

## **Strategy for transforming learning opportunities and provision for pupils with Learning Difficulties and Disabilities / Special Educational Needs (LDD/SEN) through Building Schools for the Future (BSF) investment**

### **1. Introduction**

This document outlines in detail the council's long term proposals designed to transform the educational experience for young people with Learning Difficulties & Disabilities/Special Educational Needs (LDD)/SEN in Hammersmith & Fulham. The proposals will be consulted upon, rewritten if necessary, then used to inform our broad strategy on the future of secondary education.

The council has a strong record in its provision for pupils with LDD/SEN; we want to build on our achievements and will do so successfully by working closely with key stakeholders. Consultation is a necessary requirement of the Building Schools for the Future (BSF) Programme and we intend to make it an ongoing process.

BSF is the biggest ever school buildings' investment programme. It offers a unique opportunity to transform our current practice and promote further our commitment to inclusion, so that all pupils will have a curriculum based on their individual needs and the best prospects for progression.

We want to ensure that every child in Hammersmith & Fulham, whether they have special needs or not, has access to the highest quality educational experiences that will ultimately improve their life chances.

*Strategy for Change, Part Two (SfC 2)* is the tool that will enable this to happen. *SfC 2* is a detailed document that sets out 'how' we are going to make our proposals for secondary education a reality and is a government requirement that must be submitted for approval in order for Hammersmith & Fulham Council to receive funding from the BSF Programme. We are hoping to access up to £200 million so it is essential that we get our strategy right.

Widespread consultation on this SEN document will ensure that our final strategy is supported by those in the borough with an interest in special needs education. This SEN document details our intentions for those children with special needs and explains how it will also enhance mainstream provision. After consultation, this strategy will be adapted if necessary, then used to form a key part of *Strategy for Change, Part Two*.

## 2. Background

- 2.1. The majority of pupils with Learning Difficulties and Disabilities and/or Special Educational Needs (LDD/SEN) are in mainstream schools. Mainstream schools receive additional resources to meet the needs of these pupils through 'decoupled funding'<sup>1</sup>. Support is also provided from the Complex Needs and School Improvement and Standards divisions; the Primary Care Trust and outreach from special schools. Where the needs of the pupil are more complex, support is determined by a statement of special educational needs (SEN) for each pupil. The proposed remodelling of our mainstream school buildings will take account of the need to create dedicated, flexible spaces for small group work. This will enable far more integration and a significantly broader interaction between children at various stages of their learning journey.
- 2.2. Education of pupils with LDD/SEN in mainstream schools is often referred to as 'inclusion'. Inclusion, however, is much more than fitting individuals into existing school arrangements with appropriate support. It is about organising schools in such a way as to ensure that all pupils are enabled to reach their full potential. The inclusion capacity of the Local Authority is increased by positive relationships, collaboration between schools and wider children's and young people's services supporting vulnerable pupils. BSF will promote further our inclusive practice in mainstream and special schools, enabling us to transform good provision into provision that is outstanding.
- 2.3. This capacity will be developed further for pupils with learning difficulties by co-locating Cambridge School, for children with moderate LDD/SEN, with mainstream secondary schools. Additionally, we are extending the excellent provision for pupils with autism developed at Queensmill School into the secondary phase. Each of these innovations will improve not just the special school environment, but also the mainstream schools.
- 2.4. The Department for Children, Schools and Families, in the strategy document for meeting special educational needs *Removing Barriers to Achievement: The Government's Strategy for SEN*, states clearly the important role for special schools.<sup>2</sup>

"We believe that special schools have an important role to play within the overall spectrum of provision for children with SEN – educating some children directly and sharing their expertise with mainstream schools to support greater inclusion." *Removing Barriers, para 2.12*

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<sup>1</sup> *Funding to school based on learning need (SATS results) and deprivation (Free School Meals entitlement)*

<sup>2</sup> *Removing Barriers to Achievement: The Government's Strategy for SEN – February 2004, Reference number: DfES0117/2004*

### 3. Inclusion - Vision and Values

*'Inclusion is far more than just the location of a child's school placement. Inclusion is about engendering a sense of community and belonging and encouraging mainstream and special schools and others to come together to support each other and pupils with special educational needs.'*<sup>3</sup>

3.1. *Inclusion Matters*, the Hammersmith & Fulham Strategy for Inclusion 2006, sets out our vision that every child, whatever their needs, will have their life chances improved by access to the highest quality educational experiences. This will enable them to be healthy, safe and valued. It will also help them to make the most of learning opportunities and to contribute positively to their local communities.

3.2. *Inclusion Matters* sets out the following values which have been developed through discussion and consultation with stakeholders during Hammersmith and Fulham's SEN Review (2004). They reflect a growing consensus among those education and support professionals, parent/carers and other partners who were involved in the consultation process.

- **Opportunity: for everyone to participate fully in the learning experience**  
Our belief is that all children should have access to an appropriate education that gives them the opportunity to extend and achieve their personal potential.
- **Community: to provide education as close to a pupil's home community as possible**  
Placements for children with special educational needs should be as near the pupil's home community as possible.
- **Learning Together: to support the continuing professional development of all partners**  
We have staff and parents with considerable skills. Our aim is to improve the means by which this expertise can be developed and shared. Most children can be included in mainstream education successfully with the appropriate teaching strategies and support.
- **Specialist Support: to provide coherent support for pupils with complex educational needs**  
Mainstream education may not always be right for every child all of the time. Provision and arrangements should be flexible and informed by the needs of the

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<sup>3</sup> *Inclusive Schooling: Children with Special Educational Needs DfES 2001*

pupil, parental preference and attention to the efficient use of public resources. Special schools have an important and changing role within the continuum of need. They should play an important dual role of providing specialist education for some children with the most complex needs, whilst supporting the development of inclusive provision in mainstream schools.

- **Partnership: to improve communication and develop strong partnerships with all stakeholders**

Parent/carers' views should be listened to and taken account of and every opportunity should be taken to ensure that their children are active partners in assessing their needs and making decisions about their own education.

Practitioners, key professionals and parent/carers involved in a child's education need to be able to communicate effectively and know where information is held.

Schools should work in partnership with each other and the wider local community.

3.3. Inclusion is a process. In Hammersmith and Fulham, we believe that effective inclusion will be best achieved when all members of our community are able to participate confidently.

3.4. We seek to respond to the national context by making improvements in the four key areas of good inclusive practice set out in *Removing Barriers to Achievement: The Government's Strategy for SEN*. DfES 2004, namely:

- Early intervention
- Removing barriers to learning
- Raising expectations and achievement
- Delivering improvements through partnership.

3.5. We will support our vision of inclusive education through a focus on:

- Raising achievement for all pupils
- Narrowing the achievement gap for vulnerable groups
- Improving teaching and learning
- Tackling exclusion and disaffection
- Supporting all educational settings to meet a wide range of special educational needs

- Developing the role and function of special schools and support services.

3.6. We believe that in working together we can achieve ongoing improvements in the provision of education for all children, including those who need more help and support than most, and that through this, we will enable them to reach their potential. Our approach will be characterised by a clear focus on local communities, supported by appropriate targeted, evidence based investment and practical partnerships with other service providers.

3.7. As our strategy, Inclusion Matters is implemented we will see:

- Children having their needs met effectively
- Achievement rising, especially in our vulnerable groups of young people
- Attendance going up
- Exclusions falling
- More of our young people with special educational needs being educated locally rather than in out of borough special schools.<sup>4</sup>

Reviews of our arrangements and provision, including Ofsted evidence since September 2005, suggests there is good and outstanding provision for pupils with LDD/SEN in Hammersmith and Fulham.

The Joint Area Review of Children's Services<sup>5</sup> published February 2008 states:

*Education support for children and young people with learning difficulties and/or disabilities is good. Ofsted reports show that these children generally make good progress in school and achieve well.*

We want to turn the good provision into outstanding provision across the authority over the period to 2018.

#### **4. Vision for the future**

4.1. All pupils with Learning Difficulties and Disabilities, whatever their registered school, will have access to a range of support and provision across the LA. This will enable them to

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<sup>4</sup> Hammersmith & Fulham - Inclusion Matters- A Strategy for Inclusion 2006

<sup>5</sup> Joint Area Review - Review of services for children and young people. Full report available from <http://www.lbhf.gov.uk/JAR>

access a personalised curriculum to meet their needs and allow good opportunities for future progression. In summary:

- A broad spectrum of provision will be available locally, in both specialist and mainstream settings. This will include easy access to specialist services provided by a range of partners.
- Staff in mainstream and special schools will be supported through professional development opportunities, enabling them to respond more effectively to individual needs, including identified special educational needs.
- Pupils in special schools will have access to a wider range of social and educational experiences in secure and supportive environments.
- Closer working with Ealing, Hammersmith & West London College (EHWLC) will provide a broader range of 14-25 LDD/SEN provision locally, including vocational options and life skills. This will be the subject of separate proposals led by EHWLC.

#### 4.2. Our ambition for BSF is to:

- Ensure that we have the optimum balance of special and mainstream provision.
- Remodel our special school provision to enable it to work more collaboratively with mainstream schools and Ealing Hammersmith & West London College (EHWLC) including co-location of special school provision on mainstream sites. To facilitate this we propose to co-locate Cambridge School with mainstream secondary schools and redesignate it as providing for pupils with Complex Needs.
- Work with EHWLC to ensure continuity of special provision at post-16 (and up to 25) for those pupils who need it, with a focus on enhancing employability and independent living.
- Extend the age range of Queensmill School into the secondary phase to enable pupils at Key Stage 3 and Key Stage 4 to have continuity of local provision.
- Build on our current high quality special school outreach work and broaden Continuing Professional Development (CPD) opportunities between special and mainstream to improve the learning of all pupils.
- Ensure expertise in the special school sector is made available to improve the skills of staff in mainstream schools to meet the needs of all pupils.

- Ensure that all newly remodelled schools are curriculum and pupil entitlement led.

## **5. How will schools, college and other agencies work together to make this happen?**

- 5.1. In Hammersmith & Fulham the majority of pupils with LDD/SEN are educated in mainstream schools. A minority are educated in special schools or in units attached to primary schools in the borough. Some pupils however, are in out of borough special day schools and some in residential special schools. These pupils are those with more severe and/or complex needs.
- 5.2. Pupils in special day schools have a range of needs and many of them would benefit from access to a curriculum which is broader than that available in a small special school. Most, if not all, would benefit from contact with the wider school population in social and other settings e.g. at lunch times or before and after-school/extended activities or through social groups. Currently, opportunities for curriculum or social enrichment are limited for pupils in special schools within the borough and even more limited for those placed in special schools away from their local community.
- 5.3. In Hammersmith and Fulham, we want to build on the best practice in our special schools and to ensure that they are centres of excellence, both in the education they provide for their own pupils and also in the outreach support they offer to their mainstream partner schools. Therefore it is important to develop a coherent vision for the future which includes both special and mainstream schools, and which ensures that the accommodation in all our schools is fit for the twenty-first century.
- 5.4. Building Schools for the Future provides an opportunity to achieve our vision of transforming learning opportunities for all pupils with LDD/SEN. The aim is to enable the good quality specialist provision to work more closely with mainstream schools and Ealing Hammersmith & West London College (EHWLC), thus improving the provision across all sectors for pupils with LDD/SEN.
- 5.5. At post-16, there is an ambitious plan to create an inclusive learning partnership between our special, mainstream and FE provision for pupils with varying degrees of LDD/SEN. This would provide a blend of highly specialised services and mainstream provision, with access to work related learning, further education and a range of pathways beyond school. Centres for highly specialised services up to age 25 would be further developed in collaboration with EHWLC.
- 5.6. At Queensmill School, there will be an extended age range from 3-19 years; at Jack Tizard School, a focus on those pupils who have profound and multiple learning difficulties and

who may also have complex medical needs. Each school will apply for specialist status enabling an outreach/inclusion training remit to support mainstream.

- 5.7. Additionally, all pupils with LDD/SEN, whatever their registered school, will have access to the proposed, new co-located Cambridge School (see detail below), the Bridge Academy (alternative secondary provision) and mainstream schools will have access to work related learning and further education.
- 5.8. Pupils will have an individual learning plan which will map and track a range of learning opportunities between the specialist centres and mainstream.
- 5.9. Staff in mainstream and special schools will benefit from CPD opportunities. The current specialist outreach support for mainstream schools will increase and improve assessment of need and personalised curricula for all pupils.

## **6. How will BSF transform the curriculum for all pupils with LDD/SEN?**

- 6.1. All our schools will address the needs of **all** their pupils, particularly the most vulnerable, more effectively through:
  - Widened and enhanced curricular offer
  - Improved learning environments
  - Innovative use of ICT.

In particular the creation of an Managed Learning Environment (MLE) will allow for appropriate challenge and interventions for identified groups of pupils who require additional support or extension work. The remodelling of our school buildings will take account of the need to create dedicated, flexible spaces for small group work. This will enable far more integration and a significantly broader interaction between children at various stages of their learning journey. It will also allow us an opportunity to review the location of our provision, and make proposals for change of location for some specialist provision.

- 6.2. BSF will promote further our inclusive practice, enabling us to transform good provision into outstanding provision. The development of a shared Virtual Learning Environment (VLE) will provide all pupils with parity of access to high quality learning materials. At the core of our ambitious SEN strategy is a seamless continuum of provision, offering enhanced opportunities through personalised learning packages. This will be facilitated further by co-locating Cambridge School with mainstream secondary school provision.

6.3. Two areas of special need show increasing demand: Social Emotional and Behavioural difficulties (SEBD) and Autistic Spectrum Disorder (ASD). We already have very good provision for SEBD at The Bridge Academy and we will develop this by taking advantage of new opportunities presented in the DCSF's recent White Paper: *Back on Track*<sup>6</sup>. However, we do not believe that The Bridge should be designated as a special school. We want to build on its excellent provision as a true alternative to mainstream secondary education by offering new opportunities for engagement to a very wide range of pupils, both with and without specific LDD/SEN.

6.4. We have plans for secondary provision in ASD by developing Queensmill as a 3-19 school. We are also keen to support Queensmill and Jack Tizard in gaining specialist school status. This will enable them to provide high quality outreach training and joint working for staff in mainstream schools, and will ensure that all our special schools become centres of outreach excellence, supporting our continuum of inclusive provision.<sup>7</sup>

## **7. Proposal for the co-location of Cambridge School (Moderate Learning Difficulties) with mainstream secondary schools**

7.1. The Government's Strategy for Special Educational Needs, *Removing Barriers to Achievement*, advocates special schools supporting mainstream schools to develop their capacity to support children with a range of special educational needs. In Hammersmith & Fulham, 33% of pupils with a statement of special educational need attend a special school. More needs to be done to develop provision across the borough which will enable a higher percentage of those pupils to access the wider range of provision available to those in mainstream schools.

7.2. The issue of capacity is particularly important for pupils with a moderate level of learning difficulties or complex needs. Pupils with similar levels of need may be placed either in mainstream or special provision. This decision would be based on a range of factors, including:

- Parental preference
- The ethos of the school
- The perceived level of SEN skills
- Resources available in the mainstream school.

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<sup>6</sup> *Back on Track: A strategy for modernising alternative provision for young people. DCSF White Paper*

<sup>7</sup> *Extract from Strategy for Change part 1*

- 7.3. We are proposing an expansion of the role of **Cambridge School** and its co-location with mainstream secondary schools. The school is formally designated Moderate Learning Difficulties (MLD) but now caters for pupils with a range and complexity of needs including learning, communication and language, ASD and SEBD. This will need to be reflected in an application for formal re-designation of the school to better reflect the range of needs. The school will become more of a shared resource for the whole secondary phase by developing its partnership role in CPD, by showcasing good practice, particularly in relation to its proposed specialist status as an Arts School, and by promoting more flexible placement models.
- 7.4. Co-located schools refer to special and mainstream schools which are located on the same site or within a very limited geographical area. Different arrangements can include:
- Separate schools and separate buildings on a shared or adjacent site
  - Separate schools within a single building with some shared accommodation, pupils and resources.
- 7.5. For pupils and staff from the special school, the proposed co-location alongside mainstream schools can offer the 'best of both worlds': access to a wider range of facilities, resources and experiences, whilst retaining specialist teaching and support. Co-location will promote the highest level of pupil integration, especially socially and in sport, music, drama, art and vocational courses.
- 7.6. For the mainstream schools, there will be significant benefits for young people from interacting with a wider peer group, thus developing their understanding of all members of society. Additionally, staff will be able to access a wider range of expertise and, over time, the co-located schools may well develop shared posts and resources. This proposal would also enable pupils based in mainstream schools to access part time provision at the Cambridge School.
- 7.7. Co-location on mainstream sites also offers opportunities to co-locate the delivery of health-based services and family support, offering much more of a 'one stop shop' approach. This proposal will allow this to develop in both the north and south of the borough.
- 7.8. Our proposal is to retain Cambridge School as a special school, but relocate the school so that it occupies its own accommodation at both Phoenix High School and at the proposed Fulham College (working title). Cambridge School would retain its own separate identity and governing body. There would be provision for Cambridge pupils on both the Phoenix site and the Fulham site.

- 7.9. The Phoenix High School site has more space available for co-location and is in the north of the borough where the majority of the Cambridge School population live. This site has opportunities for outdoor activities, including a farm and learning zone and a sports centre on site, which would enrich the curriculum for pupils at Cambridge School. This will be developed as the main provision site for Cambridge, and offer specialist provision for a group of about 60 full time pupils attending either full time, or spending part of their time in mainstream, depending on their personalised curriculum. There will be a further 10 full time equivalent places for pupils from mainstream in the specialist provision as part of their personalised curriculum. At 16+ there would be a choice of pathways for pupils to access accredited courses. These would include staying in the co located sixth form, transferring to William Morris Sixth Form, or accessing the developing 14-25 offer at EHWLC.
- 7.10. The proposal is also to locate a southern branch of Cambridge School within the new Fulham College (working title for Henry Compton/Fulham Cross). There would be special school provision for about 20 full time pupils, who could also access mainstream provision as part of their personalised timetable. There would also be approximately 10 full time equivalent places for pupils from mainstream in the specialist provision as part of their personalised curriculum.
- 7.11. As at Phoenix, some mainstream pupils with LDD/SEN at Henry Compton and Fulham Cross could access specific curriculum provided by Cambridge staff in collaboration with Fulham College staff, and share the combined (enhanced) support services provided by other agencies to the group of schools.
- 7.12. The dual site would support pupils' access to links in their local community e.g. via the extended schools offer, and minimise travel times. In addition, a borough-wide professional development resource will be developed on one of the two sites. Staff in all three schools will benefit from a wider range of professional development, as well as sharing skills and experience.
- 7.13. With these proposals, Cambridge School will play a pivotal role in responding to a more complex profile of needs across the LA, as well as promoting a more inclusive school system across all schools.

## **8. Opportunities**

- For Cambridge School to be a full partner in a community of schools with an inclusive ethos.
- For Cambridge pupils to more easily access mainstream provision as appropriate and feel part of a wider school community.

- For some Fulham College and Phoenix High School pupils with LDD/SEN to access more specialised curriculum and resources at Cambridge School.
- For some pupils with LDD/SEN from other secondary schools to access the specialist provision at the Phoenix and Fulham College sites.
- To develop enhanced inclusive practice across a number of mainstream schools.
- For the development of enhanced multi-professional support services across the community of schools, plus sharing of professional development and skills, both formally and informally.
- The dual location would help minimise travel times for Cambridge pupils and for mainstream pupils from schools accessing the Cambridge provision on a part time basis.

## 9. Challenges

- The coherence and strong sense of identity that pupils currently feel for Cambridge School may be lessened.
- The need for Cambridge staff to cover two substantial facilities some distance apart.
- Developing Cambridge school facilities in this way will be more expensive in management, staffing and resources than a single site option.

<b>Cambridge School</b>	<b>Planned places</b>	100
	<b>Secondary</b>	11-16yrs
<b>Main area of Need:</b> a range of complex learning needs including communication & language, ASD and SEBD.		
<b>Proposal:</b> Cambridge School provision to be co-located on mainstream secondary school sites (Phoenix High School and Fulham College).		
<b>Integration:</b> mainstream secondary schools (see above); Ealing Hammersmith & West London College.		
<b>Outreach:</b> the proposals would see significant development of outreach services from Cambridge School as well as reverse integration (mainstream school pupils spending time in the specialist facility).		

- 9.1. We propose to retain **Woodlane High School** as provision for vulnerable pupils with complex needs, including medical and mental health needs. The school will continue to provide an outreach service for medical and mental health needs. It is envisaged that pupils

at Woodlane School would gain more inclusive educational and social experiences through closer collaboration with Burlington Danes Academy and by extension of the current collaboration with William Morris and EHWLC.

<b>Woodlane High School</b>	<b>Planned places</b>	65
	<b>Secondary</b>	11-16 yrs
<b>Main areas of need:</b> a range of needs, including speech & language, SpLD, social emotional & medical including mental health.		
<b>Proposal:</b> Woodlane High School would remain on present site.		
<b>Integration:</b> Burlington Danes Academy; William Morris Sixth Form, Ealing Hammersmith & West London College.		

## 10. The proposed development of Queensmill School

- 10.1. Hammersmith & Fulham will extend local provision for more complex Autistic Spectrum Disorder into the secondary sector with the expansion of Queensmill School to a 3-19 provision, with possible extension to age 25 at EHWLC.
- 10.2. Our plan for developing Queensmill as a 3-19 school was consulted upon in the main BSF consultation earlier this year and received very clear support. We have published a statutory notice on extending the age range of the school on a phased basis with effect from September 2009. This is ahead of proposals for a new school to be built on a new site as detailed in our BSF Strategy for Change, Part 2, proposals. This is likely to involve interim arrangements to provide for KS3 pupils until the new school is ready. The school provides very effective ASD outreach support for primary schools and it is proposed to build on this and extend the service to secondary schools. It is likely the school will apply for specialist status. It is hoped that the school would be involved in the development of respite facilities for children with severe autism in the borough.

<b><u>Queensmill School</u></b>	<b>Planned places</b>	100
	<b>All age</b>	3-19 yrs
<b>Main area of need:</b> Autistic Spectrum Disorder.		
<b>Proposal:</b> new build/significant remodelling on The Bridge Academy site.		
<b>Integration:</b> links with local primary schools; proposed links with local secondary schools and with EHWLC.		
<b>Outreach:</b> maintain and develop outreach service.		

- 10.3. **Jack Tizard** is an all-age school for pupils with Profound and Multiple Learning Difficulties and Severe Learning Difficulties (PMLD/ SLD) which was rebuilt on a new site in the last five years. It serves an increasingly complex profile of needs. If this pattern of referrals continues space may become an issue. The school provides high quality outreach and partnerships with a range of local schools. No changes to the building are proposed but the council is developing plans to provide a hydrotherapy pool. Nevertheless, the school will have a key role in developing flexible learning and family support models, as well as embedding its high quality outreach provision, benefiting a wide range of pupils with marked learning needs across the LA. It is likely the school will apply for specialist status.
- 10.4. Local provision for this group of pupils will also be enhanced and extended to age 25 by the proposed expansion of specialist provision at **EHWLC** and the development of a range of transition pathways to adult provision. This is subject to the success of proposals being made to the Learning and Skills Council (LSC).

<b><u>Jack Tizard School</u></b>	<b>Planned places</b>	80
	<b>All age</b>	3-19 yrs
<b>Main areas of need:</b> severe learning need; profound and multiple learning difficulties; complex needs/medical needs.		
<b>Proposal:</b> remain on present site; provision of hydrotherapy pool (not a part of BSF).		
<b>Integration:</b> links/part time placements with local mainstream provision; local FE colleges, including Ealing Hammersmith and West London College.		
<b>Outreach:</b> maintain and develop outreach service for primary and secondary schools.		

- 10.5. The three schools above, in particular Jack Tizard School and Woodlane High School, also cater for pupils from across West London, especially Kensington and Chelsea, which has no local authority special schools.
- 10.6. **The Bridge Academy** operates a wide range of provision including a secondary pupil referral unit (PRU). It is the local specialist provision for pupils with behavioural difficulties, but is not a special school. Should the proposals go ahead, it is planned to consolidate and extend the Bridge's role by relocating and rebuilding it on the current Cambridge School site.
- 10.7. The focus here is on collaboration and partnership, with all secondary schools to allow pupils with behavioural difficulties to access specialist provision without the need for permanent exclusion, and therefore reduce the incidence of permanent exclusion across the borough.

**The Bridge Academy**

**Planned places**

circa 175

**Secondary**

11-16 yrs

**Main area of need:** specialist provision for pupils with behavioural difficulties and some LDD/SEN.

**Proposal:** possibly relocate to the Cambridge School site with a new build school.

**Integration:** all Schools.

10.8. The Bridge Academy provides alternative secondary provision that includes specialist provision for pupils with behavioural difficulties. It provides a personalised curriculum which includes innovative online learning to all pupils. It already collaborates closely with both mainstream and special settings in responding to pupils who have experienced great difficulty in accessing the curriculum in mainstream schools. We plan to further develop some of the best aspects of the Bridge Academy, including the delivery of therapeutic outreach services and support to mainstream schools.

## 11. Further Information

The parent-friendly version of this proposal and an executive summary can be found on Hammersmith & Fulham Council's website, [www.lbhf.gov.uk](http://www.lbhf.gov.uk). Both documents include details of consultation arrangements, which include meetings at each of the schools.

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