

The development of the proposal has been undertaken in partnership with all interested parties, including specialist teachers, head teachers, and representatives from all settings. Conversations with the Governors of Thorn Park, Hanson, Swain House and Girdlington have been on going. Governors have recorded their support for the proposals. The final stage, written confirmation of the mainstream governing bodies' "willingness to receive" Deaf and Hearing Impaired pupils, is currently being concluded.

Confirmation of specific transport arrangements

The current Transport Policy for SEN & disabled children will be applied.

Confirmation of how the proposals will be funded & the planned staffing arrangements put in place

BSF financing has been secured for the work on the Hanson site. Capital monies have been secured for building works at Swain House and Girdlington Primary Schools through the Primary Capital Programme Pilot and the Schools Access Initiative Funding. The delegated revenue funding for the new provision and any interim arrangements will be funded from existing funds delegated to Thorn Park School, Nab Wood DSP and Girdlington DSP.

The service will be lead and managed by a Head of Service supported by a Leadership Team made up of senior qualified teaching staff on the mainstream campuses where ARCs are established. The service will be flexible, enabling the agreed movement of staff across settings and, therefore, responsive to changing need in terms of pupil numbers, complexity of need and the preferences of parents and children. It will safeguard the recruitment and retention of specialist staff and provide a range of career opportunity. Partnership with the EB Learning Support Service's Peripatetic Team will ensure that the continuum of provision will extend from each campus to all other mainstream settings.

The specialist accommodation for Deaf and Hearing Impaired pupils at the mainstream sites will be fit for purpose.

Girlington and Swain House Primary Schools: New specialist rooms for teaching Deaf and Hearing Impaired children will be created while the acoustic standards in the rest of the school will be improved to required standards.

Hanson Secondary School: A largely new school is being built at Hanson under the Building Schools for the Future Programme. Provision for Deaf and Hearing Impaired children has been central to the design process. Accommodation and acoustic insulation will be high quality in both the specialist and the mainstream provision.

The mainstream schools have appropriate accommodation for the successful delivery of the full primary and secondary curriculum including dedicated areas designed for whole class or small group teaching and, for example, for technology, science, ICT and Drama.

The proposals will, therefore, ensure that Deaf and Hearing Impaired pupils have access to the full range of appropriate specialist and mainstream accommodation. They will also ensure easier access to specialist equipment and facilities for children with additional needs currently educated in mainstream settings.

Improved Supply of Suitable Places

Bradford has a strategic commitment to the development of a continuum of provision. The purpose of this proposal is to move forward on delivering that continuum. Deaf and Hearing Impaired children and young people with statements of Special Educational Need will have access to a range of educational offers, including local mainstream school with outreach support, mainstream school with access to specialist support and specialist provision with access to mainstream as appropriate.

A total of 85 primary and 65 secondary additionally resourced places are available under these proposals. This is an improvement on the current position since the place provision increases and simultaneously the range increases because of the flexibility. Ensuring flexibility of provision will ensure that there is an improved supply of suitable places. Current pupil numbers and projections indicate that the provision will meet need.

Siting the provision within mainstream settings ensures that Deaf and Hearing Impaired children and young people will have access to school places providing appropriate access to the mainstream curriculum and an increased range of services, according to their needs, abilities and interests.

Confirmation From the 'Host' Schools that they are willing to receive Deaf and Hearing Impaired Pupils

and colleges in the Central Bradford Confederation and beyond, including the full diploma entitlement.

Similarly, access to extra curricular activities offered within the mainstream schools themselves, extended school provision and Sports Partnership activities will be available.

Building and transformation work in the mainstream settings will ensure that all appropriate specialist facilities and equipment needed to appropriately support Deaf and Hearing Impaired children will be provided. The children will, of course, also have access to the full range of facilities and equipment available to mainstream pupils, including ICT, Technology and Science.

The proposals will, therefore, lead to improved access to education and associated services including the curriculum and wider school activities while providing improved facilities and equipment.

Improved Access to Specialist Staff, both education and other professionals, including external support and outreach services.

Within the mainstream setting, the children and young people will enjoy the continued support of the full range of trained and qualified specialist staff. They will also have access to educational audiologists, trained teaching assistants and health and therapy service providers. Improved information routes and advice and support provided by the ARCs will enable improved partnership working with professionals from other outreach services: for example those supporting the inclusion of children with additional needs into mainstream leisure settings.

As pupils on roll at a mainstream school, the children will be able to access the mainstream curriculum according to their needs and abilities where they will be taught by subject or Key Stage specialist mainstream teachers and support staff. The mainstream staff and the specialist Deaf and Hearing Impaired staff will work in close cooperation and collaboration. Through economies of scale, the mainstream school settings will also enable the youngsters easier access to the support of a wide range of professionals, including for example site based Learning Mentors, through to outreach services such as Work Based Learning Providers and Child and Adolescent Mental Health Services.

The proposals will, therefore, ensure that Deaf and Hearing Impaired children will continue to have high quality support from the full range of trained specialist staff. Their access to fully qualified and experienced subject and Key Stage teachers, teaching assistants and other professionals will be improved. Their opportunities will be further enhanced as the Specialist staff and mainstream staff will work closely together.

Improved Access to Suitable Accommodation.

- The building programme is wholly focused on improving access and inclusion, and includes not only all the principles and standards associated with the BSF programme, but also introduces areas of enhanced acoustic insulation in both primary and secondary settings.
- There will also be improved access to specialist health and therapy services.
- **Information:** Improving the provision of information in a wide range of formats for disabled pupils.
 - The Children and Young People's Strategic Executive has agreed that the new schools should develop as "hubs" providing information points for children and parents.
 - The ICT strategy for phase 2 is focussed on inclusion.

The proposed Service for Deaf and Hearing Impaired Pupils will meet the requirements of the Government's Inclusion Agenda. It will ensure a continuum of provision for Deaf and Hearing Impaired Pupils according to the needs of the child and will take into account the provision specified in the child's statement of special educational needs and the wishes of the parent.

Leadership and management will be provided by the Head of Service who will ensure that all resources are used efficiently and effectively in support of deaf and hearing impaired children and young people. The combination of outreach work from the ARCs and partnership work with Education Bradford will ensure the development of a cohesive, district wide view of need and provision across the district, and improve capacity to deliver an effective continuum.

The specialist provision will be delivered on a mainstream school site, in partnership with the mainstream school. Pupils will be on role of the mainstream school. There will be a focus on maximising integration with the other pupils in the mainstream school, but the extent to which deaf and hearing impaired children are educated in the mainstream school or in the ARC will depend on the needs of the child and will take into account the provision specified in the child's statement of special educational needs and the wishes of the parent.

The provision will offer individual timetables for pupils, with small group work when necessary. BSL and Sign Supported English and/or an oral/aural approach to communication will be offered and the Additionally Resourced Provisions will be staffed by fully trained and qualified teaching staff and deaf instructors, with access to educational audiologists, trained teaching assistants and speech and language therapists. Regard will be had, in all matters, to the wishes of parents and children.

Children and young people will have access to the full range of mainstream curriculum opportunities, including, for example, in the secondary sector, access to 14-19 curriculum pathways within the school and in other schools

Accommodation and facilities within the ARCs and the mainstream schools will meet 21st century standards and access to mainstream opportunities for Deaf and Hearing Impaired children will be improved.

The SEN Improvement Test

Any authority wishing to make changes to SEN provision must demonstrate that the proposals for new provision meet the requirement of the SEN improvement test. The required improvements are as follow:

- Improved Access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the LA's Accessibility Strategy
- Improved Access to Specialist Staff, both education and other professionals, including external support and outreach services.
- Improved Access to Suitable Accommodation.
- Improved Supply of Suitable Places
- Confirmation From the 'Host' Schools that they are willing to receive Deaf and Hearing Impaired Pupils
- Confirmation of specific transport arrangements
- Confirmation of how the proposals will be funded & the planned staffing arrangements put in place

Improved Access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the LA's Accessibility Strategy

The overall aims of Bradford's **Accessibility Strategy** and the way they will be met are as follow:

- **Curriculum:** Increasing the extent to which disabled pupils or prospective pupils can participate in the curriculum.
 - These proposals will deliver advantages and improvements for the children and young people transferring into the new provision as their access to the mainstream curriculum will be more easily facilitated
 - There will also be reciprocal advantages for mainstream students for whom access to specialist facilities and support will be improved.
- **Physicality:** Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.

Appendix 4 Draft SEN Improvement Test

‘ ARCs: Future Provision for Improved Provision for Deaf and Hearing Impaired Pupils.’

Currently, Deaf and Hearing Impaired children are educated at Thorn Park School for the Deaf and in Designated Special Provision (DSP) at Nab Wood Secondary School and Girlington Primary Schools, and in mainstream schools with support from Education Bradford’s peripatetic support service. There is both formal and informal partnership working between all of these provisions, with co-ordination through Education Bradford’s “Deaf Management Group”. However, the provisions are essentially independent of each other, so there is reliance on co-operation between parties.

Developments in educational thinking, philosophy and policy, mean that provision for Deaf and Hearing Impaired pupils must meet the requirements of the Government’s Inclusion Agenda. Access for the children to the full range of opportunities in the primary and secondary curriculum and to mainstream school activities and interactions must be provided while ensuring that appropriate specialist teaching, support, accommodation and facilities are in place, and paying due regard to the wishes of parents. This has implications for ways in which the above situation could be improved in terms of both delivery of service and management of resources.

Bradford LA was unusual in retaining a special school for Deaf and Hearing Impaired children and the Council made the decision in 2005 to close Thorn Park School and the Nab Wood DSP. In their place it was proposed that a primary Deaf Centre of Excellence (DCE) on the Swain House Primary School site and a secondary Deaf Centre of Excellence (DCE) on the site of Hanson School should be established, along with specialist DSP provision for deaf and hearing impaired pupils at each of these two schools. The Council also made the decision to retain provision at Girlington Primary School but to reduce the number of places to 20.

Further development work has since taken place to agree the delivery model and it is now proposed to implement the Council’s decision by establishing Additionally Resourced centres (ARCs) at Swain House and Girlington Primary Schools and Hanson Secondary School, and to establish a Service for Deaf and Hearing Impaired Children that will operate through the ARCs.

This structure will ensure the service for Deaf and Hearing Impaired Children is efficient, effective and flexible, enabling a continuum of provision in which pupils are primarily or wholly educated in the additionally resourced provision through to being educated primarily with their mainstream peers, with specialist support as necessary from the HI staff from the new service. The ARCs will be part of the mainstream school but the full range of specialist staffing will be preserved in the new Service structure. British Sign language (BSL) and Sign Supported English and/or an oral/aural approach to communication will be offered.