

## Brackenfield SEND School

### Pre-Publication Consultation on a Proposal by the Governing Body for the Extension of the Age Range of Brackenfield SEND School from 3-16 years to 3-19 years through Supported Employment Study Programmes and Supported Internships

#### Context

Brackenfield is a South Derbyshire special school for children from 4-16 years old. Over the last 3 years we have streamlined our offer to become a specialist school for pupils with communication and comprehension difficulties. All our pupils are significantly cognitively impaired, operating developmentally between 0 – 6 years of age. We support pupils' learning and journey into adulthood through a curriculum based on life skills and skill generalisation. Pupils are not taught in chronological age groups, they are placed in class groups dependent on their cognitive, sensory, social emotional and communication needs. Classes are organised into pathways. All pupils are placed in a pathway however some may have some of their education in another pathway based on their individual needs. Pupils may move pathways in their school career or even in a year.

#### Proposal

It is proposed to change the age range of Brackenfield SEND School from 3-16 to 3-19 years. Under this proposal the provision would be maintained along with the rest of school.

Over recent years we have been working towards expanding our provision to offer a post-16 for our pupils preparing them for adulthood. Whilst we have developed relationships with local post 16 providers for some of our leavers, we identify a gap in specialist provision which focuses on preparing young people with SEND (specifically SLD) for employment. This gap is also identified by local post 16 and post 19 provisions, including other Derbyshire special schools and local colleges. We aim to work in partnership with other post 16 and post 19 providers to ensure there is a county wide offer of employment focused provision for young people with SEND. It is also imperative this offer works alongside local authority services for independent living, health and other community projects to ensure young people have a secure holistic provision as they enter adulthood.

Being situated in Long Eaton means we offer places to Derbyshire, Derby City and Nottinghamshire – this would widen the employment opportunities for young people with SEND in these areas. Derby City and Nottinghamshire local authorities fully support this proposal and echo the requirement for this type of provision in the locality.

Brackenfield SEND School fully supports a model of inclusion; however, it is recognised that there is a cohort of children whose needs are great and would be better supported in specialist provision up to 19 years. This is particularly apparent when these children have associated medical needs which require specialist training; something that Brackenfield already has expertise in. It is also evident in groups of pupils who can display challenging behaviours; this is another area of expertise for Brackenfield. As young people enter adulthood it is imperative the support structures are in place to support regulation; whether this be self-regulation or co-regulation. Co-regulation techniques would form part of the programme of study for each young person, including detailed transition plans. It is expected transition would be to employment or employment based training (apprenticeship) and therefore continued education would cease, unless focused on employment training.

The impact of the proposal on existing staff and pupils at Brackenfield would be negligible. We already have classroom spaces and resources that are appropriate for this age group and the expertise within the staff. Extending the age range to 19 years would enable the provision of a key stage 4 and 5 offer to be streamlined and focused on preparation for employment. It is expected pupils would have the option of transitioning into employment rather than into another education provider. The proposal would not alter the school's admission arrangements and parents of key stage 5 pupils would continue to apply in the usual way for admission to school and post 16 provision. This means the children would need to be in receipt of an EHC Plan.

#### Initial Provision and Intended Growth





The school operates a 4 pathway model.

Pupils in the first two pathway typically function around 30-40 months and would not access a supported internship and would transition into specialised PMLD post 16 provision or access to independence study programmes within a specialist college provision.

On occasion some pupils in the final pathway typically achieve entry 3/ level 1 outcomes and therefore would be supported into other post 16 options to ensure they achieved their potential into adulthood; this might be an entry level apprenticeship or vocational college course.

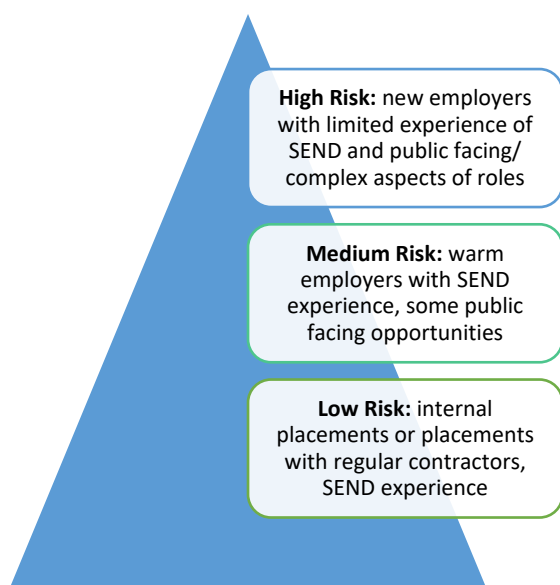
The Comprehend and Decode pathways typically achieve between entry 1 and entry 2 within key stage 4 and would be the cohorts we would expect to access Brackenfield's post 16 supported internships provision.

For the September 2021 pilot, we had 3 pupils. These pupils were placed within a ks4/ ks5 class. In future years the ks4/ ks5 population will be streamlined to create 14-18 provision, and depending on cohort, there will be a key stage 5 class. This needs to be a fluid model to accommodate pupil needs, including social exposure and relationships. This will support a 4 year employment/ careers curriculum. In 2022/2023 academic year, we aim to have a minimum of 7 post 16 pupils.

Pathway	Impact	Next Stage of Provision Looks Like (Post 16)
	Pupils can get needs met either through simple communication or adults reading and understanding the pupil.	Specialist post-16 provision, with sensory input- additional services supporting and constant support (pre-entry/ entry 1 continuum)  Social Care referrals
	Independent navigation of familiar world. Ability to express needs and share wants. Aware of their dislikes and interests. Know what makes them content and be able to access this themselves.	
	Development of thinking and problem-solving skills  Navigate and explore world  Can share opinions, obtain, and give information	Supported internship in low/ medium-risk placements; volunteering placements or long term supported placements aimed at long term community placement/ long term volunteer Study programmes built around PfA outcomes (entry 1-2)  Possible social care referrals
	Development of competency to independently explore the world and keep safe	Supported internships in in medium/ high risk placements; work experience placements across different settings to build skillset then working interview aimed at paid employment Study programmes built around PfA outcomes (entry 2-3)  Possible social care referrals

## Partnership Working with Employers

Working with employers and charities we intend to offer three tiered levels of work placements catering to the ability and career interests of our students. This would be begin with work experience as part of the careers programme and employment curriculum, leading to Supported Internships in the second year of post 16 provision, this might be earlier depending on the pupil’s progress and prior experience. The internships enable young people with an EHCP to achieve sustainable paid employment by equipping them with real life skills to enter the workplace. All students will be fully supported by a member of Training in systematic instruction trained staff while on placement. This will replicate the role of a Job Coach.



Working with local employers we aim to provide opportunities to support young people to:

- Understand what it means to have a job
- Recognise their strengths in a workplace and team
- Develop transferable skills which will help in future employment
- Interact in a work environment

These work experience opportunities would be supported by a Job Coach, who would work with employers to ensure the placement was meeting their business needs as well as providing a meaningful experience. In addition to this, the Job coach would work with the employers to complete a workplace audit of positions which could be secured for young people with SEND.

In addition to this, as SEND specialists we deliver professional development for employers and their workforce related to SEND. This has received very positive feedback including changing the way employers think about SEND and educating employers on proactive strategies to support

adults with SEND in the workplace. This has supported employers to be more inclusive and empowered them to challenge discriminatory behaviours and beliefs.

As a school, we believe it is important to educate employers on the difference between mental health and SEND, because everyone has mental health but not everyone has a learning difficulty or disability, and they should not be treated in the same way.

A number of current national supported internship programmes are targeted at young people with social, emotional and mental health needs. Programmes have not considered the requirements for young people with SEND and this has meant current provision is offered from around entry 3 and above. Our cohort, would be operating between entry 1 and entry 3, meeting the gap in provision for supported employment for pupils with SLD (severe learning difficulties, including disabilities).

## Placement offer

Through extensive labour market research, partnership working with other providers and D2N2 we aim to ensure employment opportunities are meaningful and have longevity for lifelong fulfilment. Currently, labour market research suggests the following industries are key employment markets:

Trade	% of jobs in this area	This includes:	Other key information to consider:
Manufacturing	17%	Forklift Truck Driver Production Operative Technicians Factory Floor Worker	<ul style="list-style-type: none"> <li>• There are less jobs than people living in Derbyshire</li> <li>• Number of people: 487700</li> <li>• Number of jobs: 352000</li> <li>• Average hourly earning is £2 less than the national average at £12.02</li> <li>• 78% of Derbyshire adults are employed</li> <li>• 13.8% of households claim benefits</li> <li>• 15% of households do not have a working adult</li> <li>• 97100 children live in workless households</li> </ul>
Construction	5.4%	Builder Labourer Plasterer Electrician Plumber	
Wholesale retail and trade	16%	Store Assistant Warehouse operative Forklift Truck Driver Customer Service Assistant	
Accommodation and food	8.2%	Waiter Chef Receptionist Cleaner Kitchen Staff	
Education	9.5%	Cleaner Caretaker Patrol Crossing Midday Supervisor Teaching Assistant Learning Mentor Youth Worker Support Worker	

The two year programme will offer two types of work placements, as detailed below.

- Year 1 (or at least first 6 months): Short Term Placements and Work Experience within the Supported Employment Study Programme

Short term placements would be block placements throughout the school year for different students. It might be a full week or 2 weeks, however it might not be a full week at a time- for example, it may be 3 afternoons a week for 3 weeks. The purpose is to expose our young people to real life work as much as possible and allow pupils to experience different job markets, job roles and recognise their skill set and how they could fit into the world of work.

- Year 2 (or from 6-18 months if appropriate): Supported Internships and Long Term Placements and Working Interviews

Long term placements would be over a longer period and may be once or twice a week for at least a 3-month period. We intend to run these placements for 6-12 months, to show considerable progress in the young person's ability to interact and show impact in the workplace. These placements would form part of the supported internship models. These placements would be identified through employer audits, workplace evaluations and job carving.

Research from Mencap in 2019 showed that a large proportion of people with a learning disability stayed in entry level employment longer than average, have fewer sickness absence days than their non-disabled peers and have a positive impact on the morale of their colleagues.

Research from Education and Employers charity found four or more employer encounters leads to young people being 86% less likely to be NEET (Not in Education or Employment). Recent statistics from Base.org have shown savings for the NHS/ social care when people with SEND are in employment.

## Staff

Staffing numbers at Brackenfield have steadily increased over the last 2.5 years in order to meet the increased demand for places. The staff for the post 16 provision would come from the current staff team. We have several staff who will be trained in training in systematic instruction to support placements. We have consulted with HR and have written an Employment Coordinator position, who would oversee employer liaison, placements and ensure study programmes were fit for purpose for long term employment, as well as coordinating the careers programme for school. This position will also be qualified in Information, Advice and Guidance for SEND, via a specific SEND focused apprenticeship. This will be completed by September 2024. This position will be liaise with other SEND provisions and offer a SEND focused IAG role, which all schools in the South Derbyshire SEND Careers Cluster have identified as an urgent need to support their careers programmes.

The provision would be directly overseen by the Deputy Headteacher and would be subject to rigorous quality assurance to ensure it was fit for purpose and meeting pupil needs effectively.

The Staffing model below is based on 7 post 16 pupils.

Deputy Headteacher (time allocation: 0.2 FTE)		
Admin Support (0.2 FTE)	Employment Coordinator (1.0 FTE)	Teacher (1.0 FTE)
TSI trained STLA (Job Coaching) (1.0 FTE)		TSI trained STLA (Job Coaching) (1.0 FTE)
LSA (1.0 FTE)		LSA (1.0 FTE)
Health and Personal Care Assistant (0.5 FTE)		

## Funding

The provision will run over a minimum of 3 days a week- some part time days will be timetabled to spread provision over 4 days. In order to replicate realistic working life arrangements provision will prepares young people for adulthood by replicating the working week and weekend model. This is a 15-20 hour week.

The anticipated funding per pupil:

Pupil placement: £10,000 + Pupil profile: £15,000= £25,000

This equates to £164 a day.

This would include: preparation for adulthood tailored curriculum offer including specialist provision from Physios, Speech and Language, Occupational Therapy and mental health interventions; fitness programme with gym membership; travel training to independent traveller (where appropriate); community projects including regular enrichment trips; enterprise projects including quality IAG provision and meaningful employer encounters including work experience and supported internships.

This would be adequate funding to run the staffing model suggested above. However additional hours have been costed in to support work placements. Access to Work funding will be applied for to cover the cost of this additional coverage. Access to work funding is Department for Work and Pensions grants to support young people into employment. Maximum funding can reach £60700- on average £10000 a year is claimed per young person. This is on a case by case basis and can only be applied for once a placement is secured.

In the locality, within a 10 mile radius there is not a provision who offer this type of post 16 curriculum specially for young people with SEND. The average price of post 16 provision is as follows:

- 3 day offers range from £12, 037 to £38,000. This does not include therapeutic input, work placements or job coaches therefore not equitable to compare provisions.
- A typical 3 day offer similar to our proposal is £23,980 a year. This is £210 a day.
- In the north of the region, 4-day provision is available for £60,000 a year. This is £394 a day.

At between £79-£263 cheaper a day, £15,010-£49,970 a year), this shows our proposal is cost effective and offers richer and a wider employment outcomes focused curriculum offer than the current provision available.

## Example Timetables for Different Post-16 Provisions

KS4:

	Mon am	Mon pm	Tues am	Tues pm	Wed am	Wed pm	Thurs am	Thurs pm	Fri am	Fri pm
KS4 class space (14 students)		Functional Skills	Vocational units Functional Skills	Vocational units Functional Skills	Functional Skills	RSHE	Careers/ independent living	Employment Carousel		Creative Arts
Work Experience		Work experience placement (1.5 hours)  Travel training and placment  1 or 2 pupils  1 TSI coach		Work experience placement (1.5 hours)  Travel training and placment  1 or 2 pupils  1 TSI coach		Work experience placement (1.5 hours)  Travel training and placment  1 or 2 pupils  1 TSI coach		Work experience placement (1.5 hours)  Travel training and placment  1 or 2 pupils  1 TSI coach		Work experience placement (1.5 hours)  Travel training and placment  1 or 2 pupils  1 TSI coach
Offsite community visits	Community visits (volunteering)		Travel training	Travel training	Gym				Community visits (volunteering)	
Onsite specialist spaces (PE, cooking)			Cooking	Cooking			Cooking			
College	Session: Vocational college course  No.students: 10  Staff: 3 staff								Session: Vocational college course  No.students: 10  Staff: 3 staff	



Post 16 group 2:

	Mon am	Mon pm	Tues am	Tues pm	Wed am	Wed pm	Thurs am	Thurs pm	Fri am	Fri pm
Post 16 work room (Capacity 10 students)			Registration RSHE incl. online safety 3 pupils 1 teacher	Lunch	Registration	Lunch	Registration RSHE incl. online safety 3 pupils 1 teacher	Lunch	Registration	Lunch Vocational Profiling Employment coordinator 1 pupil
KS4 class space (14 students)				Employment carousel All pupils	English/ maths delivery 3 pupils 1 teacher			Employment carousel All pupils		Creative Arts enrichment (optional) 1 LSA
Work Experience					Work experience placement (4 hours) Travel training and placment 1 or 2 pupils 1 TSI coach		Work experience placement (4 hours) Travel training and placment 1 or 2 pupils 1 TSI coach		Work experience placement (4 hours) Travel training and placment 1 or 2 pupils 1 TSI coach	
Offsite community visits						Gym	Shopping			Gym 2 LSAs 4 pupils
Onsite specialist spaces (PE, cooking)								Cooking 5 pupils 1 teacher 2 LSAs		
College									Session: Vocational college course 2 LSAs 3 pupils	





