

SEND Provision in Leicestershire (SPIIL)

Guide and Directory

▶ December 2023



▶ **Transforming
SEND and Inclusion
in Leicestershire**



Glossary

COT

Council Organised Transport

Transport provided by the Council - it may be a fleet minibus or taxi or a bus pass for use on public transport. The transport provided will depend on the child's needs and may include picking up and dropping off at the home address and/or an escort to travel with them. Further information about the Council's SEND Transport policy and process can be found at: www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/school-transport-special-educational-needs-and-disabilities-send

DAF

Disability Access Fund

The DAF is money that childcare providers can use to support children with disabilities or special educational needs. The aim of the DAF is to help give children who are disabled access to free childcare, by making reasonable adjustments to their settings or helping with building capacity. 3 and 4 year olds will be eligible for the DAF if they meet the below criteria:

- ▶ The child is in receipt of child Disability Living Allowance (DLA) and;
- ▶ The child attends an early years childcare provider for the universal free entitlement.

Any 4 year old children in reception are NOT eligible for DAF funding.

EHCNA

Education, Health and Care Needs Assessment

An Education, Health and Care ("EHC") needs assessment is an assessment of a child or young person's education, health and care needs."

It's a detailed exploration to find out what a child/YP special educational needs are and what provision needs be put in place to meet them.

The assessment does not always lead to an EHCP being issued.

EHCP

Education, Health and Care Plan

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

EPS

Educational Psychology Service

This is a Council run service through which schools and educational settings are able to request a consultation with an Educational Psychologist if they have concerns about the learning, development or wellbeing of children and young people in their settings. They also provide psychological advice to contribute to the Education and Health Care needs assessment process.



ISP

Independent Specialist Provision

A type of school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996. Those schools of this type that are provided by an independent organisation or business, free from Local Authority control, are known as Independent Specialist Provisions (ISPs)

PB

Personal Budget

As set out in the SEND Code of Practice (2015), young people and parents of children who have Education, Health and Care plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding.

PTBs

Personal Transport Budgets

An alternative to being allocated school transport by us. It gives you the freedom to make your own transport arrangements and to receive a personal payment, with the value based on the distance being travelled. Your personal payment will depend on factors such as the number of days travelling and the distance from home to school.

A PTB is an option for all pupils who are eligible for transport assistance. For 16-18-year-olds, it is the standard offer of transport assistance.

Further information about the Council's SEND Transport policy and process can be found at: www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/school-transport-special-educational-needs-and-disabilities-send

PVI

Private, Voluntary and Independent Early Years Settings

Early Years settings provide childcare and education for children up to five years.

QTS

Qualified Teacher Status

Teacher training in England leads to a professional teaching qualification called qualified teacher status (QTS). QTS is not required in order to work as a teacher in some schools (such as ISPs)

SALT

Speech and Language Therapy

Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.



SENDCO

Special Educational Needs and Disability Coordinator

A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENDCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency. Sometimes SENDCOs are referred to as 'SENCOs'.

SEND

Special Educational Needs and Disabilities

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

SENDIASS

SEND Information Advice and Support Service

A statutory service in Leicestershire that provides free, impartial and confidential advice and support to parents and carers of young people aged 0-25 with special education needs or disabilities as well as young people themselves. The service can advise on all matters relating to SEND, including education, health and social care issues.

SENIF

Special Education Needs Inclusion Funding

Whilst most children with special educational needs are successfully included in early years settings with reasonable adjustments. For children with complex needs, inclusion funding can be applied for to enhance the provision to support the inclusion of these children.

We accept applications for funding for children who attend Leicestershire Early Years providers only. For children that live in Leicestershire, but attend a non-Leicestershire provider, then the provider will request funding from their local authority. For children that live outside of Leicestershire, but attend a Leicestershire provider, then the provider will request funding from Leicestershire.

Funding may also be available to buy special equipment for individual children, when recommended by an Occupational Therapist.

SPIL

SEND Provision in Leicestershire – guide and directory

This document – guide and directory of settings/SEND provisions in Leicestershire

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Introduction

Welcome to the Special Educational Needs and Disability (SEND) Provision in Leicestershire (SPIL) - guide and directory.

The SPIL has been developed by Leicestershire County Council in collaboration with the Leicestershire SEND Hub. The purpose of this guide and directory is to provide an additional source of information about SEND educational settings in Leicestershire that hopefully allows comparison of different types of educational settings and provision available to support children and young people with SEND. It is intended to complement other sources of information, such as information on the Leicestershire Local Offer (www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer).

The SPIL has two main parts:

1. A guide that explains what is meant by educational settings and provisions and the different types available locally and how these can help to meet the needs and support children and young people in Leicestershire who have Special Educational Needs and Disabilities (SEND)
2. A directory of some of the different types of educational settings and provisions in Leicestershire and which may help provide parent carers, for example, with information to assist them when considering a request or preference for a certain setting or provision for their child or young person. For these educational settings and provisions, the directory provides some basic information about each of them, where they are located, who they are operated by and what they may offer in order to meet the needs and support children and young people in Leicestershire who have Special Educational Needs and Disabilities (SEND). We hope to add further information and other types of setting into the directory in the future.

The SPIL will be updated at least annually by Leicestershire County Council. The guide and directory are not legal documents, and it is acknowledged that this directory does not constitute the only guide and directory to educational setting types available in Leicestershire. Those using this directory are not restricted to this document, are not bound to have regard to it and may consider other sources of information as well.



The SPIL has been created in collaboration with the Leicestershire SEND Hub and the factual content created using several sources of information

- ▶ Leicestershire County Council – information held by the Council already
- ▶ Providers – including mainstream settings, private and independent provider
- ▶ Information about relevant legislation and guidance available online

A word from the Leicestershire SEND Hub:



This document has been co-produced with the SEND Hub with a view to providing parents and carers and a range of other interested parties with a greater amount of easily accessible and clear information about different settings and provisions for SEND children in Leicestershire. It will hopefully provide a greater degree of accuracy as part of the consultation process for a place for children with SEND ensuring that only appropriate placements for the specific child will be consulted. It is a starting point for parents researching appropriate placements for their children's specific needs



Provision and Settings Guide

Legal Context

For all children and young people with special educational needs and disabilities, including those with EHC plans, the following legislation and guidance usually applies:

- ▶ The Children and Families Act (“CAFA”) 2014 is statute law. It is legally binding and this means that the Council and schools must comply with it. Part 3 of the CAFA 2014 contains the relevant sections about children and young people with SEN and disabilities. Section 100 of the CAFA 2014 contains schools’ duty to support pupils with medical conditions.
- ▶ The Special Educational Needs and Disability Regulations 2014 are the main set of Regulations which underpin the CAFA 2014. They are also legally binding.
- ▶ The Special Educational Needs (Personal Budgets or PB) Regulations 2014. This is a special set of Regulations setting out information about personal budgets and direct payments.
- ▶ The Special Educational Needs and Disability (First-tier Tribunal Recommendations Power) Regulations 2017. This sets out the SEND Tribunal’s powers to make recommendations about health and social care.

In addition, the law as set out in the above documents, is further set out and expanded upon in the SEN and Disability Code of Practice. This provides much more detail on the legal framework relating to special educational needs and disabilities. Wherever in the Code it says a Local Authority (the Council), school or college must do something, then it is referring to compulsory obligations which are set out in the CAFA 2014 or the Special Educational Needs and Disability Regulations 2014. Wherever the Code says an Local Authority (the Council) or other entity should do something, this is statutory guidance. However, the Code is not law, all organisations must have regard to the Code of Practice. If there is any difference in what the law (CAFA 2014 and regulations) and the Code says, the law takes precedence.

Links to these documents can be found at the end of this guide. In addition, a useful overview of them and further information can also be found at:

www.ipsea.org.uk/sen-and-disability-statute-law-regulations-and-guidance#:~:text=The%20Special%20Educational%20Needs%20and,personal%20budgets%20and%20direct%20payments



In terms of educational settings and provisions (to meet the educational support needs of children and young people with SEND), the SEND Code of Practice provides specific information about Early Years providers, schools (including schools and education provisions offering specialist educational support, and further education.

In addition, Section 19 of the SEND Code of Practice (2015) states that when carrying out their responsibilities under the Children and Families Act (2014) with regard to disabled children and young people and those with special educational needs that they must consider the following:

- ▶ the views, wishes and feelings of the child or young person, and the child's parents
- ▶ the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- ▶ the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Parent carers may therefore request and express a preference for what support or settings and provisions their child or young person should access; this is sometimes known as 'parental preference'. Whilst this preference must be taken into account by the Council when finalising the EHCP, the support required to achieve outcomes and any settings or provisions required, it doesn't not necessarily mean that this setting or provision will be named by the Council in the final plan.

It is important to note that it is set out Children and Families Act (2014; Section 34(2)) in the children and young people without an EHCP should normally be educated in a mainstream school, though some exceptions are outlined in the SEND Code of Practice). Furthermore, the SEND Code of Practice (2015; paragraph 1.37) sets out a presumption that children and young people with SEND have different needs and can be educated effectively in a range of mainstream or special settings.

If you are currently going through an assessment and your child is either starting school for the first time i.e. is 4+ age group or is transferring from primary to secondary school. You are advised to complete a mainstream application form, this will at least ensure you will remain in control of the application process. You should always express a preference and apply for the maximum number of school places permitted by your Local Authority under the School Admission Co-ordinated Scheme and make sure your local catchment school is included. If you are applying at any other point in the school year and your child has an EHCP you can discuss the option of a mainstream school settings with our Special Education Needs Service. To apply for a mainstream school place please use this link: www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/school-admissions.

Alongside the general presumption of mainstream education, parents of children with an EHCP and young people with such a plan have the right to seek a place at a special school special post-16 institution or specialist college.

Some further source of useful online information providing more detail about some of this legislation and processes can be found at the end of this document.





What sorts of Educational Setting and Provision exist in Leicestershire and how are they different from each other?

Educational settings and provisions tend to be split into two main categories known as 'mainstream' 'specialist'. This is reflected in the SEND Code of Practice (2015; paragraph 1.37) sets out a presumption that children and young people with SEND have different needs and can be educated effectively in a range of different educational settings or provisions. These are most commonly referred to as either mainstream or specialist settings/provisions.

As noted above, parents may express a preference for some of these types of settings and provisions (known as 'parental preference') as part of the EHCP process. However, access to and placements in some settings and provisions can only be put in place by the Local Authority.

Furthermore, even though a type of setting or provision may exist this does not automatically mean that a child or person can take up a place in that setting or provision. Access to an actual place in the setting is dependent on a range of factors, including availability of places, ability of the setting to meet need, the range and needs of a group of pupils in a setting (in other words, the compatibility of pupils, existing and new), and statutory processes (as outlined above). In some cases, settings or provisions outside of Leicestershire may be considered as part of the consultation process, but these are not covered by the SPIL which is restricted to settings or provisions geographically within the County.

To help you understand the different types of SEND educational settings and provisions the remainder of this guide sets out some information and descriptions of these different types of setting and provisions offer and some things that you may wish to consider about each:

Mainstream: Early Years Private, Voluntary and Independent Early years Settings (PVI), and Childminders

What are they?

- Provision in Early Years within Leicestershire is predominantly made up by the Private, Voluntary and Independent (PVI) sector. This includes, Pre-School provisions (of which some may be located on school sites), Day Nurseries, Play Groups and Childminders. It is worth noting, that although Childminders are included under the category of 'PVI', they are a sole provider so are often referred to as a separate provision type.

What can they offer?

- Private, voluntary and independent providers can offer sessional care for children in receipt of government funded Free Early Education Entitlement (FEEE) funding. Many also offer full day care for children from the age of 6 weeks for 51 weeks of the year. All 3 and 4 year olds in England are entitled to 570 hours of funded childcare. This is usually taken as a maximum of 15 hours a week over 38 weeks of the year, in line with Leicestershire's school term dates, but can be taken as fewer hours over more weeks. Some 2 year olds are also eligible. The funding is designed to provide accessible affordable childcare for parents. Some Parents may wish to use more than the government funded hours and can purchase additional hours from any childcare provider. It is important that you choose a provider that meets the individual needs of your child

Who might they be right for

- In Leicestershire we have a wide variety of Private, voluntary and independent providers offering a range of provision to meet families differing needs. These range from large day nurseries offering full time childcare for working parents; childminders also offer full day care within a smaller, more homely environment which suits many younger children and sometimes those with additional needs who benefit from the quieter, calmer environment. There are also pre-schools for those who wish to access Early Years education during term time only.

Considerations

- ▶ Eligible two-year-olds can access 15 hours of funded childcare the term after their second birthday. However, from April 2024 working parents may be eligible to claim up to 15 hours per week for 38 weeks a year for their 2 year olds which will expand to 9-month-olds in September 2024. In April 2025 this will increase to 30 hours in line with 3- and 4-year-olds. All three- and four-year-olds can access 15 hours of funded childcare the term after the child's third birthday. You may be eligible to access additional childcare if you meet the eligibility criteria to find out more visit www.childcarechoices.gov.uk
- ▶ Some childminders may offer childcare but not government funded places.
- ▶ The Early Years Inclusion and Childcare Service has an officer who will support families to access the disability living allowance if they are eligible so that when they attend a provision the provider could claim the Disability Access fund. The disability access fund (DAF) is designed to support children with disabilities or special educational needs (SEN).
- ▶ The DAF aids access to early years places by, for example, supporting childcare providers in making reasonable adjustments to their settings to enhance access and inclusion for all children.
- ▶ Childcare providers who have children in receipt of 3- and 4-year funding who are eligible for the DAF will be entitled to receive a single, one-off payment of £881 per year from April 2023. The DAF is payable as a lump sum once a year per eligible child. If a child eligible for DAF is splitting their free entitlement across two or more childcare providers, the parent/carer will need to nominate the main childcare provider who will receive the DAF funding.
- ▶ Children do not have to take up the full 570 hours of free entitlement they are entitled to in order to receive the DAF.



Extra Support and tailoring the provision to the child or young person

- ▶ All Private, voluntary and independent providers have access to graduated support to enable them to meet the individual needs of all children in their care. They have access to both universal and specialist training provided by the Early Years, Inclusion and Childcare service.
- ▶ The Early Years, Inclusion and Childcare Service offer a daily duty desk which providers can call for advice on anything relating to early years and childcare. The service facilitates communities of practice sessions for providers, including specific ones for childminders, to allow the sharing of good practice and peer support across the sector.
- ▶ There is a range of information and support available on the Early Years, Inclusion and Childcare website to support providers to offer high quality provision including the Leicestershire Ordinarily Available Provision guidance and the Graduated Approach Book, both of which offer advice on meeting the needs of all children. At the next level of the graduated approach, providers have access to targeted support including advice from the Area SENCO's; access to SEND drop ins every three weeks where they can gain advice from a range of professionals on an un-named basis.
- ▶ Pre-school aged children with additional needs, and their families can access additional support through the Early Years providers and the Early Years Inclusion and Childcare Service. Early Years providers can access the Duty Desk, drop-ins and can speak to their Area SENCO for advice and guidance. The team supports children from birth to statutory school age. Early Years providers, health professionals and parents can refer to the Early Years Panels. If successful the child will then be allocated to either Portage, a SEND Advisor or an Inclusion Practitioner. Support and advice may be offered to both the family and to the Early Years provision.



Mainstream Settings

What are they?

- ▶ The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information that should be published is set out at: www.gov.uk/guidance/what-maintained-schools-must-publish-online. In terms of SEND, each mainstream settings should publish an information report on your website about the implementation of your school's policy for pupils with SEN and which is updated at least annually. This 'SEN Information' should include details about:
 - ▶ the arrangements for the admission of disabled pupils
 - ▶ the steps taken to prevent disabled pupils from being treated less favourably than other pupils
 - ▶ the facilities provided to help disabled pupils to access the school
 - ▶ a plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
 - ▶ increasing the extent to which disabled pupils can participate in the school's curriculum
 - ▶ improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
 - ▶ improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- ▶ Mainstream settings must have a qualified SENCO who coordinates support for pupils with additional needs across the school.

What can they offer?

- ▶ The SEND Code of Practice states that all mainstream settings should set out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND and information about:
 - ▶ approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN
 - ▶ enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC))
 - ▶ assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so
 - ▶ securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels.”
- ▶ In addition, for some pupils who need extra help, they can be supported through specialists who visit from a local special school (or in some cases, dual-registered). This is a flexible way of providing support to young people and teachers, whilst being included in a mainstream school and staying with a community peer group.

Considerations

- ▶ Schools cater for different age groups: Foundation stage, Primary, Secondary, Sixth Form, Further Education (16+), College
- ▶ This list of mainstream schools in Leicestershire can be filtered by area and phase of education. This is known as the 'Find a School' webpage (sometimes referred to as the 'Schools Finder') and can be accessed by using this link: www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/find-a-school
- ▶ To apply for a mainstream school place please use this link: www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/school-admissions.

Specialist: Early Years Specialist Nurseries

What are they?

- ▶ In Leicestershire, there are 4 Early Years Specialist Nurseries for children with significant SEND needs that cannot be met within the mainstream provision.
- ▶ Placements at a Specialist Nursery are allocated and funded by the Local Authority, once eligibility has been agreed by a multiagency 'Specialist Nursery Placement Panel'. Pupils attend for full days and are usually offered a 2-day place.
- ▶ Further information about this type of provision can also be found at: www.leicestershire.gov.uk/sites/default/files/field/pdf/2020/6/29/SEND-Graduated-approach-booklet.pdf

What can they offer?

- ▶ The Nurseries support children aged 2-4 years with a wide range of special educational needs and disabilities. The Early Years Specialist Nursery Placements offer specialist support for children with significant SEND needs. The nurseries have access to highly trained staff, who are able to meet the physical and medical needs of children, and some of our specialist nurseries also have available use of specialist equipment. The nurseries all follow the Early Years Foundation Stage Statutory Framework.

Who might they be right for?

- ▶ We want to ensure children get the right support, at the right place and at the right time. An initial place at an Early Years Specialist Nursery Placement is subject to a set of guidance questions being answered alongside a recommendation from your child's Early Years SEND Advisor. More information on the guidance questions, can be accessed: <https://resources.leicestershire.gov.uk/education-and-children/early-years/early-years-send-inclusion/support-with-send-from-the-local-authority> The guidance questions include: whether there are professionals involved, and if they feel time within an Early Years Intervention Placement would be beneficial, if your child is working significantly below age related expectations e.g. working at 1/3 of their chronological age and if your child has complex medical needs and/or is requiring an enhanced specialist input, which would not be usually facilitated within a mainstream provision.
- ▶ If the criteria set out in the guidance are met, a recommendation is discussed at a SEND panel, with representation from Educational Psychology, Early Years SEND Team, Special Education Needs Assessment Team and Health Professionals, to name a few. If suitability of place is agreed, then the details of the place will be discussed and organised at a half termly meeting with the nurseries. Parents will be made aware of the details of the place, if agreed at this point.
- ▶ The guidance questions are reviewed at set periods of time throughout the academic year to ensure the intervention place continues to be the most appropriate. If at any of these reviews, the place is no longer deemed most appropriate, a discussion will be had with parent/carers to begin to plan a supportive move into a mainstream provision.

Considerations

- ▶ We want to ensure children get the right support, at the right place and at the right time. An initial place at an Early Years Intervention Placement is subject to a set of guidance questions being answered alongside a recommendation from your child's Early Years SEND Advisor. The guidance questions include: whether there are professionals involved, and if they feel time within an Early Years Intervention Placement would be beneficial, if your child is working significantly below age related expectations e.g. working at 1/3 of their chronological age and if your child has complex medical needs and/or is requiring an enhanced specialist input, which would not be usually facilitated within a mainstream provision.
- ▶ If the guidance questions are met, a recommendation is discussed at a SEND panel, with representation from Educational Psychology, Early Years SEND Team, Special Education Needs Assessment Team and Health Professionals, to name a few. If suitability of place is agreed, then the details of the place will be discussed and organised at a half termly meeting with the nurseries. Parents will be made aware of the details of the place, if agreed at this point.
- ▶ The guidance questions are reviewed at set periods of time throughout the academic year to ensure the intervention place continues to be the most appropriate. If at any of these reviews, the place is no longer deemed most appropriate, a discussion will be had with parent/carers to begin to plan a supportive move into a mainstream provision.

Extra Support and tailoring the provision to the child or young person

- ▶ If your child attends an Early Years Intervention placement, they will be closed from Early Years SEND/Portage caseload and will receive support directly from the nursery. The support offered from the Nurseries are often bespoke to the child.



Specialist: Resource Bases or Units

What are they?

- ▶ They provide a level of support and provision that sits between mainstream and specialist settings.
- ▶ Our resource bases or units are usually located within a mainstream setting or area special school site. They are a dedicated space that may be within the main school building or in a separate building on the school site.
- ▶ Pupils in a resource base or unit are usually on the roll of the mainstream school.

What can they offer?

- ▶ Typically a resource base or unit allow pupils to access dedicated sensory environments or therapeutic activities with the option of accessing mainstream lessons, depending on what the setting offers and the needs of the child. This provision usually means more specialist support, resource and staff.
- ▶ They vary significantly from one another which means it's particularly important to research and understand what each individual one can offer. In some, pupils may only attend the resource base or unit for individual support, to learn a specific skill, to receive medical or therapeutic support (for or to access specialist equipment. In others, pupils will spend most of their time in the resource base or unit, typically only attending mainstream classes for a few lessons, such as PE, for assembly or for lunch.



Who might they be right for?

- ▶ Children who attend a resource base or unit will have an Education, Health and Care Plan.
- ▶ The resource base or unit may serve children who live outside the area usually served by the school.
- ▶ Most resource bases or units specialise in an area of SEND need, such as They usually have a specialty area, such as Communication & Interaction or Social, Emotional & Mental Health.

Considerations

- ▶ In Leicestershire there are currently 32 placements used as resource bases or units (28 that are part of a mainstream setting and 4 that are part of an area special schools)

Extra support & tailoring the provision to the child

- ▶ The best support for a child can change over time. Resource bases and units can provide flexibility for a child to access mainstream classes in a way that is adapted to suit their needs as they develop. To better facilitate the matching of children and young people to resource bases and units that best suit their needs, each resource base is in the process of completing a “pen portrait” describing their provisions and how they support their pupils to thrive.



Specialist: Area Special Schools

What are they?

- ▶ A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.
- ▶ Often Special schools specialise in 1 of 4 areas of SEND need:
 - ▶ communication and interaction
 - ▶ cognition and learning
 - ▶ social, emotional and mental health
 - ▶ sensory and physical needs
- ▶ Schools can further specialise within these categories to reflect the special needs they help with, for example autistic spectrum disorders or visual impairment.
- ▶ The local authority is the admissions authority for all maintained special schools.
- ▶ Some Area Special Schools have expanded their provision through development of additional provision – these are often referred to as ‘satellite’ provisions – they may be on the main school site or hosted at other school sites (such as at other school sites).

What can they offer?

- ▶ Often smaller class sizes, in some cases even exceeding 1:1 support
- ▶ Education is tailored to the child’s individual needs, linked carefully to their targets and with teaching styles matched closely to learning styles and strengths
- ▶ Children have a peer group with similar needs

Who might they be right for?

- ▶ Special schools support children with an Education, Health and Care Plan who have the most profound needs and disabilities.
- ▶ Special schools have their own eligibility criteria, usually available to view on their website.

Considerations

- ▶ Leicestershire has 8 special schools which are maintained by the local authority and can support around 1620 pupils.
- ▶ Details about eligibility for school transport can be found by using this link www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/school-transport-special-educational-needs-and-disabilities-send

Extra support & tailoring the provision to the child

- ▶ Some children may spend most of their time in a mainstream school but with specialist input from a special school, or in some cases be dual-registered.

Specialist: Independent Specialist Provisions (ISPs)

What are they?

- ▶ Independent Specialist Provisions (ISPs) are another type of Special School (a school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996) but they are typically run by charities (therefore ‘not for profit’) or private organisations, businesses or companies. Some of these are small companies with focussing on a single ISP, others are larger companies that may run several ISPs. For legal purposes independent schools are neither special nor mainstream, but all simply “independent”. There are also other types of ‘independent schools’ (including prep schools, public schools and private post-16 institutions). Some ISPs are also Section 41 Schools. These are independent special schools which have been approved by the Secretary of State under section 41 of the Children and Families Act (“CAFA”) 2014 as schools which a parent or young person can request to be named in an EHC plan. This means parents or young people have a right to request this type of school is named in an EHC plan in the same way they can request a maintained school.
- ▶ ISPs generally provide for pupils with an Education, Health and Care Plan whose degree of need or disability requires a more comprehensive specialist approach than a mainstream school or enhanced resource school can provide.
- ▶ The local authority manages all requests for specialist placements at ISPs. Because a placement with an ISPs forms a contract between the local authority and the ISP, the Local Authority is also responsible for monitoring the provision delivered by the ISPs with any other contracted provider.



What can they offer?

- ▶ Like other types of Special Schools, ISPs typically have smaller class sizes, in some cases even exceeding 1:1 support
- ▶ Education is usually tailored to the child's individual needs, linked carefully to their targets and with teaching styles matched closely to learning styles and strengths. Some of the support or teaching may be done through another provider, contracted to deliver support by the ISP (but the child or young person remains registered or 'on-roll' to the ISP).
- ▶ Children tend to have a peer group with similar needs

Who might they be right for?

- ▶ ISPs tend to specialise in 1 of 4 areas (though there are some exceptions such as ISPs specifically to meet the needs of children and young people with dyslexia):
 - ▶ communication and interaction
 - ▶ cognition and learning
 - ▶ social, emotional and mental health
 - ▶ sensory and physical needs
- ▶ ISPs can further specialise within these categories to reflect the special needs they help with, for example autistic spectrum disorders or visual impairment.
- ▶ Details about eligibility for an ISPs can usually be found on their own website which can usually be found on the internet by searching using the ISPs name.

Considerations

- ▶ ISPs can also be found across the country but there are currently just over 20 ISPs within Leicestershire itself and many more close to the Leicestershire border but located in other counties.
- ▶ Professionals working within ISPs are not required to have Qualified Teacher Status Staff (QTS).
- ▶ Although some ISPs have established links with other local SEND provisions (such as Alternative Providers and mainstream settings and colleges) others do not.



Other types of Provision:

As noted above, parents may express a preference for some types of settings and provisions can be requested by parent carers as a preferred setting (known as 'parental preference') as part of the EHCP process. Below is some further information about some of these types of settings and provisions that are not an option for parental preference and which are not included in the accompanying directory. Some of the main examples of these types of provision or support are listed below:

► **Oakfield Short Stay School**

Leicestershire has a short stay school for children of primary school age who have been permanently excluded from their school. Specialist staff in the school will assess the needs of children whilst delivering a broad and balanced curriculum. The aim of this short stay school is to enable children to reintegrate back into mainstream education. There are two sites in the County, one in the north and one in the south of Leicestershire. Further information about the admissions criteria for Oakfield can be viewed at:

www.oakfield.leics.sch.uk/admissions

► **Alternative Provision**

This is the name that we give to settings other than schools that contribute towards a child's education. Often these settings have a vocational focus, helping to prepare a young person for the world of work. Some alternative providers may have a therapeutic focus where a child or young person would benefit from emotional support.

► **Secondary Education Inclusion Partnerships (SEIPs)**

A form of alternative provision that may be put in place for young people of secondary school age who have been excluded or are at risk of permanent exclusion, the Secondary Education Inclusion Partnerships (SEIPs). There are four SEIPs spread across Leicestershire with designated schools that they provide support to. Schools refer young people to them; SEIPs work with parents and carers of excluded young people but families cannot refer directly to them.

► **Hospital School and Tuition**

Children who have medical needs may be eligible to receive an online education through the Local Authority. There is also a hospital school which serves the children and young people of Leicester, Leicestershire and Rutland. The Willow Bank School provides education for pupils who are too unwell to attend school. They offer a broad and balanced curriculum, access to external examinations and therapeutic support. Access to these provisions is only via school referral to the Local Authority and spaces at Willow Bank School are very limited.

► **Education Otherwise Than At a School (EOTAS) – pupils with an EHCP**

EOTAS is a package of education delivered outside of a formal school or setting for children and young people. Where pupils have an EHCP (Education, Health & Care Plan) the Local Authority must agree it would be 'inappropriate' for the pupil to attend their current, or any, school. The package of education is developed collaboratively with the parent, the child and the local authority and must meet the needs of the child as described in the EHCP and the local authority will have final decision on the package of support. An EOTAS package of educational support for children and young people with an EHCP is always considered to be a short-term or interim measure and is subject to various checks and approval processes. The ambition is that there should always be a plan to return or reintegrate into a more formal school or setting as soon as is possible. An EOTAS package of education can only be requested by the parent/carer or the young person. If the pupil is on the roll of a Special School, the Local Authority must agree to them being removed from the school roll. Examples of EOTAS provision can include tuition, on-line learning and attendance at a learning centre.

What transport arrangements are available if my child or young person cannot access an educational setting or provision easily?

Leicestershire County Council provides school transport for some children and young people with SEND. Your child or young person child may be able to get free transport to school if they are aged 5 to 16 and have special educational needs or a disability (known as SEND). You may need to pay for transport if your child is under 5 years old and going to nursery or 16 to 25 years old and going to school or college. If your child is assessed as eligible for transport assistance, they may receive either Council-organised transport (COT) or a Personal Transport Budget (PTB).

Further information about eligibility and how to apply can be found at:

www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/school-transport-special-educational-needs-and-disabilities-send

Provision Directory

Accompanying this guide is a directory of the different types of specialist educational settings and provisions in Leicestershire. Typically, these are the specialist settings and provisions that parent carers can express or request a preference for when they are considering parental preference choices.

The directory sets out basic information about each of them, where they are located, who they are operated by and what they offer in order to meet the needs and support children and young people in Leicestershire who have Special Educational Needs and Disabilities (SEND). The information is set out in a way that supports easy comparison of different settings and provision. We hope to add further information and other types of setting into the directory in the future.

It is hoped the directory will help users to understand what different settings and provisions can offer and to assist easier comparison between them. However, this directory does not constitute the only guide and directory to educational setting types available in Leicestershire. Those using this directory are not restricted to this document, are not bound to have regard to it and may consider other sources of information as well. This directory can be accessed at any time and will be updated at least annually by the Council, but the Council cannot absolutely guarantee the accuracy of the information contained within it.

The SPIL Directory can be accessed by a link on the home page for the SPIL guide and directory.

Please note: where information is still being collected from settings to include in the directory this shows as 'to be confirmed' - we will aim to continue to update the directory regular to ensure as much up-to-date information as possible is available. Where information is not relevant or applicable to a setting this shows in the directory as 'N/A'.



Other Sources of Useful Information

The following links to other source of information may be of interest:

- ▶ Leicestershire Local Offer:
www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability
- ▶ Children and Families Act (2014):
www.legislation.gov.uk/ukpga/2014/6/contents/enacted
- ▶ The Special Educational Needs and Disability Regulations 2014
www.legislation.gov.uk/uksi/2014/1530/contents
- ▶ The Special Educational Needs (Personal Budgets) Regulations 2014
www.legislation.gov.uk/uksi/2014/1652/contents
- ▶ The Special Educational Needs and Disability (First-tier Tribunal Recommendations Power) Regulations 2017
www.legislation.gov.uk/uksi/2017/1306/contents
- ▶ SEND Code of Practice (2015):
www.gov.uk/government/publications/send-code-of-practice-0-to-25
- ▶ School Finder:
www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/find-a-school
- ▶ Leicestershire SEND Hub:
www.leicestershiresendhub.org.uk
- ▶ Leicestershire County Council –Special Education Needs and Disability – Education and Childcare webpages
www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare
- ▶ Leicestershire County Council – SEND Information and Advice Support Service (SENDIASS)
www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/send-information-advice-and-support-service-sendiaass
- ▶ Leicestershire County Council – Admissions webpages
www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/school-admissions
- ▶ Leicestershire County Council – SEND Transport webpages
www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/transport/school-transport-special-educational-needs-and-disabilities-send

