

**From:**  
**Sent:** 18 November 2014 13:29  
**To:** Hassall, Julia E.  
**Cc:** CYPD-Special Review;  
**Subject:** RE: The Lyndale School

Response to Statutory Notice- The Lyndale School.

I have visited The Lyndale School during the consultation period; I have also visited Elleray Park School and Stanley School.

While they all offer a fantastic service The Lyndale School is unique in that all of the children that attend The Lyndale School have complex and profound medical conditions, and many will not reach their teenage years.

I believe Wirral Council have a morale obligation for the children, parents and carers of The Stanley School and this can only be achieved by Wirral Council continuing their education at this exceptional school.

Wirral Council needs to re-invest in The Lyndale School rather than manage its decline, as they have over a number of years. The DSG is ring fenced so therefore no savings can be made by closure.

If The Lyndale School were to close the proposal is that children will transfer to either Elleray Park School or Stanley School, making vulnerable children even more so by placing them in an unsafe environment, the parents from all three schools have expressed their concerns over this because the needs of the children in these schools are different and in many cases incompatible. This would see children having to be segregated for their own safety.

The independent consultants report was flawed due to the fact it was published once the consultation had closed, therefore leaving insufficient time to scrutinise its findings.

Having looked at all of the information available I am not convinced that the alternative proposals can and do meet the SEN improvement test.

In conclusion I would urge Wirral Council to reconsider its decision to close this much valued and outstanding facility for our most vulnerable children of Wirral.

Yours Sincerely.

***Conservative Councillor***

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**From:**  
**Sent:** Tue 18/11/2014 23:43  
**To:** Hassall, Julia E.  
**Cc:** CYPD-Special Review  
**Subject:** The Lyndale School

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## Response to the Statutory Notice – Lyndale School

The Lyndale School provides education, judged by OFSTED to be good with outstanding features as recently as November 2012. The Lyndale School is an incredible setting which is unique.

This is a small school which deals with the needs of a number of children with very significant challenges, and it provides them with a safe and yet stimulating environment which is suited to their particular needs. The nature of their medical conditions means that the school loses pupils to death as well as those who reach the appropriate age to transfer off the roll to secondary school. The parents of these special children understandably wish to retain the unique character of the Lyndale School.

At a time of change in schools funding Wirral has chosen a particular model of funding for the top-ups which are paid to schools with pupils who have special needs. The DSG is ring-fenced and so there are no savings to be made, merely a re-distribution of funds.

I remain unconvinced that the SEN Improvement Test is met by moving children to schools which parents do not believe meet their child's needs. The children with PMLD benefit from bright and stimulating environments while children with CLD arising from (eg autistic spectrum disorder) benefit from subdued, calming environments. A Wirral which believes in protecting the vulnerable should not be putting some of the most vulnerable children in an environment where they have to be segregated for their own safety.

I submit that The Lyndale School should remain open to provide the special care which these vulnerable children need.

**From:**  
**Sent:** 17 November 2014 10:35  
**To:** Hassall, Julia E.  
**Cc:**  
**Subject:** Statutory Notice - The Lyndale School

Dear Julia

Response to Statutory Notice – The Lyndale School.

As a member of the call in committee that considered the proposed closure of Lyndale School – I was greatly and overwhelmingly impressed by the witnesses who spoke up for the excellent work undertaken by the school.

- **It was also very clear from the contributions of witnesses - and the tone of the debate - that there is absolutely no reason to close this school on financial grounds.**
- **So one has to ask – why has closure become an imperative for the council to undertake against such cogent, considered and well founded opposition?**
- The facility - and the highly professional staff running the school - provides very valuable and potentially irreplaceable – care, support, compassion and assistance for very vulnerable children.
- This is supposed to be a major aim of local authorities to provide as an associated part of their statutory obligations – particularly in view of the wealth of national, recent adverse publicity associated with social services and vulnerable children.

## **IN SUMMARY**

The Lyndale School is a unique and incredibly special facility. It is incumbent upon the Council to do all that it can to protect, preserve and safeguard this exceptional facility.

All the children that attend The Lyndale School have complex and profound medical conditions. A significant number have life limiting conditions and will not reach their teenage years. Therefore

the Council has substantially more than merely a moral obligation to meet the wishes and needs of the children, their parents and carers in continuing their education at The Lyndale School.

Finally, as the Dedicated Schools Grant (DSG) is a ring-fenced grant – there are absolutely no ‘savings’ to be made from closing The Lyndale School.

## **CONCLUSION**

In view of the above, I see absolutely no cogent, just or financial reason to close the school at this time. It should remain open to continue to provide the unquestioned excellent service that it has undoubtedly been shown to provide over recent years.

I do hope that the above unambiguously clarifies my position on this matter.

Kind regards

**Sent:** Wednesday, 12 November 2014 14:42

Dear

My name is \_\_\_\_\_ and my \_\_\_\_\_, attends the Lyndale School. I am contacting yourself to express my feelings on how we have been treated throughout the consultation to close Lyndale but also of my very deep concerns.

I attended most of the consultation meetings and raised several concerns to the officers present and did not receive a satisfactory answer to any, in fact most of my concerns and questions were either dismissed completely by \_\_\_\_\_ or met with the response "well we will have to look into that". Particular concerns were with regards to safety, were our children going to be segregated from children with behavioural problems, would the Lyndale children be in locked classrooms for their own safety for the whole of the school day? If our children were to be integrated or moved through the school how would this be achieved? What staffing ratio would there be to ensure safe passage through the school. At the beginning and end of the school day how would the safety of the children be met when transferring to and from transport?

Another concern I have is over space. Currently at Lyndale the children are able to access all areas and all the classes can integrate without any fear for the children's safety. They also have an abundance of outside space and a beautiful sensory garden too. I fear that this cannot be replicated at either Elleray Park or Stanley School. The outside space at The Stanley School is of particular concern as there is only a wire fence between Stanley and Pensby Juniors. Break times for our children in those areas would be exceedingly noisy, which in the case of

14/11/2014

could trigger seizures. This would then mean that being outside would not be suitable and constitute another "loss" for [redacted]. From the very beginning of the consultation we were told by Julia Hassall that Lyndale could not close if the other provisions did not meet the SEN Improvement Test which she said would mean that they would have to be equal to or better than what they currently receive at Lyndale. Surely the other provisions can't be deemed to have passed that requirement based on an Ofsted report, of which Elleray Park's was 4 years old but also bearing in mind that Stanley has never had any PMLD children there and Elleray Park has very limited experience with PMLD children with a funding band of 4 and 5. [redacted] also enjoys many trips out into the community, they visit shops to purchase items for particular topics they are discussing in class, they visit garden centres and libraries too and these are possible due to Lyndale being a small school and having a healthy teacher/pupil ratio. I fear that due to cuts that ratio will be affected in another provision especially as those provisions are already struggling with their own present budgets meaning that these frequent excursions will cease and [redacted] again will lose something that he gets an enormous amount of pleasure from.

Another concern I am facing now is the transfer of [redacted] Education Statement to an EHCP. Firstly I felt I was being "bulldozed" into it but was assured by [redacted] that it would go at my pace and if I needed 10 meetings then I could have 10 meetings. It now seems I've been allocated just 3 meetings, my 3rd meeting was last week and still not all the reports needed for the plan had been gathered for me to review so I have had to request another meeting but I'm not sure yet whether this will be granted. There also seems to be an unwillingness to put provisions for [redacted] into EHCP, things like 1-1 support, 2-1 support for hand over hand activities as [redacted] is tactile defensive and time out of [redacted] wheelchair. I was told that only things specified in his existing statement could be put into [redacted] plan yet [redacted] original statement is 6 years old and not completely relevant anymore. These plans, so we were informed, are supposed to be more specific than the statements yet how can they be if they won't add anything that is not already in the statement? Yet more confusion for the Lyndale parents! Lastly the plans have to be "SMART" which means Specific, Measureable, Achievable, Realistic and Timebound, unfortunately, so far, none of my copies of [redacted] EHCP are achieving this requirement.

I am imploring you, as a constituent, to please look into this further on my behalf.

Regards

Sent from Windows Mail

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**Sent:** Wednesday, 12 November 2014 14:42

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I am imploring you, as a constituent, to please look into this further on my behalf.

Regards

Sent from Windows Mail



Dear Councillors,

Further to my previous email I feel there are more points that need to be made.

After discussing with some of the other Lyndale parents we would be grateful if you could perhaps look into some issues we have surrounding both the consultation, the EHCP process and also hopefully to help us get real concrete answers to some of our concerns.

In March 2014 parents of Lyndale made a document of our concerns surrounding the closure of the school and also a long list of questions and queries of how our children's needs would be met if indeed Lyndale should close. This document was handed in person to Julia Hassall, to date we have still not received a satisfactory response to our questions.

These are not minor issues we need clarification on but serious issues surrounding not only the education of our children moving forward but also how their complex medical needs are going to be catered for, as well as how our children are going to be kept safe.

I am sure you can appreciate we are all extremely anxious for our children's wellbeing and we don't feel that any effort at all has been made to allay our fears and concerns, indeed we feel totally let down and ignored.

The first document at the end of this email is the document mentioned above.

In September 2014 a letter was sent home from school from the Head-Teacher and [redacted], this letter says that the Education, health care plan process is underway, we were never told of this.

According to Children's and Families Act and the new SEND Code of Practice we should have been informed the process was starting 2 weeks prior to it commencing. This never happened, in fact, the letter states that a meeting we had in June 2014 with [redacted] and her team (which we were specifically told was information gathering for the Lyndale consultation) was going to be used as part of the EHCP process.

This letter also stated that the next step in the process (we weren't aware we were already in the process) was to have a second meeting to agree the plan.

We discovered at a parent/carer meeting that the LA have a statutory obligation to inform parents going through the EHCP process that they are legally entitled to an Independent Supporter, we were never informed on this by the LA. We found this information out by ourselves. A letter was later sent home to parents on 26<sup>th</sup> September from the school governors explaining our rights to such independent support.

As parents we feel that we have been bulldozed into this process when we were already feeling high levels of stress and anxiety due to the Lyndale consultation and proposed closure. The EHCP process has only and still is adding to our anxieties.

The culture surrounding the new reforms is trying to achieve the child with their identified needs being at the centre of the process with parents being equal partners in the process.

The Children and Families Act 2014 did not come into law until the 1st September 2014, how then were we in the process of an EHCP back in June 2014 without our knowledge or consent?

The government's statutory guidance on transfer from a Statement to an EHCP published in August 2014 states:

6.4 In line with the notice period for an annual review under the Children and Families Act 2014, to initiate a 'transfer review' (an EHC needs assessment), the local authority **must** notify the child's parent or the young person and the head teacher of the school attended by the child or young person at least two weeks before it starts when the

'transfer review' will commence. The notification should also set out the parent's/young person's rights of appeal.  
We have not had these notifications.

As part of the EHCP process reports are used to populate the plan, these reports should not have been written more than 6 months prior to the plan being written. Parents have a legal right according to the Code of Practice to view any reports that are to be used prior to their use in the EHCP. With the exception of the Speech and Language reports I have not had sight of any other reports that have been used.

My child's specialists have not been asked to provide new reports, all the specialist reports I have are more than 12 months old. I have asked as have other parents for copies of the reports that have been used to formulate the plan, we are still waiting.

The legal timeframe for a transfer to an EHCP is 14 weeks, if you count the meeting with back in June we are seriously over the time limit.

The first couple of meetings for the EHCP with [REDACTED] seemed to go well and the plans were starting to look good, we were happy that they offered a much better overview of our children's needs, they were more detailed than the statements had been. This last 2 weeks have seen a huge change in what the LA are and aren't going to allow in the plans.

Some of the plans have had large amounts of provision removed that had previously been added, for example the need for 2-1 to transfer a child from a wheelchair had been removed and also the amount of times per day our children needed to have their pads changed.

We have been told that the LA cannot put anything in the EHCP that is not currently in the statement, please bear in mind that most of the statements are several years old and are likely not fit for purpose.

During all of the EHCP meetings we have found that funding is being discussed, although we are very aware of the costs that come with a child with PMLD it is very uncomfortable as a parent to have this discussed, especially when you are told that there are no longer enough resources to continue to provide certain services.

We have asked for clarification around the banding being used to categorise the children and we have not had a response other than there is no means to appeal the banding the LA has given our child.

According to the Children's and Families Act 2014 local authorities must be open and transparent, anything but is happening.

One of the mum's has been keeping a document logging week by week what she has experienced and I have her permission to attach this document to my email.

Also, we feel as a Labour controlled Council, that you would have a priority to look after the most vulnerable in our society and we are asking you, no we are imploring you to follow through on that promise.

Yours sincerely

Sent from Windows Mail

17/11/2014

## **Consultation RE: The Closure of The Lyndale School - March 2014**

The following document is a list of the points that have been raised thus far by the parents of the children currently attending the Lyndale School.

The document contains a number of concerns and a list of questions that we would like to have answers to. A number of these questions have been asked in the past and we have received what have purported to be answers to them. We have considered the answers, and feel that they do not in any way address the points that have been raised. We have therefore prepared this document to clarify the questions that we would like answered as well as giving more detail for the avoidance of any doubt. As you are aware, we as parents, need to ensure that our children have the same standard of care and education as they have currently. We need to make sure that they have the same level of access to both inside and outside space, that they are safe at all times. We need to ensure that they enjoy the same freedoms and inclusion that they currently have. We do not believe that this is possible in any environment other than their current school. These questions have been put together due to those concerns.

### **1.1. The Consultation Process**

- - As you are aware, we have grave concerns

regarding the consultation process as a whole. There are a number of questions in relation to the process as follows

a. a) When will we be provided with a named council officer to assist us with procedural as well as other queries. We were promised council staff time and resources at the first Cabinet meeting and are still waiting for that help.

b. b) Funding-

For band 4 and 5 top up, please clarify the following:-

- i. i) How many teachers per child have been allocated?
- ii. ii) How many TA's per child have been allocated?
- iii. iii) Does nursing care come with this budget?
- iv. iv) Does Physio care come within this budget?
- v. v) Does Equipment come within this budget?
- vi. vi) How will the schools fund the additional equipment and capital expenditure which will be required for preparation of the school for our children eg changes within the school layout, decoration, provision of suitable outside space including sensory areas?

a. c) Cross Funding - The funding cuts brought in by place lead funding represent a loss of £7000 per child. How exactly do they propose the saving to be met per child?

b. d) If the children move schools, they will still be underfunded. Please confirm that the deficit will be met by cross funding from other pupils? This has been suggested on a number of occasions.

a. e) SEN Improvement Test –

i. i) Please confirm the exact procedure and process and confirm that this will look at not only Education, but also Safety, our childrens general well Being including Physiotherapy, Nursing, Sensory experience, Feeding, Space, and Toileting.

ii. ii) We have been told that the test must be passed but have yet to be told who makes that decision as to whether the test is passed? It is clearly a very specialist area and the local authority will need the input of suitably experienced personnel. We wish to know who that will be and their level of qualification and expertise.

- iii.   iii)   We have been told that a needs assessment will be carried out on our children, as above, who will this be done by?
- iv.    iv)   Will there will be agreement between the local authority and ourselves as to the suitability of the person engaged to carry out the report?
- v.     v)    Please confirm that we will be asked to give permission for that person to access not only our children but their medical records?
- vi.    vi)   We also feel that it will be necessary for the parents and or carers of each child to be interviewed as the children are unable to communicate and the parents/ carers are best placed to advise on their own childs needs, please confirm that this will be done.
- vii.   vii)  We have been informed by Julia Hassall that each Medic involved with each child will be consulted, please confirm by whom and how this will take place.
- a. f)  If when the SEN Report is done, it states that the SEN improvement test has not been met, what are the contingency plans? Does this mean Lyndale will stay open? Clearly any further period of uncertainty will be detrimental to the children and the parents/ carers as well as the staff and the school as a

whole. We anticipate that the local authority will have contingency funds available to ensure that the school can remain open in the long term should the SEN improvement test not be met.

b. g) Please confirm what will actually happen during the consultation? We are not knowledgeable nor experienced in local authority practice or procedure and need to have a clear picture of both including the timescale and dates of any proposed meetings and decisions.

a. h) Please confirm we will be sent copies of any paperwork in relation to the consultation forwarding to us via paper copy or mail.

b. i) We want assurance that all Councillors are looking at this from a Non Political and Non Personal view. We note from the Call In that all Councillors Labour voted - FOR and Conservative - AGAINST. We are firmly of the view that this is a political decision and want to be assured that it will be a decision based entirely on the needs of the children. I have to say that we were also quite alarmed that one of the Councillors at the call in mentioned that he personally knew the local authority witnesses and assured us that they were

nice people ! We do not feel that that was at all appropriate to say and do not feel that that councillor was impartial and in fact he should not have been involved in that or any decision involving our school.

c. j) Has there been an equality impact assessment done for:-

i. i) SEN funding changes

ii. ii) Lyndale Closure

iii. iii) Schools Budget 2014/15

If there has, can we have a copy of the paperwork.

## **1.2. The Options to be Considered**

a. a) How will the other options mentioned in the initial document provided by the Local Authority be assessed?

b. b) Will the local authority look at the possibility of us becoming an academy as they would not then be involved in the running of the school?

c. c) Will the 2-19 or in fact 2-23 be revisited. The last time this was looked at the reasoning behind the decision not to go ahead was flawed. The current trend in other boroughs is to make schools 2-19 and



in fact in Cheshire its 2-23. Will the local authority look in detail at this proposal?

- d. d) At the call in it was mentioned a number of times that the consultation would look at options that had not yet been thought of, how will this be done? Will the local authority bring in expert help in looking at these options?

**1.3. The Closure of The Lyndale School and moving the children to Stanley and Elleray Park schools**

If The Lyndale School should close:-

- a. a) How will the children be allocated to each school?
- b. b) Will allocation be on geography?
- c. c) Will allocation be on ability?
- d. d) Will allocation be on age?
- e. e) If the decision is based on choice, what if there is not an equal division? What if all parents want their children to go to the same school?

- f. f) What if parents decide that neither school is suitable? Will the LA fund out of borough schooling?
- g. g) Will each of the parents be able visit the respective schools once the new provisions are in place in order to assess them?
- h. h) At the time our children were allocated to The Lyndale School, neither Elleray nor Stanley School was considered suitable. What has changed?
- i. i) Are each of these schools going to cater for children aged 2-11 in just 2 groups or is the plan to integrate our children with the existing children in both Stanley and Elleray? It would clearly be very difficult to cater for such a large age range with, for example, only two small classes of children, it would mean that a child would potentially be in the same class and therefore the same class room for up to nine years.
- j. j) We have requested the incident reports from Meadowside, Elleray, Stanley and Foxfield Schools. These are necessary to look at any potential safety issues with our children both now and if they go through transition to secondary school. We have received inadequate information. Please confirm that these records will be obtained and provided to

us. We do not want any details that would identify any of the children involved so there should be no data protection issues.

#### **1.4. STANLEY SCHOOL SPECIFIC QUESTIONS**

Stanley School currently has 97-100 pupils and we are told that there will be 110 there within a very short space of time. It also has a waiting list. The school capacity is listed as 90\_ (Information taken from letter from Julia Hassall dated 7 March 2014 – answer to question 8, table 2).

- a. a) Where are the spaces for our children?
- b. b) We have been told the capacity will be increased to 110. How will this be achieved?
- c. c) What if Stanley is already at 110 pupils when the consultation is in progress?
- d. d) If spaces are created somehow for our children, what happens to the children on the waiting list for Stanley school?
  
- a. e) Everyone knows the number of ASD and behavioral children is increasing, how will you cope with this if Stanley school is full and / or over capacity,

where will the additional capacity be for any future increase in either ASD/ behavioural or PMLD children.

- b. f) On our Governors visit to Stanley School they had one spare classroom, however, they were told that once this school is at capacity this would be full. Where exactly are our children's classrooms going to be and how many classes will they have? For example, for 10 children, we would need at least 2 classrooms, there are no spare classrooms in this school. We were told categorically that there was no plans to expend Stanley school however at the call in meeting Julia Hassle mentioned something about an extension, please clarify.
- c. g) During our meeting with the Headmaster of Stanley and Julia Hassall, the Head informed us that he would have to stop their intake of children now, to accommodate our children in July 2015. Julia Hassall said at the call in that this is not the case, please clarify how this space is going to be freed up at this school?
- d. h) Stanley school is low arousal. The Headmaster acknowledged that this environment would not be suitable for our children, as our children need constant stimulation. How is Stanley school going to create a stimulating, vibrant, colorful environment in and out of the classroom without impacting on

existing children?

- e. i) How do they propose to get our children into school in the morning safely? Stanley has one door and one arrival point at present. This will be busy and noisy and a lengthy process. How can our children be offloaded quickly, quietly and safely whilst not coming into contact with the children who could potentially stress or injure them.
- f. j) How do they propose to get our children safely through the school during the day, will the school ensure enough staff to have one pushing the wheelchair and one walking with the child to ensure that they are safe?
- g. k) Stanley does not have communal lunch or assemblies. Our children do, on a regular basis, which they enjoy and which is an essential part of their development as it allows them a sensory and stimulating experience whilst allowing them to mix with the other children. How will this be replicated in Stanley?
- h. l) Outside space at Stanley is currently one open space sectioned off by green mesh fencing, there is no quiet area, no sensory area, nowhere suitable for wheelchair bikes. It is going to be an extremely noisy, unsafe and stressful environment. Our children

currently spend a lot of time outdoors, especially during the warmer months, outside, enjoying the environment. How is this going to be replicated?

- i. m) Stanley does not have or as far as we are aware have never had any severely physically disabled and highly vulnerable children like ours. Are they proposing that our staff move with our children or that they take on new staff ?
- j. n) We as parents believe that Stanley was built with our children in mind and that the local authority were always minded to close our school. If that was not the case why was Stanley built with specific classrooms containing expensive and extensive hoisting equipment in one of their class rooms and in other communal rooms. They did not and still do not have any children needing them? (if any children did need them, they could be catered for via a portable hoist ).
- k. o) If it is a case of the local authority complying with equality regulations then please confirm why the Lyndale school has not been provided with such equipment and in fact has outdated and insufficient hoisting for their children .
- l. p) Nurses - Please confirm how many full time nursing staff will be at each school for the children? Stanley currently have no full time nursing care. This

is clearly insufficient, if our children were to join the school due to their high medical needs. They currently have two nurses.

- m. q) Please confirm that the children will have a warm and cosy nursing room with a suitable nursing bed if they need nursing care and are unwell during the day. The current room does not have a suitable bed and is cold and unwelcoming.

#### **1.5. ELLERAY SCHOOL SPECIFIC QUESTIONS**

Elleray currently has 92 pupils, their capacity (as per the same document referred to above) is 75.

- a. a) Why aren't suitable children currently attending Stanley and Elleray being referred to The Lyndale School? We are aware of suitable children who have been told that they must go to Elleray.
- b. b) Elleray is currently oversubscribed by 17 children. We have been told that the extension is for the current population of children. Can you confirm that this is the case? If this is the case, where will the space be for our children?
- c. c) During a meeting with the head teacher and Julia

Hassle we were told that if our children go to Elleray that the planned Library would not go ahead and would in fact be changed to provide new classrooms for our children. Surely this would be detrimental to the existing children? Are the Elleray parents aware of this fact?

d. d) Elleray currently has no suitable outdoor space, no quiet area, and no outdoor sensory area. The outside area is very cramped and will be taken up further by the proposed extension. Where could this required outside space be created without taking space from the current children? How would the school ensure that this would be a quiet and safe area?

a. e) How do they propose to get our children into school in the morning safely? Elleray has one door and one arrival point at present. This would be busy, noisy and time consuming with all children arriving on buses at the same time. Currently, the childrens Escorts are not allowed into the School to do the handover of the children to the classroom? How can they ensure a speedy, safe handover? Our Escorts play an extremely important part of our child's transport and they convey a lot of important information to the staff. How can they ensure this



would continue? How would the school ensure a safe journey into and through the school at the beginning and end of the day and in fact throughout the day?

- b. f) Whilst our parent governors were there a child was seen running unrestrained up the corridor being chased by a member of staff, this would obviously be a potential danger to one of our children. How would the school ensure that our children were protected and safe at all times and still had access to the school as a whole?
- c. g) Ellera does not have an open door policy to parents, this is vital. Please confirm that this will be changed as this is vital for parent's confidence.
- d. h) Hydrotherapy - The pool is very small, this will be unsuitable for our children. There is no hoist from the changing area straight into the pool. The current method of transfer would not be suitable for our children who all have temperature regulation issues. The transfer takes far too long. Also, confirm how many hydrotherapy sessions our children will get per week? They currently get 2 per week. We were told that the children have class swims, how can the school manage this when each of our children need two staff in the water with them and some of our children have to stay in class due

to medical issues, how will the school cater for the number of staff needed?

- e. i) Nurses - Please confirm how many full time nursing staff will be at each school for the children? Stanley currently have no nursing care and Elleray currently have 1. This is clearly insufficient, if our children were to join the school due to their high medical needs. They currently have two nurses.
- f. j) Elleray Park currently have a communal lunch and assembly, this is a very noisy and potentially stressful and dangerous experience for our children. How will our children be integrated safely into this or will they have to be confined to their classroom?
- g. k) How will the school ensure that they have sufficient staff to look after our children?
- h. l) Will the staff be taken from The Lyndale School?
- i. m) How many teachers and TA's will be allocated per each child?
- j. n) How will the school ensure that they have enough staff for eg toileting – when needed, dependent on the child's needs, each child can require changing between 3 and 8 times a day, 2 staff are required for each change and the

appropriate number of staff are required to remain in the classroom with the remaining children. The Head Teacher at Elleray seemed to be under the impression that the children had staff from continuing care to look after these needs, the majority do not.

- k. o) How will the school ensure that there are staff available and trained to feed each child and administer water and vent gastrostomy tubes?
- l. p) How will the school fund the additional equipment needed for our children ie hoisting?
- m. q) Will the school ensure that they have a nurses room where a child can go if they are needing nursing assistance and "time out" due to feeling unwell during the day? Lyndale currently have this provision and Elleray do not.

We appreciate that these questions are numerous and detailed but this information should be readily available as part of the consultation and therefore expect a detailed answer to the same.

## TRANSFER FROM STATEMENT TO EHCP

18 June 2014 Meeting at Lyndale at 1.30pm with and

I was never informed this meeting was a Multi-Agency Meeting, it was a meeting to gather all of needs and get them down on paper to help collate her EHCP. Also, if it was a Multi-Agency Meeting why weren't all professionals involved with invited eg SALT, Vision. had asked me at a meeting I had with him on Monday 3 November 2014, when was the Multi Agency Meeting as he was not invited.

15 September 2014 Letter sent home from Lyndale School signed by and

FROM NOW UNTIL MY FIRST MEETING ON 10 OCTOBER 2014 I MADE NUMEROUS TELEPHONE CALLS TO ASKING VARIOUS QUESTIONS ABOUT THE EHCP PROCESS. IN ALL OF THESE TELEPHONE CONVERSATIONS SHE ADVISED I COULD HAVE AS MANY MEETINGS AS WAS NECESSARY TO GET EHCP RIGHT.

26 September 2014 Letter sent home from Lyndale School from the Parent Governors advising parents of their rights and about PSS.

30 September 2014 Letter sent home from Lyndale School signed by and advising the date of Transfer Review Meeting - Friday 10 October 2014 at 9.30am.

3 October 2014 Letter sent home from enclosing "the first draft of EHCP". This letter also refers to "the multi-agency meeting with in June".

6 October 2014 First meeting at home with and from PSS going through first copy of her EHCP making any necessary amendments.

10 October 2014 First EHCP Meeting at school with , myself, PSS, - Social Worker.

In this meeting apologised for called the first copy of EHCP "a draft", this was a mistake and it is just a copy not a draft.

17 October 2014 Meeting at home with PSS to go through EHCP and work on some Aspirations.

20/21 October 2014 2nd copy of her EHCP sent home from school in School Bag.

22 October 2014 Second EHCP meeting at school with PSS, - Social Worker, - SALT, - Vision.

Got very frustrated and upset in this meeting due to lack of support from Vision Support. I asked how often would be seen, to which she

replied once a week, so I told [redacted] to put this in [redacted] EHCP, to which [redacted] replied, you cannot put that in the EHCP incase Vision do not have the resources. At this point I refused to discuss Vision any further during this meeting.

During this meeting, which was 1 hour, [redacted] was constantly clock watching and we did not have enough time to go through everything that needed to be gone through. I still had things on [redacted] Statement I had highlighted, that I wanted to discuss about putting them into [redacted] EHCP, but the meeting was finished after 1 hour.

A 3rd meeting was arranged, however, before I confirmed a date for this I asked [redacted] when I would be receiving the updated EHCP, as she was not being fair, giving me 24 hours to read through it and make any amendments. [redacted] confirmed I would receive the updated EHCP on Tuesday 4 November and she would send it home in [redacted] School Bag. I then arranged my next meeting, which would be on Tuesday 11 November at 11.30am. Originally this was booked in for 1 hour, but [redacted] PSS emailed [redacted] saying 1 hour was not long enough, therefore the meeting was booked in for 2 hours.

24 October 2014	I emailed [redacted] asking her to leave The Lyndale School named on [redacted] EHCP and also can there be no further mention of resources and the fact there may not be the resources available in any future meetings.
24 October 2014	[redacted] emailed me confirming she will add The Lyndale School back in to [redacted] EHCP.
24 October 2014	I emailed [redacted] Head of Sensory about my concerns over the support [redacted] is receiving from Vision Support in [redacted] EHCP.
31 October 2014	[redacted] emailed me his response.
3 November 2014	Meeting at home with [redacted] Head of Sensory. In this meeting he confirmed I will receive an updated Report from Vision detailing the new figures for the amount of support and I also said I need a personalised programme for [redacted] for [redacted] EHCP.
4 November 2014	Went to School to collect [redacted] updated 3rd copy of the EHCP from [redacted]
6 November 2014	Meeting at home with [redacted] PSS to go through [redacted] 3rd copy of her EHCP.
11 November 2014	Third EHCP meeting at School with [redacted], myself, [redacted] PSS, [redacted] - Social Worker,  At the start of the meeting [redacted] handed me another copy of [redacted] EHCP as further updates had been added. Certain things were underlined in this copy,

things like 1 to1 support for all aspects of the school day, 1 to1 for drinks, time out of wheelchair, mid morning, lunchtime and midafternoon no less than 20 minutes at a time. Most of which has had to be taken out, some of which has been reworded. I didn't make specific notes, so will see what it shows in next updated copy of EHCP which I've been told I will receive no later than Friday 21 November 2014. The reason given for taking these things out, was, there were no reports detailing this and it was not on original Statement. At this meeting I also asked for copies of the reports she had used to collate EHCP, she said these were all school documents.

After my meeting I went to see School Nurse and asked her for a copy of Care Plan, this needs updating, which has now been done and I am awaiting an updated copy to sign off. I also asked for copies of the report herself and had used for the EHCP, she didn't have any only the Care Plan. She said had been using hospital notes from Arrowe Park.

I am a little concerned over what I am being allowed to put into the EHCP, as needs are not being documented in detail. 1 to 1 support is extremely important and I am not allowed to put it in, Nothing is being quantified and it has to be.

- |                  |   |
|------------------|---|
| 12 November 2014 | Emailed asking her to update the Speech and Language part of the EHCP to ensure all the should and will to show as MUST. Attached to email photographs of amendments needed.  |
| 12 November 2014 | Email response from confirming I was referring to the Provision section of the EHCP and not the reports, so to consider it done.  |
| 12 November 2014 | Further email to attaching photographs of the Speech and Language Report and the Speech and Language part of the EHCP, advising her where I have circled on red, the wording is different and incorrect, so can this updated to show the correct wording. |

**From:**  
**Sent:** Tue 18/11/2014 14:39  
**To:** Hassall, Julia E.  
**Cc:** CYPD-Special Review;  
**Subject:** The Lyndale School

## Response to Statutory Notice – The Lyndale School

The Lyndale School is a unique and incredibly special facility. It is incumbent that the Council does all that it can to protect, preserve and safeguard this exceptional setting.

All the children that attend The Lyndale School have complex and profound medical conditions. A significant number have life limiting conditions and will not reach their teenage years. Therefore the Council has a moral obligation to meet the wishes and needs of the children, their parents and carers in continuing their education at The Lyndale School.

The Dedicated Schools Grant (DSG) is a ring-fenced grant – there are no ‘savings’ to be made from closing The Lyndale School, rather the money will be redistributed around the Schools system.

The School has been in a state of ‘managed decline’ for over eight years with uncertainty over its future and rumours of its imminent closure circulating for years. This has resulted in a fall in role numbers. Council Officers should have and could have worked to promote the school as a choice for parents whose children have complex learning difficulties (CLD). This was evidenced during the ‘Call-in’ meeting held on 27<sup>th</sup> February 2014 when two parents informed the Committee that when deciding where to send their children to school, neither had been given the option of The Lyndale School. Both subsequently fought for this option as they believed their children’s needs could not be met in another setting. (One of the children had previously attended another special school in Wirral and their needs could not be met).

Within the consultation document it is clear that should The Lyndale School close, the expectation is that children will transfer to either Elleray Park School or Stanley School. Parents from all three schools have expressed concern over this because the needs of all the children at these schools are so very different and in many cases, incompatible. For example children on the autistic spectrum benefit from subdued, calming environments while children with CLD and profound and multiple learning difficulties (PMLD) benefit from bright, stimulating environments. Children attending these schools are some of the most vulnerable in Wirral and it would be an absolute dereliction of duty to place them in an unsafe environment or to create a situation whereby they have to be segregated for either their own safety or the safety of others.

Moving to the ‘independent’ consultant’s report which evaluated the options for The Lyndale School it must be noted that this individual was appointed by the Local Authority, with no consultation with the Governors or Parents of The Lyndale School. The report was not commissioned prior the consultation and

was published once the consultation had closed, therefore there was insufficient time to scrutinise its findings.

Given the Council's duty to ensure the SEN Improvement Test is met all Education and Health Care Plans for children who attend The Lyndale School should have been completed prior to any decision being made. In fact, I am still to be convinced that the Council can demonstrate that the alternative proposals can meet the SEN Improvement Test. This, I believe, is not only a travesty to some of the Borough's most vulnerable children but also exposes the Council to a level of risk which is unacceptable.

In closing I wish to remind Council Officers about the last school they 'recommended' for closure. Council Officers recommended the closure of Kingsway Primary School in January 2011. It was termed a 'small' school like The Lyndale School. At its meeting on 3<sup>rd</sup> February 2011 a proposal was put forward by myself as the then Leader of the Council to keep the school open and it has stayed open. The school's most recent OFSTED inspection was outstanding. It would appear Officers were incorrect in recommending closure in the case of Kingsway then and I submit they are incorrect in proposing the closure of The Lyndale School now.

**Conservative Councillor**



From

I object to the closure of The Lyndale School.

The Cabinet adopted funding arrangements which could be re-visited if there was a willingness to address the financial constraints imposed on the school. The report to Cabinet (Agenda Item 13 of 16<sup>th</sup> January 2014) included a number of comments that foresaw and helped create the financial straitjacket for the Lyndale School.

Section 2.5 made it clear that there was a need for any banded approach to..  
*'recognise the resource intensive nature of making provision for those with the most profound and multiple difficulties'*

The Cabinet report promised that the changes.  
*'will be kept under review with regular reports to the Schools Forum'*

Section 2.5 also raised the prospect that there would be.  
*..'a contingency fund which would be used to support specialist provision experiencing financial difficulties whilst future options are considered'*

Section 2.7 described the Wirral banding model as seen by respondents to the consultation as... *'a reasonable starting point for development'*

The aforementioned paragraphs suggested that there was a recognition that the authority was creating a system which needed reviewing and developing.

It was clearly reported that..  
*'One respondent argued for a school specific top up significantly higher than the banding proposed because without it the school will not be financially viable next year.'* (2.7)

Instead of heeding the concerns raised the Cabinet adopted a funding arrangement which did not fully reflect the costs of providing the specialist provision valued by the parents of children at The Lyndale School..

During the consultation process covering the options for the future of The Lyndale School the parents made it clear that the school was meeting the needs of their children..

They did not wish to see the teamwork, the expertise of teaching staff and of the support staff at The Lyndale School fragmented and broken up. They made this point throughout.

There was an opportunity to 'replicate' the provision at The Lyndale, to plan and develop a modern unit that would have achieved this, but it was broached in a half hearted manner. The local authority seems determined to break up The Lyndale's centre of expertise by sending the children to other schools.

The children will need the same high quality support in any new setting. The parents have remained unconvinced that this will be the case. They have put the needs of their children first and the authority should do likewise.

18<sup>th</sup> Nov 2014

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**From:**

**Sent:** 18 November 2014 21:39

**To:** Hassall, Julia E.

**Subject:** Enquiry re Lyndale Feedback form

I have been re-reading the Lyndale Consultation booklet.

On Page 20 it was reported that...

Please note: To make sure the Consultation is fully open and transparent, all the responses to this consultation will be made available for inspection.

On Page 21 this was re-stated..

Please note: In order to ensure that this process is fully open and transparent, other people will be able to read all the responses to this consultation.

Could you advise what arrangements were made for the responses to be inspected?  
Thank you for your assistance.

**From:**  
**Sent:** Fri 14/11/2014 13:02  
**To:** Hassall, Julia E.  
**Cc:** CYPD-Special Review;  
**Subject:** RE: The Lyndale School

## Response to Statutory Notice – The Lyndale School

The Lyndale School is a unique and incredibly special facility. It is incumbent that the Council does all that it can to protect, preserve and safeguard this exceptional setting.

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Within the consultation document it is clear that should The Lyndale School close, the expectation is that children will transfer to either Elleray Park School or Stanley School. Parents from all three schools have expressed concern over this because the needs of all the children at these schools are so very different and in many cases, incompatible. For example children on the autistic spectrum benefit from subdued, calming environments while children with CLD and profound and multiple learning difficulties (PMLD) benefit from bright, stimulating environments. Children attending these schools are some of the most vulnerable in Wirral and it would be an absolute dereliction of duty to place them in an unsafe environment or to create a situation whereby they have to be segregated for either their own safety or the safety of others.

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Given the Council's duty to ensure the SEN Improvement Test is met all Education and Health Care Plans for children who attend The Lyndale School should have been completed prior to any decision being made. In fact, I am still to be convinced that the Council can demonstrate that the alternative proposals can meet the SEN Improvement Test. This, I believe, is not only a travesty to some of the Borough's most vulnerable children but also exposes the Council to a level of risk which is unacceptable.

In closing I wish to remind Council Officers about the last school they 'recommended' for closure. Council Officers recommended the closure of Kingsway Primary School in January 2011. It was termed a 'small' school like The Lyndale School. At its meeting on 3<sup>rd</sup> February 2011 a proposal was put forward by myself as the then Leader of the Council to keep the school open and it has stayed open. The school's most recent OFSTED inspection was outstanding. It would appear Officers were incorrect in recommending closure in the case of Kingsway then and I submit they are incorrect in proposing the closure of The Lyndale School now.

**Ward Councillor for**

## The Lyndale School – Response to Statutory Notice

I wish to register my total opposition to the proposed closure of The Lyndale School.

It is completely nonsensical to close this school given the fact that this facility provides such excellent care and comfort to some of the Borough's most vulnerable children. When you consider that there are no savings to be made from shutting the school and given the level opposition to this proposal not only from parents but the wider Wirral community it beggars belief that this statutory notice has been issued at all.

The school has an excellent reputation; it cares for children who have complex and profound medical needs and many parents have spoken about the level of reassurance and comfort they receive from the whole school community at The Lyndale School. It should also be noted that some of the children who attend The Lyndale School have life-limiting conditions and I find it particularly cruel and perverse that the Council is not doing all in its power to protect, preserve and safeguard this unique school.

It should also be noted that the Council has a statutory duty to ensure that the SEN Improvement Test for The Lyndale children has been met. Neither I, nor the parents, believe that the Council can demonstrate the SEN Improvement Test has been met. If correct this exposes the Council to an unacceptable level of risk and is a complete disservice to the children from The Lyndale School and their parents.

Therefore for the reasons outline above I would urge that the process to close this school is reversed and the school should remain open.

Yours sincerely

Councillor for

Julia Hassall,  
Director of Children's Services

Dear Julia,

Following our meeting I am writing to ask you to clarify the suggestion that I should seek legal advice about whether TUPE applies in the event that The Lyndale School closes.

I have to say that the Governors had considered that part of the Cabinet's resolution of 4<sup>th</sup> September charged you, "in acknowledgement of the close relationships that exist between staff and pupils..." to investigate "if staff could be employed, where possible, at receiving schools, subject to legal practice and the approval of governing bodies" and that such an investigation of legal practice would include specialist advice on TUPE. We know that in general circumstances TUPE does not apply to school closures but we also believe that the Transfer of Undertakings (Protection of Employment) Regulations 2006 lay down complex rules dealing with enhanced unfair dismissal rights under certain conditions and have been interpreted by the courts to apply in circumstances which were not initially thought by parties to involve its application. The Governors believe that in order to investigate the "legal practice" you will need to seek independent specialist legal advice and we would seek your assurance either that you will do so; in which case we would ask you to agree with the Governors a description of the precise circumstances that will be the subject of this legal opinion; or, on the other hand if you wish, you allow the Governors to seek specialist legal advice and share with you the terms of our instruction to solicitors and the advice we receive.

In the event that specialist legal advice supports the view that the Regulations do not apply we would seek your assurance that, in terms of the "approval of governing bodies", you ask the governing bodies involved to apply the principles of TUPE where individual staff can be identified as having specific relationships with certain transferring children.

Yours sincerely,

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**From:**  
**Sent:** Wed 19/11/2014 20:43  
**To:** CYPD-Special Review  
**Cc:**  
**Subject:** The Lyndale School

Dear Julia,

We are objecting to the proposed closure of The Lyndale School on the following grounds

1. The failure of the LA properly to apply the SEN improvement test as set out in paragraphs 39 and 40 of School Organisation: Maintained Schools Annex B. Guidance for decision makers January 2014 DfE 2014
2. The consultation process carried out by the LA lacked any clear plan or focus. Information promised to parents was not given in a timely fashion or not given at all.
3. The LA failed to analyse the needs of the particular group of children in The Lyndale School.
4. The LA failed to give a clear indication of the alternative provision available to the children if The Lyndale School closed.
5. The attached Guidance for Schools from Croydon LBC illustrates the details need in any system. The LA continues to fail to provide this in Wirral.

With best wishes

#### Attachments

1. SEN improvement test – comment
2. Parent questionnaire page 1
3. ditto page 2
4. Parent views
5. View of Lyndale curriculum issues
6. Croydon as exemplar of high needs policy
5. Typical staff in service training schedule

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## The Lyndale School

### The SEN improvement test

(School organisation. Maintained schools. Annex B: Guidance for decision makers  
DfE January 2014, paragraphs 39, 40)

In view of the failure of Wirral LA to properly apply the SEN improvement test to the proposal to close the school, we give here an analysis of the proposal based on the needs of the children and the views of the parents.

The Lyndale School is a primary school which is designated a school for children with Complex Learning difficulties. In Wirral Complex Learning Difficulties means the children on the autistic spectrum and children with profound and multiple learning difficulties. Profound and multiple learning difficulties does not have a nationally agreed definition. However over the years the LA has created a school at The Lyndale for children with what might be described as high dependency profound and multiple learning difficulties. They are children with severe communication problems. This means that assessing their cognitive abilities is always difficult. The knowledge and experience of parents and staff is vital to read the facial expressions, body language of a child to tell whether the child is happy, distressed, bored and so on. All staff are able to build a good knowledge of all children. This is a vital strength of the school.

The Lyndale School is able to plan the school around the needs of a group of children who have clear needs. Most have a variety of medical needs. Perhaps oxygen to help them to breathe, the inability to eat food in the normal way, the frequency of fits and so on. When children need to be changed they need at least two adults in view of the lifting and so on involved. This means there has to be a high staff pupil ratio.

The calculation of the number of staff needed, and therefore their cost is not difficult, but has not been presented by the LA. The number of children in wheelchairs, that is most of them, determines the number of children who can safely fit in a classroom. This has been calculated in a report by to be a maximum of six. This has not featured in the reports by the LA.



Reference in 2014 DfE guidance	Has the test been passed- our evidence	Local Authority expert evidence
<p>In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability.</p>	<p>The Lyndale School clearly provides a flexible, and in fact an individualised range of provision and support that can respond to the needs of individual pupils and parental preferences.</p>	<p>No mention of this is made at all in relation to this option. The expert interprets parental choice as parents having the choice of more than one school. At no point does she actually consider our preferences as parents and no mention is made of our detailed and objections to the proposals</p>

<p>. take account of parental preferences for particular styles of provision or education settings;</p>	<p>In our view parental preference is just that. We have expressed our views in relation to the proposal to place the children in Stanley or Elleray Park and have raised valid and numerous concerns and questions. The questions submitted prior to the start of the consultation were not answered in the main until after the end of the consultation and none of the questions was answered to our satisfaction. We have not had the opportunity to gain this further information due to the end of the consultation. The views of the parents were expressed clearly in the parental questionnaire submitted to the cabinet in September. At no point have the LA shown how they have taken into account ours or independent representations which question this assessment as per the Government guidance.</p>	<p>No mention of this is made at all in relation to this option. The expert interprets parental choice as parents having the choice of more than one school. At no point does she actually consider our preferences as parents and no mention is made of our detailed and objections to the proposals</p>
<p>. take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;</p>	<p>This has no relevance that we can see, the local offer is at this time merely a list of schools .</p>	
<p>. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream),</p>	<p>Our school has been recently assessed by Ofsted and had received an excellent report. It does therefore offer the relevant range of provision and responds brilliantly to the needs of the children. Our children's needs are primarily medical and care based, the Ofsted report commends the school in relation to these aspects. The report of</p>	<p>The report states that the positive finances of the proposal are likely to lead to improvements in the standard, quality etc etc . it does not give any detail as to HOW and WHY this is the case, there is no evidence that a small school is a bad school and no evidence that a larger</p>

extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;	also confirms that we provide a school that meets the needs of the children and therefore offers the range of provision to respond to their needs. We already have collaborative arrangements with other schools both special and mainstream and these are valuable to the school .There is no evidence that a move to Stanley of Elleray would improve this or any other aspects of this part of the test.	school would lead to improvements. The test only mentions finance and nothing else, there is no mention of the provision, experience and expertise , facilities and space for the children in these schools. In fact the numbers quoted are based on ten children per class and there is no way at all that this can be the case for our children. There is no detail at all regarding the details of the provision and the space both inside and outside.
. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;	This is a fundamental part of our child's education. There is no substitute for experience and there is no indication as to how the new schools are going to ensure that their staff have the appropriate level of experience and training in the timescale. The proposal is that the children will be moved in December 2015, we have no idea at this stage of the arrangements for the children in terms of space, staffing, nursing support or in fact any arrangements. We have raised many questions regarding the proposals, none of which have been answered.	The LA has totally failed to consider the needs of the children on the autistic spectrum who, according to LA plans
. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their	All of the schools are accessible however they are not all equal in terms of accessibility. In both of the other schools our children will have to be confined to a part of the school. They will not have the same access to the whole school that they have now.	This is not mentioned at all by the LA

scheme for promoting equality of opportunity for disabled people;	They will also be limited in terms of outside space, neither school has the equivalent suitable outside space.	
. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;	This is a fundamental part of our child's education. There is no substitute for experience and there is no indication as to how the new schools are going to ensure that their staff have the appropriate level of experience and training in the timescale. The proposal is that the children will be moved in December 2015, we have no idea at this stage of the arrangements for the children in terms of space, staffing, nursing support or in fact any arrangements. We have raised many questions regarding the proposals, none of which have been answered.	the LA have given no indication of how this issue has been dealt with, once again the LA have failed to follow the guidance issued by the DFE in explaining how they have dealt with the concerns and views.
. ensure appropriate provision for 14-19 year-olds; and  • ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a	There is currently no equivalent schooling available for our children aged 14-19. None of the secondary schools available offer the same level of education for our children as provided at the Lyndale school	Not mentioned by LA

special school place is what they need.		
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### Parent questionnaire

As a result of the conversations that we were having, as parent governors, with the Local Authority we decided to canvass views of the other parents of children in The Lyndale School as to their school preference.

We have been told now on many occasions and it is referred to in documentation ( including the consultation document ), that parental choice is a large part of this consultation.

We therefore took it upon ourselves to find out exactly what our parents think about the alternatives on offer. We sent out questionnaires to all of the parents and received replies from of them, one of the parents was of a child who has already left. This is over 90% . The responses can be summarised as follows:-

**Question 1-** which primary school do you feel suits your child's needs best from Lyndale, Stanley or Elleray Park schools.

**100 % of parents stated that Lyndale was their choice**

**Question 2-** when your child reaches secondary school age which school would you prefer your child to go to out of Meadowside, Lyndale or to remain at Lyndale until 19.

**All of the parents aside from the one whose child has left ( who said the question was non applicable ) stated that they wished their child to remain in Lyndale School until the age of 19**

**Question 3-** if Lyndale were to close would you be happy to send your child to either Stanley or Elleray Park School

**15 parents said no to both**

**One failed to answer stating that they did not have enough information about the provision in the other schools**

**One did not answer at all**

**One stated that they would be happy for their child to attend Elleray park but stated that they "wished that the Lyndale School would not close "**

**One stated that they would send their child to Stanley school but stated that " Lyndale is the best school and always will be "**

**In summary all of the parents that answered indicated that Lyndale was the best school for their child and they wished them to remain there.**



Question 4 addressed the option of the children moving to Foxfield and Pacific becoming a 7-12 school. This would most likely be without the current staff and without Lyndale retaining its own identity.

I said they were not interested, mostly due to lack of information and a lack of guarantee that the staff would move with the children and that the Lyndale "ethos" would be maintained.

I was asked to answer stating that they needed more information.

One father to answer stating that they wanted Lyndale to remain open.

Seven stated that they were interested but only on the basis that the staff move with the children and that they remain in the same kind of environment as they are in now.

In essence, the parents expressed a strong view that they would like further information with regard to all of the options, particularly the Foxfield option, along with assurances that any move to Foxfield would involve the children moving with the staff.

There was then a box for further comments.

Attached are copies of any comments made.

## **Previous points raised regarding the proposed closure of The Lyndale school .**

These are the points that we raised at the call in and at the cabinet meeting where the decision was made. They are not all within the original response document prepared by the parents as this was sent in early on in the proceedings and before the Local Authority consultation document was published.

1.The Lyndale School has balanced its books for many years despite the small number of pupils. It is only a drop in funding that has led to the school moving into a financial deficit in the next 12 months.

2. the school has been funded for 45 and 40 pupils for a considerable period of time, at least the last ten years, and there have not been that many pupils for at least eight years.

The Local Authority have consistently sent the most vulnerable PMLD children to the school, therefore discouraging the school from taking children with challenging behaviour. The capacity of the school, taking into account the nature of the children is about 5 children per classroom, this means that with the majority of children being high needs PMLD there is not enough room to cater for other children- Reference can be made the work of Eric Craven, commissioned by the Local Authority (LA).

Due to the fact that the most vulnerable children were sent by the LA to the school, a specialism in their needs has developed making it even more appealing to the parents of high needs PMLD children.

The funding has been set at 40 pupils to reflect the high costs of the small number of children in the school. This is a theoretical figure based on need and not numbers.

3. When the new place plus system was introduced the LA along with the schools forum devised a banded system as per government direction.

When calculating the funding however they followed the government recommended calculation but used the figure of 40



children rather than the 23 that were actually there. This meant that the new budget for the school fell far short of that previously.

We will say that that was a deliberate act intended to put the school into deficit as there have been plans to close for eight years.

The government guidance on the new funding also states that the level of funding must be based on need and it is anticipated that there will be differing costs in differing settings, the LA here have one banding system across all schools that does not allow for variations in cost of different settings.

We have also been told that funding bands cannot be changed for our school as this would impact on the other schools IE would lead to an increase in their equivalent funding. This does not have to be the case.

4. We have officially been told that the banding system was based on schools current budgets and no account was taken of the needs of the children, this again is contrary to the government guidance which states that banding must be based on need.

5. The LA have based their decision to look at closure on this financial instability along with falling rolls, we have produced evidence that parents have been steered away from the school in favour of other schools and this has certainly added to falling roles along with the fact that there have been moves to close for eight years. We also know that The Lyndale has fallen woefully behind re capital investment having only 30-40k since 1999 whereas all the other schools have had hundreds of thousands. We have pointed out that it's a testament to the school that there are in fact any children at all there. This is also coupled with the fact that over time 14 of the Children have passed away, four in the last two years. This further reflects the high level of need of the children that the school specializes in.

6. at the recent call in the LA accountant acknowledged that the schools budgets are ring fenced ie the LA are receiving the same amount of money for the schools that they were, they also acknowledged that there is a significant surplus in the budget from previous years and that some of this was used to bridge a PFI funding gap (600k). They acknowledged that they did have the

funds to keep the school open but they've chosen not to allocate it. The LA also acknowledged that they were due to review the banding system and that they could in fact raise the amount of funding if they chosen to. The further admitted that they had a further uncapped band used to pay for children "out of borough". There is a school, in West Kirby which is on our doorstep which is classed as put of borough as it is private. Wirral LA send 44 pupils there at a costs of £36k per pupil approx. These are children with ASD and behavioural problems. This is a 5-16 school. At the call in the LA stated that there were mainly secondary age children and that they were not ASD, both of these statements are untrue, we have been round the school and seen for ourselves the children that go there. The reason we raised this is that one of the schools that the LA want our children to go to takes solely ASD and behavioural children and has done for many years. They are specialists in this area. Our question was why the children at west Kirby residential cannot go there (they attend West Kirby as day pupils not residents).

7. the second big issue that came up was the expert that the LA instructed. There was a meeting at the start of the consultation when were discussed this and said that we did not have faith in the LA to make the decision on the SEN improvement test themselves. They agreed that an expert would be instructed to look at the situation in detail. We stated that we wanted to be involved in the interview to make sure that this person was someone we were all happy with. This was agreed by the LA. The LA also promised to get an up to date detailed picture of each of the children in order to ensure that the expert knew all about their needs. We were told that this information was for the purposes of the SEN improvement test to make sure the new provision would meet their current needs. What actually happened was the LA instructed someone unilaterally, they initially refused to give us her CV and when they did (after the end of the consultation and after the report was published) we discovered that she had no background in PMLD and that her background was one of school reorganization and funding. The LA employed her at a cost of 10k for 18 days. At The Lyndale, she spent two hours with a handful of parents that could make the meeting (none of the parent governors or in fact any of the governors, were spoken to). She spent an equivalent time in each of the other schools. When we saw her report it was clear that she had not taken into account any of the info collated about each child. The chief educational psychologist was employed to

meet with each child, parent and relevant school staff to produce an up to date picture. This commenced late on in the summer term and in fact was not finished until after the end of the consultation, the information gained has not as yet been put onto any kind of format and was not used in any way for the consultation. What now transpires is that the LA plan to use this info for the children's new EHC plans. This is not what we were promised. We don't see how someone who knows nothing about our children can assess whether another school is suitable for their needs.

8. the expert states that the proposed new schools are as good as or better than The Lyndale as they did well with Ofsted, we cannot see the relevance of this as the schools take very different types of children, this is like comparing a mainstream primary with a good ofstead with our school and stating that our children could attend there.

The expert also stated that "parents expect one to one and sometimes even two to one care" the parents do not dictate the level of care for the children, this is done by the school in conjunction with experts involved in our child's care. This comment shows a complete lack of understanding of our children and the care they require.

The LA instructed an expert by the name of \_\_\_\_\_ who looked at our staffing levels and the needs of our children and concluded that they're sufficient and not overstaffed. He also concluded that the school could only take 28 pupils without rises in staffing and therefore cost.

The expert was asked questions at the call-in particularly about mixing differing ability children. We feel that it's dangerous to mix very able children with behavioural problems and very medically vulnerable children. The schools we have seen that do this (including Foxfield, one of our secondary schools) keep the types of children away from each other. In fact in Foxfield the PMLD children have historically been kept in one room, never leaving it during the day). The expert stated that it was not a problem to mix types of children and in fact some children in wheelchairs like to have friend who is different and more able than them. This kind of statement we found deeply offensive and it made us realise that she has no idea whatsoever about our children!

9. there were other issues raised over the suitability of the proposed new schools. One of them has not dealt with children like ours for many years, their parents have said that they are scared of the changes to the school as their whole school ethos will have to change. They take only ASD and behavioural children, they have no space for our children and the current staff do not have the skills to deal with them. An extension will have to be built (ball park 500-750k) to accommodate them. The plans for the building, curriculum, outside space etc etc do not exist, the head teacher of this school has not been given a full picture of our children's needs or requirements.

The other school takes a small number of children like ours but is currently full, they are in the process of building an extension which we were told from the start was needed for their own children this has now miraculously been put aside for ours. They will need further extensions at a similar cost to accommodate any rise in numbers. There is no mention of any plans for any outside or sensory space and all parents have consistently stated that they don't like the ethos of that school nor the school itself and that this why they did not send their children there in the first place.

Note that we have had reports from parents at this school of their children being injured on many occasions, this makes our parents even more reluctant to send our children there, we did ask for incident reports to try and find out for ourselves but were refused this information.

In any event the provision for our children does not exist there either.

10. a further issue that we have raised that has had no comment made on it whatsoever is how the LA propose to ensure the continuity and the quality of the education of our children once the final decision to close is made. No one could expect staff to remain in post and then be out of a job mid term this time next year. Any member of staff could be expected to look for an apply for new jobs immediately and commence that employment September 2015. How can the LA ensure that our children have continuity of care until December 2015 ? how also can they expect a school not to stagnate over a twelve month period waiting to close ?

In summary we cannot see how the SEN improvement test can be met with no concrete plans in place. The LA have missed out the section of the test that states that the LA must show how they have taken into account parents views, they state that they have but we can see no evidence of that at all. We have sent detailed questions regarding the provisions in the new schools and have been given no detailed information whatsoever, we have had no evidence given to us that a small school is a bad school and so the closure decision can only be based on finance.

Time and time again we have asked for a detailed picture of the provision in the new school and are told that its in hand and that most of the points we raised are "management issues". No one would send a child to a school on the basis of promises let alone a vulnerable one whose wellbeing and in fact life can depend on those around them having the knowledge and experience to deal with their needs.

We have showed that the LA have erred in their calculation of the banding system and therefore in our view the decision to close has no basis.

There are lots of issues with the conduct of the consultation and fairness or otherwise of it, essentially if there had been a fair consultation taking into account the needs of the children and of our views and those of the wider public , raised in the consultation, had been taken into consideration we would not be complaining. If we also felt that the two other schools would actually offer the same as or better than Lyndale then we are not so blinkered as to still be arguing. Its become a political issue and the children have been lost as the focus. We also know that we were refused permission to speak to the Labour group, We know that we have no right to address them but we also know that the LA have done so, what happened to parity and fairness?!

We have raised the issue time and time again that this is a political issue and we submit that this can be clearly seen by the split in voting every time this matter comes up at a cabinet meeting, it is denied time and time again but the facts speak for themselves.

## **A BROAD AND BALANCED CURRICULUM**

The Lyndale School offers the appropriate range of the Foundation Curriculum and National Curriculum together with Religious Education and these are supported by a developmental programme and multi sensory approach and delivery. Strategies for delivery include:

- A concrete, contextual approach to learning.
- Low pupil ratios- pupils are often totally dependent for all their needs and need one to one support.
- Skills development through meaningful activities.
- Activities focused on the individual needs of each pupil.
- Individual education programmes for every pupil.
- Individual age differentiation.
- Individual development access to health authority support.
- A multisensory environment in all areas of the curriculum and regular opportunities using the school minibus to undertake field trips.

The Lyndale School provides:-

- Relevance.
  - Breadth.
  - Differentiation by age and ability.
  - Progression for individuals and groups.
  - Individual teaching programmes.
  - Effective monitoring and evaluation.
  - Regular, clear reporting to parents and an open door policy where parents can contact/ visit the school when needed.
  - A high staffing ratio appropriate to the needs of the children.
  - Staff with specialist medical skills to maintain the pupil's health needs throughout the day without disruption to their learning.
  - Staff have skill and experience in supporting the pupils when they are ill and have the support of the Nursing and Therapist team where needed.
  - A safe environment where pupils can learning and grow without the need for segregation and where pupils can move around freely.
- Questionnaires completed by parents indicate that parents consider their children to be extremely safe and well cared for in school.

# School Funding Arrangements for Pupils with SEN



## Guidance for Schools

April 2014

This guidance links the mechanism by which schools are funded for pupils with special educational needs with the management of the statutory assessment and statementing process (due to be replaced from September 2014 by Education Health and Care plans following publication in April 2014 of new statutory guidance).

The content has been updated to reflect the views of schools following consultation in the autumn term 2013 and more recently to reflect the second draft of the SEN Code of Practice published on 16<sup>th</sup> April 2014. Further revisions may need to be made when the final version of the Code of Practice is published.

Both the guidance and the methodology will be kept under review by the Schools Forum High Needs working group as the new approach is implemented. Any changes to the methodology that may be required to improve implementation of the local funding approach will be presented to the Schools Forum for decision.

### Contents

1. Introduction
2. How the High Needs Funding Scheme works
3. Mainstream school funding arrangements for pupils with SEN – a one page summary
4. The new approach in Croydon
5. Funding Values
6. The framework of descriptors

## 1 INTRODUCTION

- 1.1 The Government introduced a new system for funding schools and academies, early years settings and colleges, from April 2013, through its School Funding Reform programme. Funding goes to schools and early years settings through the Local Authority, and to academies and colleges through the Education Funding Agency (EFA). The EFA takes account of the Local Authority funding scheme and its requirement for specialist places in special schools, enhanced learning provisions, and colleges.
- 1.2 The Children and Families Act (2014) requires all Local Authorities to publish their Local Offer for special educational needs (SEN) provision from September 2014. Local arrangements for funding SEN will be an integral component of the Local Offer.
- 1.3 The following extract from the draft SEN code of practice April 2014 sets out statutory requirements on the use of funding to support pupils with SEN:

*All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.*

*Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.*

*It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.*

*This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN.*

*Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.*

## 2. HOW THE HIGH NEEDS FUNDING SCHEME WORKS

- 2.1 The key features of the new High Needs Funding Scheme are:

- Responsiveness to the needs of individual learners
- Supported by a clear local offer from schools, colleges and other providers
- Covers children and young people 0-25 years



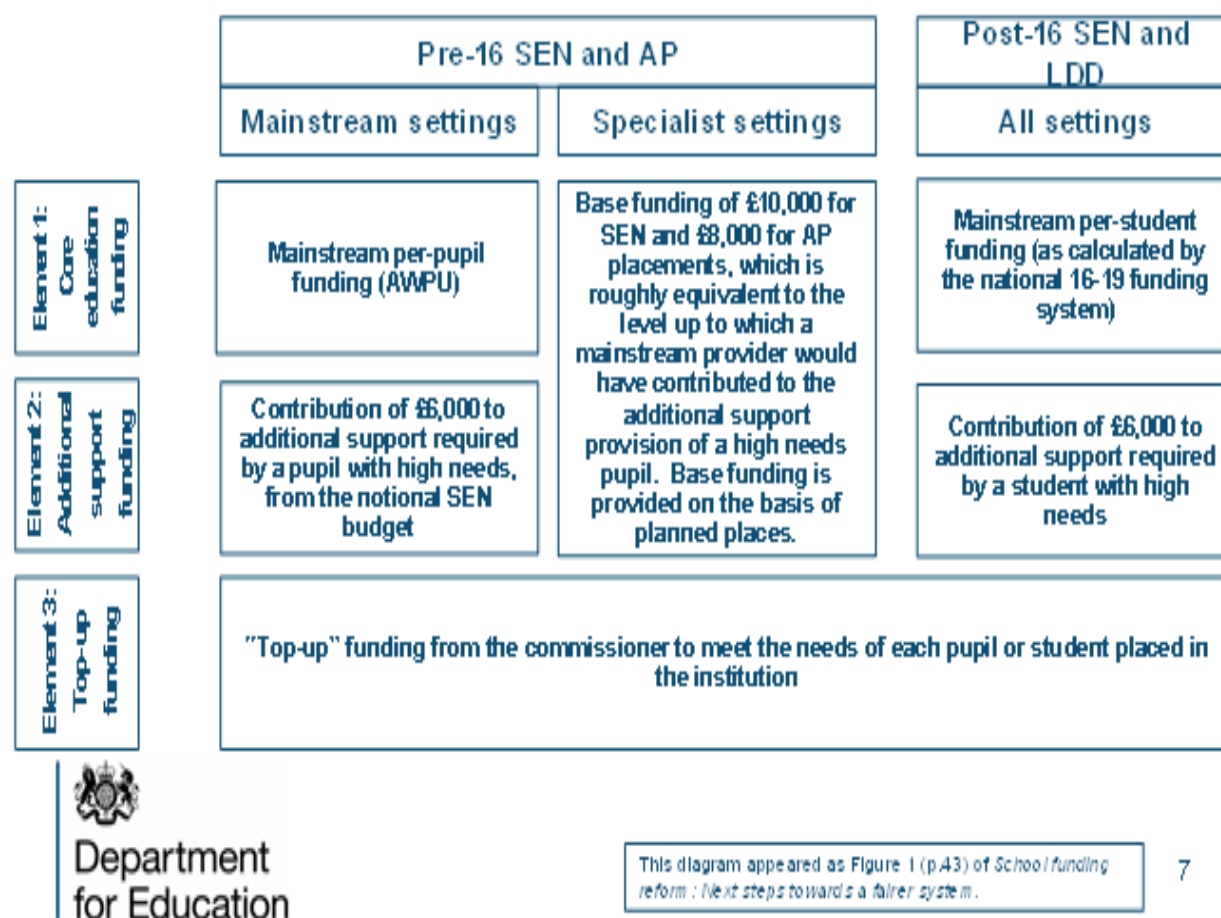
- Incorporates funding methodology for Post-16 students in schools and Further Education (FE) colleges
- Ensures consistent funding between maintained schools and academies / free schools
- Encourages dialogue between commissioner and providers
- Establishes comparable funding rates across settings based on actual costs of provision

2.2 The funding model which applies across **all** sectors is referred to as **place-plus approach** and is made up of 3 elements.

<b>Element 1</b> <b>Core education funding</b>	The funding available for all pupils based on the total number of pupils. This is the Basic Entitlement for 5-16yrs, or the national funding rate for post-16. For schools this is the <b>AWPU</b> (Age Weighted Pupil Unit Value)
<b>Element 2</b> <b>Additional support funding.</b>	This is the amount that is contributed by providers from their overall delegated budgets towards the cost of each High Need pupil. This is the school's <b>notional SEN budget</b> . The range of provision funded in this way by the school is what we have described as 'ordinarily available and is the core of the school's <b>local offer to pupils with SEN</b> .
<b>Element 3</b> <b>Top-Up funding.</b>	This is the additional funding provided by commissioners for individual high needs children based on assessed needs as described in a <b>statement or education, health and care plan</b>

2.3 The diagram overleaf shows how the different elements of funding work together to provide a total funding package for an individual learner across the full age range 0-25 years.

# Overview: Reform of high needs funding



7

- 2.4 Funding to meet the needs of pupils with SEN is drawn from all three funding blocks (schools, high needs and early years).
- 2.5 **The Schools' Block** provides for the majority of funding for schools. The distribution of funding is mostly driven by formula indicators, for example the number of pupils and their age.
- 2.6 **The High Needs Block** provides:
- targeted 'top up' funding for individual pupils with SEN according to the level of provision required (element 3)
  - funding for all special school and enhanced learning provision places
  - support costs of pupils with statements of SEN or Education, Health and Care (EHC) Plan who are Croydon resident, or who are Looked After by Croydon, and whose statements / EHCP name mainstream schools in other Local Authorities

- support costs of Croydon resident or Looked After pupils whose statements/EHCP name non-maintained or independent special schools.
- the cost of places in Pupil Referral Units and other alternative provision, including the Springboard tuition service and education for long-stay school aged patients at Croydon University Hospital.<sup>1</sup>
- specialist early years support
- post 16 learning, specialist teaching services and hospital education (at hospitals outside Croydon)
- a range of inclusion support services
- additional funding for small schools with high numbers of statements/EHC plans

2.7 The Local Authority decides annually how many places to commission in PRUs (at £8,000 per place) and in special schools and enhanced learning provisions (at £10,000 per place). These numbers are based on current demand data and are given to the EFA annually (in December) in advance of the start of each financial year. The EFA removes any place funding for academies and free schools offering specialist provision (in Croydon this relates to the enhanced learning provisions) as these are funded directly by the EFA. It then informs the borough in March of its high needs funding allocation for the financial year. The local distribution of the high needs funding allocation is subject to annual agreement by the Schools Forum.

2.8 **The Early Years' Block** provides for the majority of funding for children between 2 years old and statutory school age, according to their eligibility for early years education.

2.9 The Early Years Block includes funding for educational provision for most of the pupils with special educational needs. The description of ordinarily available provision that will be developed for Early Years settings describes the types of arrangements that settings should put in place.

2.10 Some younger children may receive additional support and this is through the High \Needs Block. This is currently available for children in designated specialist provision and will be extended to support individual children with complex SEN in a range of mainstream settings.

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<sup>1</sup> N.B. Schools can also use their budgets to fund places and top-up costs in PRUs and alternative provision.

### 3. Mainstream School Funding Arrangements for Pupils with SEN

“Schools **must** use their best endeavours to make sure that a child with SEN gets the support they need. “(Draft Special Educational Needs Code of Practice – April 2014)

School funding is allocated to schools in three components. Elements 1 and 2 represent the Schools’ Block, funding delegated directly to schools.

#### Element 1 - Core Budget:

- Based on the total number of pupils attending a school
- Every pupil attracts an amount of money (AWPU- age weighted pupil value unit)
- Value varies from one LA to another, primary schools receive at least £2000 and secondary schools at least £3000

This covers all aspects of general provision, including SEN provision

This allocation should provide for enhanced differentiated learning in the classroom --- ‘high quality provision for all.’

#### Element 2- Notional SEN Budget

- Additional funding to provide support which is ‘additional to and different from’ that made for all pupils
- Each school’s allocation is based on a locally agreed formula agreed by schools and the local authority
- Indicators used to inform the formula include
  - Level of free school meals
  - Numbers of Looked After Children
  - Historic levels of lower attainment for English and mathematics
  - School mobility

These indicators provide a guide to how many children with SEN a school is likely to have.

This funding should cover costs of providing appropriate provision and resources for the majority of pupils with SEN in each school

It should pay for up to £6000 worth of provision to meet a child’s SEN.

The range of provision funded in this way should form the core of the school offer for pupils with SEN. It should also reflect the expectations of the range and level of support that should be ordinarily available in all Croydon schools.

Each school can decide on how funding is allocated for provision to meet needs of groups and individual pupils. There is no expectation that higher levels of need should equate to an increased allocation of teaching assistant hours.

#### Element 3- Top Up SEN Funding (This is funding from the High Needs Block which is retained and allocated by the LA):

- This allocation of funding is set aside for pupils with the greatest complexity and severity of needs where the cost of provision is higher than can be funded by the value of each school’s AWPU and the £6000 from element 2.
- If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision.
- The usual process to access this top funding will be through the request for a statement or Education Health and Care (EHC plan).

In order to access this funding schools will have to demonstrate:

- Evidence of increased specialist provision through a graduated response reflected in the nature and level of interventions and resource allocation (reflecting what should be ordinarily available) up to a value of £6000
- Involvement of external, specialist agencies

In mainstream schools for pupils who have or require a Statement or EHC Plan additional funding will be allocated depending on nature and level of provision required to appropriately meet each child’s needs.

This range of funding will be expressed through a banding scale showing increased levels of ‘exceptionality’

### 3. THE NEW APPROACH IN CROYDON

- 3.1 Support and Aspiration, the SEN Green paper (2011) referred to school funding frameworks, suggesting that more transparency was necessary for parents and others to understand how funding schemes might secure greater coherence. It also referred to the over-identification of children with SENs, and the need to focus on those pupils with the more severe and complex SEN.

*“A national banded funding framework might set out high-level descriptions of the different types of provision for children with more severe and complex SEN or who are disabled, including, for example, additional curriculum support, therapy services, physical requirements, equipment, home-to-school transport, and family support (including short breaks).”*

- 3.2 No such national framework of descriptors and bands has been developed and Local Authorities are expected to determine a local methodology for allocating high needs funding within the new national funding system.
- 3.3 A working group of the Schools Forum and officers has supported the development of the new approach, which has also been the subject of consultation with headteachers and SENCOs. It is based on a framework of descriptors of provision that sets out what provision should be available in mainstream schools for children with SENs, before an education, health and care plan is considered. The framework of descriptors is set out in section 7 of this guidance.

#### **What is ordinarily available provision?**

- 3.4 The descriptors relate to provision that should be normally or ordinarily available for pupils with special educational needs from within schools' delegated budget share (elements 1 and 2). This is typically provision currently available to support pupils at School Action and School Action Plus, although this classification will cease when the new SEN code of practice is implemented in September 2014. The High Needs Funding Scheme provides top up funding for a small minority of pupils who need provision over and above provision that which is ordinarily available.

- 3.5 The draft code of practice (April 2014) states that:

*‘The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges ... Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.*

*The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.*

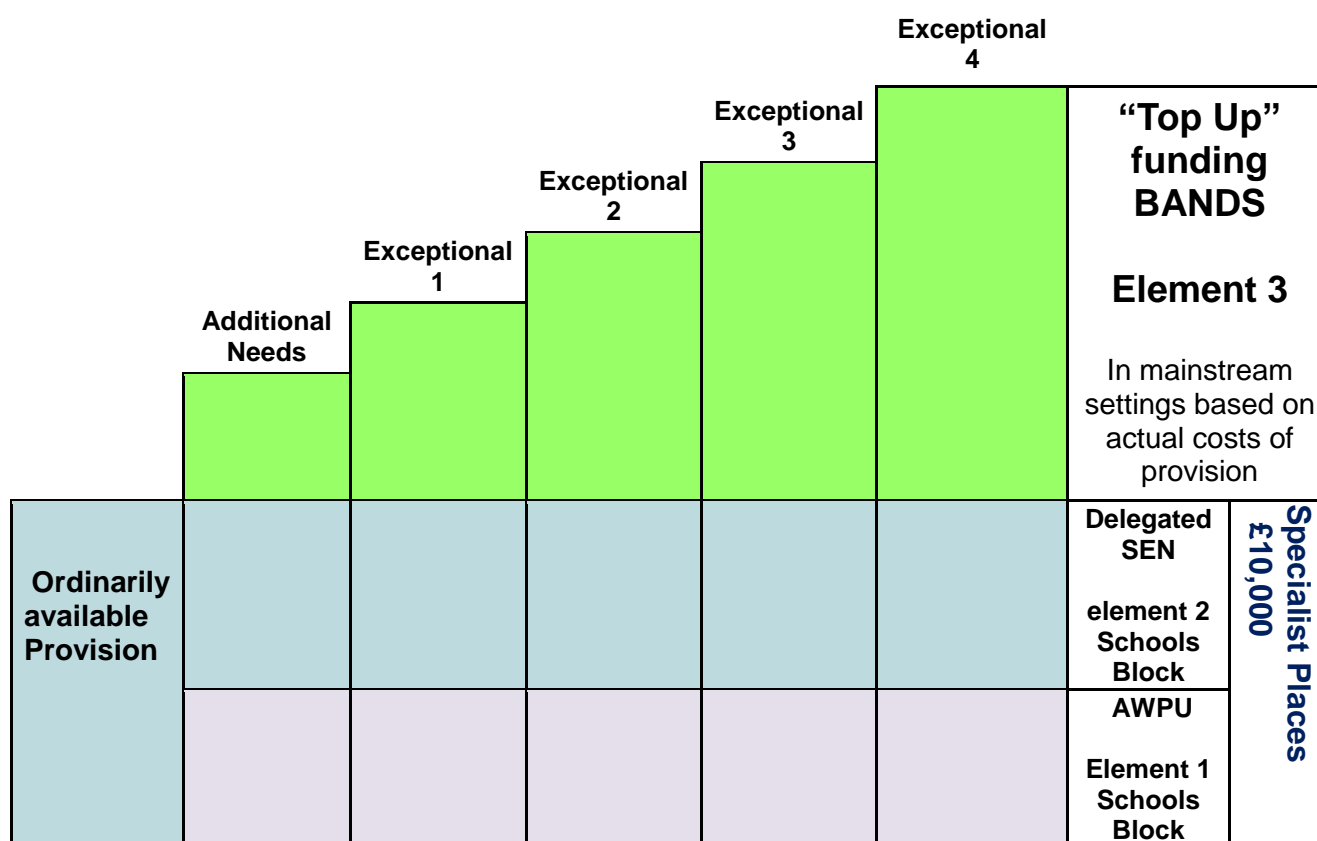
*A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with the EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions. This needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider. In a very small minority of cases children may demonstrate such significant difficulties that a school*

*may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, where its concerns may have led to a further diagnostic assessment or examination which shows the child to have severe sensory impairment or other impairment which without immediate specialist intervention beyond the capacity of the school would lead to increased learning difficulties.*

*EHC plans should be forward-looking documents that help raise aspirations, outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans must specify how services will be delivered as part of a whole package and explain how together the services will deliver improved outcomes across education, health and social care for the child or young person.*

*An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.'*

- 3.6 The descriptors provide the threshold for statutory assessment. Schools will need to demonstrate that the children they are putting forward for statutory assessment require provision significantly outside and beyond the descriptors for normally available provision. Statements/EHC plans will not be issued for pupils who need provision that is normally available.
- 3.7 The diagram overleaf shows the proposed banding model for Croydon. There are 5 bands providing a progressive framework of enhanced provision relating to the individual pupil's / student's needs. It is expected that a range of need will be met within each band, and that this will enable schools, colleges and settings to have some flexibility in determining the appropriate range of interventions. It is based on the assumption that schools, settings and colleges make and plan provision for pupils and students in groups, and that different learners need different types of support according to their needs and the learning activity. The banding framework is designed to be simple, avoid recurrent requests for increased funding, be simple and transparent to administer, and be compatible with the statutory process.



- 3.8 Statements/EHC plans will describe the provision a school should make and the projected cost. The Local Authority will match the provision set out in the statement or EHC plan with the appropriate ‘top up’ band based on actual costs. The difference in value of top up bands will be such that “drifting” from one band to another will not be a common feature of the scheme. Pupils will take their top up band value with them when they change from one school to another. It is not expected that pupils will cost more money when they transfer from one school to another, unless there is robust evidence that the provision they need is so significantly different that a change in banded value is appropriate.
- 3.9 Where a child has a statement or EHC plan, a school will be expected to use the funding allocated from the banded “top-up” to enhance their ordinarily available funding and so make appropriate provision for the learner in a manner that is compatible with the statement/EHC plan.
- 3.10 For existing statements proxy indicators (ranges of teaching assistant hours) will be used to attribute funding bands. With the introduction of EHC plans for new assessments from September 2014 allocation to a funding band will be based on actual costs of provision. The band values will cover a sufficient funding range to ensure that funding for individual pupils does not require constant amendment. Schools will need to maintain records of costs of provision as part of each pupil’s SEN plan. Guidance on costs is being developed for agreement by the Schools Forum in June 2014

- 3.11 The decision about which funding band the learner's provision will be allocated to will be based on the provision requirements set out in the EHC plan with reference to the actual costs, with moderation and review involving head teachers and SENCOs at the Education Placement Panel. The key considerations in determining the top up funding for an individual pupil will be the provision that can be expected from within a school's own budget and what additional or exceptional provision is required to meet the pupil's needs. The focus will be on Teaching Environment, Grouping and Staffing, which are the key cost drivers. Consideration will also be given to additional technical resource requirements.
- 3.12 The "top-up" band funding will be allocated to the school on the learner's first day at school and re-allocated / removed when the learner leaves. The Government requires real-time adjustment in the top-up band funding. Any appeals will be considered by the Education Placement Panel.
- 3.13 For pupils in Enhanced Learning Provision a single level of top up funding is allocated. This is will be reviewed with the schools offering specialist provision and will follow an evaluation of the effectiveness of the current methodology.

### **What difference will the new approach make?**

- 3.13 It is expected that the descriptors of provision will reduce the potential for different thresholds from schools in requesting statements / education, health and care plans, and increase the robustness and transparency of decision making on whether or not an education, health and care plan is agreed.
- 3.14 This new approach will ensure that:
- All pupils with SEN attending Croydon maintained mainstream schools and academies, will have a minimum entitlement to normally available provision, regardless of which school is attended.
  - Schools and Local Authority SEN, Inclusion and School Improvement staff will work within a shared understanding of the provision that should be made within delegated funding, and what provision should be made through enhanced funding.
  - SEN plans at both school and individual pupil level focussed on a variety of interventions and arrangements are in place for monitoring outcomes and evaluating the effectiveness of interventions.
- 3.15 The provision descriptors will:
- assist some schools in developing their provision for pupils with SEN to be more consistent with that in the majority of schools;
  - set expectations so that schools tailor teaching and learning to meet individual needs;
  - reduce the current focus on defining pupil support by teaching assistant hours, and
  - enable greater flexibility and creativity
- 3.16 It is likely that some schools will need to make adaptations to their present practice if they are to meet the ordinarily available provision expectations. Clusters of schools may wish to collaborate by sharing specialist staffing and resources.



## **A wider range of strategies to improve outcomes for pupils with SEN**

3.17 Under the (pre-April 2013) school funding scheme, mainstream schools were expected to provide the first 12 hours of teaching assistant and 3 hours of specialist teacher support from within their delegated budgets. It is not expected that children with SEN in mainstream will be supported for very large parts of their time table with 1:1 support. However, the methodology for distributing SEN funds to schools to support individual pupils has fostered a culture of attaching an hourly worth to a child.

3.18 The good practice guide published in 2012 by Oxford School Improvement provides valuable insight into the effective use of teaching assistants in primary and secondary schools:

*Extensive research as part of the Deployment and Impact of Support Staff (DISS) project suggests that the role performed by the majority of TAs has grown in recent years. The study found that many TAs spend much of their day working with lower-attaining pupils and those with special educational needs (SEN). This is not surprising, as increased adult attention in small group and one to-one contexts is largely accepted as necessary to prevent struggling pupils from falling further behind their peers.*

*Other findings from the DISS project suggest that changes in the way TAs are deployed and trained may be necessary to ensure that they have a consistently positive impact on children's progress. Researchers found that those pupils in the study who received the most support from TAs made less progress over the year compared with similar pupils who received little or no TA support<sup>3</sup>. This was the case even when key factors known to affect pupil attainment (SEN, EAL, prior attainment and eligibility for free school meals) and the allocation of TA support were accounted for in the analyses.*

*The DISS project results show that increased time spent with a TA can have unintended consequences – it reduces the overall amount of interaction these pupils have with their teacher, their peers and the mainstream curriculum. In order to help these vulnerable learners, you may wish to consider ways of using TAs to free up the class teacher so he or she can spend more time working with struggling pupils.*

3.19 The new funding approach is designed to enable schools to plan support more flexibly to ensure that pupils with EHC plans receive the additional learning support they need. Schools will need to establish arrangements for robust monitoring and review of targeted interventions and deployment of resources, including the effectiveness of teaching assistant support, to be able to evaluate the impact on outcomes for individual pupils.

## 5. Funding Values

Type of setting	Ordinarily Available	Additional levels of need	Exceptional 1	Exceptional 2	Exceptional 3	Exceptional 4
PVI / Nursery	£6,000	Individual packages of provision				
<b>Mainstream*</b>	<b>£10,000</b>	<b>£1,025</b>	<b>£3,280</b>	<b>£5,300</b>	<b>£7,800</b>	<b>£10,805</b>
Enhanced Learning Provision	£10,000		£6,000 £9,000			
Special Schools	£10,000	£3,584	£8,364	£13,145	£22,705	£32,265
College	£10,000	Individual packages of provision				
<b>*Mainstream schools top up</b>						
Band range - hours	0-12	13-15	15-20	20-25	25-30	>30
Maximum top up at £12.55	£10,000	£1,154	£3,538	£5,923	£8,307	£11,645
Lowest level	£10,000	£200	£1,155	£3,539	£5,924	£8,308
<b>Proposed Band Rates at £13.20</b>	<b>£10,000</b>	<b>£1,025</b>	<b>£3,280</b>	<b>£5,300</b>	<b>£7,800</b>	<b>£10,805</b>

### HOW WE HAVE CALCULATED THE PROPOSED ANNUAL BAND RATES

	Ref	Ordinarily available	Additional Levels of Needs	Exceptional 1	Exceptional 2	Exceptional 3	Exceptional 4
Hourly Rate	A	13.2	13.20	13.20	13.20	13.20	13.20
Hours applied to band	B	12.0	14.0	18.5	22.5	27.5	33.5
weeks	C	38	38	38	38	38	38
	<b>D = (A X B X C)</b>	<b>£6,019</b>	<b>£7,022</b>	<b>£9,280</b>	<b>£11,286</b>	<b>£13,794</b>	<b>£16,804</b>
Less delegated funding	E	(£6,000)	(£6,000)	(£6,000)	(£6,000)	(£6,000)	(£6,000)
Add rounding diff	F	(£19)	£3		£14	£6	£1
<b>Proposed annual top up rates</b>	<b>G = D + E + F</b>	<b>£0</b>	<b>£1,025</b>	<b>£3,280</b>	<b>£5,300</b>	<b>£7,800</b>	<b>£10,805</b>

## 6. THE FRAMEWORK OF DESCRIPTORS

### 6.1 ORDINARILY AVAILABLE PROVISION (funded from mainstream school budget)

<p style="text-align: center;"><b>Ordinarily Available Descriptors</b></p> <p>The following descriptors set out expectations on the range of support and resourcing every school should make from within schools' own delegated budgets. This should represent adaptations within quality first teaching as well as more tailored approaches which are 'additional to and different from' provision for all pupils (Draft Code Of Practice for SEN 2014).</p> <p style="text-align: center;">The descriptors have been organised under the four areas of need as defined in the revised Code of Practice for SEN</p>	
<b>Cognition and Learning:</b> (including pupils with Specific Learning Difficulties, dyslexia, dyscalculia and dysgraphia), Severe Learning Difficulties, Profound and Multiple Learning Difficulties	
Assessment, Planning and Review	<ul style="list-style-type: none"> <li>• Current functioning considered in relation to:               <ul style="list-style-type: none"> <li>○ National Curriculum expected levels and end of Key Stage standardised tests</li> <li>○ Analysis of outcomes from other screening tools, standardised and diagnostic testing tools to identify key strengths in individuals learning profile and establish key priorities to support progress</li> <li>○ P level descriptors for pupils working below Level 1 of the national curriculum</li> <li>○ Observations and dialogue with pupils to identify preferred learning styles</li> </ul> </li> <li>• Arrangements in place to support moderation of teacher assessments to support accuracy and consistency</li> <li>• Modified or alternative learning objectives in daily teaching across all curriculum and subject areas.</li> <li>• Short term targets to address progress in core skills identified and recorded in individual or group plans.</li> <li>• Advice and recommendations from external specialists included in normal teaching and personalised provision</li> <li>• Tailored interventions and resources in place for pupils with the greatest need</li> <li>• Established timetable in place to support regular review and evaluate impact of support</li> <li>• Parents and pupils involved in planning and review of personalised plans</li> <li>• Additional access arrangements considered to support active engagement and participation in learning in class lessons and extra-curricular activities</li> <li>• Advice and training available to support planning and delivery of intervention packages from within and beyond school for teaching and support staff</li> <li>• Support arrangements planned to maximise success in formal testing and examinations.</li> </ul>
Teaching Environment and Grouping	<p>Flexible groupings used across the curriculum to support independent and good progress including:</p> <ul style="list-style-type: none"> <li>○ Ability/mixed ability groupings</li> <li>○ Small group /paired work/ individual supported by a teacher or teaching assistant</li> <li>○ Peer support</li> </ul> <p>Out of hour learning support such as homework club and booster classes</p> <p>Frequency and duration of focused group and individual support responsive to nature and level of specific need of groups or individual pupils</p>

	<p>Balance between withdrawal for catch up support and inclusion in class learning to avoid isolation from peer group and age related curriculum</p> <p>Classroom learning environment organised to facilitate access and promote independence, e.g. resources and equipment labelled with words and symbols.</p>
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> <li>• Curriculum offer and daily lessons reflects range of learning styles across all subjects</li> <li>• Use of language simplified with short and concise instructions</li> <li>• Learning supported by use of practical materials and a range of visual cues and scaffolding.</li> <li>• Work chunked into manageable steps</li> <li>• Use of precision learning techniques, pre and post tutoring to introduce and embed key knowledge and skills.</li> <li>• Where possible learning linked to first hand experiences and personal interests</li> <li>• Use of specific catch up programmes to establish core reading, writing and mathematical skills for groups of pupils working just below age related expectations.</li> <li>• More specialised teaching and individualised learning programmes in place for pupils with the greatest need such as Reading Recovery and Catch up Numeracy and Catch Up Literacy</li> <li>• Alternative methods for written recording in place to facilitate focus on other learning skills and knowledge.</li> <li>• Range of ICT used effectively to promote inclusion and learning</li> </ul>
Staffing and Partnerships	<ul style="list-style-type: none"> <li>• Class/subject teacher takes responsibility and accountability for the provision, progress and development of pupils in their class</li> <li>• Additional specialist teaching from teachers or teaching assistants deployed dependent on nature and level of need for groups and individual pupils.</li> <li>• Dedicated time is set aside to support liaison between teachers and staff delivering interventions to evaluate impact and refine provision as required.</li> <li>• Engagement with specialist service to support assessment of needs and guidance on the nature of support and resources to promote good progress including the Education Psychology Service and Croydon Literacy Centre</li> <li>• Utilising support and guidance offered by the Croydon Special Schools Outreach offer</li> <li>• Advice, information and training from local and national voluntary services such as Dyslexia SPLD trust on dyslexia and literacy difficulties.</li> </ul>

**Communication and Interaction:** (including pupils with Speech, Language and Communication Needs (SCLN) and Autism Spectrum Disorders (ASD)).

Assessment, Planning and Review	<ul style="list-style-type: none"> <li>• Screening tools and checklist used to establish baseline skills in speech articulation, expressive language, receptive language and social use of language (e.g. assessment identification and checklists from the IDP Primary and Secondary SLCN e-learning tool).</li> <li>• Review of learning resources to ensure vocabulary and language are accessible and not ambiguous</li> <li>• Use of sensory checklist to determine any potential environmental stresses or intolerances which may impact on learning, especially in relation to pupils on the autistic spectrum</li> <li>• Adjustments to learning environment</li> <li>• Planned time to address specific programmes or recommendations from Speech and Language therapists and other specialist services.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Preparation and bank of visual aids, symbols and specialist resources to support access to curriculum and wider aspects of school day.</li> <li>• Personal passports for children with more significant needs to ensure all teaching and support staff are aware of strengths and particular areas of need and intolerances.</li> <li>• Short term learning goals in place to develop key communication skills.</li> </ul>
Teaching Environment and Grouping	<ul style="list-style-type: none"> <li>• Classroom layout is created and varied to ensure pupils can hear and see the teacher, for example desks arranged in a horseshoe shape facing the teacher.</li> <li>• If required a pupil(s) has access to a quiet, distraction free zone</li> <li>• Flexible groupings and buddy support to support exposure to good role models to support development of language and vocabulary.</li> </ul>
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> <li>• Communication supported by a range of nonverbal and visual cues to support understanding and communication</li> <li>• Staff able to use makaton or other signing support to aid communication and understanding</li> <li>• Language is simplified, avoiding idioms and sarcasm.</li> <li>• Instructions are short and sequential.</li> <li>• Pre and post tutoring used to introduce and embed new vocabulary</li> <li>• Topic word banks</li> <li>• Alternative methods of recording such as mind maps</li> <li>• Use of speech recognition tools, and other ICT utilised.</li> <li>• Use of barrier and other games to develop receptive and expressive language skills</li> <li>• Teachers allow 'take up time' to allow pupils to process question and generate a response</li> <li>• Pupils' responses are supported by offering choices.</li> <li>• Visual timetables used for whole class and individualised to support most needy pupils.</li> <li>• Social stories used to develop understanding of daily school routines and socially appropriate behaviours for pupils with ASD.</li> <li>• Targeted interventions in place to develop social skills and interaction and other recommended programmes such as sensory diet activities. This may include the Talking Partners Oracy Project, supported by Croydon Speech and Language Services.</li> <li>• Frequency and duration of more individualised support is responsive to nature and level of difficulty.</li> </ul>
Staffing and Partnerships	<ul style="list-style-type: none"> <li>• Class /subject teachers are well informed about barriers to learning encountered by pupils with a range of SLCN and use strategies and resources within the class to support these areas of difficulties</li> <li>• Specially trained staff within school use their enhanced expertise to support identification of pupils with SLCN and to lead group and individual interventions to address specific needs.</li> <li>• Referrals and on-going assessment and monitoring by Speech and Language Therapy and Croydon Child and Adolescent Health services where appropriate</li> <li>• Utilising support and guidance offered by the Croydon Special Schools Outreach Offer and Enhanced learning Provisions for pupils with SLCN</li> <li>• Advice, information and training from local and national voluntary services such as ICAN, The Communication Trust, and local branch of the national autistic Society.</li> </ul>

**Social, Emotional and Mental Health Difficulties:** ( Including pupils who may be withdrawn or isolated or who display challenging, disruptive or disturbing behaviour, pupils who experience problems with mood (anxiety or depression) ,problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse or eating disorders and pupils with recognised disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder

Assessment, Planning and Review	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>• Part of normal school and class assessments. SENCO and or School based specialist staff e.g. Behaviour mentors may be involved in more specific assessment and observation.</li> <li>• Pupil self-assessment –pupil friendly SMART targets set for behaviour/social skills</li> <li>• Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers</li> <li>• Risk assessments of difficult times of the school day</li> <li>• Progress should be a measured change in their behaviour and learning following each review cycle</li> <li>• Individualised programme of support related to assessments implemented. Key worker identified</li> <li>• Parents involved regularly and support targets at home</li> <li>• Pupils involved in setting and monitoring their targets</li> <li>• Pupils response to social/ learning environment informs cycle of IEP/PSP</li> <li>• Use and analysis of assessment tools e.g. Boxall profile</li> <li>• Wider assessments for learning/other SEN</li> <li>• Determine engagement of necessary education/ non-education support services possibly leading to CAF</li> </ul> <p><u>Planning and Review</u></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable</li> <li>• Additional steps taken to engage pupil and parents as appropriate</li> <li>• Requires effective communication systems enabling all involved to provide consistent support</li> <li>• Review of measurable progress against targets in IEP/PSP</li> <li>• CAF processes determine holistic support plan. CAF Multi-agency planning processes specify contribution of individual services and lead practitioner. Inter-agency communication established and maintained</li> </ul>
Teaching Environment and Grouping	<ul style="list-style-type: none"> <li>• Mainstream class with attention paid to organisation and pupil groupings</li> <li>• Opportunities for small group work on identified need e.g. listening/thinking/social skills, emotional literacy work.</li> <li>• Time limited mainstream classroom programme of support, which relates to assessments</li> <li>• Small group work to learn appropriate behaviours and for associated learning difficulties</li> <li>• Individual programme based on specific need : a quiet area in the classroom may be useful for individual work</li> <li>• Create opportunities to work with positive role models</li> <li>• Main provision by class/subject teacher and resources usually available in the classroom.</li> <li>• Additional adults routinely used to support flexible groupings, differentiation and some 1:1</li> <li>• Close monitoring to identify “hotspots “and support for times identified by risk assessments</li> <li>• Daily opportunities for 1:1 support focused on specific SEBD/learning targets.</li> </ul>

	<ul style="list-style-type: none"> <li>• Primary Behaviour Support offers small group support in school.</li> <li>• Opportunities for student to engage in alternative provisions for part or all of the week</li> <li>• Managed move where appropriate</li> </ul>
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> <li>• In class differentiation of the curriculum and supporting materials enabling full access to the curriculum</li> <li>• Strategies developed shared with school staff, parent/carer</li> <li>• Simplify level, pace, amount of teacher talk/ instructions</li> <li>• Increased emphasis on identifying and teaching to preferred learning style</li> <li>• Opportunities for skill reinforcement/revision/transfer and generalisation</li> <li>• Some use of specific group or 1:1 programmes</li> <li>• Preparation for any change and the need for clear routines. Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom.</li> <li>• Short term individual support focusing on listening, concentration, social skills, solution focused approaches</li> <li>• Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution</li> <li>• Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age</li> <li>• Play, creative activities, drama</li> <li>• Targets are monitored with the pupil daily targets</li> <li>• Activities focus on key skills and Social, Emotional, Behaviour al outcomes throughout the school day. SEAL skills embedded in curriculum.</li> <li>• <u>The use of positive targeted strategies that might include:</u></li> <li>• Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor/ behaviour mentor Programmes</li> <li>• Observation schedules</li> <li>• Reward systems involving regular monitoring and support</li> <li>• Monitoring diaries</li> <li>• Use of behaviour targets within the classroom/playground, prompt cards</li> <li>• Visual systems/timetables</li> <li>• Regular small group work/concentration skills/social skills/listening skills/conflict resolution, emotional literacy</li> <li>• Short-term individual support</li> <li>• Support that use solution focused/restorative/motivational approaches</li> <li>• Circle of friends</li> <li>• Access to additional circle time activities</li> <li>• Access to ICT and specialist equipment</li> <li>• Individual SEBD programme</li> </ul>
Staffing and Partnerships	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate</li> <li>• Daily access to staff in school with experience of BESD, e.g. behaviour support worker, lead behaviour professional, SENCO, ELSA</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks</li> <li>• Engagement with specialist service to support assessment of needs and guidance in support and resources to promote progress including EPS, Primary Behaviour Support, Early Intervention Support Secondary PRU provision</li> <li>• Daily access to staff with experience and training in meeting the needs of students with BESD</li> <li>• Increased access to specialist support for both child/young person and family including CAMHS, Family Resilience Service. Use of Common Assessment Framework to access multi-agency support</li> <li>• Close liaison and common approach with parents/carers</li> </ul>
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<b>Sensory and /or Physical Needs: (including pupils with visual impairment, hearing impairment , physical disability and medical needs)</b>	
Assessment, Planning and Review	<ul style="list-style-type: none"> <li>• Specific assessments are referenced or undertaken to establish the degree of impairment/disability and its potential implications for and impact on curriculum access. Assessments may include:  Visual impairment: visual field and acuity, light sensitivity, accessible print size, mobility, independence, communication skills, social interaction.  Hearing impairment: degree of hearing loss, communicative intent, expressive language skills, speech clarity, language comprehension, social communication skills, use of technology.  Physical disability: scope of disability, physical restriction, pain, mobility, independence, self -care, communication, therapy needs  Medical needs: effect of medical condition, impact of medication, level of fatigue, level of attendance, restrictions on certain activities, temperature regulation, triggers likely to prompt an emergency response, self- awareness and regulation, communication skills.</li> <li>• On-going monitoring and observation to assess the impact of the needs on the pupil's ability to function successfully in the school setting and make progress with learning. Evidence might include: <ul style="list-style-type: none"> <li>○ Consideration of progress within the curriculum in relation to age related expectations.</li> <li>○ Ability to work at the same pace as peers</li> <li>○ Signs of fatigue or frustrations during different lessons or subjects or at parts of the day or week.</li> <li>○ Ability to develop positive peer interactions, especially during unstructured times such as the lunch break</li> <li>○ Effective use of support, technology and equipment</li> </ul> </li> <li>• Personalised plans generated in response to assessments and include as relevant access arrangements, health care plans and risk assessments. Plans may take into account; <ul style="list-style-type: none"> <li>○ Supervision arrangements at unstructured times</li> <li>○ Administration of any medicines</li> <li>○ Support to address personal needs such as toileting</li> <li>○ Environmental audit to inform any necessary adjustments (e.g. classroom acoustic)</li> <li>○ Fire evacuation and medical emergency plans</li> </ul> </li> <li>• Liaison with parents/ carers and appropriate health and specialist services to ensure that the needs are identified and appropriately assessed;</li> </ul>



	<p>any plans are shared, owned, monitored and reviewed.</p> <ul style="list-style-type: none"> <li>• Pupils are involved as appropriate in their assessments, plans and reviews to ensure that their voice is fully heard.</li> </ul>
Teaching Environment and Grouping	<ul style="list-style-type: none"> <li>• Adaptations to the teaching environment to support access and promote independence. This might include: <ul style="list-style-type: none"> <li>○ Planning of appropriate use of classrooms to maximise access over time</li> <li>○ Review of lighting arrangements and use of anti-glare film.</li> <li>○ Introduction of sound field systems and hearing loops.</li> <li>○ Introduction of items such as specialist seating, height adjustable work benches to facilitate access</li> <li>○ Furniture organised to allow ease of wheel chair access and appropriate proximity to technology.</li> <li>○ Review of pupil seating arrangements to ensure good posture management and easy access to support and teacher input.</li> <li>○ Careful positioning of specialist equipment and resources to ensure optimal usage.</li> </ul> </li> <li>• Flexible grouping arrangements to facilitate both peer and adult support to improve access to the curriculum and encourage independent learning.</li> <li>• Individual or group support in place to assist as required with practical lessons, personal care, therapy programmes and support movement around the school. This could include buddy systems.</li> <li>• Adjustments to teaching style and position to take account of the need for lip reading, verbal and non- verbal prompts and potentially signing to support communication and understanding.</li> </ul>
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> <li>• Class and subject teachers adapt teaching style to take into account specific needs of pupils within lessons and across different subjects</li> <li>• Pace of lessons adjusted with rest breaks built in as required.</li> <li>• Additional access to ICT, specialist aids and adaptations to facilitate access to the curriculum</li> <li>• Alternative methods of written recording used as required.</li> <li>• Work and resources modified to support access, for example colour of worksheets, increased font size and double spacing and texts transposed to braille.</li> <li>• Arrangements made to support formal assessments tasks and public exams such as additional time, amanuensis, rest breaks, use of ICT and enlarged papers.</li> </ul>
Staffing and Partnerships	<ul style="list-style-type: none"> <li>• All staff fully aware of the specific sensory, physical and medical needs of any pupil and are aware of any plans, protocols and procedures in place to ensure safe and effective education.</li> <li>• Class and subject teachers use this knowledge to adapt their communication, lessons and set tasks.</li> <li>• Key staff have had specialist training and are skilled at meeting needs of particular pupils such as supporting daily testing and functioning of equipment to support hearing access for a pupil with a hearing impairment or training in manual handling for a pupil with significant physical needs.</li> <li>• Input at class and school level to raise peer awareness of the nature of different impairments and the support they can offer</li> <li>• Regular liaison, guidance and support from specialist services to review the impact of interventions and suggest modifications and updates as required.</li> <li>• Pupils and parents are actively engaged in decision making and planning for ongoing provision</li> <li>• Support and guidance is accessed from the Croydon Specialist Teaching Service (Hearing Impairment and Visual Impairment) and via the</li> </ul>

- outreach offer from Croydon's Special Schools and Enhanced Learning Provisions.
- Advice, information and training from local support services such as the Educational Psychology Service and the Children with Disabilities Team; via the Learning Without Boundaries training offer; and via the local and national voluntary sector.

## 6.2 DESCRIPTORS OF PROVISION FOR PUPILS IN SPECIAL SCHOOLS

The descriptors below are those currently used to assign funding based on the complexity and resource intensiveness of provision required for individual pupils. This is subject to an annual moderation exercise. The descriptors have not yet been reviewed against the new Code of Practice.

BANDS	Place Funding	Additional Needs	Exceptional 1	Exceptional 2	Exceptional 3	Exceptional 4
<b>Staffing Model</b>	Typically pupils who can manage within the overall organisation and curriculum but who, on occasions require some low level additional supervision and intervention for mothers, over and above the class team e.g. Speech and language Therapy	Typically pupils can manage only within a small group and require close supervision and interventions from staff	Typically pupils need regular, additional time from a range of adults. They may make frequent demands for support because of their learning/behavioural difficulties and/or because of their dependency on adults for their self-help/care needs.	Typically these pupils require constant interventions on a daily basis from a range of adults. They may be unable to interact greatly with other pupils and staff due to learning and/or social difficulties	Typically requires constant 1:1 support throughout the day and individual strategies to support learning. Most pupils will feature in more than one category, with the exception of Emotional, Behavioural and Social Difficulties.	Typically requires constant 1:2 support throughout the day and individual strategies/resources to support learning. Typically has additional diagnosis and involvement from other professionals
<b>Need Group</b>						
<b>Learning Difficulties</b>	Have reasonable understanding of language and limited expressive communication Have moderate learning difficulties	Have severe learning difficulties Have severe communication difficulties but may be verbal	Have a limited understanding of language and limited expressive communication Have very severe learning difficulties	Have very severe learning difficulties Have extremely limited functional communication Need adult support	Have very limited understanding of language and little or no expressive communication Exhibit behaviour on a	Have very limited understanding of language and poor functional communication skills Exhibit behaviour on a

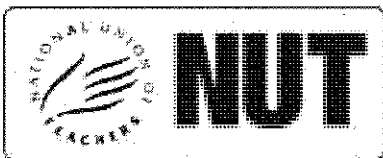
			Have severe learning difficulties and additional needs in one other area e.g. ASD, PD, sensory	to access learning, communication systems (AAC) and social interaction Exhibit frustration which may manifest itself in challenging behaviour and supervision is necessary to maintain safety at all times Be reliant on adults for personal care including eating & drinking Display challenging behaviour which will require physical intervention	daily basis which causes harm to self-others and/or severely damages property Have profound and multiple learning difficulties Have additional needs in one or more other areas e.g. ASD, PD, sensory and may have complex medical needs Pupils may have additional complex health needs.	consistently frequent basis during the day which causes harm to self or others and/or severely damages property Intervention and behaviour programmes require the availability of at least two staff to ensure their safety of all. Have additional needs in one or more areas e.g. ASD, ADHD, PD, sensory and may have complex medical health needs
<b>Autism Spectrum</b>	Have good functional communication Communication may be dependent on lo-tech communication aids, e.g. communication books, PECS Show signs of distress when faced with new people, places or events Exhibit difficulty expressing feelings or needs	Have some functional communication Exhibit some rigid or obsessional behaviours Have difficulties developing relationships with others	Have a limited functional communication Be dependent on a specialist environment with the focus on visual support systems such as PECS & visual timetables Need structure and routine to reduce stress and anxiety Exhibit “acting out “ behaviour or “withdrawn” behaviour	Have extremely limited functional communication Need adult support to access learning, communication systems (AAC) and social interaction Be reliant on adults for personal care including eating & drinking Exhibit frustration which may manifest itself in challenging behaviour and	Have extremely limited expressive communication Exhibit behaviour on a daily basis which causes harm to self-others and/or severely damages property Require 1:1 supervision within playground and social times Display challenging behaviour which will require physical intervention	

				supervision is necessary to maintain safety at all times Display challenging behaviour which will require physical intervention		
<b>Physical Difficulties (and Medical)</b>	Independently use a mobility aid to overcome their physical difficulties e.g. walking frame, power chair Need to use a lo-tech communication aid occasionally to support verbal communication	Require some support in moving, positioning, personal care Have some independent mobility e.g. independent transfers Have some communication difficulties associated with their physical difficulties	Be highly reliant on adults for support in moving, positioning, personal care Have some independent mobility e.g. assist with transfers, use a power chair Have a physical disability that creates communication difficulties Need support related to an additional learning need	Be reliant on adults for moving, positioning, personal care including eating and drinking e.g. require hoisting Have a physical disability that creates severe communication difficulties Be communication aid users e.g. 4Talk4 Need adult support to access learning and social interaction Have an additional need in one other area e.g. sensory or LDs	Be totally reliant on 1 or more adults for positioning, Movement, personal care including eating and drinking require hoisting, gastrostomy. Be complex communication aid users e.g. Tellus/Dynavox Need 1:1 specialist adult support to access learning and social Pupils may have severe medical needs e.g. unstable epilepsy	

<b>Social, Emotional and Mental Health Difficulties</b>	<p>Low level verbal or physical challenging behaviour which causes disruption to other learners and requires regular intervention by an adult</p> <p>Low level challenging behaviour requiring behaviour support plans and regular oversight by adults</p> <p>Emotional needs requiring regular support from an adult</p>	<p>Only manage their behaviour in a small group</p> <p>Have no additional learning needs</p> <p>Pupils may Be involved in incidents which may require physical intervention</p> <p>Emotional needs requiring regular support from the Leadership Team</p>	<p>Often need support to manage their own behaviour and/or reflect on the consequences for others</p> <p>Need support for an additional learning need</p> <p>Pupils may Exhibit aggression</p> <p>Be involved in incidents which may require physical intervention</p> <p>Require occasional interventions by the Leadership Team</p>	<p>Regularly need support to manage their own behaviour and/or reflect on the consequences for others</p> <p>Often exhibit recurring behaviour and will need additional support within playground and social times</p> <p>Be involved in frequent incidents which may require physical intervention</p> <p>Require regular intervention by the Leadership Team</p>	<p>Be unable or unwilling to manage their own behaviour and/or reflect on the consequences for others</p> <p>Exhibit violence on a daily basis and 1:1 supervision is necessary within playground and social times</p> <p>Be involved in daily incidents which may require physical intervention</p> <p>Require frequent interventions by the Leadership Team</p>	
<b>Sensory Difficulties</b>	<p>Have a moderate sensory loss</p> <p>Use aids to overcome sensory loss</p> <p>Medical oversight and interventions by trained staff</p> <p>For diabetes, epilepsy, allergies</p>	<p>Have moderate sensory loss</p> <p>Use aids to overcome their sensory loss</p> <p>Need mediation of the environment at all times</p> <p>Epilepsy requiring support by specialist trained staff</p>	<p>Have a visual impairment or difficulty</p> <p>They require mediation of the visual or auditory environment for a proportion of the day</p> <p>They may have additional needs in one other area E.g. PD, ASD</p>	<p>Have a significant hearing loss</p> <p>They require mediation of the visual or auditory environment for a high proportion of the day</p> <p>They may have additional needs in one other area e.g. PD, ASD</p>	<p>Have a very profound sensory loss necessitating 1:1 specialist adult support</p> <p>Have additional needs in one or more other area e.g. BESD, PD</p>	

*This is the training undertaken by one member of staff since 2010 only .*

Training Undertaken	Date
Gastrostomy feeding – NHS accredited – renewed annually	Sept 2014
Gastrostomy Site – NHS accredited – renewed annually	Sept 2014
Oral Suction Competence – NHS accredited – renewed annually	March 2014
Enteral feeding pump– NHS accredited – renewed annually	Sept 2014
Gastrostomy feeding – NHS accredited – renewed annually	Sept 2014
First Aid at Work – three day course with exam – renewed every three years	June 2014
Sound Beam training	Nov 2011
Epilepsy Awareness – NHS accredited – renewed annually	Sept 2014
Seizure Management – NHS accredited – renewed annually	Sept 2014
Life Support and Resuscitation - NHS accredited – renewed annually	June 2014
Administration of Buccal Midazolam – NHS accredited – renewed annually	Sept 2014
Oxygen Administration – NHS accredited – renewed annually	Sept 2014
Oxygen Health and Safety – NHS accredited – renewed annually	Sept 2014
PEG Training - NHS accredited – renewed annually	September 2014
Freego pump Level 3 Training - NHS accredited – renewed annually	September 2014
Supporting Young Deaf Children – SALT accredited – three day course	April 2013
Smartboard Training	Nov 2010
SATs monitoring training	June 2014
Catheterisation Theory	Nov 2014



## WIRRAL DIVISION

Dear Sir/Madam,

I am writing in relation to The Lyndale School as part of the representation period.

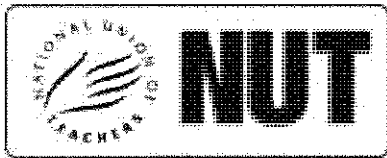
I wish to reaffirm the views I expressed in my letter submitted as part of the original consultation. The National Union of Teachers strongly believes that every child has the fundamental right to high quality education at a good local school. In the case of The Lyndale School this is an even higher priority, as the children who attend this school have a range of complex learning needs and individual barriers to learning.

The staff at Lyndale are highly skilled in addressing the specific needs of the children they teach. They have built up good relationships with parents and pupils and this creates a high degree of trust allowing the pupils to develop in an environment where they feel safe and secure.

In terms of providing a good education and providing the continuity that the pupils at Lyndale require and deserve I believe that it is worth exploring the option of transferring the Lyndale staff and pupils to another site as one unit. This allows the costs to be cut as the current site would close but allows staff and pupils to transfer together ensuring that the individual needs of the children are addressed. This option also helps to reassure parents as they will know that the staff who they have built good relationships with will continue to work with their children.

I am concerned that the closure date seems to be January 2016, this seems an odd date given the academic year would end in July. It is also a concern that the proposed closing date has changed through the consultation period and appears differently in different papers to cabinet.

Closing mid-way through a year is disruptive to pupils, they will start the academic year in one school then after settling have to move to new school, this will impact on their learning. This is a significant issue for the pupils at The Lyndale School.



## WIRRAL DIVISION

The NUT firmly believes all children should have access to a good local school. By closing The Lyndale School some of our most vulnerable pupils will be left without access to a local school.

Yours Sincerely,



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**From:**

19/11/2014 16:01

**To:** CYPD-Special Review**Subject:** Lyndale School

I am writing in response to the consultation. As a Wirral resident, I believe that this school should remain open. I am not convinced that it will be in the best interests of the children of Lyndale or the other two schools for Lyndale to close. Further, I have not seen evidence that the independent consultants report was based on an in depth analysis of the children's needs. The consultant appears to have spent little time with the school staff or parents. These children have really specialist needs and the Council should take into account that the most vulnerable children must be protected the most. This is a matter of humanity. The financial argument is not convincing so why close?

From:

To:

Subject: lyndale closure

Date: Wed, 22 Oct 2014 13:02:27 +0100

Hi

iam writing regarding the closure of lyndale school and ask you please to reconsider the closure as a autistic mum my self i dont understand this closure there are already only a small amount of special schools on the wirral and with autism on the rise i dont see the logic in the closure this will only make it harder for familys to get a good education for our children leaving the

children lacking behind and most probably causing more problems for the future ! Its ok us parents can voice our opinions but what about all the children involved that cant iam sure this is against there human rights as this will truely effect them the change will do them no good ! will hopefully get a place in stanley but with the closure will ? Or even worse will and then the sschool be packed to the hilt causing stress and anxiety for the children already at the school or at the other schools they will be moving to !! So please please reconsider the closure as i feel the need for more special schools in the future will be needed so to loose one would only be more costly thanks for reading

**From:**  
**Sent:** Tue 18/11/2014 12:50  
**To:** CYPD-Special Review  
**Subject:** llyndale school

**My Objection to the closure of Lyndale school.**

The funding changes that took place did not give true recognition of the needs the children of this school needed, and the changes taken with the banding system was in my view done to restrict the school moving forward,

In the report to cabinet 16<sup>th</sup> Jan, stated that changes would be kept under review, what was missing was the points 14,39, and 40 from the SEN improvement document

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278422/School Organisation Guidance 2014 - Annex B.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278422/School_Organisation_Guidance_2014_-_Annex_B.pdf)

I have not seen these points show or addressed, especially in the report from expert called in to look into this matter.

The above point raised by \_\_\_\_\_ and myself in our NOM to Council.

,

I believe good practice should have shown what is in place now, and how it would be improved, the parents showed how this could happen throughout the consultation period, in my view this was ignored

The basic view is the needs of the children comes first, what they have in place now fits the needs, the parents did not want to see the expert teamwork given to them broken up, this will be the case if the children are moved.

As we have heard comments by parents stating other heads who they met either did not know or had a view on how to take the extra costs with each child.

One Question not asked, what cost to the authority if parents decide to move children out of area to get what they have now?

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**From:**

**Sent:** Thu 30/10/2014 20:00

**To:** CYPD-Special Review

**Subject:** Closure

It would be terrible if you closed this wonderful school.it is a place where parents take their special children and know they are safe and so happy. Please don't close it .

Sent from my iPad

From:  
Date: 9 October 2014 20:32:28 BST  
To:  
Subject: Lyndale school

I feel I must voice my concern on the disgusting decision to close lyndale school have councillors involved in this decision no compassion (heart).

The cash strapped authority who spent £5,258 on a trip to Bournemouth , council chief executive Graham Burgess who took part claimed it allowed them to "showcase wirral s achievements some achievement closing lyndale school .

The council also upgraded the lifts in the town hall at a cost of £125,000, the expensive staircase £800,000 is the estimated out lay for that,£25,000 on a new carpet, £17,000 on the toilets.

I am a resident of Eastham I and every body can see the magnificent job these careers do,if the number of councillors was reduced to 44 I am sure this will help to keep Lyndale School open.

Full support and the opportunity of remaining at and near  
ones entering that particular school. No other substitute  
would be acceptable for those campaigning to  
retain Lyndale School.

Please consider all the reasons for maintaining  
the present arrangement and give such a worthy  
establishment the continuity it deserves.

Yours faithfully,

1  
re PROPOSED CLOSURE OF  
LYNDARE SCHOOL, EASTHAM

November 10, 2014

Dear Sir or Madam.

I am writing, as a private individual, to support those  
many people who are requesting, most urgently, that  
LYNDARE SCHOOL be kept OPEN.

May I draw your attention to two reasons of my  
own for supporting the retention of LYNDARE SCHOOL:-

- ① In 2000, I had the privilege of visiting the school,  
in a purely local resident capacity, to enquire  
if they would welcome a new book on local  
history. The atmosphere of welcome, all-pervading  
care and serene concern for each individual child  
was notable and most memorable.
  - ② Until the family moved to North Wales, last year,  
I was aware of a very severely handicapped  
who attended Lyndale - I know grandparents well,  
and all were so very thankful for the help that  
the young received. They were totally reassured  
that had the best possible time at the school.
- SUMMARY As Winal Council has considerable financial  
reserves, such vulnerable special children need on

**From:**

**Sent:** 13 November 2014 20:33

**To:**

**Subject:** THE LYNDAL SCHOOL

Dear Councillor,

I am writing you this email to ask you to reconsider the decision made to close The Lyndale School.

Please look again at all of the facts and figures and more importantly the concerns of parents of children currently attending The Lyndale School and parents whose children, the closure of The Lyndale School will impact on.

As you are aware The Lyndale School is a small community school, which is more of a

14/11/2014



small family. The children in this school are "our world".

My [redacted] and has been attending The Lyndale School for nearly 7 years now. The Lyndale School was named in [redacted] Educational Statement as the most suitable provision for [redacted] is severely disabled, registered blind, has seizures, has severe global developmental delay, is wheelchair bound, unable to talk and unable to do anything for [redacted] so is totally dependent on adults for all of [redacted] care and to enable [redacted] to access education to maximise [redacted] full potential.

At the very beginning of all of this we were told that the whole process would be "open and transparent" and our views, concerns, opinions and feelings were extremely important, as we knew our children best. But why do I feel, none of these have been taken into consideration when making a decision on The Lyndale School. I would have thought that due to the nature of the school and the complex needs and complex medical needs of the children that parents concerns would have been taken more seriously, the fact they haven't points to the Education Department adopting a "we don't care" attitude.

The Consultation has been a very long winded, repetitive and extremely stressful process. I attended several of the meetings, in different venues, to have to ask the same questions over and over again, as no answers were given in detail, if answers were given at all. As we were told, they would have to get back to us, on that one.

During the first Consultation Meeting at Elleray Park, I was actually told to "be quiet", saying I was being personal, when in fact I was giving a description of PMLD, which happened to be my daughters description.

Parents typed up pages and pages of questions, detailing all of our concerns. To date we have never received full detailed answers to these concerns.

Neither Stanley School or Elleray Park as they stand, have the space for the children of The Lyndale School.

Stanley School is a fantastic new build, with enough classrooms for the children they currently have and very little outdoor space.

Elleray Park are planning to extend their building to create more space for the children currently attending the school.

In view of this, where are the children of The Lyndale School going to go?

Where is the sensory outdoor space, like they have already at The Lyndale School?

Where are the sensory, spacious classrooms?

Where is the freedom of the whole school, knowing they are safe without having to be locked away in a classroom for their own safety?

Where are my guarantees that \_\_\_\_\_ will be educated safely in either of these schools, with the freedom \_\_\_\_\_ loves, without being segregated for \_\_\_\_\_ own safety?

We were told that all of these concerns would be taken into consideration and clearly they have been ignored.

Sadly due to my \_\_\_\_\_ disabilities, \_\_\_\_\_ incurs a very costly bill to support. Something I have to provide at home on a daily basis, 24 hours a day. Funding is yet another issue. The new Banding System, Bands from 1 to 5. Band 5 being the highest band. Can someone please explain to me, why my \_\_\_\_\_ has been placed in Band 4, when \_\_\_\_\_ is as severely disabled as she is and is unable to do absolutely anything for \_\_\_\_\_

I am constantly told my \_\_\_\_\_ needs will always be met regardless of what Band is in. Yes, but this will happen at a cost to which ever school \_\_\_\_\_ is attending and other pupils, as crossfunding would have to take place to ensure there was enough money to cover the cost of my \_\_\_\_\_ needs.

I am in the process of drawing up my \_\_\_\_\_ Educational Health Care Plan (EHCP), this again is proving to be an extremely stressful and frustrating process. I feel like I am being bulldozed into getting this complete in the shortest amount of time, it can be done.

Being told, I can only put in the EHCP what is detailed on the Statement. When at our very first meeting, I was told the whole idea of the EHCP was to draw up a detailed document of my \_\_\_\_\_ and the reason for the EHCP was being brought in was due to the fact that Statements are so vague.

The EHCP has to be "SMART" meaning Specific, Measurable, Achievable. Realistic, Timebound. Up to now, I am finding it extremely difficult to ensure my \_\_\_\_\_ EHCP is timebound, as I am not being allowed to put specific times in, unless this is supported in a report from a professional, for example her consultant, her physio.

Reports are needed, not less than 6 months old to enable the EHCP to be collated, I am still waiting for certain reports. Again, very frustrating as all the relevant information needed, is not there.

Wanting to be specific about my                      needing 1 to 1 support for all aspects of care and                      school day. To be told, I can't put that, as it's not in                      original statement. My                      is unable to do anything for                      so without an adult giving                      a drink, feeding                      changing                      doing action songs, pushing                      in                      wheelchair, helping hand over hand to do activities in the classroom, my                      will just sit there.

The final decision on the future of The Lyndale School should be about doing what is right for the most vulnerable disabled children on the Wirral.

Regards

Parent

**Subject: The Lyndale School**

Dear Councillor,

I am writing you this email to ask you to reconsider the decision made to close The Lyndale School.

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education to maximise her full potential.

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Where are my guarantees that [redacted] will be educated safely in either of these schools, with the freedom [redacted] loves, without being segregated for [redacted] own safety?

We were told that all of these concerns would be taken into consideration and clearly they have been ignored.

Sadly due to [redacted] disabilities, [redacted] incurs a very costly bill to support. Something I have to provide at home on a daily basis, 24 hours a day. Funding is yet another issue. The new Banding System, Bands from 1 to 5, Band 5 being the highest band. Can someone please explain to me, why [redacted] has been placed in Band 4, when [redacted] is as severely disabled as [redacted] is and is unable to do absolutely anything for [redacted]?

I am constantly told [redacted] needs will always be met regardless of what Band [redacted] is in. Yes, but this will happen at a cost to which ever school [redacted] is attending and other pupils, as crossfunding would have to take place to ensure there was enough money to cover the cost of [redacted] needs.

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collated, I am still waiting for certain reports. Again, very frustrating as all the relevant information needed, is not there.

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The final decision on the future of The Lyndale School should be about doing what is right for the most vulnerable disabled children on the Wirral.

Regards

Parent

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**From:**  
**Sent:** Tue 11/11/2014 00:59  
**To:** CYPD-Special Review  
**Subject:** Lyndale School

Hi Julia,

I write you this e-mail in good faith and hope it finds you well.

Firstly some background. I am a Wirral native who grew up in, what I considered to be, a quiet, safe and leafy suburb called Eastham. I lived in Eastham until December 2013. Obviously when you grow up in a place like Eastham you learn the names of most of it's residents quickly, and so I know both Staff and Pupils of Lyndale School.

The e-mail is more a matter of heart than anything else as I have no understanding of the finances required to run a school like Lyndale.

I have a Facebook account and I am a 'Facebook friend' of a family with a Child at Lyndale. The child even features in the video that prompted me to write this e-mail. I often see posts from this small family and never are they negative about the card they have been dealt in life. Even after it was confirmed that their main support (aside from family) was to be taken away from them.

My concern is for this family, and the others that attend this school is that the reason they are able to maintain relatively normal lives is about to be snatched away from them. And that happy, functional and inspirational family will break down. And so what you may be left with is a Mother who can no longer work as she fears her Child won't be safe or happy in a new environment. She loses her independence as does the Child. This obviously has an affect on every aspect of someone's life and can rip fragile families apart or put pressure on them so their lives are no longer a life, Just an existence.

That in itself is a powerful phrase. Just an existence. To live is to be part of a community that supports you and considers your needs. Not disregards them because you are a minority and funding has suddenly become unavailable.

I truly believe that we are defined by the choices we make in life. Yourself and the others, who ultimately make this decision, have an opportunity to turn around the overall moral of a small community even if it means bearing the financial strain of that decision in other departments.

I urge to to leave that burden with the stronger, more privileged members of society. Even if it means other community resources should be forced to close. The decision could be a wonderful display of a Government body that actually listened. Rather than give a false platform of hope that will simply be ignored.

Sincerely



---

**From:**

**Sent:** Tue 18/11/2014 17:53

**To:** CYPD-Special Review

**Subject:** Statutory Notice - The Lyndale School

I am OPPOSED to the proposal in the STATUTORY NOTICE to close The Lyndale School for the following reasons:-

The Lyndale School is rated as Good with Outstanding features by OFSTED.

Its current small size is a result of failure by Council Officers, over many years, to promote the school to prospective parents and leading to rumours of closure.

Its closure would not result in financial savings, as ring-fenced grant money would still have to be spent elsewhere.

The particular needs of children with complex learning difficulties and profound and multiple learning difficulties, many requiring one-to-one support, would not best be met by placing them in segregated parts of other special schools.

There is overwhelming public support for The Lyndale School as witnessed by a petition of over 7000 names calling for its retention.

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**From:**  
**Sent:** Fri 31/10/2014 10:20  
**To:** CYPD-Special Review  
**Subject:** Lyndale School closure

I do not have any direct link to Lyndale School, however whilst                      used to go to Claremount School, I do feel great concern and empathy for the children and parents of Lyndale.

I would ask that your reconsider your proposal to close Lyndale, a society is judged upon how it treats those who are less able to look after themselves. If the closure goes ahead I think that the decision will reflect very badly upon those who allowed it and did nothing.

Yes you may say you'll integrate and look after the children but they will not have the same one to one. This decision appears to be for cost or even worse playing politics, what ever the reasons you need to reconsider and think; **WOULD I BE HAPPY IF MY CHILD WAS BEING MOVED?**

Sent from Windows Mail

**From:**  
**Sent:** 12 November 2014 21:53  
**To:**  
**Subject:** The Lyndale School

attends the Lyndale School, I don't need to tell you what is happening there as you already know since you where one of the councillor to vote to close the school in the last full council meeting.

I am not aware if you personally have been to see the school, so I attached the video so you can see the every day life of our children.

<https://www.youtube.com/watch?v=KnGIGDFir9Y>

was born with rare genetic disorder. is unable to walk, unable to talk and has a development age of a 6 month old baby, However is a fabulous child that loves cuddles and smiles a lot.

This whole process has been the most stressful thing I have ever had to do in my life, Wirral Borough Council have been nothing but insensitive and cruel during the whole thing. They have done everything they can do make this as difficult as possible for us and now right at the end we are being forced to complete the new EHCP's, where yet again they have been very misleading.

Right from the start when we have asked for anything they have either not given it to us or given it to us at the last minute so we have had no time to go through it.

They have no set plans in place for our children or the children currently at Stanley School and Elleray Park whom this will also have a drastic effect on. Everything they say is based on "there word" but there is nothing concrete and "there word" doesn't exactly mean much!

I will say it again as we have said from the beginning, there is no room in those other schools for our children, our children currently have an entire school they can safely go around, in the other schools they will have to be out in one or two rooms all day for their safety or risk them being hurt by one of the able bodied children with behavioural issues. Yes this comes down to money but they are not going to save any money, our children will still cost the same wherever you put them, and thanks to this new banding system, every special school will have a short fall this year as they are not giving enough money to any of them.

We are being advised that you have no choice and you are being told to vote to shut the school, but there is one thing you can do which is refuse to vote!

You became a councillor to stand up for the people where you live, and now the most vulnerable children in this area need your help, so stand up and fight for them.

Wirral  
14/11/2014