

Office for
Standards
in Education



Independent schools for pupils with special educational needs: review of inspections 1999–2002

November 2002

HMI 785

© Crown copyright 2002

Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

Telephone 020 7421 6800

Web site: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Contents

Introduction	1
Main findings	4
How well do the pupils do?	7
How well are the schools providing for their pupils?	12
How well are the schools managed?	17
Appendix: information about the schools	22

Introduction

1. In 1999 the Secretary of State for Education asked Ofsted to undertake reporting inspections, initially within a five-year period, of independent schools for children with special educational needs (SEN) whose placements were publicly funded. The inspections were carried out by Her Majesty's Inspectors (HMI).
2. The schools concerned are those independent schools that had not sought or had not obtained approval by the Secretary of State under section 11(3)(a) of the Education Act 1981 or the subsequent section 347 of the Education Act 1996. Schools on the Secretary of State's approved list are able to accept children subject to a statement of SEN without further reference to the Department for Education and Skills (DfES).¹ For all the schools covered in this report, local education authorities (LEAs) are required to obtain consent from the DfES in respect of any child they wish to place at a school. In 1999 there were approximately 80 such schools; there are now about 130.
3. As independent schools, these schools have greater freedom than maintained special schools in respect of the curriculum they offer. They do not have to provide the National Curriculum, although the majority of the schools aim to teach most of the subjects of the National Curriculum. They are different from non-maintained special schools (NMSS) in that, although both charge fees, the independent schools are permitted to make a profit whereas the NMSS are not. That said, a number of the schools covered in this survey are run as not-for-profit organisations.
4. Between April 1999 and February 2002, 56 of the schools were inspected. This review is designed to see what lessons could be learned from the inspections so far. The report summarises the essential messages arising from the reports. It highlights the strengths and weaknesses of the schools and provides examples of effective practice, quoting from the inspection reports.
5. Information about the 56 schools is given in the appendix. The schools cluster into five broad groups, for pupils:
 - with emotional and behavioural difficulties (EBD)
 - with autistic spectrum disorder
 - with specific learning difficulties (SpLD)
 - with severe, complex or profound and multiple learning difficulties (SLD/PMLD)

¹ Schools are able to apply to the DfES to go on the approved list. They are then visited by HMI and judged against a set of criteria defining a standard of education equivalent to that expected of a maintained special school. When they reach the required standard HMI will recommend to the DfES that the school be placed on the approved list. Schools on the approved list have been inspected by Ofsted under section 10 of the School Inspections Act 1996.

- and a mixed group of schools that does not neatly fit into any of the previous four groups, consisting of two schools for physically disabled pupils (using Conductive Education), two schools for sexually abused or abusing boys and a school for pupils with speech and language disorders.

Table 1. Groups of schools by type of SEN

<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
29	8	10	4	5	56

6. While this review makes comparisons across the types of school, there are issues that arise within one or more of the groups of schools which relate specifically to their particular pupil group. Over half the schools are for pupils with EBD.
7. Most schools had only a few, if any, spare places for additional pupils. If capacity is taken as the maximum figure for which the school has been registered with the DfES, the occupation level was approximately 93%. Several schools, however, while having registered for a particular number of pupils, were not yet, for various reasons, in a position to admit pupils up to their proposed maximum and therefore the true occupation level at the time of the inspection was somewhat higher than 93%. This indicates that the schools are fully used by local authorities and are making an important contribution to the provision for pupils with SEN.
8. Although the pupil population at these schools tends to be at the extreme end of the various disabilities for which the schools provide, fewer than two thirds of the pupils overall have a statement of SEN. However, the proportion of pupils with a statement varies considerably across the different groups of schools.

Table 2. Number of pupils with statements of SEN

	<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
<i>Number with a statement</i>	414	242	134	59	101	950
<i>Proportion of group</i>	77%	100%	28%	98%	60%	64%

9. These schools are, by definition, fee-paying. The fees charged vary significantly, but for any local authority or parent the financial commitment to send a pupil to any one of these schools is considerable. The major reason for local authorities using these schools is that no similar placement is available within the local authority's provision.
10. About a quarter of the schools provide places more or less exclusively to pupils placed by their social services department. Similarly, about a quarter of the schools provide places more or less exclusively to pupils placed by their LEAs on a statement of SEN. The rest provide places to a mixture of agencies – education, social services and health. Some places, particularly for pupils with SpLD, are paid for by parents.
11. Some pupils are admitted for assessment before a decision is made about a statement of SEN. Pupils with EBD placed by their social services department

are often placed residentially as much for their welfare as their educational needs and many of these pupils do not have a statement.

12. Some of the schools provide education for one or more children's homes. These are registered in some cases as residential schools and in other cases as day schools. While the physical arrangement of the accommodation sometimes provides a reasonable rationale for deciding whether a school should be considered to be making day or residential provision, this is not always true. In a few instances the rationale for the distinction is not clear.
13. The level of disability or disturbance of the pupil population, within virtually all the schools, is at the extreme end of the continuum. Most pupils placed in them have presented significant problems to the previous school or schools attended. For a good number of the pupils, that experience was many months earlier, since many had been out of school prior to their placement in the independent school. This significant factor has to be taken into consideration when comparisons are made between any school within this group of schools and any other type of provision.

Main findings

- ❑ The majority of pupils in these 56 independent schools, which are of varying nature and size, have had chequered educational experiences. Many have acute and complex needs which their previous schools have had great difficulty in meeting.
- ❑ The schools are generally successful in improving pupils' attitudes to education. This is a considerable achievement in the face of the previous disillusionment of the majority of pupils.
- ❑ The behaviour of most pupils is good, although in many of the schools there is a small number whose behaviour is a cause for serious concern. Most schools have strategies to respond to pupils' behaviour difficulties.
- ❑ The attendance record of pupils generally represents a great improvement on their previous record at school. Too often, however, pupils absent themselves from lessons or are removed from lessons.
- ❑ The schools are usually effective in providing for the moral and social development of their pupils and, to a lesser extent, their cultural development. Pupils' spiritual development is less well provided for.
- ❑ Some pupils in the schools make good progress in relation to their attainment on entry but, overall, pupils' progress is unsatisfactory in a third of the schools. Many pupils have serious learning difficulties, often related to reading and writing, and require specialist help that is not always available. Most schools are giving priority to the teaching of literacy and numeracy, but with varying levels of success.
- ❑ There are significant weaknesses in the curriculum in over a third of the schools, including nearly half the schools for pupils with EBD. While most schools aim to provide a broad and balanced curriculum, not all manage to do so. The majority of schools attempt to meet the stipulation in many statements of SEN that the pupil should follow the National Curriculum, but not all succeed. Curriculum development is not strong in many of the schools.
- ❑ The quality of teaching is good overall in under half of the schools. In nearly a third of the schools it is less than satisfactory.
- ❑ The staffing in most schools is at least adequate. Staff other than teachers make a considerable contribution in many of the schools; this contribution is crucial if pupils' needs are to be adequately met.
- ❑ Opportunities for the professional development of staff vary considerably. Staff are not always up to date with educational developments.
- ❑ Many of the schools do not have enough suitable resources for the full range of pupils they teach.
- ❑ Many of the schools have not given enough attention to setting up and implementing secure systems of assessment, recording and reporting. While

schools have often introduced baseline assessments, these are not always followed up with regular checks on progress. Few schools make use of National Curriculum assessments at the end of Key Stages 1, 2 and 3.

- ❑ Only a proportion of the schools providing for the secondary age-range are entering pupils for externally accredited courses. Where these are offered, a good number of pupils obtain satisfactory grades and/or certificates and for them the achievement is often highly motivating and boosts their self-esteem.
- ❑ Very few of the schools – almost exclusively those catering for pupils with specific learning difficulties – have a record of returning pupils to mainstream education.
- ❑ Weaknesses in leadership and management affect many of the schools and in nearly a third leadership and management are unsatisfactory or poor. The role of the headteacher (or head of education) is usually well defined, but not all headteachers are given enough responsibility or have the ability to plan appropriately because of a lack of specifically allocated funds. Not all schools have clear development plans and some of the plans have not been kept up to date or are insufficiently detailed. The monitoring of teaching and learning is a common weakness.
- ❑ A relatively small number of the schools have a board of governors or similar arrangement to oversee the management of the school and provide support and guidance. Where such a group is in place, it usually brings benefits.
- ❑ The schools are highly sensitive to pupils' personal needs and there are generally good relationships between staff and pupils and good links with parents and carers. Two thirds of the schools were judged as meeting high standards in the care and welfare of their pupils; just under a quarter of the others were judged satisfactory in this respect. The quality of attention to health, safety and welfare was unsatisfactory or poor in about one in ten (six schools). The quality of residential care, where provided, is usually good.
- ❑ Urgent health and safety matters were raised by the inspectors in about a third of the schools. They were usually matters that could be put right fairly quickly providing funding was made available.
- ❑ The range of fees charged by the schools is very wide, even allowing for considerable differences in pupil populations and the provision made for them. The relationship between fees charged and the overall quality of the educational provision made is not linear. Some of the schools charging fees in the lower or average parts of the range are very successful, while some of those charging the higher fees are not.

Issues for attention

- ❑ Each inspection report makes recommendations to the school concerned. The most common recommendations are about the need for:
 - more deliberate steps to improve pupils' progress in learning

- particularly in schools for pupils with EBD, more expertise in teaching pupils with general and/or specific learning difficulties
- greater expertise in the teaching of literacy and numeracy, with particular attention to improving pupils' writing skills
- regular review of the curriculum and better understanding of current educational developments
- assessment, recording and reporting systems that are consistently applied, give greater attention to National Curriculum attainment levels, or 'P' levels, and involve pupils in the assessment of their own progress
- in schools with secondary-age pupils, more provision, where appropriate, of courses leading to external accreditation
- improved procedures for managing problem behaviour which are widely understood and consistently applied
- greater emphasis on pupils attending lessons on a regular basis and on time
- more attention to the spiritual development of pupils
- greater efforts to enable some pupils, particularly younger pupils who make good progress, to transfer to less segregated forms of education
- the headteacher (or head of education) to have more responsibility for managing developments and for the resources to pursue them, guided by the views of senior colleagues and/or a panel of advisers or governors
- development planning that states clearly the goals the school is setting out to achieve, the financial and other resources to support the planning and the timescale to achieve the goals
- improved monitoring by senior staff of the education provided and clearer action to tackle weaknesses
- in some schools, consideration of the employment of part-time teachers to teach some specialist areas of the curriculum
- more attention to continuing professional development of staff
- sufficient suitable teaching resources.

How well do the pupils do?

14. Judgements of standards in inspections focus on pupils' attainment and their other achievements. Since the majority of pupils arrived at these schools with very limited attainment their academic performance in the schools is unlikely to match that of their peers without special educational needs.
15. Many pupils in the schools were making satisfactory progress and some were making good progress in their learning. However, the schools differ considerably in their effectiveness in relation to the special needs for which they provide. The schools for pupils with SpLD have the highest proportion performing above average in relation to the standards their pupils have reached. The schools for pupils with EBD have the greatest difficulty in meeting the needs of all their pupils.

Table 3. The effectiveness of the schools by groups

<i>Standards achieved</i>	<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD</i>	<i>Mixed</i>	<i>Total</i>
<i>Better than average</i>	5 (17%)	1	4	0	2	12 (21%)
<i>Average</i>	9 (31%)	7	5	3	2	26 (47%)
<i>Poorer than average</i>	15 (52%)	0	1	1	1	18 (32%)

16. In cases where progress is less than satisfactory, a combination of these factors often applies:
 - pupils absenting themselves from lessons
 - inadequate monitoring of pupils' progress
 - a lack of time given to some curriculum areas
 - very high turnover of staff
 - a lack of accreditation opportunities, with no opportunities being offered in two fifths of the schools with secondary-aged pupils
 - in a small number of cases, insufficient importance accorded to education as opposed to residential care.
17. In some schools, pupils' progress was limited by teachers' expectations that were not high enough. In the many lessons where progress was satisfactory or better, staff generally had high expectations of pupils, and used a range of strategies reflecting their good personal knowledge of them; they made the learning objectives explicit and made it clear to pupils how they were doing.
18. In a few of the schools for EBD pupils, in particular, there is a need for better provision for pupils with specific or general learning difficulties, since these are not always being satisfactorily addressed.
19. Apart from schools for pupils with SpLD, only a very few schools have a record of re-integrating pupils into a mainstream school.
20. The core subjects of English and mathematics are given priority in nearly all the schools. Overall, while the majority of pupils function at a level below that

expected of their non-SEN peer group, the majority of pupils in most schools make some progress in English and mathematics and many make significant progress.

21. There has been a very mixed response by these schools to the adoption of the national literacy and national numeracy strategies. Even with the older age groups, a few schools have embraced the strategies wholeheartedly. Where they have been introduced there is evidence of a significant benefit to pupils.
22. The teaching of **English** is given the greatest emphasis. Pupils' speaking and listening skills are often well developed, frequently through good classroom discussion. In the schools for pupils with SpLD the progress and eventual standards reached in reading and spelling are generally satisfactory and often impressive. This is not always the case in the other schools, although there is a range of achievements, with pupils in some schools in each of the five school groups judged to be reaching good standards. For many pupils, writing frequently presents a difficulty and this generally receives less attention in the majority of schools. This was a significant weakness in some schools of all types.
23. In some schools – mainly those for pupils with EBD – insufficient challenge is presented by teachers and therefore pupils do not make as much progress in English as they should. By contrast, in a small number of schools, pupils enjoy studying difficult texts such as those by Shakespeare or Dickens and are able to discuss individual characters, as well as relating incidents to modern day parallels. While drama and poetry are not strong features of these schools, in some schools they are successfully pursued.

'In an imaginative drama lesson pupils contributed well to the role-play. They followed the story of Oliver Twist, remembered what had happened in the previous lesson and some pupils were able to articulate appropriate responses as they played various parts in the story. Despite the enormous difficulties they practised in pairs 'picking a pocket or two' to everybody's amusement.'

'In an English lesson where the pupils were challenged to think about the use of past and present tenses through their poetry, the outcomes showed a developing and very positive understanding of language and its structure. Pupils generally read their poems with good expression and were confident of their own progress. Confidence in the use of language, and more generally, is likely to be enhanced by drama work and productions which are undertaken by the school.'

24. Progress in **mathematics** is much more variable than in English, although often pupils start from a very low level of previous attainment. Most schools focus on numeracy, but the level of pupils' competence frequently remains low. Some schools are enabling their older pupils in particular to use mathematics in practical, investigative ways such as calculating the cost of a holiday or of a shopping trip. Some are using computer programs and number games, which motivate pupils, but this aspect of the schools' provision requires further development. Poor progress is often attributed to insufficient breadth in the mathematical teaching provided, with little systematic development of pupils' knowledge and skills. In some cases where progress is limited, pupils are faced with uninspiring textbook or worksheet exercises that are not always well matched to their mathematical competency.

25. Pupils' attainment in **science** is often patchy and limited by the range of experiences presented to them, most frequently those within a biological or physical context. Many schools lack a specialist room for the teaching of science and this, coupled with a lack of suitable equipment, reduces the breadth of the curriculum. Where it is taught well, however, and practical experimentation is possible, science stimulates pupils' interest and they make good progress.

'In general, pupils are making steady advances in the key skills of laboratory practice and experimentation, in producing accurate diagrams, and in observing the rules of sensible and safe behaviour in a potentially dangerous working area.'

26. Effective science teaching is often associated with a specialist science teacher who sometimes works part-time, providing as broad and balanced a programme of planned activities as possible in the circumstances. The use of a modular course in some schools has the benefit of enabling pupils to achieve some modules of external accreditation in Year 10 so that they can build upon this in Year 11.
27. In **information and communication technology** (ICT) pupils are often making satisfactory or good progress in word processing and the use of database and spreadsheet programs. In one school, for example, pupils work through a published scheme that gives them a certificate for each aspect of the course. In another school, pupils are taking a particular interest in the use of desktop-publishing software and are becoming skilled designers of layouts for text and pictures to serve particular purposes. In a few schools, pupils are using computers for drafting and re-drafting written work. Skills in the control aspect of ICT, however, are generally less well developed. Progress in ICT is often limited by the lack of specialist teachers, as well as by the amount and range of equipment.
28. Attainment and progress in other curriculum areas vary considerably. Coverage of design and technology, art and music – all areas where pupils with SEN often demonstrate considerable success – is limited in some schools. However, the reports give some good examples of work in these subjects.

'Improvements are noted in Key Stage 2, for example, in design and technology projects (displays and discussions) where pupils have successfully designed clothes for specific purposes; in an art lesson in which pupils showed a good understanding of examining textures and matching and creating shapes appropriate to that texture; and in a music lesson where their appreciation of classical music and their range of musical vocabulary were extended extremely well. Similar successes were observed in Key Stage 3.'

'Students clearly enjoy their music and their music and movement sessions. Some students also receive music therapy. They are developing listening skills; they respond to requests to 'stop' and 'go' when a piece of music is played to them and older students show some understanding of loud and soft in their own compositions. Regular opportunities are provided for students to make choices in assemblies as to which song they would like to sing and sign. Music and movement lessons encourage students to be more self-aware about the parts of their bodies. Staff are skilled at getting students to be active and to respond to music with a variety of body movements.'

Other evidence of progress

29. Learning for some pupils is inevitably restricted by the nature of their special educational needs; in these cases any evidence of positive improvement is a sign of success. For pupils with complex needs, progress in the development of independence is important.

'The progress towards independence is very good. The youngest pupils try hard with simple tasks such as putting on socks, standing unaided and demonstrating exercises on the plinths. The older pupils move confidently using the techniques which they have developed for balance, adult-supported movement and independent walking.'

30. Pupils' **attitudes to learning** are an indication of their progress in school. Only in three of the schools are pupils' attitudes reported to be less than satisfactory. In over half of the schools pupils' attitudes are described as being good or very good, despite the fact that many of the pupils previously had experienced little educational success.

'All pupils have, since joining the school, developed excellent attitudes towards educational study and work generally and have responded very positively to the strong family atmosphere created in the school. During the lessons they concentrate hard and show a real interest in the tasks set, even continuing to complete an activity in their own time. They are proud of their efforts and keen to show visitors the progress they have made in the recent past and the quality of presentation they now achieve...They respect each other, and provide good support for those boys who have recently joined the school...This very positive improvement of pupils' attitudes, behaviour and personal development represents a considerable achievement.'

'Pupils have a very positive attitude to learning. They are punctual for all lessons and quickly settle to their tasks. During the afternoon whole-school meetings each pupil reviews their own behaviour and work in all lessons in the presence of the teacher and the other adults. This is done in an honest and mature way. Pupils listen well and persevere with their work throughout the whole of the lessons.'

'Without exception, pupils behave well in lessons. They respond to firm, but supportive discipline and they show real interest and enthusiasm for all subjects.'

In every lesson, the learning objectives are explained; they are frequently displayed on the board as well, to ensure that pupils understand what is expected of them. In most lessons, pupils work at their own desks for the whole period; staff are beginning to explore more opportunities for pupils to work with others and to research information for themselves now that a secure basis for good behaviour and attentiveness has been established. Pupils can respond to humour without taking advantage of it in a negative fashion; they value the effort the teachers put into their planning; they are motivated to learn, due to intrinsic interest in the topic, but also because they want to earn good effort and behaviour grades.'

31. The **behaviour** of pupils is referred to positively in nearly half of the school reports, including over 40% of the reports on EBD schools. Given the difficulty that the majority of these pupils – whether labelled as having EBD or not – had in relating to others and in managing their own behaviour in their previous schools, the overall picture represents significant headway for the majority of pupils. However, in a quarter of the schools overall – again including 40% of the EBD schools – a need for some major improvement in the management of the behaviour of pupils is identified.
32. The **attendance** of the great majority of pupils was much better than in their previous schools. Attendance was good overall in about a third of the schools.

It was unsatisfactory in about a quarter of all the schools and in nearly two fifths of the schools for EBD pupils. In some small schools, the persistent absence of one or two pupils had a significant effect on the overall statistics.

33. In nearly two thirds of schools there had been no formal **exclusions** during the previous 12 months. However, in seven schools (13%), over five pupils had been excluded.
34. The **views of parents and carers** about the schools, as recorded in their responses to the parental questionnaire, are in nearly every case very positive. There are instances of dissatisfaction expressed, often about a specific aspect of a school's functioning in relation to their child. Overall, two thirds of the schools have good partnerships with parents and the wider community.
35. One medium-sized day school, meeting the needs of pupils with EBD, was judged to have particularly close contact with foster parents.

'Links between the school, social workers and foster parents are good: exchange of information takes place through contact books, regular liaison meetings for staff and through telephone contact with foster parents. Termly newsletters are created by staff and pupils for all interested parties including LEAs.

Foster parents are invited to coffee mornings to view pupils' work and to share in the daily routine of the school. The headteacher also communicates with foster parents on an individual basis, as needed.'

36. In a residential school, contact with parents is more difficult. Nonetheless many of the schools have good partnership arrangements with parents and carers, as evidenced in a school for pupils with autism.

'The school is successful in maintaining good links with parents through regular telephone contact and weekly reports. In addition, there are more formal reports and opportunities for parents to visit the school and discuss their child's progress with staff. These arrangements work well, especially for those parents who live some distance from the school, in helping parents and families support their children and to be aware of the progress they are making. There was a high response rate to the parental questionnaire and the comments were extremely complimentary of so many aspects of the school including the ethos, leadership and the way the school was always helpful and staff most accessible. Parents felt that this school was making a big difference to their child's education.'

How well are the schools providing for their pupils?

Curriculum

37. Almost half of these schools have 20 or fewer pupils on roll. Small schools are inevitably limited in what they can provide by the size of their staff and sometimes by the size of their premises.
38. There are significant curriculum weaknesses in over a third of the schools, including nearly half of the schools for EBD pupils. Curriculum matters are raised as a key issue in reports on three quarters of the schools. These cover a wide variety of concerns but the most common relate to the need for:
- greater breadth and balance of the curriculum (29%)
 - specific subjects to be strengthened (23%)
 - more effective schemes of work or programmes of study (32%)
 - more opportunities to pursue courses leading to external accreditation (23%)
 - improved policy and planning for curriculum development (27%).
39. Most schools aim to provide all pupils with a broad and balanced curriculum that reflects the National Curriculum. In most cases, the statements of SEN state that the National Curriculum is appropriate to the individual pupils.
40. Although difficult, it is possible for small schools to provide a broad and balanced curriculum successfully, as demonstrated by one EBD school.

'The curriculum is broad and reasonably balanced...Particular attention is given to raising the pupils' standards of literacy and numeracy and a satisfactorily balanced timetable ensures that sufficient time is allocated to each of these subjects. Careful planning ensures that French studies are concentrated into the period prior to the school's summer trip to France. A programme of personal, social and health education, life skills and health and hygiene has been established recently and due attention is paid to sex education and drug abuse awareness. Opportunities to study the rudiments of motor vehicle maintenance are provided and pupils work towards a qualification which entitles them to join the National Vocational Qualification (NVQ) motor studies course when they start at college. The school has devised its own programme of career guidance which includes suitable work experience opportunities and links with colleges of further education; it has successfully placed all its pupils so far. Good use is made of leisure time to further pupils' education with opportunities to study for Royal Lifesaving Society awards and pursue hobbies such as gardening, listening to music and participation in sports.'

41. The same is true of medium-sized schools serving pupils with complex needs.

'The extremely difficult task of co-ordinating the requirements of Conductive Education and the National Curriculum has been overcome through exemplary detailed and effective planning for all age groups by the multi-professional senior staff. Timetables for each age group have been well thought out and operate effectively. Policies and schemes of work for all subjects provide an effective framework for long-, medium- and short-term planning including daily lesson plans. There is excellent continuity through and between the different stages of education and every opportunity is provided to promote progression in learning, physical and personal development. A wide range of teaching techniques is used, including table top, plinth and floor work and practical and investigative work which all serve to motivate, sustain concentration and provide opportunities for learning.'

'The curriculum is broad and balanced, and in line with the National Curriculum. This ensures that all pupils by Key Stage 4 have the opportunity to follow a full range of courses leading to nationally accredited qualifications, including the General Certificate of Secondary Education (GCSE), the Associated Examination Board (AEB) and the Certificate of Achievement (CoA). Pupils are well prepared for these examinations.'

42. While most of the schools recognise the need to reflect the National Curriculum in their overall provision, many have difficulty in offering all the National Curriculum subjects equally effectively. The main reasons are:
- limited expertise among the staff
 - the specialist facilities required for some practical subjects
 - the time allocated to what are considered to be the more important curriculum areas
 - the logistics of timetabling, in some cases associated with lessons which are too long.
43. Some schools have reduced the problem of staff expertise by taking on a number of part-time staff to teach their specialist subjects. A small number of schools make use of specialist facilities outside their own premises, in other institutions or community facilities.
44. Some schools have taken a decision to omit certain subjects from their curriculum, the most common being a modern foreign language, music or religious education. Where schools are attempting to prepare pupils to return to mainstream education, the omission of National Curriculum subjects is likely to limit successful re-integration. The schools for pupils with SpLD – mostly serving primary-aged pupils – have been particularly sensitive to this issue and are nearly all providing a broad curriculum, although some find it difficult to give adequate time to all subjects.
45. The translation of a school's planned curriculum into practical schemes of work is a commendable feature of some of the schools. One of the larger schools meeting the needs of pupils with SpLD manages this particularly well.

'The adoption by subject departments of a common structure and approach to curriculum planning has contributed much to the overall coherence of the curriculum, enabling cross-curricular links to be identified and made explicit. Subject schemes of work are rooted securely within the appropriate National Curriculum programme of study for Key Stages 3 and 4. They also contain the detailed units of work for each term, specifying not only the contexts, activities and areas of study to be covered but also defining the knowledge, skills and understanding that pupils may be expected to acquire. As a result, each subject department's units of work make an important contribution to the effective monitoring of the breadth and balance of the overall curriculum.'

46. A smaller school providing for pupils with severe learning difficulties associated with autism also does so.

'The school has appropriate policies and schemes of work for all subjects, which are well used for the preparation of each term's work. Lessons are effectively planned in line with the termly forecast and with careful reference to each student's personal targets, which have been agreed between teaching and care staff, parents and, if possible, the students themselves.'

Teaching

47. Good forward planning and the setting of individual targets are basic to the quality of teaching in these schools. Overall, the quality of teaching was described as good in 45% of the schools. In nearly a quarter of all the schools the teaching was good or very good in over half the lessons seen. In nearly a third of the schools, however, it was less than satisfactory. This was spread across all the different types of school.
48. The following description of a school catering for pupils with Asperger's syndrome and high-functioning autism highlights many of the characteristics of schools where the teaching was effective.

'Teachers follow a comprehensive planning format, which is clearly displayed, on classroom walls as a point of reference for all adults. This process is co-ordinated with pastoral, communication and education plans for all pupils and culminates in comprehensive reporting and recording of progress.

Targets are set within each plan, with detailed descriptors of how the target is to be achieved.

Pupils understand the process of target-setting and most pupils are able to contribute to the process of setting daily targets and the choice of appropriate reward or choice activities.

A range of teaching strategies is employed which include direct teaching to the whole group, as well as small group and individual work. The work is well matched to individual need so that pupils experience success and enjoy the challenge of the planned activities.

Teachers are secure in their knowledge of teaching pupils on the autistic spectrum and have high expectations for the pupils in their care. They have additional qualifications or have attended a range of professional development courses to extend their skill in managing the teaching and learning of autistic children.'

49. The description underlines the value of planned continuing professional development for staff and the provision of in-service training opportunities. This is a strong feature in a small number of schools, but in a fifth of the schools – mostly in the EBD sector – there is an urgent need for training.
50. Another school for pupils with EBD exemplifies other qualities of effective teaching.

'Lessons begin and end on time, pace is generally good and there are clear beginnings, where teachers explain the topic and task(s) and pupils are given clear learning objectives. Most lessons end with a short period of questioning and recall, to ensure that pupils have understood and gained from the learning experience. This time is also used to review the behaviour of all individuals in the group and to decide on effort gradings. Pupils are becoming good at appraising their own responses and attitudes in lessons and agreeing a grade...Teachers could, with confidence, use a wider range of teaching strategies, to enable pupils to develop their own skills of enquiry, explore information for themselves and to work in groups.'

51. In many schools good teaching is well supported by the support for pupils provided by learning support assistants or residential care workers. Problems in the use of such additional staff occur in a few schools where adults are not adequately briefed or supported by the teachers, or where there has been a lack of continuity in the staffing for a particular subject or group of pupils.
52. By no means all the headteachers are equally aware of the range and quality of the teaching and learning across their school. Nearly a third of the schools had as a key issue the need for the monitoring of teaching and/or pupils'

progress. The value of monitoring is highlighted in the following school for pupils with EBD.

'Monitoring the work of the school has become a specific role for the headteacher and the development work, which has taken place, is good. In particular, the monitoring of the curriculum, teaching and the progress of pupils has contributed significantly to the improvements made over the last year. The school can be vulnerable to the turnover and successful recruitment of teaching staff, and to the difficulties presented by many of the young people. These monitoring policies are therefore critical to assure the quality of what goes on in the school and as such should be well embedded in the school's practices.'

Assessment

53. The quality of teaching is related to the tracking of pupils' progress and the arrangements for assessment and record keeping. Many of the schools have weaknesses in these areas of provision. Only a fifth of the schools overall had good provision; in three fifths of the schools assessment, recording and reporting formed a key issue for action. In almost a third of the schools there was no clear written policy.
54. Individual education plans (IEPs), while in place in many schools, are often in need of improvement, although some schools are making effective use of them.

'On a day-to-day basis, good use is made of the many evaluations which are undertaken, especially to prepare further work. Individual education plans are prepared for every pupil which include a suitable range of targets to be reached during the following term. These are well known to all staff concerned and copies are circulated to parents so they too can be more actively involved.'

'Good IEPs are in place which identify learning and behaviour objectives which are agreed, discussed and reviewed regularly with pupils. The IEP format is in line with that recommended in the revision of the Special Educational Needs Code of Practice. IEPs inform the annual reviews of pupils' statements which are managed appropriately and to which parents, carers and social workers are invited to contribute. Educational reports are produced for all SSD reviews.'

55. Many of the schools have introduced initial baseline assessments but several do not have procedures in place to monitor or track pupils' progress over time. Inspections note that some schools are in the early stages of developing a satisfactory assessment system. In a few schools the procedures are working satisfactorily only in some parts of the school. Only a fifth of schools have good arrangements. Most of the schools for pupils with SpLD have at least satisfactory procedures in place. Schools for pupils with EBD are generally less than satisfactory in their assessment arrangement, although this is not true of all such schools.

'Regular ongoing assessment and recording give a clear picture of the progress which the pupils make while they attend school. This information is used well by the teachers in the planning of lessons and in matching the work to the individual needs of the pupils. The pupils' individual targets are regularly reviewed and new short-term targets are set as existing ones are achieved.'

The information forms the basis for detailed reports to parents, carers and placing authorities. Reports are produced at appropriate intervals to meet statutory requirements for pupils in care and for the annual review of the pupils' statements and for other purposes, where necessary.'

56. In a school for pupils with complex difficulties very wide-ranging and detailed assessments are carried out.

'There are clear admissions criteria that are strictly adhered to. There is a detailed assessment policy covering physical, educational, and social and personal development. Following an extremely detailed baseline assessment on entry, regular observations by well-trained and qualified staff and relevant tests are carried out. Progress is monitored on a daily basis and an excellent series of records is maintained in the form of photographs or videos, professional reports and samples of children's work. All statutory reassessments are carried out including entry to the national standard attainment tests at the end of Key Stages 1 and 2 when appropriate. Individual Education Plans and Annual Reviews are detailed and invaluable for providing continuity and for planning future work.'

Spiritual, moral, social and cultural development

57. These schools often have particular strengths in providing good opportunities for social and moral development, with nearly 60% making good provision and only four schools identified as making poor provision.
58. The schools are generally less successful in providing for the spiritual and cultural development of their pupils. The general ethos created in the school is sometimes specifically related to pupils' spiritual development. The example is of a small school for boys with EBD.

'The morning assemblies are uplifting experiences. They set the tone for the day by offering opportunities for reflection, prayer, for song and for sharing each boy's individual contribution in a sensitive and mature way. These are mainly Christian in emphasis but there are other opportunities, for example in religious education lessons, for pupils to discuss and learn about other world religions, faiths and cultures.

There is a strong positive ethos in the school and in the home which is founded on the principles of honesty, fairness and unconditional respect. Staff help pupils to understand right from wrong and encourage them to relate positively to peers and to other adults. Bullying, racial intolerance and harassment are not tolerated and abusive language is immediately checked.

The school and home place a high priority on assisting pupils to develop an understanding of citizenship both within their own environment and in the community.'

59. Another example is of a larger school for boys with EBD.

'The development of pupils' spiritual, moral, social and cultural understanding and awareness is a strong feature of the school. Staff strive hard to create an environment which attempts to redress negative experiences in pupils' lives. An emphasis on 'Rules, Rights and Responsibilities' permeates the life of the school. Daily acts of worship, regularly timetabled periods for religious education and some consideration of spiritual elements in the planning of subjects and communal events all contribute to the spiritual awareness of pupils.

Moral and social development is strongly encouraged in all aspects of provision. Education and residential staff work together to promote an understanding of acceptable and unacceptable behaviour. They help pupils to face up to the consequences of their actions and to consider their relationships with others. Mealtimes provide a well-structured and positive experience for pupils, while a good variety of evening and weekend activities are planned to involve pupils in collaborative working.'

There are some effective initiatives to extend pupils' awareness of other cultures and traditions. These include regular elaborate lunchtime menus planned to demonstrate the cuisine of different countries and the study of different cultures, beliefs and traditions in religious education. As staff plan units of work in other subjects, it would be beneficial to consider how each unit could contribute further to raising awareness of other cultures, particularly in subjects such as art and music.'

How well are the schools managed?

Leadership and management

60. The way in which overall management is organised varies from school to school. Some schools are managed by a single proprietor, who is often also the headteacher or principal; some are managed by a small team, perhaps through a governing body; others are part of a larger organisation which is responsible, sometimes through trustees, for a number of children's homes as well as the school.
61. In a number of schools a governing body or similar arrangement provides strong support, as well as setting targets and monitoring the school's progress.
62. The success of any school is closely related to the quality of the headteacher and the senior management team. Since most of these schools are small, few have a formal senior team and the role of the headteacher is even more crucial than usual. While in nearly half of the schools the quality of leadership and management has some good aspects, in nearly a third it is less than satisfactory. Concerns about leadership and management feature in two thirds of the schools' key issues for improvement. Common problems are that the roles of the headteacher and/or senior staff are unclear and that there is no obvious strategic direction for the school.
63. In well-managed schools clear educational goals are set as a result of the professional leadership of the headteacher. The schools' aims are well articulated in policies and documentation and are understood by staff. A staff handbook provides practical support and is regularly updated. Effective communication systems are in place, with a range of staff meetings to plan, disseminate information and review school and individual pupils' progress. The quality of teaching is regularly monitored and the curriculum systematically reviewed to assist planning. In some schools all the senior managers teach across the school, providing models of teaching, with staff and pupils sharing in the school's overall vision. In residential schools good management ensures that aims are well understood by both education and care staff and that there are effective systems for regular communication within and across staff teams.
64. Poor management almost inevitably affects the quality of the school's development planning. In a third of schools there are no development plans or they are of poor quality; many plans are not properly costed or have set inadequate goals or success criteria. Only a fifth of the schools have good plans.

Staffing

65. In over four fifths of the schools the number and qualifications of the teachers are at least satisfactory; in nearly one third of schools they are good. In the schools for pupils with SpLD many of the staff have additional qualifications, mainly in the teaching of dyslexic pupils. There is often a close relationship

between the quality of the teaching and the range and balance of the qualifications of the teachers. However, the use of part-time teachers, sometimes unqualified, to supplement the full-time staff and provide a wider range of subject specialisms is noted as being particularly effective in a few schools.

66. In a small number of schools there has been a very rapid turnover of teachers, leading to instability in the teaching and other aspects of the schools' provision. Other main weaknesses reported are in the deployment of the teachers and in their awareness of current educational developments, including the National Curriculum and the national literacy and numeracy strategies. In a number of schools in-service training opportunities are very limited. Some schools require additional specialist expertise in relation to the particular disability group served by the school. In contrast, others give high priority to continuing professional development.

'The extent and quality of professional development for all staff form a strength of [the school]. The school has gained the 'Investors in People' award, which recognises its commitment to staff training and development. In addition to its role in enhancing staff expertise, staff training is used as a vehicle to share the vision and ethos of the senior managers. A training session for night staff, which was observed, was well managed and clearly contributed to the expertise and confidence of the team.'

67. The induction of new staff is given close attention in some of the schools. This is usually complemented by the availability of a useful staff handbook.
68. Over two thirds of the schools employ staff to assist the teachers in the classrooms, in addition to assistance given by any residential care staff. These additional adults are crucial for the management of pupils' behaviour and to provide the level of individual attention required by many of the pupils attending these schools. In nearly every case the use and deployment of these additional adults are at least satisfactory. The numbers of such staff, however, vary significantly from school to school. In a few cases, additional staff are required, while in one or two schools pupils are almost outnumbered by staff, sometimes unhelpfully.
69. The employment and use of additional professional staff vary considerably. The staff in most of the schools for pupils with autism and in many of the non-EBD schools are supplemented by one or more therapists, most commonly speech and language therapists. In addition, some schools have the benefit of a physiotherapist, an occupational therapist or a music or drama therapist. A few schools are regularly supported by an educational or clinical psychologist. Only a very small number of the schools for pupils with EBD have such additional support, although a few schools have regular access to a psychotherapist or a psychiatrist.
70. In residential schools the relationship between the education and care staff is vital in determining the quality of provision made for the pupils. In nearly all such schools there are at least satisfactory arrangements for communication between education and care staff. Where this works best the staff work together very effectively as a team.

71. Some of the residential schools are also registered as children's homes and are providing care 52 weeks a year. In a very small number of these, education is not always given the same level of attention as care. This shows itself in relation to in-service training opportunities, the degree of authority given to the headteacher and the resources allocated to the provision of education.
72. In a few schools, pupils' education is disrupted by their late arrival to lessons or pupils are removed from lessons to attend meetings with social workers or others in school time. In most, however, education is given high priority and every effort is made to enable pupils to make the most of the educational opportunities provided.

Learning resources

73. In nearly a third of the schools the quality and quantity of learning resources are less than satisfactory, in less than a fifth are they good. In many cases there is a need for a general enhancement, although in some schools there is a particular weakness in the provision for one or more of the practical subjects. Library provision is very limited in a number of schools, as is the provision of computers and software. When resources are limited there is additional pressure on the school to make good choices when purchasing materials and to ensure that the resources match their planned curriculum activities. Even in schools with good resource provision there are often weak areas.

'The school has a limited but well-chosen set of resources for teaching and learning. The newly established primary group has been well provided with lively and interesting reading and reference books. The small library for older pupils, set within an alcove, has been colour coded according to readability, so as to enhance pupils' independent access to the books. The school is suitably provided with computers which have been linked to a network, maintained by the school's IT specialist teacher. Resources for music are becoming a strength, with good and increasing stock of instruments being supplemented by stimulating and very well-produced worksheets designed by the music teacher. The lack of resources and facilities for design and technology means that pupils do not have access to a subject in which many are likely to enjoy success and satisfaction. There are sufficient resources for pupils' leisure time, including attractive craft materials, toys, video games and board games as well as bicycles and scooters.'

Accommodation

74. The majority of the schools are accommodated in buildings that were originally residential properties. Many have been well adapted, with suitable modifications and additions. Some of the residential schools are housed in one building; in some the education block is separate in an outbuilding; in other cases the pupils' residences are distant from the educational provision. Residential arrangements occasionally consist of a range of different children's homes served by one educational provision. In a very few cases a school consists of a number of different residences with more than one set of premises in which the education takes place.
75. Overall, nearly 90% of the accommodation is judged satisfactory or better, about two fifths being good. Even in good provision, however, there are often areas requiring some additional attention. The following is an account of the relatively good accommodation provided in one school for pupils with EBD.

'The school has recently moved into newly refurbished accommodation on three floors in a former residential house. As a result, the school has a good number and variety of teaching areas for small classes, groups and individual work. Small specialist teaching rooms have been identified for science, design and technology, food technology, art, music, and for a combined computer room and library. The science room does not have the expected specialist facilities, and the school is planning to re-locate it to provide space for these. Use is made of laboratory facilities at a mainstream secondary school, which also gives access to specialist practical resources. The design and technology facility is an adapted garden shed which is cramped even for two pupils' use and is currently unheated and uninsulated, though there are appropriate plans to improve the heating arrangements. The school recognises that this provision will need to be reconsidered, but in the meantime it is supporting some good practical work. Younger pupils occupy two purpose-built ground floor classrooms with their own toilets in a separate attached building.'

76. Many of the schools are set in attractive surroundings and not only is the general accommodation good but the outdoor facilities have also been given close attention, as is the case with this day school for pupils with SpLD.

'The accommodation is good and well maintained. There has been a steady programme of amending and improving the school building. Recently this has involved landscaping the grounds and building an adventure playground. These attractive and functional facilities match the excellent indoor accommodation. There is an excellent range of specialist rooms for science, art, pottery, library work and design and technology. Good use has been made of the limited space.'

77. Residential accommodation is good in the majority of these schools where it is provided. Care is generally taken to make the accommodation homely and in nearly all cases this includes small bedroom units or individual rooms rather than dormitories. Thus, in a small school providing all-year care of pupils with EBD, it is possible to make good provision.

'The residential accommodation is of a high standard, with all rooms furnished as in a comfortable family home. Pupils have spacious private rooms, well decorated and personalised, and most have en suite facilities. Communal areas are pleasant and well maintained, and there is ample space for a variety of recreational activities, including a games room and a quiet area as well as a family television room.'

78. Good accommodation is often associated with a good quality of care for pupils. In one school there is an emphasis on shared community living in a high-quality environment which is beneficial for the pupils' developing personal and social skills, and the clear distinction between the home and school settings is appropriate.

Health, safety and welfare

79. The health, safety and welfare of pupils are clearly of the highest priority for parents and carers when sending children to a special school, especially a residential school. Two thirds of the schools inspected were reported as meeting high standards in the care and welfare of their pupils; in just under a quarter the quality of attention was satisfactory; it was unsatisfactory or poor in six schools. The essential checks on staff are made and policies for child protection are routinely in place in most, but not all schools.²

² Since April 2002, the welfare arrangements in residential schools have been inspected by the National Care Standards Commission, rather than by local social services departments.

80. Staff/pupil relationships are generally good. A characteristic of many schools is that pupils feel they can talk to and trust staff in times of crisis and know that staff will help and support them. In some schools staff give considerable unforeseen time and effort, often after the school day, to such support of pupils.
81. In about a third of the schools, urgent health and safety issues were raised by the inspection teams. Mostly, these matters could be put right fairly quickly providing funding was made available.

Funding

82. About three quarters of the schools have satisfactory or better budget arrangements with effective day-to-day procedures.
83. Where arrangements are working well the budget responsibility for key educational issues, such as staffing and the purchase of resources, is usually devolved to the school; the headteacher then has the responsibility of managing these effectively. In some schools, curriculum co-ordinators also have an allocation of funds and are given some budget responsibility for their areas of development. In some schools, the head of education and/or care has no knowledge of the available funding and is not able to plan a sensible programme of purchasing. In a small number of schools the funding allocated to education is inadequate.
84. As the appendix shows, there is a considerable variation in the fees charged by the schools. Comparison is complex. The schools make provision for different periods – ranging from a 40-week day-school year through to a full 52-week residential provision. The different needs of the pupils also call for different levels of provision. The size of the school is also relevant, with the difference of an individual fee having a major impact on the funding arrangements of a very small school. Some of the residential schools separate the educational component from the cost of care while others do not. Comparisons are made more difficult because the schools were not inspected in the same financial year and fees rise over time.
85. While comparisons are problematic, it is clear from the inspection reports that the relationship between fees charged and the overall quality of the educational provision made is certainly not linear. For example, while nearly all the day-schools for pupils with SpLD were reported to be making at least satisfactory provision for their pupils, the schools judged to be making the highest standards of provision were those charging fees of the average level and not those charging fees at the top of the range. Across the types of school, some of those charging the lower fees are very successful, while some of those charging the higher fees are not. On the other hand, there are schools with high fees that have high standards of provision and schools where low fees are charged where the provision is poor.

Appendix: information about the schools

Types and sizes

86. The 56 schools to which this review refers are distributed as follows.

Table 4. Groups of schools by type of SEN

<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
29	8	10	4	5	56

87. That there is a range of type and size of school means that local authorities can look to find a suitable placement to meet the needs of individual pupils.

88. A little over half of the schools are day schools, with six schools providing for both day and residential pupils.

Table 5. Groups of schools by day/residential

	<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
<i>Day</i>	13 (45%)	2	10	2	3	30 (54%)
<i>Residential</i>	13 (45%)	4	0	1	2	20 (36%)
<i>Both</i>	3 (10%)	2	0	1	0	6 (10%)

89. The schools vary considerably in size. There are fewer than ten pupils on roll in a quarter of the schools. Two thirds of the schools for EBD pupils have fewer than 20 pupils on roll. Only 16% of the schools (half of the schools for SpLD pupils) have more than 40 pupils on roll.

Table 6. Numbers of schools by numbers of pupils on roll

<i>Pupils on roll</i>	<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
<i>10</i>	12	0	0	1	1	14
<i>11–19</i>	7	2	1	2	1	13
<i>20–29</i>	3	1	2	1	1	8
<i>30–40</i>	4	5	2	0	1	12
<i>40</i>	3	0	5	0	1	9

90. The schools also vary in respect of the age groups for which they make provision. A quarter of the schools are primary/middle, while less than half are providing essentially for the secondary age range. The remainder admit pupils across the primary/secondary divide.

91. The majority of schools for pupils with EBD make provision up to the age of 16 years – one provides up to 17 years and two provide up to 18 years. A number of schools for pupils with autism or/and SLD provide up to 19 years. Most of the schools catering for pupils with SpLD provide education up to the age of 11 or 13 years only.

Table 7. Age range by groups of schools

	<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
<i>Primary/middle</i>	2	1	8	0	3	14 (25%)
<i>All ages</i>	9	3	2	3	0	17 (30%)
<i>Secondary</i>	18	4	0	1	2	25 (45%)

92. Most of the schools (80%) make provision for both boys and girls.

Table 8. Groups of schools by gender

	<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
<i>Boys</i>	7	1	0	0	2	10
<i>Girls</i>	1	0	0	0	0	1
<i>Mixed</i>	21	7	10	4	3	45
<i>Total</i>	29	8	10	4	5	56

93. The balance of boys to girls overall, however, is nearly 4:1, although it varies across the different groups of schools.

Table 9. Numbers of pupils by groups of schools and gender

	<i>EBD</i>	<i>Autism</i>	<i>SpLD</i>	<i>SLD/PMLD</i>	<i>Mixed</i>	<i>Total</i>
<i>Boys</i>	404 (27%)	204 (14%)	394 (27%)	47 (3%)	125 (8%)	1174 (79%)
<i>Girls</i>	136 (9%)	39 (3%)	82 (5%)	13 (1%)	42 (3%)	312 (21%)
<i>Total</i>	540 (36%)	243 (17%)	476 (32%)	60 (4%)	167 (11%)	1486

Fees

94. The ten schools catering for pupils with SpLD are all day schools, with only two providing for the full secondary age range. In contrast to virtually all the other schools, most of the schools in the SpLD group have substantial numbers of parents who are paying the fees themselves.

Table 10. Fees charged by SpLD day schools

	<i>Lowest</i>	<i>Average range</i>	<i>Highest</i>
	£3,900	£9,000–£11,000	£14,675
<i>Year inspected</i>	1999/00	1999/01	1998/99

95. The schools for children with autism include seven residential schools. The nature of the provision being made and the level of severity of pupils' impairment vary.

Table 11. Fees charged by residential schools for children with autism

	Lowest	Average range			Highest	
	£47,900+	£55,736	£56,676	£73,443	up to £143,800	£164,400
	School terms	School terms	Primary only	School terms	up to 52 weeks	52 weeks
Year inspected	2000/01	1998/99	2000/01	1999/00	2001/02	2000/01

96. The fees for the two day schools are shown below.

Table 12. Fees charged by day schools for pupils with autism

	£22,567	£28,890
	Age range 5–16	Age range 3½–19
Year inspected	2000/01	2000/01

97. Comparisons of the schools providing for pupils with EBD also need to take into consideration the differences in the provision being made and the variations in pupils' needs. The range for the 13 day schools (plus the cost of the educational provision in two residential schools) is shown below. (The two schools inspected in 2002 had fees around £20,000 mark – which, plus or minus £3000, would include the majority of the rest of these 15 schools.)

Table 13. Fees charged by day EBD schools

	Lowest	Average range	Highest
	£15,400	£17,000–£23,000	£34,320
Year inspected	1999/00	2001/02	2000/01

98. The range of fees charged by the residential schools is shown below.

Table 14. Fees charged by residential EBD schools

	Lowest	Average range	Highest
	£34,800	£75,000–£100,000	£174,720
	40 weeks	Mainly for 52 weeks	52 weeks
Year inspected	1998/99	2001/02	2000/01

99. The range of fees in the remaining schools in the other categories is shown below.

Table 15. Fees charged by day schools for pupils with SLD and/or physical disabilities

	Lowest	Range			
	£9,420	£12,342	£17,614	£18,360	£13–20,000
	Primary Speech and Language	2–18 Conductive Education	5–19 Profound and Multiple LD	Primary Physical Disability	Primary Conductive Education
Year inspected	1998/99	2000/01	2000/01	2000/01	1999/2000