

Resourced provision for children with a physical disabilities

Children's Services Department
SEN Service

Summer 2017

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Introduction

This document is intended as advice to schools, resourced provision managers/ teachers in charge and professionals who work with children who have special educational needs (SEN) that can be described as a physical disabilities (PD).

The resourced provisions for children with a physical disabilities are listed in the document *Provision in Hampshire for children and young people with Education, Health and Care (EHC) plans* (see page 6 for further details). They are all part of a mainstream school and those children admitted will normally have severe physical disabilities. The broad aim is that these provisions will allow identified children to access a mainstream curriculum in a supportive environment where their needs are met by staff who understand their difficulties and are able to provide individual programmes of learning.

Resources

The funding for resourced provisions is delegated to schools through the schools' funding formula and is based on the number of pupils in the resourced provision. An Agreed Place Number (APN) is established with the headteacher each year and, although minor adjustments may be necessary, major adjustments are avoided as far as possible in order to enable forward planning and to promote stability and retention of specialist staff.

Please see guidance notes for further details which are available on Hampshire County Council's website at <http://www3.hants.gov.uk/education/schools/budgetshares.htm>.

The resourced provisions have access to the full range of centrally managed educational support services provided through the County Council.

Physical and Occupational therapy provision is a collaboration between Children's Services and Health Services with therapists, employed by the Health Service, working closely with resourced provision managers, through direct and indirect contact with the children, to provide a programme tailored to each child's specific areas of need.

Management and staffing

The headteacher and governing body of the school are responsible for spending the budget allocated by the County Council for the resourced provision. However, a qualified teacher within the school will need to be designated as the resource manager or teacher in charge.

It expected that all teaching and non-teaching staff employed to work in the resourced provision and the resource manager/teacher in charge have appropriate expertise, experience and training (preferably including an accredited qualification) in working with children who have special educational needs, especially in the field of physical disabilities. All staff should have a commitment to continued professional development. The special educational needs inspector and the educational psychologist with lead responsibility for physical disabilities will be able to offer advice on this and are also able to offer advice and support concerning recruitment of staff for the resourced provision.

All additional members of the school staff should receive awareness raising training; whole school awareness is necessary because of the emphasis on mainstream inclusion for children admitted to the resourced provision.

It is recommended that **minimum** staffing levels should be:

- 1 full-time teacher with management responsibility for the special provision
- 3 full-time equivalent learning support assistants: 6 children.

Admissions criteria

These criteria have been produced for school staff and County Council staff in order to establish a shared understanding of the level of need likely to indicate the consideration of a placement at a resourced provision for physical disabilities.

In considering children's special educational needs, access to the curriculum is taken to be a central issue. Most children who are experiencing physical disabilities that impair their ability to participate in the classroom generally, can access the curriculum once they have been provided with some additional special educational provision. This is normally provided from the resources available in school, through the delegated funding arrangements for special educational needs, or through an EHC plan with the support of the Specialist Teacher Advisory Service.

The majority of primary age pupils with physical disabilities attend a local mainstream primary school where their learning and physical needs are met with appropriate adaptations. The curriculum and organisation of secondary schools, and the additional social and emotional needs of pupils at secondary age may result in those children with the most severe and/or persistent difficulties requiring resourced provision for physical disabilities.

It is expected that the children being considered for admission to resourced provision will:

- meet the County Council's criteria for statutory assessment of children with physical disabilities.
- have physical difficulties as their primary area of special educational needs
- be experiencing, or expected to experience, significant additional difficulties amongst the following:
 - **Learning**, eg pupil requires specialist intervention and programmes to provide support in order to overcome perceptual/spatial awareness difficulties.
 - **Communication**, eg pupil may have difficulty making him/ herself understood; have poor intelligibility of speech; use alternative or augmented systems; and require equipment or facilitator for recording.
 - **Emotional well-being**, eg pupil regularly displays immature or inappropriate behaviour/emotional responses to social situations and change, or shows considerable frustrations/distress in teaching situations.

- **Social functioning**, eg pupil requires help or some adult support to interact socially with others in structured and unstructured situations. Pupil will need a programme to develop the use of appropriate social skills.
- **Independence**, eg pupil requires adult assistance for management of care needs and in order to participate in essential daily living activities.
- **Self-confidence/self-esteem/motivation.**
- **require access to daily support from specialist staff** experienced in supporting children with physical disabilities.
- **require access to visiting professionals, eg physiotherapist, occupational therapist, speech and language therapist**
- **demonstrate the potential to function academically** at a level where they can benefit from the differentiated and flexible approaches to learning within the school.

and have needs in most of the following areas:

- **Require extensive modification of the physical environment and materials** through which the curriculum is accessed.
- **Be dependent on specialist equipment** for mobility.
- **Be dependent on specialist equipment** to access the majority of the curriculum.
- **Be physically unable to access the environment of a local mainstream school.**

Admissions procedures

Admission to resourced provision for physical disabilities is via the Hampshire SEN Service, often following recommendations of the County Assessment and Placement Advisory Group (CAPAG) and not through approaches by individuals directly to resourced provision.

1. On completion of a statutory assessment of special educational needs or on the receipt of an annual review, the SEN Service may arrange for the child's provision or placement to be discussed by CAPAG. All referrals for transfer to secondary phase resourced provision will be considered by CAPAG.
2. CAPAG will consider the child's assessed special educational needs having particular regard to the criteria listed in this document.
3. Where placement at resourced provision is considered appropriate, the SEN Service will refer the papers to the nearest resourced provision.
4. The headteacher will respond within ten working days, either saying that a place is available and arrangements for the child's admission will proceed, or that the school feels unable to offer a place. The latter may be the case if the resourced provision is full or if the school believes it is unable to meet the child's needs in

view of the balance of needs within the current group. Such reasons would need to be clearly outlined. In exceptional circumstances, the school may be required to take a pupil by the SEN Service.

5. The SEN Service will confirm any offer of a place and, once accepted, issue the final EHC plan or amended EHC plan as appropriate.

Provision

Resourced provision for physical disabilities will provide:

- 1 access to specialist teaching and therapy programmes to meet children's individual physical needs, which can be practised and supported across the curriculum allowing access to the National Curriculum
- 2 daily access to appropriately skilled teaching and in-class support
- 3 access to appropriate integration within the school
- 4 a peer group experiencing similar needs
- 5 a school ethos in which physical disabilities are accepted, understood and allowed for, but where strengths are challenged and stretched
- 6 a school community in which all staff have opportunities to develop awareness of the needs of children with physical difficulties
- 7 a school community in which the emotional and social impact of physical disability is recognised and managed
- 8 access to a range of appropriate technological resources
- 9 access to on-going review and assessment procedures
10. a focus for multi-agency involvement and support, which includes parents, Health Services and Children's Services
- 11 access to all curriculum areas for all children
12. access to a range of extra curricular activities.

Exit procedures

Children's needs do change. Schools with resourced provision have a responsibility to ensure that places are not being filled by children who still have special educational needs but no longer require the high level of specific support available from the resourced provision.

Upon leaving the resourced provision a child would normally be expected to transfer to his/her local school. In some instances there might be grounds to phase the transition moving from the resourced provision, to the main school in which the resourced provision is situated, and then on to the local school. In exceptional circumstances, continuation at the main school, where the resourced provision is located, could be considered with transport provided by the County Council if necessary but in most

cases this would be regarded as parental preference and so the County Council would not provide transport.

In most cases children are likely to retain their EHC plan, which will be amended to specify a level of support on their exit from the resourced provision.

In exceptional circumstances, it may be appropriate for a child in a resourced provision to transfer to a special school.

When a child exits a resourced provision, it is the responsibility of the resourced provision to ensure that a transition plan is in place and agreed with the parents and the receiving school.

If a child is to remain in resourced provision, the County Council will expect to see evidence in the annual review report that the child continues to need the place.

Further information

List of specialist provision in Hampshire for children and young people with PD

- Please refer to the document *Provision in Hampshire for children and young people with EHC plans* available online at

<http://documents.hants.gov.uk/childrens-services/sen-provision-in-hampshire.pdf>

or go to the Local Offer at **<https://fish.hants.gov.uk/localoffer>**

Equalities Act 2010

www.gov.uk/guidance/equality-act-2010-guidance#equalities-act-2010-legislation

Hampshire County Council SEN Criteria documents are available at

www.hants.gov.uk/sencriteria

SEND Code of Practice: 0-25 years, DfE, 2015 available at

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Schools: guide to the 0 to 25 years SEND Code of Practice, DfE, available at

www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings

If you would like more information please contact the SEN Service, email

enquiries.sen@hants.gov.uk.