
Review of Special School Provision in Northern Ireland

A Ministerial Working Group Report

March 2015

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EXECUTIVE SUMMARY

Special schools provide an important contribution to enabling learners with significant and/or complex special educational needs to engage and benefit from education. Currently provision varies in structure, type and operation within and across the five Education and Library Boards (ELBs). The move towards a common regional area plan requires a reconsideration of the existing geographical profile, structure and type of special schools so that pupils with significant and/or complex special educational needs can access provision closer to the community in which they reside.

This summary sets out the main findings of the current provision, provided by Department of Education (DE) funded special schools in the five ELBs. The report is based on a breadth of evidence and data analysis of statistical information collated for the task. The report outlines current practice and concludes with a number of recommendations which form the basis of a framework for regional area plan for special schools in the future.

THE OVERALL CONCLUSIONS

- Special schools across the north of Ireland should be developed with a common structure and remit to support learners with significant and/or complex needs.
- A consistent framework for monitoring enrolment trends in all special schools should be established and implemented to inform decisions on future pupil needs.
- Enhanced consistency in relation to the profile of the schools and future pupil needs should assist with capital planning in this sector.

SUMMARY OF RECOMMENDATIONS

The working group recommends that DE and the ELBs develop a framework for a regional plan for special schools which ensures commonality in the structure and type of special schools so that pupils with significant and/or complex educational needs can access provision closer to the community in which they live.

Following consideration and analysis of the evidence, the working group makes a number of recommendations to establish and develop the framework.

Recommendations

The working group recommends that:

1. DE funded special schools across the north of Ireland, should be developed with a common structure and remit to support learners with significant and/or complex needs.
2. Pre-school provision should be accessed at all DE funded special schools.
3. Each Board reviews the locations of their special schools in their future area plans and collaborates with other boards as part of a regional planning framework to ensure that pupils travel the least distance necessary.
4. Special schools should provide for pupils aged 3-19 as common practice and that the current statutory annual review is conducted for all pupils to ensure that the placement at a special school remains appropriate.
5. Under the revised model of delivery, pupils should attend their closest suitable special school.
6. A consistent information management framework is established across the ELBs to monitor enrolment trends and the needs of those pupils who attend special schools. Although not part of the detailed analysis of this review, it is deemed appropriate that enrolment trends in Learning Support Centres (LSCs) are also monitored as part of the continuum of special needs support.
7. Managing Authorities review enrolment trends of special schools to ensure that the size and location of these schools is reviewed from an area planning perspective to meet the education and developmental needs of pupils.

8. A separate review of Learning Support Centres (LSC) provision is carried out to ensure equity of provision across each ELB to supplement the findings of this report.
9. A separate review of outreach provision is carried out to ensure equity of provision across each ELB to supplement the findings of this report.
10. Each ELB reviews the provision in those special schools which historically have had a regional dimension, in line with DE policies and in compliance with legislation to ensure that provision is developed in a consistent manner, while ensuring that the needs of all pupils continue to be met and that the expertise of the staff at these special schools is not lost.
11. The participation and contribution of special schools within Area Learning Communities (ALCs) continues to be developed and enhanced.
12. Under the revised model of delivery the ELBs, should implement a phased and managed process in terms of placement of pupils within the revised arrangements ensuring that all training needs of staff are addressed as part of the planning process.

Each ELB's specific area plans should be reviewed and a new iteration consulted upon and published following agreement by the Minister of any of the above recommendations.

LIST OF ABBREVIATIONS AND ACRONYMS USED

ALC	Area Learning Community
ASD	Autism Spectrum Disorder
BELB	Belfast Education and Library Board
C&L	Cognitive and Learning
CFS	Common Funding Scheme
DE	Department of Education
DHSSPS	Department of Health, Social Services and Public Safety
DP	Development Proposal
EA	Education Authority
ETI	Education and Training Inspectorate
ELB	Education and Library Board
EOTAS	Education Other Than At School
H&VI	Hearing and Visual Impairment
HSE	Health Service Executive
KS	Key Stage
LSC	Learning Support Centre
MLD	Moderate Learning Difficulties
NCSE	National Council for Special Education
NEELB	North Eastern Education and Library Board
NI	Northern Ireland
P&MD	Physical and Medical Difficulties

PD	Physical Difficulties
PMLD	Profound and Multiple Learning Difficulties
S&L	Speech and Language
SEBD	Social, Emotional and Behavioural Difficulties
SEELB	South Eastern Education and Library Board
SENDO	Special Educational Needs and Disability Order
SELB	Southern Education and Library Board
SLD	Severe Learning Difficulties
WELB	Western Education and Library Board

EDUCATION AND LIBRARY BOARD DESCRIPTOR UPDATES

The Education and Library Boards (ELBs) were dissolved on 31 March 2015. The Education Authority was established on 1 April 2015 and is now responsible for all of the operational functions previously carried out by the five ELBs in accordance with the Education Orders.

This report was written prior to the establishment of the Education Authority and as such all references to the ELBs relate to the bodies that existed at that time.

For the purposes of this report, the following descriptors will apply:

- **Education and Library Board** is now the **Education Authority (EA)**;
- **Belfast Education and Library Board** is now the **EA Belfast Sub Region**;
- **North Eastern Education and Library Board** is now the **EA North Eastern Sub Region**;
- **South Eastern Education and Library Board** is now the **EA South Eastern Sub Region**;
- **Southern Education and Library Board** is now the **EA Southern Sub Region**; and
- **Western Education and Library Board** is now the **EA Western Sub Region**.

CHAPTER 1: LOCAL AND INTERNATIONAL POLICY CONTEXT FOR SPECIAL EDUCATION

Scope of the Review

1. On 26 February 2013, the Minister for Education delivered his 'Putting Pupils First: Embedding Area Planning' statement to the Assembly. In this statement, the Minister noted that Area Plans for Special Schools had been submitted to the Department of Education (DE) in February 2012.
2. The Minister expressed concern that some of the plans included reference to special schools only, while others included Learning Support Centres (LSCs) attached to mainstream schools, as part of their area planning submission for special school provision. This variation in submissions made it difficult to determine an overall regional analysis of what highly specialised facilities were needed to support children with more significant special needs for whom special school provision had been recommended.
3. Given this backdrop, the Minister decided that a co-ordinated regional assessment of future need for special schools was required and commissioned a review to facilitate the development of a framework for a regional area plan.
4. The purpose of the review is therefore to undertake an assessment of the future profile of special schools in the overall context of the Department's Area Planning process. This is in order to ensure that there is a network of strong viable special schools in place which provide children and young people with "a system which delivers educational excellence for all"¹ (Putting Pupils First, 2011).

¹ *Putting Pupils First: Shaping Our Future* <http://www.deni.gov.uk/putting-pupils-first-shaping-our-future-the-next-steps-for-education-english-version.pdf>

5. The 'Report of the Independent Strategic Review of Education'² (the Bain Report) was published in December 2006 and addressed the use of resources in education, the need for better strategic planning of the schools' estate, and the need for improved sharing and collaboration. One of the key recommendations from the Bain Report was that, "the policy for sustainable schools should ensure that all schools are sustainable in terms of the quality of the educational experience of children, enrolment trends, financial position, school leadership and management, accessibility and the strength of their links to the community."
6. The Department published its 'Policy for Sustainable Schools'³ in January 2009 which has, as its vision, an estate of educationally sustainable schools planned on an area basis, with a focus on sharing and collaboration. The primary objective of the policy is to ensure that all children get education in fit for purpose facilities, regardless of background or where they live. This policy also includes the criteria recommended by the Bain Report as the characteristics of a sustainable school.
7. The Sustainable Schools policy therefore sets out the framework for a sustainable pattern of educational provision; the Department's Area Planning process is the enabling mechanism to make this a reality. While the Sustainable Schools policy was not explicitly applied to special schools, the core elements of this policy are equally applicable in this context.
8. Given this Area Planning backdrop, the Review of Special School Provision focused on the following areas to:
 - Undertake a strategic assessment of current provision to determine its suitability in the current context and to identify future needs;

² <http://www.deni.gov.uk/index/8-admin-of-education-pg/101-strategic-review-of-education.htm>

³ http://www.deni.gov.uk/a_policy_for_sustainable_schools-2.pdf

- Undertake appropriate consultation and engagement on these issues with relevant stakeholders;
 - Develop a regional plan for special schools.
9. In completing this exercise, consideration of a number of additional and complementary areas was also required:
- The nature and type of Special Educational Needs (SEN) provision for children and young people aged 3-19;
 - The location of special schools;
 - Provision for early years⁴ in special schools;
 - Journey distance/time;
 - The location of LSCs; and
 - Distribution of outreach support services as delivered by special schools.
10. A review group, chaired by Dr Clare Mangan, Chief Executive of the Belfast Education and Library Board (BELB), was established to undertake the review. Pen pictures of the review group members are attached at Appendix 1.
11. In taking forward this review, the group adopted the following set of guiding principles:

Guiding Principles:

- Special schools will continue to remain a part of the education system with a clearly defined role and structure and regarded as a core form of support for learners with complex needs;

⁴ Early years in special schools consists of those children who attend special schools who are under the compulsory school starting age, this will be referred to as pre-school provision throughout the report.

- The holistic needs of SEN pupils continues to be at the centre of all proposed changes;
 - The development of appropriate and consistent special school provision to support the most vulnerable children and young people with a focus on maximising their potential;
 - The need to develop specialist provision for pupils with SEN in their local area or within reasonable travelling distance;
 - The importance of continuing to develop and build upon existing collaboration and partnerships within the Area Learning Communities (ALCs)⁵;
 - The importance of continuing to develop multi-disciplinary working with relevant stakeholders and parental engagement;
 - An acknowledgement that provision should have regard for the impact of inclusion within a local context;
 - An understanding that there should be a phased approach to proposed changes emanating from this review with a gradual reconfiguring of the existing school population; and
 - A need for the nature and purpose of any proposed changes to be clearly explained and fairly applied.
12. The review's focus is therefore to provide a strategic area planning framework within which the special school sector will be supported and developed so that the development of special school provision is provided on a required basis with a higher degree of consistency and transparency.

⁵ *Every post-primary school in the north is a member of an Area Learning Community (ALC). These are local groupings of post-primary and special schools, and Further Education (FE) Colleges. The ALCs were established to facilitate ease of curricular planning at Key Stage 4 and post-16, including collaboratively delivered courses, and the sharing and development of best practice to meet the needs of all pupils in an area.*

13. In terms of the scope of the review it extends primarily to statutory special schools and not to independent schools. In addition, the focus is on children with statements of SEN for whom special school provision is needed. This report does not therefore include consideration of Education Other Than at School (EOTAS) provision.

The Process

14. A key component has been the consideration of relevant research evidence and international literature; experiences from England, Scotland, Wales, the south of Ireland and beyond; an analysis and critical appraisal of a range of information sourced from both DE and the ELBs, alongside stakeholder engagement.
15. In order to obtain a detailed understanding of the current arrangements within the special school sector in the north, the working group met with both representatives of the special schools, in the form of the Chair and Vice-Chair of the Strategic Leadership Forum for Special Schools, as well as officers responsible for special education within the ELBs. The working group also took cognisance of the detailed Area Plans for Special Schools, prepared by the ELBs, which were of great assistance in outlining the current context.

Overview of the Current Position for Special Schools in Northern Ireland

16. Under Article 3 (5) of the Education (NI) Order 1996 a special school is defined as a “controlled or voluntary school which is specially organised to make special educational provision for pupils with SEN and is recognised by the Department as a special school”.
17. Currently there are 41 special schools in Northern Ireland, including the Belfast Hospital School. These schools form an integral part of the education system and provide an invaluable service for 4,832⁶ of the

⁶ Source: NI School Census 2013 http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics/32_statistics_and_research-numbersofschoolsandpupils_pg.htm

most vulnerable children. The Minister for Education confirmed in 2012 that he wanted to see the continuing development of these special schools, noting that they provide an excellent service to families, their students and pupils⁷.

18. For the purposes of this review the specialist provision available at the Belfast Hospital School is outside of its remit and it will instead focus on the remaining 40 special schools.
19. The schools and enrolments⁸ are spread across the 5 ELBs as follows:

Table 1 - Special School Numbers and Enrolment by ELB Area 2013/14

<i>ELB Area</i>	<i>Number of Schools</i>	<i>Enrolment</i>	<i>% of Special School Population</i>
BELB	10*	1,325	27
NEELB	9	1,075	22
SEELB	10	1,190	25
SELB	5	556	12
WELB	6	686	14
Total	40	4,832	100

* Does not include Belfast Hospital School

20. The recent Chief Inspector's Report (2010-2012)⁹ confirmed the quality of provision in the special schools sector with the overall effectiveness of 90% of schools inspected evaluated as good or better. Indeed, the most recent focussed or follow up inspections have found that most of the inspected special schools were delivering a quality of education that is good or better, with 50% very good or outstanding and 20% outstanding.

⁷ *Education Minister's Report to the Committee for Education, January 2012, Hansard.*

⁸ *Source: NI School Census 2013 http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics/32_statistics_and_research-numbersofschoolsandpupils_pg/32_education_and_library_board_level/statistics_and_research_elb_data_1314.htm*

⁹ *Chief Inspector's Report 2010/2012, Education & Training Inspectorate <http://www.etini.gov.uk/index/support-material/support-material-general-documents-non-phase-related/the-chief-inspectors-report/the-chief-inspectors-report-2010-2012.htm>*

21. The Chief Inspector's Report also highlighted the improvement in achievements and standards - school leavers, in particular, are achieving good or better levels of accreditation. It is clear that a culture of improvement is imbedded in the sector.

Policy Context

22. From a broader perspective, over the past number of years DE has put in place a coherent suite of policies, some of which are outlined below, designed to improve educational outcomes for all children and young people.
23. This review has been undertaken in the context of the following DE policies framework:
- **Schools for the Future: A Policy for Sustainable Schools (2009)** is a key driver for the area planning process offering a robust framework for considering the educational viability of schools. Its focus is on high quality education, maximising the benefits for children and young people through the efficient and effective use of available resources. The policy outlines six criteria/indicators linked to consideration of the longer-term viability of a school as follows:
 - Quality Educational Experience
 - Stable Enrolment Trends
 - Sound Financial Position
 - Strong Leadership and Management (Board of Governors and Principals)
 - Accessibility
 - Strong Links with the Community
 - **Area-based planning (2011)** is a strategic approach to planning education on an area basis. It recognises that the raising standards agenda can only be delivered effectively and efficiently through a network of strong, sustainable schools.

However, the following DE policy frameworks have also been considered:

- **The Revised Curriculum (2007)** promotes a greater focus on skills for life and work and on connecting learning across the curriculum. Developing literacy and numeracy is a central element of a school's delivery of the revised curriculum.
- **Every School a Good School – A Policy for School Improvement (2009)** focuses on how schools can effectively meet the needs of all of their pupils by promoting the core characteristics that evidence shows make for a good school: child-centred provision; high quality teaching and learning; effective leadership; and connection to local community. The policy seeks to improve the life chances of all young people by raising attainment levels and also outlines a formal intervention process for schools found by the Education & Training Inspectorate (ETI) to offer less than satisfactory provision.
- **Count, read: succeed – a Strategy to Improve Outcomes in Literacy and Numeracy (2011)** is set within the context of the Every School a Good School Policy and aligns key work strands with a particular focus on improving literacy and numeracy outcomes.
- **The Entitlement Framework (2013)** is designed to ensure that pupils have access to a broad and balanced range of learning opportunities suited to their needs, aptitudes and interests. It guarantees all pupils access to a minimum number of courses at Key Stage 4 and post-16, of which at least one-third must be general and one-third applied. Special schools have an active role in the ALCs, of which all post-primary schools are members; this maximises the opportunity to meet the needs of pupils across each area. Special schools are not required to deliver the full Entitlement Framework within their provision, although the schools are participants in aspects of this framework.

- **Learning to Learn: A Framework for Early Years Education and Learning (2013)** provides both the defining principles and key actions for the future development of all early years education and learning services. The aim of the framework is to ensure that all children should have opportunities to achieve their potential through high quality early learning and education experiences.
 - **The Review of SEN and Inclusion.** Although the policy is not yet finalised it is intended to build on the existing SEN policy framework to develop the capacity of mainstream schools to meet the needs of children with SEN, within the wider network of learning support centre and special schools provision. This review will also have a focus on early intervention supported by effective strategies and a focus on pupil outcomes.
24. The ETI has also published a series of reports on special schools, the recommendations of which were taken into account in this review:
- The Future Role of the Special School (2006);
 - Striving for Excellence (2006);
 - Journeys to Inclusion (2011);
 - Learning Across the Continuum – Sharing Practice: Support Inclusion; A Guide to Collaborative Practice (2012);
 - An Evaluation of the Provision to Meet the Needs of Pupils with Persistent and Challenging Behaviour in Special Schools (2013); and
 - An Evaluation of the Work of Special Schools within the Area Learning Communities (2013).

25. Drawing on these reports, alongside international research¹⁰, the working group identified the following key enabling factors in developing an efficient special school regional plan:

Enabling Factors

- All special schools should effectively meet the diverse needs of pupils who require special school placement;
 - A range of provision including special schools, learning support centres and mainstream classes will continue to be required to support pupils with special needs;
 - Collaborative and multi-disciplinary working should be actively enhanced, including partnership with the ALCs;
 - Equality of access to provision should be available across the ELBs; and
 - Guiding principles, protocols and arrangements should be clearly communicated and understood by all relevant parties, including parents and other stakeholders.
26. Flowing from these enabling factors, there is a need for continuous professional development for all staff in special and mainstream schools. This is to ensure that the needs of all learners are provided for appropriately through shared education and collaborative learning to bring an enhanced consistency to meet the diverse needs of their school population.

¹⁰ *Organisation of Provision to Support Inclusive Education – Literature Review, European Agency for Development in Special Needs Education, 2012.*

Experience Elsewhere

27. Throughout the United Kingdom and in the south of Ireland, children and young people with SEN are educated in a range of settings suited to their needs. This includes mainstream settings alongside access to a range of support services, learning support centres attached to mainstream schools and dedicated special schools.

28. At a policy level a number of reviews have been completed on SEN provision. In England, the Government is currently undertaking a programme of reform regarding the education and health support provided for children with SEN and disabilities, covering both children in mainstream and special schools. The SEN and disability provisions of the Children and Families Act will come into effect in September 2014. The changes include the introduction of a single assessment process and combination of support provided for children and young people across education, health and care plans to ensure that health and social services are included at the outset. These reforms are currently being tested in 20 pathfinder areas, covering 31 local authorities and their health partners.

29. The Scottish Government is undertaking its own programme of reform. This is in response to the recently published Doran Review¹¹ which considered the learning provision for children and young people with complex additional support needs. Its findings included 23 recommendations, aiming to ensure that there would be an easily accessible route to early integrated assessment of and provision of support for children and young people from the earliest stage of development.

¹¹ *Doran Review* <http://www.scotland.gov.uk/Resource/0040/00408307.pdf> *Scottish Government's response to the Review* <http://www.scotland.gov.uk/Resource/0040/00408298.pdf>

30. Throughout Europe, the major thrust of educational legislation is to enable inclusive practice to develop and explore innovative ways on how best to manage change and provide for a diversity of need. For example, the Danish Parliament in 2012 amended its legislation in relation to special needs education for children. The Ministry of Education also established the Centre for Inclusive Education and Special Needs Education with the aim of collating and disseminating special educational pedagogy and counselling.
31. In 2006, the Finnish Ministry of Education identified a steering group which proposed that current practice focuses more on early support and prevention; general and intensive support is provided before a decision on special support is made.
32. The new Restructuring Schools Law of 2013 in France recognises 'inclusive education' as a key principle of the education system in keeping with the United Nations Convention of the Rights of Persons with Disabilities (UNCRPD) which most EU countries have signed up to. In the Netherlands, co-operation in regions between special and mainstream schools is obligatory. (European Agency for Development in Special Needs Education 2013).
33. Across the five ELBs this concept is reflected in the trend toward greater numbers of learners with SEN being educated in mainstream schools while special schools, for their part, have developed an ethos of collaborative working and support for a continuum of need.
34. The focus of government policy in the south of Ireland in relation to the education of children with special educational needs is on participation and inclusion. Less than 1% of children of primary and post-primary school age now attend special schools. There are 119 special schools for students with special educational needs arising from a disability – of these, 30 are for students with mild general learning disability and 33 are for students with moderate general learning disability (NCSE, 2012). However, it is important to note that their descriptions of different types of learning disability deviate from those which are commonly used in the north. Significant teaching and care resources have been allocated to primary and post-primary schools over the past 15 years resulting

in approximately 15% of the teaching posts in these schools having a specific remit for the education of children with special educational needs. The current system for the allocation to schools of teaching posts for special educational needs is heavily based on diagnosis.

35. The National Council for Special Education (NCSE) provided a formal policy advice paper to the Department of Education and Skills in 2013, and advised that a new model should be developed for the allocation of additional teaching resources to mainstream primary and post-primary schools which is based on the profiled learning need of each school without the need for a diagnosis of disability. The NCSE considered that there were indicators available in the system that could yield accurate information concerning the level of educational needs in a school, including:

- information from standardised tests in reading and mathematics;
- children with complex special educational needs assessed through the Health Service Executive (HSE);
- information from the pre-school system, historic data from schools on the previous allocations for special educational needs; and
- information on the social context of the school.

Arising from this policy advice, the Department of Education and Skills and the NCSE established a working group to bring forward proposals for the allocation of teaching resources to schools based on each school's educational profile. The working group submitted its report to the Minister and the paper was published on 18 June 2014. The Minister and his officials will now engage in further consultation with the education partners concerning the proposed new model.

36. International literature¹² increasingly identifies the process of inclusion as a significant driver of change addressing barriers to learning and raising standards. The literature highlights the core proposition of moving our thinking from a focus on learners fitting into categories of need to an approach which takes the educational settings into account. Underpinning this trend in the five ELBs is the need to achieve consistency and cohesion across the special and mainstream system in a seamless way that impacts on meeting effectively the needs of all learners and reflects the development of shared and inclusive learning. With these considerations in mind, this report proposes changes which provide for the development of the special schools estate within a cohesive and strengthened framework.

¹² *Organisation of Provision to Support Inclusive Education – Literature Review, European Agency for Development in Special Needs Education, 2012.*

CHAPTER 2: THE DEVELOPMENT OF SPECIAL SCHOOLS IN THE NORTH OF IRELAND

1. The education system in the north of Ireland has a long history of specialist provision for pupils with learning needs and disabilities. Special schools for pupils with moderate learning difficulties (MLD) were established to ensure that those pupils having significant difficulties in mainstream education could have their needs met in a more suitable environment with a curriculum designed to address their learning difficulties and often associated social, emotional and behavioural difficulties. Special schools were also established for pupils with physical disabilities, sensory impairment, speech and language difficulties and severe social, emotional and behavioural difficulties.
2. Responsibility for the education of all children and young people with SEN became the responsibility of DE in 1987, transferring from the Department of Health (schedule 1, the Education (NI) Order 1987).

The Statutory Framework for SEN in Northern Ireland

3. In 1986 special education legislation in Northern Ireland was brought into line with the rest of the United Kingdom, with the introduction of The Education and Libraries (NI) Order 1986.
4. The Education and Libraries (NI) Order 1986 enabled the ELBs to provide for children and young people with special educational needs in schools up to the age of 19 where that was deemed necessary. (Article 33 of the 1986 Order).
5. This has set the scene for the type of SEN provision that we have today. Schools and ELBs make SEN provision for children and young people within what is commonly referred to as the SEN Framework. This consists of primary and subordinate legislation and a Code of Practice (1998) issued under the legislation as follows:
 - The Education (Northern Ireland) Order 1996 (the 1996 Order);
 - The Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDI);

- The Education (Special Educational Needs) Regulations (Northern Ireland) 2005;
 - The Special Educational Needs and Disability Tribunal Regulations (Northern Ireland) 2005;
 - The Code of Practice on the Identification and Assessment of Special Educational Needs (issued under the 1996 Order) 1998; and
 - The Supplement to the Code 2006 (issued under the 1996 Order, following changes made by SENDO) 2005.
6. Building on this legislative framework the Code of Practice (1998) provides guidance on the identification, assessment and provision made for all children who may have SEN at some time in their school careers, or even earlier. Following the introduction of SENDO in 2005, the Department introduced the Supplement to the Code to reflect the legislative changes within SENDO.
7. Under this legislation, the ELBs are responsible for a child in their area if the child is a registered pupil at a grant aided school, or has attained the age of two years and has been brought to their attention as having SEN. Each ELB then, where necessary, determines the provision needed to meet the child's special educational needs. It is the duty of the ELBs to ensure they have sufficient provision within their areas to meet the educational needs of pupils, including special school provision.
8. Pupils in mainstream schools who require additional support for their learning may access specialist learning support teachers, special school outreach services and additional ELB services. This reflects the major thrust in recent years to build capacity in mainstream schools to meet the needs of pupils with SEN. The past 40 years has seen major advances in the quality of the educational experiences for pupils in special schools and in the resources and accommodation provided for them.

9. Special schools form part of a continuum of provision for children and young people with SEN, alongside mainstream schools and learning support centres¹³, to ensure their diverse range of needs are met. Often the enrolment of a child with SEN in mainstream education is appropriate; however, the severity or complexity of their needs is the key factor in determining the most appropriate educational setting, with cognisance of professional advice and parental views.
10. For those children and young people with statements of SEN, education is provided through the special schools located within each ELB area, through learning support centres attached to mainstream primary and post-primary schools or through provision provided in mainstream primary and post-primary schools. In 2013/14, children and young people with a statement of SEN represented 4.6% of the total school population¹⁴; 1.4% of the total school population attended special schools.
11. The special schools support pupils with a range of special educational needs. This includes:
 - Moderate Learning Difficulties (MLD) - pupils who have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions and where their needs will not be met by normal differentiation and the flexibilities of the curriculum¹⁵.
 - Severe Learning Difficulties (SLD) - pupils have significant intellectual or cognitive impairments which have a major effect on their ability to participate in the school curriculum without support¹⁶.

¹³ The term 'Learning Support Centre' refers to a unit approved by the Department for the purpose of making educational provision for pupils with special educational needs. However currently under Regulation 3 of the Education (School Information and Prospectuses) (NI) Regulations 2003, 'special educational unit' remains the correct term.

¹⁴ This figure includes primary (including nursery and reception), post-primary, special and nursery schools. It does not include voluntary and private pre-schools, hospital and independent schools.

¹⁵ www.specialeducationalneeds.co.uk

¹⁶ www.specialeducationalneeds.co.uk

- Profound and Multiple Learning Difficulties (PMLD) - pupils have complex learning needs, in addition to very severe learning difficulties, pupils may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition¹⁷.

12. It should be noted, however, that whilst the special schools have these general descriptors (MLD/SLD/PMLD) the profiles of the schools show that the children and young people often have more than one identified need. Further to the completion of the school census information for special schools it has become clear that each school often references children and young people with a range of SEN rather than a singular need which fits neatly within one of the general school descriptors. This is reflective of the spectrum and complexity of pupil's individual SEN needs.

Table 2 - Special Schools - Number of and Enrolment at 2003/04-2013/14¹⁸

Year	Number of Schools*	Enrolment	% of School Population
2013/14	40	4,832	(334,565) 1.4%
2012/13	40	4,653	(332,665) 1.4%
2011/12	41	4,549	(330,102) 1.4%
2010/11	41	4,458	(329,243) 1.4%
2009/10	41	4,443	(328,499) 1.4%
2008/09	42	4,598	(329,863) 1.4%
2007/08	43	4,611	(331,530) 1.4%
2006/07	45	4,557	(334,832) 1.4%
2005/06	45	4,599	(338,137) 1.4%
2004/05	45	4,669	(342,111) 1.4%
2003/04	47	4,834	(346,497) 1.4%

* Does not include the Belfast Hospital School

¹⁷ www.deni.gov.uk/index/support-and-development-2/special_educational_needs_pg/7-recording_children_with_special_educational_needs.htm

¹⁸ Source – NI School Census http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics/32_statistics_and_research-numbersofschoolsandpupils_pg/32_statistics_and_research-northernirelandsummarydata_pg.htm

13. As can be seen from the table above, the enrolments in special schools over the past 11 years have remained fairly static across the north, which is interesting given the overall demographic decline experienced over this time. It should also be recognised that the number of children with statements of SEN attending mainstream and special schools has been increasing during this period from 10,999 in 2003/04 (3.2% of the school population) to 15,249 in 2013/14 (4.6% of the school population).
14. The overall number of special schools has reduced during this time from 47 in 2003/04 to 40 in 2012/13 as a result of a number of rationalisations within the sector to create larger and more sustainable schools.
15. When the enrolments are considered at ELB level, as outlined in the table below, decreases can be seen in the SEELB and WELB alongside increases in the NEELB and SELB. Enrolments in the BELB have remained fairly static during this time. It is worth highlighting that whilst the SELB has had a sizeable increase in enrolments there has been no increase in the number of schools. Conversely the SEELB has had a decrease in enrolments although its number of schools has remained unchanged.

Table 3 - Special Schools - Historical Number of and Enrolment by Board Area¹⁹

Year	BELB		NEELB		SEELB		SELB		WELB	
	Enrolment	Schools								
2013/14	1,325	10	1,075	9	1,190	10	556	5	686	6
2012/13	1,312	10	1,019	9	1,133	10	534	5	655	6
2011/12	1,262	10	1,007	9	1,135	10	498	5	647	7
2010/11	1,271	10	1,001	9	1,083	10	470	5	633	7
2009/10	1,248	10	992	9	1,115	10	446	5	642	7
2008/09	1,280	11	996	9	1,181	10	423	5	718	7
2007/08	1,275	11	1,012	9	1,166	10	418	5	740	8
2006/07	1,245	11	1,016	11	1,145	10	402	5	749	8
2005/06	1,248	11	1,010	11	1,199	10	394	5	748	8
2004/05	1,235	11	1,000	11	1,257	10	391	5	786	8
2003/04	1,359	12	1,000	11	1,289	10	386	5	800	9

¹⁹ Source – NI School Census http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics/32_statistics_and_research-numbersofschoolsandpupils_pg/32_education_and_library_board_level.htm

BELB

16. Within the BELB, there are ten special schools along with LSCs attached to five mainstream schools. The BELB has a smaller number of LSCs attached to mainstream schools than the other ELBs; however, this is currently being reviewed with a view to extending the continuum of provision.

NEELB

17. Within the NEELB, there are nine special schools along with LSCs attached to 16 mainstream schools. The amalgamation of three special schools in Ballymena in 2007 to form Castle Tower School saw a reduction in the number of special schools in the Board area from eleven to nine.

SEELB

18. Currently, within the SEELB, there are ten special schools along with LSCs attached to 22 mainstream schools. The SEELB has identified an increasing SLD population which is placing a reported pressure on existing provision; in addition the profile of the MLD population has been changing in recent years. It was recognised that the categorisation of the MLD population needs to be realigned with the changing pupil profiles.

SELB

19. Currently within the SELB there are five special schools along with learning support centres attached to 33 mainstream schools. The SELB has confirmed in its area plan that the present pattern of schools meets the current needs of the pupils within the SELB area. However, as is the case in the other ELB areas, the SELB keeps the enrolment and staffing needs of these schools under review on an annual basis.

WELB

20. Within the WELB, there are now only five special schools along with LSCs attached to 12 mainstream schools. It should be noted that the Education Minister recently approved the amalgamation of Foyle View and Belmont House Schools in Londonderry which became Ardnashee School and College from 1 September 2014. The WELB has experienced a decrease over the past ten years in the number of children with moderate learning difficulties seeking special school placements. Due to the impact of this trend on the enrolments of special schools that traditionally had a MLD population only, WELB has worked to promote the amalgamation of special schools within its Board area. This has resulted in a reduction in the number of special schools from nine to the current number of five.

21. Willow Bridge School, which was established in September 2012 following the amalgamation of Erne Special School (MLD) and Elmbrook Special School (SLD), in particular is noted as having a very good approach to pastoral care which has taken account of the needs of all pupils during the process of amalgamation, a process which had only taken place during the previous academic year.

22. Undoubtedly, given the significant change in the profile of pupils in these schools following the amalgamations, it will be important to ensure that a comprehensive professional development programme alongside an effective planning process are in place to ensure that the individual needs of all of the children and young people continue to be met. It is encouraging to note the excellent progress made by all of the schools to date as part of these transformational arrangements.

Outreach services provided by special schools

23. Since 2000, special schools have developed collaborative links with mainstream schools and have been supported by ELBs to provide a range of outreach services and support to pupils and staff.

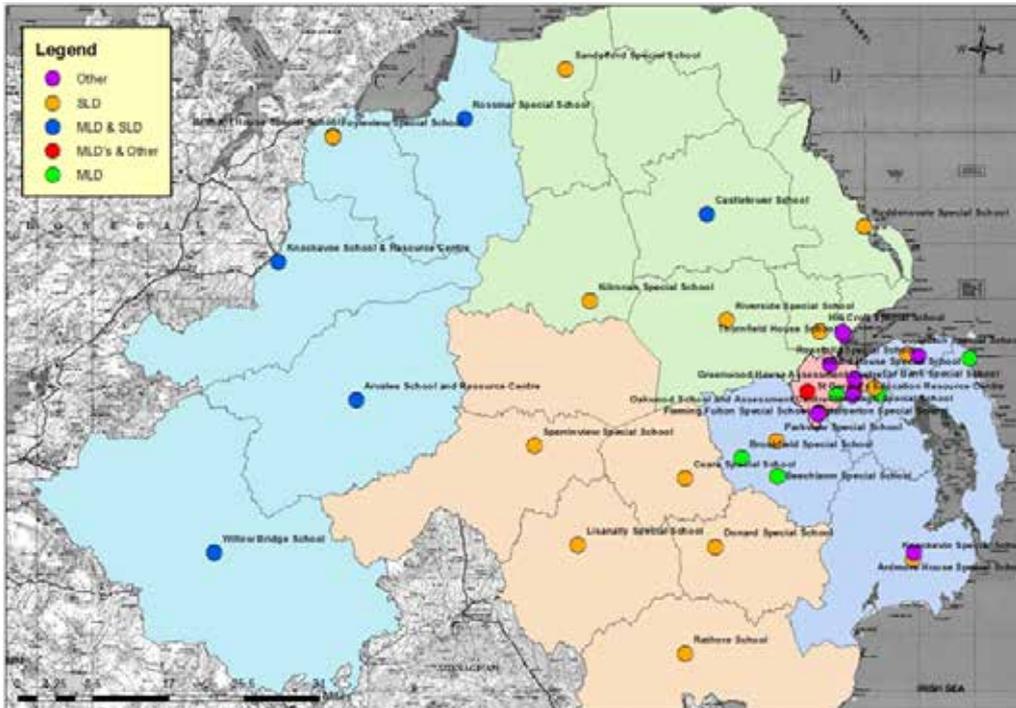
24. An important variable to bear in mind is the differing practices across schools. To avoid inequity and provide access to specialist support and expertise, the transfer and sharing of good practice should be interpreted in terms of capacity building and support for inclusion. As a consequence, Outreach support needs to be reviewed within a given timescale and in a wider professional development framework to bring special and mainstream schools into closer collaborative practice to support schools and parents in meeting the needs of children with SEN.

CHAPTER 3: ANALYSIS OF CURRENT PROVISION

Section 3.1: Map of Special Schools

1. There are currently 40 special schools across the north.

Map 1 - Special Schools 2013/14



2. Special schools are generally well located across Northern Ireland to reflect the pupil population. Provision is particularly well located throughout the WELB and the SELB. Within the NEELB and SEELB provision is generally well located, however, there is a concentration of provision in the Newtownabbey and Lisburn/Hillsborough areas of these board areas respectively. The concentration of provision in the BELB in one geographical area raises the issue of overall strategic management and co-ordination of services given the wide variation of provision.

Further detail on provision within each board area is contained in Sections 3.6 to 3.10.

Section 3.2: Current Provision Analysis

Table 4 - Special Schools - School Type and Current Provision

<i>School Name</i>	<i>School Type</i>	<i>Current Provision</i>
BELB		
Park Education Resource Centre	MLD	KS3 - KS5
Greenwood House Assessment Centre	MLD/Speech Language Assessment	Pre-school - Foundation
Harberton Special School	MLD/EBD Reading Unit	Pre-school - KS2
St Gerard's Education Resource Centre	MLD/Reading Unit	Pre-school - KS5
Glenveagh Special School	SLD	KS2 - KS5
Oakwood School and Assessment Centre	SLD	Pre-school - KS1
Clarawood Special School	Social, Emotional & Behavioural Difficulties (SEBD)	KS2
Cedar Lodge Special School	Physical & Medical Difficulties (P&MD)	Foundation - KS5
Fleming Fulton Special School	Physical Difficulties (PD)	Pre-school - KS5
Mitchell House Special School	Physical Difficulties (PD)	Pre-school - KS5
NEELB		
Rosstulla Special School	MLD	Foundation - KS5
Castletower School	MLD/SLD	Foundation - KS5
Hill Croft Special School	SLD	Foundation - KS5
Kilronan Special School	SLD	Foundation - KS5
Riverside Special School	SLD	Foundation - KS5
Roddensvale Special School	SLD	Foundation - KS5
Sandelford Special School	SLD	Foundation - KS5
Jordanstown Special School	Hearing & Visual Impairment	Foundation - KS5
Thornfield House School	Speech and Language	Foundation - KS4
SEELB		
Beechlawn Special School	MLD	KS3 - KS5
Brookfield Special School	MLD	Pre-school - KS2
Killard House Special School	MLD	Foundation - KS4
Longstone Special School	MLD	Foundation - KS4
Clifton Special School	SLD	Pre-school - KS5
Knockevin Special School	SLD	Pre-school - KS5
Parkview Special School	SLD	Pre-school - KS5
Tor Bank Special School	SLD	Pre-school - KS5
Ardmore House Special School	Behavioural	KS3
Lakewood Special School	Behavioural	KS3 - KS4
SELB		
Ceara Special School	SLD	Pre-school - KS5
Donard Special School	SLD	Pre-school - KS5
Lisanally Special School	SLD	Pre-school - KS5
Rathore School	SLD	Pre-school - KS5
Sperrinview Special School	SLD	Pre-school - KS5
WELB		
Belmont House Special School	MLD	Pre-school - KS5
Arvalee School and Resource Centre	MLD/SLD	Pre-school - KS5
Knockavoe School & Resource Centre	MLD/SLD	Pre-school - KS5
Rossmar Special School	MLD/SLD	Pre-school - KS5
Willow Bridge School	MLD/SLD	Pre-school - KS5
Foyleview Special School	SLD	Pre-school - KS5

* KS – Key Stage

3. Table 4 provides information on the special schools in each board area along with the current type of each school and also the level of provision currently catered for at each, as per the 2013 DE school census returns.

Regional Special Schools

4. There are a number of specific schools that historically have provided a regional function to pupils throughout the north. These schools are Clarawood, Cedar Lodge, Fleming Fulton, Mitchell House, Jordanstown, Thornfield, Ardmore House and Lakewood. However, the profile of pupils attending some of these schools has changed over time. A brief description of the provision provided at these schools is detailed below:

- Clarawood Special School provides part time and a smaller number of full time placements for KS2 pupils with SEBD. The numbers at year end are much higher as pupils come into the centre for part-time places throughout the school year. The school also provides an outreach service for KS2 pupils with SEBD who have been assessed by the educational psychologist at Stage 3 of the Code of Practice and attend mainstream schools;
- Cedar Lodge Special School has historically provided for children with medical needs and/or delicate health. However, the majority of children who are currently enrolled have autism spectrum disorder (ASD) as their primary need;
- Fleming Fulton and Mitchell House Special Schools both have historically provided education for children with physical difficulties. The majority of the children who attend have MLD and other learning needs in addition to their physical needs;
- Jordanstown Special School provides education to pupils with hearing and visual impairment needs;
- Thornfield House School provides education to pupils that have a specific language impairment, ie speech and language must be their primary need;

- Ardmore House Special School has historically been defined as a special school and provides education to Key Stage 3 pupils with social, emotional and behavioural difficulties. However, pupils are placed in Ardmore House for one term with a full school timetable and many return to full-time mainstream education. This provision is more closely aligned with EOTAS rather than a special school. Staff from Ardmore, also provide outreach services to KS3 pupils in the SEELB; and
- Lakewood Special School provides education on site for students of compulsory school age. Students have a range of severe behavioural, emotional and educational problems and in most cases they have been out of the school system for some time. The pupils are placed in Lakewood by the Courts under secure care orders and are all 'Looked After Children'. The pupils attending are from across all the ELB areas and reside in Lakewood Centre which is managed by the Department of Health, Social Services and Public Safety (DHSSPS).

BELB

5. The BELB currently has ten schools of which four of these schools deliver MLD provision (three provide MLD and other additional services), two deliver SLD provision, one delivers provision for pupils with social, emotional and behavioural difficulties (SEBD), two deliver provision for pupils with physical difficulties and one delivers provision for pupils with physical and medical difficulties. There is a wide variation of provision across the BELB with three schools delivering for pre-school through to KS5, one for foundation through to KS5, one for pre-school to KS1, one for pre-school through to KS2, one for pre-school and foundation, one for KS2 through to KS5, one for KS2 and one for KS3 through to KS5.

NEELB

6. The NEELB currently has nine schools of which one of these schools deliver MLD provision, one delivers a combined MLD and SLD provision, five deliver SLD provision, one delivers provision for pupils with hearing and visual impairment (H&VI) and one delivers provision for pupils with Speech and Language (S&L) impairments. The MLD, MLD/SLD, SLD and H&VI schools deliver provision from foundation through to KS5. The S&L school delivers provision for foundation to KS4.

SEELB

7. The SEELB currently has ten schools of which four of these schools deliver MLD provision, four deliver SLD provision and two deliver provision for pupils with behavioural difficulties. Of the four MLD schools, one delivers provision for pre-school to KS2, one for KS3 to KS5 and the remaining two for foundation to KS4. The four SLD schools deliver provision from pre-school through to KS5. Of the two behavioural schools one delivers provision for KS3 and one for KS3 and KS4.

SELB

8. The SELB currently has five schools all of which provide provision for SLD pupils from pre-school through to KS5.

WELB

9. The WELB currently has five schools all of which provide for provision for SLD pupils from pre-school through to KS5.
10. Schools that have amalgamated have done so following the publication of a Development Proposal (DP) that the minister has agreed to ensure continuum of provision in each of these areas.

Key Findings:

- There is a mixture of school types and inconsistency of school provision across the NEELB, SEELB and particularly in the BELB.
- The WELB is the only board where all special schools provide combined MLD and SLD provision, with each school catering for pupils aged 3-19.
- The SELB only provides SLD provision but each school caters for pupils aged 3-19 equally throughout its area.

- Pre-school provision is not consistent across all boards or even within some individual board areas. Pre-school provision is also not consistent across school types. Only SELB and WELB apply this type of provision consistently across their ELB area.
- Provision at regional schools should be reviewed in line with DE policies to ensure that provision is addressed in a consistent manner while ensuring that the needs of all pupils continue to be met.

From an area planning perspective this inequality of access in relation to school types and levels of provision across the ELBs must be addressed.

Section 3.3: Special Education Needs (SEN) Category Analysis

11. There are seven main SEN categories, each split further into a number of different types. Each pupil can have a number of types within a category and also can have a number of categories attributed to their need. The seven main SEN categories are as follows:
 - Cognitive and Learning (C&L);
 - Social, Emotional and Behavioural (SEB);
 - Communication and Interaction (C&I);
 - Sensory;
 - Physical;
 - Medical Conditions/ Syndromes (MCS); and
 - Other.

12. Each of these main areas of SEN or difficulty has been broken down into specific SEN categories. These specific SEN categories can be found in Appendix 2.

Table 5 - Special Schools - SEN Category

<i>School Name</i>	<i>C & L</i>	<i>SEB</i>	<i>C & I</i>	<i>Sensory</i>	<i>Physical</i>	<i>MCS</i>	<i>Other</i>
<i>BELB</i>							
Park Education Resource Centre	123	24	58	*	0	17	*
Greenwood House Assessment Centre	5	13	47	*	0	*	*
Harberton Special School	155	43	237	*	*	36	*
St Gerard's Education Resource Centre	234	76	80	10	5	78	19
Glenveagh Special School	183	6	28	*	8	21	0
Oakwood School and Assessment Centre	89	*	44	*	5	23	0
Clarawood Special School	10	24	*	0	0	*	*
Cedar Lodge Special School	79	65	170	8	18	82	12
Fleming Fulton Special School	11	0	*	9	121	81	*
Mitchell House Special School	28	*	27	7	78	27	19
<i>NEELB</i>							
Rosstulla Special School	169	25	68	0	6	17	0
Castletower School	246	65	166	11	24	55	*
Hill Croft Special School	122	*	52	*	*	14	0
Kilronan Special School	88	30	89	17	15	70	6
Riverside Special School	47	17	58	7	9	33	*
Roddensvale Special School	86	13	88	18	11	39	0
Sandelford Special School	176	66	207	83	67	101	0
Thornfield Special School	7	9	95	*	0	*	0
Jordanstown Special School	8	*	14	58	5	15	0
<i>SEELB</i>							
Beechlawn Special School	182	48	90	7	12	50	5
Brookfield Special School	106	49	188	6	13	46	*
Killard House Special School	107	21	129	*	*	7	0

Longstone Special School	156	28	53	*	*	25	*
Clifton Special School	150	28	138	7	25	81	
Knockevin Special School	91	15	127	7	9	30	*
Parkview Special School	164	13	173	21	21	99	*
Tor Bank Special School	169	39	180	23	17	95	*
Ardmore House Special School	0	*	0	0	0	0	0
Lakewood Special School	*	7	0	0	0	8	0
SELB							
Ceara Special School	117	24	101	15	13	38	*
Donard Special School	58	*	42	6	9	38	0
Lisanally Special School	91	45	124	16	10	60	18
Rathore School	101	12	135	21	19	99	0
Sperrinview Special School	99	5	119	14	17	60	0
WELB							
Belmont House Special School	129	21	114	5	10	47	*
Arvalee School and Resource Centre	90	19	88	9	17	37	*
Knockavoe School & Resource Centre	107	30	112	32	24	71	*
Rossmar Special School	85	16	55	9	11	26	0
Willow Bridge School	136	26	77	7	13	59	6
Foyleview Special School	63	8	122	19	22	66	5

Please note pupils may have more than 1 type within each category and also have more than one category attributed to their needs.

* Indicates the number of pupils is less than 5 and has been suppressed to avoid potential identification of the individual

13. Table 5 indicates the total number of SEN categories that pupils attending special schools in 2013/14 academic year have been attributed with. In many instances pupils have been identified as having more than one SEN category. For example, St Gerard's Education Resource Centre has an enrolment of 223 pupils; however these pupils have 502 SEN categories attributed among them. This reflects the diversity of need of pupils that are currently attending special schools regardless of the school type attributed to each school.

Key Findings:

- Pupils do not just have one need. In many instances a pupil may have multiple needs that impact on their ability to learn and develop.
- The historical school type attributed to each special school does not adequately reflect the range of the needs of the pupils that are currently attending each school.
- In many instances schools are catering for pupils that have multiple needs and not just those necessarily reflective of the school type.

From an area planning perspective, as we plan for special schools in the future, most special schools should progressively be able to accommodate pupils with multiple needs.

Section 3.4: Enrolment Analysis

14. Tables 6 to 10 detail the number of enrolments at special schools for the 2009/10 academic year and also for the last two academic years 2012/13 and 2013/14.
15. Historical information for the academic years 2010/11 and 2011/12 is contained in Appendix 3.

'MLD' Schools

Table 6 - Enrolment Numbers at MLD Schools

<i>Board</i>	<i>School Name</i>	<i>2009/10</i>	<i>2012/13</i>	<i>2013/14</i>
	<i>MLD Schools</i>			
BELB	Park Education Resource Centre	122	126	126
NEELB	Rosstulla Special School	176	170	172
SEELB	Beechlawn Special School	186	153	159
SEELB	Brookfield Special School	113	122	136
SEELB	Killard House Special School	163	156	179
SEELB	Longstone Special School	146	156	145
WELB	Erne Special School*	98	n/a	n/a
WELB	Belmont House Special School	120	127	129
	MLD Total	1,124	1,010	1,046
	<i>MLD & Other Schools</i>			
BELB	Greenwood House Assessment Centre	50	54	52
BELB	Harberton Special School	196	201	206
BELB	St Gerard's Education Resource Centre	184	226	223
	MLD & Other Schools Total	430	481	481
	Overall MLD Total	1,554	1,491	1,527

* Erne Special School amalgamated in 2012/13 with Elmbrook Special School to form Willow Bridge School

16. There are currently 1,527 pupils attending seven MLD schools and three schools that provide services to a mixture of pupils with MLD and other additional needs. This represents a 2.4% increase on the enrolment levels from the previous year and a 4.8% increase on 2009/10 enrolment levels (Erne Special School excluded as pupils now attend Willow Bridge).
17. In the last year only Brookfield Special School and Killard House Special School have had any sizeable increase in their enrolment levels, whilst Longstone Special School is the only school to have had a sizeable decrease in their enrolment levels between 2012/13 and 2013/14.
18. From discussions with the Chair and Vice-Chair of the Strategic Leadership Forum for Special School, it was identified that although the enrolment levels have remained fairly static within MLD schools, the profile of the pupils that now attend these schools has a more diverse range of SEN categories attributed to pupils.

'MLD & SLD' Schools

Table 7 - Enrolment Numbers at MLD & SLD Schools

<i>Board</i>	<i>School Name</i>	<i>2009/10</i>	<i>2012/13</i>	<i>2013/14</i>
NEELB	Castletower School	254	255	253
WELB	Arvalee School and Resource Centre	110	102	103
WELB	Knockavoe School & Resource Centre	77	105	116
WELB	Rossmar Special School	73	81	88
WELB	Willow Bridge School	n/a	126	130
	Total	514	669	690

* Willow Bridge Special School was formed in 2012/13 following the amalgamation of Erne Special School with Elmbrook Special School

19. There are currently 690 pupils attending five schools that provide services to pupils with both MLD and SLD needs. This represents a 3.1% increase on the enrolment levels from the previous year and an 8.9% increase on 2009/10 enrolment levels (Willow Bridge School excluded as pupils attended other schools in 2009/10).
20. Knockavoe and Rossmar had sizeable increases in their enrolment levels between 2012/13 and 2013/14.

'SLD' Schools

Table 8 - Enrolment Numbers at SLD Schools

<i>Board</i>	<i>School Name</i>	<i>2009/10</i>	<i>2012/13</i>	<i>2013/14</i>
BELB	Glenveagh Special School	196	190	189
BELB	Oakwood School and Assessment Centre	95	107	107
NEELB	Hill Croft Special School	85	112	122
NEELB	Kilronan Special School	64	72	82
NEELB	Riverside Special School	49	48	49
NEELB	Roddensvale Special School	83	79	84
NEELB	Sandelford Special School	140	146	164
SEELB	Clifton Special School	122	129	144
SEELB	Knockevin Special School	86	89	91
SEELB	Parkview Special School	151	161	169
SEELB	Tor Bank Special School	140	159	159
SELB	Ceara Special School	96	113	122
SELB	Donard Special School	54	68	76
SELB	Lisanally Special School	100	100	100
SELB	Rathore School	112	153	156
SELB	Sperrinview Special School	84	100	102
WELB	Elmbrook Special School*	49	n/a	n/a
WELB	Foyleview Special School	115	114	120
	Total	1,821	1,940	2,036

* Elmbrook Special School amalgamated in 2012/13 with Erne Special School to form Willow Bridge School

21. There are currently 2,036 pupils attending 17 SLD schools. This represents a 4.9% increase on the enrolment levels from the previous year and a 14.9% increase on 2009/10 enrolment levels (Elmbrook Special School excluded as pupils now attend Willow Bridge).
22. Hill Croft, Kilronan, Sandelford, Clifton, Ceara and Donard special schools have had sizeable increases over the last year in their enrolment levels whilst Glenveagh is the only school to see a decrease, although this was minimal.

'Other' Schools

Table 9 - Enrolment Numbers at 'Other' Schools

<i>Board</i>	<i>School Name</i>	<i>School Type</i>	<i>2009/10</i>	<i>2012/13</i>	<i>2013/14</i>
BELB	Clarawood Special School	SEBD	10	17	19
BELB	Cedar Lodge Special School	P&MD	167	173	193
BELB	Fleming Fulton Special School	PD	142	128	127
BELB	Mitchell House Special School	PD	86	90	83
NEELB	Jordanstown Special School	H&VI	47	51	63
NEELB	Thornfield House School	S&L	94	86	86
SEELB	Ardmore House Special School	Behavioural	0	2	2
SEELB	Lakewood Special School	Behavioural	8	6	6
	Total		554	553	579

23. There are currently 579 pupils attending eight schools that provide services to pupils with specific needs. This represents a 4.7% increase on the enrolment levels from the previous year and a 4.5% increase on 2009/10 enrolment levels.

24. Cedar Lodge and Jordanstown have had sizeable increases in their enrolment levels over the last year whilst Mitchell House and Fleming Fulton are the only schools to see a decrease; although Fleming Fulton's decrease was minimal.

Summary of Enrolments 2013/14

Table 10 - Summary of Enrolment Numbers at Special Schools in 2013/14

Type	BELB	NEELB	SEELB	SELB	WELB	Total
MLD	126	172	619	0	129	1,046
MLD & Other	481	0	0	0	0	481
MLD/SLD	0	253	0	0	437	690
SLD	296	501	563	556	120	2,036
Other	422	149	8	0	0	579
Total	1,325	1,075	1,190	556	686	4,832

Key Findings:

- Enrolments have increased by 3.8% from 2012/13 to 2013/14.
- Enrolments have increased by 8.8% from 2009/10 to 2013/14.
- Enrolments at SLD schools have seen the largest increase in enrolment levels from 2009/10 to 2013/14, an increase of 14.9%. This is likely to have an impact on the type of provision that is required at local level to meet the needs of children who require this provision.

From an area planning perspective, although overall enrolments at special schools have not increased considerably, special schools will need to be adaptable to accommodate children from their local area in the future as needs and enrolments change.

Section 3.5: Pupils Attending Closest School Analysis

Table 11 - Details of Enrolment Numbers of Pupils Attending Closest School

<i>Name of School</i>	<i>Total Enrolment 2013/14</i>	<i>No of pupils currently attending their closest school</i>	<i>% of pupils currently attending their closest school</i>	<i>School enrolment number if children attended closest school</i>	<i>Difference in closest school enrolment number and current total enrolment</i>
BELB					
Park Education Resource Centre	126	37	29%	302	176
Greenwood House Assessment Centre	52	*	*	93	41
Harberton Special School	206	*	*	20	-186
St Gerard's Education Resource Centre	223	94	42%	406	183
Glenveagh Special School	189	*	*	44	-145
Oakwood School and Assessment Centre	107	6	6%	160	53
Cedar Lodge Special School	193	49	25%	327	134
Fleming Fulton Special School	127	*	*	68	-59
Mitchell House Special School	83	*	*	57	-26
BELB Totals	1,306	201	15%	1,477	171
NEELB					
Rosstulla Special School	172	70	41%	165	-7
Castletower School	253	144	57%	155	-98
Hill Croft Special School	122	49	40%	138	16
Kilronan Special School	82	72	88%	93	11
Riverside Special School	49	45	92%	123	74
Roddensvale Special School	84	40	48%	82	-2
Sandelford Special School	164	152	93%	189	25
NEELB Total	926	572	62%	945	19

Review of Special School Provision in Northern Ireland

SEELB					
Beechlaw Special School	159	15	9%	78	-81
Brookfield Special School	136	22	16%	61	-75
Killard House Special School	179	40	22%	82	-97
Longstone Special School	145	27	19%	130	-15
Clifton Special School	144	93	65%	260	116
Knockevin Special School	91	82	90%	140	49
Parkview Special School	169	59	35%	199	30
Tor Bank Special School	159	14	9%	27	-132
SEELB Total	1,182	352	30%	977	-205
SELB					
Ceara Special School	122	106	87%	137	15
Donard Special School	76	50	66%	74	-2
Lisanally Special School	100	72	72%	86	-14
Rathore School	156	143	92%	155	-1
Sperrinview Special School	102	81	79%	97	-5
SELB Total	556	452	81%	549	-7
WELB					
Belmont House Special School	129	50	39%	102	-27
Arvalee School and Resource Centre	103	87	84%	96	-7
Knockavoe School & Resource Centre	116	107	92%	124	8
Rossmar Special School	88	75	85%	86	-2
Willow Bridge School	130	124	95%	126	-4
Foylview Special School	120	54	45%	134	14
WELB Total	686	497	72%	668	-18
Overall Total	4,656	2,074	45%	4,616	-40+

+ Difference is due to 40 postcodes either not being provided or were invalid in the school census returns

* Indicates the number of pupils is less than 5 and has been suppressed to avoid potential identification of the individual

25. Table 11 details how the enrolment would change at each school if all pupils were to attend their closest school rather than the current school that they attend.
26. The following schools and their pupils were excluded from the calculations due to the specific needs addressed at each of the schools:
 - Ardmore House Special School
 - Lakewood Special School
 - Clarawood Special School
 - Jordanstown Special School
 - Thornfield House School
27. These schools have historically provided regional support and the admissions criteria that apply to these schools will be different to the remainder.
28. The above data highlights two key issues, firstly that more than half of the pupils enrolled in special schools do not attend their closest school and secondly if pupils were to attend their closest school the size of a number of these schools would dramatically change.
29. Analysing this data further highlights the differences between each board.
30. Within the BELB, only 15% of pupils attended their closest school in the 2013/14 academic year. This figure is very low due to the school type (MLD only and SLD only schools) in the area. Furthermore schools do not appear to be in the right location with a concentration of a number of providers in South and East Belfast, with pupils travelling across the city to attend school whether it is their closest suitable provision or not. Of the nine schools, six have a very low percentage of pupils attending their closest school with St Gerard's having a significantly higher percentage than the other schools in the area. This can be explained by St Gerard's being the only school in the west of Belfast. Nine of these schools in the BELB would see dramatic changes in their enrolment if pupils were

to attend their closest school. Four schools (Harberton, Glenveagh, Fleming Fulton, Mitchell House) would see significant decreases in their enrolment, while five (Park, Greenwood, St Gerard's, Oakwood and Cedar Lodge) would see significant increases in their enrolment.

31. Within the NEELB, 62% of pupils attended their closest school in the 2013/14 academic year. There are differences across each individual school in the NEELB area due to the school type (MLD only, SLD only and MLD/SLD schools) in the area. Furthermore, schools do not appear to be in the right location with a concentration of a number of providers in the Newtownabbey area. Three schools (Kilronan, Riverside and Sandeford) have a very high percentage of pupils attending their closest school and this can be explained by the location of each school with no other nearby provision. Roddensvale and Castletower have a high percentage of pupils attending as their closest school; this figure is lower than the previous three schools due to the large number of pupils who travel from across the board to attend Roddensvale and Castletower. The remaining two schools (Rosstulla and Hill Croft) have a low percentage of pupils attending their closest school and this can be explained by the close proximity of these schools on the South East Antrim coast along with the mixture of provision in these settings. Five of these schools in the NEELB, would see changes in their size if pupils were to attend their closest school. Castletower would see a decrease in their enrolment; Riverside would see a sizeable increase, while three others would also see increases in their enrolment (Hill Croft, Kilronan and Sandeford).

32. Within the SEELB, only 30% of pupils attended their closest school in the 2013/14 academic year. This figure is very low due to the school type (MLD only and SLD only schools) in the area. Furthermore, schools do not appear to be in the right location with a concentration of a number of providers in the North Down/Dundonald and Lisburn/Hillsborough/Moira areas. Only Knockevin has a very high percentage of pupils attending their closest school in the SEELB and this can be explained by the location of the school in Downpatrick, with no other nearby provision. Of these eight schools in the SEELB, all would see dramatic changes in their size if pupils were to attend their closest school. Five (Beechlawn, Brookfield, Killard, Longstone and Tor Bank) would see sizeable falls in their enrolment, while three (Clifton, Knockevin and Parkview) would see sizeable rises in their enrolment.

33. Within the SELB, 81% of pupils attended their closest school in the 2013/14 academic year. This figure is the highest of the five board areas, however there are two key contributing factors to this figure in the SELB, firstly all schools in the SELB are SLD schools and secondly the schools are spread evenly throughout the board area. Four schools (Ceara, Lisanally, Rathore and Sperrinview) have a very high percentage of its current enrolment attending their closest school. Within the SELB, Donard has the lowest percentage of its current enrolment attending their closest school, at 66%, as there are a number of pupils travelling from Craigavon/Lurgan area to attend Donard even though there is SLD provision in Lurgan. In addition, there are a number of pupils travelling from the Dromore area with their closest school being in Hillsborough; however this is an MLD school. Of these five schools, only Ceara and Lisanally would see any noticeable change in size if pupils were to attend their closest school.
34. Within the WELB, 72% of pupils attended their closest school in the 2013/14 academic year. However, this figure would rise to 91% once Belmont and Foyleview are established as a merged MLD/SLD school which happened in September 2014. This would mean all schools have a very high percentage of its current enrolment attending their closest school. Of the four schools that are already amalgamated only Arvalee and Knockavoe would see any real change in size if pupils were to attend their closest school. However, given the locality of these two schools in Strabane and Omagh, there are a number of pupils for whom there is very little difference in the distance pupils would travel if they were to attend either school.

Key Findings:

- 55% of pupils do not attend their closest special school.
- There is a wide variation, across Board areas, in pupils attending their closest special school:
 - The WELB had 72% of pupils attending their closest school in the 2013/14 academic year. However, this figure would rise to 91% once Belmont and Foyleview are established as a merged MLD/SLD school which happened in September 2014. This can be explained

by combined MLD and SLD provision being provided at each school and the schools being located in the appropriate geographical areas within the WELB.

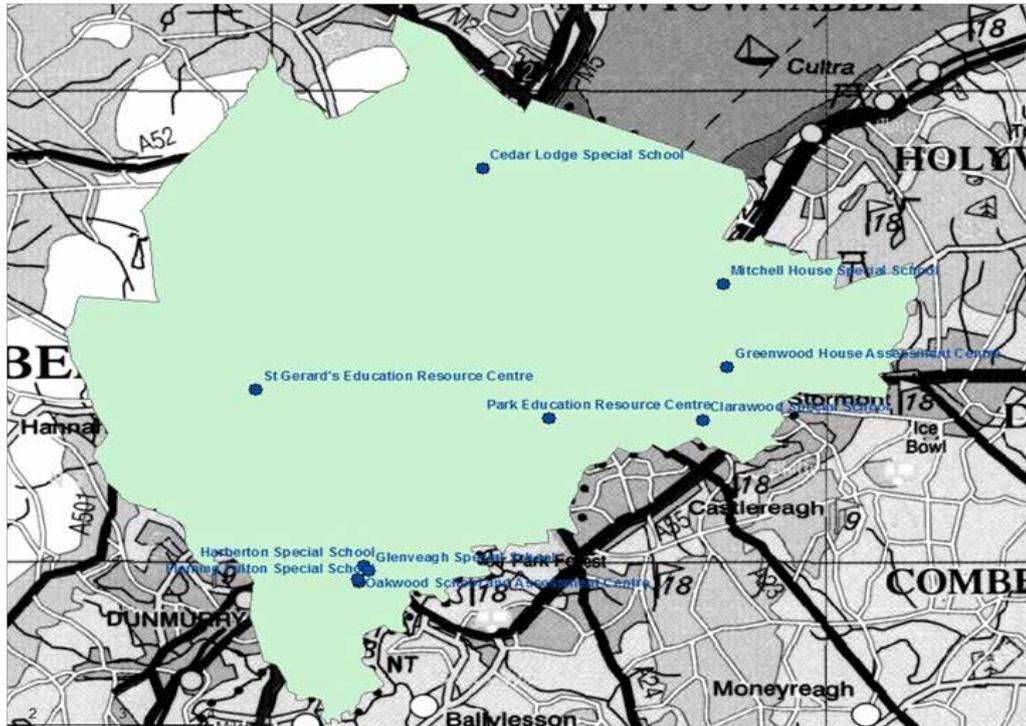
- SELB currently has the highest percentage (81%) of pupils attending their closest school and can be explained by only SLD provision being provided at their schools and the schools being located in the most appropriate geographical areas within the SELB. In the SELB, MLD pupils tend to be placed in LSCs or in mainstream schools in accordance with assessed need, although some may be placed in special schools.
- NEELB has 62% of pupils attending their closest school. The percentage of pupils attending their closest school for three of the SLD only schools is very high and can be mainly explained by the location, in that this provision is in the appropriate geographical areas within the NEELB.
- SEELB has the second lowest percentage (30%) of pupils attending their closest school and can be explained due to the school type (MLD only and SLD only schools) in the area and that schools do not appear to be located in the appropriate geographical areas within the SEELB.
- BELB has the lowest percentage (15%) of pupils attending their closest school and can be explained due to the school type (MLD only and SLD only schools) in the area and that schools do not appear to be located in the appropriate geographical areas within the BELB.

From an area planning perspective, if pupils were to attend their closest special school, the enrolment numbers would change dramatically at a number of these schools.

Section 3.6: BELB Special Schools Analysis

35. The following section provides details of the service provision within the BELB for special schools.

Map 2 - BELB Special Schools



36. There are currently ten special schools within the BELB area. There are three schools spread throughout east Belfast, one school in each of north and west Belfast and five schools in south Belfast, four of which in very close proximity.

Enrolment information

Table 12 - Enrolment Numbers at BELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Current Provision</i>	<i>2012/13</i>	<i>2013/14</i>	<i>Enrolment Increase/ Decrease</i>
MLDs					
Park Education Resource Centre	MLD	KS3 - KS5	126	126	0
	MLDs Total		126	126	0
MLDs & Other					
Greenwood House Assessment Centre	MLD/Speech Language Assessment	Pre-school - Foundation	54	52	-2
Harberton Special School	MLD/EBD Reading Units	Pre-school - KS2	201	206	5
St Gerard's Education Resource Centre	MLD/Reading Unit	Pre-school - KS5	226	223	-3
	MLDs and Other Total		481	481	0
SLD					
Glenveagh Special School	SLD	KS2 - KS5	190	189	-1
Oakwood School and Assessment Centre	SLD	Pre-school - KS1	107	107	0
	SLD Total		297	296	-1
Other					
Clarawood Special School	SEBD	KS1 - KS2	17	19	2
Cedar Lodge Special School	P&MD	Foundation - KS4	173	193	20
Fleming Fulton Special School	PD	Pre-school - KS5	128	127	-1
Mitchell House Special School	PD	Pre-school - KS5	90	83	7
	Other Total		408	422	14
	Overall Total		1,312	1,325	13

37. There are currently 1,325 pupils attending the ten special schools across the BELB area. The detailed distribution of these pupils across the schools in the area is shown in the table above. Table 12 also shows the enrolment numbers for the past two years, the school type and the provision currently being offered at each school.
38. The enrolment numbers at BELB special schools have remained stable over the past two years with only a 1% rise in its pupil population from 2012/13 to 2013/14. The only school to have seen any sizeable rise in its pupil population is Cedar Lodge Special School, which has seen an 11.6% rise. However, Mitchell House has seen a 7.8% decrease in its pupil population over the same period. The rise at Cedar Lodge is due to the increased placement of pupils with ASD, while the decrease at Mitchell House has been attributed to more robust intake arrangements regarding the very young age of pre-school referrals.

Cross Boundary Flows

Table 13 - Cross Boundary Flows for BELB Special Schools

<i>Cross Boundary Flow Analysis for BELB</i>	<i>NEELB</i>	<i>SEELB</i>	<i>SELB</i>	<i>WELB</i>	<i>Total Migration</i>
Pupils from BELB studying in other ELBs	#	55	*	0	99
Pupils from other ELBs studying in BELB	#	151	#	0	227
Net Migration	8	96	24	0	128

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

39. In the 2013/14 academic year there was a net inflow of 128 pupils who attend special schools in BELB but reside in other board areas. Table 13 details the pattern of cross boundary flows in the BELB area for the 2013/14 academic year.

SEN Category

Table 14 - Main SEN Categories for BELB Special School Pupils

<i>School Name</i>	<i>School Type</i>	<i>C&L</i>	<i>SEB</i>	<i>C&I</i>	<i>Sensory</i>	<i>Physical</i>	<i>MCS</i>	<i>Other</i>	<i>Total</i>
Park Education Resource Centre	MLD	90	7	21	0	0	#	*	126
Greenwood House Assessment Centre	MLD/Speech Language Assessment	*	9	36	*	0	*	*	52
Harberton Special School	MLD/EBD Reading Units	75	#	99	*	*	16	0	206
St Gerard's Education Resource Centre	MLD/ Reading Unit	141	23	30	*	*	17	6	223
Glenveagh Special School	SLD	173	*	*	*	*	11	0	189
Oakwood School and Assessment Centre	SLD	65	*	30	0	*	#	0	107
Clarawood Special School	EBD	*	#	0	0	0	0	*	19
Cedar Lodge Special School	P&MD	29	30	91	*	8	29	*	193
Fleming Fulton Special School	PD	#	0	*	*	82	36	0	127
Mitchell House Special School	PD	7	*	#	0	54	10	6	83
BELB Total		591	100	315	13	149	138	19	1,325

Please note each pupil is only attributed 1 primary category need.

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

40. Each pupil can be attributed a number of SEN categories dependent upon their needs. The above table details the enrolment numbers by each pupil's primary SEN category for all pupils enrolled in special schools within BELB in the 2013/14 academic year.

41. The data indicates that schools have pupils attending who have a variety of needs. Although each school will have a main school type that they cater for, it is demonstrated above that they deliver their services to pupils with other needs.

Key Stage

Table 15 - Enrolments by Key Stage for BELB Special Schools

<i>School Name</i>	<i>Pre-school</i>	<i>Foundation</i>	<i>KS1</i>	<i>KS2</i>	<i>KS3</i>	<i>KS4</i>	<i>KS5</i>	<i>Total</i>
Park Education Resource Centre	0	0	0	0	53	52	21	126
Greenwood House Assessment Centre	4	48	0	0	0	0	0	52
Harberton Special School	18	43	51	94	0	0	0	206
St Gerard's Education Resource Centre	4	20	16	36	73	51	23	223
Glenveagh Special School	0	0	0	47	45	40	57	189
Oakwood School and Assessment Centre	18	52	37	0	0	0	0	107
Clarawood Special School	0	0	0	19	0	0	0	19
Cedar Lodge Special School	0	9	20	34	77	53	0	193
Fleming Fulton Special School	9	15	18	22	16	21	26	127
Mitchell House Special School	7	13	11	19	5	14	14	83
BELB Total	60	200	153	271	269	231	141	1,325

42. Table 15 details the enrolment numbers by each KS level for all pupils enrolled at special schools within BELB in the 2013/14 academic year. Pre-school and post-16 provision is not provided equally through all schools in the BELB.

Quality of Education

Table 16 - Details of Inspection Reports for BELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Date Inspected</i>	<i>Overall Conclusion</i>
Park Education Resource Centre	MLD	November 2014	Inadequate
Greenwood House Assessment Centre	MLD/Speech Language Assessment	October 2011	Good
Harberton Special School	MLD/EBD Reading Units	November 2009	Outstanding
St Gerard's Education Resource Centre	MLD/Reading Unit	May 2010	Very Good
Glenveagh Special School	SLD	February 2014	Outstanding
Oakwood School and Assessment Centre	SLD	April 2010	Good
Clarawood Special School	SEBD	February 2013	Very Good
Cedar Lodge Special School	P&MD	November 2011	Good
Fleming Fulton Special School	PD	May 2014	Inadequate
Mitchell House Special School	PD	June 2007	Outstanding

43. Table 16 details the overall conclusion of the last inspection report and the date that this occurred as carried out by the Education Training Inspectorate (ETI). Most schools in the BELB at their last inspection were deemed good, very good or outstanding. Fleming Fulton Special School and Park Education Resource Centre are in formal intervention.

Location of Pupils

44. Attached at Appendix 4 are maps for each school, showing the location of the pupils that attended each school in 2013/14. A summary of the pupil locations for each school is summarised below.

45. Park Education Resource Centre - This school is situated on the Ravenhill Road in east Belfast. The vast majority of pupils who attend this school are from north, west and east Belfast; there are also a small number of pupils from south Belfast that also attend the school.
46. Greenwood House Assessment Centre - This school is situated just off the Upper Newtownards Road in east Belfast. The vast majority of the pupils who attend this school are from north, west and east Belfast; there are also some pupils travelling from the south Belfast and Dundonald areas.
47. Harberton Special School - This school is situated just off the Upper Malone Road in south Belfast. The vast majority of the pupils who attend this school are from across Belfast; there are also some pupils travelling from the Bangor, Carryduff and Newtownabbey areas.
48. St Gerard's Education Resource Centre - This school is situated on the Black's Road in south Belfast. The vast majority of pupils who attend this school are from north, west and south Belfast; there are also some outliers travelling from east Belfast and Newtownabbey areas.
49. Glenveagh Special School - This school is situated just off the Upper Malone Road in south Belfast. The vast majority of the pupils who attend this school are from Belfast, there are also some pupils travelling from the Carryduff, Dundonald, Crumlin, Carrickfergus and Newtownabbey areas.
50. Oakwood School and Assessment Centre - This school is situated just off the Upper Malone Road in south Belfast. The pupils who attend this school are from across the Belfast area.
51. Clarawood Special School - This school is situated just off the Castlereagh Road in east Belfast. The pupils who attend this school are from across the Belfast area.
52. Cedar Lodge Special School - This school is situated just off the Shore Road in north Belfast. The majority of the pupils who attend this school are from across Belfast; there are also some pupils travelling from the Newtownabbey, Bangor, Carrickfergus, Ballyclare, Crumlin, Ballygowan, Lurgan and Lisburn areas.

53. Fleming Fulton Special School - This school is situated just off the Upper Malone Road in south Belfast. The minority of pupils who attend this school are from across Belfast. There are a large number of pupils travelling from across south Antrim, Armagh, Down and Tyrone on a daily basis.
54. Mitchell House Special School - This school is situated just off the Holywood Road in east Belfast. The majority of the pupils who attend this school are from across Belfast; there are also a large number of pupils travelling from the Larne, Carrickfergus, Ballyclare, Crumlin, Saintfield, Lisburn, Carryduff, Bangor, Newtownabbey, Ballygowan and Newtownards areas.

Key Findings:

- The locations of special schools are not spread evenly throughout the city. There are a cluster of schools in south and east Belfast with minimal provision in north and west Belfast.
- Enrolments are fairly static within the BELB.
- There is a net migration of pupils into the BELB special schools due mainly to the close proximity of urban areas just outside the BELB area and also due to the specific nature of some of the provision provided in the BELB.
- All schools deliver services to pupils with other SEN requirements and not just those of the main type that the school is historically known for.
- Pre-school and post-16 provision is not provided equally throughout the BELB area.
- There are a number of schools that provide provision for specific years, resulting in pupils having a relatively short stay at each school. This is not a common feature across provision in the north and creates discontinuity of provision for pupils and parents, additional administration costs and problems for future planning.

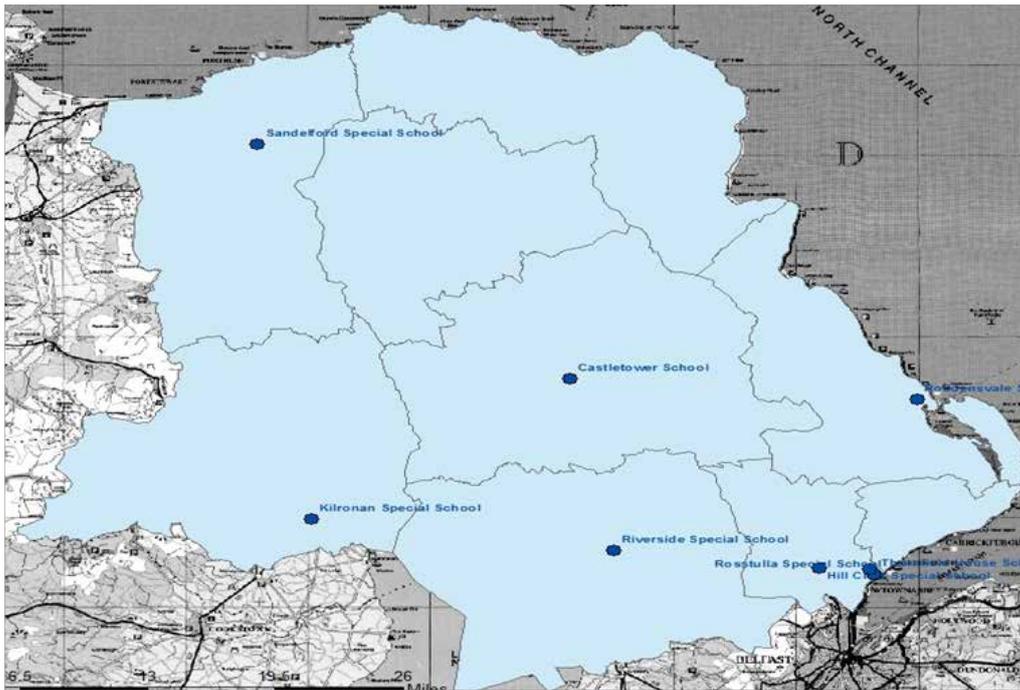
- Only 15% of pupils attend their nearest special school.
- Large numbers of pupils are travelling into Belfast and also across the city to attend their special school due to the location of schools in the BELB.
- Schools that have historically provided regional services have experienced changes to their enrolments over time with less emphasis on a regional service. Currently many cater for pupils who live close to the school.
- The quality of education is deemed good or better by ETI in most schools with the exception of Fleming Fulton and Park which have been placed in formal intervention.

From an area planning perspective, the location of special schools in the BELB requires review, along with ensuring equity of provision across the area, including the status of historically specialist schools.

Section 3.7: NEELB Special School Analysis

55. The following section provides details of the service provision within the NEELB for special schools.

Map 3 - NEELB Special Schools



56. There are currently nine special schools within the NEELB area. There are four schools in close proximity to each other in the Newtownabbey area with the remaining five spread throughout the NEELB in Coleraine, Ballymena, Antrim, Larne and Magherafelt.

Enrolment information

Table 17 - Enrolment Numbers at NEELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Current Provision</i>	<i>2012/13</i>	<i>2013/14</i>	<i>Enrolment Increase/ Decrease</i>
MLDs					
Rostulla Special School	MLD	Foundation - KS5	170	172	2
	MLDs Total		170	172	2
MLD & SLD					
Castletower School	MLD/SLD	Foundation - KS5	255	253	-2
	MLD/SLD Total		255	253	-2
SLD					
Hill Croft Special School	SLD	Foundation – KS5	112	122	10
Kilronan Special School	SLD	Foundation – KS5	72	82	10
Riverside Special School	SLD	Foundation – KS5	48	49	1
Roddensvale Special School	SLD	Foundation – KS5	79	84	5
Sandelford Special School	SLD	Foundation – KS5	146	164	18
	SLD Total		457	501	44
Other					
Jordanstown Special School	H & VI	Foundation - KS5	51	63	12
Thornfield House School	Speech & Language	Foundation – KS4	86	86	0
	Other Total		137	149	12
	Overall Total		1,019	1,075	56

57. There are currently 1,075 pupils attending the nine special schools across the NEELB area. The detailed distribution of these pupils across the schools in the area is shown in table 17. This table also shows the enrolment numbers for the past two years, the school type and the provision currently being offered at each school:
58. The enrolment numbers at NEELB special schools has increased over the past two years with a 5.5% rise in its pupil population from 2012/13 to 2013/14. Four schools, Hill Croft, Kilronan, Sandelford and Jordanstown, have seen a sizeable rise in their pupil population in this period. It is considered that the rise at Jordanstown is due to the increased placement of pupils with hearing or visual impairment needs, although this is a relatively recent development. Population rises at the other three schools are due to more pupils being assessed as having SLD as their primary need, whilst rises at Hill Croft are attributed in part, to more pupils being enrolled from BELB area.

Cross Boundary Flows

Table 18 - Cross Boundary Flows for NEELB Special Schools

<i>Cross Boundary Flow Analysis for NEELB</i>	<i>BELB</i>	<i>SEELB</i>	<i>SELB</i>	<i>WELB</i>	<i>Total Migration</i>
Pupils from NEELB studying in other ELBs	51	#	0	#	67
Pupils from other ELBs studying in NEELB	43	#	27	*	87
Net Migration	-8	9	27	-8	20

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

59. In the 2013/14 academic year there was a net inflow of 20 pupils who attend special schools in NEELB but reside in other board areas. Table 18 details the pattern of cross boundary flows in the NEELB area for the 2013/14 academic year.

SEN Category

Table 19 - Main SEN Categories for NEELB Special School Pupils

<i>School Name</i>	<i>School Type</i>	<i>C&L</i>	<i>SEB</i>	<i>C&I</i>	<i>Sensory</i>	<i>Physical</i>	<i>MCS</i>	<i>Other</i>	<i>Total</i>
Rostulla Special School	MLD	133	7	25	0	*	#	0	172
Castletower School	MLD/SLD	183	11	30	*	#	15	*	253
Hill Croft Special School	SLD	100	0	14	*	0	#	0	122
Kilronan Special School	SLD	21	5	26	*	*	23	*	82
Riverside Special School	SLD	39	0	*	0	*	5	*	49
Roddensvale Special School	SLD	35	*	31	5	*	7	0	84
Sandelford Special School	SLD	140	*	10	*	0	8	0	164
Jordanstown Special School	H & VI	*	*	*	42	*	8	0	63
Thornfield House School	S&L	*	*	76	*	0	*	0	86
NEELB Total		658	36	218	54	24	79	6	1,075

Please note each pupil is only attributed 1 primary category need.

* denotes fewer than 5 pupils

denotes figure >=5 suppressed due to potential identification of individual pupils

60. Each pupil can be attributed a number of SEN categories dependent upon their needs. Table 19 details the enrolment numbers by each pupil's primary SEN category for all pupils enrolled in special schools within NEELB in the 2013/14 academic year.

61. The data indicates that schools have pupils attending who have a variety of needs. Although each school will have a main school type that they cater for, it is demonstrated above that they deliver their services to pupils with other needs.

Key Stage

Table 20 - Enrolments by Key Stage for NEELB Special Schools

<i>School Name</i>	<i>Pre-school</i>	<i>Foundation</i>	<i>KS1</i>	<i>KS2</i>	<i>KS3</i>	<i>KS4</i>	<i>KS5</i>	<i>Total</i>
Rostulla Special School	0	18	13	39	46	47	9	172
Castletower School	0	32	23	54	69	47	28	253
Hill Croft Special School	0	32	10	18	20	19	23	122
Kilronan Special School	0	18	13	12	12	11	16	82
Riverside Special School	0	6	5	10	9	11	8	49
Roddensvale Special School	0	21	5	10	19	12	17	84
Sandelford Special School	0	27	12	29	40	22	34	164
Jordanstown Special School	0	9	7	10	16	15	6	63
Thornfield House School	0	6	18	30	26	6	0	86
NEELB Total	0	169	106	212	257	190	141	1,075

62. Table 20 details the enrolment numbers by each KS level for all pupils enrolled at special schools within NEELB in the 2013/14 academic year.

Quality of Education

Table 21 - Details of Inspection Reports for NEELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Date Inspected</i>	<i>Overall Conclusion</i>
Rostulla Special School	MLD	May 2008	Very Good
Castletower School	MLD/SLD	February 2010	Good
Hill Croft Special School	SLD	June 2014	Good
Kilronan Special School	SLD	May 2010	Very Good
Riverside Special School	SLD	January 2015	Good
Roddensvale Special School	SLD	January 2013	Very Good
Sandelford Special School	SLD	March 2011	Very Good
Jordanstown Special School	H&VI	June 2012	Good
Thornfield House School	S&L	January 2012	Good

63. Table 21 details the overall conclusion of the last inspection report and the date that this occurred as carried out by ETI. All schools in the NEELB at their last inspection were deemed good or very good.

Location of Pupils

64. Attached at Appendix 5 are maps for each school, showing the location of the pupils that attended each school in 2013/14. A summary of the pupil locations for each school is summarised below.
65. Rostulla Special School - This school is situated in Newtownabbey with the vast majority of pupils who attend this school coming from the Newtownabbey and Carrickfergus areas. There are also a small number of pupils from the Ballyclare and Larne areas that also attend the school, along with some pupils travelling from the Bangor, Crumlin, Belfast, Templepatrick and East Antrim areas.
66. Castletower School - This school is situated in Ballymena with the majority of the pupils who attend this school coming from the Ballymena area. There are also a large number from throughout the NEELB area (including Coleraine, Ballycastle, Ballymoney, Antrim and Larne) along with some pupils travelling from the Cookstown area.

67. Hill Croft Special School - This school is situated in the Mossley area of Newtownabbey with the vast majority of pupils who attend this school coming from the Newtownabbey and Carrickfergus areas. There are also a small number of pupils from Ballyclare and north and west Belfast that also attend the school, along with some pupils travelling from east Belfast, Templepatrick and Dunmurry areas.
68. Kilronan Special School - This school is situated in Magherafelt with the vast majority of pupils who attend this school coming from the Magherafelt area (within a seven-mile radius of the school). There are also a small number of pupils attending the school from the Cookstown area along with some pupils in Templepatrick, Kilrea and Maghera areas.
69. Riverside Special School - This school is situated in Antrim with the vast majority of pupils who attend this school coming from the Antrim area. There are also a small number of pupils attending the school from the Randalstown, Crumlin and Templepatrick areas along with some pupils in Ballyclare, west Belfast and Larne areas.
70. Roddensvale Special School - This school is situated in Larne with the vast majority of pupils who attend this school coming from the Larne and Carrick areas. There are also some pupils who attend the school from Ballyclare, Greenisland, Whitehead, Islandmagee and Carnlough.
71. Sandleford Special School - This school is situated in Coleraine with the majority of pupils who attend this school coming from the Coleraine area. There are also a small number of pupils from the Ballycastle, Ballymoney, Kilrea, Portrush and Portstewart areas along with some pupils in Ballymena and throughout the north Antrim area.
72. Jordanstown Special School - This school is situated in Jordanstown in Newtownabbey, with the majority of pupils who attend this school coming from the Newtownabbey and Belfast areas. There are also a small number of pupils from the Ballyclare, Antrim and Carrickfergus areas, along with some pupils from Magherafelt, Dromore, Banbridge, Carryduff, Comber, Downpatrick, Newtownards, Dungannon, Antrim, Larne and Kilrea area.

73. Thornfield Special School - This school is situated in Jordanstown in Newtownabbey, with the majority of pupils who attend this school coming from the Newtownabbey and Carrickfergus areas. There are also a small number of pupils attending the school who reside in Ballyclare, Antrim, Belfast, Ballymena and Magherafelt areas, along with some pupils from Larne, Newtownards, Lisburn, Lurgan and Dungannon areas.

Key Findings:

- The locations of special schools are spread throughout the board area, with the exception of a cluster of schools in the Newtownabbey area. However, the location of MLD provision is not spread evenly, with no MLD provision in the north or west of the NEELB area.
- Enrolments have increased by 5.5% between 2012/13 and 2013/14.
- There is a small net migration of pupils into the NEELB due mainly to the close proximity of SELB special schools to the board area and to a lesser extent, BELB.
- All schools deliver services to pupils with other SEN requirements and not just those of the main type that the school is historically known for.
- Pre-school provision is not provided at any special school in the NEELB.
- Post-16 provision is provided at all schools with the exception of one.
- 62% of pupils attend their nearest special school.
- Large numbers of pupils are travelling significant distances across the NEELB area to attend their special school due to the location of special schools in the NEELB.

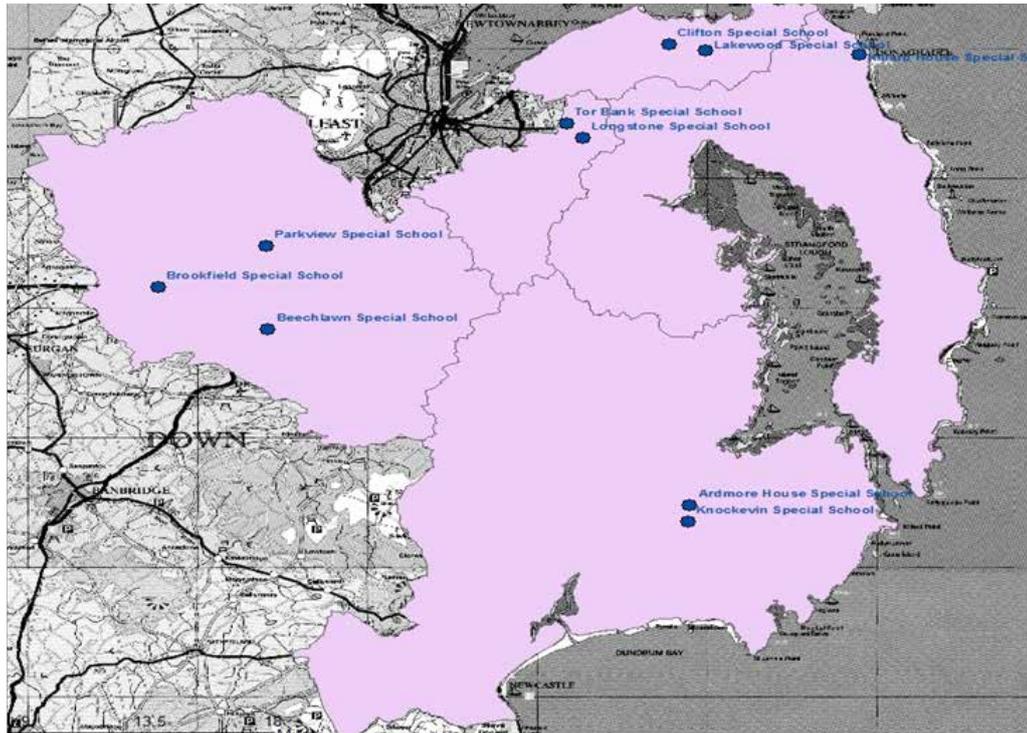
- Schools that have historically provided regional services have experienced changes to their enrolments over time with less emphasis on a regional service. Currently many pupils who reside closer to the school or within the NEELB area are more likely to attend. In this regard, the regional dimension of school provision has diminished over time.
- The quality of education is deemed good or better by ETI in all schools.

From an area planning perspective the location of special schools in the NEELB requires reviewing, along with ensuring equity of provision across the area, including the status of historically specialist provision.

Section 3.8: SEELB Special Schools Analysis

74. The following section provides details of the service provision within the SEELB for special schools.

Map 4 - SEELB Special Schools



There are currently ten special schools within the SEELB area. There are two schools in close proximity to each other in east Belfast, two in close proximity to each other in Bangor, two in close proximity in Downpatrick, one in Donaghadee, with the remaining three in Hillsborough, Moira and Lisburn.

Enrolment information

Table 22 - Enrolment Numbers at SEELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Current Provision</i>	<i>2012/13</i>	<i>2013/14</i>	<i>Enrolment Increase/ Decrease</i>
MLDs					
Beechlawn Special School	MLD	KS3 - KS5	153	159	6
Brookfield Special School	MLD	Pre-school - KS2	122	136	14
Killard House Special School	MLD	Foundation - KS4	156	179	23
Longstone Special School	MLD	Foundation - KS4	156	145	-9
	MLDs Total		587	619	32
SLD					
Clifton Special School	SLD	Pre-school - KS5	129	144	15
Knockevin Special School	SLD	Pre-school - KS5	89	91	2
Parkview Special School	SLD	Pre-school - KS5	161	169	8
Tor Bank Special School	SLD	Pre-school - KS5	159	159	0
	SLD Total		538	563	25
Other					
Ardmore House Special School	Behavioural	KS3	2	2	0
Lakewood Special School	Behavioural	KS3 - KS4	6	6	0
	Other Total		8	8	0
	Overall Total		1,133	1,190	57

75. There are currently 1,190 pupils attending the ten special schools across the SEELB area. The detailed distribution of these pupils across the schools in the area is shown in table 22. This table also shows the enrolment numbers for the past two years, the school type and the provision currently being offered at each school.

76. The enrolment numbers at SEELB special schools has increased slightly over the past two years with a 5% rise in its pupil population from 2012/13 to 2013/14. Three schools have seen a sizeable rise in their pupil population in this period Brookfield, Killard House and Clifton. The rises in pupil population at Brookfield have been attributed to two new pre-school classes being provided. At Killard the rises are due to two social communication units being provided at KS1 and KS2. At Clifton the rises are due to two new additional classes being opened for KS5 pupils.

Cross Boundary Flows

Table 23 - Cross Boundary Flows for SEELB Schools

<i>Cross Boundary Flow Analysis for SEELB</i>	<i>BELB</i>	<i>NEELB</i>	<i>SELB</i>	<i>WELB</i>	<i>Total Migration</i>
Pupils from SEELB studying in other ELBs	151	#	*	0	170
Pupils from other ELBs studying in SEELB	55	#	#	0	80
Net Migration	-96	-9	15	0	-90

* denotes fewer than 5 pupils

denotes figure >=5 suppressed due to potential identification of individual pupils

77. In the 2013/14 academic year there was a net outflow of 90 pupils who reside in SEELB but attend special schools in other board areas. Table 23 details the pattern of cross boundary flows in the SEELB area for the 2013/14 academic year.

SEN Category

Table 24 - Main SEN Categories for SEELB Special School Pupils

School Name	School Type	C&L	SEB	C&I	Sensory	Physical	MCS	Other	Total
Beechlawn Special School	MLD	84							
	#	32	*	*	22	*	159		
Brookfield Special School	MLD	45	8	73	*	*	#	0	136
Killard House Special School	MLD	84	#	80	0	*	*	0	179
Longstone Special School	MLD	108	6	21	0	*	#	0	145
Clifton Special School	SLD	125	*	11	0	*	*	0	144
Knockevin Special School	SLD	#	6	38	*	0	8	0	91
Parkview Special School	SLD	52	5	74	#	*	30	0	169
Tor Bank Special School	SLD	50	13	58	9	*	25	0	159
Ardmore House Special School	Behavioural	*	*	*	*	*	*	*	2
Lakewood Special School	Behavioural	*	*	0	0	0	*	0	6
SEELB Total		586	75	387	#	14	108	*	1,190

Please note each pupil is only attributed 1 primary category need.

* denotes fewer than 5 pupils

denotes figure >=5 suppressed due to potential identification of individual pupils

78. Each pupil can be attributed a number of SEN categories dependent upon their needs. Table 24 details the enrolment numbers by each pupil's primary SEN category for all pupils enrolled in special schools within SEELB in the 2013/14 academic year:

79. The above data indicates that schools have pupils attending who have a range of needs. Although each school will have a main school type as defined in the table above, it is clear that they deliver their services to pupils with other needs.

Key Stage

Table 25 - Enrolments by Key Stage for SEELB Special Schools

<i>School Name</i>	<i>Pre-school</i>	<i>Foundation</i>	<i>KS1</i>	<i>KS2</i>	<i>KS3</i>	<i>KS4</i>	<i>KS5</i>	<i>Total</i>
Beechlawn Special School	0	0	0	0	82	63	14	159
Brookfield Special School	11	33	41	51	0	0	0	136
Killard House Special School	0	34	37	36	44	28	0	179
Longstone Special School	0	7	9	29	53	47	0	145
Clifton Special School	7	21	20	27	20	18	31	144
Knockevin Special School	0	17	16	18	18	13	9	91
Parkview Special School	6	25	24	27	29	25	33	169
Tor Bank Special School	14	28	20	18	29	15	35	159
Ardmore House Special School	0	0	0	0	2	0	0	2
Lakewood Special School	0	0	0	0	1	5	0	6
SEELB Total	38	165	167	206	277	210	127	1,190

80. Table 25 details the enrolment numbers by each KS level for all pupils enrolled at special schools within SEELB in the 2013/14 academic year.

Quality of Education

Table 26 - Details of Inspection Reports for SEELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Date Inspected</i>	<i>Overall Conclusion</i>
Beechlawn Special School	MLD	May 2014	Outstanding
Brookfield Special School	MLD	October 2012	Outstanding
Killard House Special School	MLD	January 2010	Very Good
Longstone Special School	MLD	April 2008	Good
Clifton Special School	SLD	March 2013	Good
Knockevin Special School	SLD	October 2012	Very Good
Parkview Special School	SLD	May 2013	Good
Tor Bank Special School	SLD	March 2012	Outstanding
Ardmore House Special School	Behavioural	October 2013	Good
Lakewood Special School	Behavioural	November 2012	Good

81. Table 26 details the overall conclusion of the last inspection report and the date that this occurred as carried out by ETI. All schools in the SEELB at their last inspection were deemed to be good, very good or outstanding.

Location of Pupils

82. Attached at Appendix 6 are maps for each school, showing the location of the pupils that attended each school in 2013/14. A summary of the pupil locations for each school is summarised below.
83. Beechlawn Special School - This school is situated in Hillsborough with the vast majority of pupils who attend this school coming from Lisburn and West Belfast. There are also a small number of pupils from Hillsborough, Moira, Crumlin areas that also attend the school, along with a number of pupils travelling from Banbridge, Belfast and throughout the southern area of the SEELB.

84. Brookfield Special School - This school is situated in Moira with the vast majority of pupils who attend this school coming from Lisburn and West Belfast. There are also a small number of pupils from Moira and Glenavy areas that also attend the school, along with a number of pupils from the Crumlin, Ballinderry, Dromore, Carryduff and Ballynahinch areas.
85. Killard House Special School - This school is situated in Donaghadee with the vast majority of pupils who attend this school coming from Bangor and Newtownards. There are also a small number of pupils from Holywood, Dundonald, Comber, Portaferry and Ballygowan that also attend the school, along with a number of pupils travelling from along the Ards peninsula as well as north and east Belfast areas.
86. Longstone House Special School - This school is situated in Dundonald with the vast majority of pupils who attend this school coming from East Belfast, Dundonald, Bangor and Newtownards. There are also a small number of pupils from the Holywood, Lisburn, north and west Belfast, Comber and Carryduff areas. Pupils also travel from Ballygowan, Antrim, the Ards peninsula and Killyleagh areas.
87. Clifton Special School - This school is situated in Bangor with the vast majority of pupils who attend this school coming from Bangor and Newtownards. There are also a small number of pupils from the Donaghadee, Holywood and the Ards peninsula areas. Pupils also travel from the Comber, Ballygowan, Moira and east Belfast areas.
88. Knockevin Special School - This school is situated in Downpatrick with the vast majority of pupils who attend this school coming from the Downpatrick and Newcastle areas. There are also a small number of pupils from the Ballynahinch, Ardglass, Killyleagh and Castlewellan areas as well as pupils travelling from Lisburn, Crossgar and Portaferry.
89. Parkview Special School - This school is situated in Lisburn with the vast majority of pupils who attend this school coming from the Lisburn and west Belfast areas. There are also a small number of pupils from the Moira and South Belfast area. A number of pupils travel from Crumlin, Dundrod, Lower Ballinderry, Hillsborough, Ballynahinch and Groomsport areas.

90. Tor Bank Special School - This school is situated in Dundonald with the vast majority of pupils who attend this school coming from the Dundonald and South and East Belfast areas. There are also a small number of pupils from the Bangor, Newtownards, Comber, Carryduff, Ballygowan and North Belfast areas. A number of pupils travelling from the Ards peninsula, Downpatrick, Newtownabbey, Saintfield, Lisburn and West Belfast areas.
91. Ardmore House Special School - This school is situated in Downpatrick. Pupils are placed in Ardmore House in relation to social, emotional and behavioural issues. The placement is for one term with a full school timetable and most pupils return to full-time mainstream education.
92. Lakewood Special School – This school is situated in Bangor. The pupils who attend are from across all the ELB areas, but are resident at Lakewood Centre, which is managed by DHSSPS.

Key Findings:

- The locations of special schools are not spread evenly throughout the SEELB. There are a cluster of schools in Dundonald, North Down and Lisburn/Moira areas, with no MLD provision in the southern area of the SEELB.
- Enrolments have increased by 5% between 2012/13 and 2013/14.
- There is a small net migration of pupils out of the SEELB to special schools in other ELB areas due mainly to the close proximity of BELB special schools to the SEELB area.
- All schools deliver services to pupils with other SEN requirements and not just those of the main type as defined in the schools' historical descriptors.
- Pre-school provision within MLD schools is not provided consistently across the SEELB.
- Pre-school provision through to post-16 is provided at all SLD schools.

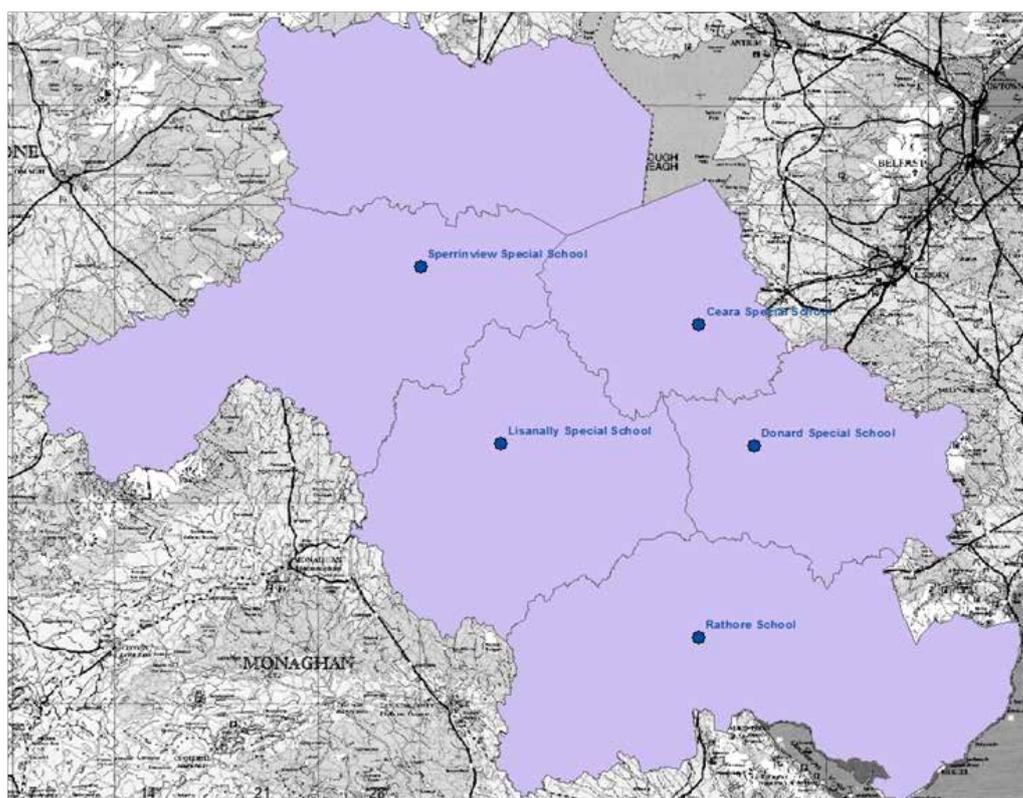
- Only 30% of pupils attend their nearest special school.
- Large numbers of pupils are travelling across the SEELB area to attend their special school.
- Schools that have historically provided regional services currently only cater for a very small number of pupils and this has been the trend for a number of years.
- The quality of education is deemed good or better by ETI in all schools.

From an area planning perspective the location of special schools in the SEELB requires review, along with ensuring equity of provision across the area, including the status of historically specialist provision.

Section 3.9: SELB Special School Analysis

93. The following section provides details of the service provision within the SELB for special schools.

Map 5 - SELB Special Schools



94. There are currently five special schools within the SELB area. The five schools are spread throughout the board. These schools are based in the towns of Newry, Banbridge, Lurgan, Armagh and Dungannon.

Enrolment information

Table 27 - Enrolment Numbers at SELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Current Provision</i>	<i>2012/13</i>	<i>Provisional 2013/14</i>	<i>Enrolment Increase/ Decrease</i>
SLD					
Ceara Special School	SLD	Pre-school - KS5	113	122	9
Donard Special School	SLD	Pre-school - KS5	68	76	8
Lisanally Special School	SLD	Pre-school - KS5	100	100	0
Rathore School	SLD	Pre-school - KS5	153	156	3
Sperrinview Special School	SLD	Pre-school - KS5	100	102	2
	SLD Total		534	556	22
	Overall Total		534	556	22

95. There are currently 556 pupils attending the five special schools across the SELB area. The detailed distribution of these pupils across the schools in the area is shown in table 27. This table also shows the enrolment numbers for the past two years, the school type and the provision currently being offered at each school:
96. The enrolment numbers at SELB special schools has increased slightly over the past two years with a 4.1% rise in its pupil population from 2012/13 to 2013/14. Two schools have seen a sizeable rise in their pupil population in this period - Ceara and Donard. The increases at Ceara and Donard have been due to demand for pupils accessing pre-school provision. Ceara has also experienced increases due to a number of children moving into the area from other ELB areas.

Cross Boundary Flows

Table 28 - Cross Boundary Flows for SELB Special Schools

<i>Cross Boundary Flow Analysis for SELB</i>	<i>BELB</i>	<i>NEELB</i>	<i>SEELB</i>	<i>WELB</i>	<i>Total Migration</i>
Pupils from SELB studying in other ELBs	#	27	#	*	73
Pupils from other ELBs studying in SELB	*	0	*	*	6
Net Migration	-24	-27	-15	-1	-67

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

97. Table 28 details the pattern of cross boundary flows in the SELB area for the 2013/14 academic year. In the 2013/14 academic year there was a net outflow of 67 pupils who reside in SELB but attend special schools in other ELB areas.

SEN Category

Table 29 - Main SEN Categories for SELB Special School Pupils

<i>School Name</i>	<i>School Type</i>	<i>C&L</i>	<i>SEB</i>	<i>C&I</i>	<i>Sensory</i>	<i>Physical</i>	<i>MCS</i>	<i>Other</i>	<i>Total</i>
Ceara Special School	SLD	52	8	34	*	#	17	0	122
Donard Special School	SLD	36	*	23	*	*	12	0	76
Lisanally Special School	SLD	44	0	25	*	*	13	8	100
Rathore School	SLD	45	*	59	*	7	39	0	156
Sperrinview Special School	SLD	25	*	45	#	7	18	0	102
SELB Total		202	21	186	14	26	99	8	556

Please note each pupil is only attributed 1 primary category need.

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

98. Each pupil can be attributed a number of SEN categories dependent upon their needs. Table 29 details the enrolment numbers by each pupil's primary SEN category for all pupils enrolled in special schools within SELB in the 2013/14 academic year.
99. The above data indicates that special schools have pupils attending who have a range of needs. Although each school will have a main school type in line with its historic descriptor, it is clear that they deliver services to pupils with other needs.

Key Stage

Table 30 - Enrolments by Key Stage for SELB Special Schools

<i>School Name</i>	<i>Pre-school</i>	<i>Foundation</i>	<i>KS1</i>	<i>KS2</i>	<i>KS3</i>	<i>KS4</i>	<i>KS5</i>	<i>Total</i>
Ceara Special School	11	19	17	17	15	19	24	122
Donard Special School	8	4	9	14	20	8	13	76
Lisanally Special School	7	11	13	12	25	8	24	100
Rathore School	10	22	19	29	32	19	25	156
Sperrinview Special School	6	12	9	22	16	13	24	102
SELB Total	42	68	67	94	108	67	110	556

100. Table 30 details the enrolment numbers by each KS level for all pupils enrolled at special schools within SELB in the 2013/14 academic year.

Quality of Education

Table 31 - Details of Inspection Reports for SELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Date Inspected</i>	<i>Overall Conclusion</i>
Ceara Special School	SLD	October 2008	Outstanding
Donard Special School	SLD	January 2009	Outstanding
Lisanally Special School	SLD	September 2009	Very Good
Rathore School	SLD	October 2007	Very Good
Sperrinview Special School	SLD	November 2007	Very Good

101. Table 31 details the overall conclusion of the last inspection report and the date that this occurred as carried out by ETI. All schools in the SELB at their last inspection were deemed to be very good or outstanding.

Location of Pupils

102. Attached at Appendix 7 are maps for each school showing, the location of the pupils that attended each school in 2013/14. A summary of the pupil locations for each pupil is summarised below:
103. Ceara Special School - This school is situated in Lurgan, with the vast majority of pupils who attend this school residing in Portadown, Lurgan and Craigavon. There are also a small number of pupils from Waringstown and Tandragee areas who attend the school along with pupils from Armagh, Middletown, Aghagallon, Belfast, Richhill, Dromore, Gilford and Banbridge areas.
104. Donard Special School - This school is situated in Banbridge with the vast majority of pupils who attend this school coming from the Banbridge area. There are also a small number of pupils from the Dromore, Gilford and Lurgan areas along with a number of pupils travelling from Newry, Dromara, Rathfriland and Katesbridge areas.
105. Lisanally Special School - This school is situated in Armagh with the vast majority of pupils who attend this school coming from the Armagh area. There are also a small number of pupils from Portadown, Craigavon, Lurgan, Keady and Banbridge areas, with a number of pupils travelling from Newry, Dungannon, Banbridge, Tandragee and Crossmaglen areas.
106. Rathore Special School - This school is situated in Newry with the vast majority of pupils who attend this school coming from the Newry, Warrenpoint, Kilkeel and south Armagh areas. There are also a small number of pupils from Mayobridge and Hilltown who attend the school along with a number of pupils travelling from Banbridge, Rathfriland, Keady, Gilford and Castlewellan areas.

107. Sperrinview Special School - This school is situated in Dungannon with the vast majority of pupils who attend this school coming from the Dungannon and Cookstown areas. There are also a small number of pupils from Aughnacloy area that also attend the school, along with pupils travelling from Clogher, Pomeroy and Fivemiletown areas.

Key Findings:

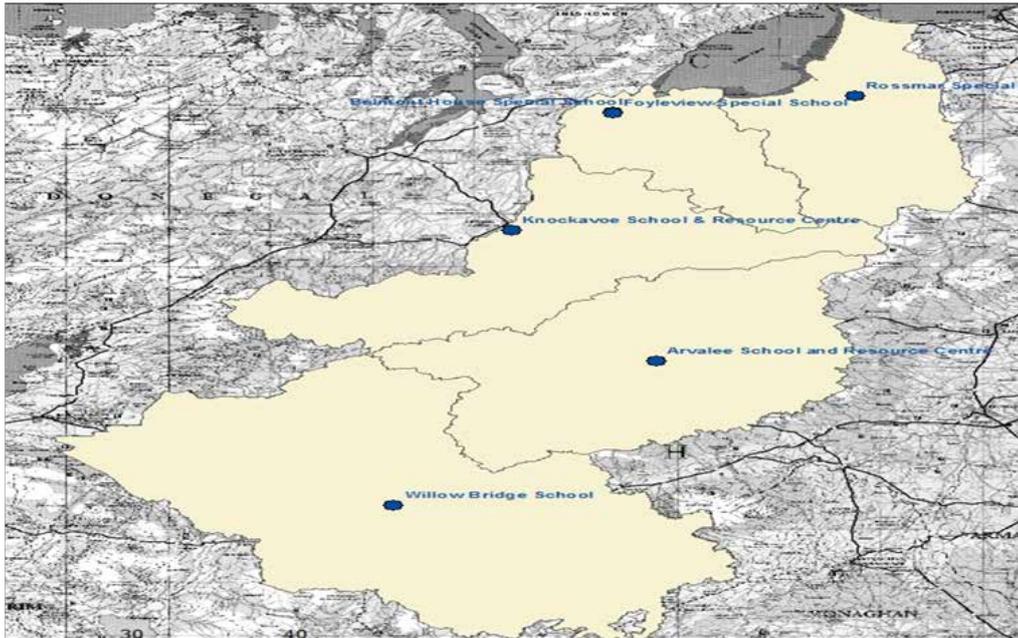
- The locations of special schools are spread evenly throughout the SELB.
- There are no MLD schools in the SELB.
- Enrolments have increased by 4.1% between 2012/13 and 2013/14.
- There are higher numbers of pre-school enrolments in the 2013/14 academic year at Ceara and Donard and this may impact on each school's total enrolment levels in future years.
- There is a small net migration of pupils out of the SELB to special schools in other ELB areas due mainly to the alternative provision delivered in the BELB and SEELB special schools, as well as the close proximity of special schools in the NEELB to the SELB area.
- All schools deliver services to pupils with other SEN requirements and not just those which align with the schools' historic descriptors.
- Pre-school provision though to post-16 is provided consistently across the SELB.
- Although 81% of pupils attend their closest school, there are a number of pupils who travel across the SELB area to attend a special school, even though alternative provision is closer.
- The quality of education is deemed to be very good or outstanding by ETI in all schools.

From an area planning perspective, the location of special schools in the SELB, are well positioned throughout the SELB area and the level of SLD provision is consistent at each school, with the majority of pupils attending their closest school. This results in travel time being kept to a minimum for most pupils in the SELB area. However special schools in the SELB should be offering MLD provision for pupils who require it in the SELB area. This may have an impact on accommodation requirements in the future.

Section 3.10: WELB Area Analysis

108. The following section provides details of the service provision within the WELB for special schools.

Map 6 - WELB Special Schools



109. There are currently five special schools within the WELB area. Foylevue and Belmont House amalgamated in September 2014 to form Ardnashee School and College. The remaining four schools are spread throughout the WELB. These schools are based in the towns of Limavady, Strabane, Omagh and Enniskillen.

Enrolment information

Table 32 - Enrolment Numbers at WELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Current Provision</i>	<i>2012/13</i>	<i>2013/14</i>	<i>Enrolment Increase/ Decrease</i>
MLDs					
Belmont House Special School	MLD	Pre-school - KS5	127	129	2
	MLDs Total		127	129	2
MLD & SLD					
Arvalee School and Resource Centre	MLD/SLD	Pre-school - KS5	102	103	1
Knockavoe School & Resource Centre	MLD/SLD	Pre-school - KS5	105	116	9
Rossmar Special School	MLD/SLD	Pre-school - KS5	81	88	7
Willow Bridge School	MLD/SLD	Pre-school - KS5	126	130	4
	MLD/SLD Total		414	437	23
SLD					
Foyleview Special School	SLD	Pre-school - KS5	114	120	6
	SLD Total		114	120	6
	Overall Total		655	686	31

110. There are currently 686 pupils attending the six Special Schools across the WELB area. The detailed distribution of these pupils across the schools in the area is shown in table 32. This table also shows the enrolment numbers for the past two years, the school type and the provision currently being offered at each school.

111. The enrolment numbers at WELB Special Schools has increased slightly over the past two years with a 4.7% rise in its pupil population from 2012/13 to 2013/14. Two schools have seen a significant rise in their pupil population in this period Knockavoe and Rossmar. Population rises at these two schools are due to more pupils accessing special school education in the WELB area.
112. Following the amalgamation of Foyle View and Belmont House Schools, all of the special schools within WELB now cater for children and young people with both moderate and severe learning difficulties. The process to establish single school provision for all types of SEN related needs within WELB began a number of years ago and each of the four already amalgamated schools has been inspected by the ETI since their respective amalgamations took place. Upon review of these reports²⁰ it is clear that the pupils in each of the schools are continuing to achieve well and are making good progress which would suggest that the amalgamation has generated good educational and pastoral care for pupils in attendance. This has also been reflected in positive parental and staff feedback.

Cross Boundary Flows

Table 33 - Cross Boundary Flows for WELB Special Schools

<i>Cross Boundary Flow Analysis for WELB</i>	<i>BELB</i>	<i>NEELB</i>	<i>SEELB</i>	<i>SELB</i>	<i>Total Migration</i>
Pupils from WELB studying in other ELBs	0	*	0	*	*
Pupils from other ELBs studying in WELB	0	#	0	*	#
Net Migration	0	8	0	1	9

* denotes fewer than 5 pupils

denotes figure >=5 suppressed due to potential identification of individual pupils

²⁰ http://apps.deni.gov.uk/insp/inspection_reports/2008_05/focused_inspection_arvalee_school_and_resource_centre_omagh.pdf

http://apps.deni.gov.uk/insp/inspection_reports/2010_06/focused-inspection-knockavoe-school-and-resource-centre-strabane.pdf

<http://www.etini.gov.uk/index/inspection-reports/inspection-reports-special-education/inspection-reports-special-2011/focused-inspection-rossmar-school-limavady.pdf>

<http://www.etini.gov.uk/index/inspection-reports/inspection-reports-special-education/inspection-reports-special-education-2013/focused-inspection-willowbridge-school-enniskillen.pdf>

113. Table 33 details the pattern of cross boundary flows in the WELB area for the 2013/14 academic year. In the 2013/14 academic year there was a net inflow of nine pupils who attend special schools in WELB but reside in other ELB areas.

SEN Category

Table 34 - Main SEN Categories for WELB Special School Pupils

School Name	School Type	C&L	SEB	C&I	Sensory	Physical	MCS	Other	Total
Belmont House Special School	MLD	59	8	42	*	*	15	0	129
Arvalee School and Resource Centre	MLD/SLD	32	#	46	5	*	11	0	103
Knockavoe School & Resource Centre	MLD/SLD	34	11	38	#	6	21	*	116
Rossmar Special School	MLD/SLD	49	#	15	5	*	12	0	88
Willow Bridge School	MLD/SLD	70	5	33	*	5	16	0	130
Foylevue Special School	SLD	23	*	66	*	*	21	*	120
WELB Total		267	36	240	20	24	96	3	686

Please note each pupil is only attributed 1 primary category need.

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

114. Each pupil can be attributed a number of SEN categories dependent upon their needs. Table 34 details the enrolment numbers by each pupil's primary SEN category for all pupils enrolled in special schools within WELB in the 2013/14 academic year.

115. The data indicates that schools have pupils attending who have a variety of needs. Although each school will have a main school type that they cater for, it is demonstrated above that they deliver their services to pupils with other needs.

Key Stage

Table 35 - Enrolments by Key Stage for WELB Special Schools

<i>School Name</i>	<i>Pre-school</i>	<i>Foundation</i>	<i>KS1</i>	<i>KS2</i>	<i>KS3</i>	<i>KS4</i>	<i>KS5</i>	<i>Total</i>
Belmont House Special School	8	13	17	20	35	22	14	129
Arvalee School and Resource Centre	7	7	10	14	21	15	29	103
Knockavoe School & Resource Centre	7	15	17	15	24	15	23	116
Rossmar Special School	4	10	7	16	23	18	10	88
Willow Bridge School	3	4	6	16	39	22	40	130
Foyleview Special School	8	16	7	22	22	15	30	120
WELB Total	37	65	64	103	164	107	146	686

116. Table 35 details the enrolment numbers by each KS level for all pupils enrolled at special schools within WELB in the 2013/14 academic year.

Quality of Education

Table 36 - Details of Inspection Reports for WELB Special Schools

<i>School Name</i>	<i>School Type</i>	<i>Date Inspected</i>	<i>Overall Conclusion</i>
Belmont House Special School	MLD	November 2008	Good
Arvalee School and Resource Centre	MLD/SLD	February 2008	Good
Knockavoe School & Resource Centre	MLD/SLD	May 2010	Good
Rossmar Special School	MLD/SLD	January 2011	Good
Willow Bridge School	MLD/SLD	April 2013	Good
Foyleview Special School	SLD	October 2008	Very Good

117. Table 36 details the overall conclusion of the last inspection report and the date that this occurred for each special school in the WELB, as carried out by the ETI. All schools in the WELB at their last inspection were deemed good or very good.

Location of Pupils

118. Attached at Appendix 8 are maps for each school, showing the location of the pupils that attended each school in 2013/14. A summary of the pupil locations for each school is summarised below.
119. Belmont House Special School - This school is situated in Londonderry with the vast majority of pupils who attend this school coming from the Londonderry area. There are also a small number of pupils travelling from the Strabane, Eglinton and Claudy areas.
120. Arvalee School and Resource Centre - This school is situated in Omagh with the vast majority of pupils who attend this school coming from the Omagh area. There are also a small number of pupils from the Castlederg, Dromore, Drumquin, Fintona and Newtownstewart areas that also attend the school, along with a number of pupils travelling from Cookstown, Beragh and Plumbridge areas.
121. Knockavoe School and Resource Centre - This school is situated in Strabane with the vast majority of pupils who attend this school coming from the Strabane area. There are also a small number of pupils from Newtownstewart, Donemana and Castlederg areas, as well as a number of pupils travelling from Omagh and Londonderry areas.
122. Rossmar Special School - This school is situated in Limavady with the vast majority of pupils who attend this school coming from the Limavady area. There are also a small number of pupils from Ballykelly, Coleraine and Dungiven areas that also attend the school along with a number of pupils travelling from Londonderry, Feeny and Portstewart areas.

123. Willow Bridge School - This school is situated in Enniskillen with the vast majority of pupils who attend this school coming from the Enniskillen and surrounding area. There are also a small number of pupils from Kesh, Irvinestown and Lisnaskea areas that also attend the school, along with a number of pupils travelling from the Newtownbutler, Belleek, Castlederg, Rosslea areas.
124. Foyleview Special School - This school is situated in Londonderry with the vast majority of pupils who attend this school coming from the Londonderry area. There are also a number of pupils that attend the school travelling from the Donemana, Eglinton, Park, Feeny, Dungiven and Ballykelly areas.

Key Findings:

- The locations of special schools are spread evenly throughout the WELB.
- From September 2014 all schools will cater for pupils with MLD and SLD needs.
- Enrolments have increased by 4.7% between 2012/13 and 2013/14.
- There are higher numbers of pre-school enrolments in the 2013/14 academic year at Arvalee and Willow Bridge and this may impact on each school's total enrolment levels in future years.
- There is a minimal net migration of pupils into the WELB to special schools from other ELB areas.
- Pre-school provision through to post-16 is provided consistently across the WELB.
- The WELB had 72% of pupils attending their closest school in the 2013/14 academic year. However this figure would rise to 91% when Belmont and Foyleview are established as a merged MLD/SLD school which will happen in September 2014.
- The quality of education is deemed good or very good by ETI in all schools.

From an area planning perspective, the location of special schools in the WELB, are well positioned throughout the WELB area and the level of provision is consistent at each school meaning the majority of pupils attend their closest school. This results in travel time being kept to a minimum for most pupils in the WELB area.

Section 3.11: Learning Support Centres

125. The following section provides details of Learning Support Centres (LSCs) that are attached to mainstream schools within each ELB.
126. LSCs, which are sometimes referred to as special educational units or classes, are centres approved by the Department for the purpose of making educational provision for pupils with special educational needs, which are attached to mainstream schools. Approval is through the Development Proposal (DP) process and the centre will address a special educational need identified in an ELB's area.
127. The Department's policy does not envisage LSCs operating under the management of special schools, since special schools are entities in themselves established for the sole purpose of making provision for children with statements of SEN.
128. LSCs will typically cater for the needs of a small group of children at a specific KS and enable pupils to be supported within a mainstream setting and within the local community. The centres can support a range of special educational needs, but may also focus on one type of need, such as Autistic Spectrum Disorder (ASD) or Speech and Language (S&L) difficulties.
129. The following analysis details those pupils who were enrolled at the time of the October 2013 school census returns. It should be noted that pupils may enrol at LSCs at any stage during the school year.

BELB

Map 7 - BELB Mainstream Schools with LSCs

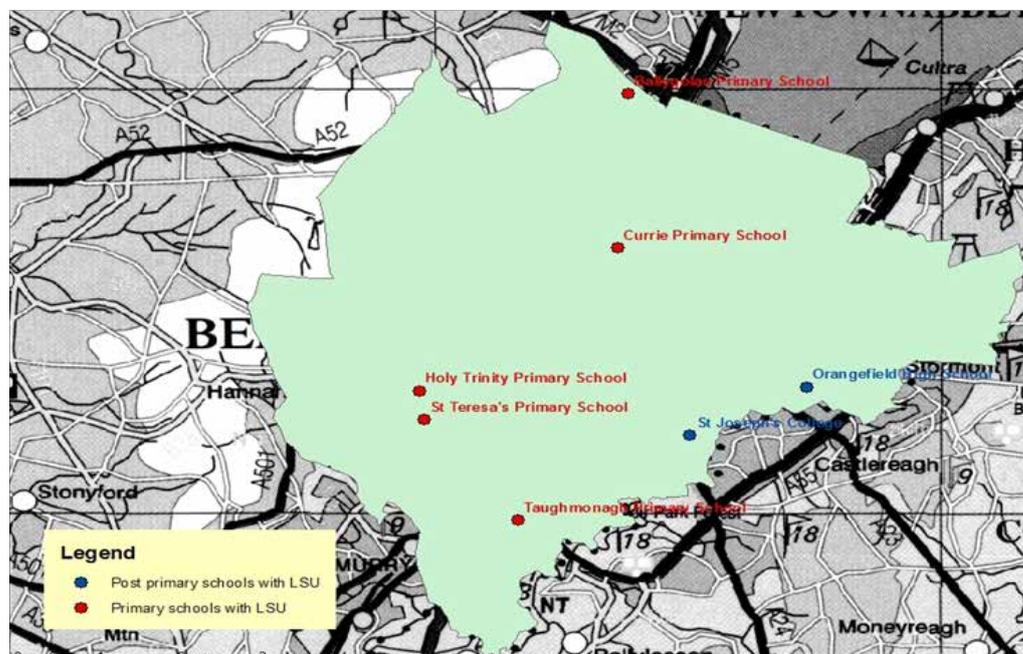


Table 37 - Enrolment Numbers at BELB LSCs

<i>DENI No</i>	<i>School Name</i>	<i>2012/13</i>	<i>2013/14</i>
	Primary Schools		
101-0063	Currie Primary School	0	6
101-0296	Ballygolan Primary School	#	0
101-0301	Taughmonagh Primary School	32	39
103-6589	St Teresa's Primary School	36	36
103-6623	Holy Trinity Primary School	34	37
	Post-primary Schools		
121-0266	Orangefield High School	*	0
123-0275	St Joseph's College	22	11
	Total	136	129

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

130. There were 129 pupils enrolled at LSCs across the BELB area. There are 118 pupils enrolled at centres attached to four mainstream primary schools and 11 pupils at a centre attached to one mainstream secondary school. Table 37 details the enrolment numbers at each LSC for the past two years.

131. The provision in Currie Primary School replaced the provision in Ballygolan due to the anticipated closure of the school. Orangefield High School closed on 31 August 2014.

NEELB

Map 8 - NEELB Mainstream Schools with LSCs

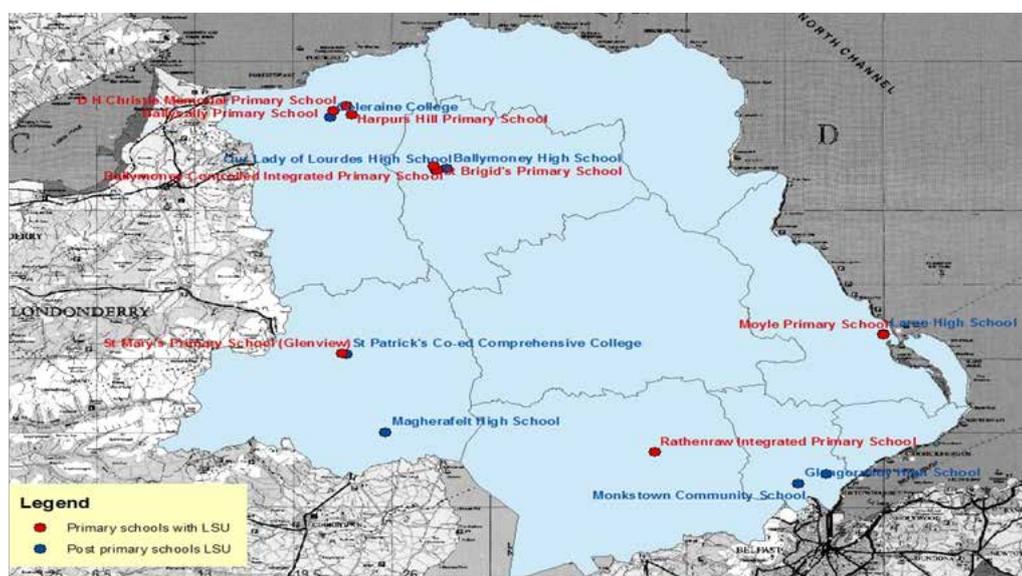


Table 38 - Enrolment Numbers at NEELB LSCs

DENI No	School Name	2012/13	2013/14
	Primary Schools		
301-0870	Moyle Primary School	29	32
301-2284	D H Christie Memorial Primary School	20	15
301-6052	Harpurs Hill Primary School	16	21
301-6252	Ballysally Primary School	26	21
303-3326	St Brigid's Primary School	22	21
303-6039	St Mary's Primary School (Glenview)	16	20

305-0866	Ballymoney Controlled Integrated Primary School	18	11
305-6231	Rathenraw Integrated Primary School	17	19
	Post-primary Schools		
321-0035	Magherafelt High School	20	22
321-0038	Larne High School	20	17
321-0133	Ballymoney High School	33	31
321-0200	Monkstown Community School	16	19
321-0202	Glengormley High School	6	10
321-0300	Coleraine College	43	47
323-0075	Our Lady of Lourdes High School	42	42
323-0234	St Patrick's Co-ed Comprehensive College	18	21
	Total	362	369

132. There were 369 pupils enrolled at LSCs across the NEELB area.

There are 160 pupils enrolled at centres attached to eight mainstream primary schools and 209 pupils at centres attached to eight mainstream secondary schools. Table 38 details the enrolment numbers at each LSC for the past two years:

SEELB

Map 9 - SEELB Mainstream Schools with LSCs

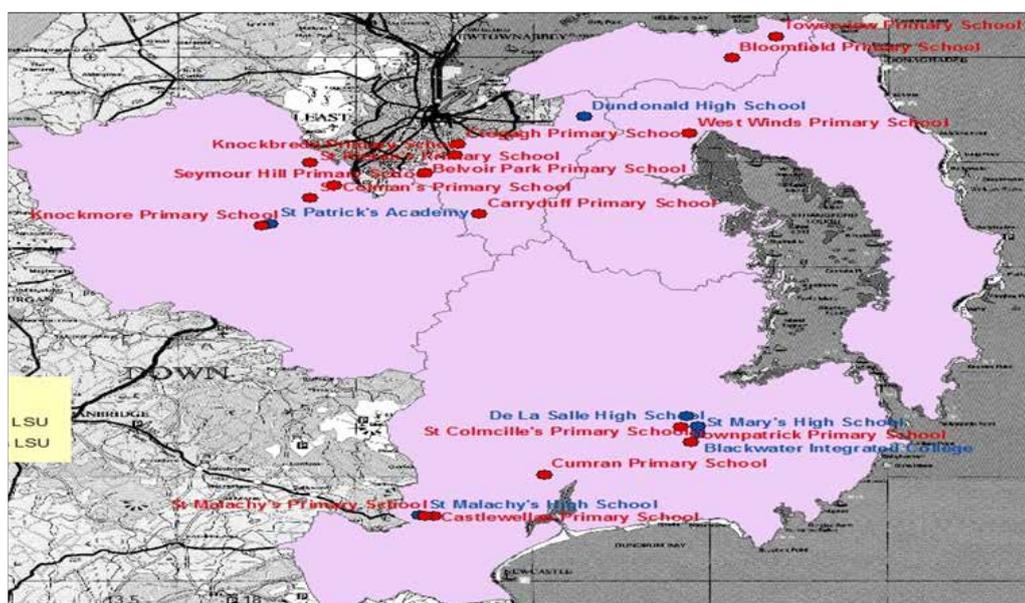


Table 39 - Enrolment Numbers at SEELB LSCs

<i>DENI No</i>	<i>School Name</i>	<i>2012/13</i>	<i>2013/14</i>
	Primary Schools		
401-0882	Seymour Hill Primary School	14	17
401-1599	Castlewellan Primary School	10	8
401-1632	Cregagh Primary School	7	6
401-1674	Knockbreda Primary School	19	21
401-3013	Belvoir Park Primary School	34	36
401-3023	Bloomfield Primary School	12	14
401-3044	Carryduff Primary School	0	5
401-3334	Knockmore Primary School	57	64
401-6083	West Winds Primary School	9	11
401-6111	Towerview Primary School	9	12
401-6235	Downpatrick Primary School	28	22
401-6650	Cumran Primary School	11	14
403-3307	St Colman's Primary School	16	18
403-6182	St Colmcille's Primary School	17	13
403-6454	St Malachy's Primary School	17	16

403-6480	St Kieran's Primary School	6	7
	Post-primary Schools		
421-0262	Dundonald High School	22	22
423-0023	St Mary's High School	7	*
423-0165	St Patrick's Academy	23	19
423-0211	St Malachy's High School	61	53
423-0224	De La Salle High School	9	#
426-0309	Blackwater Integrated College	26	28
	Total	414	419

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

133. There were 419 pupils enrolled at LSCs across the SEELB area. There are 284 pupils enrolled at centres attached to 16 mainstream primary schools and 135 pupils at centres attached to six mainstream secondary schools. Table 39 details the enrolment numbers at each LSC for the past two years:

SELB

Map 10 - SELB Mainstream Schools with LSCs

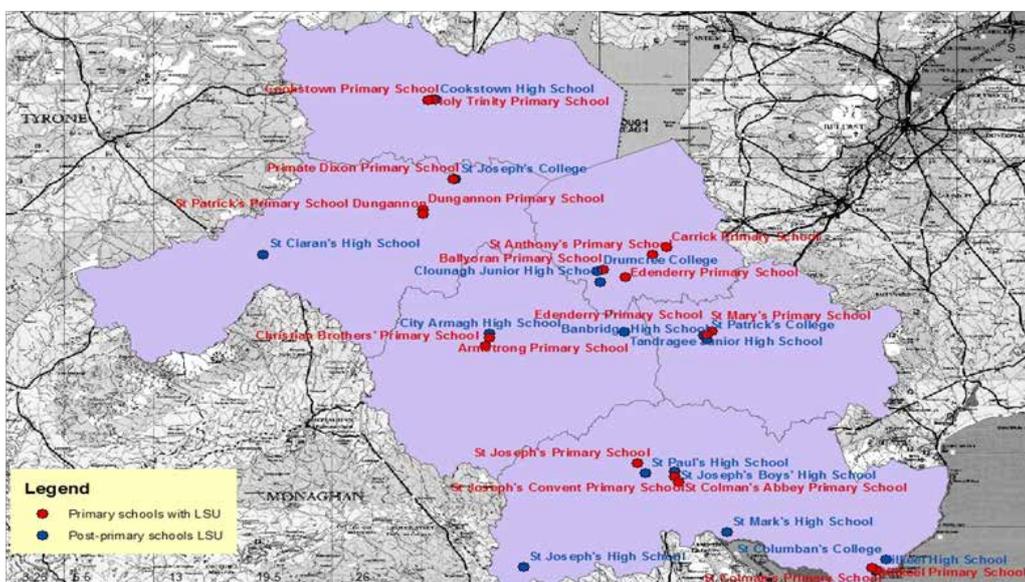


Table 40 - Enrolment Numbers at SELB LSCs

<i>DENI No</i>	<i>School Name</i>	<i>2012/13</i>	<i>2013/14</i>
	Primary Schools		
501-1115	Armstrong Primary School	23	28
501-1127	Carrick Primary School	46	44
501-1189	Edenderry Primary School	21	22
501-1649	Kilkeel Primary School	#	7
501-2720	Dungannon Primary School	24	25
501-2726	Cookstown Primary School	25	34
501-3019	Edenderry Primary School	28	29
501-6117	Ballyoran Primary School	6	10
503-1110	Christian Brothers' Primary School	11	#
503-1184	St Anthony's Primary School	17	18
503-1340	St Joseph's Convent Primary School	30	32
503-1576	St Colman's Abbey Primary School	6	7
503-6043	St Mary's Primary School	22	21
503-6110	St Joseph's Primary School	29	34

503-6504	St Patrick's Primary School Dungannon	22	22
503-6545	St Colman's Primary School	*	*
503-6567	Holy Trinity Primary School	10	7
503-6590	Primate Dixon Primary School	17	18
	Post-primary Schools		
521-0016	Kilkeel High School	7	6
521-0043	Clounagh Junior High School	38	37
521-0047	Banbridge High School	48	47
521-0121	City Armagh High School	32	25
521-0143	Tandragee Junior High School	19	19
521-0230	Cookstown High School	20	15
523-0056	St Joseph's Boys' High School	26	28
523-0059	St Columban's College	9	7
523-0076	St Patrick's College	23	24
523-0135	St Mark's High School	9	8
523-0152	St Ciaran's High School	9	14
523-0157	St Paul's High School	37	37
523-0167	St Joseph's High School	14	10
523-0192	St Joseph's College	38	35
523-0256	Drumcree College	27	20
	Total	702	699

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

134. There were 699 pupils enrolled at LSCs across the SELB area. There are 367 pupils enrolled at centres attached to 18 mainstream primary schools and 332 pupils at centres attached to 15 mainstream secondary schools. Table 40 details the enrolment numbers at each LSC for the past two years.

WELB

Map 11 - WELB Mainstream Schools with LSCs

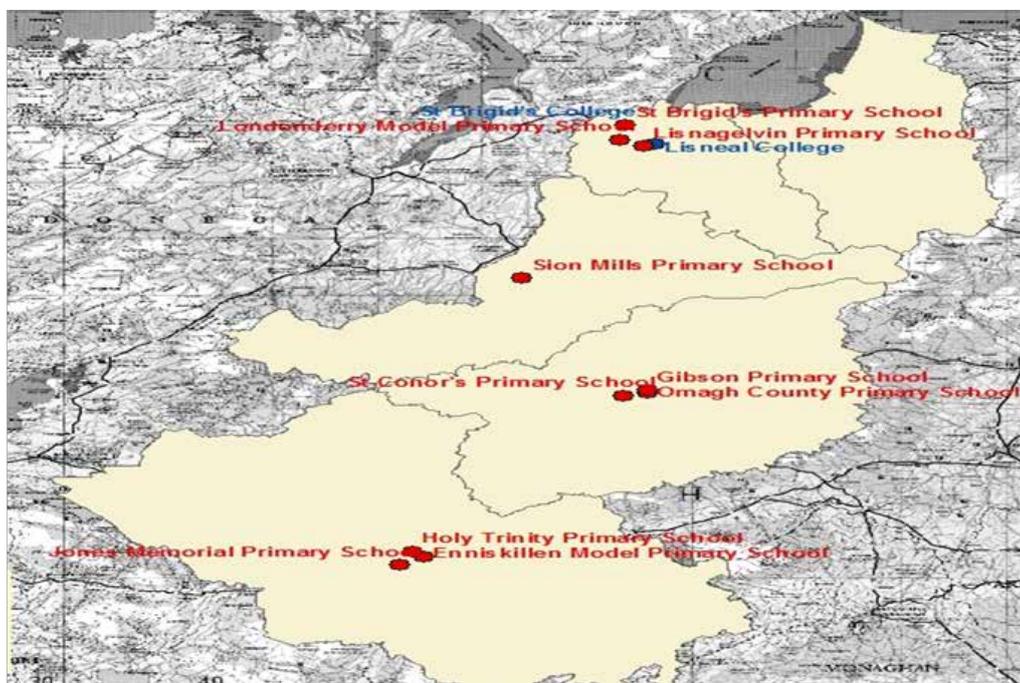


Table 41 - Enrolment Numbers at WELB LSCs

<i>DENI No</i>	<i>School Name</i>	<i>2012/13</i>	<i>2013/14</i>
	Primary Schools		
201-0380	Londonderry Model Primary School	11	12
201-2691	Omagh County Primary School	*	5
201-6003	Jones Memorial Primary School	0	*
201-6089	Gibson Primary School	22	24
201-6152	Enniskillen Model Primary School	19	20
201-6203	Lisnagelvin Primary School	*	*
201-6442	Sion Mills Primary School	10	11
203-6116	St Conon's Primary School	*	*
203-6142	St Brigid's Primary School	10	12
203-6632	Holy Trinity Primary School	20	18

	Post-primary Schools		
221-0306	Lisneal College	13	13
223-0225	St Brigid's College	9	11
	Total	123	134

* denotes fewer than 5 pupils

denotes figure ≥ 5 suppressed due to potential identification of individual pupils

135. There were 134 pupils enrolled at LSCs across the WELB area. There are 110 pupils enrolled at centres attached to ten mainstream primary schools and 24 pupils at centres attached to two mainstream secondary schools. Table 41 details the enrolment numbers at each LSC for the past two years.
136. Woodlands Speech and Language Unit is currently located at Belmont Special School. However, a recent DP has been approved to relocate this unit to three primary schools (Ebrington Primary School, Ballykelly Primary School and St Anne's Primary School, Derry) from September 2014. Woodlands will continue to operate, if required, to the end of the 2014/15 academic year.

Key Findings:

- LSC provision is not consistently provided in each of the ELBs. There is a diverse range of the type and quantity of provision in each ELB area.
- SELB has the largest number of LSCs and also the most pupils attending these centres.
- BELB has the smallest number of LSCs and also the smallest number of pupils attending these schools.
- LSCs are not equally distributed across the ELB areas.

From an area planning perspective, the location and type of specialist provision that is delivered through LSCs should be reviewed. This is a discrete and more substantive task that should be considered within an area planning perspective.

Section 3.12: Sustainable Schools Policy Analysis

137. This section deals with applying the following sustainability schools criteria and indicators to the special school sector in the north of Ireland:

- Quality Educational Experience;
- Stable Enrolment Trends;
- Sound Financial Position;
- Strong Leadership and Management (Board of Governors and Principals);
- Accessibility; and
- Strong Links with the Community.

Quality Educational Experience

138. As confirmed by the Chief Inspector's Report (2010-2012) the quality of provision in the special schools sector is evident with the overall effectiveness of 90% of schools inspected evaluated as good or better. This is combined with the fact that the most recent focused or follow up inspections have found that most of the inspected special schools were delivering a quality of education that is good or better, with 50% very good or outstanding and 20% outstanding. It is also worth noting that only one special school has been identified by the Education & Training Inspectorate to offer less than satisfactory provision and as such has entered the formal intervention process, outlined in DE's Every School a Good School Policy.

Stable Enrolment Trends

139. As noted in paragraph 13 Chapter 2, the enrolments in special schools over the past ten years have remained fairly static across the ELBs. There have, however, been fluctuations at individual ELB level - SEELB and WELB have seen decreases; SELB a sizeable increase; with BELB and NEELB having relatively little change.

140. Given the unpredictable nature of special school enrolments the schools themselves have no fixed upper enrolment threshold identified by DE, rather it is up to each ELB to manage provision within their area. This process is complemented by the annual audits undertaken by each ELB to determine the enrolment needs of the special schools. It should be recognised that this cannot be an exact science as the number of children and young people requiring special school provision can be difficult to accurately estimate, even though indications can be provided from a range of sources including health and social services information. In addition referrals are being made on an ongoing basis; consequently children and young people transfer into the sector regularly. In terms of future planning, it is important, therefore to build-in flexibility both with the enrolment figures and the school estate, to allow for variances in the special school population.
141. Whilst a minimal enrolment number exists for primary and post-primary schools within the sustainable schools policy, this would not apply to special schools. However, the review group recognises that for pupils to interact with a sufficient number of peers of their own age, enrolment numbers at special schools should not be too low as to remove these potential social and educational opportunities.

Sound Financial Position

142. Unlike other Grant-Aided Schools in Northern Ireland, the Special Schools do not receive their funding through the Common Funding Formula; this is in line with the Education and Libraries (NI) Order 1986. Funding for each school is instead determined individually by the ELB and is influenced by funding patterns and adjusted in light of changing pupil and staff numbers. In addition, pupils may have specific and sometimes substantial resource needs identified in SEN statements. Whilst some areas of expenditure in relation to goods and services are delegated to each school, staffing decisions are often subject to discussion and agreement with the relevant ELB.
143. The delegation of budgets to special schools was considered by the recent, 'Review of the Common Funding Scheme (CFS)' which found that there was insufficient information available to enable a view to be taken on the appropriateness of and consistency of funding levels among special schools.

144. Given this lack of information the CFS review panel recommended that as a first step, consistent financial management information be recorded for all special schools, in a format which would facilitate benchmarking for special schools. Once this is completed it was considered possible to identify a practical 'funding formula' which would allow greater budget delegation to special schools. The CFS Review Panel recommended that there should be a specific review of special school funding at that stage. DE accepted the recommendation that there should be consistent financial reporting for special schools, which is already a requirement under Article 67 of the Education (NI) Order 1998.

Strong Leadership and Management by Boards of Governors and Principals

145. The Chief Inspector's Report (2010-2012) notes that effective leadership and management are the most significant factors in leading to improvements in the quality of provision in special schools. It was found by ETI that where there is very good or better leadership, in approximately 40% of the schools inspected, the senior management had built the capacity of staff to work purposefully as a team to meet a wider range of pupils' needs.
146. It was also found that the more effective senior leadership teams in special schools ensured transition arrangements were focused more effectively on the longer-term placement and aspirations of school leavers and on their well-being.

Accessibility

147. At the outset, the working group identified the following guiding principle, the need to develop specialist provision for pupils with SEN in their local area or within reasonable travelling distance. This concept needs to be revisited and considered further.
148. In addition, when we considered the journeys identified as part of Chapter 3, some of our most vulnerable children are travelling long journeys, often by-passing their nearest special school. It is clear that this is a situation that should be factored into an effective regional plan. DE's 'Sustainable Schools Policy' outlines recommended home

to school transport travel times of less than 30 minutes for primary pupils (ie 1 hour per day in total) and 45 minutes for post-primary pupils (ie 1.5 hours per day in total). This could have applicability to special schools.

149. This is a particularly concerning situation when we consider that these children may have complex and often multiple needs and behavioural issues. Many require direct supervision when availing of school transport. There are therefore risks associated with transport journeys as staff require specialised training, not only to ensure that all risks are mitigated, but also to reflect that the implementation of the child's care plan has also to be managed whilst on ELB transport and not just in the school. Minimising the time to get between home and school would therefore mitigate these risks as far as possible.

Strong Links with the Community

150. Strong links with the community is an important aspect of all schools including the special school sector in Northern Ireland.
151. ALCs have also presented an opportunity for special schools to expand their community links and have often been so successful that the special schools have as many links within the ALC as outside of it. This provides invaluable opportunities for the special schools to share expertise with their mainstream counterparts and vice versa, thus strengthening the continuum of provision for SEN in Northern Ireland. ALC involvement also enhances the capacity of teachers in both sectors to meet the needs of their respective school populations. Currently, a significant minority of special school principals chair sub groups of the ALCs to raise the awareness of and improve the quality of support for pupils with SEN. This is an important aspect of the ALC development which could be developed further.

CHAPTER 4: MAKING THE CASE FOR CHANGE

1. This review was commissioned to undertake an assessment of the future profile of special schools in the overall context of the Department's Area Planning process. The review group was therefore asked to:
 - undertake a strategic overview of current provision to determine its suitability in the current context and to identify future needs;
 - undertake initial engagement on these issues with relevant stakeholders; and
 - develop a regional plan for special schools.
2. The review determined that in line with the existing statutory responsibilities of the ELBs, it was more appropriate to develop a framework for a regional plan for special schools. This would bring enhanced consistency to provision across the education and library boards. It would also enable the ELBs, who are the managing authorities, to consult on future special school area plans prior to their publication, ensuring that they are in line with any recommendations that have been agreed as part of this review.
3. As part of this review, the key determinants that were considered in relation to the existing special education provision included the:
 - nature and type of current SEN provision for children and young people aged 3-19;
 - location of special schools;
 - provision that has currently been made for pre school placements in special schools;
 - journey distance and relative distances that pupils may travel to access their current special school provision;
 - location of LSCs as part of the continuum of provision that can currently be accessed by pupils; and
 - distribution of outreach support services as delivered by special schools.

Key Findings from the Analysis of Data

4. Special schools provide for a diverse range of pupils with SEN and have developed expertise in areas where specialist and differentiated interventions are necessary to ensure that learners with SEN access the curriculum and make progress.
5. Special schools all operate within the same legislative and policy context. However, an analysis of the data accumulated in relation to this report highlights that the profile of school types, age at entry and exit, as well as the population for whom they make provision reflects significant variances that are related, in part to the history surrounding the establishment and development of the school, rather than existing policy and practice.
6. The total number of pupils enrolled in special schools shows a small incremental rise over the last number of years. However this masks the:
 - great variation in enrolments across schools within and between ELBs;
 - current age range in almost 50% of the schools is 3-19 years, while in the majority of the remaining schools it is 5-16 years, with two schools being designated as primary only and a further two providing separately for age ranges such as of 3-7 years and 8-19 years; and
 - the changing profile of pupils, particularly those with moderate learning difficulties and other identified needs. In this regard, the designation of special schools as separate MLD and SLD only provision does not adequately reflect the profile of pupils now attending these schools.
7. It is apparent that the perceived differences between schools has contributed to a profile of provision that is perhaps more complicated than it needs to be. These differences may pose challenges for parents and other professionals as they seek to understand the real differences that may exist between schools that have similar historic descriptors.

8. The following specific findings and recommendations are designed to enable and support DE, ELBs, special and mainstream schools to begin the task of establishing a regional plan for special schools. This plan should bring enhanced consistency to special school provision across the five ELBs so that pupils can access appropriate provision that is reflective of a regional area planning solution for special school provision.

Finding 1

9. Special schools across the north should be developed with a common structure and remit to support learners with complex needs; that is in line with DE policies and in compliance with legislation. This should obviate the need to develop MLD and SLD separate special schools as children with combined and complex needs can have their needs met in the same school with differentiated curriculum and interventions, based on assessed individual need. In this context, children, in the main, would be educated in their nearest special school. With phased and planned implementation, this would enable the special schools to:
- provide education for learners whose needs are significant and/or complex and cannot be met in mainstream education;
 - enable learners to attend their nearest special school within an area learning community where a range of provision should be accessible to meet all learning needs;
 - share their expertise and resources with mainstream schools, within an agreed regional framework;
 - reduce the impact on children and their families of changes in special school provision being required if the pupil's need changes from MLD to SLD or vice versa;
 - reduce the administrative centre costs that are associated with changes in provision that are managed by special education administration, on behalf of the ELBs; and
 - develop multi-agency working so that optimum utilisation is made of the skills of professionals in both education and health to meet the needs of the special school population.

It is important to note that this model of special school provision has been developed consistently in the WELB area and has also been developed in some of the special school provision in the NEELB area. In this regard, the review group deems that this model could be applied consistently across the five ELBs as part of a regional area planning framework for special schools.

Recommendation 1

It is recommended that DE funded special schools across the north should be developed with a common structure and remit to support learners with significant and/or complex needs.

Finding 2

10. Pre-school provision within the special school sector is currently accessed inconsistently across the five ELBs.
- ELBs should ensure that access to pre-school provision in special schools is developed and extended for those pupils who require it, as there is a link between initial pre-school placement within the special school sector and future special school placement, when pupils reach compulsory school age.
 - This should increase the probability that pupils access pre-school special school placements closer to the area in which they reside and should also foster stronger family links between the parent and the school.
 - Early intervention is valuable and should be developed in line with DE policies.

Recommendation 2

It is recommended that pre-school provision be accessed at all DE funded special schools.

Finding 3

11. The geographical location of existing special schools would indicate that they are not necessarily always meeting the needs of local children. Analysis of the 2013/14 data indicates that from September 2014, approximately 91% of children in WELB who require special school placement would attend their nearest special school. In contrast, this figure is 28% in SEELB and only 15% in the BELB area. In many cases, children bypass certain special schools to attend others.
- In terms of future area planning, it is clear that special schools are needed. However, the location of these schools requires careful consideration within a capital planning context, as they may not necessarily require a rebuild in the area in which the school is currently located. This is a matter which needs to be considered by each ELB, in collaboration with other ELBs, as part of a regional area planning framework.
 - Data regarding the postcodes of children with special educational need and other relevant information should be used to reliably inform current need as well as the planning of future provision, in a managed regional framework.

Recommendation 3

It is recommended that each ELB reviews the locations of their special schools in their future area plans and collaborates with other boards as part of a regional planning framework to ensure pupils travel the least distance necessary.

Finding 4

12. It is recognised that once a pupil commences a special school he/she tends to access this provision until they are 16 years; in other cases the placement is extended to 19 years. If placement cannot be provided in a specific school beyond 16 years, then pupils commence reassessment and are placed in another special school. There are administrative costs for the ELBs in relation to this process. It also has an impact on the

continuity of educational experience for some pupils and requires further decisions by parents with regard to the consideration of other placement options.

- The review group is of the opinion that there should be enhanced consistency to the process by which pupils remain in special schools for post-16 provision; this is particularly important in relation to pupils with less significant special educational needs so that the progressive independence of the young person is developed and extended as part of the transition planning process.
- While special schools within a regional area plan may have the capacity to make provision consistently up to the age of 19 years, the benefit to the young person must be appropriately assessed and demonstrated, as part of this arrangement.

Recommendation 4

That special schools should provide for pupils aged 3-19 as common practice and that the current statutory annual review is conducted for all pupils to ensure that the placement at a special school remains appropriate.

Finding 5

13. It is recognised that pupils are bypassing special schools to access other special schools, in their ELB area or in other ELBs. The review group is of the opinion that:
 - this impacts on the opportunities for young people to make effective links with their own educational community during their years in education. In this regard, there is a social cost to the young person and their family;
 - if children with complex needs travel long distances during the course of the day, there are supervision issues that need to be taken into consideration, as more vulnerable children require careful monitoring and supervision. If children travel to their nearest suitable special school, the risks associated with their transport could be reduced due to shorter journeys;

- this has a significant transport cost to the individual ELB. If children attended their nearest special school, the ELBs should be able to demonstrate enhanced efficiencies regarding the use of transport resources.

Recommendation 5

It is recommended that, under the revised model of delivery, pupils attend their closest suitable special school.

Finding 6

14. Each ELB has internal mechanisms to plan provision. Each ELB also completes census submissions to the DE on an annual basis. However, there are still variations in terms of how this is managed regionally. The review group would consider that:

- a consistent model for monitoring enrolment trends as well as pupil need for special schools and learning support centres should be established and implemented to inform decisions on future needs and capital planning. This should also reflect the changing profile of the special school population over time and should enable local arrangements to be developed that reflect the needs of that local population. This will assist in the annual update of each ELBs area plans for special schools; and
- given the changing profile of need over time, this model should be reviewed as necessary to ensure it is capturing all relevant data.

Recommendation 6

It is recommended that a consistent information management framework be established across the ELBs to monitor enrolment trends and the needs of those pupils who attend special schools. Although not part of the detailed analysis of this review, it is deemed appropriate that enrolment trends in Learning Support Centres (LSCs) are also monitored as part of the continuation of special needs support.

Finding 7

15. Analysis of the special school population indicates that some schools have small populations encompassing very extensive age ranges. For example, Riverside Special School, Antrim, makes provision for SLD pupils aged 4-19 years, with a total population of 48. However, other schools such as, St Gerard's Education Resource Centre, Belfast, has a population of 226 and Castletower School, Ballymena has a population of 255 pupils. The review team is of the opinion that:
- the enrolment of special schools requires monitoring over time. While the numbers referenced in the Sustainable Schools Policy do not apply to special schools, there is a need to ensure that the enrolment of each special school is managed as part of a regional area plan;
 - given the diverse range of enrolment numbers in the special school sector, consideration should be given to minimum and maximum enrolment numbers that could apply to special schools, based on the population and the capacity of the building and staff;
 - the size of a school also has an impact on the diverse educational and developmental needs of children in the same classroom. In this regard, the impact on individual pupil planning as well as measuring outcomes has additional challenges in a small school context; and
 - if schools enrolments increase over time, there is a need to consider the impact of a large special school on meeting the needs of the most vulnerable. In this regard, irrespective of accommodation, it is probable that there is an upper limit to the effectiveness of special schools to meet the needs of pupils with the most complex needs, due to more space and equipment being required along with the personalization between pupils and teachers being reduced. In this regard, the development of schools needs to consider both geography and capacity within an inclusive continuum which respects changes in need over time. This may have an impact on accommodation requirements.

Recommendation 7

It is recommended that ELBs review enrolment trends of special schools to ensure that the size and location of these schools is reviewed from an area planning perspective to meet the education and developmental needs of pupils.

Finding 8

16. LSCs have been developed by the ELBs over the years to enhance the continuum of provision for children and young people with special educational needs. However, the profile of these provisions across the five ELBs currently shows significant variance both in terms of numbers and types of need. It is probable that factors such as entry criteria, links with mainstream schools, opportunities to learn alongside their peers in mainstream classes and duration of placement will require clarification and consistency on a regional basis and reflect the outworking of the SEN review. This is a significant piece of work that is related to area planning across all sectors and phases. While detailed recommendations arising in relation to this are not identified in this report, the following high level recommendations can be made:

- the location, age range and types of specialist provision that currently exist and which may be required in the future should be considered within a wider area planning framework, with reference to primary, post-primary and special school area planning to ensure equity of provision across each ELB.

Recommendation 8

It is recommended that a separate review of LSC provision is carried out to ensure equity of provision across each ELB to supplement the findings of this report.

Finding 9

17. It is recognised that there is inconsistency in relation to the nature and type of outreach services that are attached to special schools. The collaborative arrangement between special and mainstream schools is deemed to be an important area of work which requires further and more significant review. While detailed recommendations arising in relation to this are not identified in this report, the following high level recommendation can be made:

- the outreach services that currently are provided by special schools and which may be required in the future should be considered within a wider area framework alongside that of learning support centres (finding 8) and used to inform area planning.

Recommendation 9

It is recommended that a separate review of outreach provision is carried out to ensure equity of provision across each ELB to supplement the findings of this report.

Finding 10

18. As part of the review, a small number of schools were identified that have a more regional, or, in other instances a more specific focus. These included:

- Ardmore House
- Cedar Lodge Special School
- Clarawood
- Fleming Fulton
- Jordanstown
- Mitchell House
- Lakewood Special School
- Thornfield

- Low enrolment in some of these schools raises issues of viability and function in the longer term;
- Data would indicate that, over time, more children have their special educational needs met in local mainstream schools through LSCs or specialist classes and other special schools;
- There is recognition that there should be flexibility to develop specialist provision in relation to less common needs;
- In some cases, more specialist LSCs could be developed attached to existing mainstream schools where pupils have particularly challenging needs. This will be linked to finding 8; and
- It is also likely that the future role and functions of these schools may need to be considered in a context where they can develop as part of the special school or mainstream provision across the region.

Recommendation 10

It is recommended that each ELB reviews the provision in those special schools who historically have had a regional dimension, in line with DE policies and in compliance with legislation, to ensure that provision is developed in a consistent manner while ensuring that the needs of all pupils continues to be met and that the expertise of the staff at these special schools is not lost.

Finding 11

19. It has been recommended that pupils should attend their nearest suitable special school. The possibility of attending a special school within an area learning community may support better the existing location of some schools and provide a more acceptable sustainable approach. If special schools are embedded within their ALCs there is a greater probability that the development and integration of learning experiences and the sharing of resources will optimize the learning opportunities of learners in both special schools and mainstream.

Recommendation 11

It is recommended that the participation and contribution of special schools within ALCs continues to be developed and enhanced.

Finding 12

20. If schools are to have a wider age range and meet the needs of children with diverse needs, it is recognised that this can be delivered, built on the experiences of special schools in the north who are already part of this revised model of delivery. The review team recognises that this will necessitate:

- building the skills and capacity of staff in special schools to meet more complex needs;
- developing the leadership and management of special schools to lead change within and beyond their schools; and
- implementing change over time within a planned and agreed framework for implementation to ensure parental confidence in the revised process.

Recommendation 12

Under the revised model of delivery, the ELBs implement a phased and managed process in terms of placement of pupils within the revised arrangements, ensuring that all training needs of staff are addressed as part of the planning process.

Concluding Remarks

Special schools have an important part to play in meeting the needs of learners with SEN. We must not, however lose sight, of the fact that the emphasis is on meeting the needs of children and maximising their potential in providing for their education. In determining what role special schools might play in achieving best practice for learners with complex SEN, we should consider underlying principles that ensure consistency of provision within a continuum of support for all learners. Having regard for inclusion and shared education, this review of the special school estate, set against a need to maximise the effective use of resources, makes recommendations that build upon but significantly challenge current practice. Special schools are an integral part of the broad community of education and their impact on area and shared learning will require both cultural and structural changes. In achieving this, the need for a phased approach will help a managed change in a manner that improves the capacity of all schools and respects the right of learners, professionals and parents within a regional area planning perspective.

REVIEW GROUP

Dr Clare Mangan

Dr Clare Mangan is Chief Executive of the Belfast Education and Library Board. Clare previously worked as Head of Children and Young People's Services in the Southern and Western Education and Library Boards since 2006 where she had direct involvement in relation to the development of a range of services and provisions for children and young people. This included special education services and special schools' provision.

Dr John Hunter

Dr John Hunter is Managing Inspector for special education, inclusion and alternative education. John taught in both primary and post-primary schools and is a former principal of special schools in Northern Ireland and the Republic of Ireland. John also was for a number of years tutor to specialist CPD courses in autism and severe learning difficulties at the University of Birmingham and is currently on the management board of the European Agency for Special Needs and Inclusion.

Frances Curran

Frances Curran is the head of the Special Education Team within the Department of Education.

Noreen McElroy

Noreen McElroy is a retired Principal of the former Erne Special School in Enniskillen. Erne Special School and Elmbrook Special School amalgamated in 2012 to become Willowbridge, which now caters for MLD and SLD pupils.

SPECIAL EDUCATIONAL NEEDS CATEGORIES

Cognitive and Learning

Dyslexia/Specific learning difficulties
Dyscalcula
Dyspraxia/Development coordination disorder
Mild learning difficulties
Moderate learning difficulties
Severe learning difficulties
Profound and multiple learning difficulties
Unspecified

Social Emotional and Behavioural

Social emotional and behavioural disorder
Attention deficit disorder/Attention deficit hyperactivity disorder

Communication and Interaction

Speech and language difficulties
Autism
Asperger's

Sensory

Severe/profound hearing loss
Mild/moderate hearing loss
Blind
Partially sighted
Multi-sensory impairment

Physical

Cerebral palsy
Spina bifida and/or hydrocephalus
Muscular dystrophy
Significant accidental injury
Other (physical)

Medical Conditions/Syndromes

Epilepsy
Asthma
Diabetes
Anaphylaxis
Down
Other medical conditions/syndromes
Interaction of complex medical needs
Mental health issues

Other

Other

HISTORICAL ENROLMENTS**'MLD' Schools**

<i>Board</i>	<i>School Name</i>	<i>2010/11</i>	<i>2011/12</i>
	<i>MLD Schools</i>		
BELB	Park Education Resource Centre	140	126
NEELB	Rosstulla Special School	172	167
SEELB	Beechlawn Special School	152	161
SEELB	Brookfield Special School	119	123
SEELB	Killard House Special School	151	153
SEELB	Longstone Special School	143	152
WELB	Erne Special School	88	82
WELB	Belmont House Special School	119	125
	MLD Total	1,084	1,089
	<i>MLD & Other Schools</i>		
BELB	Greenwood House Assessment Centre	51	57
BELB	Harberton Special School	199	200
BELB	St Gerard's Education Resource Centre	167	193
	MLD & Other Schools Total	417	450
	Overall MLD Total	1,501	1,539

'MLD & SLD' Schools

<i>Board</i>	<i>School Name</i>	<i>2010/11</i>	<i>2011/12</i>
NEELB	Castletower School	261	256
WELB	Arvalee School and Resource Centre	105	112
WELB	Knockavoe School & Resource Centre	83	93
WELB	Rossmar Special School	79	85
	Total	528	546

'SLD' Schools

Table 8 - Enrolment Numbers at SLD Schools

<i>Board</i>	<i>School Name</i>	<i>2010/11</i>	<i>2011/12</i>
BELB	Glenveagh Special School	190	193
BELB	Oakwood School and Assessment Centre	104	107
NEELB	Hill Croft Special School	92	95
NEELB	Kilronan Special School	69	80
NEELB	Riverside Special School	50	46
NEELB	Roddensvale Special School	82	90
NEELB	Sandelford Special School	145	138
SEELB	Clifton Special School	118	127
SEELB	Knockevin Special School	92	89
SEELB	Parkview Special School	153	159
SEELB	Tor Bank Special School	148	157
SELB	Ceara Special School	102	102
SELB	Donard Special School	60	66
SELB	Lisanally Special School	99	98
SELB	Rathore School	122	138
SELB	Sperrinview Special School	87	94
WELB	Elmbrook Special School	46	40
WELB	Foyleview Special School	113	110
	Total	1,872	1,929

'Other' Schools

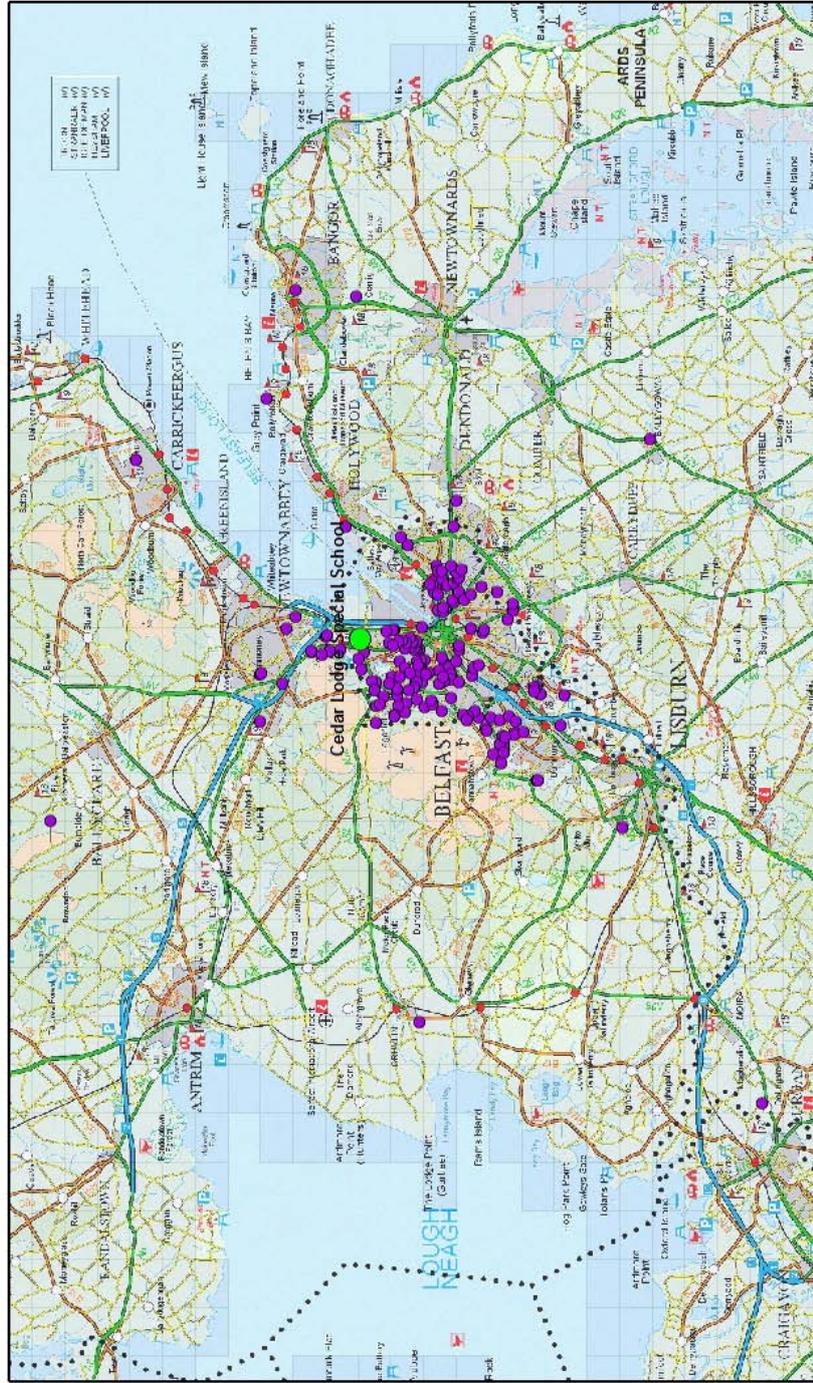
Table 9 - Enrolment Numbers at 'Other' Schools

<i>Board</i>	<i>School Name</i>	<i>School Type</i>	<i>2010/11</i>	<i>2011/12</i>
BELB	Clarawood Special School	SEBD	16	12
BELB	Cedar Lodge Special School	P&MD	177	166
BELB	Fleming Fulton Special School	PD	141	124
BELB	Mitchell House Special School	PD	86	84
NEELB	Jordanstown Special School	H&VI	45	47
NEELB	Thornfield House School	S&L	85	88
SEELB	Ardmore House Special School	Behavioural	1	8
SEELB	Lakewood Special School	Behavioural	6	6
	Total		557	535

APPENDIX 4

BELB - Special Schools

Cedar Lodge



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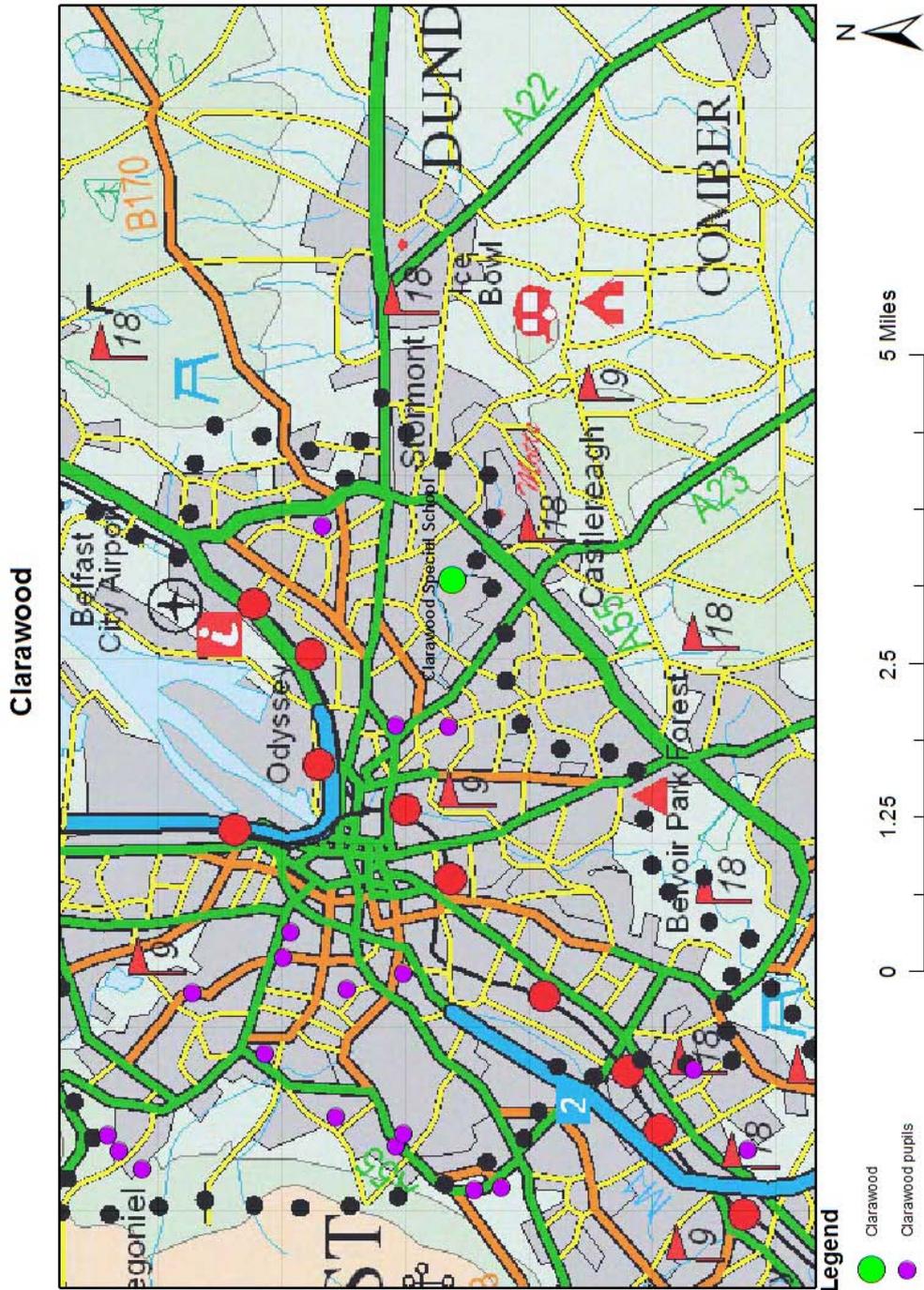
- Cedar Lodge
- Cedar Lodge pupils

20 Miles

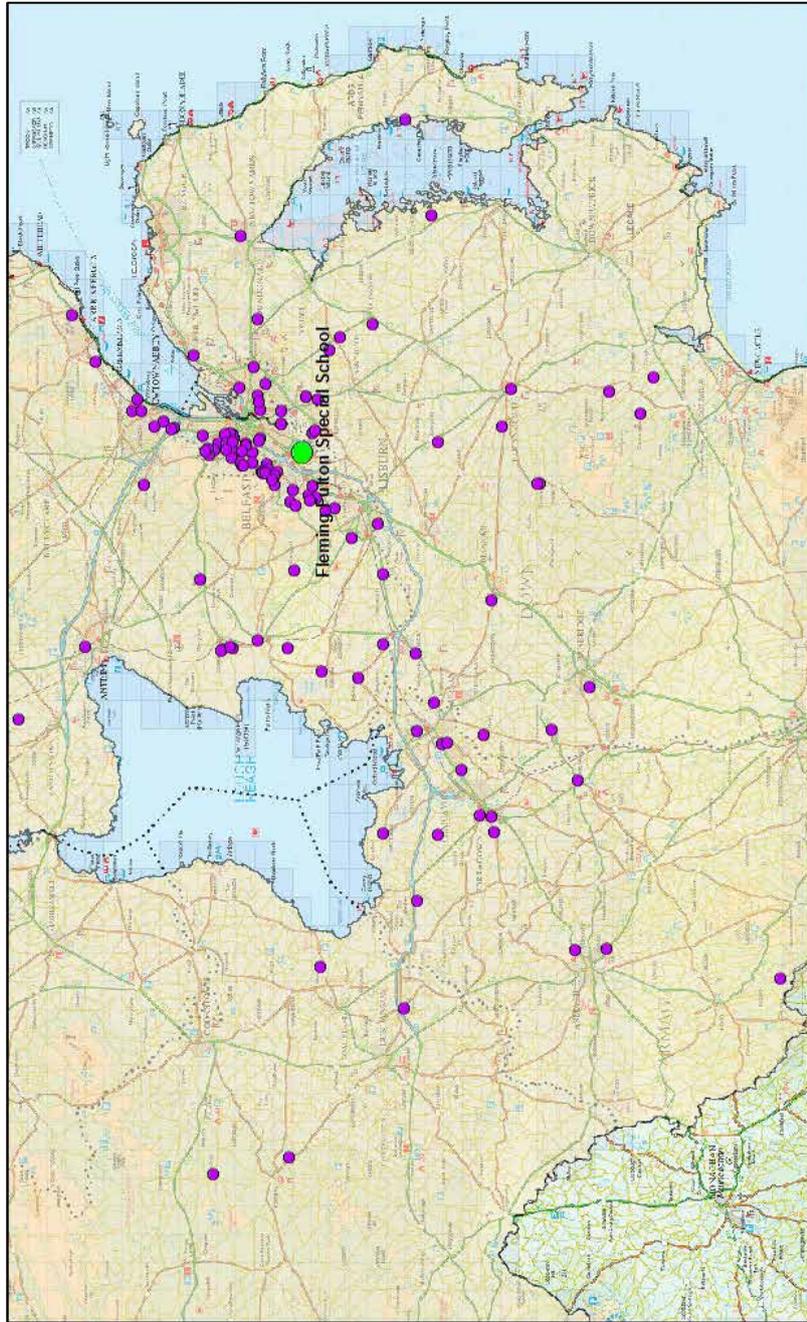
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Fleming Fulton



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- Fleming Fulton
- Fleming Fulton pupils

Glenveagh

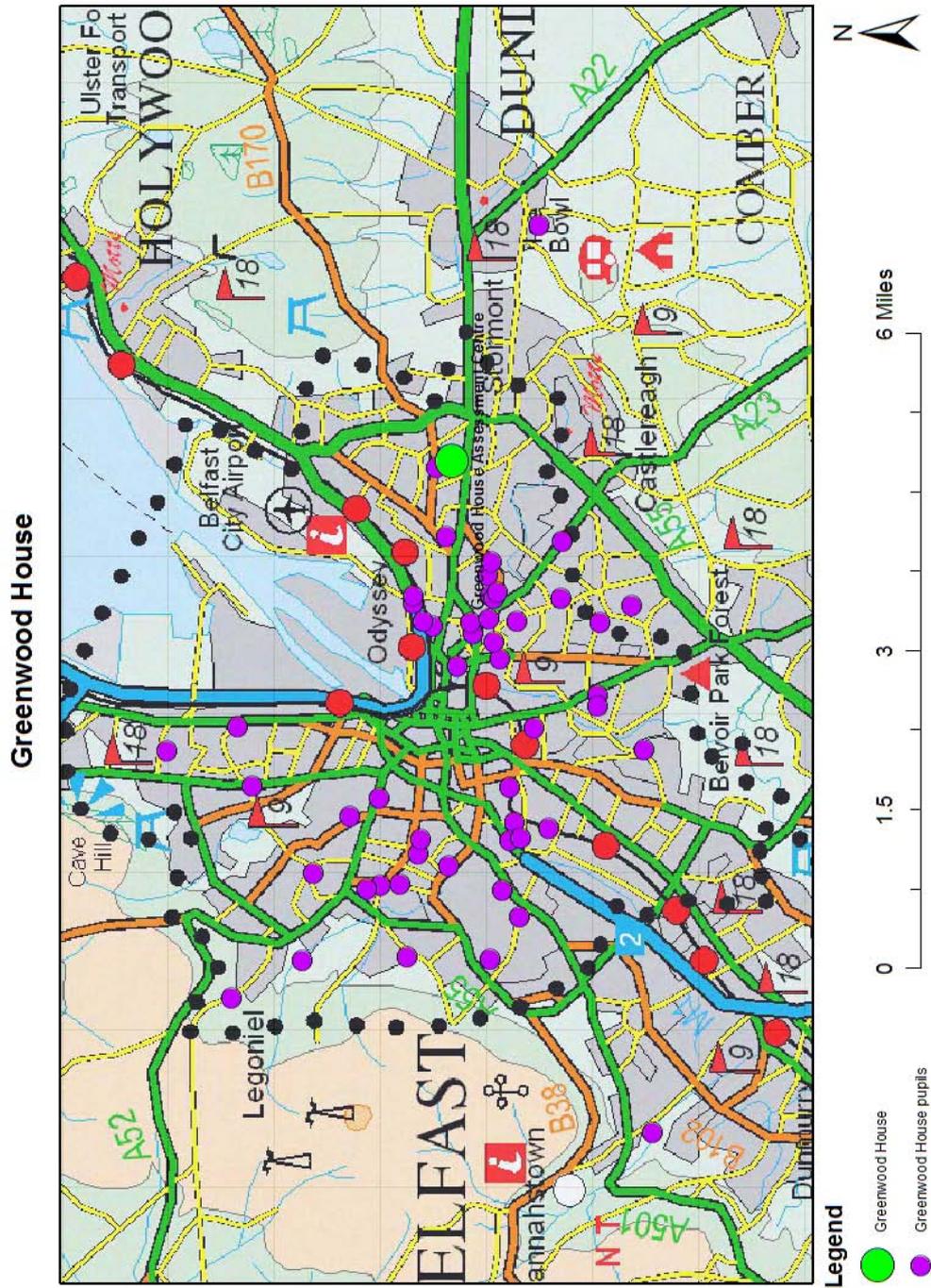


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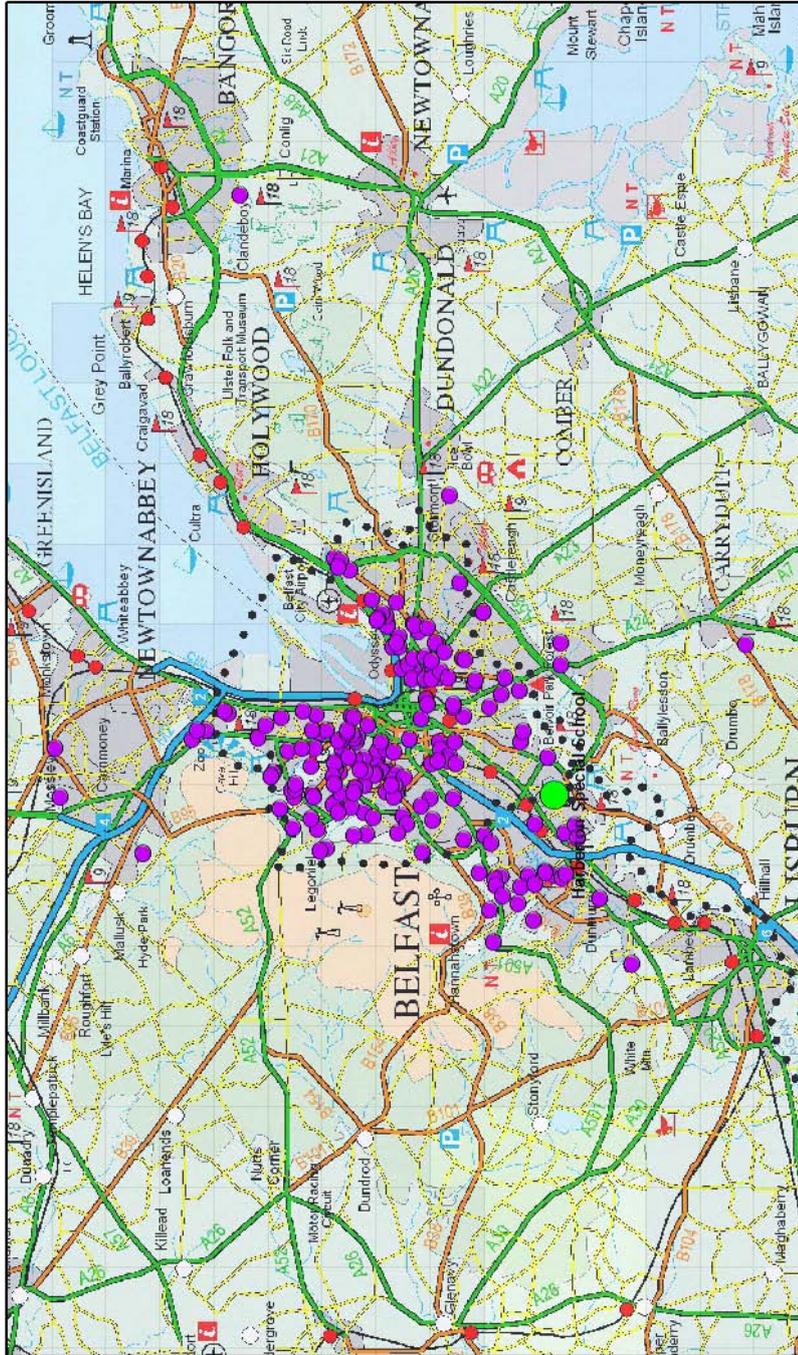
- Glenveagh
- Glenveagh pupils

0 5 10 20 Miles





Harberton

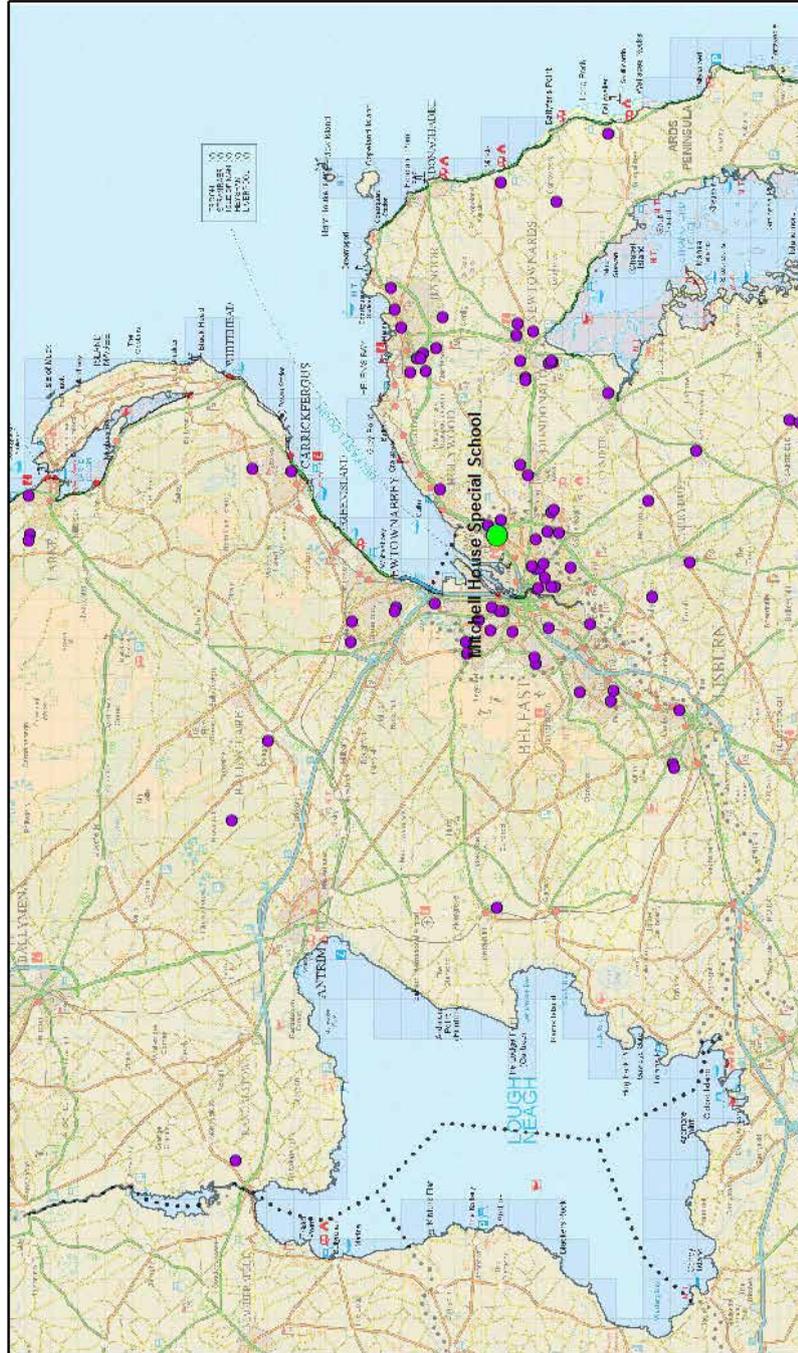


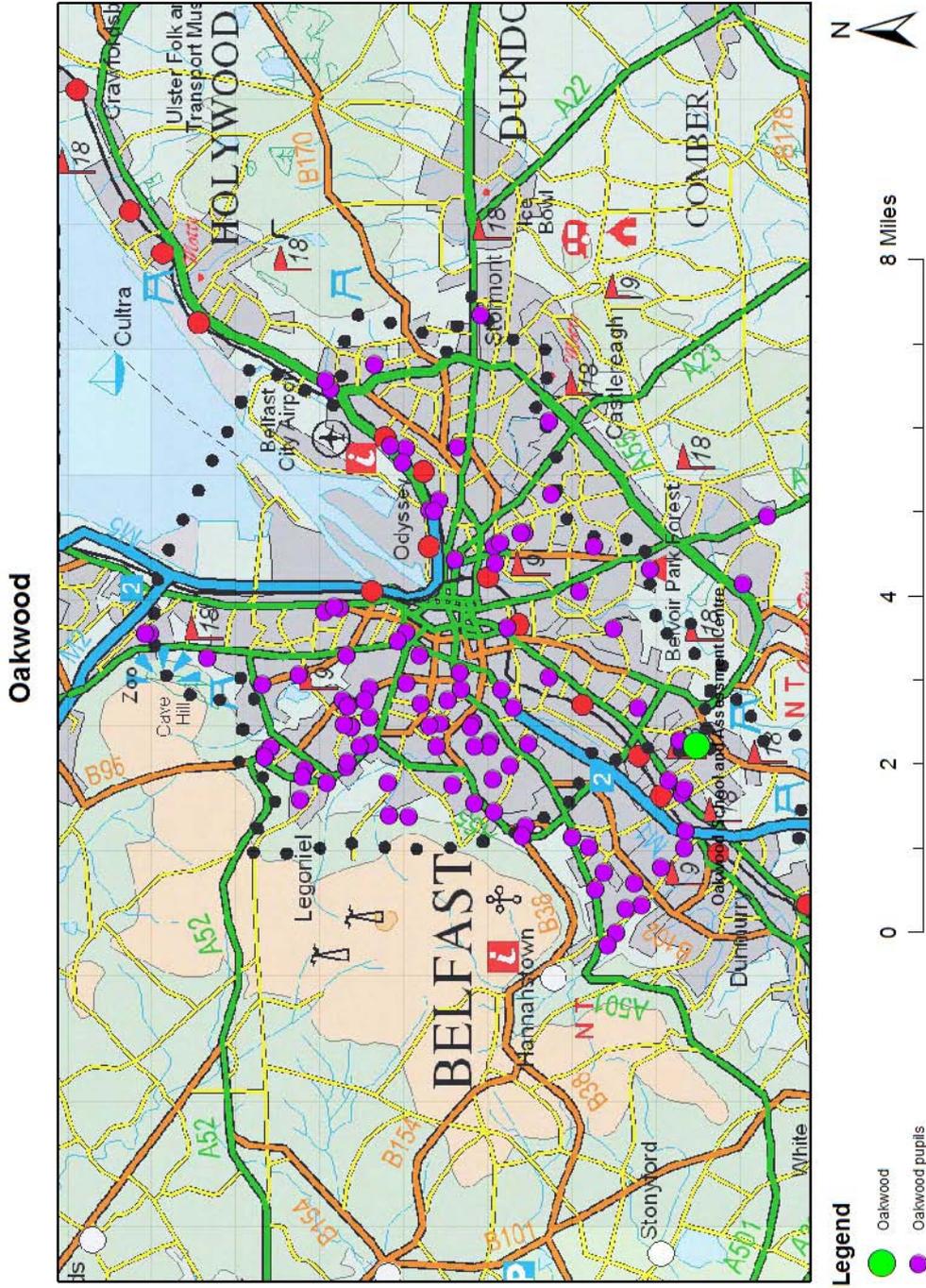
16 Miles

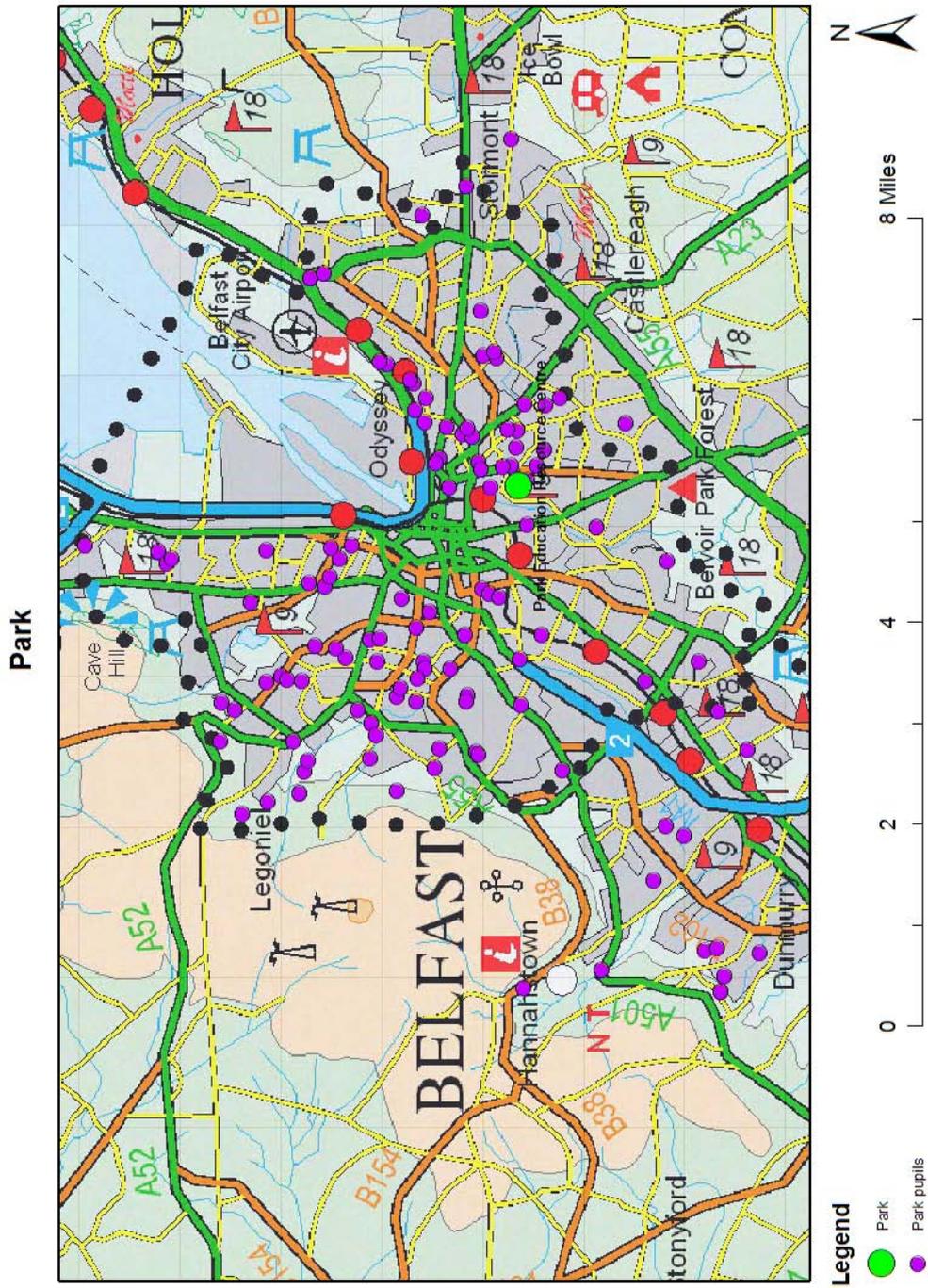
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- Harberton
- Harberton pupils

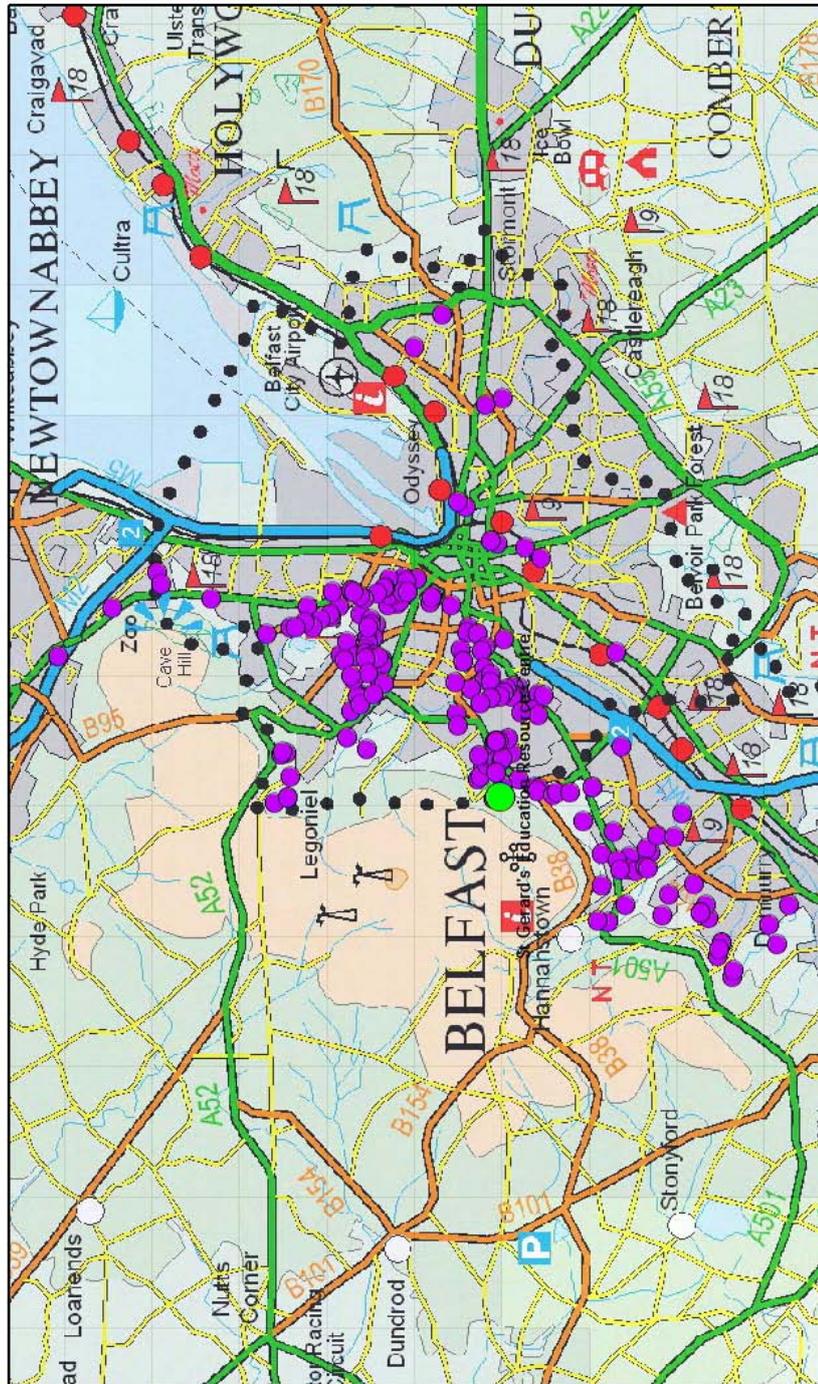
Mitchell House







St Gerard's



10 Miles

5

2.5

0

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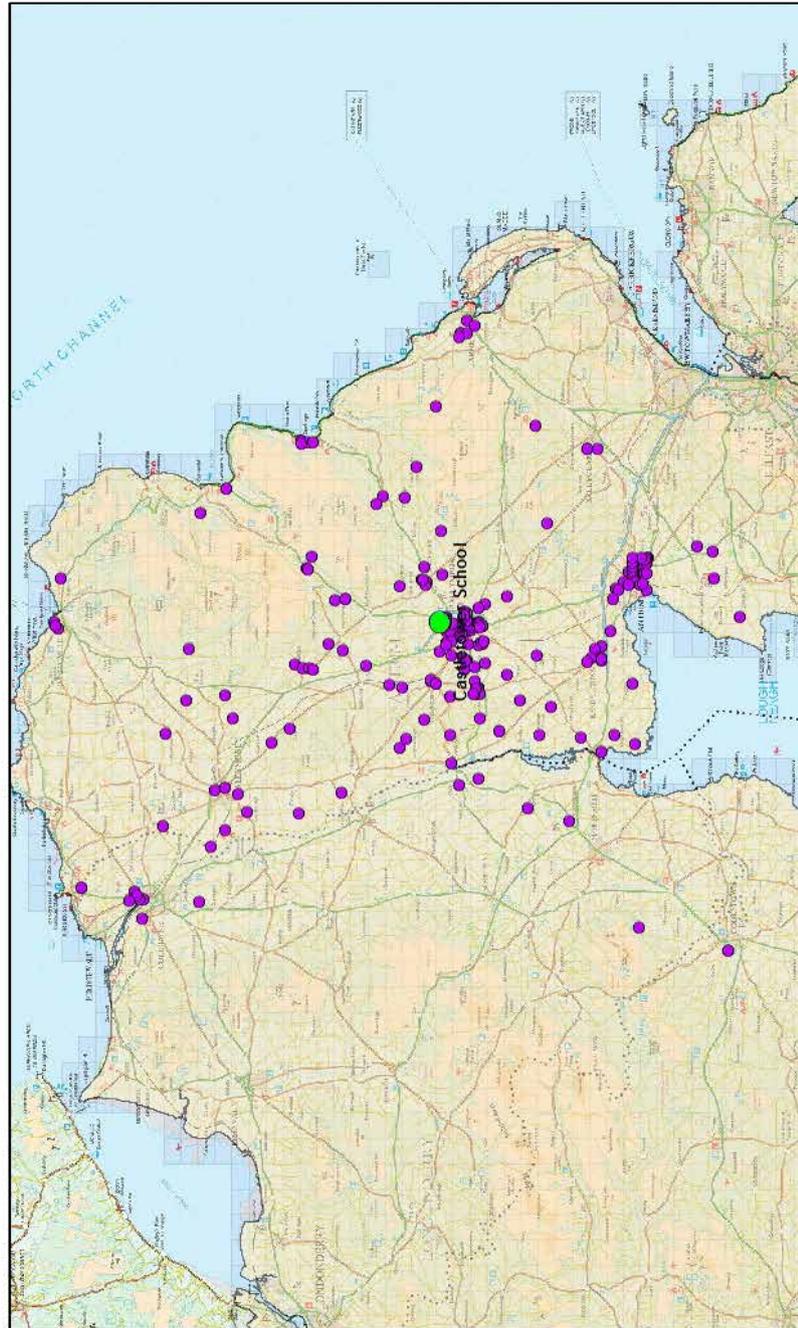
● St Gerard's

● St Gerard's pupils

APPENDIX 5

NEELB - Special Schools

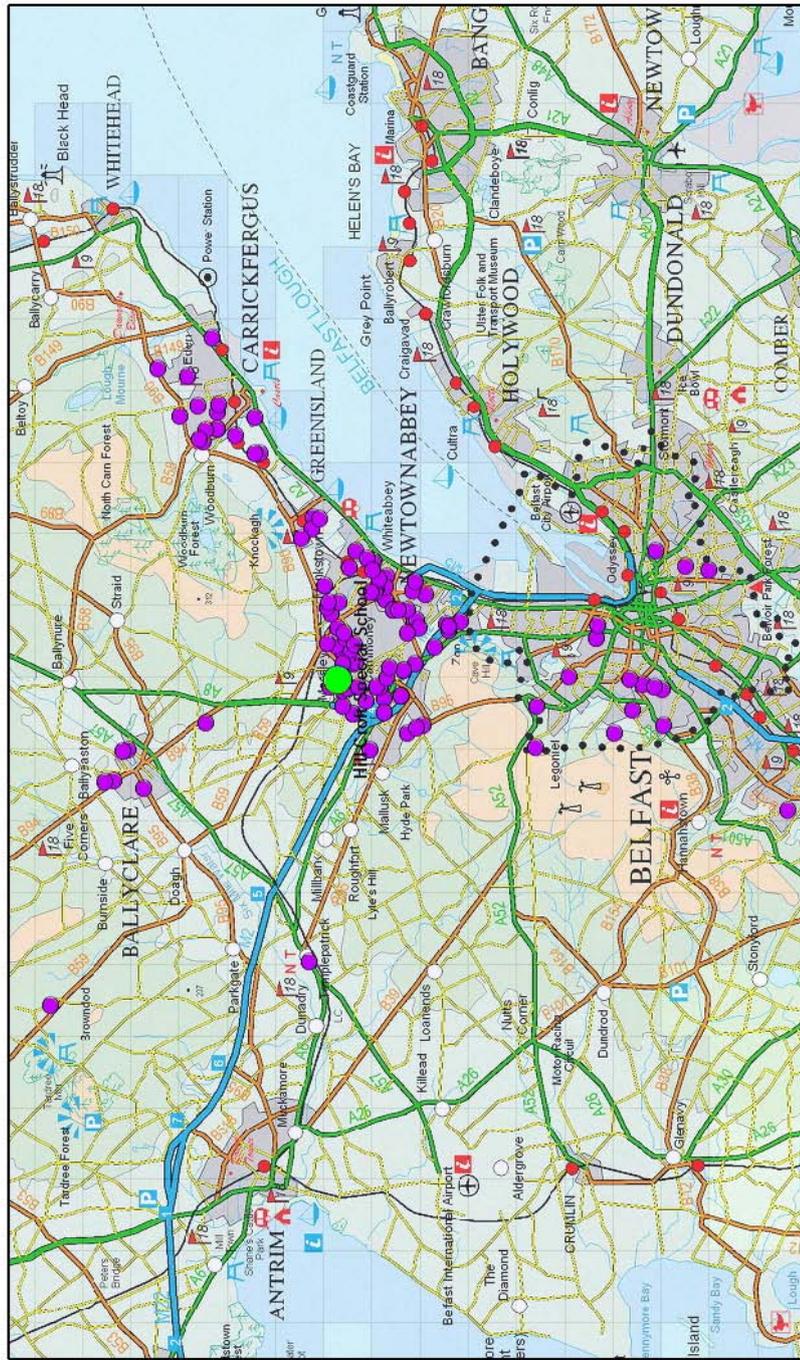
Castletower



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- Castletower
- Castletower pupils

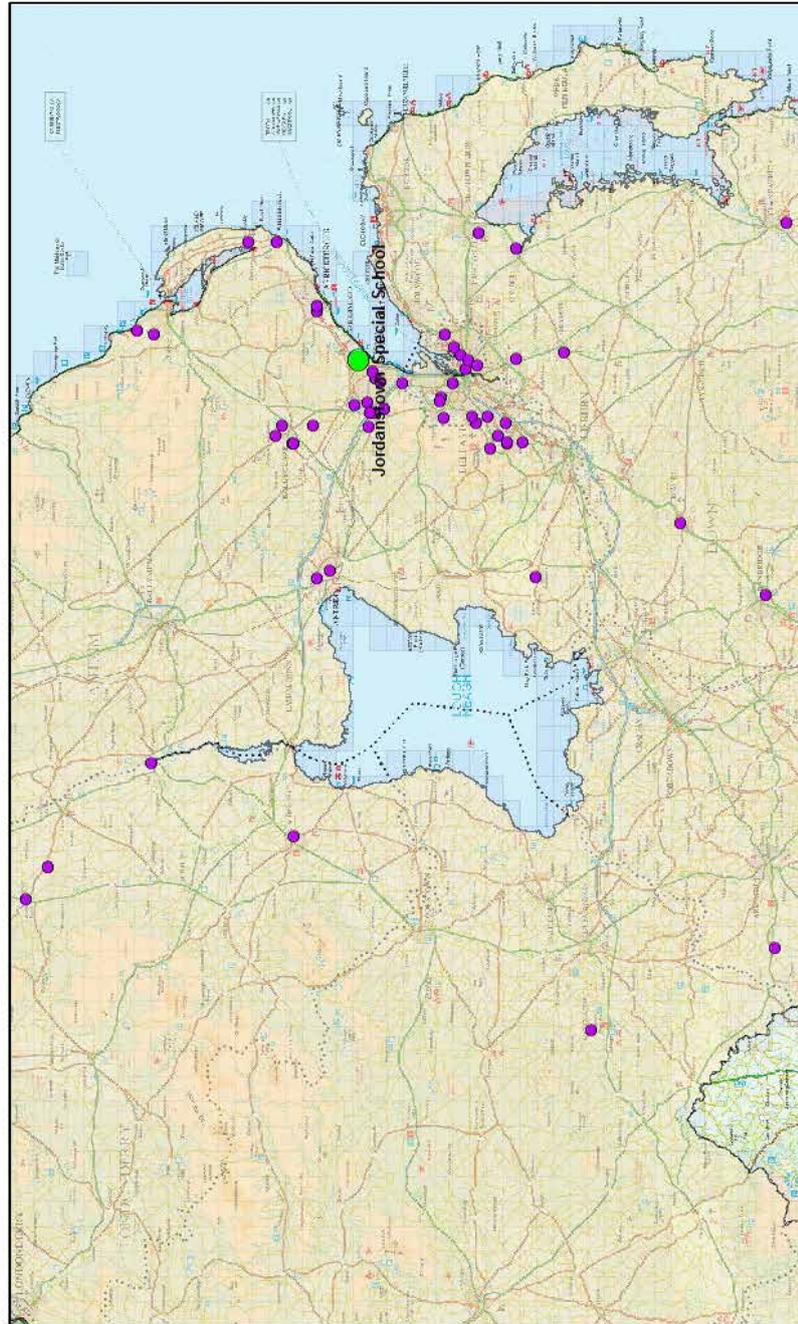
Hill Croft



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- Hill Croft
- Hill Croft pupils

Jordanstown

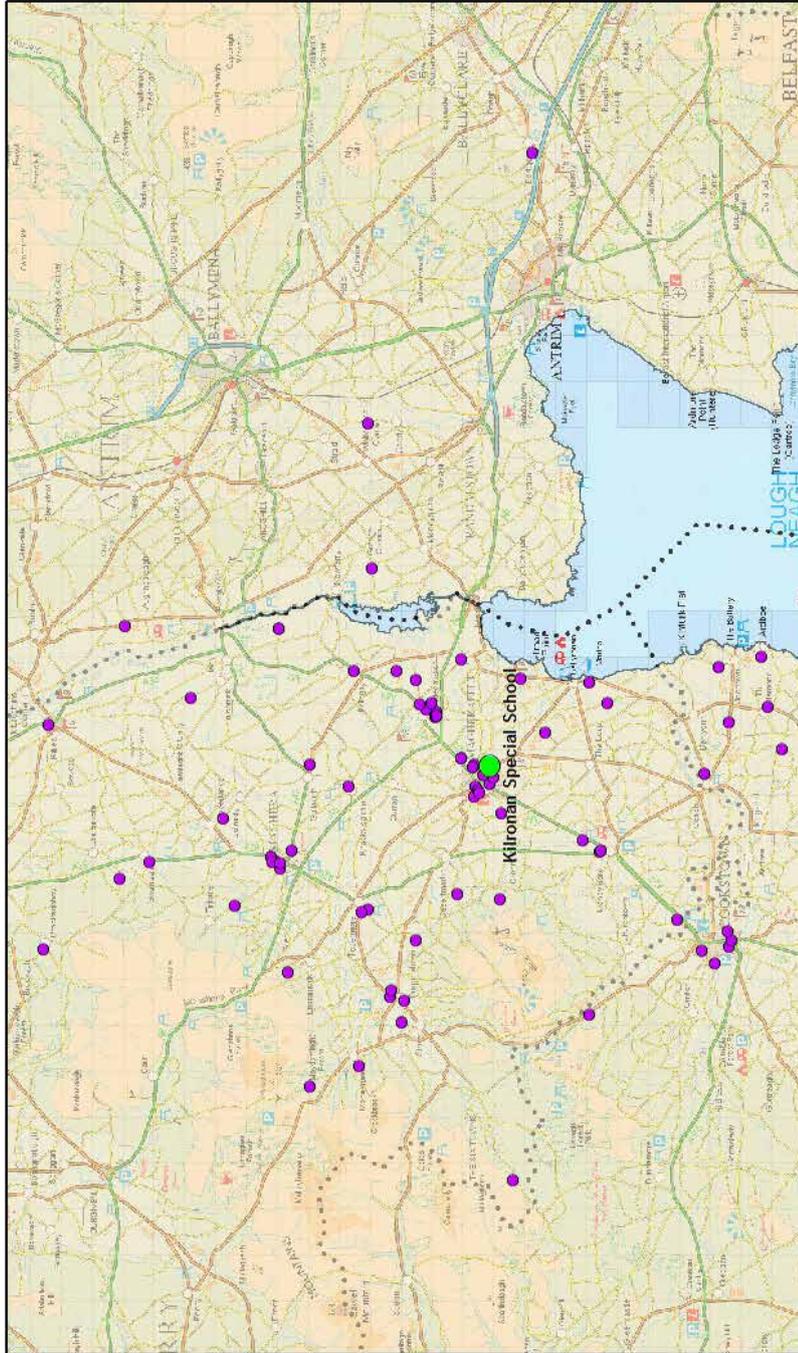


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● Jordanstown

● Jordanstown pupils

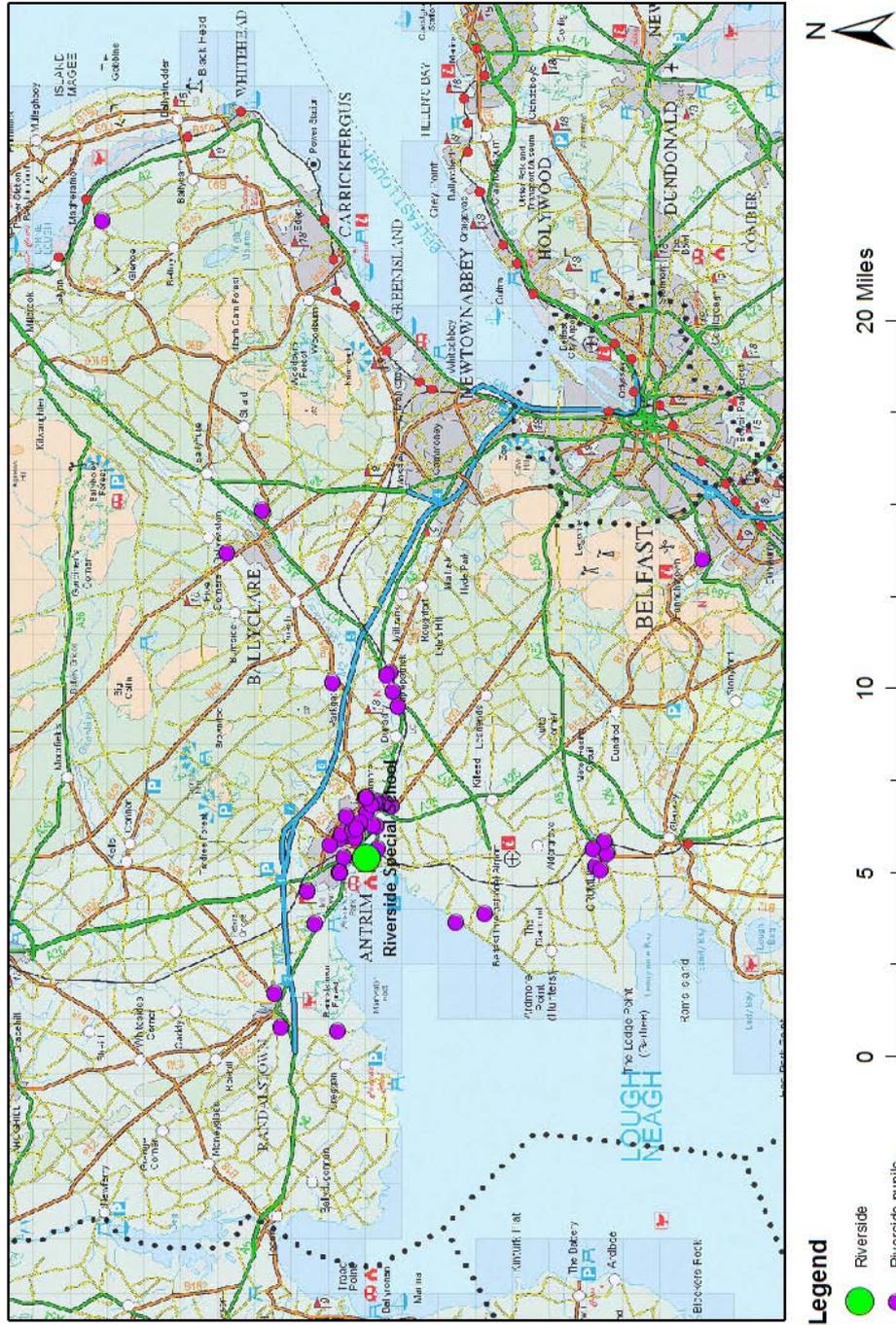
Kilronan



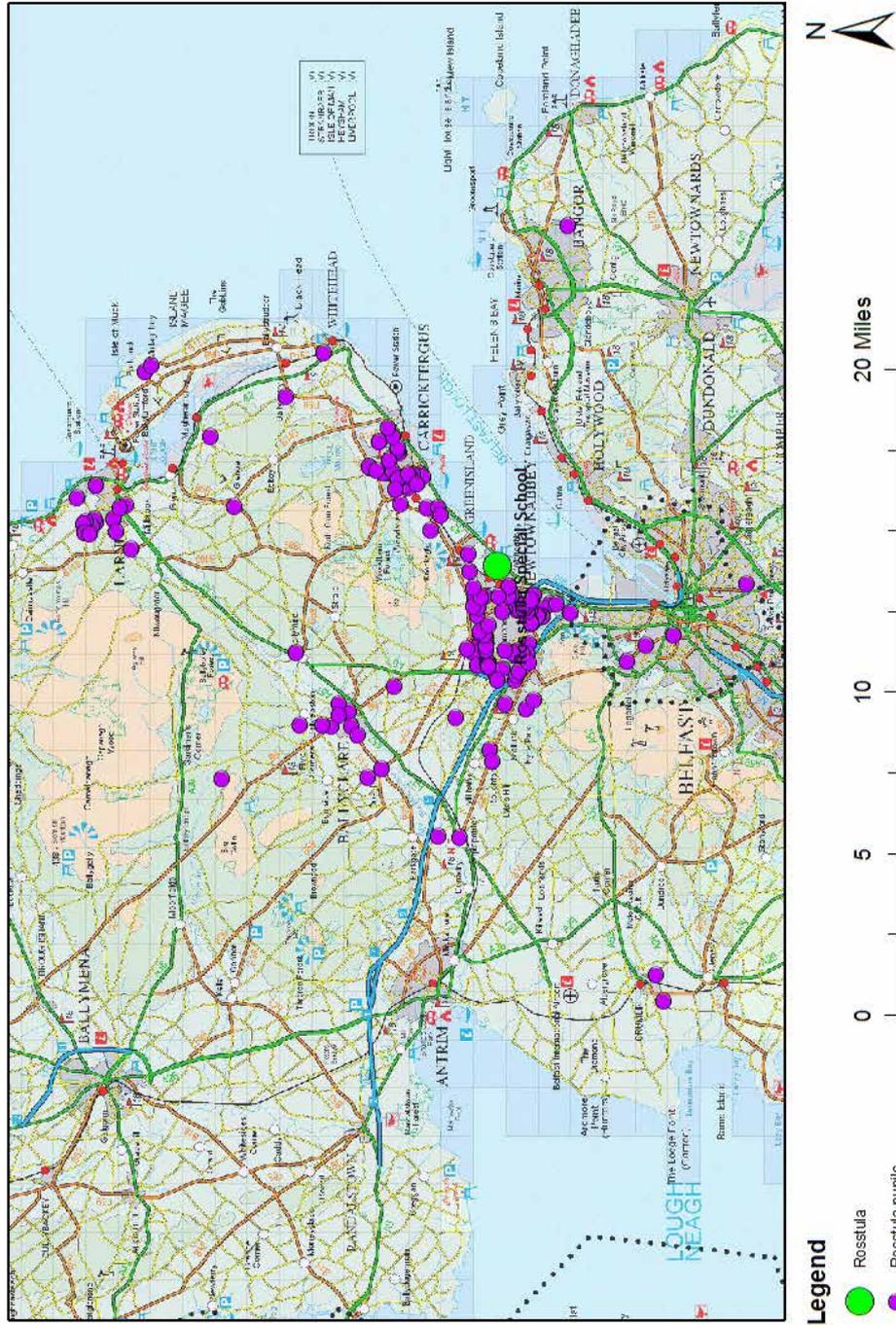
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- Kilronan
- Kilronan pupils

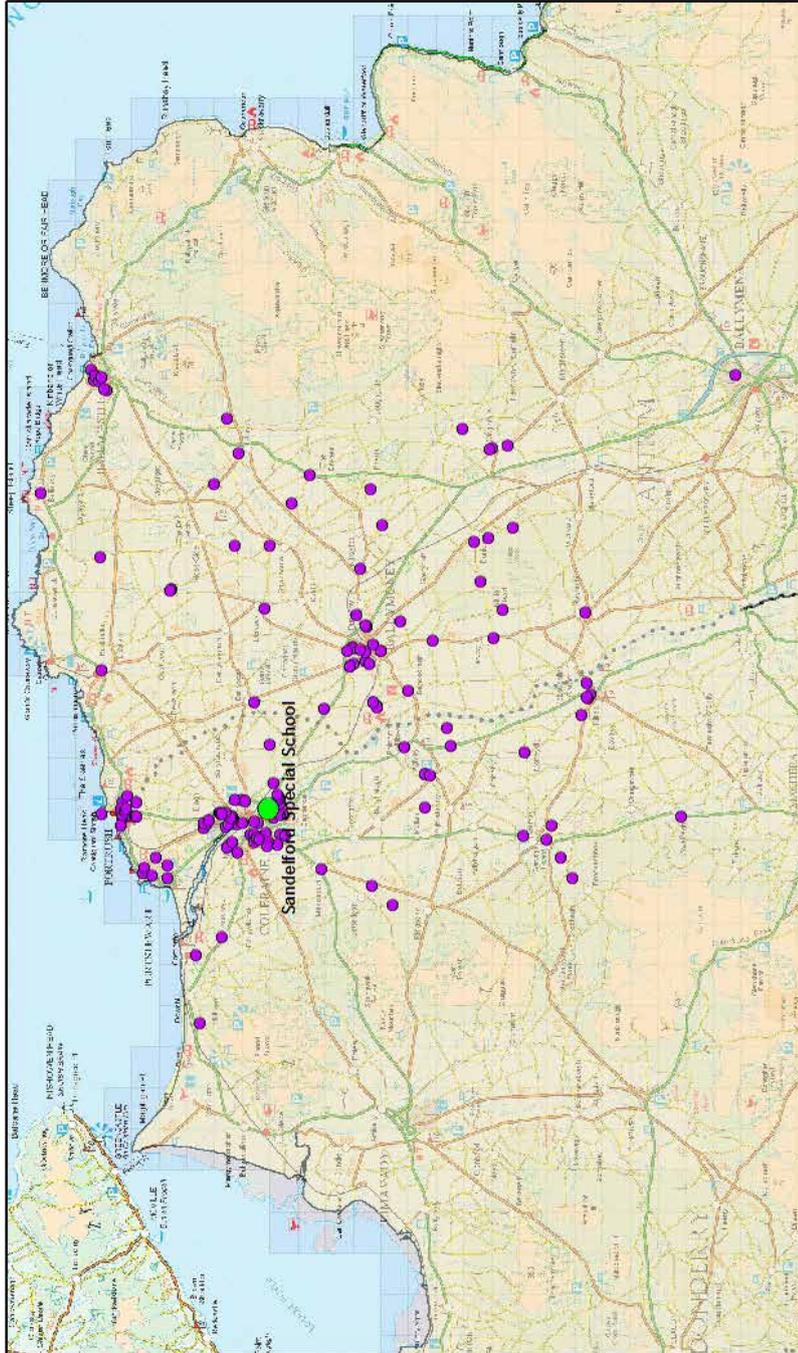
Riverside



Rosstula



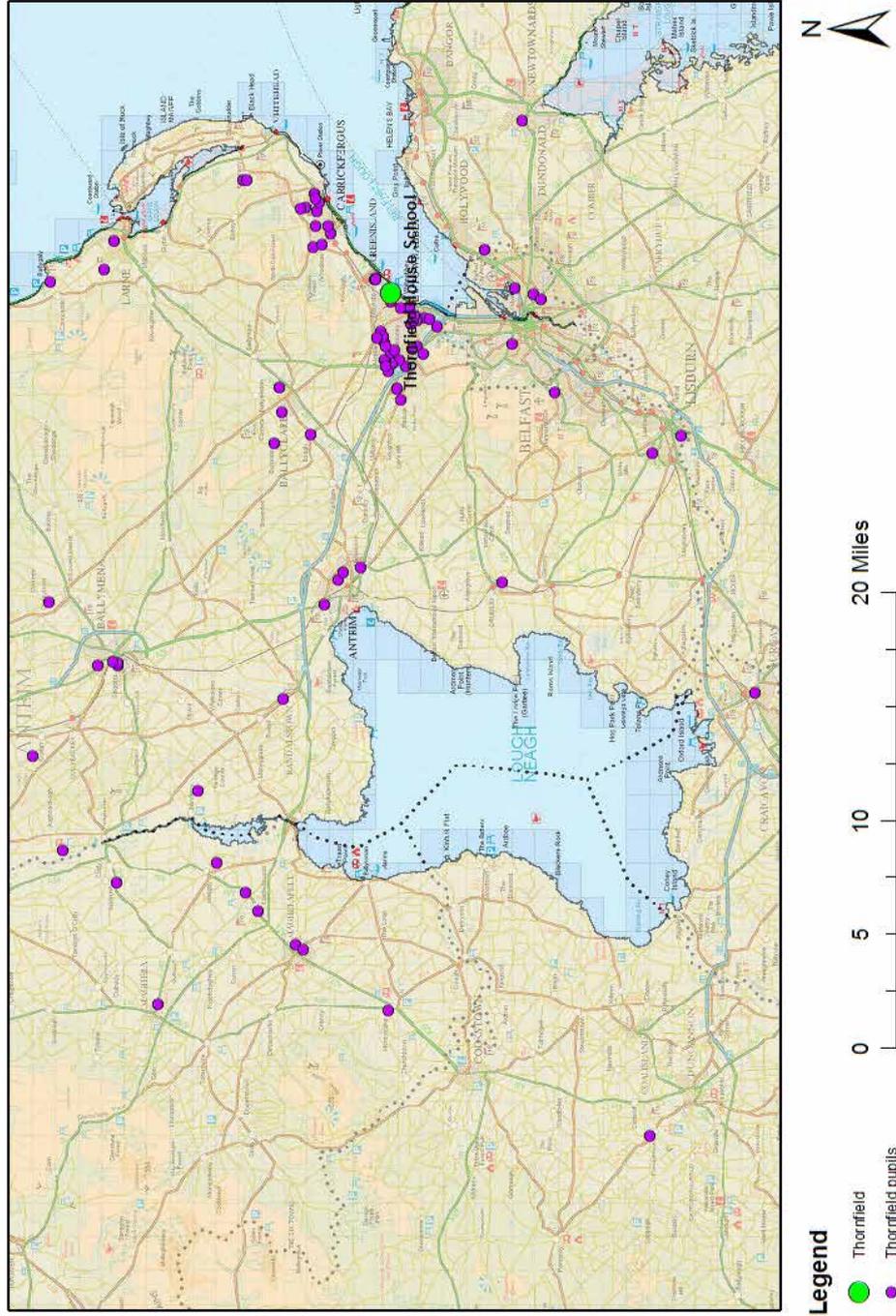
Sandelford



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- Sandelford
- Sandelford pupils

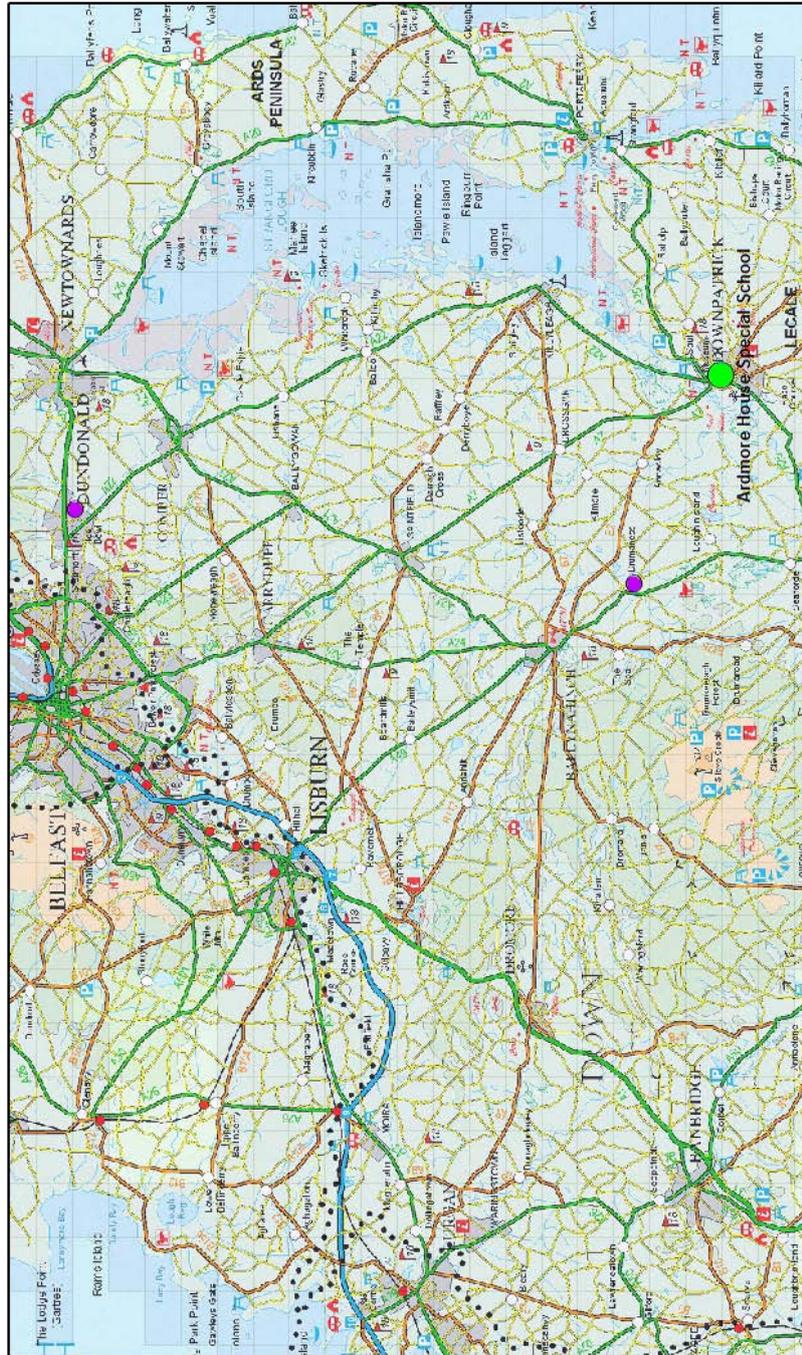
Thornfield



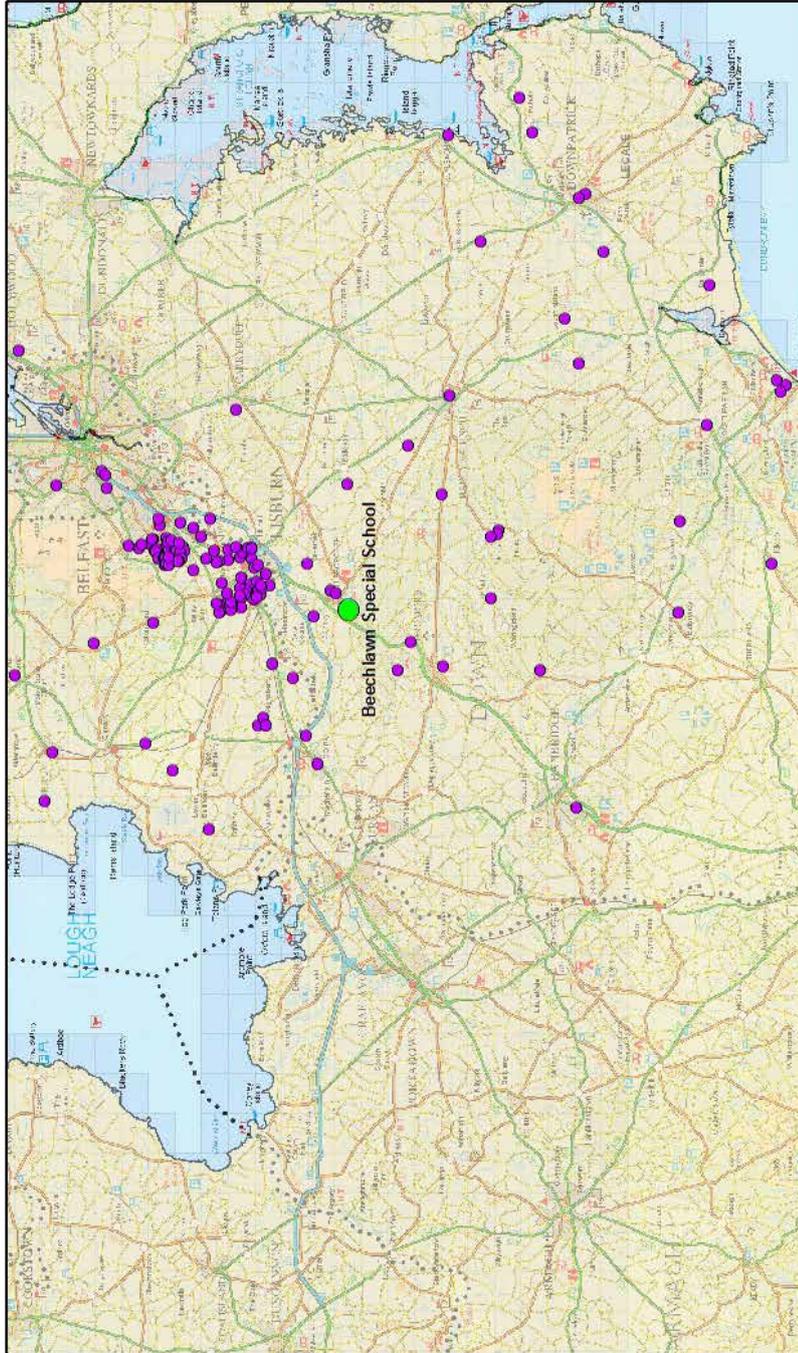
APPENDIX 6

SEELB - Special Schools

Ardmore



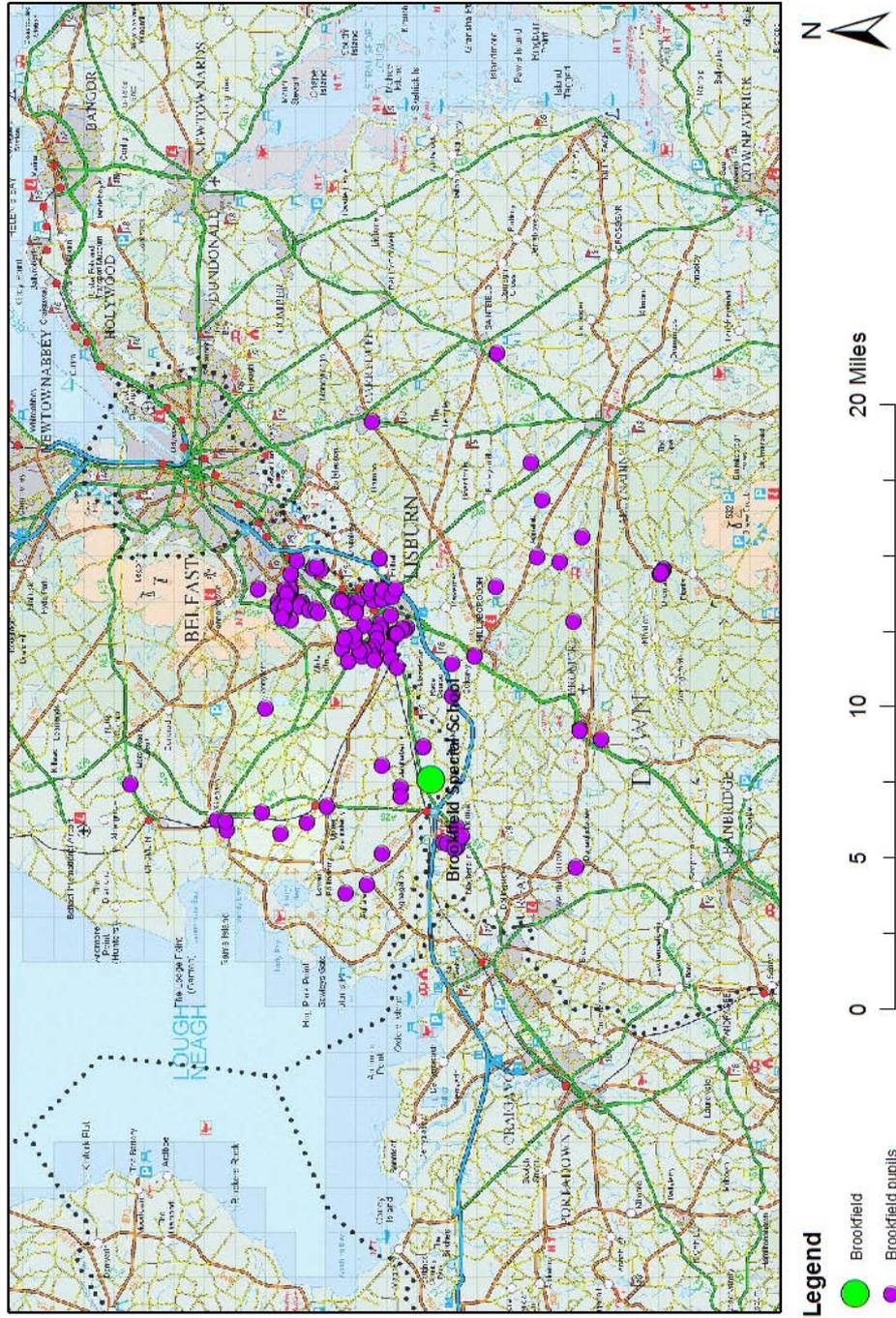
Beechlaw



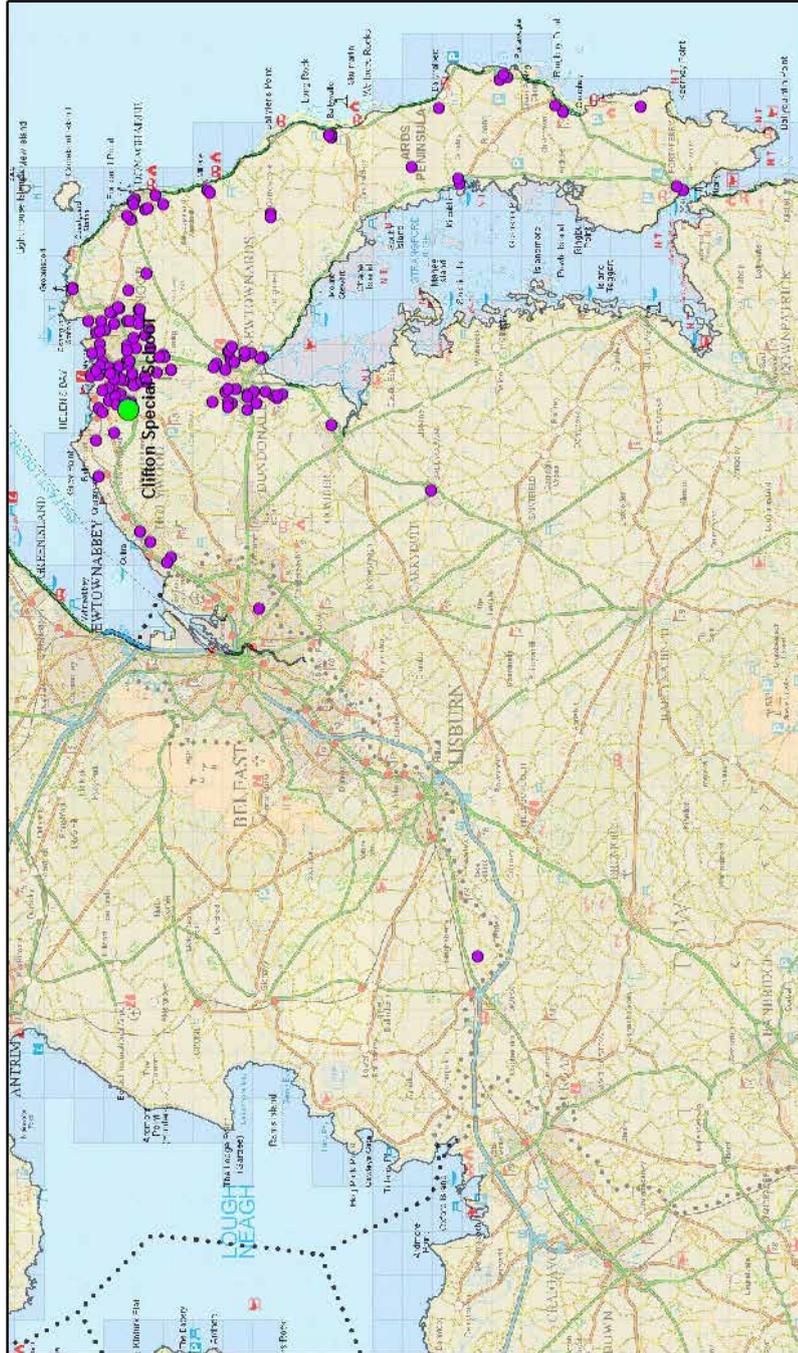
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- Beechlaw
- Beechlaw pupils

Brookfield



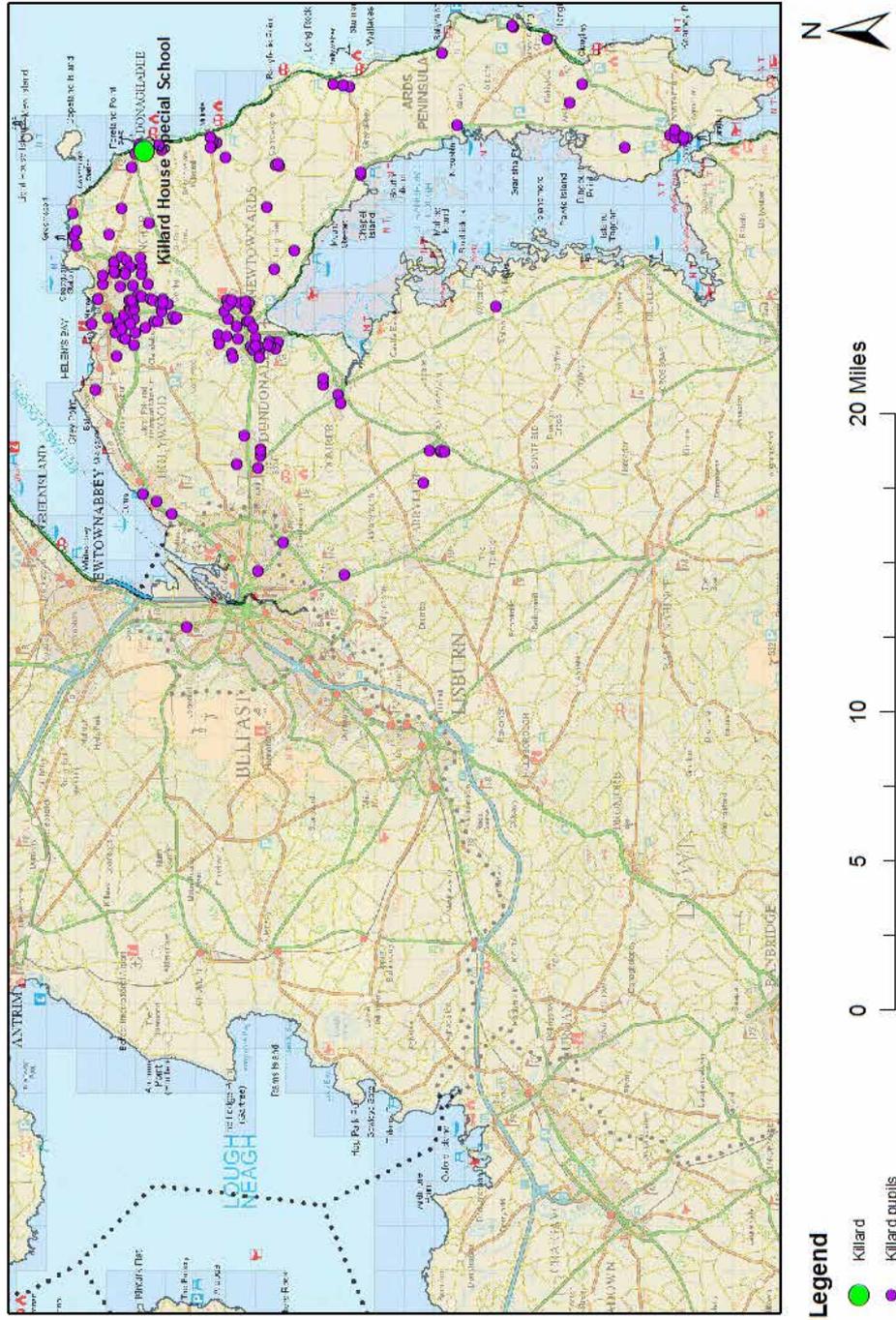
Clifton



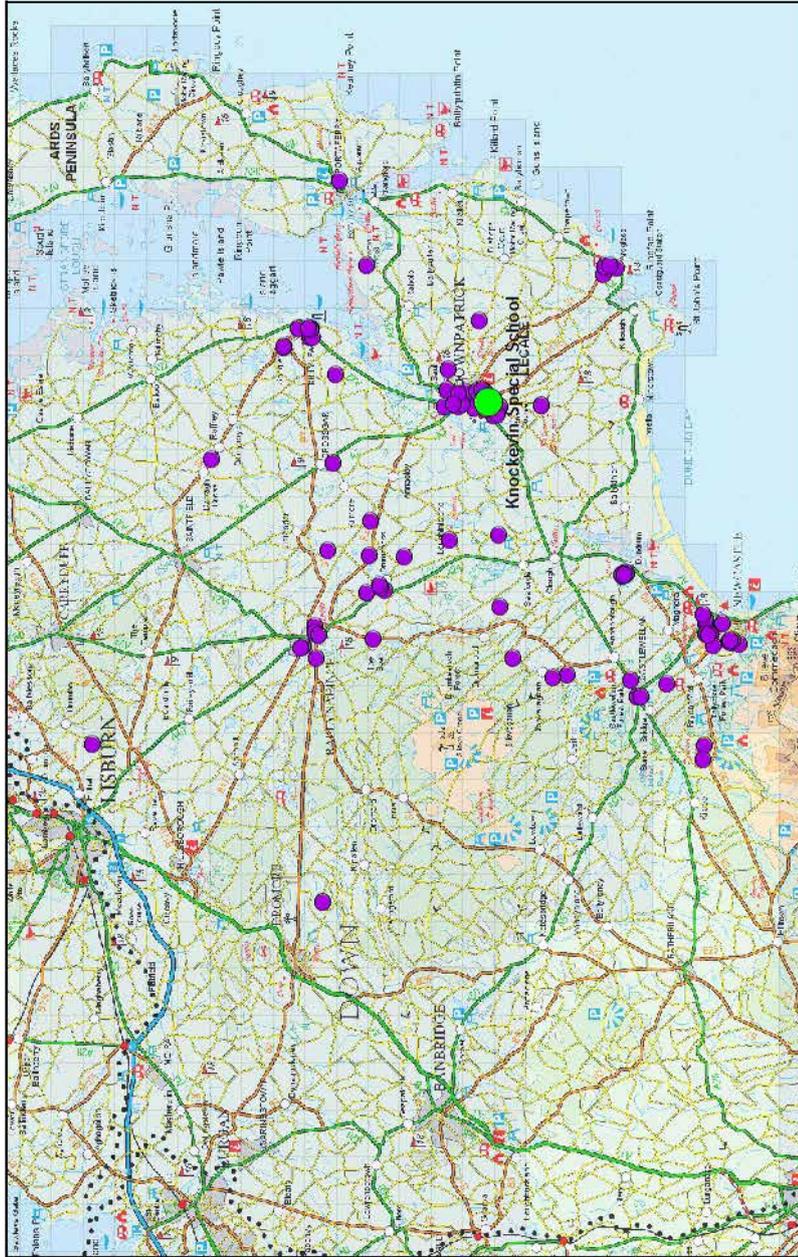
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- Clifton
- Clifton pupils

Killard



Knockevin



Legend

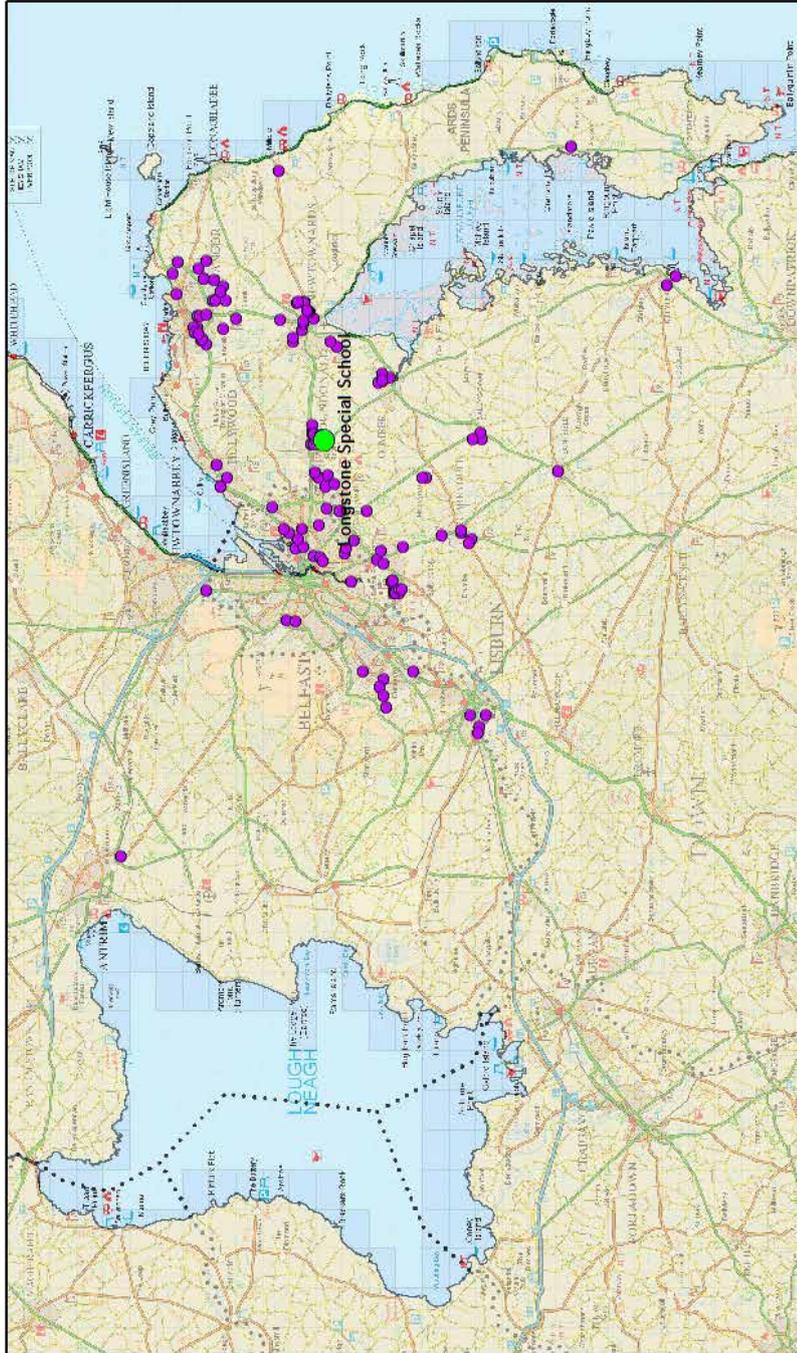
● Knockevin

● Knockevin pupils

Lakewood



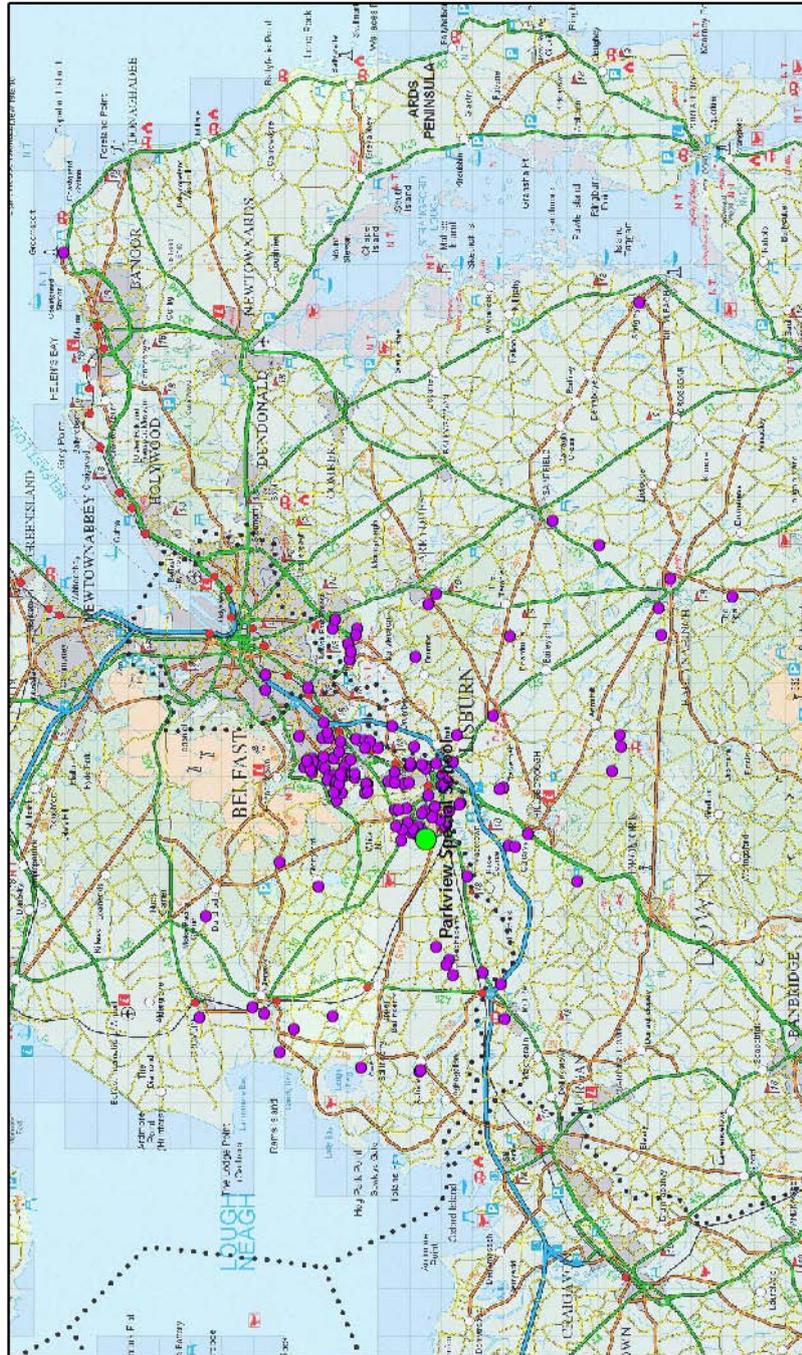
Longstone



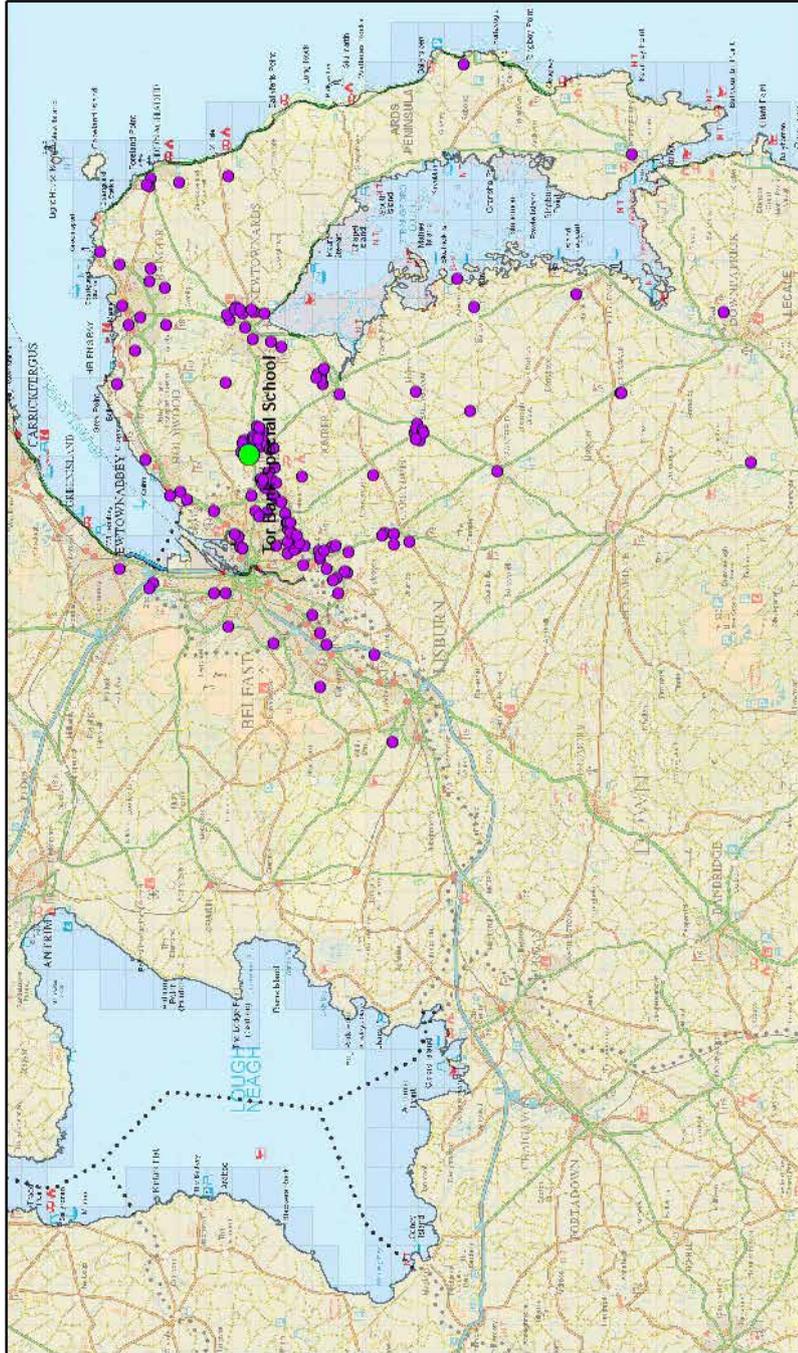
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- Longstone
- Longstone pupils

Parkview



Tor Bank



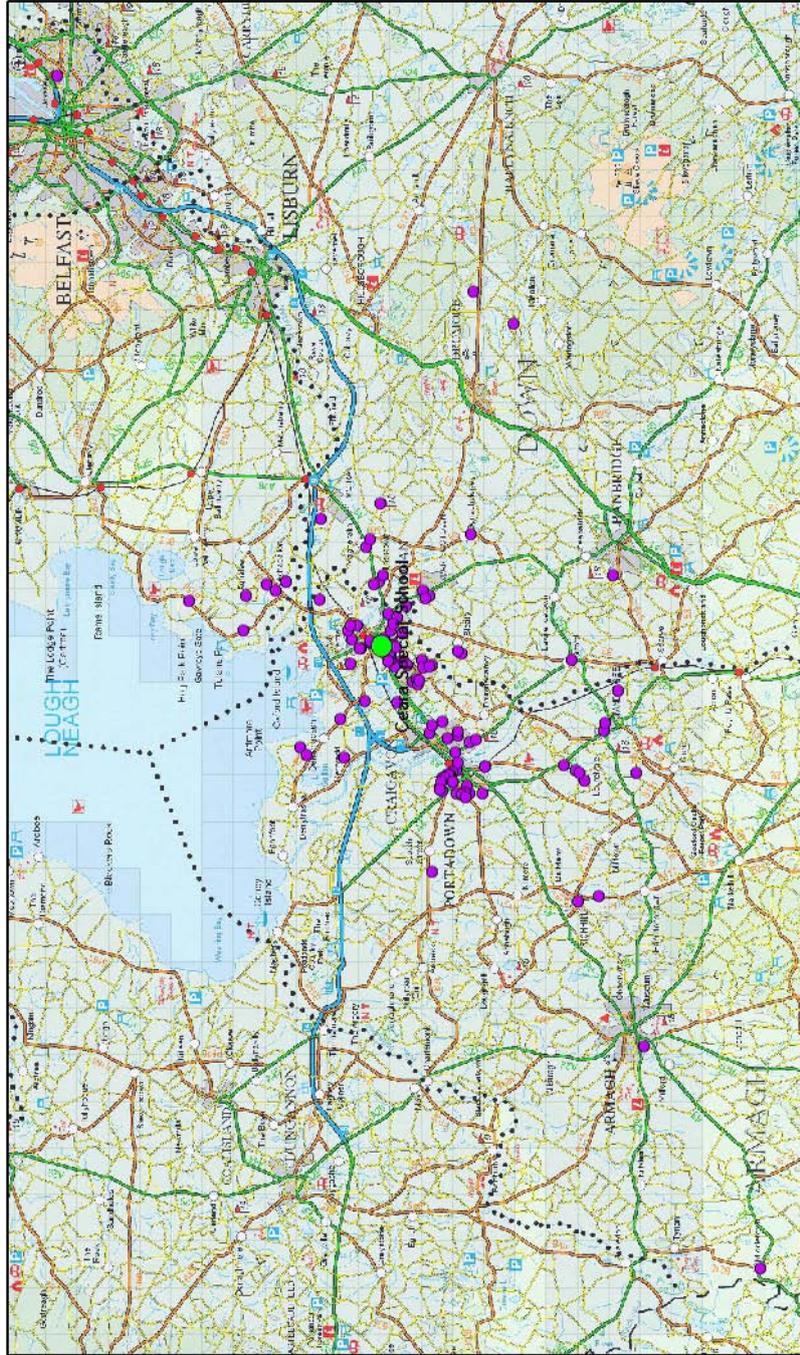
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- Tor Bank
- Tor Bank pupils

APPENDIX 7

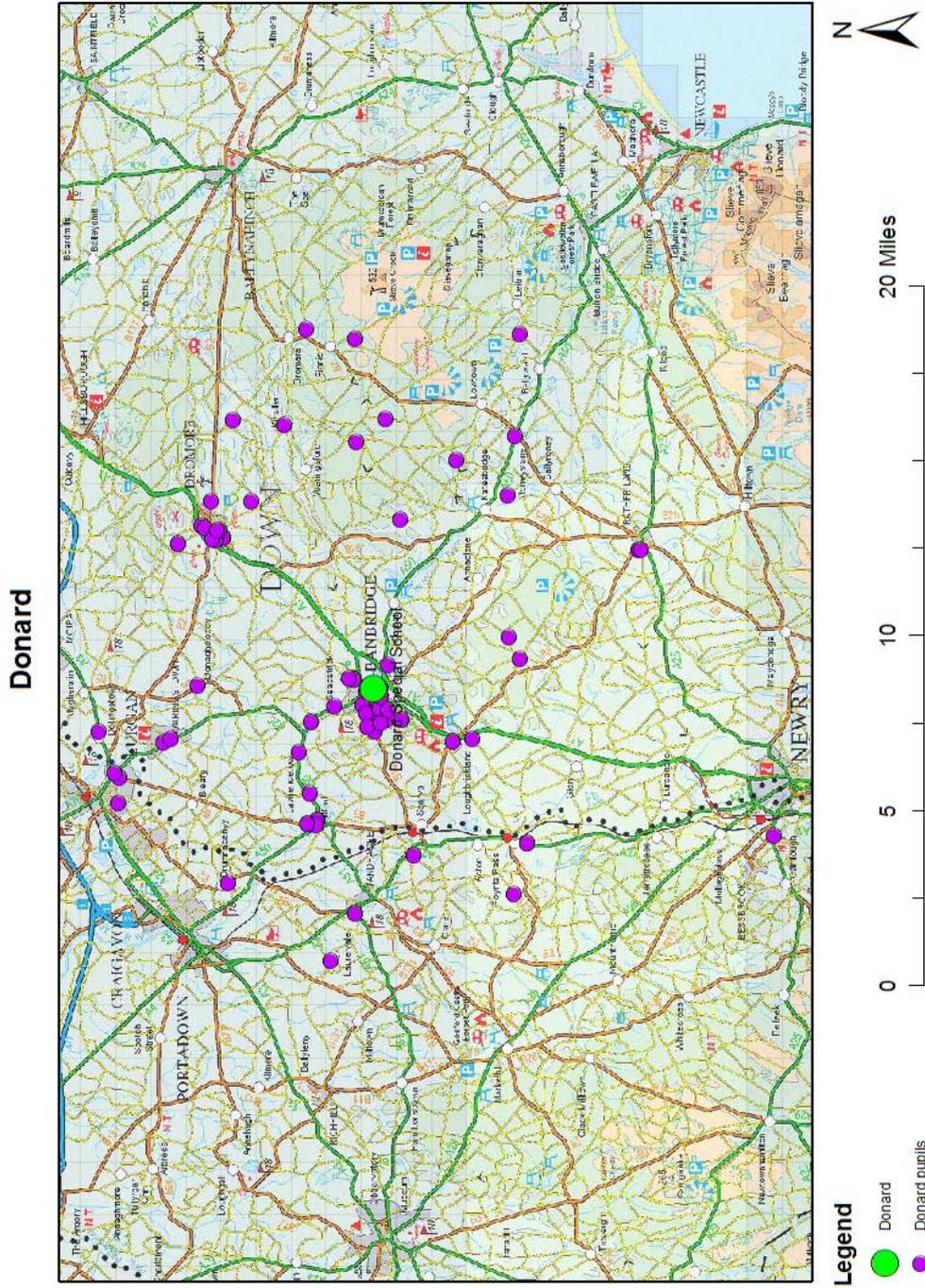
SELB - Special Schools

Ceara

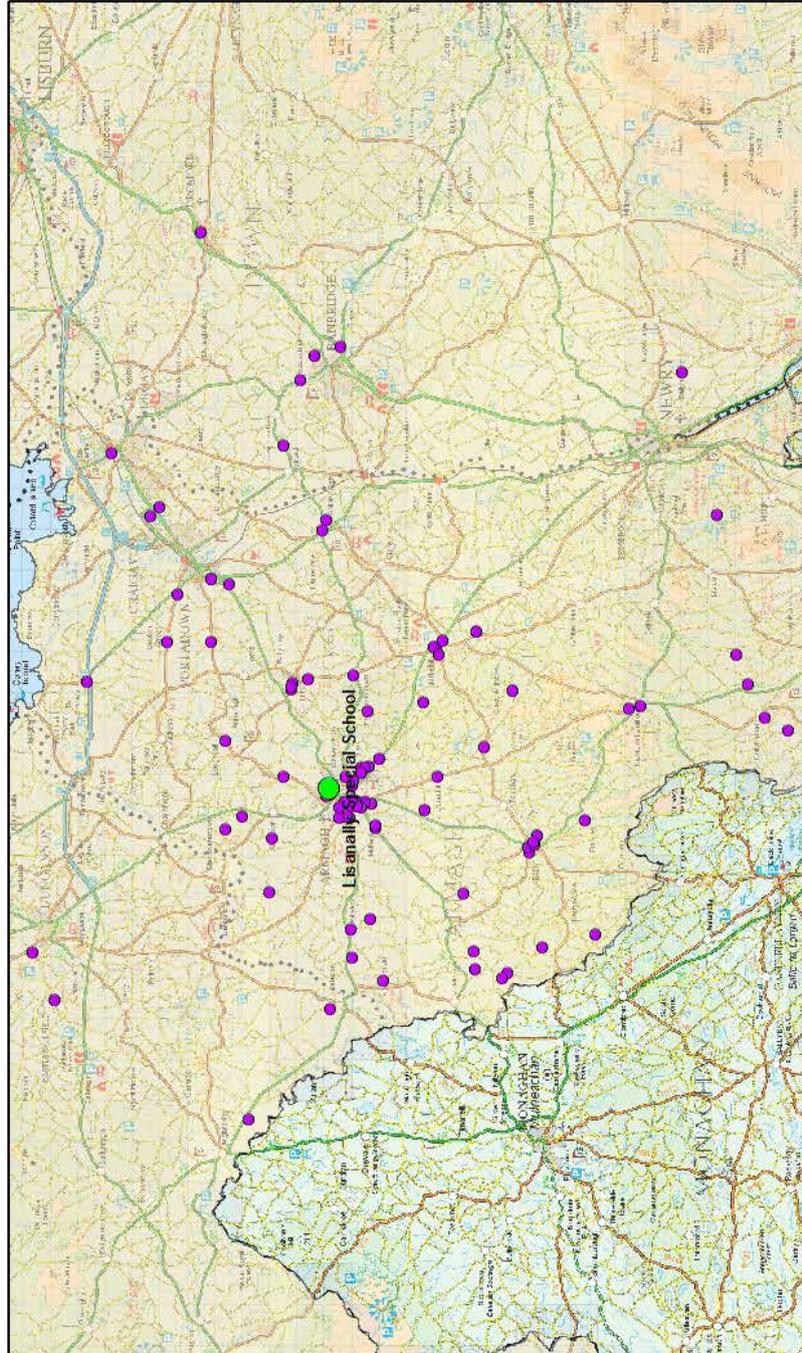


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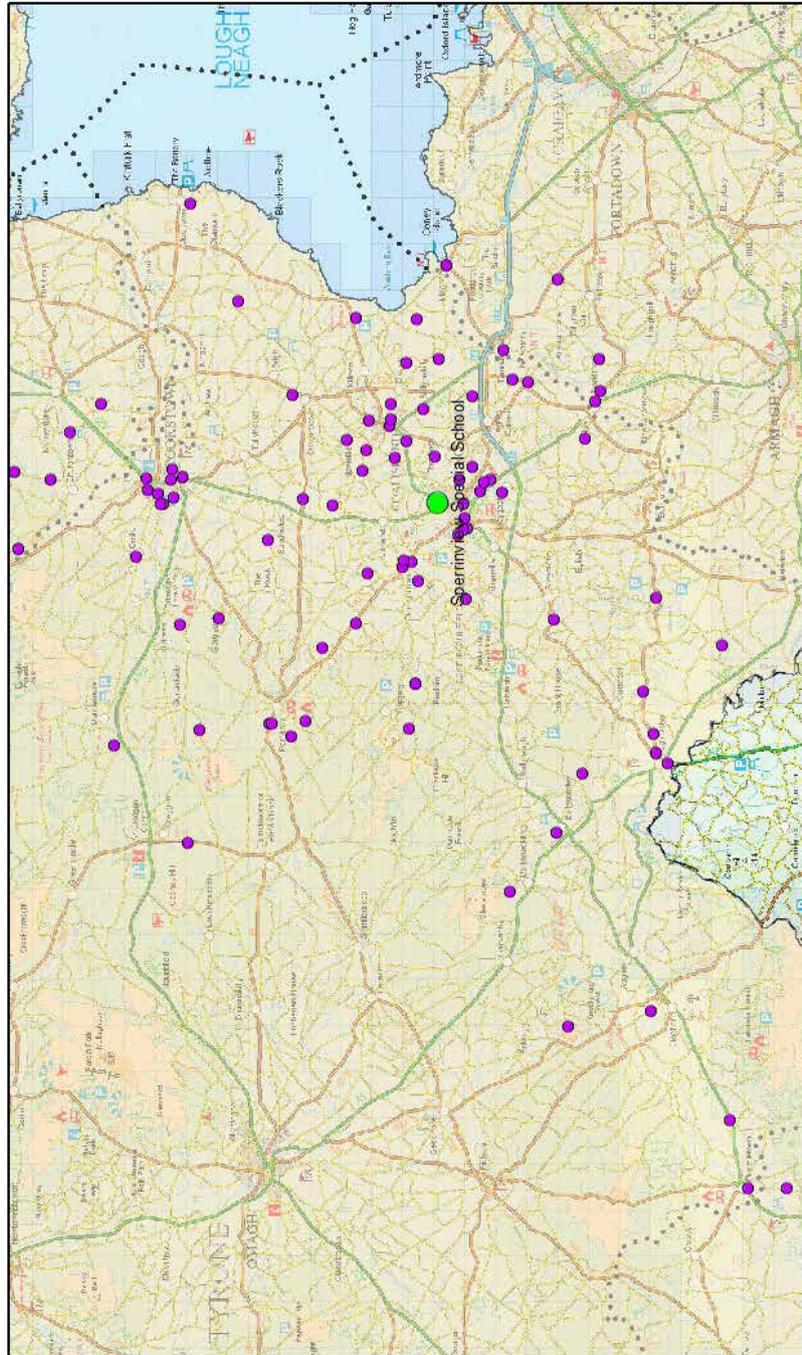
- Ceara
- Ceara pupils



Lisanally



Sperrinview



20 Miles

10

5

0

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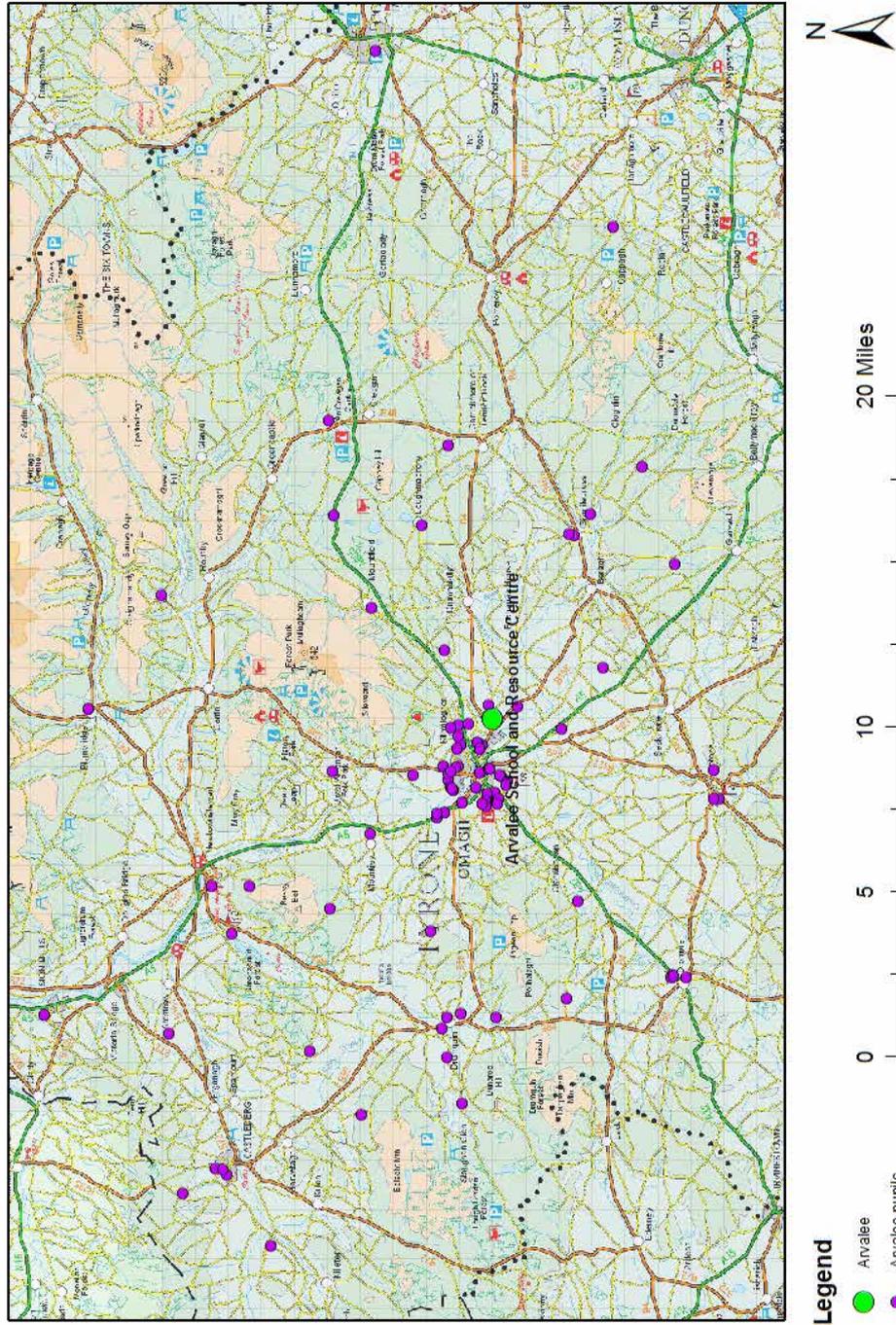
● Sperrinview

● Sperrinview pupils

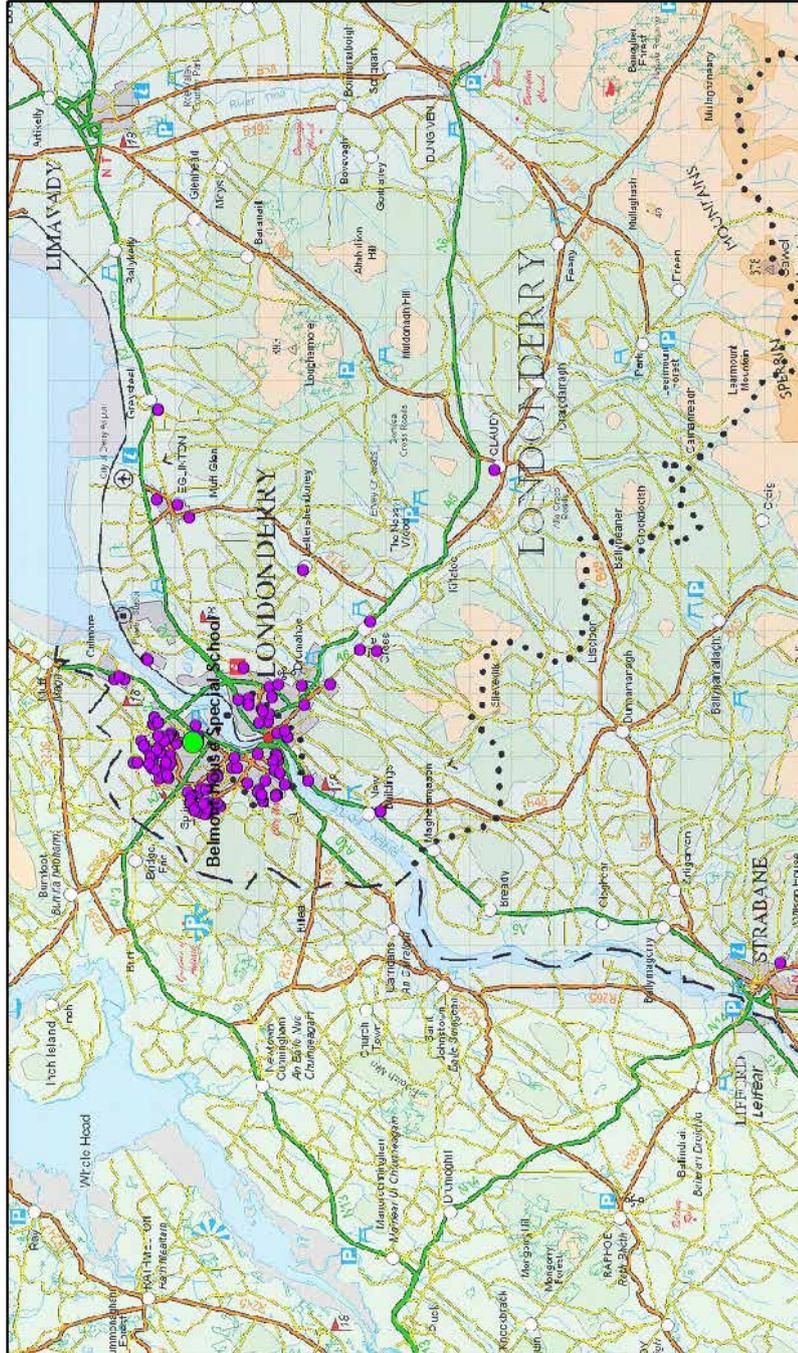
APPENDIX 8

WELB - Special Schools

Arvalee



Belmont House



20 Miles

10

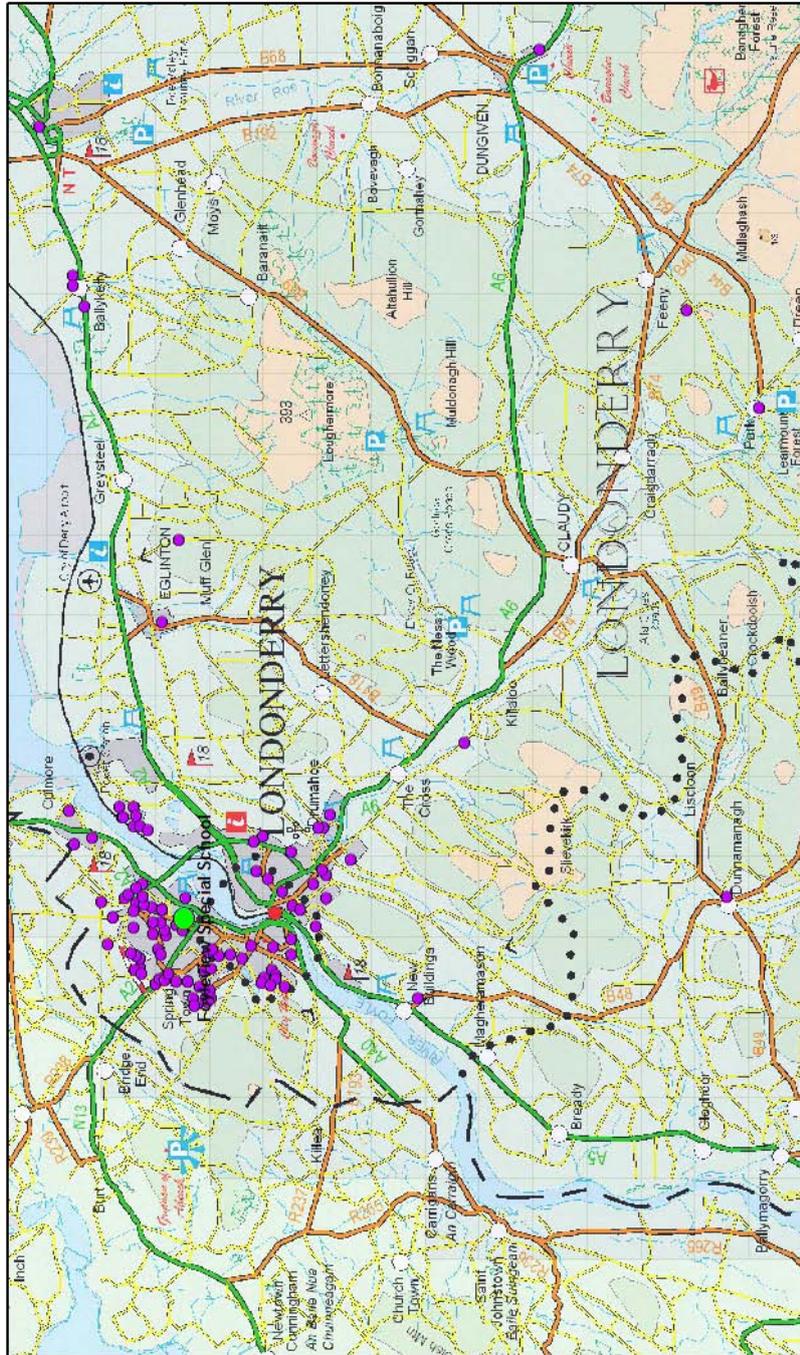
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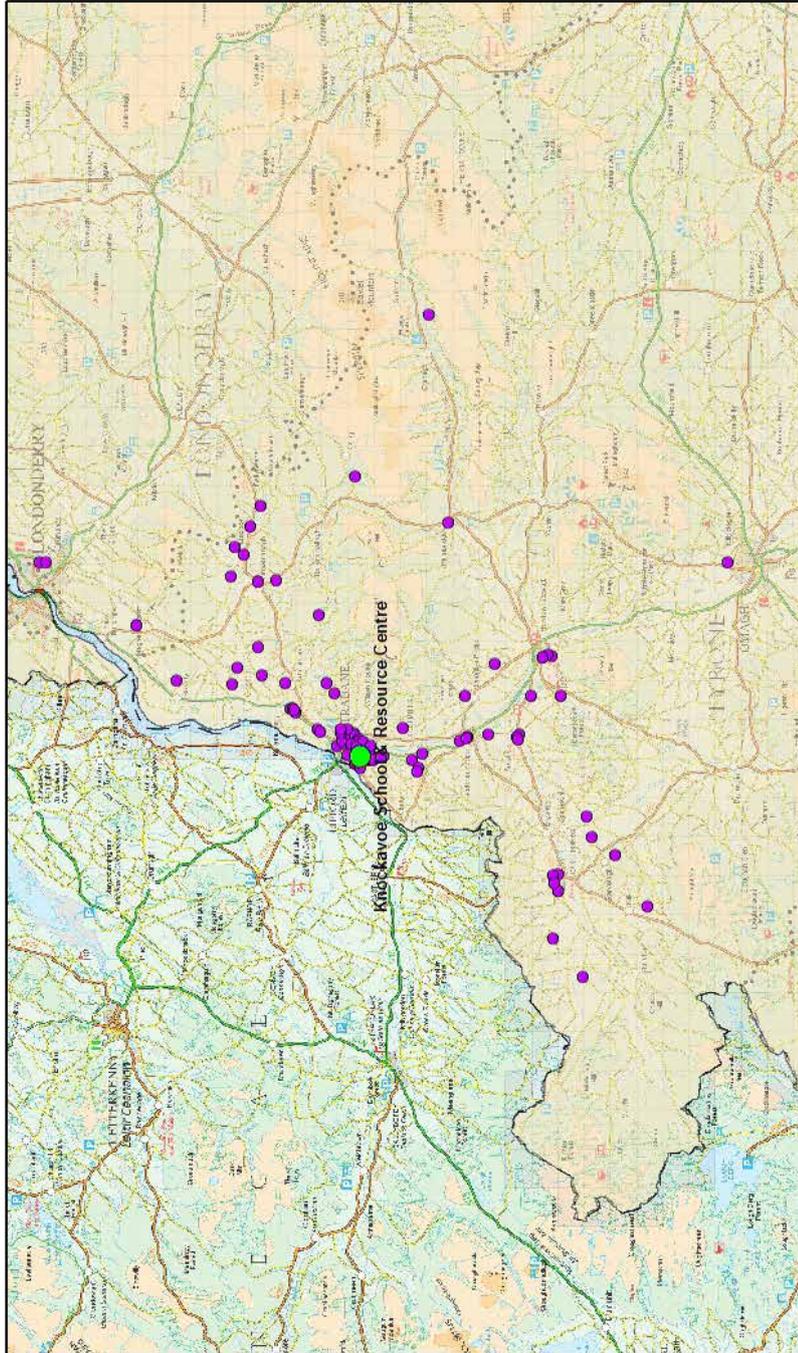
Legend

- Belmont House
- Belmont House pupils

Foyle View



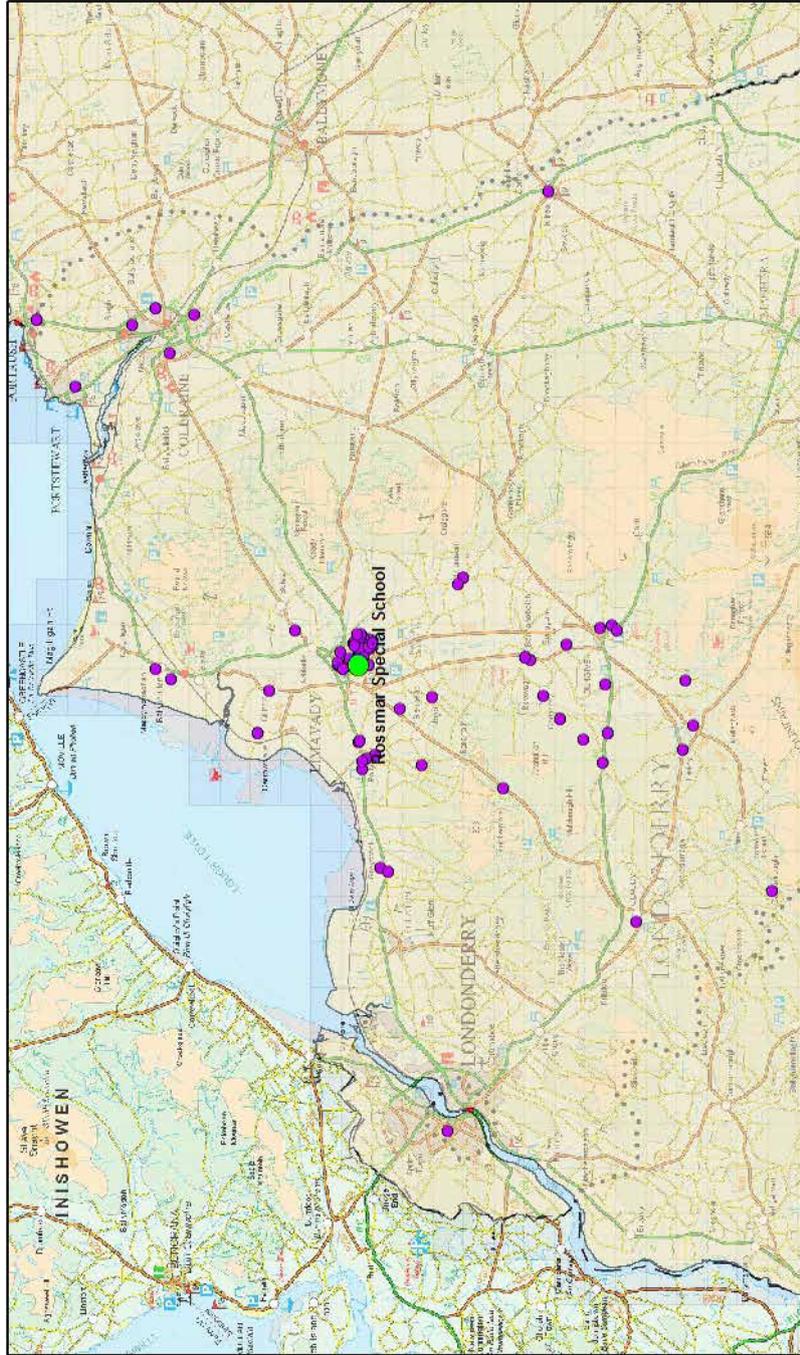
Knockavoe



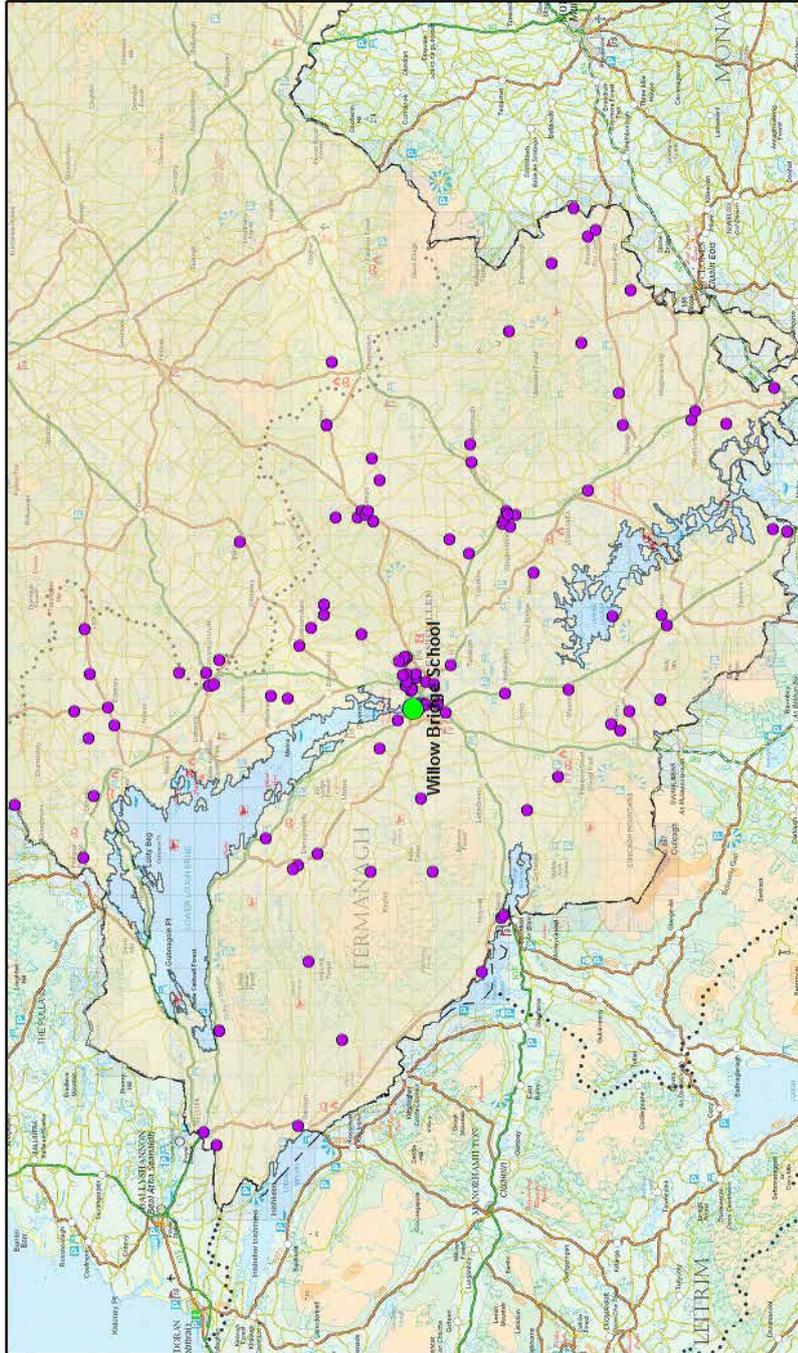
Legend

- Knockavoe
- Knockavoe pupils

Rossmar



Willow Bridge



Legend

● Willow Bridge

● Willow Bridge pupils

