



SEN Specialist Provision Strategy

Section One: Background

The development of specialist provision is a key element of the council's Special Educational Needs Strategy. The strategy outlines proposals to ensure that a broad range of provision is in place to meet the needs of local children, including special school reorganisations.

The strategy of the city council is, wherever possible one of inclusion in mainstream provision or co-location on a mainstream site, so that children on the roll of special schools benefit from mainstream inclusion opportunities whilst receiving the specialist support they require.

We want our children and young people to achieve and feel included by whatever school or setting they attend; though we recognise that we are most likely to achieve that by developing a broad range of provision in response to the shifting pattern of children's needs which includes the valuable contribution made by our special schools. The SEN Strategy states:

Many of our special schools already manage a portfolio of provision, often on mainstream sites; working in partnership with mainstream schools who have an increasing expertise and role in providing for a broader range of pupils with AEN. We expect these trends to continue and develop further.

(Section 2 of the SEN Strategy, from which this paragraph is drawn, is attached as Appendix A.)

The development of Change for Children arrangements provides an opportunity to review how specialist provision can link strategically with other services at citywide, area and locality level to offer a more joined up approach to meeting children's needs. Factors to be considered are:

1. the increase in the numbers of children with profound, complex learning and medical needs
2. an increase in the diagnosis of autism and the current shortfall in secondary age provision
3. a decrease in the requirement for residential behavioural, emotional and social difficulties [BESD] places but a shortage of day, BESD provision
4. the increase in independent provision – especially for children with autism, severe learning difficulties and challenging behaviour and those with BESD.

The document that follows seeks to add detail to the co-location strategy. It sets out:

- the principles for development of specialist provision
- by need type, the existing and proposed specialist provision in the city's portfolio
- the scheme for resourcing specialist provision and the proposals for ongoing review of the scheme
- the current decision-making process for making placements in specialist provision.

Section Two: Principles for the development of specialist provision

The following principles should be applied as far as possible to the development of specialist provision in Bristol and the systems by which children are placed:

- 1 Provision should be developed as close to the child as possible so that:
 - providers can work with other area and locality practitioners to join up services for vulnerable children and those with complex needs
 - young people have the widest range of curriculum options and inclusion opportunities possible
 - travel time is reduced and more independent travel arrangements can be made where possible
 - the target for children in care to be educated within a 20 mile radius can be achieved.
 - families can more easily develop good relationships with schools
- 2 Specialist provision should wherever possible be part of area level arrangements which include:
 - special schools and their inclusion classes
 - resource base provision managed by mainstream schools
 - pupil referral units
 - specialist services and provisions including those within health, social care and other Partnership agencies
- 3 Specialist providers need to be included in the development of Children=s Trust arrangements and Extended School Partnerships
- 4 Area level (and citywide) specialist arrangements should be based on joint responsibility for meeting children and young people=s needs so that:
 - resources for children with complex needs are kept within the city as far as is possible rather than being diverted to out of authority providers
 - any moves between provision are planned and seamless and take children and young peoples' views into account
 - pupil referral units and some other specialist facilities become interim provision from which children and young people move back into school as quickly as possible.
 - children's health and safety is guarded and all placements are adequately monitored and quality assured

Section Three: Existing and proposed specialist provision in the city's portfolio

Current and proposed provision, by need type, are explained and set out in table format which is attached as Appendix B.

A) Provision for children with Severe Learning Difficulties (including those with autistic spectrum disorder) and Profound and Multiple Learning Difficulties

A1. The newly established specialist base at Redland Green School will provide the secondary provision for those leaving Claremont School's primary department. As an outcome of a formal process which included public consultations, Claremont school has been designated a 2-19 provision for children with physical impairments and attendant learning difficulties, as well as for those with severe and multiple and profound learning difficulties. The new specialist base will be managed by Claremont school.

A2. The specialist base is intended to provide for two groups of children: those with PMLD/SLD leaving Claremont School (some of whom had been placed as very young children on the closure of Henbury Manor School) and those children at the most severe end of the complex learning difficulties spectrum on the roll of Kingsweston School.

A3. However, Kingsweston School as well as Claremont School has a proportion of its population with Statements which identify severe learning difficulties as the primary need. This will continue to be a feature of the school's overall population although those children with the most complex and severe learning difficulties will attend Claremont school. At one stage there were proposals to close the main site of Kingsweston School but numbers have increased and this is no longer a viable option. However, the school requires improvements to its accommodation and has a number of temporary buildings.

A4. Trends indicate that the number of places in our original portfolio of SLD provision will continue to meet our need in the medium term (although the proportionate severity of need has gradually but steadily increased). However, the delay in the establishment of the specialist base at Redland Green School has had a significant impact on Briarwood School in the east of the City. A number of the young children with PMLD, currently at Briarwood School [east Bristol], live in north Bristol. Up until now the nearest secondary special school for children attending Claremont School has been Briarwood School.

A5. This has meant that:

- Briarwood has had more children on roll than we would wish, and a disproportionate number of the city's children who have PMLD;
- some of our most complex children are travelling undue distances across the city from home to school;
- both of these factors have lent weight to some applications to SENDIST for places at out-of-authority residential schools.

A6. The opening of Redland Green will act as a pressure valve for Briarwood School, offer an opportunity to place children at the school in their home area and reduce home to school travelling time. In due course this should also even out the currently disparate spread of need between the three SLD specialist sites.

A7. In south Bristol, New Fosseway special school co-located its foundation and key stage one department in the early 1990s onto the site of Ilminster Avenue Nursery School. The Nursery's commitment to the leadership and management of the provision led to the department being transferred to the management of the nursery school; New Fosseway School is therefore KS2-5 provision only.

A8. In 2004, the key stage 2 department relocated to the site of Ilminster Avenue Primary School, though is still managed by New Fosseway school. It is proposed that the secondary department relocates to a purpose-built 50 place provision on the site of the new Hartcliffe Engineering College. Additionally, subject to a feasibility study, the primary department could also be transferred to the Hartcliffe Campus site which would release the current site for use by the Hospital Education Service which needs to vacate its premises at Littlemead School.

A9. Neither Ilminster Avenue Nursery school nor Bluebell Valley nursery, its equivalent provision in north Bristol, is included in the LMSS scheme (see below). It is proposed that they be included in the coming review of the scheme.

A10. Summary of Recommendations.

1. Briarwood School [east], Claremont School [north] and New Fosseway School [south] to develop a more balanced intake of SLD and PMLD pupils in order to increase the number of referrals from the local area and reduce travel times for children.

2. Whilst there are plans for New Fosseway School's secondary department to be moved to the Hartcliffe Campus consideration should be given to the whole school moving on to one site. The site vacated would then be used by the Hospital Education Service, currently sited at Littlemead School.

3. Improvements to the accommodation at Briarwood School should be completed and proposals developed to improve accommodation at Kingsweston School

4 Review funding of our resource base provision and to consider proposals on whether Ilminster Avenue and Bluebell Valley Nurseries are included in the LMSS scheme.

B) Provision for children with Physical impairment and learning difficulties:

B1. Claremont School has a mix on roll of children with severe learning difficulties and those whose primary need is physical but who have significant learning difficulties in addition. It is intended that these children will also remain at Claremont School.

B2. Secondary provision for children with PI and LD has historically been made at the main site of Florence Brown Special School in South Bristol. This department will be co-located on the rebuilt site of Brislington Enterprise College, enabling young people on roll to benefit from pre and post-16 vocational options.

B3. Increasingly children with physical impairments are attending their local schools as the programme of new builds for our primary and secondary provision enables full access to an increasing number of schools. This is likely to have implications for the number of children who will attend the planned 20 place Courtlands Unit provision on the Brislington Engineering College site. However, given the proposed change to the designation of Florence Brown School as a provision for children and young people with behavioural, social and emotional difficulties [BESD], there is a need for its most vulnerable children with moderate learning difficulties [MLD] to also transfer as part of the Courtlands provision. This would then result in a more effective use of this provision.

B4. Additionally, given the significant implications for Florence Brown School in becoming a BESD school which will also include provision for children with learning difficulties and associated challenging behaviour, the management of the Courtlands Unit should transfer to Brislington Enterprise College but not until the provision has been adequately established by staff from Florence Brown School.

B5. Summary Of Recommendations

5. The 20 place Courtlands Unit to move on to the site of Brislington Enterprise College.

6. Management of the Unit to transfer from Florence Brown School in the academic year 2009/10.

C) Provision for children with autistic spectrum disorder (who do not have severe learning difficulties

C1. Bristol's specialist provision for children with autism has historically been associated with our provision for children with learning difficulties; the development of co-located provision has given us opportunities to recognise the range of autistic spectrum disorder and to provide a broader range of opportunities. The complexity of the spectrum is matched by the significant increase in diagnosis of autism over the last five years.

C2. At present we have one primary setting (Gay Elms Primary School resource base) and one secondary setting (the autism department of Kingsweston Secondary School) within the city. (There is also a small number of primary children with autism at Kingsweston School's main site). The diagnosis of autism has increased significantly in recent years, and whilst our Communication and Social Interaction Team [COSI] supports pre-school and school children with autism in mainstream settings, a number of parents prefer specialist provision for their children.

C3. A Targeted Capital Fund bid has enabled us to establish a parallel resource base to Gay Elms in the north of the city on the site of Shirehampton Primary School. This will give us capacity to:

- relieve the pressure on Gay Elms, which is taking number of children slightly above its service level agreement due to the level of demand
- relocate the small number of primary children with autism at the Kingsweston site
- place the small number of children who are either finding mainstream provision particularly difficult to manage or who are already waiting for primary specialist placements
- increase the range of inclusion and curriculum opportunities for these children

C4. A new 36 place department has also opened on the newly built site of Portway Community School for secondary aged children with autism.

Both of these additional provisions will initially be managed by Kingsweston School.

C5. However, this will leave a gap in our provision in terms of secondary places in the south of the city. There is a need for an additional 20 place provision by September 2008 and following discussions with Brislington enterprise College this would be the preferred option as it is well located, has a strong inclusive ethos and the provision would require fewer alterations than other, possible, sites..

C6. In addition there are pupils on the autistic spectrum with very challenging behaviour and severe learning difficulties. Currently these children attend Briarwood, New Fosseway and Kingsweston Schools. However, there are additionally 20 children who are in the independent sector at an average annual cost of , 171,117 per child based on 2006/7 fees. One of the main reasons for this is the lack of any respite/residential provision, linked to one of these schools. The development of this kind of provision would reduce the number of applications for independent school provision and enable pupils to remain in the City for their education and much of their care. This would also serve to reduce travel times and costs for pupils who find school transport a stressful experience.

C7. Summary Of Recommendations

7. Establish a secondary, mainstream specialist provision for pupils with autism at Brislington Enterprise College by September 2008 which is able to cater for a wide range of ASD pupils with access to inclusion opportunities and a range of curriculum and accreditation options.

8. Identify the most suitable site in order to establish a 15 place respite/residential provision for pupils with autism who have challenging behaviour and associated learning difficulties.

D) Provision for children with sensory impairment:

D1. Provision for Deaf children and children with hearing impairments has historically been delivered in separate settings in Bristol. Recently, improvements in cochlear implant techniques have led to a number of parents wanting their children to have access to both signing and hearing environments; there have been some cases where children have moved between Deaf and hearing impaired settings and even had concurrent part-time placements at both, which children and families have found difficult.

D2. Overall numbers of places required for Deaf children and those with hearing impairment remain steady; fluctuations in demand between the different provision types add weight to the case for amalgamation.

D3. The decision was taken following the secondary review to establish new provision for both Deaf and hearing impaired children, which could offer a range of approaches best tailored to the needs of individual children, on the site of the new Fairfield Secondary School. The provision is managed by Elmfield School for the Deaf. The existing secondary Hearing Impaired Resource Bases (HIRBs) will not take additional children and will remain open only whilst existing children on roll work through.

D4. The intention is to replicate this arrangement in a primary setting. The original proposals to expand the Sefton Park School included a proposal to investigate the possibility of relocating provision for primary age pupils from Elmfield School and the primary HIRBs, and co-locating this with the expanded provision on the Sefton Park site. This option was judged overly expensive and new proposals require development which would create primary HIRB provision and the Elmfield primary department on a mainstream school site in the catchment area of Fairfield School.

D5. Children of primary age with visual impairment are placed in mainstream settings with high levels of individual support. Where specialist provision is required at secondary transfer, Bristol purchases places from Bath and North East Somerset Council at the resource base attached to Broadlands Secondary School in Keynsham.

It is not proposed that the city maintains its own specialist provision for children with visual impairments.

D6. Summary of Recommendations

9. Concentrate BSL/ bilingual provision for secondary age Deaf pupils and those with hearing impairments on the Fairfield School site, managed by Elmfield school.

10. Develop proposals to concentrate primary age HIRB provision and the primary department of Elmfield school on the site of a mainstream school in the Fairfield School catchment area.

E) Provision for children with moderate learning difficulties, including specific learning difficulties:

E1. Bristol maintains two schools with places for children with moderate learning difficulties; Florence Brown Special School and Kingsweston Special School. Both have had success in running inclusion classes in local mainstream schools in both primary and secondary phases.

E2. Children with lower levels of learning difficulty have been successfully included in mainstream schools; as a result the complexity of need of children on roll of these two schools has increased in recent years.

E3. Kingsweston School has a significant number of children with more complex/severe learning difficulties and has developed its expertise in the education of autism. It has also developed a portfolio of co-located departments and inclusion classes at Sea Mills Infant and Junior Schools and at Henbury School. The inclusion classes are very successful and make an important contribution to the development of inclusion opportunities. Florence Brown School has similar inclusion, satellite provision at Brislington Enterprise College and this has been successful in broadening the range of Key Stage 4 opportunities for pupils.

E4. The inclusion class arrangements of both schools will need to be consolidated and where possible developed but with clear agreements about funding and inclusion opportunities.

E5. As the more traditional MLD pupil numbers decline in our special schools, particularly in the primary phase, Florence Brown School has developed a specialism in meeting the needs of children with behavioural, emotional and social difficulties - both with and without learning difficulties (mainly at secondary). It is now felt that the school should specialise in these two areas in two separate parts of its campus. A PFI funding bid has been successful which will enable the completion of this plan.

E6. A resource base for children with specific learning difficulties is based at the site of Monks Park Secondary School. The base closed temporarily at the end of summer 2006 due to the difficulties in recruiting a suitably qualified teacher; and alternative arrangements negotiated for individual children. However, a new appointment has been made and the provision has been re-opened. Despite this a number of pupils are still leaving the City to attend independent provision. The reasons for this require a review which should also include how our current provision is utilised.

E7. Summary Of Recommendations

11. Develop the provision at Florence Brown School as a BESD provision.

12. Establish a review to make recommendations on the specific learning difficulties provision at Monks Park School.

F) Provision for children with Behavioural, Emotional and Social Difficulties:

F1. Bristol currently has two day and two residential special schools designated for children with BESD. The City is short of local day BESD provision and our only secondary age, mixed, BESD School in the north of the City is always full. The two residential schools are located outside Bristol, both have a number of pupils admitted from other Local Authorities yet are operating at less than their capacity. At the same time, our use of out of authority placements has increased.

F2. Kingsdon Manor School, located in Somerset, is less accessible from Bristol than Notton House School which is near Laycock in Wiltshire. Notton House School has also recently opened a new classroom wing and is now well placed to receive additional pupils. To reduce our overcapacity in residential provision it is proposed that Kingsdon Manor School is closed at the end of the academic year 2007/8 and the site released in order to augment the day, behavioural provision available within the city boundary.

F3. In order to increase day provision; it is proposed to redesignate Florence Brown School, in the south of the City, as a special school for children with BESD and for children with learning difficulties. The BESD provision will be for children from Key Stage 2 to Key Stage 5. The school is a part of the PFI Wave 4 Programme and it is envisaged that the school will be rebuilt with a design which reflects its proposed new designation. An important aspect of the design will be to separate the key stage 2 provision from the rest of the school.

F4 Additionally, the development of a small, either 15 bed hostel provision attached to a day BESD school or a 2 X 8 bed hostel attached to each of our day BESD secondary schools would reflect any potential need for respite provision and be more cost effective.

F5. Pupils can become increasingly reluctant to attend residential provision at Key Stage 4. This leads to an increase in fixed term exclusions and pupils inappropriately referred to Pupil Referral Unit provision. In addition there are a number of pupils with Statements and non Statemented young people who, from the age of 14+ are not in full time education and for whom the Pupil Referral Service has responsibility. It is proposed that discussions take place between the Learning Skills Council, City of Bristol college and the Local Authority to consider the proposal for developing a vocational centre, managed by a special school, to meet the needs of these groups, located as part of day provision in the City.

F6. Woodstock School is designated currently for key stage 2 pupils only, but will start to take key stage 1 pupils when capacity allows. However this provision will, from 2008 be augmented by Key Stage 2 provision in the south of the city at Florence Brown School. Since September 2006 they have also admitted girls and there are current discussions on ways in which this valuable resource can be used more flexibly to include dual registered, non Statemented pupils as well as an outreach function.

F7. Primary BESD provision is augmented by Greenfields Primary School resource base in the south and Filton Avenue Junior School Resource Base in the north; both of these will remain but it is proposed that a review is undertaken to make recommendations on whether there can be a more flexible use of the resource bases in order to respond to an increase in the number of primary aged exclusions from mainstream schools.

F8. Trends over the past five years indicate that as the requirement for secondary residential places falls, the need for day places has correspondingly increased. Bristol Gateway School has now relocated to the site of the former Lawrence Weston Secondary School and has taken over the key stage 4 places formerly managed by the Fulford Centre Pupil Referral Unit. It is co-located with the City of Bristol College on its Lawrence Weston site.

F9. Pupils are currently referred to Bristol Gateway School whose primary need is BESD but who are also on the autistic spectrum. For this small group of pupils the Kingsweston provision at Portway School isn't appropriate and pupils find the environment of a BESD school challenging without additional support. In order to ensure their needs are adequately met it is proposed that City of Bristol College is approached in order that one of its rooms, adjacent to Bristol Gateway School, is refurbished in order that these pupils remain on the roll of the school but have a base which is more suited to their educational needs.

F10. Summary Of Recommendations

13. Consult on the proposal to close Kingsdon Manor School with effect from the end of the academic year 2007/8

14. Complete a feasibility study on the establishment of a vocational centre for disaffected pupils within the City.

15. Review the Resource Base provision at Greenfield and Filton Avenue Schools to maximise their effectiveness in response to an increase in the number of primary aged exclusions.

16. Consult with City of Bristol College on the establishment of a resource base for pupils with challenging behaviour on the autistic spectrum at Bristol Gateway School.

17. Redesignate Florence Brown School as a BESD and MLD with challenging behaviour provision from September 2008.

18. Establish a 15 place or 2X 8 place hostel provision

19. Review Easton Language Unit provision in order to maximise its use and target its resources more effectively.

G) Provision for children with Speech and Language Difficulties:

G1. We currently maintain a resource base for 30 children aged 5 to 11 on the site of Easton CE Primary School. At present it is significantly undersubscribed, because the number of children with solely or primarily speech and language needs has fallen. There is a need to develop the base - possibly in partnership with other specialist provision - so that children with more complex needs which include speech and language difficulties - can benefit from specialist support. A review of the base is recommended.

Section Four: Scheme for resourcing specialist provision and the proposals for ongoing review of the scheme

a) Local Management of Special Schools (LMSS)

The LMSS funding scheme was completely revised at the end of 2003. The previous system of funding schools by categories based on need types had become too rigid; the categories which constituted each school=s planned places no longer reflected the complexity of the need types which make up the rolls of many schools. Nor did the single amount of funding for each need type reflect the variation in the level of children=s needs within each category. As a result, ad hoc arrangements had developed to address these issues.

It was agreed by the Special Education Partnership to revise the formula to one where the planned places in each school are >banded= to reflect the amount of adult support each child requires - regardless of their need type.

A single place at each band was costed using the adult support levels reflected in the band descriptors, together with average Bristol special school funding costs for:

- a teacher with two SEN points, and
- a learning support assistant with one SEN point.

On placement and at annual Statement review, schools and the local authority agree a band for each child on their roll against agreed descriptors. Vacant places - the difference between the number of children on roll and the planned place number are banded in the same proportions as the children on roll. These are added in to give the total planned places at each band for each school.

Over time, the numbers of children placed at higher bands has risen; heads are aware that it may be necessary in due course to topslice the value of the higher bands in order to contain the scheme within its budget envelope. A minor review of the system will take place in autumn 2006 to recommend how this might be done if necessary, and to look at other issues which have arisen, such as the difficulty for small schools of maintaining any contingency to support high band children who might be placed in year.

b) Inclusion funding

A formula is being developed, for discussion by the Schools Forum, by which additional support can be offered to special school pupils when they are included in mainstream lessons. The formula needs to be applicable across any school which will be supporting inclusion arrangements.

The key aspects of the formula will be:

- the likely level of inclusion (expressed as an average percentage) for each key stage of the special school=s pupils
- the staff to pupil ratio (again averaged by key stage) by which a special school pupil would normally expect to be supported. The proposal is that this same ratio should be available to support a pupil or group of pupils in a mainstream lesson
- the point where the existing resources of the special schools can themselves be diverted to support inclusion.

c) School travel project

Following the success of an initial pilot, a project team has been formed to provide dedicated capacity to expand this initiative.

The objectives are to work with 80-100 young people who have Statements of Special Educational Need (including for specialist provision) and their parents and carers, to:

- Enhance their opportunities for social inclusion by accessing a range of supported travel
- Improve the cost effectiveness of their travel support arrangements by extending their choice of options away from the traditional door to door transport provision.

As a consequence, save ,500k by the end of March 2007 through changing existing transport arrangements and establishing new supported travel options.

Section Five: Decision-making process for making placements in specialist provision

Allocating placements most appropriate to children=s needs and making best use of our specialist provision depends on a robust decision-making process around the issue and review of Statements of Special Educational Need.

The process is currently under review to ensure that it maintains the confidence of parents, schools and other stakeholders, and several actions are being taken to improve its quality. These include:

- The Resource Allocation Panel is now chaired on a rotational basis by the SEN Management Team (4 SEN Inclusion Managers) which provides capacity for the panels to meet weekly & ensure a shared approach.
- Headteachers and SENCOs are being recruited to attend the panels on an ongoing basis to bring a school perspective to decisions, provide peer review and challenge and provide more transparent decision making.
- Information & Guidance: The SEN Manual has been re-written and updated. The SEN 'Bright' database has been upgraded to improve reporting and to open up the facility for remote access from schools. Panels are now provided with reports of previous decisions for children with similar needs to support ongoing consistency. Further work will be progressed with the Finance team to ensure that full placement costs (including transport) are well understood and 'signed-off' at the point of decision.
- A panel member 'contract', setting out panel member roles & responsibilities, is being developed to improve accountability & ownership of the decisions being made (to include tribunal responsibilities).
- Training for all panels on disability equality and inclusion issues which includes visits to provision in order to better understand what they can offer.

Summary of Recommendations.

1. Briarwood School [east], Claremont School [north] and New Fosseway School [south] to develop a more balanced intake of SLD and PMLD pupils in order to increase the number of referrals from the local area and reduce travel times for children.
2. Whilst there are plans for New Fosseway School's secondary department to be moved to the Hartcliffe Campus consideration should be given to the whole school moving on to one site. The site vacated could then be used by the Hospital Education Service currently at the Littlemead Site.
3. Improvements to the accommodation at Briarwood School should be completed and proposals developed to improve the accommodation at Kingsweston School.
- 4 Review funding of our resource base provision and to consider proposals on whether Illminster Avenue and Bluebell Valley Nurseries are included in the LMSS scheme.
5. The 20 place Courtlands Unit to move on to the site of Brislington Enterprise College.
6. Management of the Unit to transfer from Florence Brown School in the academic year 2009/10.
7. Establish a secondary, mainstream specialist provision for pupils with autism at Brislington Enterprise College by September 2008 which is able to cater for a wide range of ASd pupils with access to inclusion opportunities and a range of curriculum and accreditation options..
8. Identify the most suitable site in order to establish a 15 place respite/residential provision for pupils with autism who have challenging behaviour and associated learning difficulties.
- 9.. Concentrate provision for secondary age pupils with hearing impairments on the Fairfield School site.
10. Develop proposals to concentrate primary age HIRB provision and the primary department of Elmfield school on the site of a mainstream school in the Fairfield School catchment area.
11. Develop the provision at Florence Brown School as a BESD provision.
12. Establish a review to make recommendations on the specific learning difficulties provision at Monks Park School in order to reduce referrals to independent schools
13. Consult on the proposal to close Kingsdon Manor School with effect from the end of the academic year 2007/8
14. Complete a feasibility study on the establishment of a vocational centre for

disaffected pupils within the City.

15. Review the Resource Base provision at Greenfield and Filton Avenue Schools to maximise their effectiveness in response to an increase in the number of primary aged exclusions.

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