

Proposal to remove the SEN unit for pupils with Physical Disabilities (PD) at Kings College, Guildford

September 2021



SURREY
COUNTY COUNCIL

Kings College SEND Centre Educational Justification Statement

1.0 Needs Analysis

Introduction

- 1.1 This section examines the educational demand for Physical Disability specialist school places in Surrey County as a whole, and the need to remove the Physical Disability (PD) SEND unit at Kings College in Guildford.
- 1.2 Under sections 13 and 14 of the Education Act 1996 and Part 27 Section 3 of the Children and Families Act 2014, Surrey County Council and other Local Authorities have a statutory duty to ensure that:
 - i) There are sufficient schools for primary and secondary education in their areas.
 - ii) They keep under review the educational provision for children and young people who have special educational needs and or a disability (SEND)
- 1.3 The Department for Education expects Local Authorities (LA) to manage their specialist estates efficiently to avoid detriment to schools' educational offers, creating disadvantage to children and young people who have SEND or the LA's financial position. This means ensuring the sustainability of maintained specialist school places that are appropriately matched to need-type, phases of education and geographic location.
- 1.4 This a vital role that local authorities retain in an increasingly school-led education system and one that requires long-term strategic planning. Special School sufficiency planning is informed by accurate SEND systems-data, mid-year population estimates, the trajectory of housing growth for each district in Surrey and historical as well as current tracking of learner movement trends. Detailed local knowledge enhanced through consultation with parents and carers and good relationships with local schools also supports the strategic approach to evidence-informed place planning.

Background: Special Educational Needs and/ or Disability (SEND) in Surrey

- 1.5 Children and young people with SEND have differing needs and are educated in a range of mainstream or specialist settings. Alongside the general presumption of a right to a mainstream education, parents of children with an EHCP and young people with an EHCP have the right to express their preference for a place at a particular mainstream school, special school, special post-16 institution or specialist college.
- 1.6 Special schools (in the maintained, academy, non-maintained and independent sectors), special post-16 institutions and specialist colleges all have an important role in providing for children and young people with SEN and in working collaboratively with mainstream and special settings to develop and share expertise and approaches.

- 1.7 Surrey's existing maintained specialist estate comprises of 25 special schools, and 51 SEN Units attached in mainstream primary and secondary schools.
- 1.8 Originally not all mainstream schools were adapted to admit pupils with Physical Disability (PD) required access to a mainstream curriculum. The arrangements were for pupils to attend a centre at a school that had been adapted to ensure the needs of pupils with physical disabilities were met. A number of schools across the county had been adapted and pupils were generally placed at the 'nearest' centre to their home address.
- 1.9 Since the Disability Discrimination Act (1995), and then later Equality Act 2010, facilities and adaptations for pupils with physical disabilities were made available at more schools. This was because there was a requirement for the Local Authority (LA) to make adaptations in order for pupils to attend schools in line with parental preference (usually a more local school to the home address). This has led to mainstream schools being accessible and therefore specialist units for pupils with Physical Disability (PD), but mainly those with physical disabilities are no longer required. In general, pupils attend their local mainstream school, without the need to be transported long distances to an adapted environment.
- 1.10 Due to the above, there was a marked decline in pupil numbers accessing the SEND unit for pupils with Physical Disability (PD) at King's College. In 2018, it was decided that any further reduction in the number of planned places would mean that the SEND unit would not be financially sustainable using the funding model of place funding and top up funding per pupil. The average occupancy rate of the SEND unit for Physical Disabilities (PD) at Kings College for the three years prior to 2018 was 36.7%.
- 1.11 From the summer term in 2019, there were no pupils on roll in the SEND unit for Physical Disabilities (PD) at King's College. The school has not received any funding related to pupils from this point but received some transitional funding in the academic year 2019/20.
- 1.12 Kings College in Guildford has a unit for pupils with Physical Disabilities (PD) but the school has not admitted any new pupils since 2018/2019. There are no pupils on roll at the centre and therefore the provision is not being funded. Due to this, the specialist equipment was removed from the school site in May 2021.

2.0 Alignment with Local Strategy

Local Area Demand, and PD Specialist School Placements

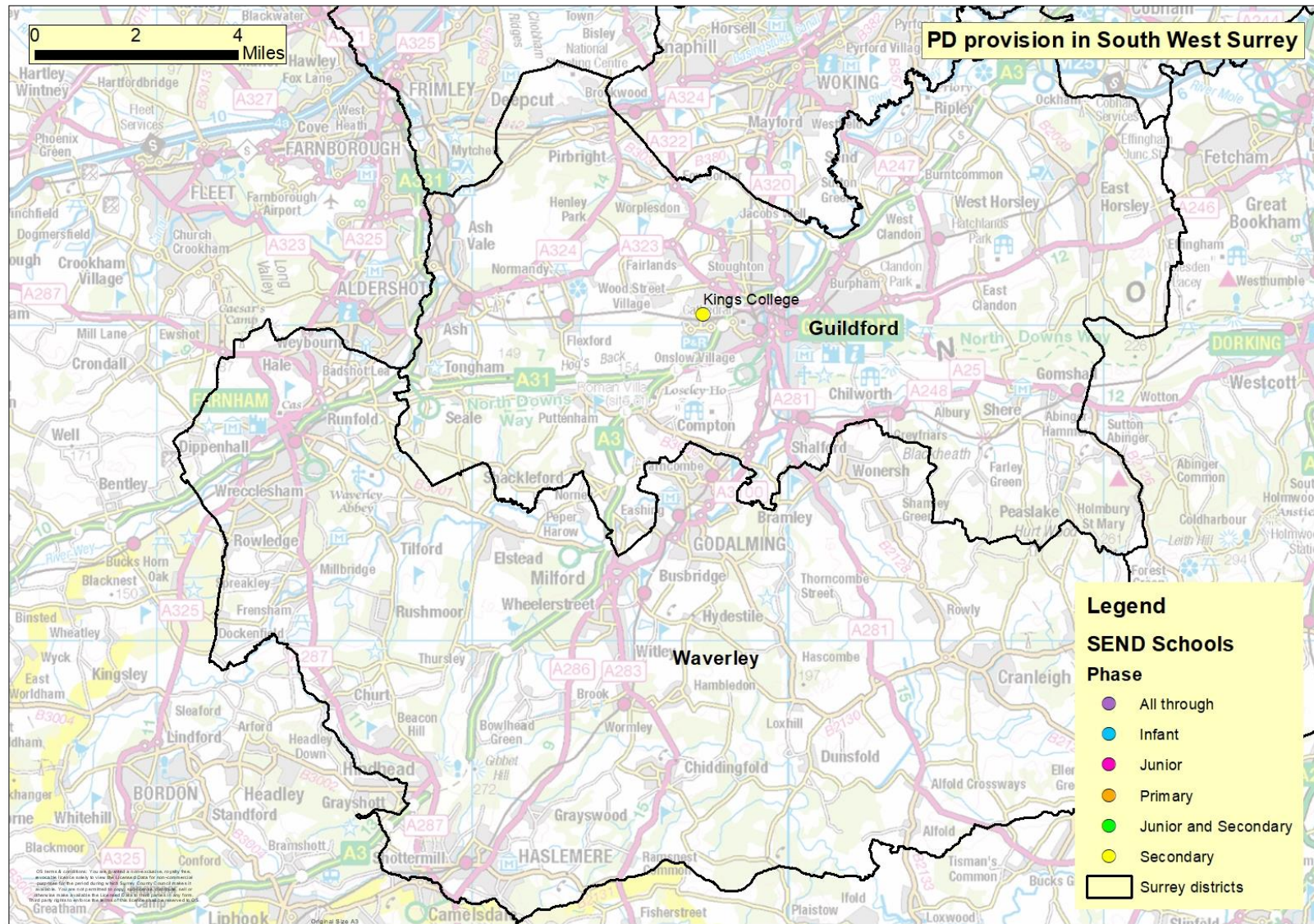
- 2.1 Of the 11,374 statutory Education Health and Care Plans (EHCPs) maintained by the county for children and young people who have SEND, Surrey currently has 357 statutory EHCPs for children and young people with Physical Disabilities (PD) identified as their primary need. Physical Disability (PD) is the seventh highest area of need in the county.

- 2.2 The needs of pupils with Physical Disabilities (PD) are largely met in a mainstream environment due to the adaptations made to schools following the Disability Discrimination Act (1995), and later Equality Act (2010).

Demand for Specialist School Places

- 2.3 In terms of education provision, Surrey is divided into a number of education areas within the four quadrants: North East, North West, South East and South West of the county.
- 2.4 Across the areas of Surrey that Kings College would serve, latest projected sufficiency modelling indicates there is no long-term demand over the next 10 years for specialist provision for pupils with Physical Disability (PD).
- 2.5 There is no other specialised provision for pupil with Physical Disabilities (PD) within the South West quadrant or the wider county of Surrey, as there is no demand for this provision. This is because pupils with Physical Disabilities (PD) have needs that can be accommodated through accessible mainstream and specialist education provisions following the introduction of the Equality Act (2010).
- 2.6 It is proposed that the SEND unit at Kings College Guildford be removed as the provision of a SEND unit for pupils with Physical Disabilities (PD) is no longer required.
- 2.7 The proposed removal of the SEND unit for pupils with Physical Disabilities (PD) is proposed as all mainstream and special school placements across the South West quadrant and wider county, are required to make schools accessible. This allows pupils with Physical Disabilities (PD) to attend their preference school and will reduce travel times between home and school.

Figure 1- PD needs schools within South West Surrey



2.8 The proposal is aligned with Surrey's *SEND Partnership Strategy 2019-2022*, which emphasises the local area's vision to ensure:

- *Children and young people are at the centre of our thinking and that we work with families as partners in meeting their children or young people's needs and planning how we will deliver support and provision in the future.*
- *All places, settings and organisations that provide education and/or support to children and their families are welcoming of children and young people with SEND and have a better understanding of their needs.*
- *When new provision and support is created, that Health, Education and the Local Authority share responsibility to ensure that high quality support is in place for children, young people and families when and where they need it.*
- *Children and young people with SEND can access the help and support they need to thrive and achieve within their local communities. They can go to local education provision that meets their needs, access services and play an active role in the community close to where they live.*
- *Families have easy access to information which helps them understand how best to support their child or young person's needs and access the help that is offered.*
- *Children, young people and families have access to the same level of high-quality support and education, wherever they live in Surrey.*
- *We have a good shared understanding of our children and young people who have SEND in Surrey and our support offer matches their identified needs.*

Summary

1.0 Overall, there is not a demonstratable need for a SEN unit for pupils with Physical Disability (PD) at Kings College in Guildford. Following the changes in legislation from the Disability Discrimination Act (1995) and the Equality Act (2010), all schools, either mainstream or special, have an obligation to make their provision accessible for those with Physical Disability (PD).

2.0 The proposed removal of the SEN unit for pupils with Physical Disabilities (PD) at Kings College would seek to realise the local area's vision to:

- Enable all learners to lead happy independent and fulfilling adult lives.
- Enable all learners to be included in and valued by society.
- Enable all children and young people to make outstanding progress academically within a safe, caring and healthy school environment.
- Enable all learners to develop their communication skills to ensure that they can express their thoughts and feelings and can interact with others in their local community as well as wider society.
- Enable all learners to develop their independence skills to enable a successful transition into society.
- Enable all learners to develop their physical, emotional and mental wellbeing, so that they can be happy, healthy, empowered and included in society.
- Work in positive partnerships with parents, carers, fellow professionals and the wider community to ensure that the needs of learners are met, and achievements recognised and celebrated.
- Provide high quality and continuous training development and support for all staff working at the school and for the wider members of the community including parents, carers and families.
- Work with other schools and the wider community of professionals to share expertise and develop inclusive opportunities for learners in a range of contexts (employment, social and cultural).