

Subject:	Development of ASC services	
Date of Meeting:	13 January 2020	
Report of:	Executive Director for Families, Children & Learning	
Contact Officer:		
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Ward(s) affected:	All	

1. PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 To update CYPs committee on the progress regarding the development Autistic Spectrum Condition (ASC) provision within Brighton and Hove.

2. RECOMMENDATIONS:

- 2.2 To note that only one Cullum Centre will be required to meet the forecast future need and that this provision will be based at Hove Park School on both sites and open in September 2020.
- 2.3 To agree to develop another specialist facility located on both primary and secondary mainstream sites for children and young people who have a diagnosis of Autistic Spectrum Condition (ASC) and who also have Social Emotional Mental Health difficulties (SEMH) and/ or Learning Difficulties (LD).
- 2.4 To note the progress of the co-produced primary and secondary flexible model of educational provision project for ASC children and young people who are unable to attend school as described in the report.

3. CONTEXT/ BACKGROUND INFORMATION

3.1 Cullum Centres

- 3.1.1 At the Children, Young People and Skills Committee on 18 September 2017, final decisions were taken regarding the re-organisation proposals which included a commitment to open a new Specialist Facility for children with autism in a secondary school in the City.
- 3.1.2 Since September 2017 progress has been made through discussions with both Hove Park and Dorothy Stringer who had both expressed an interest in having a Cullum Centre on site. Preliminary work has also been undertaken by corporate property on where the provision could be based on each site.

- 3.1.3 Further analysis has also been undertaken on the future demand for specialist ASC places matched against the criteria for a Cullum Centre placement as set out by the National Autistic Society and the Cullum Family Trust.
- 3.1.4 The criteria states that a pupil attending a Cullum Centre should be able to study for at least 5 GCSEs or equivalent and spend a significant majority of their time within mainstream classes rather than within the Centre.
- 3.1.5 The analysis took into account the numbers of children in Years 1 to 5 with an EHCP or who receive SEN Support with a primary need of ASC. It then applied the admission criteria to identify how many of those children over the next 5 years with an EHCP would meet the threshold. A weighting of 25% was then applied to account for the conversion rate of SEN Support to EHCP upon transition to secondary provision and this number was added to the cohort who already had EHCP for each year up to September 2024.
- 3.1.6 The outcome of the analysis indicated that Brighton and Hove will only require one Cullum Centre of 20 places to meet the future demand for specialist ASC places in the city.
- 3.1.7 Having identified that only one centre would be required conversations have been had with the Headteachers of both schools and it has been agreed that the Cullum Centre will be based at Hove Park.
- 3.1.8 Discussions have also been had with PaCC, Amaze and mASCot to explain the reasoning behind the decision to only commission one Cullum Centre.
- 3.1.9 Although the building works will not be complete by September 2020, temporary arrangements have been agreed between the Headteacher of Hove Park and Corporate Property to ensure that the first cohort can start in September 2020.
- 3.1.10 A staffing structure has been proposed by Hove Park that meets the requirements of the National Autistic Society (NAS) and the local authority and a cost per pupil has been agreed that will cover the staffing costs, plus resources and training.
- 3.1.11 There is a meeting with the NAS to finalise the project plan and senior officers and the SLT from Hove Park will be working together to draw up the service level agreement between the Local Authority, Hove Park and the NAS in the new year.

3.2 Additional ASC provision

- 3.2.1 The number of children and young people with a diagnosis of ASC is increasing within Brighton and Hove. The number of pupils with EHCPs with ASC as a primary need in both mainstream and special schools has increased by 35% from 156 in January 2015 to 230 in January 2019. There has also been a 42% increase in the number of pupils with an EHCP for ASC within mainstream schools in the last 5 years.
- 3.2.2 The issue is that many of these pupils who have a diagnosis of ASC also have other needs; either in terms of their learning and/or their social emotional mental health. From the analysis undertaken to inform the commissioning of the Cullum

Centre placements we identified that there are likely to be an average of 35 pupils per year either with an EHCP for ASC or receiving SEN Support who would not meet the Cullum Centre criteria.

- 3.2.3 Many of these pupils will be able to succeed within mainstream school on a full time basis accessing all areas of the curriculum with some additional support and some adaptations to their learning environment. However a smaller number of pupils, including those pupils who upon transfer to year 7 find it difficult to maintain a mainstream place, will require access to a more specialist environment and would benefit from having a specialist facility place.
- 3.2.4 The Special School phase transfer meeting was held in November 2019. This is a forum attended by LA officers, the Executive Heads of the three hubs, Specialist Facility Leads and PaCC representatives to consider referrals of year 6 pupils who currently attend mainstream, PRU or a specialist facility for a place in a special school or specialist facility for Year 7.
- 3.2.5 There were 12 young people who had mixed profiles of ASC/SEMH/LD who could potentially be appropriate for a small unit. Of this cohort we were only able to place 5 within our current specialist provision. Therefore, the remainder are likely to remain in secondary mainstream school with bespoke packages of support.
- 3.2.6 In the primary phase there has been an increase of 114% from the January census in 2015 in the number of children who have an EHCP with a primary need of ASC. In 2015 there were 47 pupils within the city's primary provision with an EHCP for ASC in 2019 this had risen to 96.
- 3.2.7 The increase in numbers will ultimately impact upon post 16 educational provision. The local authority will need to work in partnership with parents/ carers, young people and providers to consider how we improve the city's local offer for young people on the autistic spectrum.
- 3.2.8 Although, further work is required to identify the exact numbers and age ranges that would benefit from an additional specialist facility for ASC/SEMH/LD, the local authority would like to pursue this option and bring back a proposal to the March CYPs Committee for consideration and approval.

3.3 Co-produced primary and secondary project for ASC children and young people who are not attending school

- 3.3.1 In 2018 mASCot, a group of parents who have children or young people who are on the autistic spectrum raised their concerns with the Local Authority that there was no provision for their children who could not attend school.
- 3.3.2 Many of the reasons for their absence were due to mental health issues, anxiety and sensory sensitivity. Therefore, many of their children were either not receiving an education or just a few hours of 1:1 tuition.
- 3.3.3 The Local Authority are keen to work with parents/carers to address this issue and have been in the process of developing a flexible model of educational provision that would meet this particular profile of need.

- 3.3.4 The model has been co-produced with parents and experts from mainstream schools and members of the Brighton and Hove Inclusion Support Service. It is based upon the premise that each child will require a bespoke package of support and that their programmes will include a range of elements that may include mental health support, off site activities, further assessment, on line learning, 1:1 tuition etc.
- 3.3.5 The aim of the programme will be to build up their learning time so they are able to either go back to mainstream school or another long term placement. However, what is important is that this is achieved at the child's pace without any time pressure or expectation, and that the programme is in place for as long as it takes them to reach the point when they are ready to transition to something more permanent.
- 3.3.6 The model comprises of two full time co-ordinator posts, one for the primary phase and one for secondary phase. The job descriptions were co-produced with all stakeholders and the posts will be line managed through BHISS.
- 3.3.7 It is proposed that the post holder for the primary phase will be based within a central local primary school with spare accommodation and the secondary co-ordinator will be based in Tudor House, Brighton and Hove's short breaks residential provision for disabled children and young people. Tudor House is not used in the day and can therefore provide an environment which is quiet and has a specialist sensory area.
- 3.3.8 The co-ordinators will be responsible for working with the child or young person and their family to co-ordinate a tailored programme of learning and support with agreed milestones so that progress can be measured. The co-ordinator will also liaise with other agencies involved with the child/ young person and their family to draw in their support as and when appropriate.
- 3.3.9 When the child or young person is ready to make the transition to a longer term provision, the co-ordinator will oversee the integration and liaise with the child or young person, their family and the educational placement.
- 3.3.10 It is anticipated that the two Co-ordinator posts are recruited in the Spring Term 2020 with the view that the post holders will start with a caseload of 15. It is anticipated that they will start their work with families in the Summer Term 2020.
- 3.3.11 The governance of the provision will be through the current stakeholder group, where termly reports would be submitted by the co-ordinators on a termly basis. An annual report will also be submitted to the SEND Partnership Board.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 An alternative option to developing a further specialist provision for ASC children and young people would be to extend the complex needs hubs. However, there is not the physical capacity to do this on either of the East and West Hub sites.
- 4.2 The local authority could decide not to develop any further provision, however, this would place further pressure on the complex needs hubs and increase the number of agency placements.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Local Authority officers have sought and received input from PaCC, Amaze and mASCot on the proposed approach. The analysis of the future demand for Cullum Centre places has been shared with members of the PaCC Steering Group and the Directors of mASCot. They support the proposal of only one Cullum Centre provided there is another provision developed for those children and young people who have more complex needs.
- 5.2 The model proposed for those children and young people on the autistic spectrum has been co-produced with parents from mASCot and specialists from schools and the Brighton and Hove Inclusion Support Service.

6. CONCLUSION

- 6.1 The report has detailed the progress made to date of the development of ASC provision for the city. It also details future proposals for an additional specialist facility and a flexible model of education for those children and young people who are on the autistic spectrum and who are not attending school.
- 6.2 As set out in the body of the report, there is a convincing argument for additional educational provision that meets the needs of children and young people who have a diagnosis of ASC and who are believed to be on the autistic spectrum but awaiting assessment.
- 6.3 If the committee agree for the local authority to progress another centre for children and young people with a diagnosis of ASC with SEMH and or LD. It is anticipated we could go out to local schools for expressions of interest in the Summer Term 2020.
- 6.4 A further update on the development of ASC provision will be produced for the September 2020 CYP&S committee. At this point the Cullum Centre is expected to be open and the flexible primary and secondary project should be fully operational.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 As part of the Dedicated Schools Grant settlement for 2020/21 the Government has announced an additional sum of £780m nationally for high needs. For Brighton and Hove, it is estimated that this will result in an increase in the High Needs Block (HNB) allocation of c. £2.5m. The HNB includes funding for education provision for high needs pupils and students from birth to 25 and the LA is responsible for the allocation of this budget.
- 7.2 The LA has identified the level of revenue budget that will be required to develop the provision outlined in this report and this is summarised in the table below.

Provision	Estimated HNB Revenue Budget Requirements (full year costs)
Hove Park Cullum Centre	£0.300m
Development of specialist facilities to support children and young people who have a diagnosis of ASC and who also have SEMH and/ or LD	£0.290m
Primary and secondary project for ASC children and young people who are not attending school	£0.120m
Total	£0.710m

- 7.3 It is proposed that the extended ASC provision detailed in the report is funded from the additional resource available within the HNB of the Dedicated Schools Grant.

Finance Officer Consulted: Steve Williams Date: 27 November 2019

Capital funding

Cullum Centre

The capital cost of the Cullum centre at Hove Park School will be met partly by the Cullum Trust who have indicated that they will contribute £1,000,000 to the cost of this provision and £848,837 from the Special Provision Capital Fund from the Department for Education giving a total budget of £1,848,837. The current estimated total cost of this project is approximately £2.7million meaning that the remaining £851,163 will have to be funded from the Basic Need Capital allocation provided by the Department for Education to the Local Authority to ensure that there are sufficient school places available in the city. There is sufficient uncommitted Basic Need funding available to meet this shortfall in cost however there are many competing priorities for this funding.

Additional ASC provision

If there are capital costs associated with setting up the additional specialist facility on both a primary and secondary site for young people who have a diagnosis of ASC and who also have SEMH and/ or LD these costs will also have to be met from the Basic Need allocation.

At the present time, as the additional ASC provision is within the scoping stage, neither of these proposals have been considered by Policy Resources and Growth (PR&G) Committee and it will be necessary to take these proposals to PR&G committee to add these projects to the capital programme.

Head of Education Capital consulted: Gillian Churchill Date: 2 December 2019

Legal Implications:

The Council has a legal obligation to make appropriate provision for education for young people known to be on the autistic spectrum. The report describes the current level of need, and how the range of provision will be extended to meet assessed need, to include an additional specialist facility and a flexible model of education for those children and young people who are on the autistic spectrum and who are considered unable to manage school.

Equalities Implications:

This stage of the process focuses on scoping and defining total need, according to the criteria defined by the NAS and Cullum Family Trust, to identify what level of provision is needed. The process has included consultation with relevant specialist VCS groups (PaCC, Amaze and mASCot) and has also identified the need for further provision to meet the needs of young people with ASC and SEMH and/or LD and for those not attending school. An EIA will be completed on the next stage of the project, to inform the practice and approach of the provision as it is defined in detail. This will focus on the intersectionality issues: looking at ASC as they interact with gender, ethnicity, other impairments (including SEMH and/or LD) and ensuring that what is provided in the new centre addresses this. The EIA will inform development of all provision and will be available for consideration at the next committee meeting in March.

SUPPORTING DOCUMENTATION

Appendices:

1. Glossary of terms

Documents in Members' Rooms

None

Background Documents

None

Crime & Disorder Implications:

- 1.1 None

Risk and Opportunity Management Implications:

- 1.2 None

Public Health Implications:

- 1.3 None

Corporate / Citywide Implications:

- 1.4 None

