

COMMISSIONING BRIEF WITH GLOUCESTERSHIRE FOR BELMONT SPECIAL SCHOOL SEPTEMBER 2024

1.	<p>AIM AND PURPOSE:</p> <p>Belmont is a provision for children and young people whose needs cannot be met in mainstream. The aim of the provision is to ensure the continued education of young people in a supportive, positive and good quality education environment in order to enable them to achieve and make progress against the outcomes in their EHCPs. In addition to providing education, the aim and purpose of the provision is to support pupils to address any additional difficulties which affect their development and to help them develop resilience. The school is commissioned to provide access to a range of support interventions as set out in section 4 of the brief as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
2.	<p>OUTCOMES:</p> <p>The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> • Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Young people develop their emotional resilience. • Young people achieve stretching academic and vocational attainment targets to improve future life chances. • Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence. • Young people are kept safe and are able to make safe lifestyle choices. <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
3.	<p>DETAILS OF THE SERVICE:</p>
3.1	<p>Capacity</p> <p>The service will provide education and support placements to a maximum of 183 (full time equivalent) pupils at any one time.</p> <ul style="list-style-type: none"> • Age range: 4 to 16 years • Gender: Co-educational
3.2	<p>Client Group and Criteria</p> <p>The service is for children and young people whose special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Sensory and/or Physical needs <p>The Local Authority will determine the categories above and these will be assessed on a case by case basis. Children and young people often have needs that crossover different areas and their needs can change over time, therefore these three broad areas give an overview of the range of needs that could be catered for within a specialist setting.</p> <p>The school <u>does not</u> make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with</p>

<p>3.3</p>	<p>challenging behaviour, PDA (Pathological demand avoidance) or ODD (Oppositional defiant disorder). The curriculum and environment are <u>not suitable</u> for children with these needs and the staff are not trained to support children with complex challenging behaviour.</p> <p>The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally, well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 30th percentile, but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p>
<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>DESCRIPTION OF THE SERVICE & ADMISSIONS PROCEDURE;</p> <p>It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. (Assessment placements for pre school children who do not have a statutory plan will be discussed and decided at the Local Authority’s Early Years multi agency planning group.) 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person’s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long-term learning needs as evidenced by standardised assessments and attainments which are significantly below expected levels in most areas of the curriculum. This will be evidenced by standardised tests which are consistently below the 15th percentile. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Sensory and/or physical as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person. 4. For Gloucestershire Children Only; The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan. 5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority’s multi agency Special Educational Needs and/or Disability (SEND) resource panel Or The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the ‘incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years) 6. Additional indicators can include a predicted high level of dependency through life and long term multi agency interventions from both health and social care

