



**Special School for Young People with
Social, Emotional and Mental Health
(SEMH)**

Sponsor Engagement Event

1st July 2019

Danielle Swainston
Assistant Director, Joint
Commissioning

Overall Update

- **Agreed 50 places with DfE**
- **Discussion with NE councils for them to buy places**
- **Reviewed those children that we would have placed if we had the school – focus on boys**
- **Re looked at the place modelling in line with new numbers**

Stakeholder engagement

Parent / Carer Forum (1 Hart, 1 Mind, 1 Future)

Happy to meet with providers to discuss parents views

Contact details:

- Tel: 07896 054361
- Email: HartMindFuture@yahoo.co.uk

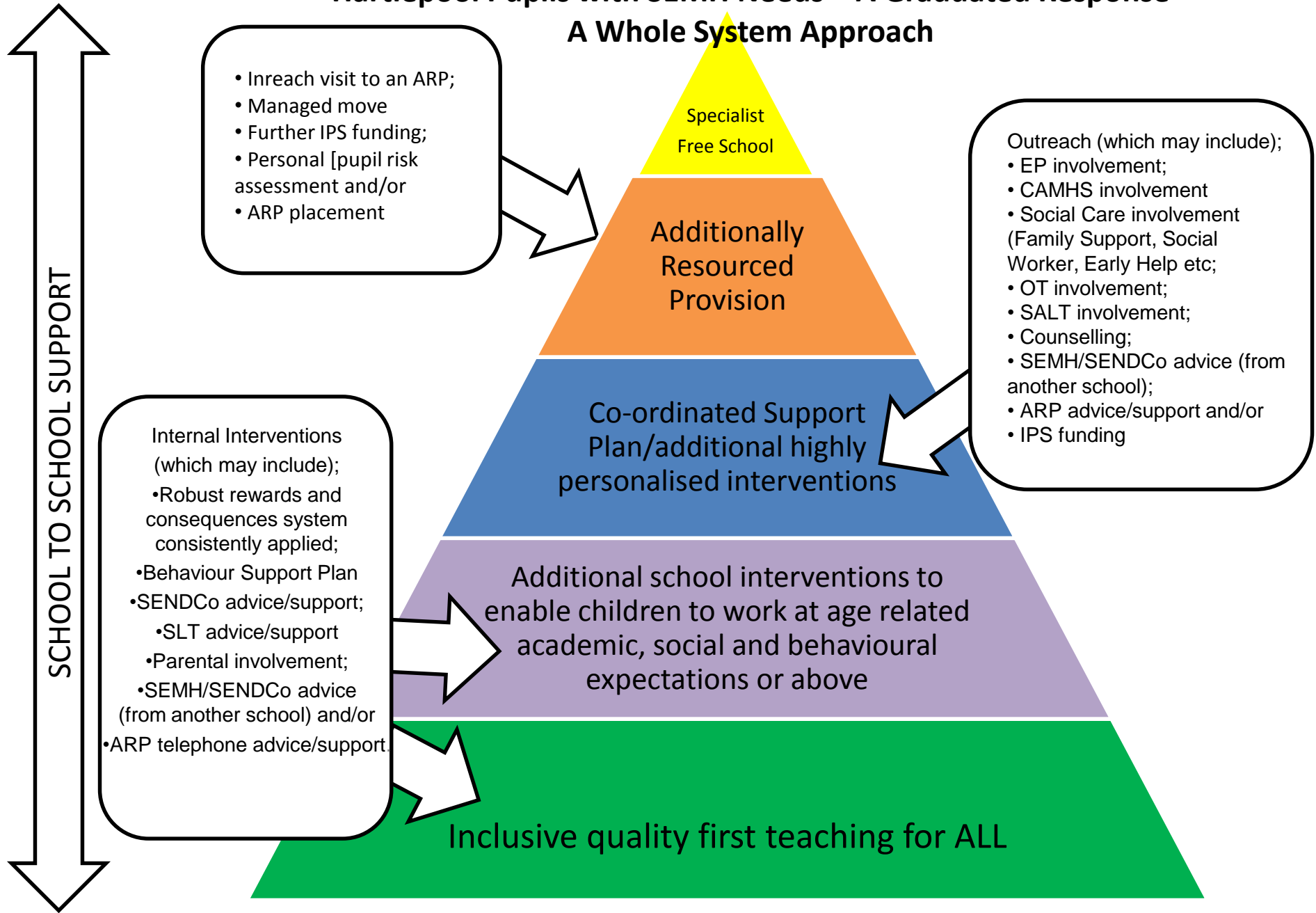
Special Schools/ ARPs/ Schools

Happy for you to make contact – can do this through Local Authority (Kelly Prescott):

- Tel: 01429 401896
- Email: Kelly.Prescott@Hartlepool.gov.uk

Hartlepool Pupils with SEMH Needs – A Graduated Response

A Whole System Approach



Process – graduated response

- Schools work with children and young people and seek advice from Educational Psychology team and other agencies e.g CAMHS
- Schools implement adjustments/ individual plans for children and monitor progress
- Schools can contact SEMH ARPs for advice and guidance before escalating
- SEMH panel to request funding to support in school interventions
- SEMH panel to request an ARP place – child stays on roll at home school. Joint working between schools with aim that child goes back to home school
- EHC assessment specifies ARP or special school provision

Curriculum model

- Small classes – numbers indicate just one KS2 class
- Would want KS2 specific provision
- Ideally class sizes of 6
- Firm boundaries – high levels of discipline/ respect
- Diverse curriculum – multi skilled staff able to teach across a number of areas
- Strong emphasis on PHSE, sport, vocational opportunities

Christine Fewster

1 Hart, 1 Mind, 1 Future



Hartlepool's Parent led forum for families of children with disabilities/additional needs

1 Hart 1 Mind 1 Future is the recognised Parent Carer Forum (PCF) for Hartlepool and was established in 2008.

This is a group of parents and carers of children with Special Educational Needs (SEN) and disabled children aged 0 – 25 who work alongside the local authority, education, health service and other service providers to make sure they plan, commission, deliver and monitor the needs of children and families.

The group does this through active parent participation and ensuring parents have a voice.

As a Forum it works closely with Hartlepool Borough Council's Short Break Lead to identify areas in which families feel short breaks could benefit them.

Hartlepool's Parent led forum for families of children with disabilities/additional needs

1 Hart 1 Mind 1 Future believes it is important to enable families of children with SEN and Disabilities to live a fulfilling active life.

The forum has a number social and recreational opportunity where the whole family can go along to meet other families in similar situations.

The group holds:

- Monthly Cake & Cuppa Mornings with Guest Speakers
- Monthly Parent/ Carer activities and social events
- Annual Conference and Celebrations
- The group works closely with many other services to enable the reduction in isolation to families in Hartlepool and help increase resilient parents.
- You can contact the group on:
- Tel: 07896 054361
- Email: HartMindFuture@yahoo.co.uk

Louise Allen
Head of Service - SEND

CASE STUDY: 1

Background to the young person and agency involvement

- Family history of neglect and early life trauma
- Impact on early development
- Multi-agency involvement resulting in placement with extended family

Primary Education and how the young person was supported

- Attended one school throughout primary
- Staff were attuned to need
- IPS funding to provide increased support
- EHCP needs assessment late in Y6

Transition to secondary education or move on provision, reasons provision did not meet need

- Mainstream secondary too large an environment
- Change of classes and teaching staff
- Skill base of staff

Type of provision required to meet need and current placement type

- Transferred to mainstream with identified support, staff not attuned to need.
- Need for small group, high staff ratio with skilled staff, trauma informed.

Accessed SEMH provision out of area



CASE STUDY: 2

Background to the young person and agency involvement

- Lives at home with birth family
- No diagnosed/ identified need
- Difficulties with behaviour and self regulation
- Early help, social care, CAMHs, EP

Primary Education and how the young person was supported

- EHC needs assessment triggered at the early part of KS2
- School were providing a bespoke package and worked collaboratively with all partners
- Access to own work space a small group nurture provision

Transition to secondary education or move on provision, reasons provision did not meet need

- Transition took place at the beginning of Y6
- A through provision was identified to allow stability for the pupil

Type of provision required to meet need and current placement type

- Due to an increase in presenting behaviours school felt pupil was a risk to self and others
- Identified Specialist SEMH provision required
- Move to specialist provision out of authority in Y6

CASE STUDY: 3

Background to the young person and agency involvement

- Had difficulties with social and emotional presentation
- Increasing presenting behaviours and anxieties regarding school
- Disengaging from school, friends and family
- Social Care, CAMHs and EP involvement

Primary Education and how the young person was supported

- Pupil's had difficulties throughout primary education but not actions taken to engage with escalation.
- Parents felt that appropriate support had not been made available
- Poor transition to secondary

Transition to secondary education or move on provision, reasons provision did not meet need

- Too large a setting (mainstream and SEMH)
- Move to specialist setting should have happened earlier in school career to prevent escalation
- Extent of needs not fully identified in primary setting

Type of provision required to meet need and current placement type

- Mainstream secondary did not meet need
- Specialist SEMH provision was identified – this was unsuccessful
- Small bespoke support in very small setting with high staff ratio and flexible curriculum

**Kelly Armstrong
Strategic Commissioner
(Children's and Education)**

Child and Adult Services

Capital Update

- Met with DfE Capital Team June 2019
- Site visit took place
- Moving on to agree Head of Terms
- Assessment of the site will begin to confirm with the design team the schedule of accommodation
- Events take place for LA 11th July Sheffield – procurement process
- Feasibility study takes place

Capital Update

- Access roads have been reviewed around best entry to the site from Seaton Lane or Brenda Road
- Proposed build will be a modular structure for vfm and speed
- LA are re looking at site to provide additional outdoor space for increased numbers of school.

Questions?

Tees Valley School

Special school competitions

**New
Schools
Network**

Agenda

- Introductions
- About New Schools Network
- Special free schools: the basics
- The special free school application process
- How New Schools Network can help you
- Questions

About New Schools Network

- Independent charity, founded in 2009
- Supports free school applicants and open/approved free schools
- Worked with around 70% open/approved free schools
- Free services

Free schools: the basics

What are they?

Who sets them
up?

How are they
funded?

Freedoms

Free schools: the basics

Do...

Offer education for pupils aged 4 - 19

Be open to all pupils, regardless of their faith, ability or social background

Held accountable through Ofsted inspections and exam results

Do not...

Receive more funding than other state schools

Get set up by 'anybody'

Special and AP free schools: the basics

- There are 34 open special free schools in England
 - There are 54 that have been approved to open
 - Only 19 have been inspected by Ofsted: 17 of which are Good or Outstanding
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- There are 42 open AP free schools in England
 - There are 11 that have been approved to open
 - Only 32 have been inspected by Ofsted: 26 of which are Good or Outstanding

Special free school application process

**New
Schools
Network**

Special and AP application process

Bid

The LA

- Determines key features
- Prepares evidence of need
- Identifies potential site
- Submits a bid to the DfE

The DfE:

- Approves LAs bid documents
- Publishes specification and application criteria

Application

- Prepare an application with free support from NSN
- Submit application to the DfE and LA
- Attend an interview with the LA and DfE
- Approval from the DfE

Pre-opening phase

- Enrol on to NSN Delivery Programme
- Recruit staff, develop policies and curriculum, recruit pupils
- Support and funding from DfE
- Sign funding agreement

Open phase

- Continue relationship with NSN
- Build up to capacity
- Ofsted inspection with three years

Application timeline

Develop the vision for your free school

01

Build a team to help develop your application

02

Enrol on NSN's Development Programme

03

Submit your application

06

Develop detailed education and financial plans

05

Start engaging with stakeholders in your community

04

Lessons learnt

**New
Schools
Network**

Developing a vision

A clear vision will act as the basis for all other activities related to your free school:

Vision

Building a team

Application development

Engaging the community

Presenting your vision

The DfE states that all applicants must:

- explain your own vision for the proposed school, and how it will deliver the local authority's specification;
- explain how that vision comes across in your curriculum approach and approaches to meeting pupils' special educational needs; and
- ensure that your vision is evidence-based and consistent with the rest of your application – your overall application should clearly show the plan for implementing your vision.

The vision

Developing a clear vision involves thinking about these key elements:



Hartlepool
specification

School ethos and
key features

Outcomes

Importance of a strong team

Applying for, setting up and opening a free school is an extremely demanding process. It's essential that you have a strong, committed team with a wide range of skills working on the project.

Some of the challenges your team will face include:

Engaging with
stakeholders and
commissioners

Building a financial plan for
the school

Designing a curriculum

Managing the project as a
whole

Establishing your curriculum and ethos

You must have the following:

- Education expertise relevant to the type of school you want to set up
- Finance expertise
- Governance expertise

You should have the following:

- Project management expertise
- Marketing/communications expertise

Necessary for pre-opening:

- HR expertise
- ICT expertise
- Buildings and sites
- Legal expertise
- Business/start up experience



How New Schools Network can help you

**New
Schools
Network**

NSN Development Programme

Feedback we have had from groups who have been on the programme has been overwhelmingly positive, and approval rates for groups on the programme shows its success.

100% of those who have received this additional support in the past said it was helpful

You are 50% more likely to be invited to interview.

11 of the 14 successful free schools from the local authority-led special free school round wave 1 received NSN support.

“The Development Programme was excellent and offered appropriate support, challenges and rigour.”

“We couldn’t have done it without you! Thank you so much for keeping us on track and motivated.”

How NSN can help you

Development Programme

A combination of the following:

- A named personal NSN Adviser
- A personalised support plan
- Written feedback on draft applications
- Specialist meetings
- Networking with other free schools
- Help marketing your school

Support for all groups

- An hour long 1-1 meeting with one of our Advisers
- Advice from the team via phone and email
- A wide range of resources on our website.

Enrolling onto the DP

- Book a 1-1 meeting with an adviser through our website.
- Submit an enrolment form through our website

Contact NSN

Email: info@newschoolsnetwork.org
Phone: 020 7952 8558
Website: <https://www.newschoolsnetwork.org/>

Questions?

**New
Schools
Network**