

SEND School Organisation Plan

This pack sets out the process for the development of inclusive SEN Units and Additionally Resources Provision (ARPs) in Hammersmith & Fulham. Providing a phased approach for this development in the context of the local area's SEND Strategy and Ordinarily Available Guidance.

Our aspirations for children with SEND

Vision

Children and young people lead happy, healthy, and fulfilling lives and achieve their life goals.

Shared principles

Underpinning our vision is a set of jointly agreed principles. We want Hammersmith & Fulham to be a place where all children and young people with SEND and their families:

- Feel welcomed, included, and valued.
- Have a voice, are listened to, have choice and control and are equal partners in decision-making about their own lives.
- Have their needs identified early and accurately, with effective support put in place quickly.
- Benefit from joined up support from staff who have the right knowledge and skills.
- Have access to high-quality education locally.
- Are clear about what they can ordinarily expect from their local services and education setting.
- Have high aspirations for their future with a clear focus on life outcomes across education, health and care.
- Have access to the right information at the right time.



Ordinarily Available Provision in H&F

“Ordinarily Available Provision” refers to the support that all Hammersmith & Fulham schools, early years, and post 16 settings should be able to provide for children and young people including those with SEND from within their own resources.

The [Ordinarily Available Guidance](#) is now in place to support schools and settings to develop their inclusive provision to benefit all the children and young people in the school or setting including those with SEND. This provides a set of expectations and consistency across education settings in Hammersmith & Fulham.



The Ordinarily Available Guidance is also intended to support parents, carers, children and young people themselves to better understand the support that will be provided for children and young people with SEND without an Education, Health and Care plan (EHCP).

The [Profile of Need](#) was also developed to work alongside the Ordinarily Available guidance to provide a profiling tool for a general indication of the level of provision that may be required through universal, targeted and specialist provision which aligns to our graduated approach to meeting needs in H&F.

Ordinarily Available Provision
Information for professionals, parents and carers

Provision that the local Education, Health, and Care partners expect to be made available for children and young people with special educational needs and/or disabilities in early years settings, schools, and colleges in Hammersmith & Fulham.



There were a series of 14 recommendations:

1. **Creating resourced provision to meet ASC needs** in mainstream settings to support children and young people whose autism impacts significantly on their ability to access a mainstream classroom, but who may be able to access elements of a mainstream curriculum
2. **Remodel the current provision SLCN resourced provision to meet needs for both Key Stage 1 and Key Stage 2** for pupils with complex speech, language and communication needs who would benefit from a language enriched environment
3. **To develop robust Severe Learning Difficulties, PMLD, and physical disability pathway,** for young people
4. **To create a specialist SEMH provision for primary and secondary aged pupils.**

The 14 recommendations from the SEN Sufficiency Review formed the basis for the Special School Organisation and Capital Plan. This projected need by 2030 for:

- 120 Autism places in ARP / SEN Units
- 60 SLCN places in ARP / SEN Units
- Equal split primary / secondary

The creation of places in three phases to allow for review of future trends in demand.

Phase 1 (to 2025/26 financial year) aims to implement 50% of Places:

- 2 primary phase autism units of 15 places each
- 2 secondary phase autism units of 15 places each
- 1 primary SLCN unit of 15 places
- 1 secondary SLCN unit of 15 places

Designation and descriptors for current Special Schools and Units

School	Type	Designation Current	Designation Proposed	Descriptor summary
Jack Tizard	Special School	SLD/PMLD	SLD/PMLD	All age provision for pupils with severe and profound and multiple learning disability
Cambridge School	Special School	MLD	SEMH	Secondary provision for pupils with social, emotional and mental health needs
Woodlane High School	Special School	Multiple cognition and learning	MLD	Secondary provision for pupils with cognition and learning needs including moderate learning disability (MLD)
Queensmill School	Special School	Autism	Autism	All age provision for pupils with complex Autism
Queensmill Satellites	Special School	Autism	Autism	Primary and Secondary provision for pupils with Autism on a mainstream school site
Miles Coverdale SEN Unit	SEN Unit	SLCN	SLCN	Primary provision for pupils with speech, language and communication needs. Pupils spend over 50% of time in the Unit.
Queens Manor Pavillion Unit	SEN Unit	MLD	Autism	Primary provision for pupils with Autism. Pupils spend over 50% of time in the Unit.

Designation and descriptors for proposed SEN Units and ARPs

Provision	Designation	Phase	Descriptor summary
SEN Unit	ASC	Primary	A specialist Unit for pupils with Autism on a mainstream school site. Pupils spend over 50% of their time in the Unit.
ARP	ASC	Primary	Specialist provision for pupils with Autism on a mainstream school site for pupils who benefit from engagement with mainstream peers for an increasing part of their school day. Pupils spend over 50% of their learning time in the mainstream classroom.
SEN Unit	ASC	Secondary	A specialist Unit for pupils with Autism on a mainstream school site. Pupils spend over 50% of their time in the Unit.
ARP	ASC	Secondary	Specialist provision for pupils with Autism on a mainstream school site for pupils who benefit from engagement with mainstream peers for an increasing part of their school day. Pupils spend over 50% of their learning time in the mainstream classroom.
SEN Unit	SLCN	Primary	A specialist Unit for pupils with speech, language and communication needs on a mainstream school site. Pupils spend over 50% of their learning time in the Unit.
SEN Unit	SLCN	Secondary	A specialist Unit for pupils with speech, language and communication needs on a mainstream school site. Pupils spend over 50% of their learning time in the Unit.

The bid process will run from **8 February** to **14 March 2024** for the following new provision:

Lot No	Type	Designation	Opening Numbers	Maximum Capacity	Phase
1	SEN Unit	ASC	8 or above	15	Primary
2	ARP	ASC	8 or above	15	Primary
3	SEN Unit	ASC	8 or above	15	Secondary
4	ARP	ASC	8 or above	15	Secondary
5	SEN Unit	SLCN	8 or above	15	Primary
6	SEN Unit	SLCN	8 or above	15	Secondary

Phase 1 Bid Process and timeline

- The bid specification, including the descriptor and provision for the proposed SEN Units and ARPs are available here:



Special School Organisation Plan_Provision descriptors FINAL.pdf

- Schools are invited to complete the Expression of Interest Form by **14 March 2024** and return by email to SEND.commissioning@lbhf.gov.uk. The form is available here:



EOI Form

- Scoring model is set out in the appendix to the EOI form

Date	Activity
1 February	Briefing session for Governors on the Phase 1 process
8 February	Briefing session for primary school headteachers on the Phase 1 process
	Briefing session for secondary school headteachers on the Phase 1 process
8 February	Phase 1 launch
12-16 February	Half-term
19 February to 13 March	Individual briefing sessions with school partners
14 March	Close of bid process

The following criteria will be used to assess expressions of interests and determine the proposals that will be selected for development:

- Shared vision and practice of the local area inclusion commitment to improve outcomes for children and young people with special educational needs.
- Capacity to refurbish existing school spaces to support the delivery of the SEN Unit or ARP – through physical net capacity or PAN reduction.
- Leadership capacity to deliver the SEN Unit or ARP effectively as part of their school
- Schools rated Ofsted Good or Above. If below, evidence of an improvement action plan to support the appropriateness of a SEN Unit or ARP.

If multiple bids of suitable standard are received, geographical location may be used as an additional factor in phase 1, with the aim of selecting location(s) that support ease of access across the Borough. Geographical location is likely to be a more significant criteria in later rounds, to facilitate geographical coverage across the Borough, as the total number of units / ARPs increases.

Next steps

Bids will be assessed and a decision on presumptive hosts for the proposed SEN Units and ARPs will be made by **1 April 2024**.

This will follow a series of business planning meetings with presumptive settings to agree the SLA specification and cost model between **April and May 2024**.