

DRAFT Special School SEN Placements Planning Framework

Introduction

1. In Harrow there is provision for pupils with special educational needs (SEN) in mainstream schools, including specialist resourced provision in some schools, and special schools. Some pupils with special educational needs attend schools outside of Harrow where their needs cannot be met in the authority. Harrow is experiencing a growing and changing population and there is increasing pressure on the current provision for pupils with special educational needs. A shortfall in local provision increases the cost pressures of placements at provision outside the borough.
2. The government is introducing significant changes to the special educational needs and disability system and processes, as well as to the role of the local authority and its relationship with schools and stakeholders. The local authority retains statutory responsibility to ensure that there is sufficient high quality provision. However, it is no longer so clearly the provider of services, but a commissioner of services. The local authority's new role is to champion vulnerable children and young people, parents and families and promote educational excellence.
3. In this context, to meet the growth in Harrow, in partnership with stakeholders, a Special School SEN Placements Planning Framework is being developed. The framework aims to ensure that there is sufficient and sustainable high quality provision in Harrow.
4. The draft Special School SEN Placements Planning Framework sets out the national and Harrow context, including details of the pattern of demand and proposes options to increase the range of provision and choice for children with special educational needs. A set of guiding principles are proposed to inform the development of short and long term options.

National Policy Context

5. The government is planning to introduce significant reform and change to the special educational needs and disability system. In March 2011, the government published a Green Paper Support and aspiration: A new approach to special educational needs and disability (SEND) for consultation. In May 2012, the government published their response to the Green Paper consultation and described the progress made on the implementation of proposals and the next steps. The government's vision for special educational needs is a system in which:
 - Children's special educational needs are identified early and support is routinely put in place quickly;
 - Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled wherever they are;
 - Parents know what they can reasonably expect their local school, local college, local authority and local services to provide, without them having to fight for it and are more closely involved in decisions about services;
 - Children who would currently have a statement of SEN, and young people over 16 who would have a learning difficulty assessment, have an integrated assessment and a single Education, Health and Care Plan which is completed in a shorter time

and without families having the stress of going from pillar to post to get the support they need; and,

- Parents have greater control over the services they and their family use with:
 - every family with an Education, Health and Care Plan having the right to a personal budget for their support, and;
 - parents whose children have an Education, Health and Care Plan having the right to seek a place at any state-funded school, whether that is a special or mainstream school, a maintained school, Academy or Free School.

6. The Children and Families Bill will introduce legislation to implement a single assessment process, an Education, Health and Care Plan (EHCP) and offer personal budgets for families with a EHCP.
7. In addition, the Government has consulted on proposed changes to school funding. There are significant changes proposed for the funding for statements of special educational needs and special schools. The funding for special schools and specialist provision will continue to be funded by the Dedicated Schools Grant (DSG) however the level of funding will be based on places commissioned by the Local Authority. Any developments for increasing provision will need to take into account the changes to funding to ensure that they are cost effective.

Local Policy Context Harrow Special Educational Needs and Disability (SEND) Strategy and Travel Assistance for Children and Young People Policy

8. The government's changes will affect the whole of the special educational needs system. To ensure that Harrow is best placed to implement the Government's vision within the new funding arrangements, it will be necessary to consider the full implications and develop the overarching Harrow SEND Strategy including system and processes. This strategy will inform all future developments for special educational needs in Harrow.
9. This work will take time to complete and to some extent the timescales will be determined by the government and the legislative process. However, there is a need to address the current pressure in special schools in Harrow in the immediate and medium term. At this stage the draft Special School SEN Placements Planning Framework is developed in the context of the proposed changes and seeks to ensure there is sufficient flexibility over time to ensure that as the changes to the system become clearer, the framework can evolve accordingly. The draft framework will contribute to the wider work to develop the overarching Harrow SEND strategy.
10. The Council is considering its Travel Assistance for Children and Young People Policy. This policy covers all children and young people eligible for travel assistance including children and young people with special educational needs. There is an interface with the Travel Policy and the Special School SEN Placements Framework. It is important that the relevant links are made to ensure that the development of options to increase capacity in Harrow and the travel assistance policy align to ensure that any options are sustainable as the location of placements has a direct effect on the service users and the overall cost of the placement.

Provision for pupils with special educational needs in Harrow

11. Wherever possible children with special educational needs attend a local school, either a mainstream school, a mainstream school with specialist resourced provision or a

special school. For some pupils this maybe a school outside the authority. In Harrow, the current provision is as follows:

12. Special Schools

- Kingsley High School for pupils with severe and complex needs, including autism 11 - 19 years old;
- Woodlands School for pupils with severe and complex needs, including autism 3 - 11 years old;
- Shaftesbury High School for pupils with moderate learning difficulties (MLD), autism and/or behaviour, emotional and social difficulties 11-19 years old;
- Alexandra School for pupils with moderate learning difficulties, autism and/or behaviour, emotional and social difficulties 4 – 11 years old.

13. Specialist resourced provision at mainstream schools

There is specialist resourced provision at the following mainstream schools:

- Aylward Primary School specialist resourced provision for children with autistic spectrum disorders;
- Priestmead Primary School specialist resourced provision for children with autistic spectrum disorders;
- Welldon Park Infant School specialist resourced provision for children with specific language impairment;
- Elmgrove Primary School specialist resourced provision for children with physical impairment.
- Cedars Manor School specialist resourced provision for hearing impairment;
- Whitmore High School specialist resourced provision for children with physical impairment and autistic spectrum disorders;
- Hatch End High School specialist resourced provision for children with hearing impairment.

Current Pressure on Places

14. Harrow's population is growing and there is considerable pressure on school places for primary aged pupils. In addition, there is a corresponding increase in the number of pupils with special educational needs. The total number of special needs statements in Harrow has increased by 93 or 9% between 2006 and 2011 calendar years. In addition, the percentage of children with a statement placed in a special school (Harrow, other local authority, independent or non-maintained) has increased from 35% to 43% during the same period. This represents continued pressure and demand for more special school places.

15. The factors contributing to this increasing demand include:

- rising overall demography;
- increase in premature baby survival rate with the consequent greater percentage of children with severe and complex needs'
- growing number of children with significant learning difficulties moving in to the borough.

16. The biggest growth in demand across the four special schools is for pupils with autism (63% increase between 2009 and 2012). Three specialist resourced provisions for pupils with autism have been established in mainstream schools, providing eventually 36 places. While an increase in specialist resourced provision for autism might reduce

current demand on special school places at the margins, more special school places will be required to accommodate pupils with severe autism.

17. The four special schools have nearly reached capacity within their existing sites not just in terms of classroom and small group/breakout space, but in associated infrastructure such as hall, dining facilities, equipment storage and therapy/changing facilities. The addition of further classrooms should be accompanied by a corresponding increase in those facilities if possible, including space to accommodate higher staff numbers. Further assessment development within their sites will need to contribute to the Strategy, but this needs to be accompanied by other options to increase provision.
18. The most acute pressure point is for pupils with the most severe needs, currently at Woodlands which will in time feed through to Kingsley. Space and specialist facilities are required for pupils with profound medical and healthcare needs. Pupils with autism and significant learning difficulties require sufficient classroom space and breakout/cooling off areas in which their challenging behaviour can be managed.
19. The current demand has therefore not peaked. In addition, the proposed national change from pupils having a statement of SEN up to the age of 19 towards a single education, health and social care plan up to the age of 25 will further increase the requirement for specialist provision.
20. With Harrow special schools nearing capacity on their current sites, the local authority is presented with increasing difficulty in placing pupils requiring a place at one of the four schools. Officers are faced with less capacity to respond to parental preference and are in some cases having to make placements at special schools out of the borough. Headteachers are reaching the end of their ability to make use of available space and create viable teaching groups, often losing communal or specialist areas to create more classrooms.
21. Given the high quality and popularity of special school provision in Harrow, it is expected that the solutions to meet increasing demand will be developed in partnership with special schools.

Financial Pressures

22. Any increase to special educational needs provision will inevitably have significant financial capital and revenue. Under the new School Funding proposals places at both special schools and specialist resource provision would be commissioned by the Local Authority and funded from Dedicated Schools Grant (DSG). The increase in places would result in a pressure on the DSG budget for high needs pupils and this would have to be considered as part of setting the annual School Budgets.
23. The DfE are currently proposing to amend the funding of post 16 places in special schools and specialist provision. The impact of this change is not yet fully understood but it would need to be considered as part of developing the options for increasing provision.
24. The council has statutory duties around transporting SEN pupils to school that have to be funded from council revenue budgets. The increase in SEN pupils is likely to increase the pressure on the Special Needs Transport budgets. By addressing the increase in pupils through expanding provision in Harrow schools it minimises the need

for out of borough placements, which on average have significantly higher transport costs.

Aims and Objectives of the Special School SEN Placements Planning Framework

25. The aim of the Special School SEN Placements Planning Framework is to ensure there is a strategic approach to secure sufficient high quality local provision for pupils and their families with SEN that:
- improves outcomes,
 - is continuous from 0 to 25 years; Please note the draft framework does not say very much about 19-25 provision.
 - offers choice; and,
 - maximises the efficient use of resources.
26. The focus is on the special schools and their interface with other provision for pupils and young people with special educational needs, including mainstream schools, specialist resourced provision in mainstream schools, out-borough placements, alternative providers e.g. academies/free schools and provision in colleges and Independent Specialist Providers (ISP).
27. The Special School SEN Placements Planning Framework is one element in the local authority's vision for a new special education needs system. It will contribute to and inform other developments as they evolve.
28. A central element of the framework is to increase capacity at each school by developing new provision on the site or on separate sites. Continuing to increase the capacity on existing sites may limit headteachers' ability to manage their schools effectively and, in some cases, would be prohibitively expensive. As part of the current work, capacity assessments are being undertaken of the special school sites. This will inform the development of the framework and options.
29. As well as the special schools possibly having further accommodation on their existing or separate sites for which they are responsible, additional specialist capacity needs to be created in the borough's primary and secondary mainstream schools. There may also be alternative models that are appropriate to consider, including specialist provision at mainstream schools that is supported or commissioned from a special school.
30. Beyond increasing capacity within the borough, the local authority continues to be conscious of and involved in developments within the West London Alliance of local authorities. Collaborations and partnerships among neighbouring authorities may lead to the development of regional provision that benefits children and families in Harrow.
31. There may be opportunities for a free school provider to contribute to the increase in provision in the borough or within the region that Harrow children and families could benefit. (Note: The application window for the 2014 wave of Free Schools will open on Monday 17 December 2012 and close at 6.00pm on Friday 4 January 2013).
32. This strategic approach will give the local authority its best chance of developing capacity in a way which enables Harrow's children and young people to attend specialist provision as close as possible to their home, as well as future proofing against subsequent increases and/or changes in demand.

Guiding Principles

33. To guide the development of options to increase capacity a set of guiding principles have been adopted. Provision for children with special educational needs will be:

- high quality and achieve the best outcomes for children and their families;
- sustainable and demonstrate the most efficient use of resources;
- age appropriate, comprehensive and offer continuity and progression;
- informed by best practice and stakeholders views
- shaped by opportunities offered by government policy for models of school organisation, leadership and governance;
- a commissioned-based model with the local authority and health agencies commissioning places and packages of support rather than being the provider;
- effective in reducing the number of out-borough placements;
- increasing choice for parents by providing greater support in mainstream schools;
- a model that places the child at the centre and is collaborative in approach.

Options to Increase Capacity

34. A series of options to increase capacity have been developed to be delivered over the short and medium/long term. The options are a starting point for discussion with stakeholders. It is expected that other options will be proposed during the consultation process building on the current provision that could contribute to short and medium/long term solutions. There is good provision in Harrow's mainstream and special schools and it is expected that the solutions for increasing capacity will evolve and be delivered from within Harrow. This could include some increase in existing capacity in the short/medium as part of the long term solutions. The consultation process will also provide the opportunity to explore further the pupil projections and align the planning for the medium and long term solutions.

35. The proposals are based around pupil special educational needs and age. A summary is presented below and further details are in Annexe 1.

36. Primary-age pupils with severe and profound learning difficulties

Pressure point:

Increasing number of young children with the most significant learning difficulties to be placed at Woodlands.

Number of places required at Woodlands and timescales

- September 2013 expected demand: 106
- September 2017 expected demand: 120

Proposed solution:

Remove majority of Foundation stage to a different site, freeing up space for Year 1 - Year 6.

Options to achieve the solution:

- create satellite groups of approximately 6 pupils at two appropriate children's centre sites, ideally to give the geographical spread across the borough;
- create early years centre in a new building on the current site.

37. Secondary-age pupils with severe and profound learning difficulties

Pressure point:

Increasing number of young children with the most significant learning difficulties attending Woodlands who will move to the secondary phase at Kingsley.

Number of places required at Kingsley and timescales

- September 2013 expected demand: 70
- September 2017 expected demand: 104

Proposed solution:

Develop post-16 provision on a different site and/or increase capacity at Kingsley, freeing up space for Year 7 – Year 11.

Options to achieve the solution:

- Establish post -16 centre for 80 students to accommodate those from Kingsley (30 students), Shaftesbury (30 students) and currently out-borough (20 students);
- Explore options to develop the provision, including free school/academies with partners and schools. (Note: The application window for the 2014 wave of Free Schools will open on Monday 17 December 2012 and close at 6.00pm on Friday 4 January 2013).
- Explore additional capacity potential at the existing special high schools both on-site and additional locations.

38. Secondary-age pupils with moderate learning difficulties, autism and/or behaviour, emotional and social difficulties

Pressure point:

Steady increase in number on roll at Shaftesbury over the last five years and school will be full in September 2012 although additional offsite accommodation has been secured to enable the school to meet the demand for more places this school year.

Number of places required and timescales

- September 2013 expected demand: 180
- September 2017 expected demand: 200

Proposed solution:

Develop post-16 provision on a different site for up to 30 students, freeing up space for Year 7 – Year 11, and increase high school specialist provision to take away some of the demand for Shaftesbury (12 ASD places at one high school and 12 'vulnerable MLD' places at another high school).

Options to achieve the solution:

- develop post-16 provision on a different site and/or increase capacity at Shaftesbury (see Kingsley above);
- create 12 specialist resourced provision places for autism in a high school;
- create 12 specialist resourced provision places for 'vulnerable MLD' in a high school.

39. Primary-age pupils with moderate learning difficulties, autism and/or behaviour, emotional and social difficulties

Pressure point:

Alexandra operates always at or close to capacity and some pupils are now needing to be placed out-of-borough

Number of places required and timescales

- September 2013 expected demand: 84
- September 2017 expected demand: 101

Proposed solution:

Increase mainstream primary specialist provision to reduce some of the demand for Alexandra and consider increased capacity at Alexandra.

Options to achieve the solution:

- create 12 specialist resourced provision places for autism in a primary school;
- create 12 specialist resourced provision places for 'vulnerable MLD' in a primary school.

Next Steps

40. The options to increase provision in Harrow need to be developed further with input from a wide range of stakeholders including parents, schools and voluntary organisations. A consultation will be undertaken during the Autumn Term, and a further report will be presented to Cabinet in Spring 2013.

Options to Increase Capacity

1. Primary-age pupils with severe and profound learning difficulties

a) Pressure point:

Increasing number of young children with the most significant learning difficulties require places at Woodlands.

- More space and specialist facilities required for pupils with profound medical and healthcare needs.
- Pupils with autism and significant learning difficulties require sufficient classroom space, leading to smaller group sizes, and breakout/cooling off areas in which their challenging behaviour can be managed.
- In September 2012 Woodlands will have reached capacity in terms of manageability and infrastructure
- Woodlands only able to manage number on roll in September 2012 through use of rooms previously in Camrose school area of the site. Camrose Primary School is being expanded to two forms of entry from September 2013, and as Camrose numbers increase over the next few years, that space will be required by the primary school.
- PFI building which limits the potential for further development of accommodation on current site.
- Some pupils being placed out of the borough whose needs can be met at Woodlands.

b) Number of places required at Woodlands and timescales

- July 2012 number on roll: 90
- 2012-13 FY funded places: 97
- September 2012 number on roll: 95 agreed (2 in process). Unable to cater for at least 6 known ASD pupils plus more coming on stream
- September 2013 expected demand: 106
- September 2017 expected demand: 120

c) Proposed solution:

Remove majority of Foundation stage to a different site, freeing up space for Year 1 – Year 6:

- there will be three Foundation stage groups with total of 18 children in September 2012 in the current building
- one group of children with the most profound medical needs might need to remain on Woodlands site for access to specialist facilities and medical staff
- two groups to be located elsewhere, for pupils with ASD and SLD
- groups to be staffed and managed by Woodlands, with pupils able to access main Woodlands site for particular activities, e.g. hydrotherapy

d) Options to achieve the solution

Option 1: Create satellite groups of approximately 6 pupils at two appropriate children's centre sites, ideally to give the geographical spread across the borough			
Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> • Enables pupils to attend more local early years provision • Specialist expertise of Woodlands staff available to support the whole setting • Support for families on a more local and integrated basis, which could help to develop parental confidence early on • Potential to extend model in further children's centres if there is demand • Gives time for better assessment of young pupils to ensure best placement from Year 1 onwards (i.e. Alexandra or Woodlands) 	<p>Appropriate locations to be identified</p>	<p>Two sites identified by December 2012.</p> <p>Any modifications and capital works to be completed.</p> <p>Six-month lead-in required to appoint specialist staff and prepare for September 2013 start</p>	<p>Revenue cost appraisal to be completed.</p> <p>Site feasibility to be undertaken to identify capital requirements and programme</p>

Option 2: Create early years centre in a new building on the current site			
Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> • All pupils on same site, giving easier access to all specialist facilities and staff • Less time and travel for senior staff in liaising with and managing staff in the satellite locations • Consider joint provision across Camrose and Woodlands to establish benefits of staff expertise and resources. 	<p>Identify suitable location on current site. Agree requirements with schools.</p> <p>Options include location very close to current building, to enable easy access via covered walkway or nature reserve area of site, outside of the PFI footprint.</p>	<p>Preferred location December 2012</p> <p>Any modifications and capital works to be completed.</p> <p>Six-month lead-in staff appointments / planning</p>	<p>Revenue cost appraisal to be completed.</p> <p>Site feasibility undertaken to identify capital requirements and programme</p>

2. Secondary-age pupils with severe and profound learning difficulties

a) Pressure point: increasing number of young children with the most significant learning difficulties moving into the secondary phase at Kingsley from Woodlands.

- More space and specialist facilities required for pupils with profound medical and healthcare needs.
- Pupils with autism and significant learning difficulties require sufficient classroom space, leading to smaller group sizes, and breakout/cooling off areas in which their challenging behaviour can be managed.
- Number on roll in September 2012 will be accommodated by turning leisure room into classroom (library turned into classroom for September 2011)
- Meeting room will become a classroom in September 2013 to accommodate additional post-16 group, and from September 2014 there will be no more flexibility to create classroom space
- school already unable to accommodate all students in the whole of the same time, and building expected to be at capacity by September 2013
- Very tight site which limits the potential for further development of accommodation on current site, more space could only be achieved by building upwards. Planning and costs to be investigated.
- a few pupils being placed out of the borough whose needs can be met at Kingsley, which would increase year-on-year as large numbers feed through from Woodlands.

b) Number of places required at Kingsley and timescales

- July 2012 number on roll: 60
- 2012-13 FY funded places: 70
- September 2012 number on roll: 61
- September 2013 expected demand: 70
- September 2017 expected demand: 104

c) Proposed solution: develop post-16 provision on a different site, freeing up space for Year 7 - Year 11

- there will be at least four-groups for 16-19 year pupils from September 2013
- post-16 numbers expected to rise from 20 in September 2012 to 30 in September 2017
- specialist facilities, including canteen and hydrotherapy pool, and medical staff will need to be replicated on new site
- as close a location to main Kingsley site as possible would help efficient sharing of staff between sites
- potential to develop provision for 19-25-year-olds, thereby reducing current reliance on out of borough College placements for 19-21-year-olds (e.g. six post-19 students attending Oaklands in September 2012) and anticipating future requirement for 21-25-year-olds
- joint provision for Shaftesbury post-16 students on same site will give economies of scale and shared infrastructure

d) Options to achieve the solution: Post-16 centre for 80 students to accommodate those from Kingsley (30 students), Shaftesbury (30 students) and current out-borough (20 students).

Option 1: develop post-16 provision on a different site as part of Academy chain/trust or free school with another partner

Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> • Partnership with provider with expertise in Post-16 to 25 provision. • Partner links with transition to adulthood • Sharing staff expertise • Potential to expand existing curriculum offer. • Aligned to government policy for governance • Professional development opportunities for staff 	Potential to explore partner providing a site	<p>Operational from September 2014</p> <p>Dependent on DfE Free School programme</p>	Revenue/Capital to be assessed.

Option 2: develop as part of Academy chain/trust

Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> • Could form wider SEND trust in Harrow to act as main provider of services. • Benefits of formal partnership 	To be identified	<p>Operational from September 2014</p> <p>Dependent on DfE Free School programme</p>	Revenue/Capital to be assessed.

3. Secondary-age pupils with moderate learning difficulties, autism and/or behaviour, emotional and social difficulties

a) Pressure point: steady increase in number on roll at Shaftesbury over the last five years and school will be full in September 2012.

- In-year increase in funded numbers to meet demand in September 2012.
- Much adaptation of existing buildings has already taken place to make more flexible use of space
- Overspill capacity in place from September 2012 for 12-15 pupils to be educated offsite at any one time
- Some pupils being placed out of the borough whose needs could be met at Shaftesbury

b) Number of places required and timescales

- July 2012 number on roll: 148
- 2012-13 FY funded places: 160
- September 2012 number on roll: 156
- September 2013 expected demand: 170
- September 2017 expected demand: 200

c) Proposed solutions:

Develop post-16 provision on a different site for up to 30 students, freeing up space for Year 7 – Year 11, and

Increase high school specialist provision to take away some of the demand for Shaftesbury (12 ASD places at one high school and 12 'vulnerable MLD' places at another high school).

- See Kingsley above for details of joint post-16 provision
- post-16 provision on a separate site will help progression and transition for this group of students
- there is a group of students currently, some at Shaftesbury and some who go out-borough to Egerton Rothesay, who could attend a high school if there were sufficient specialist provision for their learning difficulties to enable them to access the curriculum
- a second high school offering specialist resourced provision places for autism could meet the growing numbers coming through from primary specialist resourced provision places and some of the pupils currently placed at Shaftesbury
- envisaged that these places would be filled by pupils who would otherwise be placed at Shaftesbury or out of borough provision
- 'vulnerable MLD' specialist resourced provision will fill a gap in Harrow provision currently, and give parents of those pupils confidence in a suitable pathway

d) Options to achieve the solution

Option 1: develop post-16 provision on a different site as part of Academy chain/trust or free school with another partner (see Kingsley above)

Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> Partnership with provider with expertise in Post-16 to 25 provision. Partner links with transition to adulthood Sharing staff expertise Potential to expand existing curriculum offer. Aligned to government policy for governance Professional development opportunities for staff 	Potential to explore partner providing a site	<p>Operational from September 2014</p> <p>Dependent on DfE Free School programme</p>	Revenue/Capital to be assessed.

Option 2: Create 12 specialist resourced provision places for autism in a high school

Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> Retention of pupils in mainstream with peers Choice of mainstream provision Broader Curriculum Staff opportunities Continuity of provision from primary Local provision 	School to be identified	<p>Preferred location December 2012</p> <p>Any modifications and capital works to be completed.</p> <p>Six-month lead-in staff appointments/planning</p>	Revenue/Capital to be assessed.

Option 3: Create 12 specialist resourced provision places for 'vulnerable MLD' in a high school

Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> Retention of pupils in mainstream with peers Choice of mainstream provision Broader Curriculum Staff opportunities Continuity of provision from primary. Local Harrow school provision 	School to be identified	<p>Preferred location December 2012</p> <p>Any modifications and capital works to be completed.</p> <p>Six-month lead-in staff appointments/planning</p>	Revenue/Capital to be assessed.

4. Primary-age pupils with moderate learning difficulties, autism and/or behaviour, emotional and social difficulties

a) Pressure point: Alexandra always at or close to capacity and some pupils now being placed out-borough

- increase in placement in KS1, thereby reducing capacity to admit pupils during KS2 as they begin to be unable to access the mainstream primary school curriculum

b) Number of places required and timescales

- July 2012 number on roll: 78
- 2012-13 FY funded places: 80
- September 2012 number on roll: 80
- September 2013 expected demand:84
- September 2017 expected demand: 101

c) Proposed solution: increase mainstream primary specialist provision to reduce some of the demand for Alexandra

- create 12 specialist resourced provision places for autism in a primary school
- create 12 specialist resourced provision places for 'vulnerable MLD' in a primary school

- Small reduction in foundation stage placements for pupils with significant ASD will be possible through them attending Woodlands early years provision
- possible siting of the primary PRU on the Alexandra sites could provide the school with the additional classroom
- envisaged that these places would be filled by pupils who would otherwise be placed at Alexandra or out of borough provision
- 'vulnerable MLD' specialist resourced provision will fill a gap in Harrow provision currently, and give parents of those pupils confidence in a suitable pathway

d) Options to achieve the solution

Option 1: Create 12 specialist resourced provision places for autism in a primary school			
Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> • Retention of pupils in mainstream with peers • Choice of mainstream provision • Broader Curriculum • Staff opportunities • Potential continuity of provision from early years setting • Local provision 	School to be identified	<p>Preferred location December 2012</p> <p>Any modifications and capital works to be completed.</p> <p>Six-month lead-in staff appointments/planning</p>	Revenue/Capital to be assessed.

Option 2: Create 12 specialist resourced provision places for 'vulnerable MLD' in a primary school			
Benefits	Possible location	Timescale	Cost
<ul style="list-style-type: none"> • Retention of pupils in mainstream with peers • Choice of mainstream provision • Broader Curriculum • Staff opportunities • Potential continuity of provision from early years setting • Local provision 	School to be identified	<p>Preferred location December 2012</p> <p>Any modifications and capital works to be completed.</p> <p>Six-month lead-in staff appointments/planning</p>	Revenue/Capital to be assessed.