

# Position Paper for Specialist Provisions 2023/2024

## Vision Statement: Enfield's SEND Partnership Strategy (2023 – 2027)

**Our vision is for all our children and young people with Special Educational Needs and Disabilities to have high aspirations and to achieve positive lifelong outcomes.**

In practice, this means making sure all our children and young people with SEND are safe, healthy, happy and included in their educational setting and communities. We want our children and young people to discover and achieve their goals and we want to empower them to be at the heart of decision making, so that they can make positive choices about their lives and futures. As our children and young people grow up, we want them to feel confident and prepared for adulthood and their independence, with the skills and opportunities they need to thrive. Together, our collective ambition is to make Enfield an inclusive borough where "SEND is everyone's business". An inclusive Enfield is a place where diversity and difference are understood and celebrated, and where barriers are minimised or removed.

*This position paper will be reviewed annually in agreement with the SEND Board and Schools Forum and will reflect the school place planning changes as they emerge.*



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# Introduction

**To promote inclusion and to increase the Local Authority's capacity to meet the needs of pupils with Special Educational Needs and Disability (SEND), the Local Authority (LA) commissions specialist provisions in mainstream schools.**

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## Rationale

In line with our Local Offer, the purpose of establishing Specially Resourced Provisions (SRPs) and Designated Units (Units) in the local area, is to ensure that Enfield's children and young people are placed locally in appropriate provision to meet their needs.

By having this as part of a strong local offer, children and young people can participate in the local area, make friends and become established members of their own communities. We believe it provides better outcomes for children, young people and their families, local communities and supports the Local Authority (LA) to use its resources more effectively and efficiently.

## Current Special Educational Support in Enfield

In Enfield, we have developed the Inclusion Charter to ensure that all our schools work towards an effective ethos of inclusion which includes supporting staff to be fully informed of the different categories of SEND, Ordinarily Available Provision and having up to date information on innovative approaches in working with pupils and their families. The LA is committed to supporting schools to meet the needs of pupils with SEND and has responded to the increased levels of need by expanding Nurture Groups, Enfield Communication Advisory Support Service (ECASS) and Enfield Advisory Service for Autism (EASA). Additional specialist places have also been created within special schools and through the opening of new special schools to meet increased demand.

All LA partners and initiatives prioritise child-centred inclusive practice and the full range of what is available in Enfield can be found on the Local Offer.

## Specially Resourced Provisions (SRPs) and Designated Units (Units)

Pupils in SRPs/Units have Education, Health and Care Plans and are selected for admission to the SRP by the LA's Special Education Needs Service through the Provision and Placement Panel. This is a multi-agency panel of senior leaders within the LA and school representatives, that identify the most appropriate type of placement.

The aims of SRPs/Units are to:

- Raise achievement for identified children and young people by providing specific, clearly targeted additional resources in an inclusive mainstream setting
- Support pupils with SEND and offer differentiated access to the mainstream curriculum so that they can participate in school life and prepare for a positive future.

To support the application for SRP or Units, it is important that the school is aware of the current SEN need and financial position of the LA. As commissioned LA provisions, the schools will be expected to work in partnership with the LA to ensure that children and families have a positive experience within the SEND system.

The school should carefully consider the:

- Suitability of having a SRP or Unit in their setting, such as how this will impact on the school, the space and how it will support inclusion
- Type of SEN need their potential provision would cater for

- Facilities within the school that would be used by pupils in the provision e.g. sensory room, accessible facilities etc.
- Availability of a suitable space that may include: quiet spaces for individual support, accessibility to ambulant spaces.
- School's commitment to inclusion and integration throughout the whole school
- Current level of expertise and experience within the staff team
- Recruitment of suitably qualified and experienced staff
- Training and development of staff

To support your application the information below sets out:

- The current position in Enfield
- How SRPs and Units are funded
- Admissions criteria for SRPs and Units
- Appendices (Background and contextual data on Enfield)

Before applying for a SRP or Unit, schools must:

- Sign up to the Enfield Inclusion Charter
- Complete the Autism Education Trust Leadership modules via Enfield Advisory Service for Autism
- Know and understand that SRP and Unit places for new pupils will be via consultations from the LA SEN Team and therefore qualify for LA admissions criteria. All places for SRPs and Units are discussed at the Placement & Provision Panel and in conjunction with the views of parents/carers and schools.

The Local Authority normally commits to 8 places for SRPs and 10 places for Units. SRPs are able to have an additional 2 discretionary spaces for existing children.

# Criteria for establishing Specially Resourced Provision or Designated Unit

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## School Status

The LA will only consider applications from schools that can demonstrate that they have a good or outstanding Ofsted judgement and have the expertise to accommodate and manage the category of need for a SRP or Unit. Schools should be able to demonstrate that they are financially stable.

## Specialism

The application requires schools to demonstrate the specialism they intend to offer and set out clear examples of their skillset e.g. being skilled in teaching PECS and/or Makaton for engaging with children with Speech, Language and Communication Needs, or skilled in Positive Behavioural Support for working with pupils presenting with behaviours that challenge.

Where a school applies for a SRP or Unit specialising in Autism, the Headteacher should have completed the Leadership Module of the Autism Education Trust training and should be committed to further training for all relevant school staff, for example, “Making Sense of Autism or Good Autism practice.” These modules can be accessed via Enfield Advisory Service for Autism (EASA).

Where a school applies for a SRP or Unit specialising in speech, language and communication needs (SLCN), the school should have had training in Elklan or equivalent and be implementing this successfully within the mainstream.

Where a school applies for a SRP or Unit specialising in social, emotional mental health (SEMH), the school should have had whole school E-TIPSS training and have a working knowledge trauma informed practice which is embedded within the school's behaviour policy.

## Partnership Working

The school should work in conjunction with education, health and social care professionals. They should consider access to relevant continuing professional development opportunities for their workforce.

If schools directly commission any health professional, therapist or psychologist they must be Health and Care Professionals Council (HCPC) compliant. The school is then responsible for undertaking and updating relevant checks with the HCPC and for ensuring appropriate and relevant clinical supervision in accordance with the professional standards for any external professionals which it has commissioned.

## Suspensions and Exclusions

SRPs/Units have specialist staff, experience and knowledge of evidence-based interventions to meet the needs of pupils displaying behaviours that challenge. As a result, staff should have the resilience and ability to implement solution-focussed approaches in working with and understanding pupils. Policies should be adapted to meet the needs of children and young people with SEND. A blanket approach should be avoided and reasonable adjustments implemented. Any suspensions or exclusions should be reported to the SEN Team. The LA is committed to supporting schools, children and young people and has a range of specialist services that can support them.

## Inclusion and Integration

The purpose of SRPs and Units is to make certain that pupils are valued and visible within the school community and

schools must consider the individual children and young people's needs to support as much integration as possible.

## Reintegration

It is expected that where children and young people are making progress against their EHCP outcomes and are integrating for a large proportion of the week, the school should in consultation with the SEN Service be devising plans to reintegrate pupils back into mainstream provision. This will be reported to the SEN Service via an Annual Review.

## Monitoring Pupil Progress

Each school is responsible for monitoring the progress of the pupils and ensuring they are meeting their agreed targets and outcomes. The school is required to provide case studies of the progress of children and young people to be discussed at SRP/Unit moderation meetings and the Council's monitoring meetings.

## Support and Monitoring

The LA will provide each SRP/Unit with an agreed Service Level Agreement which includes the school and LA's responsibilities in relation to the provision. There will be an annual monitoring visit to establish how effective the SRP/Unit is in meeting the needs of children and young people and outline next steps. Half termly visits to support staff working within the provisions will be provided. Schools with SRPs/Units must attend termly moderation and Hub meetings to share practice.

## Funding

High needs funding is provided to LAs through the high needs block of the Dedicated Schools Grant (DSG). LAs must spend that funding in line with the associated conditions of grant and School and Early Years Finance Regulations.

The high needs funding system supports provision for children and young people with special educational needs and disabilities (SEND) from their Early Years up to the age of 25. This enables both LAs and institutions to meet their statutory duties under the Children and Families Act 2014.

The high needs funding block provides LAs with the resources to plan for place funding and top-up funding for institutions and funding for high needs services delivered directly by the authority or under a separate funding agreement with institutions (including funding devolved to institutions), as permitted by the regulations. Appendix 1 illustrates the arrangements as described above and the provision currently commissioned.

SRPs/Units are funded on a place plus approach. This approach requires base funding provided for each place commissioned and then the top up for the number of pupils on roll. Top up is not paid for vacant places.

Type	Phase	Place Funding: if pupil on roll	Place Funding: if vacant	Top up	Total
SLRB	Primary	6,000	10,000	4,788	14,788
SRP	Primary	6,000	10,000	6,140	16,140
SRP	Secondary	6,000	10,000	7,088	17,088
Unit	Primary	6,000	10,000	7,990	17,990
Unit	Secondary	6,000	10,000	8,938	18,938
DRB	Prim / Sec	6,000	10,000	8,772	18,772

This funding is based on individual schools providing the accommodation to house the SRP/Unit and managing the arrangements for staffing and resources within the resources provided.

# Pupil Admissions Criteria for Units and SRPs

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## Designated Units

Designated Units are for children and young people with autism or on the pathway to a diagnosis of autism and moderate to severe learning difficulties where there is a need for provision that is usually found in a special school. All students in a Unit will have an EHCP and be placed in the Unit through the Local Authority's SEN Service. Students may integrate into mainstream social times and/or lessons for short periods of time, but the majority of their educational provision will be within the Unit.

Students who attend Designated Units:

- Are likely to have a diagnosis of autism and/or present with significant social communication needs
- Have moderate to severe learning difficulties
- May have sensory needs
- May be able to manage some independent learning with structured visual support
- Have communication needs such as: pre-verbal communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language
- May use a range of Augmentative and Alternative Communication to support spoken language
- Have differences with social interaction such as: not initiating or avoiding contact with others, inappropriate social and emotional behaviour
- Have differences with thinking and behaviour such as: restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned change
- Need support with regulating emotions and/or associated mental health needs e.g. anxiety
- Need support with fine and gross skills
- May need support in all areas of self-care including toileting (primary only) and dressing

All of the above needs will impact on access to the mainstream curriculum.

## Specially Resourced Provisions in Enfield

SRPs have different specialisms to cater for children and young people's varied special educational needs and disabilities. All students in a SRP will have an EHCP and be placed in the SRP through the Local Authority's SEN Service. SRPs are for students who can access a mainstream academic and social curriculum for parts of school day. In Enfield, most SRPs are for children and young people with complex needs. There are some SRPs for children for deaf children and young people and speech and language resource bases (SLRBs) for students with Developmental Language Disorder.

Students who attend SRPs for complex needs:

- Are likely to have a diagnosis of autism and/or present with significant social communication needs
- Have moderate learning difficulties

- May have sensory needs
- Will be able to manage some of the demands of a mainstream environment
- Will be able to manage some independent learning with structured visual support
- May have communication needs such as: limited communication skills, difficulties with verbal comprehension, understanding abstract language and non-literal language, restricted, unusual use of language
- May have differences with social interaction such as: not initiating or avoiding contact with others, inappropriate social and emotional behaviour
- May have differences with thinking and behaviour such as: restricted imagination and inflexible thinking such as repetitive rather than imaginative play, fixed or limited areas of interest, difficulty coping with unplanned change
- May need support with regulating emotions and/or associated mental health needs e.g. anxiety
- May need support with fine and gross skills
- May need support in all areas of self-care including toileting and dressing (primary only)

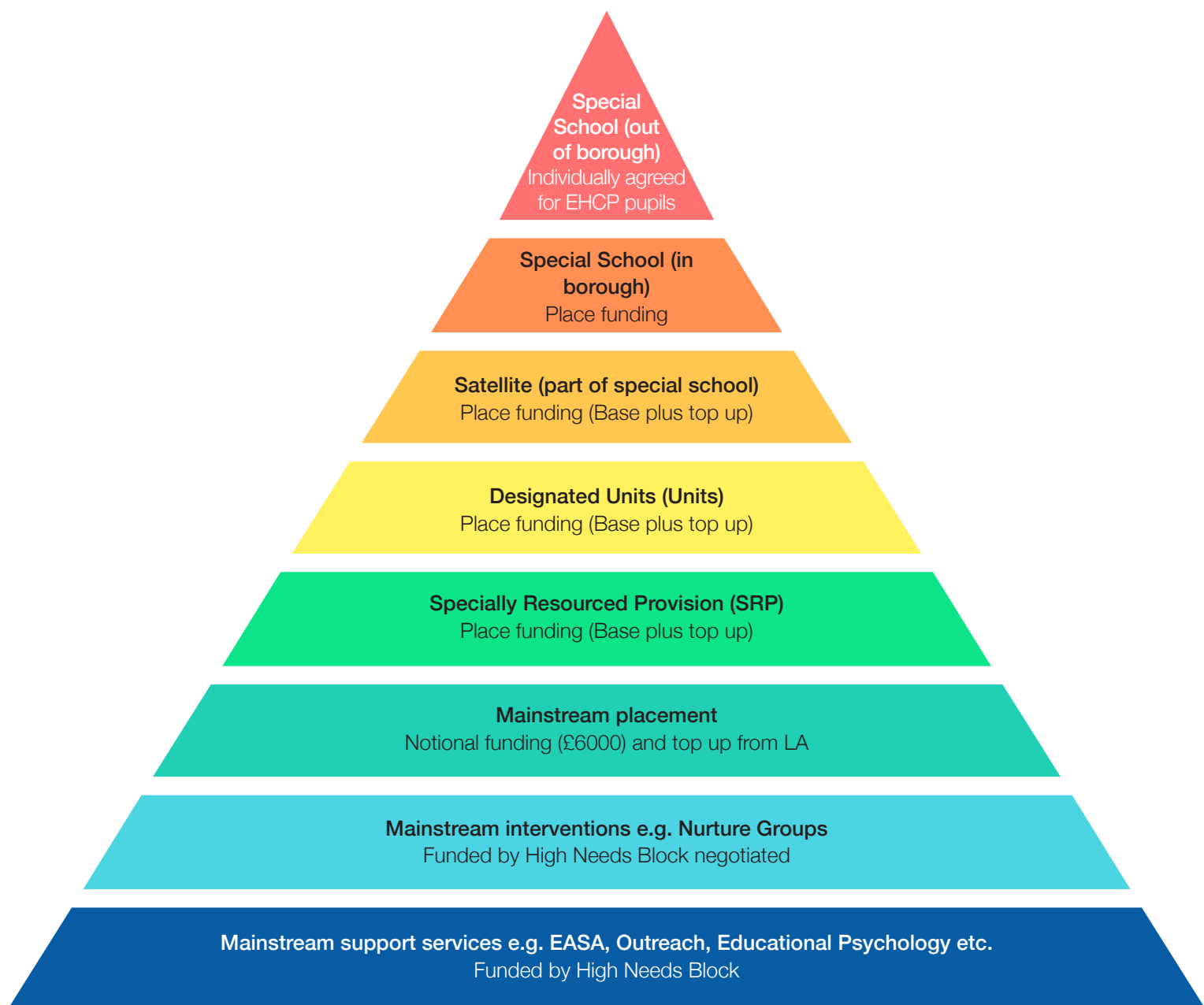
All of the above needs will impact on access to the mainstream curriculum.



# Appendix 1 - Provision commissioned

Diagram 1 and Tables 2 & 3 illustrate the arrangements as described and the provision currently commissioned.

*Diagram 1: Types of Provision to meet varying level of SEND support need*



**Table 2: SRP, DRB and SLRB Places (January 2024)**

<b>School</b>	<b>Ages</b>	<b>Need</b>	<b>N° places</b>
Bowes	6 to 11	Complex Needs and Autism	4
Brimsgate Deaf Resource Base	5 to 11	Deafness	12
Chesterfield	5 to 11	Complex Needs and Autism	16
De Bohun	8 to 11	Complex Needs and Autism	4
Eastfield	7 to 11	Complex Needs and Autism	8
Eldon Primary	5 to 11	Complex Needs and Autism	26
Firs Farm	7 to 11	Complex Needs and Autism	8
Galliard	5 to 11	Complex Needs and Autism	9
Highfield	4 to 11	Complex Needs and Autism	8
Houndsfield SLRB	5 to 7	SLCN	7
Raynham	7 to 11	Complex Needs and Autism	16
St Ignatius SLRB	11 to 16	SLCN	8
Starks Field	7 to 11	Complex Needs and Autism	8
Suffolks SLRB	5 to 11	SLCN	15
Highlands Deaf Resource Base	11 to 18	Deafness	15
St Anne's	11 to 16	Autism and SLCN	10
Chace Community	11 to 18	Complex Needs and Autism	12
Oakthorpe	5 to 7	Complex Needs and Autism	8

**Table 3: Unit Places (January 2024)**

<b>School</b>	<b>Ages</b>	<b>Need</b>	<b>N° places</b>
De Bohun	4 to 11	Complex Needs and Autism	30
Brimsgate	7 to 11	Complex Needs and Autism	10
Lavender	5 to 8	Complex Needs and Autism	10
Houndsfield	5 to 11	Complex Needs and Autism	10
Fleecefield	5 to 11	Complex Needs and Autism	8

# Appendix 2 - Need in Enfield

## Pupil Place Planning

To address need in Enfield, the council's plan includes a capital investment programme to develop local provision to support pupils with SEND and the table below provides the current new development that are progressing.

Name of Educational Setting	Type of Provision	Specialism	Year Groups	Geographical Location	No of children & young people	Date of opening
DfE new special school for autism (Portcullis potential site)	Academy	Autism	R to Year 6	TBC	96	2025/26
Oaktree Expansion	Maintained	MLD	Secondary & Post 16	West	27	2026

## Current Need in Enfield

Category of Need	Type of provision	Geographical Location	Phase	Key Stage
SLCN – DLD	SRP	North/South/East West	Secondary – non-faith school	3, 4 and 5
SLCN/Autism – academically 2 key stages below chronological age	Unit	North/South/East West	Secondary	3, 4 and 5
SLCN/Autism – engagement model and pre-key stage standards	Unit	North/South/East West	Primary	EY, 1 and 2
SLCN/Autism -	SRP	North/South/East West	Secondary	3, 4 and 5
SLCN/Autism – pre-key stage standards	SRP	North/South/East West	Primary	EY, 1 and 2
SEMH	SRP	North/South/East West	Primary and Secondary	All

## LA Data

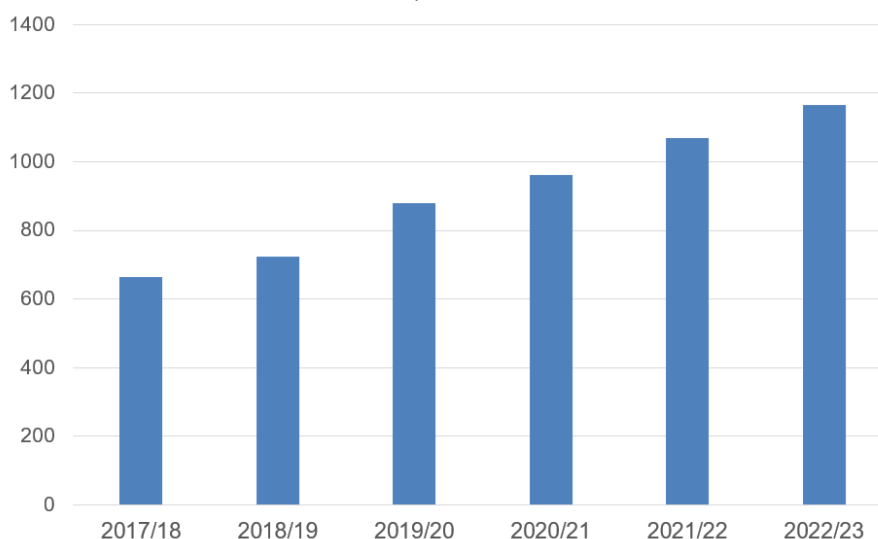
Appendix 3 provides information on general LA data for SEN.

# Appendix 3 – LA Data

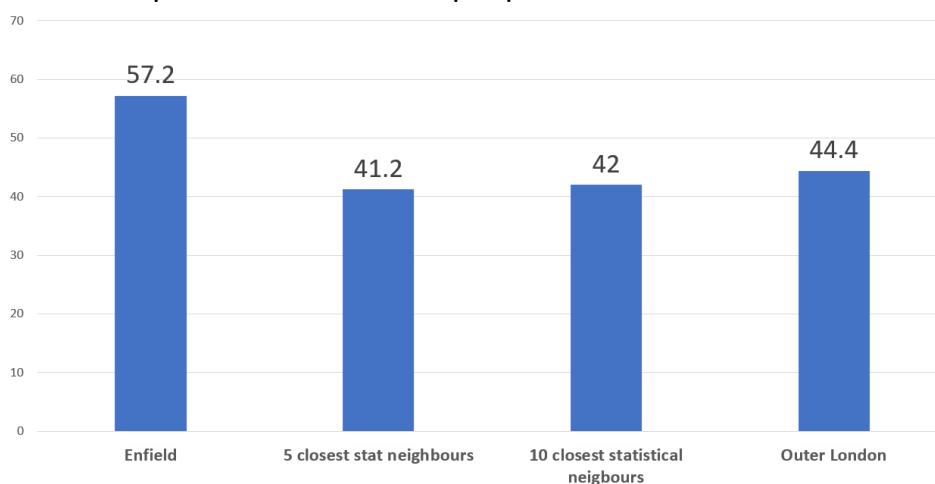
% SEN Support	2021	2022	2023
England	12.2	12.6	13.0
London	11.4	11.7	12.1
Enfield	10.0	10.3	11.0

% EHC Plans	2021	2022	2023
England	3.7	4.0	4.3
London	3.8	4.1	4.5
Enfield	4.7	5.0	5.4

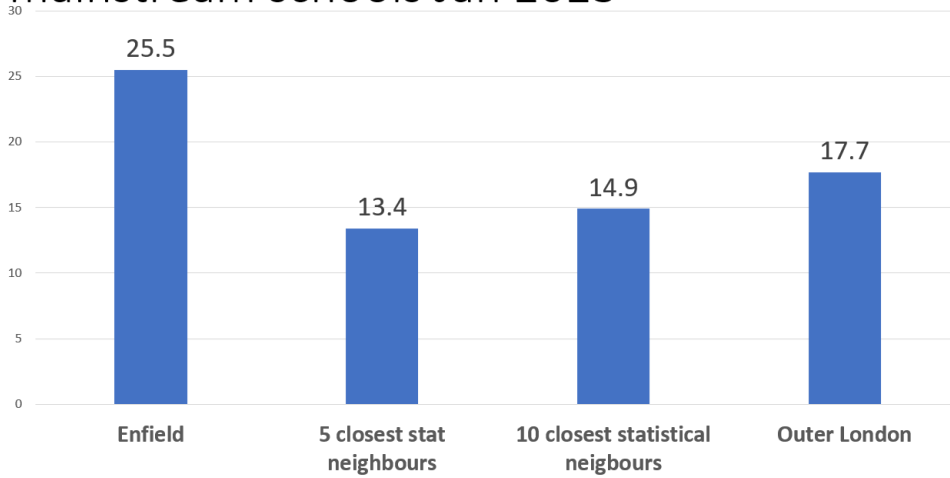
**Nos of Special School Placements, Enfield, 2017-2023**



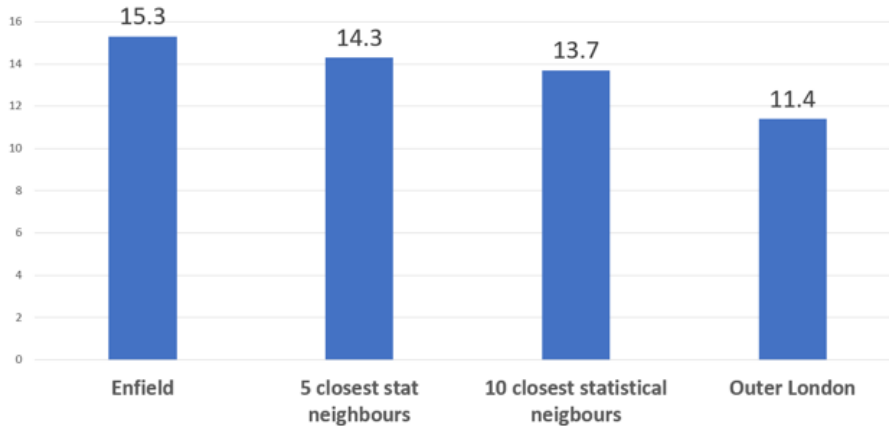
**EHCs per 1000 2-18 population – Jan 2023**



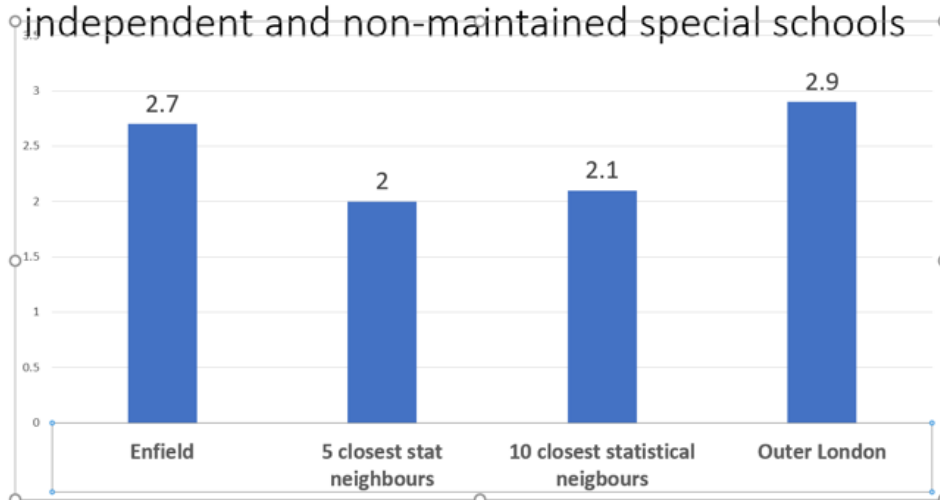
## Pupils per 1,000 2-18 yr population in mainstream schools Jan 2023



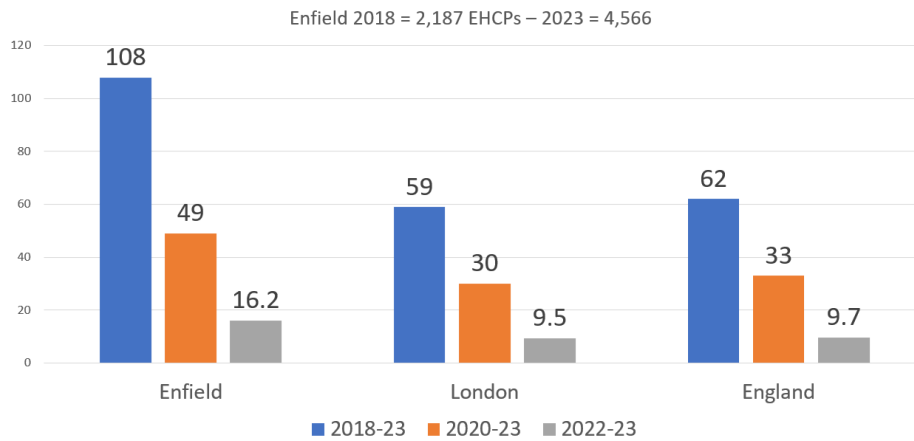
## Pupils per 1,000 2-18 yr population in maintained/academy special schools Jan 2023



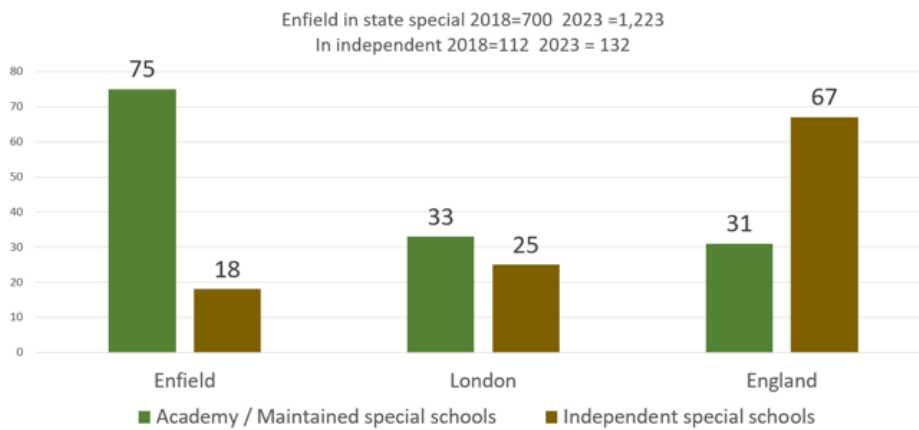
## Pupils per 1,000 2-18 yr population in independent and non-maintained special schools



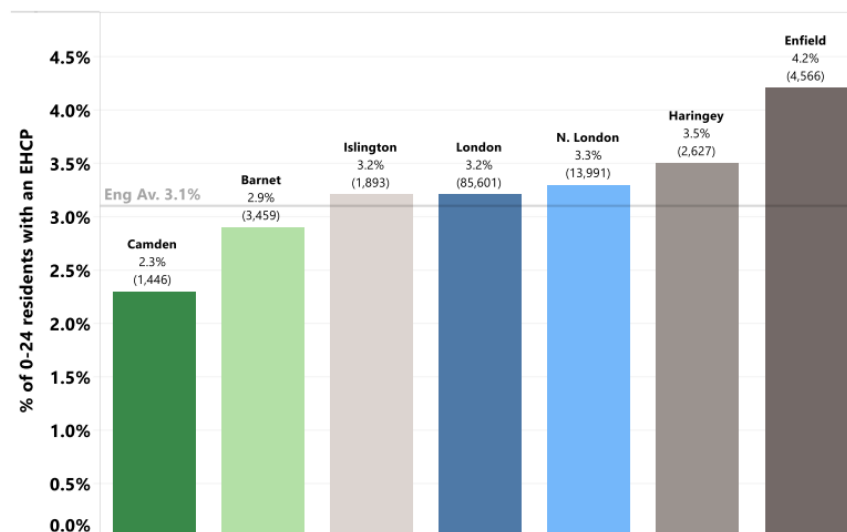
## % increase in EHCPs 2018-23, 2020-23, 2022-23



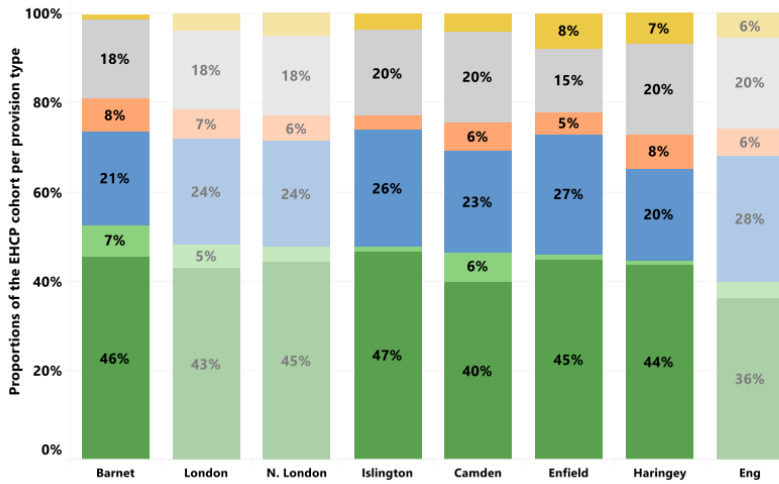
## % increase in pupils in special schools 2018-23



## Percentage of 0-24 year olds with an EHCP (2023) (total number in brackets)



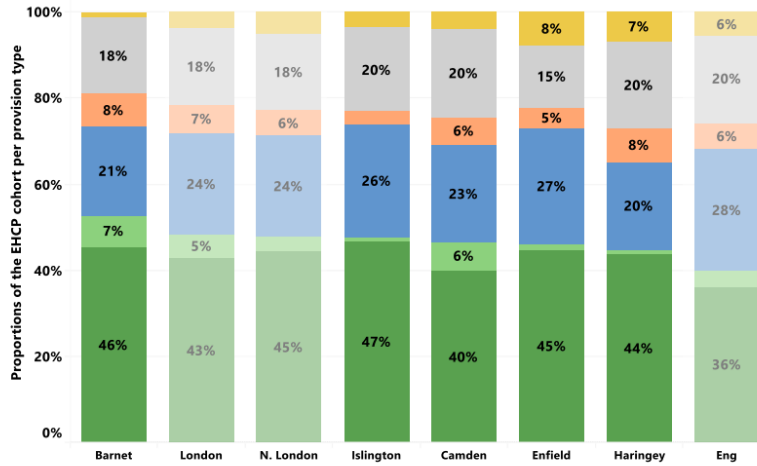
School provision for the EHCP cohort - % of EHCP pupils (Jan 2023)



Notes: Chart is ordered by percentage of EHCP pupils in mainstream provision

- State-funded mainstream (not resourced/unit)
- State-funded mainstream (resourced/unit)
- State-funded special school
- Independent/non-maintained
- Other provision
- Not in a known placement

School provision for the EHCP cohort - % of EHCP pupils (Jan 2023)



Notes: Chart is ordered by percentage of EHCP pupils in mainstream provision

- State-funded mainstream (not resourced/unit)
- State-funded mainstream (resourced/unit)
- State-funded special school
- Independent/non-maintained
- Other provision
- Not in a known placement

# Appendix 4 - Statutory Process for prescribed alterations

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This statutory process has 5 stages:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal/notice)	-	Where the proposed implementation timescale is longer than 3 years, the proposer should demonstrate good reason
Stage 2	Representation (formal consultation)	Must be 4 weeks	As set out in the 'Prescribed Alterations' regulations
Stage 3	Decision	Local Authority must decide on a proposal within 2 months	
Stage 4	Referral (If applicable)	If a decision has been made, any referral to the adjudicator must be made within 4 weeks of the decision.  If the Local Authority has not decided on a proposal within 2 months, it must refer the proposal to the Schools Adjudicator.	
Stage 5	Implementation	No prescribed timescale	It must be as specified in the published statutory notice, subject to any modifications decided by the decision maker



# Appendix 5 – Application Form

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Before completing the application form, we ask that you confirm initial interest with Smeeta Modasia and Sarah Kennedy to: [Smeeta.Modasia@enfield.gov.uk](mailto:Smeeta.Modasia@enfield.gov.uk) and [Sarah.Kennedy@enfield.gov.uk](mailto:Sarah.Kennedy@enfield.gov.uk).

## Application Form

Return the completed application form to: Head of SEN at [Barbara.Thurogood@enfield.gov.uk](mailto:Barbara.Thurogood@enfield.gov.uk)

All applications will then be submitted to the SRP/Unit panel for approval and decisions will be relayed in writing.

If your school is interested, please complete and return this form ensuring that you have met the requirements below:

- If applying for autism and complex needs, Headteacher has completed the AET Leadership module and other staff at the school should have completed other relevant AET training.
- If applying for SLCN, the school should have had training in Elklan or equivalent and is implementing this successfully within the mainstream.
- If applying for SEMH, the school has had whole school E-TIPSS training and has a working knowledge trauma informed practice which is embedded within the school's behaviour policy.
- The school has signed up to the Inclusion Charter.
- The school will submit, attendance, behaviour and outcome data to the LA on request.
- The school is graded by Ofsted to be good or outstanding.
- The school understands that a full-time qualified class teacher will be required for each SRP/Unit class.
- There is an accessible and appropriate outdoor space.
- There are accessible toilets/changing area.
- The school understands that having a SRP/Unit may require some intimate care and staff should be familiar with the LA's continence guidance.
- The school understands that having a SRP/Unit may require working with pupils with behaviours that challenge and that all members of the team should be trained in PRICE techniques.
- The school is willing to work in partnership with the LA and special school outreach providers.
- The school understands that having a LA provision will require a positive working relationship with LA to ensure a partnership approach.
- The school commit to attending termly Hub meetings and moderation meetings.
- The school commit to completing case studies on an agreed template when requested by the LA.
- The school commit to undertaking annual pupil and parent surveys for the SRP/Unit

Name of school

No. of pupils on roll

Single sex (boys/girls) or Co-educational

Religious Denomination (if applicable)

Type of specialist provision (SRP or Unit)

Primary Need (Autism and Complex Needs or SEMH or SLCN)

Year groups for SRP/Unit (maximum of 3)

Total number of proposed places at each key stage/phase

Name, contact details and job role of person(s) completing this application and leading on the development of the SRP/Unit

If you are applying for one SRP/Unit class, please state what transition arrangements you have considered for transition of pupils out of your SRP/Unit so that they are not left without a school placement (applicable for schools applying for KS1 or KS3 only)

Please use this space to outline your vision for the SRP/Unit at your school

[max. 200 words]

#### Proposed location and site

Please describe where the SRP/Unit would be located. Please provide as much detail as possible including sizes of space, access to WCs, sensory rooms, external spaces etc. Where available please provide plans with the space clearly indicated and/or photographs. Please include adaptations that you intend to make, to ensure the area is safe for pupils with SEND e.g. fobbed doors, fencing. If you have conducted any feasibility assessments, please include the reports with your application.

### **Rationale and delivery of the SRP/Unit**

Please explain why your school considers this provision is required and how it would benefit Enfield and the School. [500 words max]

For SRPs, please explain how your school will integrate this provision into the main school and ensure pupils in the SRP integrate with mainstream peers and access the National Curriculum at their level, where appropriate. [200 words max]

For Units, please explain your intended approach for mainstream integration and how this will be achieved. [200 words max]

Please explain how the school will track progress, attendance and attainment in academic and non-academic areas for pupils in the provision. [200 words max]

Please explain how your school will deliver this provision and your expertise in the area of need. [500 words max]

**Confirmation** (Please tick to confirm)

- I confirm that the Chair of Governor and Headteacher have seen and support this application.
  
- For Academies, I confirm that the Academy Trust has presented a full business case to the relevant DfE department to add a SEN Unit or SRP. Please refer to DfE Guidance: Making significant changes to an open academy January 2022 for further information please see [Making significant changes to an open academy 2022](#)
  
- For maintained schools, I confirm that Stages 1 and 2 of the Statutory Process have been completed. Please refer to the DfE Guidance: Making significant changes ('prescribed alterations') to maintained schools January 2023, please see [Prescribed Alterations 2023](#)

Date

