

# **Consultation on Building Communities of Specialist Provision for Children and Young People with Special Educational Needs and Disabilities in Lincolnshire**

## **Consultation Guidance for Multi Academy Trusts, Governing Bodies and Head Teachers**

### **1. Introduction**

Following agreement across special schools and their Governing Bodies/Multi Academy Trusts (MATs), and the Local Authority (LA), to formally propose a new strategy for special educational needs and disabilities provision, a series of processes and actions now need to be undertaken to move the proposal into the public domain and open up discussion, planning and consultation with all interested parties. It should be noted that whilst the proposed new strategy includes special schools designated SEMH (Social Emotional and Mental Health) – detailed proposals specifically in relation to SEMH provision are still under review and will be published and consulted upon at a later time.

Proposals will affect all pupils with special education needs and disabilities and their families, and all schools (academies and LA Maintained), in particular special schools. In addition, Health services that support pupils with special educational needs and disabilities will also be affected.

This guidance has been put together by the local authority to support leaders of special schools, governing bodies and MATs who will be actively leading public consultation and engagement, who will be presenting the new strategy and the changes affecting their own school, and others which form part of the system of special education provision across Lincolnshire; seeking and registering views from within their own organisations (staff, pupils, parents, governors, trustees, other schools within their trusts) as well as from their neighbouring schools and local communities.

School leaders, governing bodies and MATs of Special Schools, will also be expected to proactively model and plan how the proposed changes will affect their schools in terms of accommodation, school organisation and planning (staffing structures and finance), actively participate in, and in the case of academies, lead on, producing a full business case for their school, as part of the decision making and approval process.

### **2. What does the guidance do?**

The guidance provides a consistent approach to conveying key messages about the strategy and proposals for change whilst providing schools with space to shape the mechanisms of engagement to suit their particular circumstances.

It provides a framework to support schools by clearly identifying the statutory requirements and processes, roles and responsibilities, actions and timelines required to deliver consultation and the preparation of full business cases.

It provides a joint approach to engagement and consultation; inviting, collating and responding to views during consultation; and applying to decision makers, including

presentation of full business cases. It is the responsibility of all academies and MATs to submit a business case to the Regional Schools Commissioner (RSC) where a 'significant change' (e.g. expansion or change of need) is being proposed.

The guidance contains the following information:

- The proposed strategy – main messages.
- Significant changes to schools/academies.
- Statutory requirements and processes.
- Roles and responsibilities.
- Decision makers.
- Engagement and consultation.
- Co-ordination and timelines.
- Communications Plan.

### **3. The Proposed Strategy – Main Messages**

#### *i) Background*

The proposed change to education provision for special educational needs and disabilities (SEND) across Lincolnshire, will affect all pupils with special educational needs and disabilities and their families, as well as special schools and mainstream schools.

The proposed new strategy for provision of SEND is to create an integrated and collaborative all needs school system to deliver effective education and healthcare to pupils with SEND across Lincolnshire (with the exception of those attending schools specialising in SEMH or Hospital Schools).

The proposed strategy has been agreed by all special school providers and the local authority within the context of a collective moral purpose:

*"To 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 as possible to where they live".*

and is in keeping with the values agreed by all schools and academies in Lincolnshire, through the Lincolnshire Learning Partnership which are:

- All children and schools are our collective responsibility,
- Every child and school is known, valued and supported to achieve, and
- No school is more important than an individual child's needs.

These are key components to the strategy and underpin all changes affecting provision, and the proposed way of working i.e. the collective agreement to adopt closer collaboration and partnership working and decision making across the special school system.

The full strategy along with related documents can be found at [www.lincolnshire.gov.uk/SENDcommunities](http://www.lincolnshire.gov.uk/SENDcommunities) .

#### *ii) Why Change?*

## *Summary*

The reasons for change in Lincolnshire are:

- The DfE requirement that all local authorities lead work with providers to review SEND provision and draw up a strategic plan to deliver good and sufficient school places for pupils with special educational needs and disabilities.
- The need for a school system which is sustainable and can meet current and future needs of pupils and their families, recognising that needs are becoming more complex.
- The need for greater collaboration and partnership working between schools, academies, the local authority and other providers to ensure that pupils' needs are met and that they are provided with opportunities which will support them now and prepare them for the future.
- To address issues of distance and travel time for pupils attending special schools by providing school places closer to home through designated "all needs" special schools.
- To develop provision to enable more pupils with special educational needs and disabilities to be offered school places within the county; and for pupils to access their education within special schools, and/or mainstream schools, through additional support located on mainstream school sites.

### *iii) Key features of the new Lincolnshire strategy*

- A collaborative system of special schools that can meet most special educational needs and disabilities (excluding hearing impaired pupils who are assessed as requiring specialist School for the Deaf provision) by being designated "all needs" and taking pupils of all statutory school age.
- A new special school to meet the demand for places. This will be a Free School, and will be part of the collaborative special school system. The new school is likely to be based in Lincoln as this is where demand and need is greatest.
- 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.
- More local special schools available and accessible to parents and pupils with SEND. Under the SEND Code of Practice parents have a right to request a particular school to be named in their child's Education, Health and Care Plan. The local authority will continue to work closely with parents in the placement of pupils into special school places.
- Equal access to resources, expertise and support across the county for pupils with special educational needs and disabilities in mainstream and special schools, which supports pupils to access or remain on roll at whichever school best meets their need (special or mainstream).

- New special school satellites, accessible from each locality, on mainstream school sites (primary and secondary) which are managed by local special schools and offer transition support for SEND pupils accessing curriculum areas in mainstream or requiring additional support from special schools whilst accessing their school place in mainstream.
- A professional staff development and support 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 issues and needs.
- Space and facilities which will support education and therapy needs of pupils with complex physical, medical, emotional, social and educational needs in “all needs” schools across Lincolnshire.
- An integrated approach with Health services, to delivering medical, health and therapy support to pupils with SEND.

#### *iv) Formal Proposals for Change*

Whilst formal proposals for change affect only the schools where "prescribed" or "significant" changes are identified, it is expected that consultation on the proposed new strategy and the range of proposed changes across the county will be the subject of consultation in ALL special schools/academies irrespective of whether schools are individually subject to a formal change. The local authority will also be arranging open public consultation events within all four localities specified within the strategy. LPCF are also hosting a series of independent consultation events across the county. The table below sets out the specific changes at individual schools/academies that will be required in order to adopt and deliver the strategy:

Area	Location	School	Academy/ Maintained	Type (size)	Current Designation	Proposed New Designation (size)	"Significant Change"/ "Prescribed Change"
North West	Gainsborough	Warren Wood	Mayflower Academy	Primary (112)	All Needs	Primary All Needs (112)	N/A
		The Aegir School	Mayflower Academy	Secondary (160)	All Needs	Secondary All Needs (160)	N/A
	Lincoln	St Christopher's	LA Maintained	All Through (272)	MLD/SLD	All Through All Needs (190)	Change to the type of need catered for
		St Francis	LA Maintained	All Through (152)	PMLD/PD	All Through All Needs (173)	Expansion and change to the type of need catered for
		New Free School	Free School/Academy	n/a	n/a	All Through All Needs (120)	Free School Application
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
	Louth	St Bernard's School	The Wold's Federation	All Through (96)	SLD/PMLD	All Through All Needs (100)	Expansion and change to the type of need catered for
	Spilsby	The Eresby School	David Ross Education Trust	All Through (72)	MLD/SLD	All Through All Needs (84)	Expansion and change to the type of need catered for
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
		Ambergate Sports College	Community Inclusive Trust	All Through (144)	MLD/SLD		
	Bourne	Willoughby School	LA Maintained	All Through (96)	MLD/SLD	All Through All Needs (135)	Expansion and change to the type of need catered for
South East	Boston	The John Fielding School	Community Inclusive Trust	All Through (64)	SLD/PMLD	All Through All Needs (140)	Expansion and new build and change to the type of need
	Spalding	The Garth School	Community Inclusive Trust	All Through (55)	SLD/PMLD	All Through All Needs (145)	Change to the type of need catered for, expansion, and amalgamation
		The Priory School	Community Inclusive Trust	Secondary (141)	MLD/SLD		
	Gosberton	Gosberton House	The Lincolnshire Education Trust	Primary (64)	Autism	Primary All Needs (64)	Change to the type of need catered for

**4. Statutory Requirements and Processes**

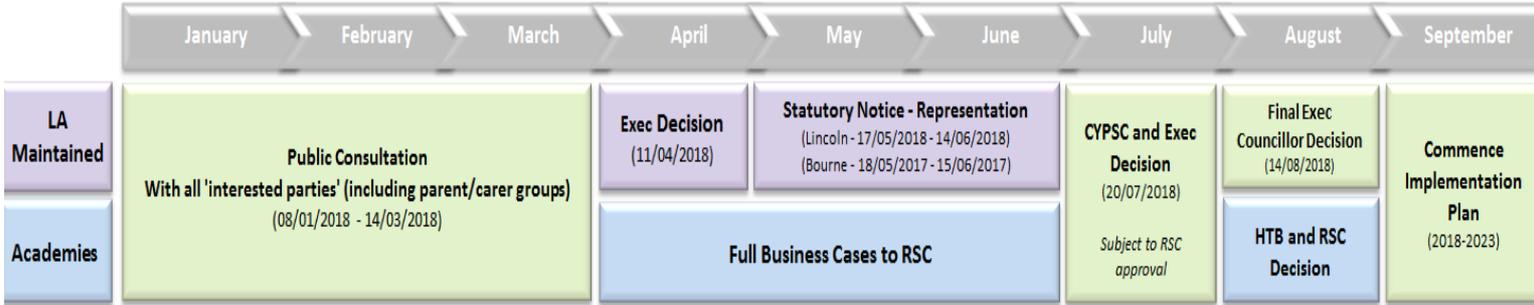
In accordance with the rules governing changes to maintained schools and open academies, the DfE have a separate set of requirements and processes to be undertaken by local authority schools and academies.

For academies, the guidance to be followed by academy trusts is located in the DfE publication "Making significant changes to an open academy – Departmental advice for all types of academy trust". **This is summarised for academies in PART A of this document in Section 5.**

For maintained schools, the guidance to be followed is located in the DfE publication "Making 'prescribed alterations' to maintained schools – Statutory guidance for proposers and decision-makers" and the local authority is tasked with undertaking most of the actions. **This is summarised for maintained schools in PART B of this document in Section 5.**

The changes that are being proposed across the range of schools and academies are the basic mechanisms to deliver the new strategy for SEND. Although the procedures for making the changes are undertaken separately on a school/academy basis, they need to be regarded by all interested parties and decision makers as part of the collective collaborative strategy. As such, all proposed changes are considered to be "significant" and related (one is dependent on another).

According to the guidance, the procedures for making changes to maintained schools and academies each have a sequenced set of actions and protocols which involve undertaking different processes with differing timescales. In order to secure the strategy it is important to ensure that all schools and academies understand and work closely to the proposed timeline governing their change within their protocol. To ensure this can be achieved, the local authority has produced an overarching timeline which brings together all the actions and protocols into one cohesive action plan:



## **5. Roles and Responsibilities**

### **Part A - Academies and Academy Trusts**

**Actions Required** – summarised from "Making significant changes to an open academy – Departmental advice for all types of academy trust".

Full documentation and guidance can be found at:

<https://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy> .

- Stage 1 – ESFA Enquiry

For all significant change proposals, academy trusts will need to contact the ESFA via an Enquiry Form at least 3 months before the proposed change comes into effect.

- Stage 2 - Fair and Open Consultation (8<sup>th</sup> January to 14<sup>th</sup> March 2018)

Whilst the LA are co-ordinating the overall consultation taking place county-wide, each academy trust will need to ensure that a fair and open consultation takes place with all those who could be affected by the proposed change and ensure that the proposal takes account of all responses received.

Academy trusts need to present information and detail on the whole strategy as context, alongside the detail applicable to each specific academy.

DfE identifies that the following are listed as stakeholders within the consultation, alongside those identified specifically by the academy:

- Each LA which maintains an Education Health Care Plan in respect of a pupil attending the academy.
- Parents of pupils attending the academy.
- Parents in the area.
- The Admissions Forum for the academy's area, and including admissions authorities in any neighbouring LA areas if admissions are to be affected, and
- Any diocesan/religious authority for academies designated with a religious character.

Parents and pupils should be encouraged to reflect on the potential impact upon their entitlement and experience, as well as consider impact on future pupils and their families. They should be encouraged to ask questions and share their views, which will need to be recorded considered against the proposals and included within the full business case which is presented to the RSC.

Comments or objections can be made on any grounds and opportunities for feedback should be given at all public and stakeholder meetings. Consultees can be signposted to the LA website if they wish to engage in the wider consultation as detailed in the consultation letter they should have all received.

The LA will co-ordinate all documentation being sent out to commence consultation in partnership with all schools and academies.

#### Planning for Consultation

The consultation process specific to each academy will be led by the MAT/academy, in collaboration with the local authority. The local authority will also be arranging an open public consultation event within each of the four localities specified within the strategy:

- Development of a Communications Plan

In order to ensure that consultation meets the criteria of being "fair and open" and to assist with organisation and arrangements, it is recommended that a Communications Plan is used. A version to consider, provided by the LA, accompanies this guidance.

John Giblin is the designated LA contact for all media enquiries should schools wish to refer enquiries that they receive. 01522 553205 or [john.giblin@lincolnshire.gov.uk](mailto:john.giblin@lincolnshire.gov.uk) .

- Effective ways to fully engage parents and pupils

Academies may have tried and tested mechanisms to engage with parents, seek their views, and evaluate responses. These could involve utilising the academy website; writing out to parents; producing a leaflet (or printing out the LCC produced leaflet) giving information on the proposed change; open public meetings; parent only evenings; utilising pupil representation on School Councils; taking time in lessons/assemblies to engage with pupils; offering individual sessions to parents. It is recommended that the widest possible engagement is undertaken in order to meet the needs of being open and fair, in addition to the public meetings co-ordinated through the LA and the letters and publications send out.

DfE are keen for ALL views to be considered, therefore academy trusts need to ensure they provide sufficient opportunity for information about the changes to be widely shared across their community.

The LA has set up a web page for the consultation on their public site. It can be accessed via this link [www.lincolnshire.gov.uk/SENDcommunities](http://www.lincolnshire.gov.uk/SENDcommunities). Schools should direct parents/carers and interested parties to formalise their feedback and comments by using the survey available through that website. By doing this all comments and feedback on the consultation will be formally recognised, collated and used as part of the report to the County Council.

- Engagement of/consultation with Trustees, Local Governing Bodies, teaching and non-teaching staff, visiting professionals

Consultation also needs to include Local Governing Bodies, Academy Trustees, teaching and non-teaching staff and any visiting professionals. This will mean sharing the impact of proposed change upon school organisation, curriculum developments, staffing structures, staff development and training, school and budgeting. Ensuring that trade unions are informed and aware of the proposals is important. If there is any risk of redundancies, Academy Trusts should seek advice and support from their HR support and ensure that they are aware of required timescales and processes. As there is no reduction in the overall number of pupils, it is expected that the risk of redundancies will be minimal, with potential redeployment opportunities across the sector.

- Informing/consulting with Interested Parties

The LA will draw up a list of interested parties (other local schools, interest groups/charities, health and therapy providers, local political bodies including parish, district and county councils etc.) and communicate the proposal for change to them, seeking their views and comments (which must be recorded and evaluated) and informing them of public events.

It will be the school's responsibility to inform parents of pupils, staff and users of the school premises of the proposals. Schools will also need to engage effectively with

pupils, either through the school council or another appropriate route so that the voice of the student is heard, gathered and fed back to the LA.

- Consultation Responses

Academy Trusts will need to log, share and respond to consultation responses locally, during the consultation period. They will also need to share the responses with the local authority, to ensure that there is opportunity for wider evaluation against the strategic plan. Feedback should be encouraged through the centrally co-ordinated formal process where possible.

The LA has set up a web page for the consultation on their public site. It can be accessed via this link: [www.lincolnshire.gov.uk/SENDcommunities](http://www.lincolnshire.gov.uk/SENDcommunities). MATS should also direct parents/carers and interested parties to formalise their feedback and comments by using the survey available through that website. By doing this all comments and feedback on the consultation will be formally recognised, collated and used as part of the report to the County Council and the Regional School Commissioner who will determine the final decision on the proposed strategy and changes to schools/academies.

- Stage 3 - Full Business Case

For any changes which will affect clauses within the Funding Agreement between the Academy and Secretary of State (change to capacity/pupil numbers, operating across more than one site, change of need etc.) require the Academy Trust to submit a "Proposal for Change" to DfE. Failure to do so could constitute a breach of the funding agreement.

A Proposal for Change which sets a precedent or is potentially contentious/particularly controversial and could attract public or press attention must be submitted as a FULL BUSINESS CASE (regardless of the academy's OFSTED rating) and is decided by the Regional School Commissioner (RSC) or Secretary of State as appropriate.

The RSC will make a decision after consultation with the Head Teacher Board, on consideration of the factors and evidence relating to the academy trust which is contained within the Business Case education track record and current performance:

- Details of the change including the rationale, impact on the school, potential issues/risks, (including foreseen adaptations, additions, refurbishments or land transfers needed).
- Evidence of demand.
- Details of schools at which displaced pupils will be offered places (if applicable) including any interim arrangements; alternative provision for pupils recognised by the LA as reserved for pupils with special education needs; and in the case of special academies, the alternative provision made.
- Local context including supply of school places data. LA wider position data and the impact on the availability of places, the effect on other schools, academies, colleges and educational institutions within the LA.
- Evidence of fair and open consultation, including an overview of the responses to the consultation.
- The degree of LA support and what the academy has done in response to any consultation responses from them.
- Financial health of the academy and funding arrangements of the proposed change, any indicative costings and an indication of how these might be met, including how the change will be sustained in terms of capacity and value for money.

- Information on the consultation on the proposed change including any admissions consultation, including the number and percentage in favour of the change, and if there are any objections, how the issues raised will be (or have been) managed.
- When an academy is proposing changes to its SEN provision, the business case must demonstrate that the proposed change will not have a detrimental impact on local SEN provision.
- Details of financial and governance arrangement and if appropriate, confirmation that planning permission has been secured.
- The consent of any relevant religious authority and/or site trustees, and
- Any implications for other statutory requirements e.g. under TUPE, childcare (early years), equalities and health and safety legislation.

- Stage 4 - Decision Making Process

The RSC, advised by their Head Teacher Board (HTB) will consider the proposal and either approve or reject it.

The local authority has already engaged in preliminary discussions with the RSC, in order to ensure that decisions on individual academies are seen within the context of the county wide strategic plan for SEND provision.

The RSC may also defer the approval pending further evidence. Where proposals are particularly controversial and could attract adverse public or press attention, the RSC may choose to escalate such proposals to the Secretary of State for a decision. The department will notify the academy trust of the RSC's decision. The responsibility for amending trust documentation lies with the Trust, as does updating the academy's details on the department's record system (formerly known as EduBase).

## **Part B – Maintained Schools**

**Actions Required** – summarised from "Making 'prescribed alterations' to maintained schools – Statutory guidance for proposers and decision-makers".

Full documentation and guidance can be found at:

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

For Prescribed Alteration Changes to maintained schools, (expansion, changes to the type of need catered for by a special school and changes to age range), the Proposer for Change is the Local Authority and the Decision Maker is the Local Authority. However, because these proposals are related to others to be decided by the Regional Schools Commissioner (RSC), decisions must be deferred until the RSC has decided, or granted conditional approval only.

- Stage 1 – Fair and Open Consultation (8<sup>th</sup> January to 14<sup>th</sup> March 2018)

### Planning for Consultation

The local authority will be arranging an open public consultation event within each of the four localities specified within the strategy.

In addition, there are several actions that the Local Authority will undertake with each School and Governing Body where there is a "prescribed change" to ensure effective, fair and open consultation.

- Development of a Communications Plan

In order to ensure that consultation meets the criteria of being "fair and open" and to assist with organisation and arrangements, a Communications Plan has been developed and provided to accompany this document.

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- Effective ways to fully engage parents and pupils

Schools may have tried and tested mechanisms to engage with parents, seek their views, and evaluate responses. These could involve utilising the academy website; writing out to parents; producing a leaflet (or printing out the LCC produced leaflet) giving information on the proposed change; open public meetings; parent only evenings; utilising pupil representation on School Councils; taking time in lessons/assemblies to engage with pupils; offering individual sessions to parents. It is recommended that the widest possible engagement is undertaken in order to meet the needs of being open and fair, in addition to the public meetings co-ordinated through the LA and the letters and publications send out.

DfE are keen for ALL views to be considered, therefore academy trusts need to ensure they provide sufficient opportunity for information about the changes to be widely shared across their community.

The LA has set up a web page for the consultation on their public site. It can be accessed via this link [www.lincolnshire.gov.uk/SENDcommunities](http://www.lincolnshire.gov.uk/SENDcommunities). Schools should direct parents/carers and interested parties to formalise their feedback and comments by using the survey available through that website. By doing this all comments and feedback on the consultation will be formally recognised, collated and used as part of the report to the County Council.

- Engagement of/consultation with Governing Bodies, teaching and non-teaching staff, visiting professionals

Consultation also needs to include Governing Bodies, teaching and non-teaching staff and any visiting professionals. This will mean sharing the impact of proposed change upon school organisation, curriculum developments, staffing structures, staff development and training, school and budgeting. Ensuring that trades unions are informed and aware of the proposals is important. If there is any risk of redundancies, the local authority will seek appropriate HR advice and support and ensure that Head Teachers and governing bodies are made aware of required timescales and processes. As there is no reduction in the overall number of pupils, it is expected that the risk of redundancies will be minimal, with potential redeployment opportunities across the sector.

- Informing/consulting with Interested Parties

The LA will draw up a list of interested parties (other local schools, interest groups/charities, health and therapy providers, local political bodies including parish, district and county councils etc.) and communicate the proposal for change to them, seeking their views and comments (which must be recorded and evaluated) and informing them of public events.

It will be the school's responsibility to inform parents of pupils, staff and users of the school premises of the proposals. Schools will also need to engage effectively with pupils, either through the school council or another appropriate route so that the voice of the student is heard, gathered and fed back to the LA.

- Consultation Responses

The local authority/schools will need to log, share and respond to consultation responses locally, during the consultation period to ensure that there is opportunity for wider evaluation against the strategic plan. All responses will be shared with the governing body. Feedback should be encouraged through the centrally co-ordinated formal process where possible.

The LA has set up a web page for the consultation on their public site. It can be accessed via this link [www.lincolnshire.gov.uk/SENDcommunities](http://www.lincolnshire.gov.uk/SENDcommunities) . Schools should encourage parents/carers and interested parties to formalise their feedback and comments by using the survey available through that website. By doing this all comments and feedback on the consultation will be formally recognised, collated and used as part of the report to the County Council.

- Stage 2 – Publication

If at the end of the consultation period the decision is taken by the LA to adopt the strategy and go ahead with the prescribed changes to schools, then a statutory proposal in the form of a legal Notice will be published by the LA in the local press and on school gates. This will contain information about the proposed changes, and provide the wider context of the proposed new strategy for SEND provision across Lincolnshire. It will also link with other related Notices being published proposing changes to other special schools.

In the context of information previously shared during the consultation stage, the Notice will detail the proposed changes. It will indicate the mechanism for making comments and objections; the dates of the "representation period"; details of how the full proposal can be accessed; and the date of potential implementation.

The Notice will be published on the school and LA website, with a detailed supporting statement. It will also be published in a local newspaper and posted in a conspicuous place on school premises at all of the entrances to school.

Within one week of the date of publication on the website, the LA must send a copy of the proposal and supporting statement to:

- The Governing Body/LA.
- The parents of every registered pupil at the school, and
- Any other body or person that the proposer thinks is appropriate (list of interested parties).

Within one week of receiving a request for a copy of the proposal, the proposer must send a copy to the person requesting it.

If the implementation date exceeds a timescale of three years, the proposer is expected to show good reason for this (e.g. authority wide reorganisation – which is the case here).

- Stage 3 – Representation

This begins on the publication date of the Statutory Notice and must last four weeks. During this period any person or organisation can submit comments on the proposal to the LA to be taken account of during decision making. As with the previous consultation process, the local authority/schools will need to log, share and respond to consultation

responses locally, during the consultation period to ensure that there is opportunity for wider evaluation against the strategic plan. These will also be shared with the Governing Body.

- Stage 4 – Decision Making Process

The LA will be the decision maker, and normally decisions must be made within 2 months of the end of the representation period or they must be referred to the School Adjudicator. However, because these proposals are related to others to be decided by the Regional Schools Commissioner (RSC), decisions must be deferred until the RSC has decided, or granted conditional approval only.

In order for decisions to be made, the LA will provide a comprehensive report to the Executive Member/full Executive meeting which fully outlines the proposed strategic plan for SEND provision in Lincolnshire, and provides detail of the consultation process across all schools and academies, which summarises comments, views and objections and includes the log of responses. The report will contain a recommendation as to whether, having fully evaluated the responses, conditional approval can be granted. This will be communicated to the RSC, who will then decide and publish their decision, which is binding for academy trusts, the local authority and maintained schools.

## **6. Implementation and Transition**

In collaboration with all academy trusts and schools, parents and pupils, the LA will develop an implementation and transition plan for all changes. This plan will focus on protecting the entitlement of pupils and their families through the transition phase and will involve detailed plans for individual pupils and the agreement of parents.

It is anticipated that there will be a considerable capital investment across the special school system to enable transition and implementation. This has already been agreed in principle by the LA, and completion of the building/refurbishment programme is expected to last up to 5 years.

### **Supporting Documents**

- Summary of Strategy.
- Generic Power Point Slides.
- Copy of the Narrative.
- FAQs.
- Communications Plan.