



PLYMOUTH CITY COUNCIL

CHILDREN'S SERVICES

INCLUSION STRATEGY

**PROMOTING EDUCATIONAL ACCESS AND
OPPORTUNITY FOR EVERY CHILD**

2005 - 2008

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FOREWORD

I am pleased to introduce Plymouth City Council's Inclusion Strategy – 'Promoting Educational Access and Opportunity for Every Child'.

The children and young people of Plymouth are key to the future of the city and the commitment of the City Council to improving outcomes for every child and young person is reflected in this strategy. This document outlines how Plymouth will develop inclusive educational opportunities, together with high quality specialist provision over the next three years to ensure that every child can "enjoy and achieve".

The Strategy focuses on the needs of children and young people who are at risk of underachievement, for a variety of reasons and affirms the commitment to inclusion that underpins our work.

Cllr Pauline Purnell
Portfolio Holder for Children's Services

PLYMOUTH CITY COUNCIL
CHILDREN'S SERVICES DIRECTORATE

INCLUSION STRATEGY – PROMOTING EDUCATIONAL ACCESS AND
OPPORTUNITY FOR EVERY CHILD

EXECUTIVE SUMMARY

This document sets out the Council's strategic vision for the development of a more inclusive education system in Plymouth, in the context of the Government's proposals for wide system change as part of the 'Every Child Matters' agenda and the City Council's City Strategy and Corporate Plan.

The document outlines:

- The national context including Government requirements and guidance.
- The local context, including the strategic direction for Plymouth.
- Achievements from the Council's first Inclusion Strategy.
- It provides information on the child population of Plymouth and on the educational attainments of particular groups with additional educational needs.
- It includes information on the support services resources and financial resources currently deployed to support inclusion and on the specialist educational provision in the city, including special schools and support centres.
- The Strategy for the future is developed around ten themes identified from 'Focus Group' style consultation events with parents and carers, staff from schools and early years settings, governors, local authority and other professional staff.
- The ten themes are:
 1. Children's Services and Inclusion
 2. Supporting Inclusion Through School Improvement
 3. The Voice of the Learner, Parents and Carers
 4. Supporting Inclusion Through Collaborative and Partnership Working
 5. Support Inclusion at Transition Points
 6. Emotional Well-Being, Behaviour and Attendance
 7. Sharing and Promoting Effective Practice
 8. Supporting Inclusion Through School Organisation
 9. Building for Inclusion
 10. Finance to Promote Inclusion
- For each theme there is a series of strategic action points, summarised in the Strategic Action Points Plan, which will be developed as annual action plans. The document includes a monitoring and evaluation framework outlining how we will measure progress.

The document will inform the development of the City Council's Children and Young Peoples Plan 2006-2008.

A full copy of the document is available on the Plymouth Grid for Learning at: Plymouth Grid for Learning/Lifelong Learning Department/Access/Promoting Access and Opportunity or on the Plymouth City Council website or telephone 01752 307465

1. **INTRODUCTION**

This document sets out a strategic vision for the development of a more inclusive education system in Plymouth over the next three years in the context of the Government's proposals for a wide system change as part of the "Every Child Matters¹ – Change for Plymouth's Children" agenda and the Plymouth City Council's, City Strategy and Corporate Plan.

We recognise that for every child to have access and opportunity for high quality education, leisure and cultural opportunities the Local Authority must work in partnership with schools, parents and other agencies including the voluntary sector. We welcome the Government's drive for more integrated working through the instigation of Children's Services.

In 2001 the Local Education Authority published "A Strategy for Implementing Access and Opportunity for Plymouth's Children"² outlining its strategy and plans for promoting inclusion, which has been widely used in schools and within the LEA and was praised in the LEA Inspection of September 2002.

The current local and national agendas for change make it timely to review the strategy and to develop a new one to reflect future needs.

This is a strategic document setting out our policy and vision and will form part of a set of documents celebrating, promoting and planning inclusive practice. These will include:

- The Inclusion Strategy – Promoting Educational Access and Opportunity for Every Child
- Special Schools, including the School Implementation Plan
- Behaviour Support Plan
- Inclusion Handbook and Toolkit
- Accessibility Strategy and Guidance For Schools In Developing Access Plans
- 'Plymouth Tales' – stories of good practice from the Kite Mark for Inclusion

This document will outline the national and local context, achievements from the 2001-04 strategy, information on current services and provision for vulnerable groups of children and young people who may be at risk of achieving poor outcomes and, take a themed approach to a strategy for the future.

The Government identifies these groups at risk of underachievement as:

- children educated other than at school (including excluded pupils)
- children with medical needs
- gifted and talented pupils
- pupils with poor attendance
- refugee and asylum seeker children
- school age parents
- those from Black and Minority Ethnic communities and/or with English as an additional language

¹ Every Child Matters, Government Green Paper, HMSO, 2003

² A Strategy for Implementing Access and Opportunity for Plymouth's Children, Plymouth LEA, 2001

- those who are in the care of the Local Authority
- those with special educational needs, disability or developmental needs
- traveller children
- young carers
- young offenders

The ideas in this document have been developed following initial consultations with key stakeholders including schools, professionals from other agencies and the voluntary sector, a wide range of staff across the department and Elected Members, parents, carers and school governors.

We are planning further consultation opportunities for children and young people via schools and agencies such as the Youth Service and voluntary sector. Children and young people will also have the opportunity to engage with the key themes of inclusion through the 'Art of Inclusion' project.

1. **INCLUSION IN PLYMOUTH**

1.1 **Our Vision and Philosophy**

Through our strategies, policies, practices and positive action we seek to embrace all people without prejudice to ensure that everyone experiences equality of opportunity and a sense of community, leading to feelings of well-being, fulfilment and being all that a person can be.

All children and young people should have equal access and opportunities in education and almost all children will be able to have their needs met in their community mainstream school, early years or childcare setting. This will be best achieved through promoting access for all children, young people and families to high quality universal, targeted and specialist services from statutory agencies and the voluntary sector.

Inclusive educational access and opportunity in the city will be best achieved through the promotion of special schools as centres of excellence working in close partnership with mainstream schools and support services, and through investment in local provision to reduce the use of independent sector specialist provision.

To support the achievement of children and young people, inclusive educational opportunities should exist that facilitate lifelong learning. We recognise the importance of promoting wider access to adult and community learning.

Plymouth City Council's City Strategy identifies a key aim for Plymouth to be "a multi cultural city where significant social exclusion no longer exists".

As part of this commitment, the City Council aims to promote positive practices and processes in schools, early years and other educational settings, which remove barriers for learners to educational opportunities, raise standards and promote physical and psychological well-being.

Our Inclusion Strategy recognises that children and young people can experience barriers to learning resulting from a wide range of personal or cultural reasons,

including race, special educational needs, disability, medical, emotional, social or behavioural needs, gender or sexuality. We do not make an artificial distinction between educational and social inclusion issues and seek to remove barriers and promote access and opportunity for all those groups at risk of educational and social exclusion.

This can only be achieved in partnership with health, family support, voluntary sector services and other City Council departments to ensure that all children, young people and families across the city receive the highest quality services appropriate to their level of vulnerability and need.

1.2 **Inclusion Policy**

We aim to:

- Raise the aspirations of all children and young people in Plymouth.
- Raise the educational attainment of all children and young people in Plymouth.
- Promote the personal, social, moral, spiritual and cultural development of all children and young people.
- Recognise and celebrate the progress and achievements that all members of the educational community make.
- Develop inclusive practice throughout the educational community to promote equality of access and opportunity for all learners.
- Work together with all partners in the education of children and young people.
- Contribute, with partners, to the achievement of the 5 outcomes for children outlined in “Every Child Matters” (ECM) and the Children Act 2004:
 - Be Healthy
 - Stay Safe
 - Enjoy and Achieve
 - Make a Positive Contribution
 - Achieve Economic Well-being
- Seek to monitor continuously and evaluate the success of our policy and practice.

1.3 **Inclusion Principles**

- i) Every child and young person is entitled to receive education of the highest possible standard. For most this will be in their community mainstream school, early years setting or college.
- ii) All children and young people will have access to a curriculum that is broad, balanced and relevant, including the National Curriculum. It will be suitably matched to the age and ability of the individual child or young person and will develop their self-esteem, social skills and health and well-being in order that they can participate in society.
- iii) For a very small number of children and young people, specialist education provision is required to meet their educational entitlements, but this provision should continue to provide them with inclusive opportunities through partnership arrangements with mainstream schools and other providers.

- iv) Effective partnership with parents and carers is a key factor in promoting the educational and social development of children and young people. The involvement of parents and carers in planning both strategically for the city and for the individual child will be promoted.
- v) The views and opinions of the child or young person will be valued and respected. All young people should have the opportunity to contribute to any decision-making about their own future.
- vi) Plymouth will maintain and develop practices that enable early identification and intervention where Special Educational Needs and other barriers inhibit the progress and achievement of the individual.
- vii) Inclusion requires both extension of the application of existing skills and the development of new ones. Support will be provided through access to high quality advisory and support services to assist staff in promoting the child's educational and social development.
- viii) Funding to support inclusion must be planned, distributed and monitored in a transparent manner, which supports early intervention and prevention.
- ix) Capital planning and building projects should all incorporate an inclusive dimension.
- x) Monitoring and evaluation of the quality of provision and the outcomes for children and young people must be a high priority to ensure that the highest possible standards of provision are maintained.

These principles should apply to all aspects of Children's Services including the Youth Service, Adult and Community Learning, Libraries, Children's Centres and Extended Schools as part of an all-embracing inclusive system.

The philosophy and principles of inclusion were recognised as "a strength in depth" within Plymouth's educational system in the Inspection of 2002. This strategy aims to embed and extend this commitment as we move into the future as Children's Services.

2 THE NATIONAL CONTEXT

- 2.1 In the past four years, and during 2004-5 in particular the government has published a wide range of legislative policy and guidance documents which signal a sea change in the public policy arena in relation to children and young people.

The profile and needs of children in the broadest sense and their importance for our future are highlighted. Through the implementation of the Every Child Matters agenda and the enactment of the Children's Bill; national and local government, and the voluntary and community sector will work in partnership with each other, with families and with children and young people as part of a shared responsibility for **all** children.

A holistic view of the child is at the heart of this agenda and bureaucratic, territorial and legislative barriers cannot be used to divert this whole child focus. The central

message of this agenda is that “Every Child Matters” underpins the planning and implementation of this Inclusion Strategy which seeks to focus on how the particular needs of vulnerable groups of children and young people can be met.

2.2 Specific Government Policies that influence this document:

- The Children Act 2004 – ‘Every Child Matters’

Outlines a duty for all agencies to co-operate to promote 5 key outcomes for every child:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-being

Local Education Authorities will cease to exist, to be replaced by Local Authority Children’s Services Authorities incorporating Children’s Social Care Services and will work in partnership with Health, the Voluntary Sector, the Police, Youth Offending Team and Connexions Service. All Local Authorities are to have this in place by 2008.

- The Race Relations Amendment Act 2000

This places a duty on Local Education Authorities and schools to promote race equality, to have a written race equality policy, to introduce measures to assess the impact of their policies and to monitor the impact on pupils, staff and parents.

- Disability Discrimination Act (1995) and the SEN and Disability Act (2001)

This extends the duty to promote equal access for people with disabilities to buildings, curriculum and information to schools and requires local authorities to develop an Accessibility Strategy and schools to develop an Accessibility Plan.

- The Education Acts 1996 and 2002

- Choice for Parents: The Best Start for Children: A Ten Year Strategy for Childcare (2005) – places a duty on local authorities to ensure access to good quality education and childcare for children, fitting into the lives of families.

- Guidance Documents

There is a range of guidance documents, which focus on particular vulnerable groups (see Appendix 1)

Key to this Inclusion Strategy are the following:

- Removing Barriers to Achievement - the Government's Strategy for SEN (2004)
- Improving Opportunity, Strengthening Society: The Government's Strategy to Increase Race Equality and Community Cohesion (2005)
- Community Cohesion Education Standards for Schools (2004)
- Aiming High: Raising the Attainment of Gypsy Traveller Pupils
- Guidance on the Education of Children in Care (2000)

3 THE LOCAL CONTEXT

3.1 The Strategic Direction for Plymouth

This Inclusion Strategy picks up key themes from Plymouth's City Strategy 2004-9 and the Council's Corporate Plan 2004-07.

The City Strategy published in 2004 by the Plymouth 2020 Partnership is driving the agenda for the renaissance of Plymouth. The vision is to create a city that will be:

- One of Europe's finest most vibrant Waterfront Cities where an **outstanding quality of life** is enjoyed by everyone.
- A clean and green city that makes the most of its environment and location.
- A city with a strong economy built on a **Culture of Creativity and known for its centres of knowledge and learning**.
- A **multicultural city where significant social exclusion no longer exists**.
- A city where the needs of all its citizens are met by **high quality effective services** and outstanding levels of community involvement.

Plymouth City Council's Corporate Plan 2004 -7 outlines the Council's contribution to the 2020 Partnership's City Strategy vision. The education service has a lead role to play in building the culture of creativity and innovation by further developing the national profile of Plymouths centres of knowledge and learning and contributing to the vision of "a multicultural city where significant social inclusion no longer exists".

Within this is the commitment that the Council will 'respect diversity and tackle inequalities'.

Education has an important role to play in ensuring that those from different backgrounds have similar life opportunities. Through the curriculum, shared values of respect for diversity can be promoted alongside opportunities for cross-cultural contact through mixed intakes, school twinning and community-wide extra-curricula activities. Tolerance and respect is often shaped by these positive experiences of different cultures and faiths.

The Corporate Plan identifies eight corporate objectives contributing to this vision, five of which are directly relevant to this strategy:

- Improve the quality of school buildings and remove surplus places including the development of extended schools.
- Extend inclusive educational opportunities for pupils with special educational needs
- Improve adult basic skills through improved access to adult and community learning opportunities.
- Raise pupil attainment.
- Ensure a broad range of formal and informal curriculum opportunities is available to young people.

The Council identifies “Excellent Schools” as one of its policy priorities. This strategy has a significant contribution to make to this priority - “Excellent Schools are Inclusive Schools”³.

In June 2004 the City Council published its School Implementation Plan, “**Ideas for Change**”, a 10 year plan, which outlines proposals resulting from the most extensive review of school places, buildings and future school needs for 50 years.

‘Ideas for Change’ provides a unique opportunity to embed inclusive education across the city over the next ten years.

The Children’s Centre Plan, the Extended Schools Strategy and the Healthy Schools Strategy will all incorporate an inclusive dimension. Children’s Centres and Extended Schools are key vehicles for the delivery of services for **all** children in their community.

The national Children’s Services agenda provides a local platform for service improvement via more integrated and local working.

We need to promote equality, challenge prejudice and support educational settings in their inclusive practice, particularly in the area of race equality.

3.2 **Evidence from Inspection**

During the period 2001-04 the Department for Lifelong Learning and its partners were subject to a number of external inspections and audits (OFSTED, HMI and Adult Learning Inspectorate, Audit Commission and CSCI). [For details see Appendix 2]

The inspections identified a city-wide commitment to inclusion and to meeting the needs of every learner. This philosophy underpins the work across the department and its schools.

The National Healthy Schools Programme provides a single point of entry for health and health related programmes into schools and supports schools in meeting the five outcomes of the Every Child Matters agenda.

³ OFSTED

3.3 Review of 'A Strategy for Implementing Access and Opportunity for Plymouth's Children, 2001 – 2004'

Plymouth LEA, through this strategy, set out to realise the aims and objectives published within the Inclusion Policy, 'Promoting Access and Opportunity for Children and Young People with Special Educational Needs in Plymouth' (2000) whilst at the same time applying the principles of this strategy to all pupils who might be considered to be vulnerable or at risk of underachievement.

The policy aims and objectives were listed as; to:-

- Raise the educational attainment of all children and young people
- Promote the personal, social, moral and cultural development of all children and young people
- Recognise the progress and achievements that all members of the educational community make
- Develop inclusive practices throughout the educational community and so to promote equality of access and opportunity for all learners
- Ensure that resources for SEN are closely matched to needs
- Work together with all partners in the education of the young person
- Seek to continuously monitor and evaluate the success of our policy and practice

Plymouth LEA is committed to developing more inclusive schools and opportunities for all learners throughout the City. Since the introduction of the Policy and subsequent strategy we have:

- Increased the number of pupils achieving national benchmarks at KS2, 3 and 4 in core subjects; comparative data (based on Fischer Family Trust data, (FFT)) indicates that pupils with SEN achieve value-added that is equivalent to or significantly higher than that for similar pupils in similar schools in other authorities. An exception to this is for lower attaining pupils with statements of SEN in some areas.
- Responded positively to the increased population in the City of pupils for whom English is an additional language and consequently strengthened the central Ethnic Minority Achievement Service, refocusing work to help challenge and support whole school culture, providing staff awareness and training alongside individual pupil support.
- Provided effective support to schools in helping pupils with English as an additional language (EAL) to achieve. (Both higher and lower attaining pupils with EAL make better progress than the local average e.g. between KS2 and KS3.)
- Developed an integrated approach towards targeted intervention work and national strategy initiatives to support particularly those schools where performance data indicated underachievement. As a consequence, much of

this work is targeted at supporting pupils who would be identified within the vulnerable children categories.

- Developed the Plymouth Recording and Assessment Programme (BARE) to support schools in recording and assessing achievements for pupils working below age-related expectations, particularly those working at P-Scale levels, i.e. below Level 1 of the National Curriculum.
- Developed 'Starting Out – Supporting Achievement for All Children in the Foundation Stage', an assessment tool for children aged 3 and above.
- Supported staff and governors in schools through the provision of regular training opportunities on SEN, inclusive education, race equality, and other issues relating to inclusion. This has been achieved through termly SENCO conferences, the social inclusion forum, the work of two advanced skills teachers and bespoke training provided by LEA advisory service and educational psychology service.
- Launched the 'Plymouth Inclusion Kitemark', (achieved by over fifty schools and services in the City).
- Introduced new guidance – 'Working Together for Inclusion' for schools on a range of strategies to support inclusion and 'Working Together for Inclusion – Early Years', for early years settings.
- Reduced overall numbers in special schools by 18% from 845 to 694 and defined the roles of the special schools more clearly in meeting the needs of children and young people with more complex needs.
- Promoted collaboration between special and mainstream schools. Two special schools have satellite bases on mainstream sites and work under PFI will further develop work in this area.
- Planned a major rebuild programme that will see the co-location of a special school as a part of a new 0 – 16 campus, which already includes the Young Parents Centre on site with a community day nursery and primary school.
- Supported the inclusion of 82 pupils from special schools into mainstream schools facilitated by the Plymouth Inclusive Education (PIE) Team working in close partnership with the special schools and relevant mainstream schools.
- Reviewed funding for SEN to target better support for pupils with the most complex needs, including increased devolution of funds for SEN to schools.
- Reduced independent sector placements for pupils with SEN funded solely by the LEA.
- Developed LEA and special school SEN outreach services that have been recognised as models of excellence by DfES.

- Developed more specialist support centres in mainstream schools and further developed support and advice available to schools and families particularly at early-years.
- Invested in developing a fully accessible secondary school with appropriate levels of support in partnership with Health, to provide a quality mainstream option for young people with physical difficulties.
- Increased the percentage of pupils with visual and hearing impairments being educated within mainstream schools.
- Increased opportunities for supported mainstream provision for pupils with Autistic Spectrum Disorders (ASD) by 100%.
- Raised awareness of, and supported schools in meeting the needs of children and young people who are in the care of the Local Authority. As a consequence this cohort achieves above average attainment and attendance when compared to national benchmarks.
- Developed and encouraged local networks supporting gifted, able and talented children and young people with links to regional and national networks. An on-line discussion forum and resource database has also been established on South West Grid For Learning.
- Developed the early support pilot programme for children 0 – 3 with complex additional needs.

3.4 **The Data Story**

Demographic characteristics of Plymouth

- Plymouth is an urban conurbation within a rural environment.
- The pupil population (aged 2-19) of the City is approximately 41,000 at present but there is a predicted overall fall in the child population of 5.8% between 2003 and 2008.
- The Black and Minority Ethnic (BME) population of Plymouth represents 1.6% of the population in comparison with the England average of 9%.
- Plymouth is rated the 57th most deprived local authority on the index of multiple deprivation (out of 384) but within that overall figure there are areas of relative affluence contrasted with areas of significant deprivation and consequent health, social, educational and economic inequalities across the City.
- 15.8% of the school population is eligible for free school meals.

Vulnerable Groups

Black Minority Ethnic Pupils

- The BME pupil population in Plymouth of approximately 1,100 represents a wide range of ethnic groups speaking over 60 different languages.
- Most schools have few BME pupils – only a small number have more than 20 on roll.
- BME pupils make good progress. For example Fischer Family Trust data indicates value added for Key Stage 2 to 4 for black Caribbean pupils is higher than for similar pupils in similar schools in other authorities. Locally both higher and lower attaining pupils with English as an additional language make better progress between Key Stage 2 and 3 than the average for the City.
- There is currently a low reported incidence of race-related incidents in Plymouth schools.

Pupils with Special Educational Needs

- In 2004 we had an above average percentage of pupils with statements of special educational need – 2.5% of the 0-19 population compared to 2.1% nationally. Recently we have issued documents on “Working Together for Inclusion “ which includes revised criteria for statutory assessment linked with devolved funding and this has led to a halving of requests for statutory assessment in recent months.
- We have an above average percentage of statemented pupils aged 5-15 in special schools – 1.59% in 2004 compared to the national average of 1.21%.
- However, we have a lower percentage of statemented pupils in non-maintained special schools than the national average, reflecting the fact that we have 8 maintained special schools in the City and do not therefore need to use the non-maintained sector to the same extent as elsewhere.
- We have a low rate of SEN tribunal appeals - only 2 in 2004, the lowest in the South West.
- The Best Value Performance Indicator on preparation of statements within prescribed timescales is above target (91.7% in 2003/04).

Looked After Children

- We have high numbers of Looked After children in the City (over 500 in 2005).
- Educational attainment of Looked After children in Plymouth is one of the highest in the country with 19% gaining 5 A*-C and 67% gaining 5 A*-G in 2004 at Key Stage 4.
- Attainment at Key Stage 2 is above average.
- Attendance of Looked After children is also very good compared to national data, 5th highest out of 150 authorities.

- Post 16 data indicates above average percentage of Looked After children in training or employment.

Traveller Pupils

- Schools readily accept Traveller pupils supported by the Traveller Education Service, which is a sub regional consortium arrangement.
- Attendance of Traveller children is 76% and the small cohort of pupils at Key Stage 4 in 2004 achieved between 1 and 11 GCSEs at grades A*-G.

Behaviour and Attendance

- Schools within Plymouth promote pro-social behaviour and citizenship, ensuring that the vast majority of pupils make progress with respect to their emotional and moral development.

Exclusions

- Permanent exclusions at primary level are below the national average and that of statistical neighbours (0.01% of the school population in 2002/03 as against 0.03% nationally and 0.04% for statistical neighbours). In 2003 and 2004 only 3 pupils per year were permanently excluded and in 2004/05 there were 2.
- At secondary level the figures are closer to the national average but below our statistical neighbours (0.26% for 2002/03 as against 0.27% nationally and 0.29% for statistical neighbours). The total numbers of secondary permanent exclusions have dropped from 51 in 2002/03 to 40 in 2004/05.
- However, there has been a rising trend in fixed term exclusions over the period 2002/05 particularly in the secondary sector with a significant increase in the number of fixed term exclusions from 317 in 2002/03 to 988 in 2004/05. This may reflect changes in schools policy and procedures and more accurate reporting to the LEA but also reflects increased concerns about behaviour particularly in the secondary sector.
- There has been an increase in the use of managed moves between schools and between schools and the tuition service over the past 3 years as a way of providing fresh starts or alternative educational arrangements for pupils at risk of exclusion. We need to ensure that arrangements and criteria for the use of managed moves are clear and are appropriately followed to ensure that children's educational entitlement is fulfilled.
- The attainment of pupils within the Plymouth Tuition Service at Key Stage 4 is improving. In 2004 of the 48 pupils taking GCSE examinations 94% gained at least 1 A*-C grade and 27% gained 5 A*-G. In addition entry-level certificates were gained (60 at level 3). We need to ensure a full curriculum entitlement for young people in the Tuition Service.

Attendance

- In general, overall attendance in both primary and secondary phases is above the national average.
- Within that generally positive picture however, there are some widening fluctuations.
- In the primary sector authorised absence, at 5.41% in 2003-4, is above the national average (5.07%), although in line with schools in similar authorities. Unauthorised absence in primary schools, at 0.27% in 2003-4 is below the national average (0.41% in 2003-4).
- In the secondary sector authorised absence, at 7.13% in 2003-4, is in line with the national picture and with statistical neighbours, and unauthorised absence in this sector has been consistently below the national and statistical neighbour averages.
- The Education Welfare Service works closely with targeted schools on a range of strategies to improve attendance. Each school has an annual attendance target and action plan with almost all schools using electronic registration systems.
- In summary data on inclusion tells a generally positive story. There is a need to do more to ensure that we use school and LEA level data to monitor progress of vulnerable groups and individuals, to plan deployment of human and financial resources and to develop provision for the future.

3.5 The Finance Story

In line with national practice and requirements Plymouth schools are expected to take a holistic view of budgets and as part of that have responsibility to provide for all children's needs from their delegated budgets including those pupils with special educational needs, Looked After children, children with English as an additional language needs, gifted and talented pupils and others with particular needs.

The DfES requires local authorities to passport most of the Education Formula Funding Share (EFSS) to schools to meet the needs of all their pupils (the Schools Block) and the Local Authority retains a proportionately smaller amount of funding to meet its statutory responsibilities and provide support, advice and services to schools, children and families (the LEA Block).

Funds to Mainstream Schools and Settings

The funding formula that distributes funds to schools includes elements for supporting pupils who have additional and different needs from the majority:

- Additional Educational Needs (AEN) funding is allocated via a formula which reflects factors of social deprivation via eligibility for free school meals
- Special Educational Needs (SEN) funding is allocated via an agreed formula to help schools make arrangements for pupils at School Action, School

Action Plus and with Statements of special educational need. This devolved budget accounts for over 80% of the local authority's Statementing Budget.

A proportion of the budget for Statements of SEN is retained centrally by the LEA to allocate to schools via the Statement Resources Panel to help them meet the needs of the most severe and complex pupils with statements (£1m). In line with Government regulations this budget is reducing as money is devolved to schools.

Funding for early years settings to support very young children with special educational needs is allocated through the Early Years Inclusion Resource Panel.

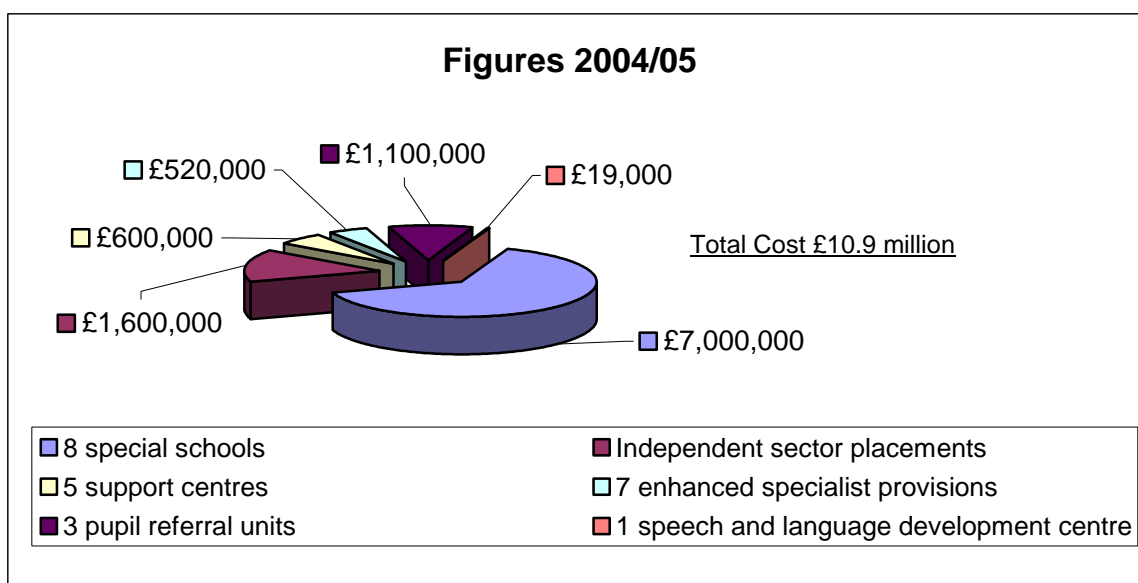
Funding is also available to support inclusive childcare settings from the Plymouth Inclusive Childcare Support Service.

Pupil Retention Funding is identified for secondary schools via an agreed formula to support them in making personalised arrangements for pupils at risk of exclusion and to facilitate the managed transfer of pupils between schools and provide supported "fresh start" placements through a Placements Panel.

Funds for Specialist Provision

In addition to mainstream schools Plymouth has a range of specialist provision to meet individual needs in special schools and in specialist support centres in mainstream schools. Within the City we have 8 special schools, 5 support centres, 7 enhanced specialist provisions, 3 pupil referral units and an early years speech and language centre.

Our use of non-maintained specialist provision (i.e. non-LEA) is relatively low but for some pupils, particularly those with complex family and health needs in addition to special educational needs, an independent sector placement is required. In recent years the LEA has reduced the numbers placed in the independent sector for purely educational reasons but continues, with Social Services and Health, to jointly fund placements for pupils with severe and challenging emotional, behavioural and social needs. The total cost of these specialist provisions and the cost of independent sector placements totalled almost £11m in 2004/05. The 'pie chart' below represents a breakdown of this total.



The costs of transporting pupils with special educational needs to specialist provisions are significant and are a “hidden” cost of maintaining specialist City-wide provision. In 2004/05 £2m was spent on transport and transport escorts for pupils with special or additional educational needs.

Funding Support Services for Schools and Families

We provide a wide range of support services to schools, early years settings and families which are “free at the point of delivery” and which are funded from schools LEA blocks and DfES grant funding such as the Standards Fund and the Sure Start Early Years and Childcare Grant. The total cost for these services in 2004/05 was £3.3m. Services funded from these budgets are:

1. Advisory Team for Sensory Impairment
2. Behaviour Support Team
3. Communication and Interaction Service
4. Plymouth Early Years Inclusion Service
5. Education Other Than At School (primary)
6. Education Welfare Service
7. Ethnic Minority Achievement Service
8. Parent Partnership Service
9. Plymouth Advisory Learning Support Team
10. Plymouth Inclusive Education Team
11. Plymouth Looked After Children Service
12. Plymouth Psychology Service
13. Special Services Administration Team

Additional services can be purchased by other agencies, schools and Sure Start Local programmes.

In addition the Travellers Education Service and the Disagreement Resolution Service are funded via regional consortium arrangements. Woodlands Special School provides an Outreach Advice Service for staff working with pupils with a physical disability via a Service Level Agreement.

Funding for Capital Projects

Capital funding for school buildings is complex, consisting of DfES grant funding, City Council capital funding and funding from capital receipts to the City Council for the sale of land or buildings.

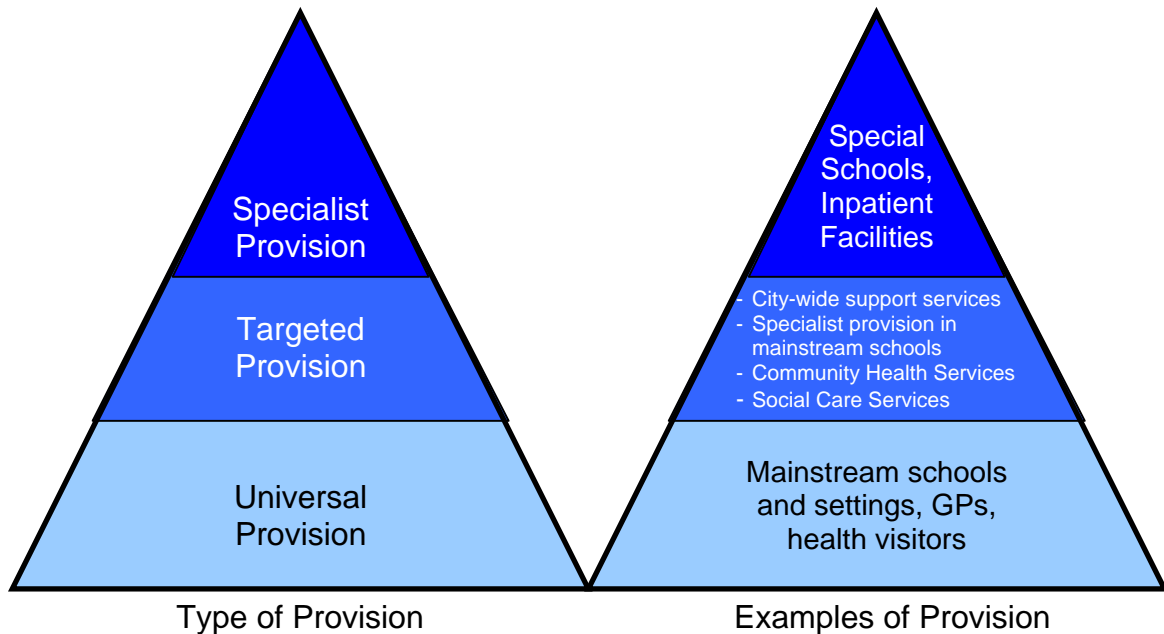
There is a specific DfES grant called “Schools Access Initiative Fund” which has been available in recent years to contribute to major and minor building works to make schools more accessible for children and young people with disabilities. In 2004/05 this grant was £495,000.

Conclusions

The above analysis shows that in addition to the funding allocated at individual school level from the delegated budgets, the LEA currently spends almost £18m directly supporting inclusion and specialist provision and support.

It is essential that this funding is used most effectively and efficiently to improve outcomes for children and young people and increasingly this will be done in conjunction with our partner agencies.

3.6 The Provision Story



Specialist Provision - Special Schools

The “Change for Children” Agenda clearly recognises that when “Every Child Matters” there needs to be access for children and families to levels of support to enable children to progress against the five outcomes.

All children and young people have access to universal services such as GPs, schools, health visitors etc. Some will have additional needs on a short or long-term basis, which require some targeted support or provision within a universal setting.

A small number of children and young people who have more severe and complex needs will require specialist provision and/or specialist advice and support.

This concept can be usefully represented as a pyramid and services and provision for children and young people can be identified at levels within it.

Plymouth has eight special schools, three of which cater for pupils who have learning needs with either additional behaviour or social communication needs. Two cater for pupils with severe, profound and multiple learning difficulties, one for pupils with behavioural, social and emotional needs and one for pupils with predominantly physical disabilities. There is also a hospital and outreach school, which caters for pupils with physical or mental health needs on a short or longer-term basis. Plymouth’s special schools cater for approximately 700 pupils, including some from neighbouring parts of Devon and Cornwall.

There are three Pupil Referral Units (PRUs). The Tuition Service Years 3-8 provides temporary educational provision for children and young people who are at risk of exclusion from school or who have been permanently excluded. Tuition Service

Years 9-11 provides educational and vocational programmes for young people who have been permanently excluded from school or subject to a managed move. The Young Parents Centre, based on the Whiteleigh Campus, offers education, support and quality childcare to young women of statutory school age who are pregnant or parenting. Support for young fathers is also provided.

Independent Special Schools

National data comparisons show that Plymouth makes fewer independent sector placements in special schools than the national average, but that those placements that are made are at a higher cost per placement than the national average (source - SEN Regional Partnerships Analysis of Out of Authority Placements).

In recent years the numbers of placements funded solely by education has reduced, but numbers joint-funded with Social Services and Health have remained stable until 2005, when a reduction has occurred. These placements tend to be for children with very complex emotional, social and behavioural needs and tend to be high-cost as a result. There is an agreed framework and protocol for joint-funded independent placements, which is followed by all three key agencies, but there is a commitment to further reduction in the numbers of children and young people placed in the independent sector, particularly when this is some distance away from the City. However, for the foreseeable future it is likely that some young people present such complex challenges, both to themselves and to the community, that independent sector placements will be required.

Conclusion

We are committed to maintaining high quality specialist provision and propose further developments in Theme 8 of the Inclusion Strategy. Appendix 3 of this document details proposals for the development of special schools. Publication of these proposals constitutes an extension of the consultation on the School Organisation Plan - 'Ideas for Change' - published by the City Council in June 2005.

Targeted Provision

Targeted Provision for Very Young and Young Children

Plymouth Children's Services are committed to prevention and early intervention with respect to children's safety, health, development, involvement and achievement. In all areas of provision the Early Years agenda ensures that these principles are turned into effective services.

Early Years specialists in health, social care and education provide preventive very early support through Children's Centres, Portage Services, additional needs teams, Clinical and Educational Psychologists, Advisory Teachers for additional needs and Advisory Support Teams to support parents in the early identification of

additional needs. Links between Early Years providers and those in support services are well developed. Increasingly links between specialist agencies to develop and deliver targeted and specialist services are becoming more comprehensive especially in the area of very young children's wellbeing and mental health.

Support for parents is both crucial and essential and is inextricably linked to the wellbeing of their babies and young children. Supporting parents by working as equal partners, especially those parents whose ethnicity and first language is not English, is pivotal in establishing strong and positive outcomes for their children.

Many Early Years settings and services have a major focus on parental involvement including some innovative approaches to those parents who are harder to reach.

As young children take their first steps into full education support is available for those who are vulnerable and who find the challenge of separation from their carers and being in a more demanding environment challenging. By developing wrap-around care and building the team around the child, success is possible even for the most fragile and vulnerable young and very young children.

Services in Plymouth are recognised for the work they do in promoting inclusion in early years settings and childcare settings but, as this sector grows in response to the Childcare Bill, there is more to be done.

In Plymouth there are 114 non-maintained early years settings as well as 2 nursery schools and 20 nursery classes attached to primary schools.

There are currently 8 Children's Centres in place or in process of development and the next phase of development is at the planning stage. All have a focus on inclusion in its widest sense.

All Early Years settings have access to specialist advice and training particularly in inclusion of pupils with additional or special needs. There is more to do in providing support to those settings around the needs of the BME population and those for whom English is not their first language. Four nursery classes and both nursery schools in the City are designated as assessment nurseries where children with additional needs can receive support from a designated nursery nurse.

There is an Early Years specialist speech and language provision set up jointly with the ICAN charity, the Local Authority and the Plymouth Primary Care Trust at Southway Primary School, integrated with the mainstream nursery class.

Targeted Support for Children and Young People in mainstream schools

Within mainstream schools there is a range of specialist city-wide provision targeted towards the special and additional needs of children and young people. This provision is listed below:

School	Provision
South Trelawny Primary Goosewell Primary Keyham Barton Primary Ridgeway School Plymstock School	Communication Disorder
Eggbuckland Vale Primary Eggbuckland Community College	Hearing Impairment
Stoke Damerel Community College	Visual Impairment
Estover Primary Thornbury Primary Estover Community College	Specific Speech and Language Impairment
Lipson Community College	Physical Disability

Thus by developing an inclusive and comprehensive range of provision to meet an ever increasing diversity of pupil population the City of Plymouth recognises the need for flexibility, working in partnership and supporting parents to access local targeted facilities where this is preferred.

Targeted Support Services

There are 17 services and teams within the LEA providing targeted support and advice to schools, settings and families about the educational needs of children and young people in the age range 0-19. Some services are also involved in monitoring and reviewing Plymouth pupils educated outside the City.

The key principles for these services are:

- raising attainment of all pupils
- promoting inclusion
- promoting partnership working

Based on these principles the following teams and services are responsible for delivering the LEA strategy for inclusion. Some have a wide remit and others fulfil a specialist role in relation to specific vulnerable groups.

Targeted Services

- Plymouth Advice and Support Service
- Plymouth Healthy Schools Team
- Education Welfare Service
- Plymouth Psychology Service
- Plymouth Early Years Inclusion Service
- Early Years Community Interaction Team (Mental Health Services)
- Parent Partnership Service
- Plymouth Inclusive Education Team
- Transport and Allowances Team
- Behaviour Support Team
- Special Services Team
- Plymouth Inclusion Childcare Service

- Education Other Than At School and Exclusion Service
- The Youth Service

Specialist Services

- Ethnic Minority Achievement Service
- Advisory Team for Sensory Impairment
- Advisory Learning Support Service
- Communication and Interaction Team
- Looked After Children Education Team
- Traveller Education Service

In addition to these local authority services provided city-wide there is:

- Advice from specialist staff in particular agencies such as Speech and Language Therapy, Physiotherapy, the Youth Offending Team and the Connexions Service.
- Advice from voluntary and community sector services such as the Youth Enquiry Service, Children's Information Service and Children's Fund Plymouth Partnership Projects.

4. **THE INCLUSION STRATEGY 2005-08 – A THEMED APPROACH**

The City Council strategy for 'Promoting Education Access and Opportunity for Every Child' needs to be seen as one of the key strategies embedded in the Children's and Young Peoples Plan as we move with our partners into Children's Services.

In line with the Change for Children agenda where the focus is on every child, those children and young people who experience inequalities and barriers to learning and wellbeing will need access to high quality education, family and health support in order that they make progress in all 5 of the key outcomes for every child.

All services and provision for children and young people whether universal, such as schools, targeted or specialist will need to plan and be able to demonstrate that they are making a difference to the five outcomes.

As part of the Annual Performance Assessment self-assessment process the Council has identified 6 key priorities, which underpin our work for children and young people.

1. Tackling health, social and educational inequalities and improving outcomes for vulnerable children and young people, in particular Looked After children, children and young people with disabilities, teenage parents, and black and minority ethnic children and young people, including refugees and asylum seekers.
2. Ensuring that all children and young people are safe at home, at school and in the community.
3. Raising the educational attainment of **all** children, young people and adults.
4. Developing locality based services.

5. Developing strategies for the involvement of children, young people and parents/carers in the planning and evaluation of services.
6. Supporting partnership working and the integration of governance, strategy, planning and processes.

The action plans resulting from this strategy document whilst mainly focusing on educational access and opportunity will contribute to improvements in the five outcomes for children and young people.

As a result of our focus group consultations with parents and carers, schools, governors, local authority and other professionals, we have developed our strategy around ten themes and for each theme have identified key strategic action points which we will need to plan and implement.

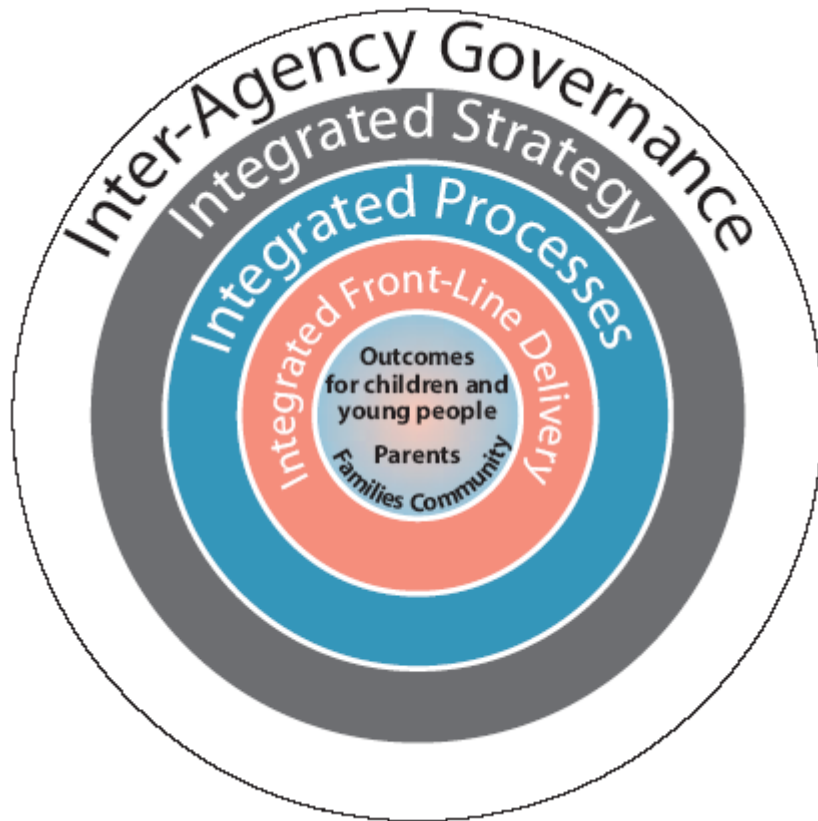
The themes are as follows:

- **Children's Services and inclusion**
- **Supporting inclusion through School Improvement**
- **The voice of the learner and partnership with parents and carers**
- **Supporting inclusion through Partnership**
- **Supporting inclusion at Transitions**
- **Supporting emotional well-being, behaviour and attendance**
- **Supporting inclusion by sharing and promoting good practice**
- **Supporting Inclusion through school organisation and provision**
- **Building to promote inclusion**
- **Finance to promote inclusion**

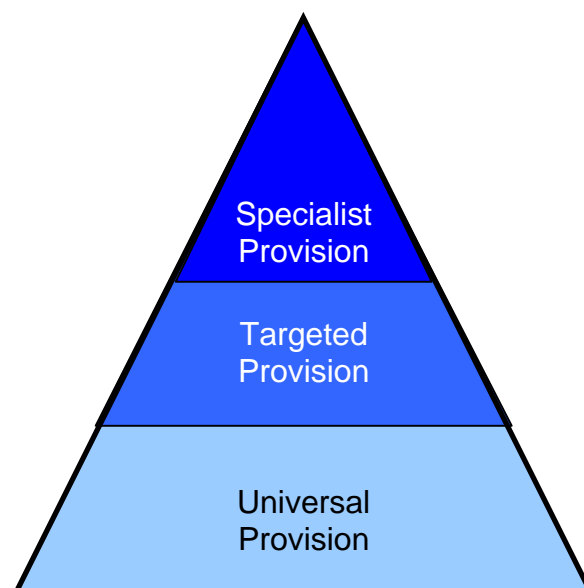
4.1 **Theme 1**

Children's Services and Inclusion

The transition into Children's Services (Children Act 2004) heralds a new chapter regarding provision for children. The traditional discrete model of health, education and social services gives way to a single organisation - a Children's Trust (or similar arrangements) - ensuring a joined-up and coherent single service for children and young people and their families through integrated children's services. Inclusive services for children incorporate integrated work across agencies which were formerly separate, providing children's services within their local neighbourhoods and needs-led support. Thus, it is likely that children's centres and extended schools will accommodate a number of local services and provide support as close as possible to where children live.



Children, parents and families lie at the centre for all services within their local communities. Therefore, as we consider inclusion in its broadest sense, e.g. education, social care, health care, housing, law enforcement and community safety etc, the focus is on localised services provided by a high quality integrated professional workforce. Increasingly, services will merge in order to deliver support in a single coherent package, thereby increasing the likelihood that children's needs will be comprehensively met and provided for, allowing children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Within this changing landscape, services for children fall under the following organisational framework.



For example, schools and services such as GPs and health visitors are universal and exist for all children and young people, whilst children with specific learning needs or specific speech and language difficulties may receive targeted support. Where necessary specialist provision may be made through specialist teaching facilities, hospital in-patient services or access to specialised support teams.

Strategic Action Points

Plymouth will:

- Provide for neighbourhood-based access to education, health and social care services for all, including Looked After children and those with disabilities, via Children's Centres and Extended Schools.
- Develop special schools as specialist multi-agency resources bases with our partner agencies.
- Provide inclusive childcare opportunities for children with additional needs and increase access for young people in appropriate provision.
- Seek opportunities to bring together targeted and specialist support services from health, education and social care, using a 'consortium model' of partnership working around particular needs e.g. Disability, Communication and Interaction, Looked After Children.
- Use the Child Concern Model as the basis for a Common Assessment Framework across all agencies, underpinning specialist assessments e.g. the statutory assessment of special educational needs, to assist in improving communication and information exchange between parents and service providers.
- Promote race equality and community cohesion through whole-school/setting support and training and the provision of specialist services e.g. English as an Additional Language support and translation services.
- Work closely with statutory agencies and voluntary sector and community partners to promote race equality and community cohesion in schools and educational settings through the provision of advice, support and training and the provision of specialist services e.g. EMAS and Translation Services.
- Promote the development of new roles within the children's workforce such as learning mentors.
- Continue to develop the multi-agency early support approach for identification of children with additional needs (0-3 years).
- Broaden the specialist role of support services, especially those with a social inclusion focus within the Early Years and Childcare sector, focusing on early intervention.

4.2 Theme 2

Supporting Inclusion through School Improvement

Inclusion is at the heart of school improvement. Schools are required to engage in a continual cycle of self-evaluation asking the question, *How well are we doing? – and – How can we do it better?* Within the guidance on self-evaluation schools are prompted to question the performance of particular groups of children and young people, e.g. to consider the standards attained by different groups such as girls and boys, the gifted, children in local authority care, the talented, those from ethnic minority groups and those with special educational needs.

An important aspect of the new OFSTED Framework (2005) and the OFSTED Self Evaluation is the agenda laid out by *Every Child Matters*. Schools are also required to consider the personal development, health and well being of their pupils particularly in relation to the five outcomes.

School improvement is central to the work of the Department for Lifelong Learning. Working in partnership with Headteachers, teachers, governing bodies and parents, the department seeks to support and challenge schools through the school review process, monitoring performance against a range of indicators, headed up by the Challenge, Support and Performance Team (CSP) within Plymouth Advice and Support Service (PASS). Other support services (see page 22) also contribute to school improvement by supporting the removal of barriers to learning through training and advice.

Key to this work is the intelligent use of data, both 'hard' and 'soft' data, gathered from a broad range of sources. The department has access to both whole school and pupil level data to support judgements and interventions. Data reflecting the wider context of schools is also drawn into discussions, for example, exclusions, pupil mobility, etc. Knowledge and information is sought from the work of the wider department in contributing to the school review process, in particular the work of the Learner Support Branch (LSB) in relation to inclusion issues. Following on from the Children Act, 2004, and in line with the expectation made clear by the DfES, the focus within school improvement work clearly acknowledges that 'Children's attainment is one of the most, if not the most important factor in children's future success'.

The Plymouth Kitemark for Inclusion is available to schools to use as a part of their school self-evaluation. The Kitemark supports schools through a process of self-review and can provide a tool to assist in development planning. Schools that have successfully worked through the process are awarded the Plymouth Kitemark for Inclusion. Alongside this, schools have been given the document, *Working together for Inclusion*, to support their work in planning for and developing whole school provision for pupils with special educational needs.

Strategic Action Points

Plymouth will:

- Ensure that personalisation of learning is central to school improvement work and ensure that schools develop increased flexibility and capacity providing a

broad, balanced and appropriate curriculum and culture that will enable an increasingly diverse range of pupils to participate and achieve.

- Use collected data to target resources that support the most vulnerable children and young people, and ensure that there is a focus on vulnerable groups within all Challenge, Support and Performance School Review Group meetings.
- Monitor and support schools in the development of the use of data as part of a self-evaluation cycle, focusing on Assessment for Learning and highlighting attainment of vulnerable groups including those from ethnic minorities, Looked After children and with special educational needs.
- Continue to develop and promote the Plymouth Recording and Assessment Programme (BARE) in partnership with Bristol LEA to support schools in recording and assessing pupils working below age-related expectations, particularly at the P-scales.
- Continue to promote 'Starting Out' materials as an assessment tool for children aged 3 and above within the Foundation Stage.
- Target Primary and Secondary National Strategy interventions towards those pupils with greatest need as indicated by analysis of a range of data including achievement and attainment.
- Appoint an Equality and Diversity Consultant to enhance the work of the Inclusion, Equality and Diversity team within the Advisory Service and work in partnership with PCC Social Inclusion Unit and partner agencies in the City to provide support to schools in meeting the requirements of the Race Relations (Amendment) Act 2000
- Continue to work with the Devon, Plymouth and Torbay Traveller Education Consortium to promote whole school approaches towards meeting the needs of this particular group.
- Support schools with the increased focus on inclusion within the new framework for inspection⁴, building on the principles of '*Every Child Matters*'.
- Support maintained and non-maintained early years and childcare settings to develop their inclusive practice (including Children's Centres and Extended Schools).
- Promote partnership between mainstream and special schools to develop shared good practice building on existing school collaborations, networks and partnerships.
- Work with LSC, Connexions and other post-16 agencies and providers to ensure that all learners, particularly those with special educational needs and disabilities have accessible and relevant opportunities post-16.

⁴ Framework for the Inspection of Schools, OFSTED 2005

4.3 **Theme 3**

The voice of the learner and partnership with parents and carers

Involving Children And Young People

Plymouth City Council and its partners from the statutory, community and voluntary sectors are committed to ensuring that the services they deliver provide opportunities for children and young people to contribute to decision-making that directly or indirectly affects them. It is recognised that engagement with children and young people in this way will contribute towards building cohesive communities and will encourage them in a sense of belonging, ownership and responsibility for the local area.

Strategic Action Points

Plymouth will:

- Engage with children and young people and give them a chance to interact, provide opportunities for them to express views and opinions and ensure that their needs and concerns are heard and acted upon. We will also encourage our partners in schools, the community and the voluntary sector to act in the same way.
- Seek to ensure that children and young people are able to engage in consultation and have the opportunity to express their needs and concerns in ways that are interesting, relevant and familiar to them, i.e.; home language, symbol communication systems, etc.
- Enhance the capacity of staff and institutions to connect meaningfully with children and young people. We will provide training for staff in facilitating consultation and young-person led action, taking into account their diversity.
- Actively promote school engagement with the National Healthy Schools Programme, citizenship and PSHE, encouraging schools to review and develop processes for engaging with children and young people.
- Encourage initiatives that develop the leadership potential of children and young people that also work to empower them and provide routes into mainstream decision-making and structures.
- Facilitate the provision of advocacy and translation services for children and young people and thereby enable their participation in Statutory Reviews and Child Protection conferences.
- Ensure that Children in the Care of the Local Authority are consulted and have the opportunity to express their views and opinions on matters that affect them.
- Through the Youth Service ensure that children and young people have the opportunity to influence the programmes and facilities that support young people beyond formal education.

- Work closely with Connexions to ensure that Post-16 opportunities exist for young people that are relevant to their needs and preferences.

Involving Parents And Carers

Overall research has shown conclusively that parental involvement does make a difference to pupils' engagement and their achievement. Evidence indicates that parental involvement benefits students, parents, teachers, and schools. Parental involvement has a significant effect on pupil achievement throughout the years of schooling and in particular, participation in the educational process leads to a significant impact on children's cognitive development and literacy and numeracy skills. Parental involvement in a child's schooling for a child between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education.

Parents and carers have a right to be consulted on matters relating to the education of their child. This is particularly important in relation to statutory procedures pertaining to special educational needs, exclusion from school and children in the care of the local authority.

We acknowledge that Plymouth is a multi-cultural city and that parents and carers represent a diverse community with a range of cultural and racial backgrounds. We acknowledge that some parents and carers will find it harder to engage with schools and other statutory bodies for a variety of reasons including language and value differences, social and cultural barriers.

Strategic Action Points

Plymouth will:

- Ensure that consultation and involvement of parents and carers is central to the work and service delivery of the local authority and to partner statutory services, community and voluntary sector agencies.
- Ensure that no-one is excluded or prevented from participating in consultation on grounds of race, religion, culture, disability, gender, or language.
- Use, and signpost to other agencies, the services of the Plymouth Translation Team.
- Maintain a commitment through the Parent Partnership Service to provide accessible information and advice for parents to support them through statutory procedures, e.g. Statutory Review of Statement of Special Educational Needs.
- Work through Governor Services to ensure that governing bodies in Plymouth Schools are representative of Plymouth as a multi-cultural and diverse community.

4.5 **Theme 4**

Supporting Inclusion through Partnership

There already exists in Plymouth a strong culture and tradition of collaborative working between schools, and we have taken full advantage of the increasing opportunities provided by Government initiatives. Existing and developing collaboratives include:

- Academic Councils
- Post-16 Consortia
- Specialist Schools Network
- Excellence Cluster
- Network Learning Communities
- Learning and Work Partnership with Learning Skills Council and College of Further Education
- Creative Partnerships

The Inclusive dimension to this collaborative culture needs to be celebrated, promoted and extended.

Strategic Action Points

Plymouth will:

- Promote greater partnership work between mainstream and special schools including the development of consortium work between mainstream schools, special schools and support services in areas of particular special need e.g. Communication and Interaction, and Behaviour, Emotional and Social Need.
- Develop and promote inclusive practice in maintained and non-maintained early years settings, Children's Centres and Extended Schools.
- Ensure that high quality support services are available across all phases and age ranges.
- Use school collaboratives as vehicles for development of integrated multi-agency services in neighbourhoods.
- Promote the engagement of special schools in 14-19 consortia.
- Promote inclusion through increasing active engagement of children and young people with additional needs in the Arts, in Sports and Leisure and in Youth Services.
- Promote and support an inclusive dimension within collaboratives between schools e.g. the Excellence Cluster.

4.6 **Theme 5**

Supporting Inclusion at Transitions

At points of transition, children and young people can become vulnerable and even the most resilient and robust of youngsters can experience debilitating levels of anxiety. Whilst most children and young people find coping strategies and some even thrive within the new environment, a small minority find it difficult to make the appropriate adjustments. A number of crucial transition points have been identified by key stakeholders - these include:

- transition from early years provision into full-time education
- transition from primary school into secondary school
- transition between schools - casual admissions, as a result for example of moving into or within the City
- transition between schools - managed moves or new arrivals into the City where there are additional needs or statements of SEN
- transitions from special school to special school
- transitions between special schools and mainstream schools
- transitions to college, work experience or full-time employment

At times of transition those children identified as having additional needs are most likely to benefit from specialist or targeted services

Strategic Action Points

Plymouth will:

- Ensure every support team develops a policy to underpin their work in helping children and young people prepare for and undertake transition.
- Work with Early Years settings, schools and specialist centres to help establish good policy and practice which places the child at the centre of planning and provides clear communication about the child's needs at transition for both settings and parents.
- Ensure that in anticipation of transitions for children with additional needs practitioners will contribute to assessment that enables forward planning, including an assessment of risk resulting from physical, emotional or learning needs.
- Encourage schools and other settings to deploy resources flexibly to support the transitions process.
- Provide guidance for schools and settings on the particular transition needs of BME, refugee and asylum seeker pupils.
- Use opportunities provided by the Common Assessment Framework for communication and information sharing between settings and families.
- Consider the use of dual placements in more than one setting where this will provide for the child's needs or be a stepping-stone to transition between settings on a full-time basis.

4.7 **Theme 6**

Supporting Emotional Well-Being, Behaviour and Attendance

Promoting emotional and mental health and well-being for **all** children and young people in schools and early years settings is at the heart of improving education attainment and preventing social and educational exclusion.

By definition, pupils can only benefit from school if they are attending, developing and maintaining positive patterns of school attendance.

Within schools there needs to be an ethos and climate which establishes positive, pro-social behaviour, and physical and educational 'safety', with freedom from bullying.

There needs to be an appropriate curriculum and approaches to teaching and learning, which engage learners. There needs to be access to healthy food and drink.

In all sectors of education there are pupils who present challenging behaviour to their peers, to staff and to their families. Trends suggest that increasing numbers of very young and early school-age children are presenting with challenging behaviour, and that in the secondary sector Key Stage 3 pupils are displaying behaviour problems at an earlier stage than in the past.

At Key Stage 4 curriculum flexibility is vital in developing alternative curriculum packages for pupils who have become disaffected with the traditional curriculum. There is a significant number of disaffected pupils subject to managed moves or permanent exclusion. Providing a curriculum entitlement once disaffection is established is challenging and can only be achieved through collaborative and multi-agency working.

The causes of challenging behaviour are complex and may result from learning, social or emotional needs, social deprivation or anti-authority subcultures. The lack of appropriate motivational processes, behavioural boundaries and frameworks generate school-based problems. Consistency is key in achieving an orderly and purposeful school. Tackling issues of emotional wellbeing, disruption, serious 'Anti-Social Behaviour' and attendance remains a key element of the work of education.

In recognition of this a comprehensive Behaviour Support Plan is being produced to accompany the Inclusion Strategy and focuses on activities at all levels within the city. The plan provides strategies to support children and young people's social, emotional, behavioural and moral development, whole school development and city-wide support for increasing pro-social behaviour and educational achievement.

Strategic Action Points

Plymouth will:

- Promote collaborative working between schools, as a vehicle to provide for the emotional, social and educational needs of children and young people in the community.
- Provide training on behaviour and attendance for schools and early years settings e.g. whole school training, bespoke training and centralised courses.
- Work with schools to reduce and eradicate bullying, including racist and homophobic bullying as part of the 'staying safe' agenda.
- Develop closer integrated working between services that support emotional, social and educational well-being for schools and families.
- Continue to use strategies such as managed moves and 'fresh-start' placements in order to prevent exclusion, underpinned by clear processes and procedures to safeguard educational entitlement, including long-term monitoring.
- Ensure that all pupils who are not in mainstream schools receive their full curriculum entitlement via a personalised learning programme
- Develop strategies to enable pupils with behavioural needs in tuition services and special schools to re-integrate successfully into mainstream schools.
- Develop, with partners, mental health services for early years children and their families.
- Develop community-based child and adolescent mental health services with partners, based around schools and children's centres.
- Develop our specialist provision for emotional and behavioural needs, in order to provide for the majority of those pupils currently placed outside the City.
- Develop provision to meet the needs of girls with severe emotional, social and behavioural needs.
- Develop innovative strategies to promote attendance and tackle both authorised and unauthorised absence, with particular attention at times of transition. Strategies to include incentive systems and tools such as fast-tracking to prosecution, parenting orders and fixed penalty notices when appropriate.

4.8 **Theme 7**

Supporting Inclusion through sharing and promoting Effective Practice

Across the City there are numerous examples of good school, setting and service-based inclusive practice and it is essential that such practice is effectively disseminated.

School Inspections highlight good inclusive practice in all sectors and it is planned to exploit this valuable resource.

Over the past three years, almost half of Plymouth's schools and a number of support services have been awarded the "Kitemark for Inclusion" and we continue to encourage schools to work with this self-evaluation tool.

We have developed an illustrative guide to inclusive practice 'Plymouth Tales' based on evidence submitted as part of the Kitemark process for inclusion.

We have published "Working Together for Inclusion", developed by practitioners as guidance and criteria for schools on meeting children's special educational needs and 'Working Together for Inclusion in the Early Years' for early years settings.

Work of some schools and support services has received national recognition via DfES and OFSTED publication.

Support services produce specialist training and guidance materials based on good practice across the City.

All schools in Plymouth need to develop a common understanding in establishing a supportive culture where the value of having a diverse school population is recognised, and the respective roles of mainstream and specialist provision are understood.

The need to share, promote and celebrate good practice is a theme arising from consultations with all stakeholders and there is a need to be innovative in our approach and use it as a vehicle to break down attitude barriers.

Strategic Action Points

Plymouth will:

- Promote good practice by offering a range of high quality support services to schools and early years settings to improve the quality of teaching and learning.
- Promote good practice by using special schools for out-reach support to mainstream schools, working alongside central services including, for example, staff exchange experiences between special and mainstream settings.
- Offer written guidance to schools and settings to enable them to implement strategies for supporting pupils, staff and parents.

- Promote the Inclusion Kitemark and broaden its remit to include early years and childcare settings, and to reflect the Every Child Matters agenda.
- Develop opportunities for public celebration of inclusive practice, including use of the media.
- Use networks of practitioners to share practice and to develop training and advice materials for others.
- Develop the use of the Inclusion website as a vehicle for sharing good practice.
- Encourage local practitioners to contribute to national publications and conferences.

4.9 **Theme 8**

Supporting Inclusion through School Organisation and Provision **(School Implementation Plan Area 18)**

Special schools and Tuition Service bases have traditionally been physically separate from mainstream schools. Most special schools have reduced in size but cater for an increasingly complex and challenging group of children and young people. In some cases buildings and facilities have been seen to fall short of expectations to fulfil the requirements of the National Curriculum and current needs. There are significant pressures on the Tuition Services resulting from an increase in both the number and complexity of pupils they are providing for and the requirement to provide an educational entitlement of at least 20 hours per week.

Currently 4 special schools are expected to receive new facilities funded via DfES Targeted Capital Grants and PFI:

- Hillside school – new building on existing site
- Woodlands school – new building on mainstream site
- Longcause school – major extension on existing site
- Mill Ford school – satellite classes replaced within new mainstream school

In 2005 the City Council produced the School Implementation Plan 2005-15 (Ideas for Change), which is a strategic plan for the configuration and provision of mainstream school places over the next 10 years, based on a process of review of school places and wide consultation.

The School Implementation Plan aims to tackle issues of surplus capacity, community demographic changes, condition and suitability of school buildings and provide opportunities to develop schools at the heart of their communities. This should enable services for children and their families to be delivered via Extended Schools and Children's Centres close to where they live and also enable Plymouth to build on the inclusivity of many of our schools.

The School Implementation Plan identifies options for mainstream primary developments in all areas of the city, based on a geographical configuration of neighbourhoods into 16 areas and some initial proposals for the secondary sector

(Area 17). In addition the plan identifies that outcomes from the Inclusion Strategy consultation will inform the future development of SEN provision for the city (Area 18 Special schools and Units).

Consultations have taken place with special school headteachers and Chairs of Governors, the Special School Headteachers Association and through four “Focus Group” information gathering conferences. Data on pupil placements and information on special school plans from neighbouring local authorities have also informed thinking. Appendix 3 of this document details proposals for the further development of special schools.

We aim to use the opportunities provided by the School Implementation Plan to fulfil Plymouth’s vision for specialist schools and specialist provision across the city.

As part of the Inclusion Strategy the Plymouth vision is to:

- Increase mainstream specialist provision
- Develop special schools as centres of excellence for children and young people with the most severe and complex needs
- Promote mainstream and special school partnerships, including federation, collaboration and flexible placements
- Further develop the co-location of special schools or satellites on mainstream sites.
- Develop an extended role for special schools including access to integrated specialist services for children and families
- Invest in local provision and reduce the use of the independent sector

This vision builds on the DfES vision for the role and remit of special schools.

Following consultation the final proposals will move to implementation phased over the next ten years. Plymouth’s special schools may change their role and some will change configuration and structure. Where significant changes to a school are proposed the law requires that detailed individual school proposals are developed and consulted on through statutory public notices.

Strategic Action Points

Plymouth will:

- Develop proposals for the future role and remit of special schools. (Publication of the Inclusion Strategy constitutes consultation on the specialist phase of the School Implementation Plan Area 18).
- Maintain existing specialist mainstream provision as support centres funded through an agreed formula.
- Advance proposals for developing further specialist support centre provision in mainstream schools. Gaps have been identified in provision to meet the needs of pupils with:
 - Complex communication disorder with mainstream curriculum needs (KS 2, 3 and 4)

- Severe emotional, behavioural and social needs (girls at KS 2 to 4)
 - Severe visual impairment (Brailleists) (KS 3 and 4)
 - Specific speech and language impairment (KS 1 and 2)
- As we develop networks of Extended Schools and Children's Centres across the city, ensure that all encompass an inclusive approach.
 - Seek capital funding from the DfES systematically each year to secure appropriate facilities.
 - Enable major improvements through combining capital funding resources.
 - Include facilities for pupils with SEN and access needs in all community school building projects.

4.10 **Theme 9**

Building for Inclusion

Plymouth City Council currently has a range of school buildings that are predominantly a mixture of either aging Victorian or post-war, 1950s and 1960s construction. Many of the buildings are unsuited to significant adaptation to facilitate full access for the disabled. The *Ideas for Change* programme is an ambitious programme of renewal and redevelopment over the forthcoming decade, through which the City Council plans to significantly upgrade the school building stock and make it fit for education in the 21st Century.

Integral to this process, capital planning will ensure that any new specifications or plans for modification and upgrading of school buildings will be fully accessible. They will meet or exceed current requirements and legislation and draw from the best in good practice nationally and internationally.

Strategic Action Points

Plymouth will:

- Ensure that all new planning briefs make clear the intention to maximise opportunities for inclusive design.
- Ensure that all existing school buildings and those used for adult and community learning undergo an accessibility audit to ascertain the suitability of current building stocks and to highlight necessary works to comply with current legislation e.g. the Disability Discrimination Act 2000.
- Use information drawn from the accessibility audits of current school buildings alongside other data to prioritise allocation of the Access budget.
- Provide advice to schools to support Governing Bodies in developing school Access Plans.
- Seek opportunities to co-locate mainstream and special schools where possible, particularly through the *Ideas for Change* programme, PFI, and other sources of capital available from central government.

4.11 **Theme 10**

Finance to Promote Inclusion

We are clear that the vision to develop high quality, inclusive and specialist provision for children and young people is not a cheap option. We are also conscious of the financial constraints resulting from our position in relation to national funding formulae and the City Council's financial position. Our colleagues within the health community have similar pressures.

However, we do deploy significant resources to provide for the personalised learning needs of individual children and young people in a range of mainstream and specialist settings and we need to ensure that these resources are used most effectively and efficiently to improve outcomes.

Strategic Action Points

Plymouth will:

- Review and develop the formula funding for special schools and specialist provisions to help them to fulfil their broader role.
- Develop "Invest to Save" proposals with our partners in order to further reduce the use of independent sector placements.
- Proactively seek opportunities for funding to support inclusion from the DfES, from partner agencies and from collaboratives of schools.
- In the climate of 'Children's Services' use funding flexibly and creatively and to pool budgets between agencies to maximise efficiency.
- Seek to reduce potential barriers to developing creative approaches to personalised learning for pupils created by financial procedures.
- Seek to ensure that funding arrangements for inclusion are transparent and understood by schools, governing bodies, parents and other professionals.
- Develop monitoring and evaluation arrangements of expenditure on inclusion to ensure that best outcomes for children and young people and best value for money are achieved.

5. **THE INCLUSION STRATEGY**

Monitoring and Evaluating Progress

The Inclusion Strategy sets the strategic direction for inclusion over the next three years.

The Strategic Action points identified under each of the ten themes will be implemented through relevant service planning documents.

The Inclusion Strategy will be adopted by the Children's Service and contribute to the development of the Children and Young People's Plan for Plymouth to be developed from April 2006.

It will also be reflected in other key plans, which will have an inclusive dimension. These are:

- Annual Inclusion Action Plans
- Asset Management Plan
- Behaviour Support Plan
- Children's Centre Plan
- Children and Young Peoples' Plan
- Early Years and Childcare Plan
- Extended Schools' Plan
- Individual Team and Service Plans
- Plymouth City Council's Corporate Plan
- School Implementation Plan (Ideas for Change)
- Schools Formula Review

Strategic Action Points

Plymouth will:

- Evaluate progress as part of the local authority's improvement cycle. This will take place through both internal and external monitoring processes.
- Undertake monitoring at school level via the school Self-Evaluation Framework (SEF), the Matrix and the work of School Improvement Partners.
- Use the Inclusion Kitemark process to facilitate identification of good practice.
- Seek feedback from parents, carers, children and young people on the impact of the strategy through forums, questionnaires and web-based methods.
- Seek feedback from schools and other partners within the Inclusion Reference Group representing PASH, PAPH and SHAP, and via the Children and Young People's Strategic Partnership.
- Use Plymouth City Council Performance Management Systems to monitor activity and outcome data.
- Analyse performance data at school, group or individual pupil level to track progress of children and young people against the 5 outcomes and to inform planning, development and targeting of human and financial resources.

The table below lists performance indicators used in 2005 to monitor progress on aspects of inclusion. As the Outcomes Framework, based on the Change for Children agenda develops over the time-span of this strategy, they are likely to be amended.

ACTIVITY	PERFORMANCE INDICATOR	MONITORED BY
Attendance Exclusions	<ul style="list-style-type: none"> ▪ Secondary school total absences ▪ Primary School total absences ▪ Number of permanent exclusions per 10,000 school population ▪ Number of managed moves ▪ Percentages of permanent exclusions in relation to the number of children with statements of SEN 	<p>Local Authority QPR system</p> <p>QPR system</p> <p>EMS system</p>
Alternative tuition	<ul style="list-style-type: none"> ▪ Percentage of excluded pupils receiving 20 hours or more tuition. ▪ Percentage of pupils receiving tuition and reintegrated into school ▪ Percentage receiving alternative tuition for longer than a school year 	QPR system
Statements of Special Educational Need	<ul style="list-style-type: none"> ▪ Percentage completed within 18 weeks ▪ Number of statutory assessments requested ▪ Number of statutory assessments initiated ▪ Percentage of 2-19 population with statements for SEN 	<p>QPR system</p> <p>EMS system</p> <p>EMS system</p> <p>EMS system and National Performance Framework for SEN</p>
Special Schools	<ul style="list-style-type: none"> ▪ Percentage of pupils aged 5-15 placed in maintained special schools ▪ Percentage of pupils placed in non-maintained special schools 	EMS system and National Performance Framework for SEN
Pupil Outcome Data	<p>Attainment of pupils with statements and without statements of SEN at KS1, 2, 3 and GCSE</p> <ul style="list-style-type: none"> ▪ Attainment and attendance of Looked After Children ▪ Attainment of BME pupils ▪ Numbers of racist incidents reported in schools 	<p>National Performance Framework for SEN</p> <p>PLASC database</p> <p>PLASC database Corporate system</p>

Inclusion Practice	<ul style="list-style-type: none"> ▪ Numbers of schools and settings judged good or better for inclusive practice ▪ Numbers of schools awarded Inclusion Kitemark 	<p>OFSTED database</p> <p>Local authority Inclusion Kitemark database</p>
<p>Parent/Carer participation</p> <p>Children and young people's involvement</p>	<ul style="list-style-type: none"> ▪ Schools and services have procedures for involving parents/carers and children and young people in planning and delivery 	<p>School Self-Evaluation Framework (via the advisory service)</p> <p>Team/service plans</p>

THE NATIONAL CONTEXT

Legislative and Guidance Documents

Children's Services

- The Children Bill (2004)
- Every Child Matters (2003)
- Every Child Matters – The Next Steps (2004)
- The Common Assessment Framework (2005)
- Every Child Matters – The Framework for Inspection of Children's Services (December 2004)
- Every Child Matters – Key Judgements and Evidence (December 2004 – for consultation)
- Every Child Matters – Annual Performance Assessment Guidance (2005)
- Information Sharing and Assessment Guidance (2005)
- Children's Centres Guidance (Sure Start Unit, DfES 2003)
- Extended Schools Guidance (2005)
- Working with Voluntary and Community Sector Guidance (2005)
- The National Service Framework for Children (DoH 2004)
- The Public Health White Paper
- Choice for Parents – the Best Start for Children – 10 Year Strategy for Childcare (December 2004)

Special Educational Needs and Disability

- The Disability Discrimination Action (1995)
- The SEN and Disability Action (2001)
- The Education Acts (1996 and 2002)
- School Meals Legislation
- Removing Barriers to Achievement – The Governments Strategy for SEN (DfES 2004)
- Removing Barriers – A Can-do Initiative (October 2005)

- Report of Special Schools Working Group (DfES 2003)
- SEN Code of Practice (DfES 2001)
- National Performance Framework for SEN (DfES 2004)
- Together from the Start (DfES 2003)
- Accessibility Planning (DfES 2002)
- Home to School Transport for SEN (DfES 2004)
- Evaluating Educational Inclusion – Guidance for Inspections and Schools (2000)
- SEN and Disability – Towards Inclusive Schools (2004)
- Special Educational Needs – A Mainstream Issue (Audit Commission 2002)

Social Inclusion

- The Race Relations Amendment Act (October 2000)
- A Better Education for Children in Care (Social Inclusion Unit 2003)
- Guidance on the Education of Children in Care (2000)

External Inspections carried out within Plymouth 2001 - 2004

Inspection	Inspectorate	Date of Inspection
Inspection of Plymouth Local Education Authority	OFSTED and Audit Commission	September 2002
14-19 Area Wide Inspection	HMI and Adult Learning Inspectorate	May and June 2004
Adult and Community Learning Inspection	Adult Learning Inspectorate	April 2004
Sport and Recreation Inspection	Audit Commission	May 2004
Inspection of Children's Services	CSCI	July 2004

3.3.1 LEA Inspection 2002

Inspection judgements made on the quality of the LEA's work in special educational needs and social inclusion were positive. All areas of work were graded 1, 2 or 3 on a seven-point scale and the commentary summarised the judgements as follows:

"There is considerable strength in depth across the LEA's work for special educational needs and issue of social inclusion. The LEA has a very strong commitment to inclusion that is exceptional in its strategies for support to pupils and strongly endorsed by most schools."

3.3.2 14-19 Area Wide Inspection 2004

- The inspection judged that the overall effectiveness and efficiency of the provision of 14-19 education and training across the area in meeting the needs of learners, employers and the community was good.
- A range of strengths in the 14-19 provision were identified including:
 - “A clear focus on inclusion and increasing opportunities for vulnerable and disaffected young people”
 - “Much good teaching and training that promote progress and social inclusion”
- Some weaknesses were identified including:
 - “Insufficient involvement of special schools in schools consortia”
 - “Inadequate provision of full-time education for permanently excluded pupils”

An action plan has been developed to address these and other areas for development identified in the report.

3.4 Adult and Community Learning Inspection – April 2004

The inspection of Adult and Community Learning in April 2004 judged that leadership and management and provision of learning opportunities in hospitality sport, leisure and travel, the visual and performing arts media and English languages and communication were satisfactory and the family and parent learning is good.

In particular “effective action to improve awareness of equality of opportunities to encourage participation” was identified as a strength.

3.5 Sport and Leisure Inspection

The City’s Sport and Recreation Services were judged to be fair with promising prospects for improvement overall. The inclusive elements of the service were highlighted as follows:

“Service delivery is focused on meeting corporate and national priorities particularly around social inclusion and deprivation”

“The service is effectively targeting resources at those who have limited access to sporting opportunities”

“The service actively promotes opportunities for those with disabilities”

3.6 School Inspections

The current Framework for Schools includes a significant focus on inclusion. Of the 27 inspections undertaken in Plymouth’s schools since September 2003 when the new framework was introduced, gradings for the judgement under leadership and management ‘how inclusive the school is’, 93% of the 27 schools, across all phases, primary, secondary and special were judged excellent, very good or good for inclusion.

School Implementation Plan
Area 18

Plymouth Special Schools

Please note that where significant changes to a school are proposed the law requires that detailed individual school proposals are developed and consulted on through statutory public notices. This appendix provides an overview.

	Age Range	Description	Places	
			1999	2005
Courtlands	5 - 11	Designation MLD (For children with moderate learning difficulties and associated emotional and behavioural needs aged 5-11 years) <i>To redesignate as 'Cognition and Learning with Behaviour, Emotional and Social Needs', KS 1 and 2 (no Foundation Stage)</i> <i>To seek a new build on a mainstream primary school site – 70 places.</i>	144	90
Proposals				
Longcause	5 - 16	Designation MLD (For children with significant learning needs and communication disorders aged 5-16 years) <i>To redesignate as 'Communication and Interaction with Cognition and Learning' (KS 1-4).</i> <i>To develop two satellite bases in the Plympton area on mainstream primary school sites equivalent to 24 KS 1 and 2 places.</i> <i>In the longer term to relocate and rebuild the school on a mainstream secondary school site.</i>	92	86
Proposals				

Hillside	11 - 16	Designation MLD (For young people with significant learning and complex social, emotional and behavioural needs aged 11-16 years) New build to be for 80 places. <i>To redesignate as 'Cognition and Learning with Behavioural, Emotional and Social Needs', KS 3 and 4.</i>	198	110
Proposal				
Mount Tamar	5 - 16	Designation EBD (For pupils with behavioural, emotional and social needs of average ability or above, aged 5-16 years) <i>Satellite provision for KS1 to be included within the Southernway Federation schools.</i> <i>To replace the secondary building, followed by refurbishment and extension of the primary building.</i> <i>To develop the off-site role and enable multi-agency personalised provision for more complex BESD pupils currently placed in the independent sector.</i>	92	87
Proposals				
Hospital & Outreach	5 - 16	Designation Medical (For pupils with physical and mental health needs aged 5-16 years) <ul style="list-style-type: none"> ▪ To retain current provision at Derriford and Mount Gould <i>To develop a new community base on a mainstream secondary school site for those with mental health needs and high levels of anxiety.</i> <i>(To replace a community unit and part of the current Derriford hospital school provision)</i>	50	52
Proposal				
Downham	3 - 16	Designation SLD/PMLD (For pupils with severe learning difficulties, profound and multiple learning difficulties and associated communication, physical or medical needs aged 3-16 years)	83	84
Proposals		see below		

<p>Mill Ford</p> <p>Proposals for Downham & Mill Ford</p>	<p>3 - 19</p>	<p>Designation SLD/PMLD</p> <p>(For pupils with severe learning difficulties, profound and multiple learning difficulties and associated physical communication or medical needs aged 3-19 years)</p> <p><i>To further develop satellite provision on mainstream school sites for pupils who can most benefit from the broader curriculum and social opportunities provided by a mainstream school. To include:</i></p> <p><i>(i) a joint provision for both schools on a secondary school site</i></p> <p><i>(ii) mainstream primary school satellite base(s) (initially in the East of the city) to complement the facilities at Ernesettle Primary School.</i></p> <p><i>In the longer term to review needs and provision with a view to building a new school for the most complex pupils whose needs are not best met in satellite provision (to replace the two existing school buildings).</i></p>	<p>103</p>	<p>115</p>
<p>Woodlands</p> <p>Proposal</p>	<p>2 - 16</p>	<p>Designation PD</p> <p>(For pupils with physical difficulties and attendant learning needs aged 2-16 years)</p> <p><i>To develop provision as a sub-regional resource for Plymouth, Devon, Cornwall and Torbay as part of the Whiteleigh Campus development</i></p>	<p>83</p>	<p>72</p>
<p>Total</p>			<p>845</p>	<p>696</p>