



# IGS SRP EXPANSION FAQs



## ILKLEY GRAMMAR SCHOOL

**A MOORLANDS LEARNING TRUST ACADEMY**

*"Outstanding in all areas" Ofsted March 2017*



# Ilkley Grammar School School-Led Resourced Provision (SRP) Expansion FAQ's

## 1. What is the SRP?

A small building located on the IGS site that was converted in September 2019 to provide enhanced support for children with an EHCP for an Autistic Spectrum Disorder or associated communication and interaction difficulties. The purpose of the provision is to support the students to access mainstream lessons as well as receiving specialist support bespoke to their personal needs as outlined in their EHCP.

## 2. Why is the SRP looking to expand from 12 to 24 places?

Since the SRP opened in 2019, there has been a significant demand for places from three local authorities (LAs). There has been a national increase in demand for specialist places which is being seen across the Bradford district. Based on current trends, we need to take a pragmatic and inclusive approach to be able to provide/meet some of the local demand.

## 3. Will this affect the admissions criteria and mean fewer places for Ilkley Grammar School for the local community?

The SRP will be for up to 24 places across all the year groups. The published admission number will not be affected.

As is currently the case, under the Schools Admissions Code 2021, all children whose Education, Health and Care Plan names the school within Section I of the plan must be admitted. Therefore, the increase in SRP places will not affect the admissions criteria.

## 4. What evidence is there of an increasing need for more specialist places?

The number of students who have an EHCP is increasing nationally with latest figures showing that **4% of pupils in England have an EHCP**. For those with an EHCP, the most common type of need nationally is Autistic Spectrum Disorder and this is also the case across the Bradford District and in the local area (Keighley constituency). For example, the SEND dashboard for June 2022 shows that ASD is the top primary need of children with an EHCP in this constituency with 295 children currently having an EHCP for ASD.

On the basis of their growth model, the Local Authority projects that:

- The number of primary aged children with an EHCP will rise by 5.47% each year.
  - The number of secondary aged children and young people with an EHCP will rise by 10.49% each year.
- From this forecasting, the authority will need to increase its specialist places by a minimum of 100-120 places each year over at least the next 2 years.

## 5. What do the national statistics show?

EHC plans/Statements of SEN (percent)

**4.0**

percent of pupils with an EHC plan. Up from 3.7% in 2021

► [What is this?](#)

SEN support (percent)

**12.6**

percent of pupils with SEN support. Up from 12.2% in 2021

► [What is this?](#)

EHC plans/Statements of SEN

**355,566**

pupils in schools in England. Up by 9.2% from 2021

► [What is this?](#)

SEN support

**1,129,843**

pupils in schools in England. Up by 4.3% from 2021

► [What is this?](#)



## Just under 1.5 million pupils in England have special educational needs

An increase of 77,000 from 2021. Both the number of pupils with an EHC plan and the number of pupils with SEN support have increased:

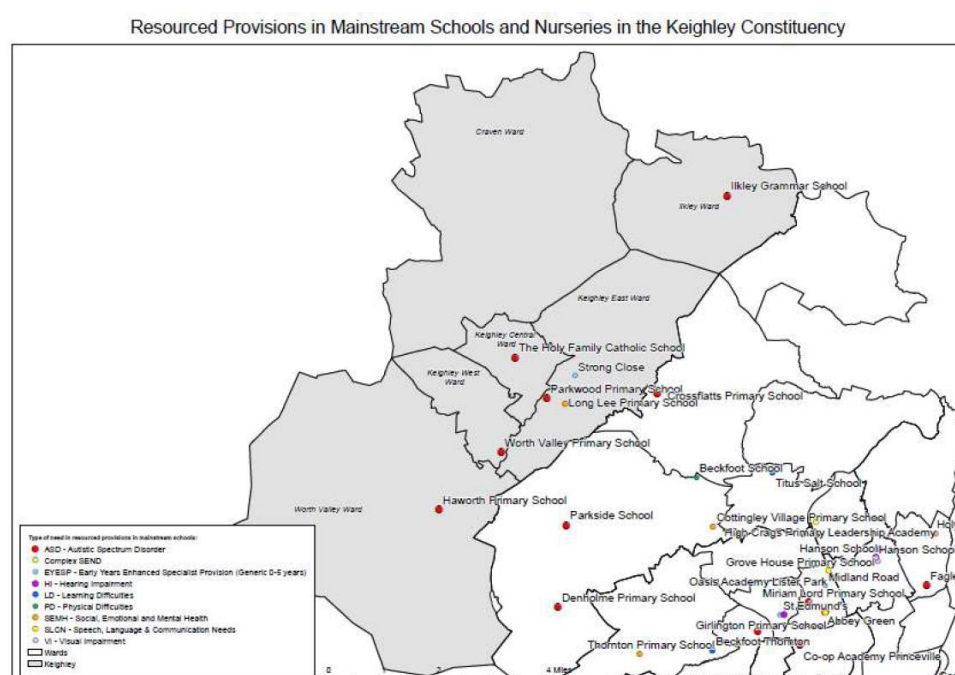
- The percentage of pupils with an education, health and care (EHC) plan has increased to 4.0%.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 12.6%.

Both continue a trend since 2016.

**The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs**

### 6. Are there other school resource provisions in the local area?

Despite the fact that ASD is the most common type of need locally and nationally, there are only 2 secondary schools in the area with an appropriate Resource Provision for ASD and one of these is Ilkley Grammar School.



### 7. How is a child placed in the SRP?

Children placed in the SRP will have an EHCP for an Autistic Spectrum Disorder. IGS will receive a formal consultation from the LA requesting a placement in the provision. The SENCO, as part of the school leadership team, will provide a personalised response for each consultation in reference to the Children and Families Act (2014) and our position as a school on being able to meet the child's needs.

### 8. What happens when all places are full?

Although IGS will respond to each consultation, it is the LA who will determine placements in the SRP. In some cases, this may go against the response of IGS and further discussions will be held with appropriate parties. Once the SRP/school is named within a child's EHCP, IGS have the legal responsibility to admit that child.

### 9. How will the 24 places work? Are students on roll for IGS of for the SRP?

The students who join us in the SRP will be on roll at IGS. Their admittance does not adjust our PAN. Students will experience school within our whole school community with personalisation to their timetables as required. We aspire for all students from the SRP to be accessing at least 70-80% of their mainstream lessons alongside their peers. We work closely with the teachers and supporting staff to promote inclusion throughout our school.

**10. What is the expectation of students accessing mainstream lessons and how will access to mainstream be resourced?**

The SRP at IGS doesn't deliver a standalone curriculum. The purpose of the SRP is to offer a range of provisions and interventions to support the students to access the mainstream curriculum alongside their peers. It is our aspiration that students from the SRP attend at least 70-80% of mainstream lessons alongside their peers. For some, we acknowledge that this may take longer to achieve however, we have high aspirations for all our students.

**11. How will this impact on students without SEND?**

We see the expansion of the SRP as a positive for students with or without SEND. The expansion will bring additional resources, by way of specialist staff and CPD which will support the development of our whole school inclusive practice. Although much of this resource will be focussed on the SRP, there will be a knock-on benefit for students in the mainstream, for instance additional staff to support students in lessons. Our SRP students will attend many of their mainstream lessons and are supported in most lessons by specialist staff. Staff will work closely with the students from the SRP but will also work to provide support with the wider classroom.

**12. What expertise does IGS have to expand this provision? Will appropriately trained staff be employed?**

The SRP opened in September 2019 and quickly filled to capacity for September 2020. In September 2021, IGS recruited an experienced SENCO to the SRP Manager role. The provision currently has a small and dedicated team of staff working intensely with the students. Staff are fully committed to developing their practice and attend regular in-house training as well as wider reading into Autism. As the SRP expands, we will of course be required to recruit additional staff to provide appropriate levels of support. We are committed to providing ongoing training for all colleagues and are continually seeking opportunities for further development to progress our provision.

Given the strength of leadership which is in place across the school and within inclusion, including 3 SENDCos, alongside the success of the existing provision, the school has the capacity, experience, and knowledge to effectively manage the proposed expansion from 12 places to 24.

**13. Will these staff work solely in the SRP?**

No, although staff will have a primary responsibility working with students from the SRP, their expertise will be valuable across the school. Staff will be working in the mainstream lessons to support the students but will also be able to offer CPD opportunities. Staff from the SRP provide outreach support to provide targeted and specialist interventions for students with ASD in the mainstream school.

**14. What therapies/interventions are delivered in the SRP?**

The SRP will deliver a range of therapies and interventions that are bespoke to the individual needs of the students. Sessions will be planned around the mainstream curriculum and may include:

- Social Skills
- Zones of Regulation
- Self-Regulation
- Literacy
- Numeracy
- Lego Therapy
- Speech and Language Therapy (External)
- Therapy Dog (External)