



Westminster City Council Special Provision Capital Fund Plan 2018 to 2021

DfE Special Provision Capital Fund

In 2017 the Department for Education announced the introduction of a new capital fund for all local authorities (LAs) to enhance facilities for children and young people (CYP) with special educational needs and disabilities (SEND). Guidance was issued in August 2017 which explained that this funding could be used to improve the quality and range of specialist provision and although it is not ring fenced, in order to receive the funding LAs must publish a short plan on the Local Offer setting out how it will be spent.

The guidance recognised that effective engagement with parents/carers of CYP with SEND is crucial in designing and implementing this Capital Fund Plan. It is also recognised that resources need to be invested in a joined-up way with existing resources and in the light of wider plans.

Our Strategic Approach

Our vision for CYP with SEND is that they achieve well in early years, at school and at college, and lead happy and fulfilled lives. We firmly believe that CYP, including those with the most complex needs, should have access to good local provision and every opportunity to achieve good outcomes, whether this be education, employment, independent living, participation in their community or being as healthy as possible. In 2018 we are jointly preparing out our new SEND Strategy with parents/carers and partners based on this vision.

Current Specialist Provision

Westminster has three special schools: College Park, QE11 and St. Marylebone Bridge. College Park and QE11 are all through schools including 16-19 year olds. QE11 also has an early years class for children with significant learning disabilities who are admitted at age 2/3. St. Marylebone Bridge is secondary only.

The range of pupils attending our schools has changed over the years. QE11 was originally a school for children with severe/profound learning disabilities but has increasingly taken children with associated medical and mobility needs.

College Park was originally a school for children with moderate learning difficulties (MLD). With greater mainstream inclusion of pupils with MLD, the school is now admitting a broader range of learners, including autism and physical/sensory needs.

St. Marylebone Bridge was set up to provide for pupils with speech, language and communication needs and to support the high number of pupils leaving the primary resource base at Churchill Gardens who needed an appropriate secondary provision.

Westminster currently has five resource bases for children with SEND situated in local mainstream schools at Churchill Gardens (for children with speech and language difficulties); Edward Wilson and

St Augustine's (both for children with sensory impairment); Millbank (for children with autism) and Pimlico Academy (for children and young people with expressive and receptive language difficulties and associated literacy difficulties). We are opening an additional primary resource base for children with autism in the summer term 2019 in response to the rising numbers of children with autism.

Setting	Primary Need	Age Range	Places offered
Churchill Gardens	SLCN	Primary	40
Edward Wilson	VI	Primary	9
St Augustine's	HI	Secondary	10
Millbank	ASD	Primary	10
Pimlico Academy	SLCN	Secondary	9
College Park	LD and ASD	5-19	100
QEII	SLD / PMLD	2-19	70
St Marylebone Bridge	SLCN	Secondary	60

We know that there remain gaps in our local provision, in particular for CYP with autism. As of 2018, we had 43 pupils placed in independent and non-maintained schools out of the area. Our aim is to ensure that fewer CYP need to be educated out of the borough over the next three years.

Consultation

Since March 2017, when the capital grant was first outlined to the then Tri-borough Headteachers' Executive committee, a number of discussions have taken place, formally and informally, with a view to agreeing how to use the funding that is available to Westminster City Council. The Westminster Parents/Carers Forum was also asked to seek views from their parent members.

Key issues arising from the range of discussions which have taken place with schools and parents in the past year over their physical ability to support pupils with EHC Plans have been the need for support for children with ASD in mainstream schools and the physical nature of the offer made at special schools.

The ASD concern, supported by data, reflects the fact that principal diagnoses of ASD have risen substantially in WCC in recent years (as they have nationally); but the provision within the Authority for those who need support to attend a mainstream school has not altered at the same rate. On the other hand, the offer for pupils in special schools is highly valued; but the physical provision, particularly at College Park, would benefit from upgrading and a small increase in places

Conclusion

Based on this consultation, it has been agreed that funding will be allocated to projects which work towards meeting the above needs. We have invited local schools to submit proposals as to how they could meet these needs through schemes supported by Capital Funding. An SEN Special Provision Capital Working Group meets regularly to consider feasibility and impact of proposals and to monitor the projects that are live.

The programmes that are currently being taken forward are as follows:

School / Setting	Project Summary	Projected completion
All Souls C of E	Establish ASD Base	Summer 2019

Westminster Special Schools	Increase capacity (internal remodel); Improve outdoor learning; address safeguarding	Summer 2019
ARK Atwood	Additional physical provision including sensory room.	2020
Barrow Hill	Improve access & safeguarding	TBC
Churchill Gardens	Changing bench	Summer 2019
Gateway	Reconfigure existing classroom for SEND support	2019
Hallfield	Increasing accessibility and inclusion opportunities for ASD support.	Summer 2020
Millbank- Windmill Annexe	Expand ASD provision	2020
Robinsfield	Expand ASD provision	Tbc
St Augustine's Secondary	1. HI EQUIPMENT/ TREATMENT 2. ASD	Tbc