

---

# One Minute Guide to local education provision

---

The SEND Code of Practice sets out a graduated response to special educational needs and disabilities (SEND) so that needs are met with an appropriate, tailored response in a timely way, recognising that needs change over time.

## **What resource mix do we need in Tower Hamlets and why?**

In Tower Hamlets, we understand that a graduated response also means that the

education settings children and young people use need to be responsive to pupils needs and that different pupils will thrive in varying types of provision.

## **What provision do we have in Tower Hamlets and how does each provision type operate?**

As a result, there are four categories of education provision in Tower Hamlets for children and young people with SEND:

### **Mainstream school**

Mainstream schools provide education for all children and young people, whether they have SEND or not, in a mixed ability environment. Mainstream schools champion inclusion, providing a space where all pupils are welcome and those with and without SEND learn to socialise effectively together.

A child or young person in this context will have an individual plan developed with their teachers which is delivered alongside everyone else, reducing segregation.

### **Resource provision**

Resource provision is attached to a mainstream school and is focused on a specific type of special educational need, such as a sensory impairment (visual impairment or hearing impairment) or social, emotional, and mental health need.

---

---

**Resource provision (cont.)**

For those with identified needs, needs are met in smaller groups within the resource provision unit. In the resource provision, your child or young person will have access to teaching assistants and specialist teachers aligned to their needs. Resource provision is not intended to be isolated from the rest of the school community and will feel very much like any other part of the school.

Children and young people are not always in the resource provision and they split their time between mainstream classes and the resource provision according to their individual needs. Resource provision can help increase the independence of pupils with SEND so that they access more mainstream classes as they get older and prepare for adult life.

**Satellite provision**

This is a provision for children from a special school setting within a mainstream school. The children within the satellite classes are on the roll of the special school but have been identified by the special school as benefitting from the social interaction that being a part of a class in a mainstream school can bring.

**Special school**

Special schools are those that only provide education for children with SEND whose needs cannot be met within a mainstream setting. Most children in a special school will have an Education Health and Care Plan with needs that can be met by the specialist setting.

In addition to this, the Council may commission outreach support to mainstream schools. In this case, the Council will pay a special school to support a mainstream school using their specialist teachers. For instance, a mainstream school may have an increasing proportion of pupils with a particular need like Autism Spectrum Disorder (ASD) and the Council pay a special school that specialises in ASD to ensure the mainstream school are well able to provide for those pupils with ASD within their setting. Within Tower Hamlets outreach is provided by Phoenix Special School, for children with ASD and by Stephen Hawking School, for

children with complex and Profound and Multiple Learning Difficulties.

**How do children and young people access each type of provision?**

All schools must make reasonable adjustments for disabled children and young people in their admission arrangements, as in every other aspect of school life.

Pupils with SEND who are on SEN Support (the first part of the graduated response) go through the normal Tower Hamlets admissions process that is laid out on the Council admission website. This covers

---

---

admission to any mainstream school, including those with resource provision.

The admission of a child or young person with an Education, Health and Care Plan (EHCP) is agreed under procedures set out in the Children and Families Act 2014. Towards the end of the Education, Health and Care needs assessment process, after a draft EHCP is sent to the child, young person, or their parents, they may ask for a particular school to be named in the plan. This can be any school type: mainstream, mainstream with resource provision, mainstream with satellite provision or a special school.

This will be considered when the EHCP goes to the SEND Panel. The named school agreed by SEND Panel, will be required to provide a place to the pupil.

### **How do we fund resource base provision?**

Differences in funding can depend on what is offered as part of the make-up of the school. Differences in funding may also depend on what the school need to meet the needs catered for at that setting. Resource bases receive place funding for commissioned pupil places as well as receiving top up funding per pupil based upon the need of the pupil and the type of resource provided for pupils within the setting.

Schools with resource bases shouldn't be using funding for the resource base to fund the wider school, nor should the main school budget be negatively impacted because of the additional needs pupils within the resource provision.

### **What is the role of the SEND Inclusion Adviser?**

The SEND Inclusion Adviser is a new role within the Council and, once appointed, they will be looking at the quality of local provision, including that in resource bases.

They will:

- Visit each local school with a resource base annually,
  - Require an annual report from schools on their resource provision and the progress of pupils with SEND within it,
  - Make a judgement on the quality of the resource provision, including the quality of teaching and the inclusion of parental views.
-