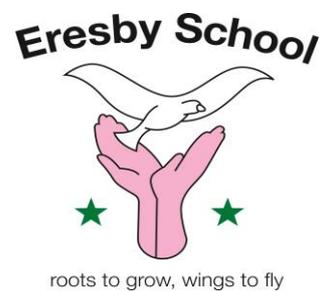
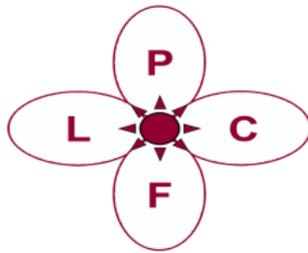
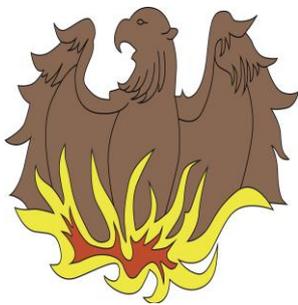


BUILDING COMMUNITIES OF SPECIALIST PROVISION TOGETHER IN LINCOLNSHIRE

A Strategy for Children and Young People with
Special Educational Needs and Disabilities



Working in Collaboration with



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Forward by Executive Councillor

The Building Communities of Specialist Provision Strategy delivering accessible inclusive education in your locality with minimal travel, enhanced provision and with increased number of places.

I am delighted to share our ambitions to improve the availability of local services for children and young people with special educational needs and those with a disability.

I believe that all children have the right to access education as near to their local community as possible and am fully committed to working with our schools and with parents to help realise this ambition. All Lincolnshire schools strive to offer the right level of support to children and young people, but when mainstream schools can no longer meet the complex needs of some of our children, we all want them to be able to access high quality education which helps them to achieve their potential, as near to their local community and family as possible. This strategy, supported through significant investment, will help us to achieve this.

This strategy outlines our vision for special educational needs and disabilities (SEND) provision for Lincolnshire, not only focusing on education but also placing the health and care needs of pupils at the heart of the strategy. We recognise that this will require some significant changes to existing provision, but be assured that we have worked in collaboration with all Special School Leaders and the Lincolnshire Parent Carer Forum to ensure that the changes will benefit families in Lincolnshire.

We recognise the potential impact of significant change and are fully committed to ensuring the needs of children and young people with SEND and their families are at the heart of these proposals. Whilst much of the strategy focuses on the role of special schools, it is also important to consider the role of mainstream schools in enhancing the educational opportunities of pupils with SEND in their settings and for those who may benefit from access to a more challenging curriculum but require the support of a specialist setting. All our schools in Lincolnshire are committed to doing their best to support pupils who have enhanced learning needs.

I am pleased to confirm that the Council have committed significant investment which will enable the changes required to implement the proposed model can be made. It is important that families have confidence that our special schools will be equipped to meet the wide ranging and complex needs of some of our children. They are Lincolnshire children and they deserve the right education, in the right place with the right facilities and the right staff to help them to realise their potential.

Cllr Mrs Patricia Bradwell OBE
Executive Councillor for Children's Services



Strategic Vision of Special Educational Needs and Disabilities Provision

Strategic Context

This strategy sets out the collaboratively produced vision and principles for children and young people with Special Educational Needs and / or Disabilities (SEND) educated in Lincolnshire special schools.

It has been produced in accordance with Lincolnshire's core value of:

Putting Children First
Working Together with Families to Enhance Children's Present and Future Lives.
(Lincolnshire County Council Children and Young Peoples Strategy 2017-2020)

It sits firmly within Lincolnshire County Council's (LCC) Children and Young Peoples Strategy 2017-2020, Learn and Achieve Outcome:

To improve the outcomes of our most vulnerable children by remodelling the Special Schools provision to better meet the needs of pupils with SEND.
(LCC Commissioning Strategy 2017-2020, Children's Services Learn and Achieve: Outcome 3, Objective 7)

And also within the priorities of the Joint Health and Wellbeing Strategy for Lincolnshire:

Ensure appropriate support services are in place for pupils with a special educational need and/or a disability.
(LCC Joint Health and Wellbeing Strategy 2018, pg9)

Strategic Vision

This strategy will enable Lincolnshire pupils with SEND to access an integrated All Needs education system which provides excellent education, health and care interventions in their local community.

It will:

"Establish an integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close to home as possible."

Once implemented, this new special schools system will provide the foundations for:

"Provision without boundaries: where children feel they belong, are respected, hopeful and optimistic about their future."

Our aim is to create an integrated education, health and care provision which will:

- a. Provide a localised education system in which parents can have confidence that their child's education, health and care needs can be met.

- b. Ensure a sufficient supply of special school places for pupils with SEND.
- c. Ensure local special schools can meet the needs of all pupils in their local community by removing the current barriers to access, where schools can only meet the needs of pupils with specific designations of need or disability.
- d. Reduce the travel time for pupils with SEND by enabling them to attend a special school as close to home as possible.
- e. Develop a flexible education system with greater collaboration between mainstream and special schools, so pupils can access the mainstream curriculum and other opportunities.
- f. Establish a locality-based provision, where school leaders have shared responsibility for all pupils with SEND in their locality, and stakeholders work together to ensure children and young people's needs are prioritised and met.
- g. Provide opportunities for pupils with SEND to transition to a mainstream setting, where this is identified as an achievable in the pupil's EHC Plan, through supported interventions and Satellite provision.
- h. Address the difficult situation faced by many families, where pupils are educated in Out of County (OOC) / Independent Non-Maintained Special Schools (INMS) as local special schools cannot meet their needs or do not have capacity.
- i. Clarify and enhance the existing health offer to special schools, ensuring the health and therapeutic needs of pupils are met in the right place at the right time for families and children and young people with SEND.
- j. Provide opportunities for mainstream and special school staff to enhance their knowledge of SEND, ensuring pupils are educated and supported by people who are the best that they can be. Provide opportunities for teaching and non-teaching staff to share best practice and engaged in continued professional development for the benefit of all pupils.

The Lincolnshire SEND Alliance (LSA) consists of education leaders from Lincolnshire special schools, Lincolnshire Parent Carer Forum (LPCF) and Local Authority (LA) Officers. Together they have produced this strategy, which will ensure pupils with SEND will be part of an education system which supports them to achieve their full potential as close to home as possible.

"Enhancing the education, care and support of children and young people with additional needs is at the heart of this project. Enabling all pupils to attend their nearest Special School will maintain high quality educational provision and provide opportunities for the creation of a localised special needs community."
 (James Husbands, Head Teacher at Willoughby Special School, Bourne)

Working together, we will:

- Ensure that pupils and families are at the heart of all SEND provision.
- Enhance our special schools so they can meet All Needs, enabling pupils to be educated in a school as close to home as possible.
- Enhance Lincolnshire special schools so they can provide equity of provision to all pupils regardless of where they live, with fair access to resources and support.
- Through investment, ensure sufficiency of places in special school settings for all pupils who require this provision, as identified in their Education Health Care Plan (EHCP), to attend a special school as close as possible to home.
- Create local All Needs special schools which will be able to meet the needs of pupils, who have previously been unable to be educated within the county, specifically pupils displaying difficult to manage behaviour related to their need or diagnosis.
- Work collaboratively with health and social care partners to meet the health and care needs of all pupils with SEND in local All Needs schools.
- Establish greater collaboration between special and mainstream schools to improve the educational experience of pupils with SEND in mainstream and support pupil transition within a fluid and flexible education system.

Context

National Context

Since 2010, there has been a gradual increase in the number of pupils attending state-funded special schools. In 2010, 38.2% of pupils with statements were educated in special schools: by 2018 this had increased to 44.2% of pupils with statements or EHC plans. The percentage of pupils with statements or EHC Plans attending Independent and Non-Maintained Special Schools has also increased between 2010 and 2016, from 6.2% to 7.7%. (Special educational needs: an analysis and summary of data sources DfE Jan 2018)

Nationally, the numbers of pupils who are identified as having SEND are continuing to increase and needs are becoming more complex. Across all schools, the number of pupils with SEND has risen for the second consecutive year, from 14.4% in January 2017 to 14.6% in January 2018. Autistic Spectrum Disorder (ASD) remains the most common primary type of need for pupils with a statement or EHC Plan. 28.2% of pupils with a statement or EHC Plan had this primary type of need in January 2018. This has increased from 26.9% in January 2017. (DfE, Jan 2018)

Pupils are being identified as having increasingly complex physical, health, social, emotional and educational needs which require a coordinated approach of support and care, involving a wider range of expertise and services. Access to specialist support and the location of these services are likely to be under pressure as needs and demands increase. It is therefore timely and essential to review the existing provision for pupils with SEND, to better meet current needs and create a sustainable long-term system.

In 2016, NHS England produced "Reducing Distant SEND Placements Report" which considered the sustainability of Out of County or long distance placements for children and young people with SEND. It identified the need for a more strategic approach to developing system-wide change, which must be affected through collaboration and a common moral purpose. This report supported the need to review existing special schools provision due to increasing demand on provision.

"The key to success however lies in the strategic leadership of the school system as solutions are more likely to emerge through a coherent approach when all partners are working to a common vision."

(Chilvers, P. Reducing Distant SEND Placements: Increasing Regional Sufficiency, 2016)

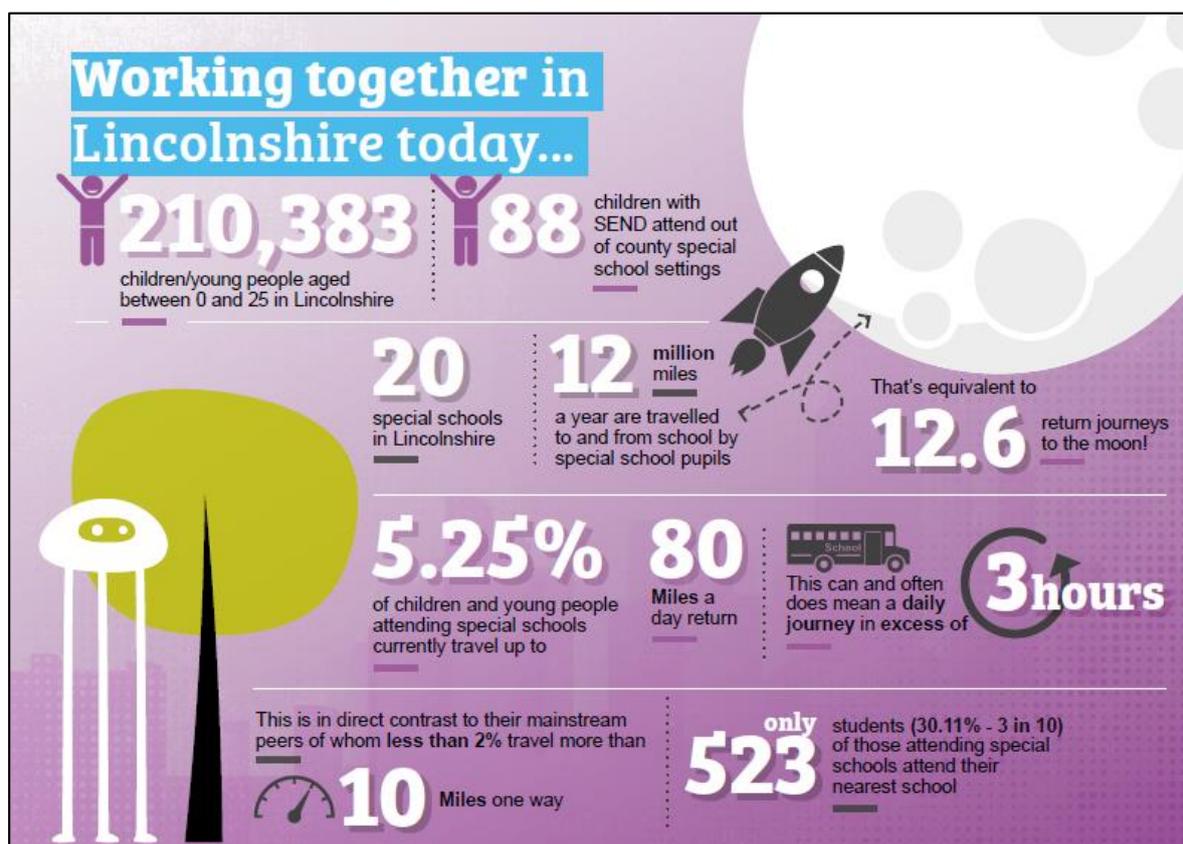
In March 2017, the Department for Education announced the High Needs Strategic Review, which required local authorities, alongside schools, to review provision for pupils with SEND in order to ensure that there are sufficient good school places which meet the changing needs of all young people.

"Supporting local authorities to create sufficient good school places for all pupils, including those with special educational needs and disabilities (SEND), is a high priority for the Government. Local authorities have important specific responsibilities for children and young people with SEND."

(DfE Section 31 Grant determination for a high needs strategic planning fund in 2016-17: DCLG ref 31/2916)

The emphasis of this strategy is close collaboration between the Local Authority, schools and providers in producing a strategic plan which delivers sustainable, good quality provision to meet current and future needs, and reflects what parents and pupils want. The Local Authority will work with maintained schools, academies, free schools and others to agree how SEND education should be met across their area, including considering the best ways of supporting mainstream schools to meet these needs.

Local Context



Lincolnshire has 20 Special Schools for pupils with SEND, primarily academies with seven Local Authority maintained schools. There are four Social, Emotional and Mental Health (SEMH) special schools; one primary and three secondary and two Local Authority maintained hospital schools. All special schools involved in the strategy are delivering Good or Outstanding education as judged by Ofsted.

In Lincolnshire in January 2018, there were:

- 4,560 children and young people (0-25) with a Statement or EHC Plan. This is a 16% increase from January 2017 and a 38% increase overall since the implementation of the SEND reforms in September 2014 when there were 3,300 Statements of SEN.
- 1,751 young people were placed in a maintained or academy special school. This is a 3.4% increase from January 2017.

- 86 young people were in Non-maintained Independent special schools. Of these, 50 were in residential settings with 17 young people in a 52 week placement.
- 42 children and young people with EHC Plans were in Independent mainstream schools. (Source: School Census Jan 2018)

Research commissioned by Lincolnshire County Council (LCC) conducted by the ISOS Partnership (2015/16), identified the need to "reshape" SEND provision to meet the needs of the increasing population of pupils requiring a special school place. It also highlighted the need for more collaborative working between special and mainstream schools and lends its support for an "All Needs" approach to SEND. (ISOS Partnership, 2015)

Further research by ISOS examined parental views of SEND services, in particular the experience of parents of pupils educated in Out of County/Independent Non-maintained schools. Responses were varied but parents generally viewed Out of County placement as a last resort and as a result of continuous system failings for their child or young person.

This combination of this research along with national policy development from the Department for Education (DfE) has identified the need to review existing provision and develop a new strategy to reshape the special schools system for Lincolnshire.

Since the introduction of the SEND Code of Practice in 2014, and following national trends, Lincolnshire has seen a significant increase in the number of pupils identified with SEND and complexity of need, and therefore an increase in the number of pupils seeking a place at a special school. This increase in demand for places has led to significant capacity pressures along with challenges where schools retain a specialist designation meaning long journey times for a significant number of pupils. Special School Leaders have identified that the existing provision is experiencing considerable pressures and questions around suitability and sustainability have been raised. These pressures, which will be presented within the strategy, are making the current system unsustainable and the status quo cannot remain.

Parent/Carer Perspective

The Lincolnshire SEND Alliance recognises the challenges faced by pupils with SEND and their families in accessing the right education, health and care provision and believes this strategy places them firmly at the heart of our vision for special education.

In accordance with the SEND Code of Practice 2015, the Lincolnshire Parent Carer Forum has been working closely with the LA and Special Schools Leaders to ensure that any strategic planning and future provision meets the needs of local children and young people and their families.

"At a strategic level, partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes.....To do this, local authorities and CCGs should engage with local Healthwatch organisations, patient representative groups, Parent Carer Forums, groups representing young people with SEN and disabilities and other local voluntary organisations and community groups."

(SEND Code of Practice, 2015, Section 3:18, page 42)

The DfE High Needs Strategic Review also emphasises the importance of parent/carer involvement in the planning of future SEND provision and encourages all local authorities to include Parent Carer Forums in its strategic planning activities.

Parents and Carers have been represented in the production of this strategy by the Lincolnshire Parent Carer Forum, who highlighted the inequalities and challenges faced by families in the current system. Representing the views of over 2000 members, LPCF ensured that:

"Parents and their children were at the heart of the strategy and that we (LPCF) could ensure our expertise in listening to and representing parents' views could be utilised to inform the development of the strategies proposed."

(LPCF, Parent Carer's Feedback, page 2)

In addition to LPCF's involvement in the production of the strategy, an extensive consultation process also provided parents and carers with the opportunity to contribute to the development of the strategic vision for SEND in Lincolnshire. Their contributions have been considered in detail and provided a valuable insight into the lives of families with SEND.

Parents have also raised concerns, via the ISOS Partnership research, about the impact of Out of County placements and how this negatively affects their family life.

"We lost our child at the age of 11; we lost a massive part of his teenage years. We would have preferred him to go to a school in-county; had there been a school with the right provision.....it has been very sad for us as a family."

(ISOS Partnership. SEND Review: Gathering feedback from parents and carers, 2015)

Out of County placement can cause considerable strain on pupils and their families as getting to and from school every day involves travelling a significant distance from their home and community. Some pupils may have to live away from home, in order to access a school place which provides for their specific needs. Pupils with SEND can experience exclusion from all parts of society and school is a place where they should experience friendship, belonging and community. Attending a school which is a significant distance from home often limits the number of social opportunities pupils can access, as their friends are geographically dispersed too.

Arranging social opportunities for pupils with SEND is often impossible for parents as the special schools they attend do not have an established community around it. Access to extended day opportunities are also limited due to transport arrangements and parents report that their children miss out on opportunities which would support their social development. This can have a detrimental effect on how pupils enter the world of work or further education, and how prepared they are for adulthood.

CASE STUDY 1

Eve's Story

Eve attended play school and mainstream primary in her local community. From the penultimate year at primary school I drove her 40 miles to a special school for children with complex physical disabilities on a joint placement for one day a week. This worked very well for a year in identifying whether she would be best placed in special school or would attend the mainstream secondary school the next year. The down side was the transport. I drove her the 40 miles (taking 90 minutes due to traffic etc.) due to her not being confident with taxis etc. and found that even with me driving her directly there, she was very tired by the journey (as was I!).

After another year in joint placement, whilst attending mainstream secondary school, it became clear that Eve was getting lazy and looked at her day at special school as a holiday rather than pushing herself. We subsequently went into mainstream school full time.

This worked brilliantly and she gained lots of friends in her local community (sadly she wasn't able to go to the same mainstream school as her twin – due to accessibility issues) but made lots of connections in the community attending youth club, guides etc.

Eve is now on a supported internship and has a placement at the Local Nursing Home as Activities Coordinator.

This, I strongly believe, is due to the strong links we have made whilst being schooled in our local community where everyone knows her and values her contribution to society.

In my ideal world:

- There would be NO Criteria. The child has needs and they should be met by whomever, however and whenever, but the child's needs should always be met.
- We would not have to fight for services. Service providers would have enough funding to cover these services or explore alternative options.
- Parents would attend one meeting held at school with all professionals involved in my child's case. I would only have to repeat information once and service providers would be able to provide answers to my questions.
- My child would have been able to go to the same mainstream school as her sister because the environment is not a problem.
- Systems such as statementing, EHC, PIP etc. would be simple and easy to understand. There would be no red tape or bureaucracy.
- I am always treated as an equal, listened to, respected and acknowledged as an expert on my child. This would not stop at 18 when they become an adult. We would receive support in dealing with the young person's transition to adulthood.
- There would be plenty of provision in my community for my child with a disability to play sport alongside her non-disabled sibling and friends, without my intervention.

- Service providers would be able to prioritise teaching a young person independent living skills rather than have to concentrate on GCSE's, setting my child up to fail.

My daughter may have a disability but she does not see herself as having a disability and is mainly disabled by the environment and other people. I would love for other people to see her as she sees herself.

CASE STUDY 2

Trevor's Story

Trevor travelled to School A, 28 miles from home, from age 10 until he left at 16. It was difficult to find the right provision for him and we decided on School A because at the time it 'just felt right' and had a good record, etc. We felt that our local special school (School B) was not right educationally although as time went on, and reviewing our situation in particular due to the travel, we did try to get Trevor into School B but there were no places. Nor at the time did we feel the other locality school (School C & School D) were right.

The travel was OK at first; from home to School A via another village only just off route. However, after a couple of years the route was changed so Trevor went via a town 12 miles in the opposite direction collecting students before going onto School A. He was collected from home at 7.15 am each morning and this put a big strain on us having to get him out of bed to make sure he was ready in time when he would still be exhausted from school and the travel the previous day. This also impacted on his ability to learn when at school as he would be so tired. It also impacted on his behaviour which, at times, was intolerable and certainly affected his brother and all of us as a family. In addition, the taxi company was and still is changed constantly, sometimes during the school year. I cannot see how this benefits anyone. Trevor would just get used to one driver and escort and then it would change. I did write a letter of complaint to the transport department at Lincoln but they told me that any travel less than 3/4 hour was acceptable (I am sure though that the journey was more than this on many days). As I mentioned, we did try to move him to School B later but there were no places so we decided just to 'stick it out.'

Trevor does have 'autistic tendencies' and got and still gets very tired, therefore trying to get him out of bed and rushing him to get ready most days was stressful for him and the rest of the family. I had a responsible, 'full on' job and would arrive at work most days feeling exhausted before I even started!

I think that the whole situation put a huge strain on all of us. His brother has been, over the years, a very tolerant brother and it is difficult to quantify exactly how this situation affected him as it was and still is just second nature to us all. In general, for him, the fact he has a brother like Trevor has caused him not only to miss out on things but a 'sadness' that his older brother is different compared to his friend's brothers.

In my Ideal World:

Trevor would be an independent, fit 19 year old sportsman who could drive, probably have a girlfriend and be at college. I know some people with disabled children say they wouldn't swap them but I cannot understand that because Trevor would love to be all the above things.

However, in this world Trevor would have received more help and guidance regarding choice of school. He went to School A but struggled because of his limited ability and, although we questioned this often, it was difficult to move him

once he was established in the school. Unfortunately, we were never happy that he was at the right school but it was difficult to understand alternatives.

Transport of course was an issue; length of journey but also the change of taxi providers on continual basis. Trevor would just build relationship with one escort and driver and then it would change. We would have been more than happy to contribute financially to ensure consistency.

Current Provision and Challenges

Pupils with SEND

In the academic year 2016/17 the SEND Service received 695 requests for assessments. This was a 15% increase on 2016 and an overall increase of 46% from 2013/14, the year before the implementation of the SEND reforms. There were 478 new EHC Plans issued with a further 20 still being assessed at the start of 2018.

There are increasing numbers of Education, Health and Care Requests, Assessments and Plans being allocated: as of Jan 2018, 4,560 children and young people (0-25) are subject to an EHC Plan (or Statement). This is a 16% increase from January 2017 and a 38% increase overall since the implementation of the SEND reforms in September 2014 when there were 3,300 Statements of SEN. At 2.8% of the pupil population this is in line with the regional average but Lincolnshire actual numbers are significantly higher than the neighbouring Local Authorities.

Increasing numbers of parents are requesting special school placements for their children, reporting that mainstream schools cannot meet their specific needs. Of the 4,560 pupils with an EHCP or Statement in Lincolnshire, 38.3% pupils attend special schools, 2.8% attend either Out of County Specialist Provision or Independent Non-Maintained special schools with 41% attending mainstream, above the national average of 43.8% in special schools. This move towards increased number of pupils requesting and being educated in special schools has been challenged by the DfE High Needs Strategic Review who are encouraging local authorities to consider how best to meet the needs of pupils with SEND in mainstream schools.

(All data from Lincolnshire School Census, January 2017 and 2018)

Designation

Of the 4560 Lincolnshire pupils with SEND who have EHCP/Statements 1,751 pupils are educated in Lincolnshire special schools.

These pupils are, at present, most likely to be educated in a school which has clearly defined designations i.e. Moderate and Severe Learning Difficulties combined or Physical Disabilities and Profound and Multiple Learning Difficulties combined.

Table 1: Lincolnshire Special Schools Designation

Designation	Schools
Physical Disability(PD)/ Profound and Multiple Learning Difficulty (PMLD)	St Francis School, Lincoln
Severe Learning Difficulty (SLD)/ Profound and Multiple Learning Difficulty (PMLD)	St Bernard's School, Louth The Sandon School, Grantham The John Fielding School, Boston The Garth School, Spalding The Willoughby School, Bourne

Moderate Learning Difficulty (MLD)/ Severe Learning Difficulty (SLD)	St Christopher's School, Lincoln St Lawrence School, Horncastle The Eresby School, Spilsby Ambergate Sports College, Grantham The Priory School, Spalding
Autism Spectrum Disorder (ASD) Specialist	Gosberton House, Gosberton
All Needs	Warren Wood, Gainsborough The Aegir School, Gainsborough

Some schools above have begun the progression into providing for a wider range of needs than their designation indicates due to sufficiency demands, whereas others have remained committed to their specialism, as can be seen from the table below.

Table 2: Actual distribution of pupil need across Special Schools

School	ASD	HI	MLD	MSI	OTH	PD	PMLD	SEMH	SLCN	SLD	SPLD	VI
Ambergate, Grantham												
Sandon, Grantham												
Gosberton House, Gosberton												
Priory, Spalding												
John Fielding, Boston												
Garth, Spalding												
St Christopher's, Lincoln												
St Francis, Lincoln												
St Lawrence, Horncastle												
Eresby, Spilsby												
St Bernard's, Louth												
Warren Wood, Gainsborough												
Aegir, Gainsborough												
Willoughby, Bourne												

(Shaded areas in the table above indicate schools which have pupils with the indicated type of primary need in attendance. For definitions, please see All Needs Definition pg. 27)

This demonstrates that Lincolnshire special schools are already meeting a wider range of need than their designation indicates, enabling children to access education in their local community, thereby reducing unacceptable travel time to school. This must be an entitlement for all our children rather than this practice happening in some areas of our county.

Capacity and Commissioned Places

Through this strategy, Lincolnshire SEND Alliance are committed to enabling pupils to attend a special school as close as possible to home and this means ensuring there is adequate capacity in each school and locality to meet demand. At present there are significant challenges regarding capacity with 50% of special schools providing places to pupils beyond what is ideal for their premises size.

The table below highlights the increase in commissioned Special School places year on year. The LA finds itself in the difficult position of regularly requesting special schools to find school places beyond capacity but this does not address long-term need nor is it sustainable. This strategy will address the continuous need for more places by expanding the special school estate in line with projected pupil numbers, of between 6% and 7% over the next 4 years, with an additional 3-4% sustainability flex. Significant investment is required to expand the special schools estate to ensure there is sufficient capacity to meet the growing need and changing profile of their population.

Table 3: LCC Commissioned Special Schools places from 2015/16 – 2018/19

School	15/16	16/17	17/18	18/19
Sandon, Grantham	77	74	75	72
Ambergate, Grantham	122	125	142	144
Gosberton House, Gosberton	90	90	90	95
Priory, Spalding	130	128	129	133
Garth, Spalding	45	50	55	59
John Fielding, Boston	44	49	52	58
St Christopher's, Lincoln	260	282	261	242
St Francis, Lincoln	133	151	146	140
St Lawrence, Horncastle	141	154	157	155
Eresby, Spilsby	57	58	69	79
St Bernard's, Louth	62	62	63	68
Willoughby, Bourne	71	69	79	80
Warren Wood, Gainsborough	60	57	85	93
Aegir, Gainsborough	127	121	117	111
Total	1419	1470	1520	1529

To ensure sustainability and adequate capacity in any future special schools system, consideration must be given to significant growth planning and sufficiency forecasting for this cohort.

SEND Placement Planning

Initial projections of the number of places required in special schools to meet future demand indicate an increase of over 6% by 2023, based upon an adaption of the current formulae used to predict mainstream school places. This predicted increase is supported by the average rise in commissioned places since 2015 of approximately 2%. Demand on special school places is increasing year on year and there is a clear need to expand the sector to adequately meet need and ensure sufficiency for future pupils. Based on placement planning projections, this strategy will implement a 10% capacity increase across the special school sector to meet growing demand. However, it is not sustainable to simply keep building more capacity without adopting a long-term strategy to meet the needs of this growing cohort in their own communities.

School Premises

In addition to the capacity pressures highlighted, some special schools are challenged with premises which are not suitable to meet the needs of their pupils. Buildings are narrow with some spaces having little or no wheelchair access. Storage for medical aids is limited with corridors being used to store standing frames and walkers.

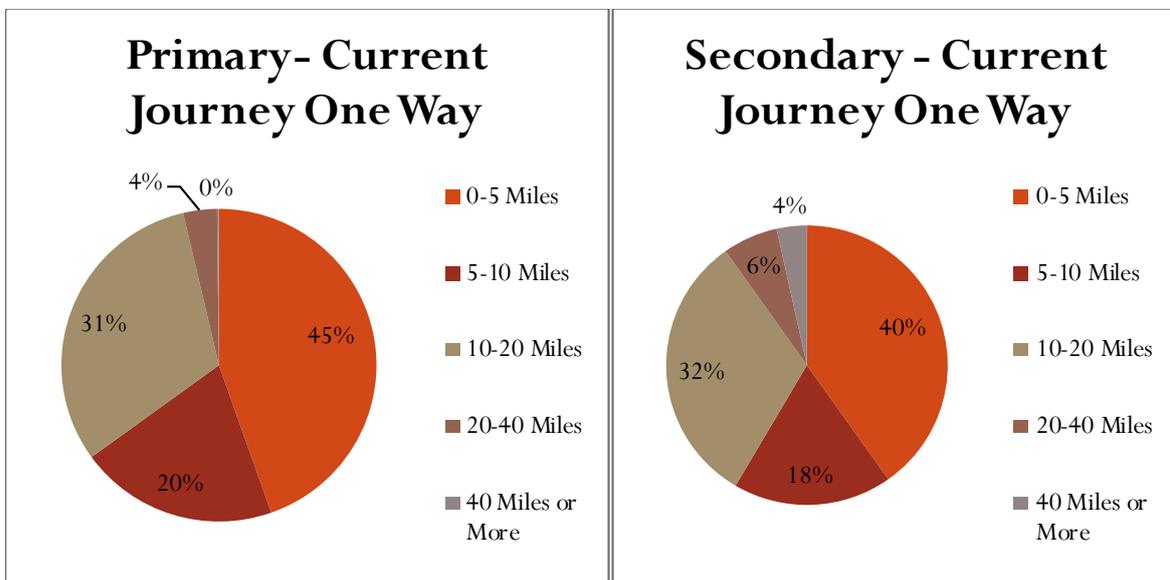
Hygiene suites are small and impractical, with scope for redevelopment limited due to site restrictions. Some special schools are, at present, unable to meet the needs of pupils with more hard to manage behaviours as they do not have adequate quiet and calming spaces. This is impacting on the need for OOC placements for this cohort of pupils as special schools cannot meet their needs.

Additionally, the majority of pupils with complex physical and medical needs are attending St Francis School in Lincoln as this has the specialist resources and health offer to meet their needs. As a consequence, pupils with the most complex needs are travelling significant distances to attend this school, rather than one close to home.

There is a significant challenge for many of the county's special schools to be able to meet the needs of pupils in their local community due to building design and space challenges. Whilst some schools were originally built to meet the needs of our most physically and medically complex pupils, other were designed for pupils with more moderate learning difficulties and therefore a programme of capital investment is required to enable schools to meet All Needs. A strategic capital investment program is essential to ensure special schools can meet the needs of pupils in their local communities, thereby reducing travel time and its impact on pupils and families.

Travel and Transport

The tables below indicate the journeys that are being undertaken by special schools pupils as of July 2017.



- 84 (5.25%) currently travel between 20 and 40 miles to school (i.e. up to 80 miles a day return).
- 493 (31.4%) currently travel between 10 and 20 miles to school (i.e. up to 40 miles a day return).
- 296 (18.9%) currently travel between 5 and 10 miles to school.

This is in direct contrast to their mainstream counterparts of whom less than 2% travel more than 10 miles one way.

The consequence of special school designation and capacity is that almost 70% pupils do not attend their nearest Special Schools, with some pupils travelling past other special schools to be educated where their specific needs can be met. The impact of considerable travel distance on pupils and families cannot be underestimated, with reduced school performance, increased levels of stress and fatigue and poor engagement possible where pupils are subject to excessive travel times. It is a basic matter of equity to seek to strive for as short and stress-free a journey to and from school as possible. It is not uncommon for pupils to have a three hour daily round trip to and from school. In the autumn, winter and early spring, such a journey, added to the school day means that pupils are often travelling in the dark at both the beginning and the end of their day.

Out of County/Independent Non-Maintained Special School Placements

Out of County placements are made only when Lincolnshire schools have stated that they cannot meet the special educational needs of a particular learner or when all schools are full. There is a continuing pressure on meeting the needs of those learners whose behaviour has proved too difficult to manage for Lincolnshire schools. All Out of County placements are subject to a rigorous commissioning process.

Young people with Autistic Spectrum Disorders and Social, Emotional and Mental Health (SEMH) needs account around 70% of Out of County placements. In almost all cases, the Out of County placement has been required due to other schools being unable to effectively manage behaviours related to their specific needs and disabilities.

The number of Out of County placements has reduced over the last three years though the costs have risen significantly. In the financial year 2016/17 the LA spent £7.997m on independent non-maintained specialist provision, an increase of £0.348m from the 2015/16 spend level of £7.649m.

Whilst for some pupils with SEND Out of County placements provide them with access to the right education for their individual needs, for many pupils and families Out of County placements are seen as the last resort and may not be the best way of achieving positive outcomes for pupils with SEND. Parents report a detrimental impact on the family unit and a belief that being educated away from home can reduce the pupil's ability to form close social networks in their local community, leaving them with without a sense of belonging in their community.

Out of County: Specialist Provision for Pupils with Hearing Impairment

In the production of this strategy, much consideration was given by LSA to specialist provision for pupils with a hearing impairment. The LSA agreed that, as most pupils with a hearing impairment receive a suitable education in Lincolnshire's mainstream or special schools, there would be no reason to change current arrangements.

For a small number of pupils who require specialist provision which Lincolnshire special schools are unable to replicate e.g. an environment in which communication is through British Sign Language specialist provision in Independent Non-Maintained special schools may still be required. Access to these settings will continue to be available through existing SEND arrangements.

Summary of Reasons for Change

- There is a clear need for a specialist school system which is sustainable and can meet current and future needs of pupils and their families, recognising that needs are becoming more complex and special schools places are at a premium.
- There are areas of insufficiency of special school places, resulting in pupils attending schools some distance away from home.
- Some special schools operate within clearly identified designations, meaning pupils may have to travel further to attend a school which can meet their need.
- Special school buildings are designed to meet the needs of pupils within their designation. Therefore, even where there is capacity and a willingness to meet pupil need, the building and resources available may restrict admission.
- Almost 70% of pupils with SEND are not attending their nearest school. For some of these pupils, this is not a significant issue. However, for over 36% of pupils their school return journey is between 40 and 80 miles per day. These calculations do not include diversions to collect other pupils so actual return journey times can be over 3 hours.
- The effects on pupil wellbeing, performance and health of attending a school that is close to home are often underestimated. However, it is clear that a longer day, caused by an arduous or long journey at each end of the school day, can have a negative impact on children and young people with SEND.
- Reduced travel time will result in increased social opportunities or family time for pupils with SEND. Opportunities for accessing local clubs or spending more time with family and friends will be greater.
- Out of County and Independent Non-Maintained specialist provision is not always the most appropriate setting for pupils with SEND. Families may be negatively impacted by placing their child in residential provision and many would rather their child was educated close to home.
- Pupils educated Out of County or in schools far away from home may be missing out on the social opportunities and experiences enjoyed by their mainstream peers and face greater challenges when returning to their local communities.
- Mainstream settings can offer many pupils with SEND the opportunity for real inclusion but require access to enhanced support from Special Schools to be able to continue meeting need throughout a child's education.
- Pupils with SEND and their families are facing too many challenges just to access the right education in the right place at the right time.

Capital Investment Programme

The DfE allocated £283,911 to Lincolnshire to conduct a High Needs review and develop its strategic plan for SEND provision. The proposed plan has been published on the Lincolnshire Family Services Directory and will be updated annually in March. The publication of the proposed plan has secured a DfE allocation of £2,842,528 for capital investment to increase SEND sufficiency over the next 3 years.

Implementing the capital programme of works to ensure all special schools have the facilities and premises to meet all needs including a new school at Boston, with appropriate inflation increase in line with a 5 year delivery plan, is projected to cost £50m.

The capital investment identified will be used to increase the capacity and suitability of the premises to meet the needs of all pupils. Many of the special schools are neither big enough nor do they have appropriate space and facilities to meet the growing complexity of their pupils. The capital funding will be utilised to expand some schools to accommodate the growing demand for special school places whilst others will see significant improvement to their current premises. For example, where a special school does not have the facilities to meet the needs of pupils with physical disabilities, this will be included in their building program, including track hoists, improved hygiene suites, medical facilities and ensuring access to a suitable hydrotherapy pool. Special School Leaders have also identified the importance of access to quiet/low arousal spaces and more sensory spaces which will be accommodated. These are just some of the areas that will be improved to ensure that all schools will be able to meet the individual needs of pupils in their local communities.

The LA firmly believes that the allocated budget, which includes already secured funds and projected Basic Need, along with future Condition Improvement Fund applications, will ensure the strategy can be fully implemented.

Additional funding to support the implementation of the SEND vision has been identified from the Dedicated Schools Grant and this will be utilised to develop the revenue elements of the strategy including implementation of a workforce development framework and to support the increased number of school places.

Stakeholder Commitment

Special Schools Leaders in Lincolnshire are united in their commitment to this strategic vision and believe in their joint responsibility for the education of pupils with SEND in their local communities. All Academy Trust have confirmed their commitment by submitting business plans to ensure they can meet all SEND needs and these have been approved by the Regional Schools Commissioner. The LA maintained special schools within the collaboration have also committed to implementing this vision for SEND provision and have undertaken formal consultation to approve the changes required. Each school has committed to an All Needs model of provision which will break down the barriers of segregation based on type of disability, where pupils can be educated within their local communities.

This strategy has received formal endorsement from the Lincolnshire Learning Partnership, who has expressed their support for the positive impact its implementation will have on Lincolnshire pupils with SEND.

At the heart of this strategy is the aspiration to enhance the lives of pupils with SEND and their families by improving their educational opportunities and environment. However, all stakeholders recognise that pupils with SEND can often be vulnerable and find change very difficult; we are committed to ensuring the needs of individual pupils are a priority and the schools changes in the model for SEND will be managed with sensitivity and consideration.

The Lincolnshire SEND Alliance can confidently reassure parents and all concerned parties that, at no point in the implementation of this strategy, will any pupil be expected to or forced to change school against their wishes. All opportunities to move to a school closer to home will be on a voluntary basis and transition will only occur as part of an agreed and fully supported process, at a time of least disruption for pupils and families.

Proposed Model

The strategy will seek to create communities of specialist education for pupils with SEND, based in 4 localities across Lincolnshire, as identified in the table below.

<p>North West</p> <p><u>Lincoln City and West Lindsay</u></p> <p>St Francis Special School St Christopher's School Warren Wood Specialist Academy The Aegir Specialist Academy Lincoln New Free School</p>	<p>North East</p> <p><u>East Lindsay</u></p> <p>St Lawrence School St Bernard's School The Eresby School</p>
<p>South West</p> <p><u>North Kesteven and South Kesteven</u></p> <p>The Sandon School Ambergate Sports College The Willoughby School Sleaford New Free School</p>	<p>South East</p> <p><u>Boston and South Holland</u></p> <p>The Priory School The Garth School The John Fielding School Gosberton House Academy</p>

This locality based model will provide the foundations for Special School Leaders to recognise and act upon their collective responsibility for pupils with SEND, ensuring all have access to a special school place as close as possible to home, when required.

This new model will support access to a special school education as close to home as possible by investing in premises and workforce development to ensure these schools can meet All Needs. As a result, pupils will no longer be required to travel considerable distances to a school that can meet all their needs, nor will pupils need to be educated away from home, unless specific need dictates.

Each locality will develop a multi-disciplinary Allocations Panel responsible for ensuring every pupil assessed as needing a special school place will be allocated one as close as possible to home.

Each locality (and the special schools within) will work collaboratively with their SEND partners to ensure that all interventions received in school not only benefit the pupils educationally but also ensure that their healthcare needs are effectively met.

Each locality (and the special schools within) will implement the workforce development plan outlined in this strategy to ensure all school staff have the appropriate knowledge and skills to meet the needs of pupils with SEND. These learning opportunities will enable pupils with SEND to remain in mainstream school if this is the right place for them to be educated. There will also be greater

opportunities for transition from special to mainstream, where identified as appropriate and beneficial for the pupil.

Every locality special school will be designated as an All Needs school and the accompanying investment outlined within this strategy will ensure schools have the appropriate premises, resources and skilled personnel to meet the needs of pupils with the following designation of disability or need.

All Needs Definition	Abbreviation
Specific Learning Difficulty	SLD
Visual Impairment	VI
Hearing Impairment	HI
Multi-Sensory Impairment	MSI
Speech, Language and Communication Needs	SLCN
Autistic Spectrum Disorder	ASD
Physical Disability	PD
Moderate Learning Difficulty	MLD
Severe Learning Difficulty	SLD
Profound and Multiple Learning Difficulty	PMLD
Social, Emotional and Mental Health Needs (as a secondary need only)	SEMH

<https://get-information-schools.service.gov.uk>

Existing segregation based on age will remain where primary and secondary schools are separate and distinct, though the majority of special schools will be providing All Through education for pupils of statutory school age (4-16 years). Where a special school provides education for pupils in Early Years and Post-16, this will remain and there are no plans to changes to school age ranges for the strategy. All Through provision negates the needs for unsettling transitions for vulnerable pupils who find change difficult.

Once implemented, the model will support over 500 additional special school places, to address the ever-increasing demand for places.

Further details of the planned changes to each school, including individual school building plans, can be found in Appendix 1: Planned School Changes Summary. Below is a summary of the model and changes to each school, by locality.

North West Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
St Christopher's School, Lincoln	MLD/SLD/ASD	3-19	Designation change to All Needs Age Range - No Change
St Francis Special Schools, Lincoln	PMLD/PD	3-19	Designation change to All Needs Age Range - No Change
New Free School, Lincoln			New All Needs 4-19 Built to address increased demand and over-crowding at St Christopher's
Warren Wood,	All Needs	2-11	No change to age range or

Gainsborough			designation
The Aegir School, Gainsborough	All Needs	11-19	No change to age range or designation
North East Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
St Lawrence School, Horncastle	MLD/SLD	5-16	Designation change to All Needs Age Range - No Change
St Bernard's School, Louth	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change
The Eresby School, Spilsby	MLD/SLD	2-19	Designation change to All Needs Age Range - No Change

South West Locality			
School	Current Designation	Current Age Range	Prescribed Alterations
The Sandon School, Grantham	SLD/PMLD	3-19	Merge schools into one, based across two sites. To meet All Needs across the two sites Designation change to All Needs Age Range – 3-19 across both sites
Ambergate Sports College, Grantham	MLD	5-16	
The Willoughby School, Bourne	SLD/ PMLD	2-19	Designation change to All Needs Age Range - No Change
Sleaford New Free School			New 4-19 All Needs

South East Locality			
School	Current Designation	Current Age Range	Proposed Changes
The Garth School, Spalding	SLD/PMLD	2-19	Merge schools into one, based across two sites. To meet All Needs across the two sites Designation change to All Needs Age Range – 2-19 across both sites
The Priory School, Spalding	MLD/SLD	11-16	
Gosberton House Academy, Gosberton	ASD/SCLN	2-11	Designation change to All Needs Age Range - No Change
The John Fielding School, Boston	SLD/PMLD	2-19	Designation change to All Needs Age Range - No Change Significant expansion and relocation proposed (48-140 pupils)

It is imperative that they newly proposed system can address the identified challenges to create an integrated and collaborative All Needs school system to deliver effective education and healthcare to pupils with SEND across Lincolnshire.

Sleaford

In addition to the proposed alterations to the existing special schools, the strategy proposes to submit bids to the DfE for a new free school. The priority and first bid

will be situated in Lincoln City, to meet the increasing demand for special school places in this area. This increased capacity would also help to address the significant over-crowding at Lincoln St Christopher's School and allow the proposed building work to be completed on this site with minimum impact of current pupils. The LA's application for a new free special school will be submitted by 15th October 2018 and the outcome announced in early 2019. Subject to further opportunities to bid for an additional Free School and subject to the criteria for free School being met, we will also develop a new special school in North Kesteven to ensure that all localities across the county have access to sufficient special school places.

Key Features

- Special schools that can meet all special educational needs and disabilities, enabling pupils to be educated in their local communities.
- Two new special schools to meet the demand for places. These will be free schools, and will be part of the collaborative special schools system. The priority school will be in Lincoln as this is where demand and need is greatest, followed by a special school in North Kesteven, subject to successful DfE bids.
- Four localities within the county which provide school places for SEND which are local and more easily accessible to pupils in terms of distance and travel time.
- Equal access to resources, expertise and support across the county for pupils with SEND in mainstream and special schools, which supports pupils to access or remain on roll at whichever school best meets their need (special or mainstream).
- Special school satellite provision, within each locality, on mainstream school sites (primary and secondary) which are managed by local special schools and offer mainstream academic and social opportunities for pupils with SEND on the special school roll.
- A professional development and learning network accessible to all schools which can provide shared experience, advice, knowledge, training and support on a full range of special educational needs and disabilities.
- Space and facilities to support the educational and therapeutic needs of pupils with complex physical, medical, emotional, social and educational needs in All Needs schools across Lincolnshire.
- An integrated approach with Health providers, to deliver health and therapeutic interventions to pupils with SEND in special schools.

Enhanced Joint Working

In addition to the proposed school changes highlighted, the Lincolnshire SEND Alliance has identified the need for even greater collaboration between special and mainstream schools to support pupils. Local narrative reflects national trends with more pupils with SEND seeking placement in special schools when mainstream schools can no longer meet their needs. If the demand on special school places is to be sustainable, the sector will need to work closely to ensure all pupils with SEND can access the right education, in the right place as close to home as possible. Provision must be designed to meet the individual needs of all pupils with SEND and where mainstream is identified as the most suitable setting, schools must feel confident, capable and supported to meet All Needs.

Specialist School Satellites

This strategy proposes to develop special school satellites, in order to promote collaboration and flow across the sector. Based within mainstream schools, these satellites would enable pupils on roll of the local special school to access a mainstream school environment, curriculum and social opportunities. The satellite would be part of the special school's overarching curriculum offer and provision and teaching and learning staff would be employed by the special school and work exclusively at the satellite.

The satellite would consist of provision for Key Stage 1 and 2 within primary partners and Key Stage 3 and 4 within secondary partners. Special schools would develop close links with their local mainstream provision to identify a suitable partner school and manage the subsequent relationship.

All students allocated a place in the satellite would have an EHC Plan in place or be about to transition into the special school with an impending plan. All pupils would remain on the special school roll and would regularly access the special school for shared events. Pupils would have a highly integrated and personalised timetable with opportunities for supported inclusion in mainstream lessons and social activities within the mainstream school, therefore providing flexible opportunities for social inclusion. This may include but is not exclusive to the school dining area, play spaces, assemblies, tutor programmes, community activities. The ultimate aim would be to broaden pupil's educational experience and enable them to access wider curriculum opportunities. The provision aims to develop each young person's functional literacy and numeracy skills, their personal and social independence skills, communication and organisational skills and their emotional development as adolescents. The Satellites could also support pupils who are considering a return to mainstream school by introducing elements of this setting, through a gradual and considered approach.

This approach would support workforce development, with special school staff sharing skills and knowledge with their mainstream colleague, enhancing the mainstream skill set.

The proposed model would be implemented as an initial pilot and its impact evaluated over an agreed period of time. All special schools are committed to developing satellite provision and would work with the LA to identify and create a

primary and secondary satellite class in each locality as part of the pilot. Developing base classes within the mainstream school would be essential to this provision, to ensure its sustainability and avoid changes of personnel affecting its usage. The initial pilot would accommodate one class of a maximum of 8 pupils in each satellite.

The offer of a place at the satellite provision for any student who meets the above criteria can be considered following a discussion at the student's Education and Health Care Plan meeting. This discussion would involve parents, the student and all involved professionals. Placement recommendations will then be considered by the special school Headteacher and the Local Authority and would have to be approved by all parties.

Workforce Development

A collaborative and coordinated approach to workforce development is essential if the special school sector is to provide All Needs education to pupils with SEND in their local communities. The move to All Needs education in Lincolnshire will undoubtedly present challenges for teaching and non-teaching staff as special schools accept pupils with a wider range of needs and greater complexities. LCC have committed revenue funding from the Dedicated Schools Grant to implement the strategy, including a workforce development framework which will include access to specialist training and a learning forum offering opportunities to share best practice.

Whilst recognising the level of experience and specialism which already exists in Lincolnshire special schools, the strategy will utilise sector-expertise through both the special schools and Lincolnshire Teaching School's Together (LTT) to enhance the provision for pupils with SEND. Plans are in place for the workforce development framework to be led by a partner from within the LTT and this will be developed as the strategy is implemented. In addition, Special School Leaders from both specialist schools in the county, St Francis Special School (Physical Disability/Profound and Multiple Learning Disabilities) and Gosberton House Academy (ASD Specialist) have committed to supporting workforce development across the sector in their specific areas of expertise.

The strategy also includes a drive to enhance the experience of pupils with SEND in mainstream school by improving collaborative working across the sector. A newly designed workforce development framework will be open to all staff from both mainstream and special schools, providing an opportunity to assess competency around SEND and access resources, training and further learning opportunities.

The LA believes this approach would support workforce development in mainstream schools, providing teaching and non-teaching staff with a greater knowledge and understanding of SEND. Up-skilled staff would ultimately enhance the experience of pupils with SEND in mainstream schools, enabling them to remain in their local school and be educated alongside their mainstream peers. In order to enhance collaborative working across the sector, Special School Leaders are keen to establish a support network which would enable staff to share valuable skills and knowledge to their mainstream colleagues, enhancing the mainstream skill set.

The workforce development framework will utilise the identified funding allocation to implement a plan of professional development, led by an identified Teaching School, which will offer a range of opportunities including:

- Locality based provision where staff from neighbouring schools can share knowledge and experience.
- A competency framework which enables schools to identify learning needs for all staff around SEND.
- Access to a range of suggested training options including factsheets, e-learning and training events.
- Access to a learning network, where best practice can be shared.
- In-reach support from special schools to their mainstream colleagues.
- Access to medical and therapeutic support training from specialist staff.

Cross-Cutting Considerations

Social, Emotional and Mental Health and Hospital School Provision

As part of the special schools review, significant challenges have been identified within the provision of Social, Emotional and Mental Health (SEMH) education. Questions have been raised around the suitability of the pathways to the SEMH settings which vary according to the pupil's point of identification/diagnosis. There are challenges regarding existing capacity and sufficiency, particularly in primary stage of education and if the existing model can meet the increasingly complex needs of pupils with SEMH.

Within the governance of the LSA, a work stream has been established, dedicated to developing a shared vision for SEMH provision which is consistent with the principals of this strategy. This work stream is committed to developing a future strategy for SEMH provision will ensure provision which is:

- High quality – where pupils with SEMH receive the best possible education and support.
- Evidence based – support and provision has a strong supporting rationale and makes a positive impact on outcomes.
- Collaborative across education, health and social care – to address the complex needs of pupils in a clear and coherent way.
- Tailored to the individual needs of children and young people – to enable them to make positive choices and to feel that they belong in their school and community.
- Flexible and coherent across transitions – that provide pupils with SEMH and their families with the confidence they need as they move between the various phases and stages of education and into adulthood.

The vision for SEMH provision is currently being developed and will be aligned with this strategy once approved.

Health Offer to Special Schools

Delivering a robust and effective health offer to pupils with SEND in a locality-based, All Needs school system can only be achieved through collaboration with our partners in the health and social care. This model proposed within the strategy would have a significant effect on the pupil populations of each school, moving away from specific types of need to a greater range of needs in each school. The capital investment will address the resources required to meet the need of a wider range of pupils but special schools are likely to require changes to existing health provision arrangements to ensure the needs of their pupils are met.

The LSA recognise that there will be an impact on health commissioning arrangements across the localities and will be working closely with all Health partners throughout the duration of the strategy to ensure a fully integrated system of education, health and care is developed.

"Integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close as possible to where they live."

What will have changed by 2024?

The Building Communities of Specialist Provision Strategy seeks to make significant changes to the existing special school provision, creating an integrated system where pupils attend their nearest school, confident their educational, health and care needs can be fully met. Where they have full access to a curriculum which is appropriate for their learning needs and are taught and supported by staff that are skilled in the learning profiles of all pupils with SEND. Where pupils can develop friendship bonds with their classmates which extend beyond the school boundaries, as they are educated in their local communities and where they can learn in a flexible, integrated system which supports transition.

The LSA will have successfully implemented this aspirational vision for SEND when:

Pupils with SEND:

- Can attend special school close to home which has the buildings, resources, capacity and staff skilled to meet All Needs.
- Have access to the same academic and social opportunities as their mainstream peers, in a setting which best suits their needs and preference.
- Feel they belong in their local communities and their contribution is recognised and valued.

Families of children and young people with SEND will:

- Feel assured that their local special school has the space, facilities and skilled staff to enable their child to fulfil their potential and not feel they need to consider specialist Out of County provision.
- Benefit from the development of specialist communities in their localities, where services and interventions are focused around the special school and access is easier and equitable.
- Experience enhanced family time as children travel shorter distances to school, leaving them less tired and stressed from the daily journey.

Special schools will:

- Have significantly improved premises and facilities to meet the individual needs of all pupils in their locality.
- Work in collaboration with all schools in their localities (special and mainstream) to ensure all pupils with SEND receive an integrated, high quality education which is aspirational and meets All Needs.
- Provide support to their locality mainstream colleagues, through workforce development and Satellite provision so all staff are confident they can meet the needs of pupils with SEND.

Mainstream Schools will:

- Be working in collaboration with all schools in their localities (special and mainstream) to ensure all pupils with SEND receive an integrated, high quality education which is aspirational and meets All Needs.
- Feel confident in meeting the individual needs of pupils with SEND, as they have a staff team which is skilled and supported.
- Offer, or be working towards offering special school Satellite provision in their school.

The Local Authority will:

- Have completed all building works so Lincolnshire special schools have the premises, resources and capacity to meet the needs of pupils in their localities.
- Have implemented an education system which is easier for parent/carers to access and has placed the needs of pupils with SEND and their families at the heart of all provision.
- Have fully implemented the Building Communities of Specialist Provision Strategy ensuring pupils with SEND can access:

"An integrated school system where children and young people get the right health, care and education, in the right place, at the right time, as close to home as possible."

Appendix 1 - Planned School Changes Summary

Area	Location	School	Academy/ Maintained	School Type and NOR	Current School Premises Capacity - based on class of 8 pupils	Current Designation	Proposed New Designation	Proposed New Capacity - based on classes of 8-10 depending on type of need	"Significant Change"/ "Prescribed Change"	Summary of building plans proposed	Proposed Implementation Date (pending approval of the strategy)
North West	Gainsborough	Warren Wood	Mayflower Academy	Primary	96	All Needs	No Change	No Change	N/A	No works proposed as already a new build All Needs primary special school.	Designated All Needs. No change to be implemented
		The Aegir School	Mayflower Academy	Secondary	104	All Needs	No Change	No Change	N/A	Works being considered around PD/PMLD provision.	Designated All Needs. No change to be implemented
	Lincoln	St Christopher's School	LA Maintained	All Through	200	MLD/SLD	All Through All Needs	155	Change to the type of need catered for	Demolition of a large highly unsuitable block of accommodation and replace with a new build. Improved car parking and mini bus drop off facilities.	Sept' 2023
		St Francis's Special School	LA Maintained	All Through	128	PMLD/PD	All Through All Needs	173	Expansion and change to the type of need catered for	New block of accommodation to be added to create additional capacity. Works to external play areas, access and parking improvements.	Sept' 2021
		New Free School	Academy	n/a	n/a	n/a	All Through All Needs	155	Free School Application	New school built to BB104 guidance on land owned by LCC	Sept' 2021
North East	Horncastle	St Lawrence School	The Wold's Federation	All Through	80	MLD/SLD	All Through All Needs	150	Expansion and change to the type of need catered for	Demolition of the former boarding block and replace with new teaching accommodation adding capacity. Minor remodelling to some areas of the existing school required.	Sept' 2021
	Louth	St Bernard's School	The Wold's Federation	All Through	88	SLD/PMLD	All Through All Needs	100	Expansion and change to the type of need catered for	Demolition of the former boarding block and replace with new teaching accommodation adding some capacity and replacing severely undersized accommodation. Works also required to access and parking arrangements.	Sept' 2022
	Spilsby	The Eresby School	David Ross Education Trust	All Through	64	MLD/SLD	All Through All Needs	84	Expansion and change to the type of need catered for	New block of accommodation required to create additional capacity. Minor remodelling to minimal areas of the existing school also required.	Sept' 2020

South West	Grantham	The Sandon School	Community Inclusive Trust	All Through	64	SLD/PMLD	All Through All Needs	229	Change to the type of need catered for, expansion, and amalgamation	New build required to create more suitable PD/PMLD accommodation, hydrotherapy pool and changing facilities. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure Sandon can meet all needs will be addressed with this funding.	Sept' 2021
		Ambergate Sports College	Community Inclusive Trust	All Through	88	MLD/SLD				A new block of accommodation is required to create additional capacity along with internal remodelling to parts of the existing build. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure Ambergate can meet all needs will be addressed with this funding.	
	Boume	Willoughby School	LA Maintained	All Through	80	SLD/PMLD	All Through All Needs	148	Expansion and change to the type of need catered for	A new block of accommodation is required to create additional capacity along with internal remodelling to parts of the existing build.	Sept' 2020
	Sleaford	New Free School	Academy	n/a	n/a	n/a	All Through All Needs	TBC	Free School Application	New school built to BB104 guidance	TBC
South East	Boston	The John Fielding School	Community Inclusive Trust	All Through	56	SLD/PMLD	All Through All Needs	140	Expansion and new build and change to the type of need	New build school to BB104 guidance on a new site. The current school sits on a tight site which is unable to cope with any expansion and the current school buildings are also highly unsuitable and in very poor condition.	Sept' 2021
	Spalding	The Garth School	Community Inclusive Trust	All Through	40	SLD/PMLD	All Through All Needs	177	Change to the type of need catered for, expansion, and amalgamation	New build and remodelling to create more suitable accommodation and additional places. The Academy has been successful in a recent CIF bid enabling much of the work required to ensure The Garth School can meet all needs, will be addressed with this funding.	Sept' 2022
		The Priory School	Community Inclusive Trust	Secondary	88	MLD/SLD				Extensive remodelling / demolition and rebuild of the Teal House block to create additional capacity. Some internal remodelling to provide disability access to existing spaces within the main school.	
	Gosberton	Gosberton House	The Lincolnshire Education Trust	Primary	64	Autism	Primary All Needs	No Change	Change to the type of need catered for	New build of PD/PMLD accommodation, potential demolition and rebuild of the existing unusable hydrotherapy pool.	Sept' 2023