Consultation on Future Special Educational Provision in Ealing

Have your say at:
http://www.ealing.gov.uk/info/200628/current_consultations
or complete the Consultation Response Form attached to this document

Consultation closes on Friday 4\textsuperscript{th} May 2012
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Introduction

Ealing Council wants all children and young people attending its schools to achieve their full potential. This is particularly important for those of our young people with special educational needs.

Our work in this area to date has led to Ealing being an inclusive authority, our mainstream and special schools achieve very positive results, are rated highly by OFSTED and we have a good range of special educational provision. We are proud of the special schools and the additional resourced provision we have in the borough. The teachers and support staff in these establishments are very able and dedicated. However, we face a real challenge in the future as we are experiencing a rapid rise in the pupil population, an increase in the severity and complexity of needs and a changing educational landscape.

We therefore need to consult parents/carers, pupils and other relevant stakeholders on a range of proposals to meet the needs of young people with special educational needs, both in the short term and long term.

As you will see from the consultation document, there are several options suggested for each proposal. However, we are also seeking views on alternative options and new ideas that will allow us to fulfill our objectives. Some changes have to start later this year, so there is some urgency to start planning now and a need to get it right. Please respond to the consultation and let us know your views.
Summary

A small number of children have learning needs which are more severe in nature and/or complex, such that the Local Authority will undertake a statutory assessment of the child's needs and, if appropriate, will issue a Statement of Special Educational Needs (SEN). The Statement sets out the child's needs and the specialist provision required to meet those needs. In this consultation we are focusing on the development of our provision for supporting children with Statements of Special Educational Needs.

We currently have six special schools within the borough:

- Mandeville School (3-11) pupils with Severe or Profound and Multiple Learning Needs and Autistic Spectrum Disorders (ASD).
- Castlebar School (4 –11) pupils with Moderate to Severe and Complex Learning Needs and Autistic Spectrum Disorders.
- Springhallow School (4-16) pupils with Autistic Spectrum Disorder and Complex Learning Needs.
- John Chilton School (4-16) pupils with Physical and or Medical Difficulties.
- Belvue (11–19) pupils with Moderate to Severe and Complex Learning Needs and Autistic Spectrum Disorders.
- St Ann’s (11–19) pupils with Severe or Profound and Multiple Learning Needs and Autistic Spectrum Disorders.

We have ten additionally resourced provisions (ARPS) in mainstream schools. An ARP is for a child with special educational needs which are greater than those that can normally be met at a mainstream school but will still benefit from inclusion. ARPS have extra accommodation, a specialist staff team and additional equipment compared to a mainstream school.

Primary
- Allenby Primary (SLD / ASD) Unit
- Beaconsfield Primary
- Coston Primary Key Stage 1 only
- Drayton Green Primary
- Gifford Primary Hearing Impairment (HI)
- St John's Primary (speech, language and communication needs)
- Selborne Primary (due to open 2013)

Secondary
- Dormers Well High School HI (due to open 2012)
- The Cardinal Wiseman Catholic School (speech, language and communication needs) (due to open 2013)
- North Ealing Church of England Academy ASD (proposed to open 2013 or 2014)

There are also over thirty children’s centres across the borough catering for children aged 3-5. Three of the children’s centres have units for children with additional needs.

We need to review provision for pupils with SEN for the following reasons:

1. The significant increase in population in the borough will require more places in specialist provision and special schools
2. Our strategy for SEN and inclusion needs to develop to meet change in pupils needs and aspirations
3. To ensure that options are provided locally for children with complex needs
In anticipating future need, two factors have been taken into account, these are:

1. Growth in the population
2. A proactive approach to develop the continuum of provision for the potential increase in the prevalence of children with SEN who may need a place either in a special school or provision attached to a mainstream school

Recent research suggests that additional and different provision will be required to meet the needs of a new generation of children with complex learning difficulties and vulnerabilities resulting from such things as surviving extreme prematurity and other co-morbidity issues.

Currently approximately half of the pupils with a Statement for SEN are in mainstream schools and half in Special Schools and Additionally Resourced Provision (ARP). Owing to the number of pupils coming into the system with more severe and complex needs, we are forecasting that the proportion of pupils requiring special schools and units will increase more than those requiring ARPS, though we will still require an expansion of this type of provision to meet population needs. This appears to require a rebalancing in our SEN pupil planning strategy to include sufficient provision for specialist places in schools or units.

Our aim in undertaking this review is to ensure that there are sufficient numbers of state-funded school places locally to meet the vast majority of needs. The reasons for this are that Ealing aims to offer all children the chance to be educated locally. Local provision allows pupils the opportunity to maintain relationships with their community. Local state-funded provision usually costs less and keeps travel costs to a minimum, therefore offering overall better value for money. There is commitment from the Council to meet severe and complex needs locally, using creative packages of education and support, based in local provision. However, there may still be a very small minority who may require other provision.

**Long-term Forecast**

Our model to forecast long-term numbers for pupils with SEN uses the Greater London Authority (GLA) latest population estimates. Our central forecast assumes the percentage of pupils requiring a Statement of SEN remains the same at 2.3% (see Table 1 below) and shows three scenarios if the proportion of children requiring specialist provision increases. Table 1 indicates a higher estimate of requirement for more than 300 additional specialist provision places by 2024/25 if 60% of those with a statement require specialist provision. However, if the proportion of children requiring a Statement of SEN followed recent trends and increased from 2.3% to 2.5% (see Table 2 below) the specialist provision required could be in the region of 330 places if 57% of children required specialist.
Table 1: Assumes that % of Children with a Statement of Special Education Need remains the same (2.3%) with three scenarios of the proportion requiring specialist provision

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<th>2017/18</th>
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<th>2024/25</th>
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<td>All</td>
<td>Primary</td>
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<tr>
<td>Scenario 1: 52%</td>
<td>142</td>
<td>31</td>
<td>107</td>
<td>176</td>
<td>20</td>
<td>159</td>
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<td>Scenario 2: 57%</td>
<td>227</td>
<td>74</td>
<td>150</td>
<td>276</td>
<td>62</td>
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<td>Scenario 3: 60%</td>
<td>276</td>
<td>97</td>
<td>174</td>
<td>318</td>
<td>85</td>
<td>235</td>
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Table 2: Assumes that % of Children with a Statement of Special Education Need increases from 2.3% to 2.5% with the proportion requiring specialist provision in Scenario 2 (57%).

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<td>High</td>
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<tr>
<td>Scenario 4: 57%</td>
<td>293</td>
<td>144</td>
<td>144</td>
<td>332</td>
<td>131</td>
<td>207</td>
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<td>Specialist</td>
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<td>Provision increase</td>
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In light of these forecasts, we need to carry out this review so that we can finalise our plans for significant investment in the specialist provision in the borough. We need to make sure that that this investment gives us the best possible outcomes for our children with SEN and to ensure that current and future pupils receive a high quality education. Our SEN Priorities and Plans are linked with the Ealing Corporate Plan priorities of: Making Ealing Safer, Securing Public Services, and Delivering Value for Money.

**Underlying Principles**

We want our planning for SEN to be informed by the following principles:
- Meeting needs locally with equality of access and opportunities
- Accommodation should be fit for purpose
- Provision should be based on early intervention and linked to individual needs, not fixed categories
- Integrated and partnership working – parents, learners, schools, specialist provision, voluntary sector, cross service and cross agency
- Capacity should be built through training and the development of skills
- The main driver should be improving outcomes for children and families and safeguarding of learners with SEN
- Efficient, effective and value for money
- Innovations consistent with the SEN Green Paper 2011
Working with staff

High quality staff are central to improving outcomes for young people. We will work with schools, Trade Unions and Professional Associations to ensure that all staff are prepared for any changes. With an increasing number of children to teach, we want to ensure there is sufficient expertise in school and we do not want to lose good staff or to compromise on the quality of the provision. We want to place a clear emphasis on training and development, building on existing best practice. We need everyone working in our expanded provision to be well trained and confident to identify needs and barriers to learning and provide the right support early on.

Format of this consultation paper

This paper has three main themes:
1. Type and size of provision - ages covered and range of needs catered for
2. Location of provision
3. Integrated working and links with other strategic developments
Theme 1: Type and size of provision, ages covered and range of needs catered for

Special Schools
In relation to the planning of special schools, we want to consult on whether the range of needs catered for should:

1. Remain broadly the same
2. The ratios be rebalanced to cater for the rise in needs
3. More significant changes made to the range of needs catered for where special schools are developed as local provision for a fuller range of special needs
4. Include any other changes such as the strategies, approaches and intervention

The first expansions required to meet with current increased demand for places, would be at Mandeville, Castlebar and Springhallow (subject to the outcomes of this consultation). We anticipate that pressure on secondary places will start at St Ann's in 2014/15 and subsequently at Belvue in 2016/17.

Mandeville School (primary for pupils aged 4 to 11) and St. Ann’s School (secondary school for pupils aged 11 to 19)

Both schools cater for pupils with complex, severe or profound and Multiple Learning Needs and Autistic Spectrum Disorders. Children often have additional sensory or physical disabilities, complex health needs or mental health difficulties.

Facilities at the school include medical facilities and a hydrotherapy pool.

A high level of adult support is needed in the school for physical, medical and learning needs. The school offers an adapted curriculum, with an individualised approach. Alternative forms of communication are used to promote effective interaction and to support and generalise learning.

Children with profound and multiple learning needs require intensive support with most aspects of daily life and personal care, and to enable access to meaningful learning opportunities. An increasing number of children are described as being ‘technology dependent’ including those who need tube feeding or suctioning equipment. Others may have life threatening conditions necessitating constant observation and risk monitoring. Children with autistic spectrum disorders and severe learning difficulties often present with severe sensory difficulties, challenging physical behaviours and non-compliance, necessitating intensive levels of adult support to enable learning and to maintain adequate levels of safety.

Ealing Service for Children with Additional Needs (ESCAN) offers the following services to the schools:
- Educational Psychology
- Nursing
- Speech and language therapy
- Occupational therapy
- Physiotherapy
Options for Mandeville

Some key factors to consider are:

- Responding to a rising population and an increasing proportion of students with complex Severe Learning Difficulties and Autistic Spectrum Disorder
- Managing change
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Flexibility of provision
- Links with mainstream schools

Please refer to the on-line questionnaire or the attached survey to express your views.

Option A
Increase the capacity of Mandeville School from 90 to approximately 150 and increase the proportion of PMLD and SLD pupils with additional and complex learning needs including ASD

Option B
Increase the capacity of Mandeville School from 90 to approximately 150 with no change of emphasis

Option C
If you do not support these proposals to expand Mandeville, please state an alternative option that will meet our objectives

Options for St. Ann’s

*(Please note that proposals for St. Ann’s are subject to further assessment of feasibility)*

Some key factors to consider are:

- Responding to a rising population and proportion with complex Severe Learning Difficulties and Autistic Spectrum Disorder
- Co-location of very vulnerable students with PMLD and highly active SLD/ASD students with complex behavioural needs
- Managing transitions to adult provision
- Links with Further Education (FE) Colleges and other Post 19 providers
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Flexibility of provision
- Links with mainstream schools

Please refer to the on-line questionnaire or the attached survey to express your views.

Option A
If possible, increase the capacity from 90 pupils, and increase the proportion of PMLD and SLD pupils with additional and complex learning needs including ASD

Option B
If possible, increase the capacity of the school with no change of emphasis
If you do not support these proposals to expand St Ann’s, please state an alternative option that will meet our objectives.

**Castlebar School (primary for pupils aged 4 to 11) and Belvue School (secondary school for pupils aged 11 to 19)**

Both schools cater for pupils with moderate to severe and complex learning difficulties and autistic spectrum disorders, who are able to benefit from a modified, adapted curriculum. Many of the children have additional sensory difficulties and other complex needs including co-morbidity issues where one issue impacts on another.

High staff to pupil ratios are needed in the school to manage and support complex learning needs and to plan, coordinate and implement professional interventions. The schools offer an adapted curriculum, where therapeutic interventions are an integral part of the integrating into the curriculum, and an individualised approach is used where needed. Alternative forms of communication are used to promote effective interaction and learning.

Children with autistic spectrum disorders and learning difficulties often present with sensory difficulties and challenging behaviors including non-compliance. High levels of adult support and intervention are needed to enable learning and to maintain adequate levels of safety.

Ealing Service for Children with Additional Needs (ESCAN) offers the following services to the schools:
- Educational Psychology
- Speech and language therapy
- Occupational therapy

**Options for Castlebar**

Some key factors to consider are:
- Responding to a rising population and proportion with ASD and more severe learning difficulties
- Managing change
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Responding to parents expectations
- Flexibility of provision
- Encouraging best practice and innovations
- Links with mainstream schools

Please refer to the on-line questionnaire or the attached survey to express your view.

**Option A**
Increase capacity of Castlebar school from 105 to approximately 150 and moving the emphasis from low moderate learning difficulties / high severe learning difficulties including ASD to complex / severe learning difficulties, including Autism and SLD

**Option B**
Increase capacity of Castlebar School from 105 to approximately 150 and keep the
current profile of provision

**Option C**
If you do not support these proposals to expand Castlebar, please state an alternative option that will meet our objective

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**Options for Belvue**
*(Please note that proposals for Belvue are subject to further assessment of feasibility)*

Some key factors to consider are:
- Responding to a rising population and proportion with ASD and more severe learning difficulties
- Managing change
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Responding to parents expectations
- Flexibility of provision
- Encouraging best practice and innovations
- Links with mainstream schools

Please refer to the on-line questionnaire or the attached survey to express your views.

**Option A**
If possible, increase capacity from 110 and moving the emphasis from moderate learning difficulties to complex, ASD and more severe learning difficulties

**Option B**
If possible, increase capacity and keep the current profile of provision

**Option C**
If you do not support these proposals to expand Belvue, please state an alternative option that will meet our objectives

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**Springhallow School (all-age for pupils aged 4-16)**

Springhallow caters for pupils with autistic spectrum disorders, including Asperger’s syndrome. Pupils’ cognitive ability levels range from average to severe learning difficulties. All pupils have a diagnosis of autistic spectrum disorder, autism or Asperger’s syndrome and present severe difficulties in social interaction and communication. Many have additional needs relating to their diagnosis that may include high levels of anxiety, obsessive behaviours and an increased likelihood of developing mental health issues as they get older.

Facilities at the school include specialist teaching facilities and a sensory room.

The school offers an ASD specific environment with an adapted curriculum, where therapeutic interventions are an integral part of integrating into the curriculum. Alternative forms of communication are used across all elements of the school to promote effective interaction and learning. A range of approaches and interventions are used and are designed around the specific learning needs of the pupils.

High staff to pupils ratios are required to manage and support complex learning needs
and to plan, coordinate and implement multi-professional interventions.

Children with autistic spectrum disorders often present with severe sensory difficulties, anxiety and challenging physical behaviours including non-compliance, which necessitate intensive levels of support to facilitate learning and to maintain adequate levels of safety.

Ealing Service for children with additional needs (ESCAN) offers the following services to the schools:
- Educational Psychology
- Speech and language therapy
- Occupational therapy

Options for Springhallow

Some key factors to consider are:
Responding to a rising population and proportion with complex needs
- Managing change
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Responding to parents expections
- Flexibility of provision
- Encouraging best practice and innovations
- Links with mainstream schools
- Separate Primary and Secondary provision
- 14 – 19 learning pathways
- Managing transitions
- Extended leadership over tow sites

Please refer to the on-line questionnaire or the attached survey to express your views.

Option A
Explore an option to develop the primary or secondary phase of Springhallow on a mainstream site and to increase the overall capacity of the school, e.g. including post-16 provision. To provide for pupils with autism and Asperger’s syndrome including complex behavioural and emotional needs, with cognitive ability levels above SLD

Option B
Build a new all-age special school on the same site, increasing the capacity to provide for pupils with autism and Asperger’s syndrome including complex behavioural and emotional needs, with cognitive ability levels above SLD

Option C
If you do not support these proposals to expand Springhallow, please state an alternative option that will meet our objectives

John Chilton School (for pupils aged 4 to 16)

John Chilton School is a school for pupils with severe and complex physical and/or medical disabilities. Children at the school have a range of learning difficulties from mild to more severe. The school caters for ages 4-16 and is located within a West London
Academy with a shared campus offering opportunities for the inclusion of pupils into mainstream education.

Facilities at the school include specialist classrooms and a hydrotherapy pool. High staff to pupil ratios are required to manage and support complex medical, physical and learning needs and to plan, coordinate and implement multi-professional interventions.

Ealing Service for Children with Additional Needs (ESCAN) offers the following services to the school:
- Educational Psychology
- SEN service
- Nursing
- Speech and language therapy
- Occupational therapy
- Physiotherapy

Options for John Chilton

Some key areas we have identified are:
- Responding to a rising population and proportion with severe and profound needs
- Managing change
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Flexibility of provision
- Links with mainstream schools

Please refer to the on-line questionnaire or the attached survey to express your views.

Option A
To maintain the same capacity and cater for pupils with physical disabilities and move emphasis towards those with more complex needs and severe learning difficulties

Option B
To remain the same size and cater for same types of needs as it does at present

Option C
If you do not support these proposals for John Chilton, please state an alternative option that will meet our objectives

Other Options
a. Children’s Centres
There are currently over thirty children’s centres across the borough catering for children age 3-5. Three of the children’s centres have units for children with additional needs:
- South Acton
- Greenfields
- Windmill

In 2011-12, children centres created additional temporary classes for children of reception age. This allowed children additional time in a developmental foundation stage curriculum. The model has proved successful and could form part of longer term plans to allow the Authority to meet the increasing demand for special school places.
Some key factors we have identified are:

- Responding to a rising population and proportion with severe and profound needs
- SEN transport
- Transition issues from foundation stage to KS1
- Responding to develop delay
- Improved assessment to identify the best provision
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Flexibility of provision

Please refer to the on-line questionnaire or the attached survey to express your views.

Option A
Allow some children with SLD to remain at Children’s Centres for their Reception year and possibly Year 1

Option B
If you do not support this proposal for Children Centres, please state an alternative option that will meet our objectives

b. Additional Resourced Provision (ARP) and Specialist Units

A small group of children and young people with a statement of special education needs may need a higher level of support than can be provided from the general SEN arrangements within their local mainstream school. However, their needs are not so complex or severe that a place at a special school is appropriate either. To meet this need, the local authority maintains a range of additionally resourced provision and units.

Primary Phase ARPS and Units

Generally, we wish to extend this type of provision. We particularly would like to hear your views on some key areas we have identified:

- Responding to a rising population and proportion with complex needs
- Transition issues for ARPS only offering places to Key Stage 1
- Scope for expansion
- Suitability of provision
- Value for money
- Staff and training needs
- Flexibility of provision particularly ARPS exclusively offering support for Hearing Impairment (HI)

Please refer to the on-line questionnaire or the attached survey to express your views.

West Acton Primary School

Specifically, we would like to hear your views on the advantages or disadvantages of the options below.

Please refer to the on-line questionnaire or the attached survey to express your views.
Option A
Establish an Additionally Resourced Provision for up to 21 pupils at West Acton Primary School.

Option B
If you do not support this proposal for an Additionally Resourced Provision, please state an alternative option that will meet our objectives

Secondary Phase ARPS and Units

A further issue we would like to hear your views on in this consultation is the provision of ARPS in the secondary phase. In December 2008 Cabinet agreed plans for the implementation of a number of Additional Resourced Provisions in secondary schools (Elthorne Park High School and Drayton Manor High School and Twyford CE High School). These decisions were taken anticipating substantial investment from the Building Schools for the Future Programme, which has now been significantly scaled back to just two schemes.

Although the rise in population experienced in the primary phase will not fully impact on secondary schools until 2016/17, we do now need to reevaluate our secondary requirements. We need to consider the introduction of more provision in the following context:

a) The need to provide sufficient mainstream secondary school places
b) Responding to a rising population and proportion with complex needs
c) Scope for expansion of existing High School Sites and premises
d) Suitability of provision
e) Value for money
f) Flexibility of provision particularly ARPS

Please refer to the on-line questionnaire or the attached survey to express your views.
Theme 2: Location of Provision

In relation to the options outlined under section 1 for children with additional needs we are particularly keen to hear your views where special schools should be located taking into account:

a. Separate sites or shared sites
   There are advantages and disadvantages to both locations. Shared sites offer a wider range of facilities and potential for inclusion in both types of school life (mainstream and specialist) and after school activities. John Chilton School and ARPS already offer this model.

   Some special schools are located near a mainstream school hence offering scope for closer networks. Some of the options above suggest adding specialist provision to main school sites; however, this raises the question of how to effectively manage relationships and opportunities between schools.

b. Location of other related facilities and services

c. Geographic spread across the borough
   Distances from home to school and transport all have a significant bearing on the daily life of children and their families. For pupils, it is time consuming and exhausting to travel for long periods. For teachers, teaching strategies have to be adapted to respond to pupils needs following a long journey and preparing for the return journey. For the Council, a significant budget is allocated to transport reducing resources for teaching and learning

Please refer to the on-line questionnaire or the attached survey to express your views.
Theme 3: Integrated Working and links with other strategic developments

As part of the consultation we also want to know your views on how we continue to link school planning into other developments going on nationally and locally such as:

- Ealing Children and Young People Plan (CYPP)
- Changes in the health service
- ESCAN - Strategy for children with disabilities
- Reforms set out in the SEN Green Paper and the borough’s SEN Strategy
- 14-19 Commissioning Strategy
- Achievement for All and Narrowing the Gap
- Ensuring our services offer coherent progression from birth to adulthood

Our experience shows us that there are clear advantages to more integrated working between different agencies and across different phases from early years through to adulthood. We want our expansion strategy to embrace innovative and evidence based good practice for children with additional needs. We are particularly keen to hear your views on school planning in relation to:

- Care packages and short breaks
- Transition, post-16 and post-19 provision and links with adult services
- Multi-agency support packages
- The range of strategies and approaches for supporting children with complex needs across home and school
- Support services to schools

We also want to explore if we can better join up the support and services that pupils receive from a range of agencies and providers, particularly as children make transitions from one provision to the next.

It is important that pupils are always in the most appropriate provision and therefore how well we manage the transition from one setting or service to the next is key factor in securing the best outcomes for children.

Please refer to the on-line questionnaire or the attached survey to express your views.

Who is being consulted?
We want to hear from as many people as possible. Your views will help inform the decision on the future of special education provision in the borough for the current and future generations of young people.

We are consulting the pupils, Head Teachers, governors and staff of all special schools in the borough and the parents of children attending those schools. We are also consulting the Head Teachers and Governors of mainstream schools, the Church of England and Catholic Dioceses, Colleges, the Primary Care Trust and other interested groups and individuals.

How we are consulting?
Consultation documents have been sent to all parents and carers of pupils attending special schools via the schools, and to all consultees listed above. It is also available on line at [http://www.ealing.gov.uk/info/200628/current_consultations](http://www.ealing.gov.uk/info/200628/current_consultations) where it is possible to complete an on line response form. Please take the opportunity to respond on line. Pupils will be consulted through their School Councils.