

SECTION 6

Dual Registration and Funding of Special School Pupils in Mainstream Settings

1. Introduction and Background

- 1.1. The Education Act 1996 and Disability Discrimination Act 1995 provide the statutory framework in which this scheme operates. The statutory framework is supplemented by the SEN and Disability Discrimination Codes of Practice.
- 1.2. DfES guidance issued in 2002¹ referred to the development by LEAs of “strategies that provide resources to meet need... that are flexible enough to support individual pupils with severe or complex needs...that are closely linked to policy.” These “are associated with the development of inclusive education.”
- 1.3. The Report of the Special Working Group advocated dual registration and dual funding in the following terms.

The Working Group believes that it is important for LEAs to make more use of existing flexible funding systems to facilitate dual placements and to allow greater teacher and pupil movement between special and mainstream schools. The freedom given by the Pupil Registration Regulations to register a pupil concurrently at both a maintained school and a special school has existed for some years. In terms of funding these placements, the Financing of Maintained Schools Regulations provide that when a pupil is dual registered, both schools receive funding as if he or she were a full time pupil, unless the LEA 's funding formula specifies otherwise. This is designed to ensure LEAs undertake a proper assessment of what each school needs by way of funding for the pupil, and that the default situation is complete funding at both schools.²

The Working Group recommends that the Department should promote the flexibilities laid down in the School Budget Shares (Prescribed purposes)(England) Regulations 2002 in order to encourage movement between special and mainstream schools. The effect of the regulations is to allow the governing body of a maintained school to spend its budget share on teaching, learning materials and other education-related services for pupils registered at other maintained schools. A special school, for example, can now provide outreach for pupils in other maintained, mainstream schools from within its own budget share, and vice-versa.³

- 1.4. Following consultation in 2003, the County Council approved a scheme for the dual registration and dual funding of certain pupils based on these recommendations.
- 1.5. Warwickshire's scheme operates at two levels. At Tier 1 the scheme provides a reliable mechanism for funding the kind of integration projects long established in Warwickshire between Special Schools and their mainstream partners. These were previously unfunded.

¹ 'The Distribution of Resources to Support Inclusion' DfES April 2002 (Para 1.1.1)

² Op cit para 113

³ Op cit. para 114

- 1.6. A higher level of funding (Tier 2) reflects higher levels of partnership and commitment between two schools. This is available to promote greater inclusion for pupils whose needs are currently met exclusively in a Special School, albeit with some element of integration.
- 1.7. The purpose of this document is to set out the rationale for the scheme and the protocols governing its application.

2. Rationale for the Scheme

- 2.1. Warwickshire's policy for the inclusion of pupils with SEN⁴ states:

"Where pupils are placed by the LEA in special schools, the local mainstream school will assume responsibility (in consultation with parents, the child and the special school) for ensuring opportunities for inclusion into appropriate aspects of the life of the school, alongside peers."

This policy places an onus on all mainstream settings to take some responsibility for pupils who live in their locality and who attend a special school. Dual funding and dual registration offers the possibility of giving practical effect to this policy and provides the resources to support it.

- 2.2. In anything other than a fully inclusive and comprehensive system, decisions must be made about pupils' school placement. For pupils with SEN these decisions are inevitably 'best-fit' and somewhat conditioned by the pattern of provision in place. Officers of the LEA, in consultation with parents and children, schools and colleagues in the support services and other agencies have developed a high level of expertise in making these judgements.
- 2.3. Many pupils appropriately placed in special schools benefit from attendance in a mainstream setting. For these children integration packages have been devised, managed and funded locally, usually from the special school's delegated budget. This scheme makes such integration arrangements a part of the entitlement of every pupil on the roll of a special school and through the Tier 1 mechanism provides funding to support it.
- 2.4. A small number of pupils in special schools benefit from a level of partnership between schools which goes beyond social integration in a mainstream setting. These arrangements have also been devised and managed locally. They have been funded either through an enhanced cash grant to the mainstream school or from the special school's delegated budget. These funding streams have rarely been sufficient and one or other setting has typically sustained the partnership on a goodwill basis. This scheme formalises such partnership arrangements and through the Tier 2 mechanism provides funding to support them.
- 2.5. The SEN Code of Practice strengthens the right of parents to request a mainstream place for their child. In some instances, this can mean that a pupil whose difficulties are such that, in the past, a special school would have been the automatic choice, must now be considered for placement at least for part of their time in a mainstream setting. SENDIS Tribunals can of course require these arrangements.

⁴ "SEN and Inclusion in Warwickshire" LEA February 2002

2.6. Although as a matter of policy the LEA now operates on the basis that if possible a child with a statement will attend a mainstream school, placement in a mainstream setting often implies increased resource demands. In circumstances such as this, this scheme may secure the best all-round solution providing there is agreement that the pupil's needs are such that a full-time placement at a special school would be appropriate and a place has been secured.

3. Two Tiers of Funding for Special School Pupils of Compulsory School Age who are Dual Registered

3.1. The flexibilities within the Financing of Maintained Schools Regulations states that "the default situation is complete funding at both schools." That is both schools receive funding as if he or she were a full time pupil. Although the regulations are not specific about what is meant by "complete funding" it implies that any scheme must facilitate dual placement both for those who make few resource demands on the mainstream school and those who require significant levels of support.

3.2. To take account of the range of need and the diversity of arrangements which could be made to meet them, the Warwickshire scheme envisages two scenarios;

- Dual registration to support *integration* with dual funding at Tier 1 and
- Dual registration to support *inclusion in partnership* with dual funding at Tier 2

Integration and inclusion are conceptually different and the protocols which apply to them, as well as the levels of funding available are different within this scheme.

4. Integration (Tier 1 Funding) for Special School Pupils of Compulsory School Age who are Dual Registered

4.1. Although partner schools will seek to make appropriate curriculum connections, the aim of integration is primarily social and is considered to have benefits for pupils from both schools. The host school offers an activity or experience that benefits the special school pupil⁵ but does not take on wide-ranging responsibility for progress, welfare, attainment, etc, other than that required by the general duty of care.

4.2. Such integration is already established practice. Those pupils on special schools' rolls who spend some time in mainstream settings do so on the basis of locally negotiated arrangements. In the past these have been entirely dependent on the ability of the special school to resource them from their delegated budgets and on the goodwill of the mainstream school to undertake them. Some mainstream schools are prepared to accept pupils on integration without support. Over many years, the special schools have established networks of supportive mainstream settings in their localities. For this reason integration can take place in **any** mainstream school (not necessarily the school local to where the pupil lives) and often takes place in a mainstream school **local to the special school**.

⁵ In the context of social inclusion the pupils in the mainstream setting, it is hoped, would benefit too.

4.3. Integration projects have, in the past, frequently broken down because the funding which supports them is so fragile. It has often been the first thing to be lost when something unforeseen occurs such as staff absence. This creates frustration in both settings and concern amongst parents who value integration highly and when integration is written into the statement rightly insist on it taking place.

4.4. Although integration is *not* inclusion, it can be immensely beneficial for the pupils concerned and their families.

5. Inclusion Partnerships (Tier 2) for Special School Pupils of Compulsory School Age who are Dual Registered

5.1. **Inclusion** is not the same as integration, nor is it simply integration with more time spent in mainstream setting.

5.2. Inclusion implies that the mainstream school ***local to where a pupil lives, in partnership and collaboration with the special school takes on defined responsibilities for curriculum delivery and the progress, welfare, attainment, etc of the pupil. This implies the full involvement of the mainstream school in planning, assessment and reporting.***

6. Links to School Improvement.

6.1. The DfES strategy for SEN⁶ further promotes the inclusion of all children in mainstream settings and envisages that where they are part of an LEA's pattern of provision, special schools will increasingly develop an outreach support role.

6.2. This scheme explicitly sets out to

6.2.1. support mainstream schools as they develop understanding of and expertise in meeting the needs of pupils whose difficulties have previously been beyond their experience and

6.2.2. support special schools as they explore how they can work most effectively to support mainstream colleagues as they work with these pupils.

By these means both mainstream and special schools work more effectively.

6.3. The presence of pupils from the special school is important in raising the confidence of mainstream settings and practitioners in meeting a wider range of needs, moving them towards a better understanding of diversity.

6.4. For special schools the focus on the child in the mainstream setting provides a firm base for partnership between schools and the provision of outreach support.

6.5. By providing funding at a generous level, the scheme seeks to create a 'virtuous cycle' in which more genuinely inclusive practice can become established.

6.6. The protocols which underpin this scheme are intended to support the individual pupil *and* the development needs of schools as they respond to Removing Barriers to Achievement.⁷

⁶ 'Removing Barriers to Achievement'

⁷ An example of this is the presumption within the scheme that partnership inclusion funded at Tier 2 will involve the pupil attending for full days in the mainstream setting. This is intended

7. Funding Protocols Applicable to Tier 1 and Tier 2

General Rules for Special School Pupils of Compulsory School Age who are Dual Registered

- 7.1. Dual funding and dual registration arrangements can only apply between Warwickshire LEA maintained schools.
- 7.2. The scheme is available only to pupils under the age of nineteen:
 - 7.2.1. with a statement of special educational need
 - 7.2.2. for whom a place in a Warwickshire LEA maintained Special School is appropriate and secured
 - 7.2.3. whose statement names both the special school and the mainstream school.
- 7.3. Whether the pupil is benefiting from an integration or inclusion partnership arrangement, there must be a record of how the funds are spent, detailing the provision made by both schools.
- 7.4. The scheme is not open to pupils already in full-time attendance in a mainstream school *except* where there is agreement that the special school will become the primary provider and where a place in that special school has already been secured.
- 7.5. Pupils who are dual registered will not count against the admission number of a mainstream school.
- 7.6. AWPU funding is made for a financial year. To secure this, the pupil must be dual registered and shown on the PLASC return made in January.
- 7.7. This scheme does not apply to or in any way supersede the arrangements made between the PRU and mainstream schools.

to guard against the notion that mainstream schools are not capable of differentiating the curriculum, in mathematics and literacy. This in turn would lead to the development of a mid-day move between special school and mainstream which would take funding out of schools and into transport contracts.

8. Tier 1 Funding Rules - Integration Programmes⁸ for Special School Pupils of Compulsory School Age who are Dual Registered

- 8.1. Pupils are dual-registered in both the 'home' special school and the 'host' mainstream school.
- 8.2. Both the special school and the mainstream school will be named in Section IV of the statement of special educational need.
- 8.3. In accordance with the County Council policy as set out in "SEN and Inclusion in Warwickshire" all mainstream schools are required, if requested, to provide "opportunities for inclusion into appropriate aspects of the life of the school, alongside peers" for those children living locally to them.
- 8.4. Integration programmes however will most commonly be negotiated between the special school and a partner mainstream school (or schools) *geographically local to the special school*. Although there is no *obligation* on a mainstream school to accommodate pupils from the nearby special school unless the child lives locally, there are clearly cost benefits to such arrangements.
- 8.5. Funding in the mainstream school is at the level of the mainstream AWPU appropriate to the pupil's age. This acknowledges the contribution of, and the resource demands made upon the mainstream school and ensures more stability and continuity of provision.
- 8.6. Although the AWPU funding is not 'attached' to the pupil(s), the sums delegated to a 'host' school for dually registered pupils must be ring-fenced to support integration. This allows flexibility in the management of the funds and acknowledges that integration has implications for the mainstream teacher and other pupils in the class group.
- 8.7. The special school and the mainstream school must agree in advance on the way in which the AWPU delegated to the mainstream school will be used.
- 8.8. Normally the mainstream school will use the AWPU to employ staff to support the special school pupil during the integration. Pupils should only be taught or supported by special school staff during the early phase of the integration whilst the mainstream staff supporting the child are getting to know his or her particular needs.
- 8.9. The special school will therefore not routinely make a charge against the mainstream budget but where it is agreed that they do so, the amount charged must not exceed the sums allocated to the mainstream school through the scheme.
- 8.10. Schools may agree to use the AWPU to enable staff from either school to spend time in the other for training and for liaison purposes.
- 8.11. The partner schools should agree how the administration costs will be met. A figure of 10% of the mainstream AWPU for each pupil is recommended.

⁸ Criteria for determining the appropriateness of an integration programme and further guidance will be developed and issued as a new section in the Warwickshire Reference File for Special Needs and Inclusion.

- 8.12. There is no limit on the number of special school pupils who could benefit from Tier 1 integration programmes, providing that such programmes are agreed between the schools concerned and fully discussed with parents/carers.
- 8.13. Special schools will retain responsibility for local transport arrangements in discussion with parents and 'partner' mainstream schools. All transport costs beyond the daily return journey between home and school (where eligible) will be met by the special school, as the LEA will not fund school-to-school transport during the school day whether for pupils supported by a Tier 1 or a Tier 2 package. Hypothetical savings from transport, arising for example from children walking to or from the local mainstream school, may not be used to support alternative transport arrangements.
- 8.14. Some special schools aim for all pupils on roll to have some experience in a mainstream setting. Dual AWPU funding and dual registration would apply where the schools' planning established a clear purpose in relation to the pupil's needs and where the integration programme was understood by both schools to be a regular and on-going commitment. This commitment need **not** imply a weekly pattern of attendance at the mainstream school throughout the year but should be wider in scope than the occasional visit⁹.

⁹ Guidelines will clarify the range and extent of activities for which constitute integration programmes.

9. Tier 2 Funding Rules - Inclusion Programmes for Special School Pupils of Compulsory School Age who are Dual Registered

- 9.1. Tier 2 is aimed at children requiring full access to the curriculum in both schools. There is an expectation that both schools will be fully involved in joint planning of the curriculum, individual programmes, IEPs etc. and assessing and monitoring progress.
- 9.2. Funding at Tier 2 will be considered only where the pupil spends as a minimum more than six hours of curriculum time *including at least one whole day* in the mainstream setting.
- 9.3. The scheme is intended to enable the special school both to support the individual pupil and provide outreach support to the school. In contrast to Tier 1, special school staff are expected to work in mainstream schools as part of the agreed pattern of provision referred to in 9.8¹⁰. Special schools may raise a charge against the mainstream schools' budgets up to an agreed amount for this service. The amount charged must not exceed the amount delegated to the mainstream school.
- 9.4. Both the Special School and the Mainstream School will be named in Section IV of the statement of special educational need. The statement will include the wording "requires a dual placement at both a special school and a mainstream school"
- 9.5. Details of the inclusion partnership programme must be set out in the statement. The statement must confirm that both the local mainstream school and the special school named on the statement accept responsibility for the progress, attainment and well-being of the pupil, irrespective of the actual balance of time spent in each institution. The special school will take responsibility for holding all attainment records and take *lead* responsibility for reporting to parents but always in partnership with the partner mainstream school.
- 9.6. Inclusion Partnership Programmes at Tier 2 will be funded as follows:
 - 9.6.1. Both settings will receive an AWPU entitlement appropriate to the school at which they are registered (as Tier 1)
 - 9.6.2. Unless the pupil is on the highest SNRU Band *both* schools will be funded at this SNRU funding level
 - 9.6.3. Where a special school pupil is on the highest SNRU Band, both schools will share funding to a maximum of Band R.
 - 9.6.4. Exceptionally, and for the initial year only, to acknowledge initial training and other 'set up' costs both schools may be funded at the top SNRU Band.
- 9.7. The SNRU Band for the pupil will be set according to the moderation processes prevailing at the time and be based on the assumption that the pupil will be in full-time attendance at the special school only.

¹⁰ Depending on the needs of the pupil and the agreement reached between the schools this need not be provided all the time the pupil is in the mainstream setting.

- 9.8. The total funding package made available under the dual funding arrangement will be subject to negotiation and agreement between the schools, officers of the ASRS and parents. These agreements will be recorded in the Inclusion Programme. The ASRS Service will monitor the costs.¹¹
- 9.9. The ASRS will make a charge of 10% of the *double* SNRU funding to cover the administration costs associated with setting-up, administering and monitoring the Programmes. This will be deducted from the allocation made to the mainstream school.
- 9.10. The scheme does not provide for funding enhancements beyond the levels provided for in the scheme.
- 9.11. For those pupils who qualify for transport, the LEA will fund no more than the cost of one daily return journey to either the mainstream¹² or the special school named on the statement. The LEA will not fund school-to-school transport during the school day. Additional transport costs will be met from the funds delegated through the scheme, whether for pupils supported by an inclusion or an integration package. Hypothetical savings from transport, arising for example from children walking to or from the local mainstream school, may not be used to support alternative transport arrangements.
- 9.12. If a Tier 2 partnership results in the special school pupil moving full-time to a mainstream setting, both schools will continue to receive full funding during the first term of full-time education in the mainstream school. This will allow the special school to support the transition.¹³ Thereafter the pupil will be funded through the normal funding mechanisms applicable to stated pupils in mainstream settings.
- 9.13. Whereas Tier 1 funding is an entitlement for all special school pupils, Tier 2 inclusion partnership programmes are not. These, by definition, require the active engagement of two schools.
- 9.14. Within the framework of the general rules regulating the scheme, Officers in the ASRS will determine, on receipt of a Tier 2 Proposal Form, whether a Tier 2 inclusion programme will be offered to a pupil¹⁴. In arriving at this decision, Officers will seek the views of the special school, the mainstream school *local* to where the pupil lives, other professionals and parents/carers. Wherever possible the views of the pupils should be sought. This could be done at the Annual Review meeting. The decisions of the ASRS Officers will be subject to internal moderation, with the possibility of appeal by the parent or the school to wider moderation in case of dispute or uncertainty.

¹¹ The SNRU funding will be paid into the special school budget at the start of the financial year with adjustments made for the proportion of the previous financial year for which Tier 2 funding applied. Funding for the mainstream school will be paid termly in advance through the stated pupil adjustment.

¹² Pupils will not usually qualify for transport to the local mainstream school. The wider inclusion of the family is facilitated by the parent to accompanying the child to the mainstream school at beginning and end of day where practical.

¹³ In this case, the special school will reimburse the mainstream school the Admin Charge (see 9.9) which has been levied against its allocation.

¹⁴ Frontline staff in the support services, headteachers and SENCOs should not raise parents' expectations by suggesting or initiating a Tier 2 dual registration arrangement without first consulting the ASRS officer.

- 9.15. The ASRS officer will be the Lead Officer in establishing the Inclusion Programme, securing the best interests of the pupil, and seeking always to achieve the widest possible consensus between all parties. The initial planning meeting will be attended by staff of both schools with the ASRS officer. This meeting will decide the balance of week to be spent in each school, which days most appropriate for pupil to attend which school, transport arrangements and the process which will be put in place to ensure effective joint planning and liaison.
- 9.16. The operation of the scheme will be monitored by ASRS, through the Annual Review and two further joint termly meetings attended by staff of both schools.
- 9.17. In the event of a dispute between schools which cannot be resolved by local negotiation, the wider moderation panel will adjudicate. The Assistant County Education Officer (SEN and Inclusion) will be the arbitrator of last resort.
- 9.18. In accordance with the SEN Code of Practice, the LEA will seek to respond to the wishes of the parent/carer but a Tier 2 inclusion programme can only be considered between the special school named on the statement and a mainstream school which *normally takes pupils from the area in which the pupil lives*.
- 9.19. In accordance with the County Council policy as set out in "SEN and Inclusion in Warwickshire" all mainstream schools are required to provide for those children living locally to them "opportunities for inclusion into appropriate aspects of the life of the school, alongside peers." Any mainstream school may therefore be required by the LEA to enter into a Tier 2 inclusion programme in partnership with an LEA maintained special school.
- 9.20. Parents have a right to seek access to any mainstream school but if a school other than a local school is nominated by the parent, it alone will be named in the statement and regular mainstream funding arrangements will apply. In this case, Tier 2 funding will not be available.

10. Dual Registration in the Pre-School Phase

- 10.1. Where pre-school children appear to have complex difficulties, both parents and professionals can find it difficult to decide whether a Special or Mainstream school will provide the most beneficial setting in the compulsory phase of education. Good pre-school provision in both a special school nursery and a local setting can ensure comprehensive assessment, full access to the Foundation curriculum and a level of social inclusion for the child and the family which would be difficult to achieve in a special school nursery alone.
- 10.2. This scheme enables three year-olds with apparently complex needs to access five funded sessions across two pre-school settings with both settings each receiving funding as if the child attended for five full sessions at each. This enhanced funding is intended to allow both settings to provide additional support and more thorough assessment.
- 10.3. As a child grows and develops through the pre-school phase, the nature of the difficulty, if any, will become apparent and the decision about transition into the compulsory phase will become easier to make. For some children it will be clear that mainstream provision is appropriate. For others it will be clear that the special school provides the right setting. For these children consideration will then need to be given to the benefits of continued dual placement at Tier 1 or, more rarely, at Tier 2.

11. Management in the Pre-School Phase

- 11.1. Dual registration is not a condition of admission to special school nursery but staff in special school should actively consider opportunities for all children and respond positively to parental requests for local inclusive experience.
- 11.2. The option is only available to children who meet the criteria for admission to special school nursery and have secured a place through the pre-school placement panel.
- 11.3. Each child should have their individual needs considered and the appropriateness of dual registration should be agreed at area pre-school placement panel.
- 11.4. This panel will put arrangements in place to ensure appropriate joint planning with risk assessments where necessary.
- 11.5. There should be evidence of a coherent plan linking the contributions of the two nurseries in providing broad and balanced access to the Foundation curriculum. There should be planning for shared consistent teaching and management strategies, care plans and risk assessments. There should be evidence of joint planning and review rather than separate or parallel process.
- 11.6. The ASRS officer will be responsible for making the offer of a place at a special school nursery and for ensuring that parents receive the 'Parents Information Leaflet' which outlines the arrangements for pre-school dual registration.

- 11.7. The ASRS officer will guide the parents in the selection of a local setting encouraging them to consider school priority areas and the benefits of continuity of friendships.
- 11.8. Special School staff should take prime responsibility for securing parental consent for sharing information with the local nursery prior to any dual registration proposal.
- 11.9. From September 2004 the LEA will maintain a database of all children dual registered at the pre-school phase.
- 11.10. Dual registration may also be considered at any point during the pre-school year.
- 11.11. The county database will be monitored carefully and discussed with Heads of Special Schools and staff from central services and Early Years Officers.
- 11.12. 'In a very small number of exceptional cases where the child's needs mean that they would be better supported during the assessment by being placed in a special school'¹⁵ a referral may be made to the special school admissions panel. The panel would need to satisfy itself that of the validity of exceptional circumstances, and could only be placed with the parents' full agreement. Such a placement would allow further observation and assessment and time for the close monitoring of the child's development and progress. If admitted this scheme allows for these children to continue with dual placement into Reception without a statement. In these cases, the child could spend most time in the mainstream setting and the special school would be responsible (with DISCS and EP support where appropriate) for concluding the assessment. This will determine whether referral for Statutory Assessment is appropriate. Such an arrangement into Reception Year (but not beyond) will allow special school staff to act in an advisory capacity and allow access to special school specialist facilities.
- 11.13. Where this arrangement is considered appropriate, the referral to the special schools admissions via the Assistant Education Officer panel will be made by the DISCS Pre-School Team.
- 11.14. The arrangement may not extend beyond the Foundation Stage.
- 11.15. It is anticipated that the majority of children in this category will continue their education in a mainstream setting.

12. Funding in the Pre-School Phase

- 12.1. Each child is entitled to 5 funded sessions whether this entitlement is met through the nursery grant or through LEA place funding at the special school setting. The LEA will place-fund in special school nursery. The Early Years Partnership will enable access to the nursery grant.
- 12.2. There is no automatic entitlement to 10 funded sessions but the LEA will consider requests for funding more than 5 sessions taking account of the needs of the child and the wishes and circumstances of the parents.

¹⁵ SEN Code of Practice Para 7.31.

- 12.3. Both settings will be fully funded for 5 sessions irrespective of the number of sessions actually attended by the child provided the child only attends five sessions.
- 12.4. An individual nursery should not require that a child attend a minimum (or maximum) number of sessions.
- 12.5. Schools supporting the transition of children who continue to maintain a dual placement into Reception (but without a statement) will be funded at either Tier 1 or Tier 2 as appropriate.

13. Settings and Services in Partnership in the Pre-School Phase

- 13.1. Dual registration at the pre-school phase provides an excellent opportunity for the developing role of the special school in sharing knowledge, skills and experience with mainstream settings.
- 13.2. Where there are issues of capacity and resources for special schools then DISCS pre-school teachers will also support dual registered placements.
- 13.3. DISCS staff will support special schools in the development of their outreach role.
- 13.4. One identified nursery must always assume prime responsibility for the oversight and management of the dual registered placement. This will usually be the special school as special school staff, or DISCS pre-school staff by agreement, will usually take lead responsibility for joint planning and review between the two nurseries. However, a local mainstream nursery may take prime responsibility if the child attends there for most sessions and if the staff feel confident to do so.
- 13.5. The nursery or service with prime responsibility will also take the lead in supporting transition to school and initiating statutory assessment procedures if appropriate.
- 13.6. When a child needs additional adult support to attend local nursery this will usually be provided by special school staff from special school budgets. Where this is not possible, special schools may access resources from DISCS teachers or the DISCS pre-school flexible budget. The LEA will collect information through the database to accurately reflect the costs of dual registered placements.

14. Children with Statements in Mainstream School

- 14.1. The scheme is **not** available for pupils with statements in mainstream schools. However, for some pupils placed in mainstream it may become apparent that they would be more appropriately placed in a special school.
- 14.2. Through the Annual Review process and in discussion with the ASRS officer the pupils should be referred to the Special School Admissions Panel.
- 14.3. If deemed appropriate, and a special school place is secured the pupils could then be dual registered following the process described in this scheme. (See also 7.4)