. The consultation followed recommendations made by SEND4Change. A number of themes were considered as part of the consultation including: the designation of special schools; creation of a specialist provision for children and young people aged 4-16; development of resourced provision in early years; potential federation of schools; the development of post-16 provision; the relocation of Princes Primary School to Parklands, Speke; the development of provision to support the mental health needs of children and young people; the development of resourced provision in mainstream schools; provision for Deaf children and young people; and provision for children and young people with SEMH needs. The outcomes of the consultation and views of stakeholders is outlined in this document.

### **Background**

The City Plan sets out Liverpool's vision of enabling children and young people, including those with SEND, to live independent and successful lives by ensuring that their needs are met.

During 2018 to 2020, SEND4Change was commissioned by Liverpool Council to carry out a SEND review. The review resulted in a number of recommendations to reshape provision to meet the needs of the growing population of children and young people with SEND.

### **Rationale**

Since 2019, there has been a 46% increase in the number of children and young people with education health and care plans (EHCPs). Liverpool now maintains over 4000 EHCPs.

Despite the presumption of mainstream school in the SEND reforms, there is greater preference for placements in special schools. Any future organisation of special educational provision must meet the needs of children and young people and their families and provide a sustainable offer. The consultation also addressed the requirement for a range of sustainable specialist provision in mainstream settings for children and young people with SEND.

The public consultation was undertaken with regard to the development of a sustainable SEND system. As part of the consultation:

- an online questionnaire was published on Liverpool Council website
- two virtual events for parents coordinated by Liverpool Parent Carer Forum (LivPaC)
- two virtual events were co-ordinated by Liverpool Council
- a question and answer session for headteachers was undertaken.

A range of views were expressed, both through the consultation events and via written responses. Two online full questionnaires were undertaken, one for professionals and a version for parents. Responses rates to individual questions are provided throughout the document and included representation from both individuals and groups including schools, parents, governors, Liverpool Council employees, school staff, and voluntary sector organisations.

Separate written submissions were made by Liverpool Primary Headteachers' Association (LPHA), representing 121 primary schools and from the Association of Liverpool Special School Heads (ALSSH), representing 12 special schools. Most special schools also submitted individual written responses. Email submissions were received from school governors and professionals who work in schools.

### **For Consultation (Questions 1-6)**

#### **Designation of Special Schools- Response to Initial Recommendations made by SEND4Change**

The change of designation of special schools would create greater flexibility in the capacity to place children and young people. This would mean that place planning could be adjusted so that those with the most complex needs would always be placed in the city. The provision for children and young people with the most complex needs is very specialist and the capacity can be limited. Subject to the outcome of consultation, Liverpool will re-designate CLD and SLD provision for some schools as suggested by SEND4Change.

It is proposed to broaden the re-designation to include some schools with a designation of SEMH. The SEMH schools are small and the long term option of forming federations with schools for children and young people will enable greater flexibility in place planning. Despite the demand for places for children and young people with SEMH, they cannot always be placed in the current provision available. In particular, there is no sufficient provision for girls in the secondary sector.

It is not proposed to change the designation of our ASD School as there is continuing demand for pupils with needs in this area.

There is a need to create resourced provision in the maintained nursery schools. This will alleviate some potential demand for places for children and young people in the Early Years who are under school age.

Dependent upon the outcome of this consultation regarding the development of post 16 provision, there may be a re-designation of the upper age range of some special schools.

**Question 1**

**Would changing the designation of a number of schools provide a better offer for children and young people in the city?**

**Consultation Response**

Yes	No	Don't know	Total
77	21	26	124
62%	16.9%	21%	100%

There was support from respondents that changes to the designation of special schools would potentially provide a better offer to children and young people. The advantages and disadvantages of changing the designation was explored in question 2.

**Question 2**

**What would be the potential advantages and disadvantages of changing the designation of provisions? Please comment on the impact on specific schools if you feel this is appropriate.**

**Consultation Response**

A number of advantages were outlined in response to this question. This included:

- greater flexibility in the placement of pupils
- the potential to cater for a wider range of needs
- more cost-effective provision
- addressing shortages in specific areas such as SEMH for example
- the potential for children to be educated closer to home
- the potential to create provision for girls with SEMH.

The disadvantages included

- loss of specialism as special schools would cater for a wider range of needs and this could be detrimental to some children and young people for example Autism
- that re-designation alone will not address the shortage of places or increase capacity
- limitations in the curriculum due to the diversity of the needs of children and young people
- a failure to address the wider challenges of inclusion including improving the capacity of mainstream schools
- impact on the provision of specialist therapies such as hydrotherapy for example
- that provision does not cater for more able children and young people with specific needs such as Autism.

**Question 3**

**Would there be any benefit in creating more all age provision for pupils from 4-16 to aid transition?**

**Consultation Response**

Yes	No	Don't know	Total
101	14	18	133
75.9%	10.5%	13.5%	100%

There was positive support for the creation of an all age provision from 4-16. A prevailing theme was to reduce pressure at key transition points, specifically from primary to secondary school. This would ensure continuity and alleviate stress for families. Responses identified transition between primary and secondary school as a significant source of anxiety for children and families. In contrast, it was also expressed that an all age provision should not be the only option as some children can benefit from transition to a new setting.

Some reservations were expressed about primary and secondary aged children and young people being placed on one site, particularly within the SEMH sector.

**Question 4**

**Does resourced provision in maintained nurseries need to be developed to enable better and earlier identification in the Early Years?**

**Consultation Response**

Yes	No	Don't know	Total
102	18	13	133
76.7%	13.5%	9.8%	100%

Respondents received this proposal positively as it was recognised that this type of provision would:

- support families and aid early identification
- enable statutory assessments to be undertaken in preparation for school
- ensure that those children with the most complex needs have education, health and care needs assessment at a younger age
- improve the understanding of children's individual needs
- improve support in preparation for transition to school.

A number of respondents stated that many children are starting reception without the necessary assessments and support in place. Resourced nurseries may address this and provide additional options for parents. Reference was also made to ensuring staff had the appropriate expertise and knowledge to provide the support required.

**Question 5**

**Would the development of resourced provision in the Early Years minimise the need for assessment classes in special schools?**

**Consultation Response**

Yes	No	Don't know	Total
49	42	41	132
37.1%	31.8%	31%	100%

There were mixed views as to whether resourced provision would minimise the need for assessment classes in special schools. It is believed by respondents that children's needs can emerge over time and that there still may be a requirement for both long-term specialist places and assessment classes. Some respondents felt that assessments should be undertaken on a mainstream site prior to entry to special school.

**Question 6**

**Is there any potential for schools to federate or merge to produce larger provisions that are better able to meet need?**

**Consultation Response**

Yes	No	Don't know	Total
29	52	53	134
21.6%	38.8%	39.6%	100%

There was limited support for federation of schools. The benefits of federation were:

- schools could share resources
- the potential for increased support
- creation of diversity within the provisions
- economies of scale in terms of resources
- the potential to improve access to resources
- that small schools are expensive to run and not always efficient.

The reservation that was expressed by the majority of respondents was that children and young people with SEND thrive in smaller environments and the creation of larger provisions risks this.

**For Consultation (Questions 7-11)****Post 16 Provision- Response to Initial Recommendations Made by SEND4Change**

Post 16 provision needs to be reorganised and developed to ensure that there is an appropriate offer for young people. The options of reorganising current provision and making better use of the current post 16 providers will be considered together.

Bank View School and Redbridge School were specifically mentioned in the SEND4Change Report however consideration of reorganisation should apply to the whole sector not just Bank View School and Redbridge School. The reorganisation of post 16 provision for other special schools needs to be part of a wider strategy to provide more places for 11-16 year olds. Consideration of the relocation of post 16 should involve all secondary special provision.

Given the increasing demand on post 16 provision, greater use of post 16 colleges would increase capacity within mainstream. Liverpool has a range of providers that are not fully utilised to provide a post 16 offer for young people with EHC plans. The links with providers within the city such as the City of Liverpool College, Greenbank College and Myerscough need to be strengthened.

**Question 7**

**Is there any merit for the creation of one offsite post 16 provision that falls under the governance of one school and closing the sixth form provision of other special schools?**

**Consultation Response**

Yes	No	Don't know	Total
51	46	36	134
38.1%	34.3%	26.9%	100%

There were mixed views with regard to the creation of one off-site post-16 provision that falls under the governance of one school. Some respondents felt that this would:

- limit the offer
- reduce the choices available to young people
- lead to a 'one size fits all' approach
- not always cater for the variation of students' needs
- result in extra transition for some young people.

Many parents want the security of staying in one setting upon transition to post-16. There are also practical considerations referenced that would impact on any decision such as the location of the provision.

**Question 8**

**What would be the challenges linked to this approach?**

**Consultation Response**

The challenges linked to this approach were identified as additional transition for children and young people, location of provision just in one place, the identification of an appropriate site, a lack of personalisation and limitation of choice. Respondents felt that many young people benefit from staying within their current school setting.

**Question 9**

**Should Liverpool make greater use of post 16 colleges?**

**Consultation Response**

Yes	No	Don't know	Total
54	28	49	131
41.2%	21.4%	37.4%	100%

There was support for making use of the current further education colleges.

**Question 10**

**What would be the proposed advantages and disadvantages?**

**Consultation Response**

It was felt that this would widen choice and provide additional capacity but it was also recognised that the support and funding needs to be in place for this to be successful. It was noted that post-16 provision needs to adapt some of the current curriculum offer and structures to better support young people with SEND. Accessing post-16 further education providers can better prepare young people for adult life. It was suggested that greater use of colleges would create more capacity for pupils within the special school sector.

**Question 11**

**Are there any other post 16 special provisions that should be considered as part of any reorganisation?**

**Consultation Response**

Yes	No	Don't know	Total
21	1	39	61
34.4%	1.6%	63.9%	100%

It was felt by respondents that all post-16 options in the city and wider Merseyside region need to be considered. Reference was made to the current special schools within Liverpool. In addition, post-19 opportunities were raised as a potential area of focus together with apprenticeship opportunities.

**For Consultation (Questions 12-13)****The Use of the Non-Maintained Independent Sector- Response to Initial Recommendations Made by SEND4Change**

Subject to Liverpool Council approvals and PFI considerations, it is proposed to develop a SEN Campus within a modern environment, offering a viable alternative to the use of the independent non-maintained sector. Given the poor condition of Princes School, Toxteth and to allow for a more efficient and long term use of the Parklands site in Speke, it is proposed that Princes School moves to this site. Due to the expanse of the site there will be the flexibility to develop additional places as demand increases, as forecasted in the SEND sufficiency review.

As a result of pressure on suitable provision, Liverpool Council utilises a range of provision in the independent non-maintained sector and too many children and young people attend provision outside of the city. This is not always cost effective. A shortage of the right provision in the right place has resulted in the commissioning of placements at extortionate cost. The use of a disproportionate number of placements in the independent sector places a financial burden on the high needs budget and limits the opportunities to invest in the maintained sector. If children are to be educated in their local schools, within the city, a more effective model must be developed in the maintained sector.

Many parents seek specialist placement for their children with the offer of a bespoke personalised curriculum, with specific approaches where required (such as applied behavioural analysis (ABA)). This is supported by our learning from the outcomes of Tribunals. Tribunal outcomes have named independent provision due to the limitations of the maintained sector.

By developing the premises at the Parkland Site, the use of independent non – maintained provision will be minimised as children and young people will access a high quality environment, equipped to meet need.

**Question 12**

**Would the proposed move of Princes School to Parklands resolve the poor condition of the Princes School building and provide a more efficient and long term use of the Parklands site?**

**Consultation Response**

Yes	No	Don't know	Total
60	15	48	133
45.1%	11.3%	36.1%	100%

There was support for the relocation of Princes Primary School however many respondents did not have sufficient knowledge of the current facilities to provide a view. It was suggested that there are other schools that would equally benefit from relocating to a new site and that this option should not be limited to Princes School. There was recognition that a relocation of Princes Primary School would not in isolation provide a solution to the shortage of special school places within the secondary sector, particularly for children and young people with autism. Two other special schools expressed an interest in moving their own schools onto the Parklands site: Abbots Lea School and Millstead.

It was noted that the relocation would provide a solution to the accommodation and that this would create more specialist provision for children and young people with SLD. There was some concern expressed with regard to costs and that it may be better suited to other special schools that are also oversubscribed.

### **Question 13**

**Would the creation of more specialist placements at Parklands reduce the need for independent non-maintained placements?**

#### **Consultation Response**

Yes	No	Don't know	Total
95	14	23	132
72%	10.6%	17.4%	100%

The development of Princes Primary School would reduce the need for the use of non-maintained independent special schools due to insufficiency of special school places for children and young people with SLD. It was felt by some parents that the quality of non-maintained independent special school provision is better than the maintained offer and that any provision would need to be comparable, particularly in relation to training, professional expertise and access to therapies.

There was recognition that the Parklands site is not currently fully utilised.

### **For Consultation**

#### **Proposed Move of Sandfield Park School (Questions 14-16)**

#### **Response to Initial Recommendations Made by SEND4Change**

Sandfield Park Campus is currently home to the provision for pupils with mental health needs. SEND4Change suggest the creation of a provision in Alder Hey for pupils with mental health difficulties. Whilst there is a need for provision for pupils who are medically unwell, this would not necessarily resolve the sufficiency of places for Liverpool residents with EHCPs.

**Question 14**

**Would the provision of a combined mental health facility benefit the children of Liverpool?**

**Consultation Response**

Yes	No	Don't know	Total
90	10	33	133
67.7%	7.5%	24.8%	100%

**Consultation Responses**

This proposal received support and there was widespread recognition that there is a need for support for children and young people in this area. It was noted that specialist provision could provide holistic and individualised support. It was suggested that the support needs to be city wide.

**Question 15**

**How would it benefit the children and young people of Liverpool?**

**Consultation Response**

There was recognition by respondents that this type of provision had the potential to improve the mental health support offer for children and young people across the city and would potentially improve access to services and address waiting times. Expert support would be provided on one site with resources and skills in one place.

There were minimal negative responses however a minority of respondents suggested that this provision would not be beneficial and that the success would be dependent on the model of delivery and who was running the provision.

**Question 16**

**How would this be funded?**

**Consultation Response**

Suggestions were made that joint multi-agency funding between health services, Clinical Commissioning Groups and Liverpool Council could be provided to develop this model. Central government, charitable support and sponsorship from local businesses were also suggested as potential funding sources.

**For Consultation (Questions 17-20)****Developing Enhanced Resourced Provision on Mainstream School Sites  
Response to Initial Recommendations Made by SEND4Change**

The proposal is to further offer to widen and develop the use of enhanced resourced provision in primary schools. It is envisaged a number of schools will express an interest and a range of provision could be developed according to complexity of

need. Liverpool Council will adopt the proposals to develop resourced provision in both the primary and secondary sector and initial expressions of interest have been submitted.

A number of primary and secondary schools have expressed initial interest in resourced provision. It is important to note the interest is much greater within the primary sector. The plans for future provision will be dependent upon demand for places, interest sought from the schools and the model to be adopted.

SEN Units are defined in the document produced by the DfE 'Special Educational Needs in England 2017' as: "Special provisions within a mainstream school where the pupils with SEN are taught mainly within separate classes."

In addition to creating resourced provision, Liverpool Council intends to explore other options that enable a more flexible approach to inclusion than developing resourced provision where pupils are solely taught in separate classes.

Prior to the SEND sufficiency report, plans were in process to develop a provision for pupils with autism within Blessed Sacrament School. A key stage 1 and 2 provision will open in the academic year 2021-2022. In addition, provision at Our Lady and St Swithin's School was created as a pilot through Social Inclusion. This will be a resourced provision for pupils with a wide range of needs.

### **Question 17**

**Do you support the development of resourced provision across mainstream schools?**

#### **Consultation Response**

Yes	No	Don't know	Total
86	25	25	136
63.2%	18.4%	18.4%	100%

#### **Consultation Responses**

There was support for this proposal and recognition that this could reduce the demand for special school places. There was a view that resourced and enhanced provision needs to be appropriately funded and with the correct levels of expertise. It was felt that resourced provision would enable greater inclusion but that children and young people with resourced places needed to be seen an integral part of schools, assured by robust governance.

It was recognised that there is a need for a number of resourced provisions to be located across the city, to enable children and young people to be educated in their local schools, reducing the need to travel.

Reservations were expressed that many schools already had children and young people on roll with significant SEND and the creation of provision must add capacity of additional places, be additional and not replace the need for more special school places.

Some concerns expressed about the creation of resourced provision related to the ability and expertise of mainstream school to manage all special educational needs and it was felt that any creation of provision should not replace the requirement for additional places in special schools. Some respondents felt that special schools are better equipped to meet need. There is a need for these provisions to be funded, resourced and staffed appropriately with training in place to develop expertise.

### **Question 18**

**What are the benefits and challenges associated with developing resourced provision on mainstream sites?**

#### **Consultation Response**

The benefits of creating resourced provision were identified as:

- reducing the need for special school places
- the experience of children being included in a mainstream environment with peers
- children educated within their locality
- cost effective
- provides a middle ground between mainstream and special school
- smaller class sizes
- opportunities to transition back to mainstream
- investment and CPD for staff.

The challenges were identified as:

- the resourced provisions could be treated as an “add on” and not an integral part of school
- there will be a required culture change in schools
- the availability of expertise and therapies
- layout and size of buildings
- geography and location as children need to be educated in their own communities
- cost.

### **Question 19**

**Would all of the units have to be at the enhanced/resourced level or could a more flexible approach be identified?**

**Do you think there are any other ways we could see more children in mainstream schools?**

It was felt that there may be benefits to a more flexible approach as children would be able to access mainstream and have the specialist support as required. The provision needs to be dependent upon the needs of the individual children and young people. Concerns were expressed with regard to ensuring appropriate funding was available for any model and that this should not be limited by adopting a flexible approach.

It was felt that more children could be educated in mainstream school if there was:

- better training for school staff
- improved understanding of the Equality Act and the adoption of flexible approaches to inclusion
- increased funding.

### Question 20

**Would all of the pupils need to be taught in separate classes or would there be benefit in resourcing schools in a more flexible way? How might the provisions deliver the offer?**

It was felt by respondents that there needs to be a flexible model dependent upon the needs of children and young people, with access to small class settings but wider opportunities for inclusion where appropriate. It was recognised that there is a need for discrete provision and recognition that many pupils who require specialist provision have often already had unsuccessful placements in mainstream school. A flexible model could however offer greater inclusion for some children and young people, with the correct support in place. The need for expertise and access to therapies was highlighted as an essential component of any resourced offer. In addition, a more flexible approach to high needs funding was suggested including the potential for schools to make group applications for children and young people.

### For Consultation (Question 21)

**Support the Continued Development of the Secondary Deaf provision at Broadgreen International School -Response to Initial Recommendations Made by SEND4Change**

Given that Broadgreen International School will cease being under control of the local authority in autumn 2021, there may be a phased approach to seeking alternative premises.

### Question 21

**Do you agree that the council should continue to provide onsite specialist provision for deaf pupils?**

#### Consultation Response

Yes	No	Don't know	Total
106	3	20	129
82.2%	2.3%	15.5%	100%

There was support to maintain provision for Deaf children and young people with both the primary and secondary sector. There was suggestion that further outreach support could be provided enabling other mainstream schools to be more accessible

for Deaf children and young people. The current provision could provide outreach to other schools.

### **For Consultation (Questions 22-24)**

### **The Co-ordination of Commissioning of SEMH provision -Response to Initial Recommendations Made by SEND4Change**

Liverpool Council agrees that SEMH provision needs to be reshaped. It is currently commissioned, provided and accessed through different teams. There is a lack of co-ordination and accountability and that this needs to be more effectively joined up. There needs to be a clear pathway to access SEMH provision.

#### **Question 22**

**Is access to SEMH provision, systematic, clear and in the best interests of children and young people?**

#### **Consultation Response**

Yes	No	Don't know	Total
13	82	34	129
10.1%	63.6%	26.4%	100%

Access to support and provision for children and young people with SEMH needs is not clear or transparent. It was felt that access to support can be complicated and lengthy. It was felt that SEN services and inclusion services do not work in partnership and need further alignment.

#### **Question 23**

**Should the pathways to access SEMH provision to be reconfigured and co-ordinated?**

#### **Consultation Response**

Yes	No	Don't know	Total
76	3	50	129
58.9%	2.3%	38.8%	100%

There was a view that provision for children and young people with SEMH needs should be reconfigured and redesigned as there are a number of pathways to navigate between SEND services and Social Inclusion. The support provided by Social Inclusion and the SEN Support Services needs to be clarified, streamlined and accessible.

#### **Question 24**

**How might this look?****Consultation Response**

SEN services and social inclusion teams must work in partnership and there should be robust and resourced early intervention, aimed at supporting children in a holistic way, using a multi-agency approach. It was suggested that the offer be clear and streamlined. Access to provision should be equitable regardless of whether the child/young person has an EHC plan. Trauma informed practice was recognised as a model that needs further consideration.

**For Consultation (Question 25-26)****Recommendation to Develop a Hub for the Organisation for SEN (SEMH)  
Response to Initial Recommendations Made by SEND4Change**

SEND4Change recommended that alternative provision, school-based provision and the PRU should be based under 1 umbrella organisation. Liverpool Council's Pupil Referral Unit (PRU), has a role in overseeing and providing a co-ordinated approach to children experiencing difficulties but this does not mean the organisation of all services through the PRU. There is a proposal for New Heights to have a greater role in overseeing alternative provision

**Question 25****Should the PRU and/or special schools have a wider role in supporting schools with regard to SEMH?**

Yes	No	Don't know	Total
75	11	44	130
57.7%	8.5%	33.8%	100%

There was overall support for the PRU and special schools having a wider role. There was recognition that any support would require knowledge and expertise.

**Question 26****How might this look?****Consultation Response**

An outreach model where staff from the specialist sector could be matched with mainstream schools to provide advice and support. Networks of support could be developed and a model where there is flexible provision with the option of transitioning back to mainstream was suggested. There was support for the special schools and the pupil referral unit to have a wider role in providing specialist support and it was suggested that there should be a role for staff in supporting children and young people back into mainstream settings, following specialist support or disengagement from education.

**For Consultation (Question 27-28)**

**Developing School Based Provision for Children and Young People with SEMH  
Response to Initial Recommendations Made by SEND4Change**

Although SEND4Change recommends the creation of a range of school based learning provisions based on trauma informed practice, there has been no expressions of interest from mainstream schools in setting up bespoke resourced provision for children and young people with SEMH. This is an option that remains open for mainstream schools. There is an identified need to improve the training and support for schools.

**Question 27**

**What whole school and city-wide approaches would enable schools to reduce exclusions?**

**Consultation Response**

With regard to citywide approaches, it was suggested that staff need to be trained and skilled to support challenging behaviour. Support for children and young people with adverse childhood experiences with trauma informed practice, was frequently referenced, alongside targeted support for mental health.

There was a view that mainstream schools need to develop their provision for children and young people with SEMH needs. It was noted that a more holistic, citywide approach needed to be developed to address the complex reasons that underlie challenging behaviour, including sensory needs and learning disabilities with specialist information, advice, training and support available for schools.

There was support for the pupil referral unit to act as an umbrella organisation, to co-ordinate access to alternative provision. There was recognition of the strengths of this model to ensure that young people are appropriately safeguarded in high quality alternative provision, with a broad vocational offer, however, there were concerns expressed that this model may have been proposed to reduce costs.

**Question 28**

**What are the training and support demands on schools?**

**Consultation Response**

This area was identified as respondents to be wide and a number of training needs were identified by respondents including:

- mental health
- management of escalations of behaviour and distress in children
- positive handling and de-escalation
- specific conditions such as ADHD and sensory processing
- attachment and trauma.

Further support for children and young people with needs in SEMH was suggested including:

- provision of funding to provide support
- reduced bureaucracy and paperwork to access services  
increased staffing.

### **For Consultation (Question 29-30)**

#### **Alternative Provision (AP) Response to Initial Recommendations Made by SEND4Change**

Liverpool Council proposes that, excluding Harmonize Academy, Everton Free School and Aspire Free School, an umbrella model should be operated via New Heights School for children and young people who access AP and are not held on a mainstream roll. For pupils who are permanently excluded New Heights will be the preferred provider and commission AP as required.

### **Question 29**

**Would this be a better offer for young people than the current arrangements?**

#### **Consultation Response**

Yes	No	Don't know	Total
42	33	54	129
32.6%	25.6%	41.8%	100%

There were concerns expressed that the placement children and young people in one environment, with peers with similar needs in the area of SEMH is not always an effective solution and not an inclusive approach. It was suggested that challenge needs to be provided to schools as to why children and young people are not included in mainstream.

There was recognition that the development of this offer may provide consistency and continuity for children and young people. Any provision would need to be child centred, positive and proactive with support delivered by trained and knowledgeable professionals.

### **Question 30**

**Would this ensure that pupils are more effectively safeguarded?**

Yes	No	Don't know	Total
44	27	58	129

34.1%	20.9%	45%	100%
-------	-------	-----	------

Respondents expressed safeguarding as a significant priority. To ensure appropriate safeguarding arrangements, any provision requires sufficient staffing that are well trained.

Reservations were expressed by respondents with regard to the placement of children and young people in one large setting.

### **For Consultation (Question 31)**

#### **Student Support Centres- Response to Initial Recommendations Made by SEND4Change**

It is proposed that student support centres are reconfigured to move under the governance of mainstream schools. LCC will continue to explore this as a preferred option and invite expressions of interest from schools.

### **Question 31**

**Would this provide a better offer for young people rather than the current arrangements?**

Yes	No	Don't know	Total
35	20	73	128
27.3%	15.6%	57%	100%

Many respondents felt that the current arrangements with regard to the student support centres was not clear and respondents were not in a position to comment as to the best arrangements. Respondents did however highlight that schools are already under pressure and may perceive this to be an additional burden and add to the workload of schools.

### **For Consultation (Question 32-33)**

#### **The Organisation of SEMH Special Schools-Response to Initial Recommendations Made by SEND4Change**

There are currently 4 specialist provisions for children and young people with SEMH. The SEMH special schools are small and this places the long-term viability of provision under financial pressure. Currently some children in SEMH provision have transition from one school to another at different ages to their peers. Some parents do not opt for a school with an SEMH label as a preferred designation and a generic label may be more appropriate for some SEMH provisions.

There are a number of different options possible

Option 1: To create a 4-16 all through school.

Option 2: To reconfigure the organisation of schools, so that there is high quality provision that meets demand.

Option 3: To remove the SEMH designation and broaden the designations.

### Question 32

**What is your preferred option?**

Option 1: To create a 4-16 all through school	Option 2: To reconfigure the organisation of schools so that there is high quality provision to meet demand	Option 3: To remove the SEMH designation and broaden the designations	Total
52	68	10	130
40%	52.3%	7.7%	100%

A number of respondents felt that the schools need to be reconfigured to improve continuity and routine for pupils throughout their education. There was support for reorganising the SEMH schools, however some respondents felt that schools should maintain the specialism of SEMH. Some respondents felt that a 4-16 may be a potential option.

### Question 33

**Are there any other alternatives that should be explored?**

Yes	No	Don't know	Total
37	13	80	130
28.5%	10%	61.5%	100%

Further options to be explored included

- the creation of satellite provisions on different sites
- the development of girls provision
- creation of a more flexible model
- increased funding for the current provisions so that the offer can be widened
- a more inclusive approach
- other special schools to diversify to include SEMH pupils
- the merger of all SEMH schools.

**For Consultation (Question 34)**

**Further Suggestions following Initial Recommendations  
Made by SEND4Change**

**Question 34**

**Please comment on any additional considerations to be made with regard to the sufficiency of SEND places?**

There was widespread recognition that the provision in Liverpool needs to be developed to provide a long-term sustainable offer. Children and young people with special educational needs require a high-quality education.

There was recognition of the constraints in the system in relation to funding and that there was no single individual solution to all of the challenges posed. The solutions include improved support and funding for mainstream whilst also developing alternatives so that pupils can fulfil their potential.

**Concluding Remarks**

The recommendations in this report will inform future plans to develop and create a long-term sustainable offer to ensure sufficient places for pupils with SEND over future years. The demand for EHCPs continues to increase and the actions will enable the effective delivery of specialist support and provision underpinned by best value principles.

**Glossary of Terms**

- EHCP - education, health and care plans
- School Designation - the profile of needs of children and young people who are educated at the school
- SEMH - social, emotional and mental health
- SEND - special educational need and disabilities
- SEND reforms - Changes in policy and practice following the implementation of the Children and Family Act 2014
- SLD - severe learning disabilities