



Rutland County Council

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Ladies and Gentlemen,

A meeting of the **SCHOOLS' FORUM** will be held via Zoom on **Thursday, 16th September, 2021** commencing at 4.00 pm when it is hoped you will be able to attend.

Yours faithfully

Mark Andrews
Chief Executive

Recording of Council Meetings: Any member of the public may film, audio-record, take photographs and use social media to report the proceedings of any meeting that is open to the public. A protocol on this facility is available at www.rutland.gov.uk/my-council/have-your-say/

A G E N D A

7) DSG RECOVERY PLAN

To receive two reports from Louise Crookenden-Johnson, SEND Capital Programme Manager
(ITEM FOR INFORMATION)

(5 MINUTES)

(Pages 3 - 22)

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SCHOOLS' FORUM MEETING

16th September 2021

Nurture Interventions Pilot

1. Purpose

- 1.1 To update members of Schools Forum on the Nurture Pilot one of the key projects that forms part of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and initiatives designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- 1.2 To propose next steps towards sustainability for Nurture arrangements to Schools Forum for discussion and agreement.

2. Managing the High Needs financial pressure

- 2.1 The context of the High Needs Budget pressures has been well documented, and a detailed update and context is provided in the SEND Recovery Plan report this month (September 2021).
- 2.2 An integral part /key consideration of the SEND Recovery plan was the financial modelling. The financial model is based on a number of assumptions of success e.g., proportionate reduction in special school placements etc. although each action within the Recovery Plan factors has an assumed impact and there are no guarantees of financial success to each element.
- 2.3 The success of initiatives is also subject to a number of influencing factors including the commitment of schools to engage in delivering an inclusionary offer for children with SEND in Rutland and the extent to which schools and education providers are able to test and commit to alternative approaches. There is also certainly an impact on the Recovery Plan from the pandemic and an expected uplift in demand for SEND and Inclusion resources, some of which remains unknown.
- 2.4 The current figures at the end of July 2021; Children and Young people with EHCP's 266, the number EHCP's end July 2020 was 241 and the number of children in assessment for an EHCP currently under assessment is 12. There are additional pressures on the SEND and Inclusion service to catch up on statutory timescales.
- 2.5 The Rutland Nurture approach, led by Edith Weston Academy Trust is similarly reliant on the commitment of all schools to start to upskill in and implement Nurture practice and help children to thrive in their educational community with the help of outreach from practitioners at Edith Weston.

3. Background and the business rationale that led to instigation of the Nurture pilot.

- 3.1 Schools Forum committed £357k of additional annual investment from the High Needs Block (HNB) to develop a range of initiatives which aim to increase capacity within mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of **the 5 Year** SEND Recovery Plan which commenced 2020.
- 3.2 Analysis shows numbers of children, particularly with 'behaviours that challenge' escalating out of mainstream and requiring placement in units, in special schools or alternative provision,

which may be unregulated, including and increasingly high cost independent placements, mostly outside of the county of Rutland.

- 3.3 Feedback from school's workforce showed a need to grow skills and knowledge in inclusionary classroom practice and to get practical help to support children quickly to help de-escalate situations and meet needs in a different way to EHCPs (where appropriate).
- 3.4 Each element of the SEND Recovery Plan is designed to build sustainable capacity and capability within schools and education provisions; to grow the skills expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs to be maintained successfully in mainstream school and within their community.
- 3.5 Nurture Practice is an evidence-based intervention, Classic Boxall Model (an assessment tool used to understand the actions required to help a child's educational and health and wellbeing) is a short-term intervention grounded in Bowlby's attachment theory, which aims to address barriers to learning arising from unmet attachment needs that can lead to Social, Emotional or Mental Health needs escalating.
- 3.6 It is a targeted programme targeted at specific children to increase their emotional wellbeing, intended for primary school children who have difficulties coping in mainstream classes and may be at risk of underachievement and disrupting their education and that of others. Supporting children's mental health and wellbeing and can lead to improved self-esteem and enhanced school achievement and attainment.
- 3.7 In 2019 visits to Nurture practice sites in other regional local authority areas was undertaken by a group of Local Authority and School reps. The learning from these visits helped form a business rationale for Rutland.
- 3.8 An expression of interest was invited from Rutland Primary schools to both develop as suitable Nurture approach and improve facilities to enable some children to receive support on a site.



- 3.9 In February 2020, the site identified to lead the development was Edith Weston Primary part of the Brooke Hill Academy Trust. A 26k capital investment was provided from the DfE Special Provision capital allocation, through a legal agreement, for Rutland to modify classroom and outside areas for the Edith Weston site and to enable parental participation and group learning on site. A Project Board was set up to provide governance and leadership oversight, to support the project and steer the processes through instigation of interventions and to monitor risks, and issues.
- 3.10 A yearly revenue budget of £99,100 was allocated from the SEND Recovery plan allowance for the pilot. This is allocated through a Service Level Agreement, (SLA), and has supported training and development of expert staff to support outreach and in-house interventions. Some children are supported for in house interventions at Edith Weston. The overall intention is to foster Nurture practice and use of Boxhall profiling in all schools and propagate Nurture practice so that it becomes widely utilised.

4. Nurture business rationale- November 2019 and startup of the interventions January 2020

- 4.1 The original business rationale presented the average special school placement costs for children with SEMH needs against the investment that could be made earlier in the school system to help some children appropriately benefit from a more mainstream path and to enable the resources in the High Needs Budget to be invested in Rutland schools.
- 4.2 When the data was presented in 2019, the situation was as follows- since 2013, 26 children, across year groups in Rutland, had been identified as having a primary need of Social, Emotional and Mental Health (SEMH) needs and who had subsequently received a placement in a special school. The cost of providing this support was significant with an average of 3.85 years spent in special provision and **yearly** costs of over £500k
- 4.3 A number of model options to trial in Rutland were proposed, the first of these was chosen to start in one school and offer specialist outreach Nurture practice support to all others.
- *Start on a small scale with the introduction of a nurture approach in one primary school to provide intervention at the earliest stage to prevent the escalation of need. Learn from testing what works, what does not and grow slowly across the primary sector.*
 - *This model would focus on the initial delivery of a nurture-based approach within one school in Rutland as a pilot, adopting a model which replicates national practice and incorporates an all school inclusive approach. This model will be underpinned by inclusive practice and provisions which span the school and ensures children's experience is inclusive. All staff will be trained to deliver a nurture-based approach and will help grow the opportunities for other interventions throughout the school through staff training and experience within the nurture provision.*
 - *Under this model it is assumed children would be on roll at the school rather than remain on roll at other schools.*
- 4.4 The Project Board helped shape and steer the Nurture approach, ensure that staff had appropriate Nurture expertise and help to problem solve during the pilot phase for both in house and outreach forms of intervention. The board helped oversee the Capital development at EW and keep sight of risks and issues to report through to the RCC SEND Programme Board and gave regular updates to Schools Forum.
- 4.5 A flow diagram was designed and communicated to ensure that there were clear pathways to the support intervention support for all primary schools. Once the EIP was operational, the specialist teachers, and EIP coordinator were able to help schools link through to the team at Edith Weston offering outreach support and coaching.

5. Findings from the Pilot

- 5.1 The pilot was designed to support up to 6 students yearly on site at Edith Weston and further equip Rutland primary schools to confidently assess attachment needs and help build confidence of all schools to provide Nurture practice and interventions on their own school site, in order to specifically prevent children's exclusion or escalation out of the mainstream schools system.
- 5.2 In the past 16 months of the pilot, including through the pandemic restrictions, 16 individual children and their associated schools have been supported with Nurture interventions. 9 have received (or continue to receive) on site interventions (agreed through the multi-agency panel) and 7 children through outreach support from the Nurture hub staff.

Table 1- Students supported by Nurture Interventions since instigation March 2020. Ongoing students requiring support 2021/22 in yellow

Year group 2020-21	Previous situation	Current situation/outcome	On site intervention at EW	Outreach intervention
Year 5	After a number of fixed term exclusions. Working out of the classroom and regular incidents taking place.	Remaining in Y6 school place on roll EW staff visited school regularly and school visited EWA. Sensory circuits training was put in pace and imbedded in the referring school. Advice regarding environment, expectations and management of SEMH was provided. Ongoing communication. Situation much improved – PR to giving ongoing advice regarding transition back to classroom. PR attended EHCP review and provided advice. Ongoing		Yes
Year 5	Refusing to come into the classroom and attempting to abscond from school.	EW staff visited when able to due to Covid and built relationship with child. Advice given, session modelled and resources provided to emotional regulation. Further work booked in w/b 6 th September Ongoing		yes
Reception	Challenging behaviours, over reliance on one member of staff.	EW staff had one visit initially to meet and observe, further work booked in w/b 6 th September Ongoing		yes
Y1	LAC and challenging behaviours around hyper vigilant behaviour and emotional wellbeing	EW staff visited and provided advice/resources. PR to continue work with school autumn term. Ongoing		yes

EYFS	Struggles with emotional wellbeing and managing behaviours and emotions	EW staff visited and provided advice/resources. PR to continue work with school autumn term. Ongoing		yes
	Challenging behaviours linked to his SEMH	School visits and support with Boxall. Advice provided. Ongoing		yes
EYFS	Aggressive and explosive behaviours causing risk of exclusion.	EW staff completed initial visit and worked with staff. Further workbook in autumn term – visit and whole school training Ongoing		Yes
Year 5	Moved from Rutland Primary School on minimum timetable to having a home tutor – not in school.	Successfully transitioned to Y5 with 1:1 Complete	Yes	
Year 3	Placement at Wilds Lodge, prior to that Rutland Primary School permanently excluded. Unable to access mainstream Primary place.	Successfully transitioned to Y3 with 1:1 following joint work to transition from WL Complete	Yes	
	Moved from Rutland Primary school due to repeated exclusion and risk of permanent exclusion. Placement in hub initially	Successfully transitioned to Y1 with 1:1 Complete	Yes	
	Remains on roll at a Rutland Primary School – repeated exclusions. Extreme behaviour. High level of support in the Hub	Current Hub placement Awaiting decision 2021-22	Yes	
	After being out of school (challenging behaviours requiring 2 members of staff to work together due to unpredictability) Physically aggressive	Current Hub placement – ongoing	Yes	

	and at significant risk of permanent exclusion			
Year 2	EW pupil, absconding and physically aggressive at significant risk of exclusion	Successfully accessing mainstream classroom after 18-month placement (through pandemic) class TA when needed Complete	Yes	
	EW pupil with significant needs and not able to access mainstream teaching at this point. At risk of exclusion.	Successfully accessing mainstream classroom after 12-month placement (class TA when needed)	Yes	
	OOO pupil. In previous school was on part time timetable and not with peers due to complex behaviours.	Current Hub placement has an EHCP Ongoing	Yes	
Y2	Mum moved child to us from another Rutland Primary schools after hearing we were very good with additional needs and that we had a nurture hub.	Child as settled in well and making good progress within mainstream class with 1:1 support.	Yes	

Table 2

The following schools have accessed Nurture Hub support for children since the pilot commenced;

On site interventions at Edith Weston	Outreach into child's school
St Nicholas Oakham x 2 Uppingham x 2 Whissendine English Martyrs	Oakham x 2 Langham Brooke Hill x 2 2 in county Service family moves 1 OOC move Stamford School

Savings are conservatively modelled based on avoidance of a more costly specialist placement.

It is worth bearing in mind that the availability of specialist placements has changed in the last year with surrounding local authorities closing availability to Rutland residents.

Table 3

Predicted savings calculated for the Nurture portion of the SEND Recovery plan.

Projects- Savings	2021/22	2022/23	2023/24	2024/25	Comments
Nurture approach and provision-current forecast costs	99,510.00	100,000.00	100,000.00 8	100,000.00	Assumed 1 independent place saving and 2

Nurture- savings	(112,627.50)	(112,627.50)	(112,627.50)	(112,627.50)	maintained special school place saving
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The cautious predictions (above) indicated a yearly saving of £13K, however the data in Table 1 above, already shows the potential for much greater yearly savings based on actual experience and the number of children supported by the interventions is likely to have prevented a far greater number from escalating into specialist places. One of the children that has been successfully returned to mainstream classes who had previously been in a specialist independent placement had previously been in an independent placement costing £75k yearly.

6. Evidence from Boxhall assessments of impact and feedback from parents and carers

6.1 The Nurture staff complete regular Boxall profiles to measure progress for children with Social Emotional and Mental Health needs. These diagrams illustrate the progress made by 2 children who received on site interventions. Both children have made significant progress towards the green area of the assessment in the time they have been supported.



6.2 Parental feedback is hugely important- a father's comments regarding their situation for a child who had been out of school:

When my child (A) first attended Edith Weston Academy they were not in a great place emotionally, so we were unsure on how they were going to settle in. Having the access to the nurture hub, A has been able to regulate their emotions better which in turn has massively improved their behaviour and confidence. A spoke highly of using the Nurture hub as a place

they can feel safe. I believe this nurture hub has had such a positive impact on them transitioning back into mainstream education.

7. Demand in future years and required model

7.1 The demand modelling since the original business case has not substantially changed. In the first year of operation there has not been a significant reduction in children with SEMH/Attachment needs, although the SEND Recovery plan is seeing some traction, EHCP request demand has increased beyond projections.

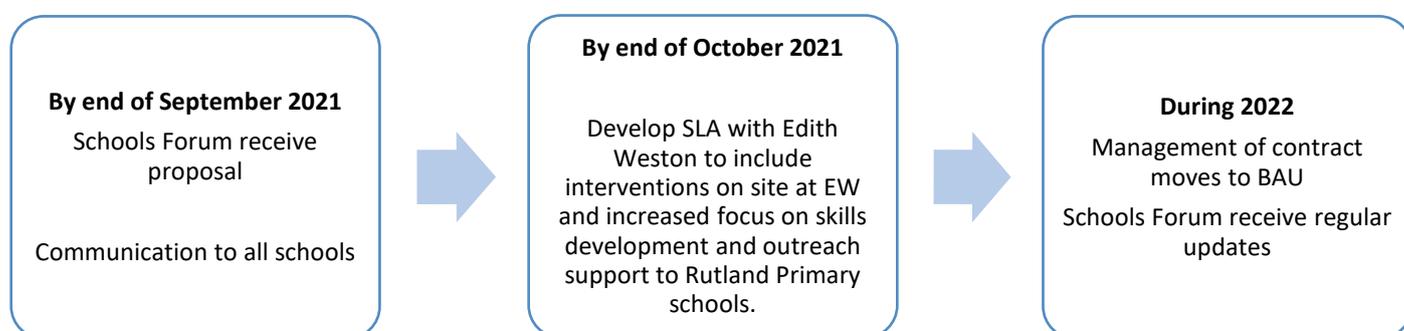
8. Next Steps, risks and dependencies

8.1 The Nurture Pilot has proved the concept will be successful in Rutland and provided a substantial number of interventions both on site at Edith Weston and in support of other schools for many children who would otherwise have been at high risk of escalating out of the mainstream primary schools system and requiring placement at a higher cost to the High Needs Budget for the duration of their education.

8.2 In the next academic year RCC will revise the agreement with Edith Weston to bring Nurture into standard practice with a yearly review point. This will secure these successful interventions for Rutland and focus on propagating Nurture practice across Rutland schools.

8.3 A plan for key priorities is set out below:

Proposed high level planning timeline to secure future Nurture interventions



Areas for development Academic Year 2021-22

2021-22 Academic Year Development areas	Actions	Timeline
Boxall	Boxall training sessions offered to all Rutland schools.	Promoted by 28.9.21
	Boxall drop-in clinic	Dates arranged 1.11.21, 7.2.22
	Nurture staff to support with Boxall and linking learning plans to provision maps	Ongoing
	Review cycle in place to measure impact, in line with code of practice and linked to Education Inclusion Panel practice.	Ongoing

2021-22 Academic Year	Actions	Timeline
Development areas		
Outreach	Continuing to work with school for observation and strategies, modelling and sharing good practice linked firmly with Education Inclusion interventions.	Project plans in development
	Shaping a Centre of Excellence for all school staff to visit and experience the ethos and strategies and identify effective resourcing to help propagate positive attachment practice in all Rutland schools.	Project plans in development
Training	To continue to offer whole school training in attachment, nurture, nurturing strategies and Boxall.	Ongoing
	To continue to offer one to one training for key staff.	Ongoing
	Nurture support drop-in clinic	Ongoing
	PR to be a key speaker at MHST	Arranged for 14 th October
Multi Agency SEND Panel	Embedding the referral and placement process	Ongoing
	To continue to work with the panel regarding placement decisions.	Ongoing
Placement children	Continue to offer nurture intervention and transition children into the mainstream setting.	Ongoing
	Consider increasing number depending on needs within the hub and across the schools	Ongoing

Appendix A

Risk and Issue Log Nurture Project Group

Ref	Date Raised	Risk or Issue Description	Risk or Issue	Likelihood	Impact	Severity	Mitigation or Action Plan	Owner	Status	Date Closed
Nurture Risk 1	04/09/19	Rutland Primary Schools do not improve their practice and EW becomes a 'magnet school' for children with behaviour that challenges	Risk	3	3	9	Risk was reduced 15/10 Update 17/12/2020 Increased consultation for spaces in the Hub, needs watching due to capacity and appropriate blend of children	LCJ	Open	
Nurture Risk 3	07/11/2019	Risk to the viability of the provision either due to too few or too many children needing places	Risk	2	3	6	Update 07/05 no issues with viability currently, therefore risk reduced 11/06 Briefings for SENCOs has assisted this Risk was reduced 15/10 Update 17/12/ risk reviewed	SM	Open	
Nurture Issue 1		A potential issue in making sure that all county resources work well together are a positive part of the EIP arrangements and toolkit.	Issue	2	4	8	Providers meeting assists in understanding positive interactions, reduces overlap and challenge, Good communication routes required	LCJ	Open	



SCHOOLS' FORUM MEETING

16th September 2021
DSG SEND Recovery Plan update

1. Purpose

- 1.1 To update members of Schools Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and projects designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block
- 1.2 To inform Schools Forum about the planning and progress to address the increased demand for secondary places for pupils with SEND.

2. Financial Modelling

- 2.1 To support decision making and project investment, the SEND Recovery Plan financial model for high needs expenditure was developed. This utilises a number of demand-based assumptions which include:
 - **The total budget for the recovery projects for 2021/22 is £357k**
 - High needs funding to increase by 5% annually.
 - A recurring 0.5% transfer from the schools' block.
 - Increase in placement costs has been extrapolated using the change in EHCP plans over the last few years.
 - Update average placement costs based on latest information.
- 2.2 The financial model is based on a number of assumptions of success such as proportionate reduction in special school placements and it must be noted that each action within the recovery plan factors in assumed impact and so there are no guarantees to each element.
- 2.3 The success of projects is also subject to a number of influencing factors including the commitment of schools to engage, test and commit to alternative approaches. There may also be an impact on the recovery plan from the pandemic and potential impact on SEND and Inclusion demand.

3. SEND Recovery Plan Projects

- 3.1 Schools Forum committed £357k of additional annual investment from the High Needs Block (HNB) to develop a range of initiatives which aim to increase capacity within mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of **the 5 Year SEND Recovery Plan** which commenced 2020.
- 3.2 Brief context:
 - An uplift in Rutland in requests for assessment for Education Health and Care Plans (EHCPs) which is reflective of the national picture and increasing numbers of EHCPs. In July 2021 there were 266 Education Health and Care Plans (EHCPs) compared with February 2020 when there were 224 and 241 in July 2020. There are currently 12 being assessed.

- Analysis showed numbers of children, particularly with ‘behaviours that challenge’ escalating out of mainstream and requiring placement in units, in special schools or alternative provision, which may be unregulated, including and increasingly high cost independent placements.
 - Feedback from school’s workforce about a need to grow skills and knowledge in inclusionary classroom practice and to get practical help to support children quickly to help de-escalate situations and meet needs in a different way to EHCPs (where this is appropriate).
- 3.3 All projects which have been developed under the ‘SEND Recovery Plan’ are focused on the three priority areas agreed through the school summit meetings with Head Teachers in November 2019¹. The business case for this work is predicated on fewer children, (unnecessarily) needing EHCPs and avoiding the need for higher cost placements.
- 3.4 Each element of the Recovery plan is designed to build sustainable capacity and capability within schools; to build the skills expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs to be maintained successfully in mainstream school and within their community, and to evidence that children’s outcomes (into adulthood) are improved by maintaining local networks, family and peer groups without the need for an EHCP. Success for the SEND Recovery plan projects is based on recovering (avoidable/unnecessarily) costs over time, with fewer children escalating out of the mainstream education system.
- 3.5 Schools Forum asked RCC to put together and then commission a range of services which would enable schools to get support for staff and adjust practice in each school, to provide and coach on practical evidence-based interventions, and to support pupils both one to one and in groups for children with Social Emotional and/or Mental Health (SEMH) needs. This group of projects make up the SEND Recovery Plan.
- 3.6 A summary of the Recovery Plan Risks and Issues Log held by the SEND Programme Board can be found in Appendix A
- 3.7 As a result of predictions of children’s needs in forthcoming years, a Rutland schools summit was convened in November 2019, the SEND Recovery Plan and its associated projects was established to support the intentions of our SEND Inclusion Strategy for Rutland and specifically to bring the DSG High Needs Budget under control.
- 3.8 A further school’s summit is planned for 2nd November 2021, to give dedicated time to plan for the next phase of priorities for the Recovery plan. This will be an opportunity to hear about the national and regional context, a chance to debate the key drivers in the national and local funding arrangements, review the progress of the key recovery priorities that Rutland’s Schools Forum set, celebrate the successes so far and provide critical input to shape what is needed next.
- 3.9 There is a significant opportunity to reduce high cost placements and therefore reduce the high needs budget being drawn away from the mainstream school sector across all phases.

¹ Focus priorities agreed for the Recovery plan.

- a. Children with SEND should be supported, as far as is possible and appropriate, within the least restrictive education environment close to home.
- b. High needs funding and support interventions for children with SEND are not appropriately distributed and requires redistribution.
- c. Additional support and funding are required earlier in the education system with investment in different types of support within and across mainstream school.

4. Primary Education Partnership (EIP)

- 4.1 Background to the EIP operations can be found in Appendix A
- 4.2 The Primary Education Inclusion Partnership was established in February 2020 ². Cases are put forward by schools in discussion with each linked Specialist SEMH teacher. The panel meets monthly and comprises 6 Primary Head teachers who review the cases and agree the use of budget for interventions. The number of cases discussed is capped at 10.
- 4.3 The request for approval to extend and direct award for the Education Inclusion Partnership (EIP) coordination function was agreed by Rutland County Council (RCC) Cabinet. Actions are underway to secure the contract for the next two years.
- 4.4 In August 2021, the Primary EIP panel had accepted 80 cases since instigation (80 referrals / 69 open / 11 closed for moving out of County or progressing to an EHCP)
- 4.5 Secondary phase EIP plans are being piloted and the focus for each school has been agreed with Secondary inclusion leaders. The Coordinator developed a detailed plan of action for the forthcoming year with each school to meet prevailing needs, this was included in the June SF update.
- 4.6 In November 2019, the SEND Recovery Plan and its associated projects was established to support the intentions of our SEND Inclusion Strategy for Rutland and specifically to bring the DSG High Needs Budget under control.
- 4.7 The Speech, Language and Communication contract with Leicestershire Primary Trust is working with Early Years providers to assist in shaping communicating rich environments, offering 3 days a week of support to EY and Secondary schools from September 2021.
- 4.8 The monthly Providers meetings continues, bringing together all the key agencies acting to support inclusionary practice, is also proving invaluable to coordinate the best use of collective resources and effort to avoid overlap and overwhelm Primary schools. Some of the resources that this group have been drawing on have been Resilient Rutland funded, as this programme draws to a close and Lottery funds cease some of the helpful resources that the EIP have keyed into will be reduced. Schools Forum will wish to review whether some of these could be continued through the EIP Intervention resources. Caroline Crisi is working with Resilient Rutland to determine how best to use the existing resources against the needs in Rutland schools.
- 4.9 In summary, there are some significant priorities for the next academic year to underpin progress in positive education inclusion practice:
 - Secondary EIP developments building on the pilot from Summer 2021
 - Embed Primary EIP practice, utilising the commissioned interventions:
 - Specialist SEMH Teachers linked to every Primary school (1FTE) from Leicester City Council
 - Counselling from CASY counselling
 - Specialist Tutoring from First Class Tutoring
 - Therapeutic and Psychological case interventions from Partners in Psychology

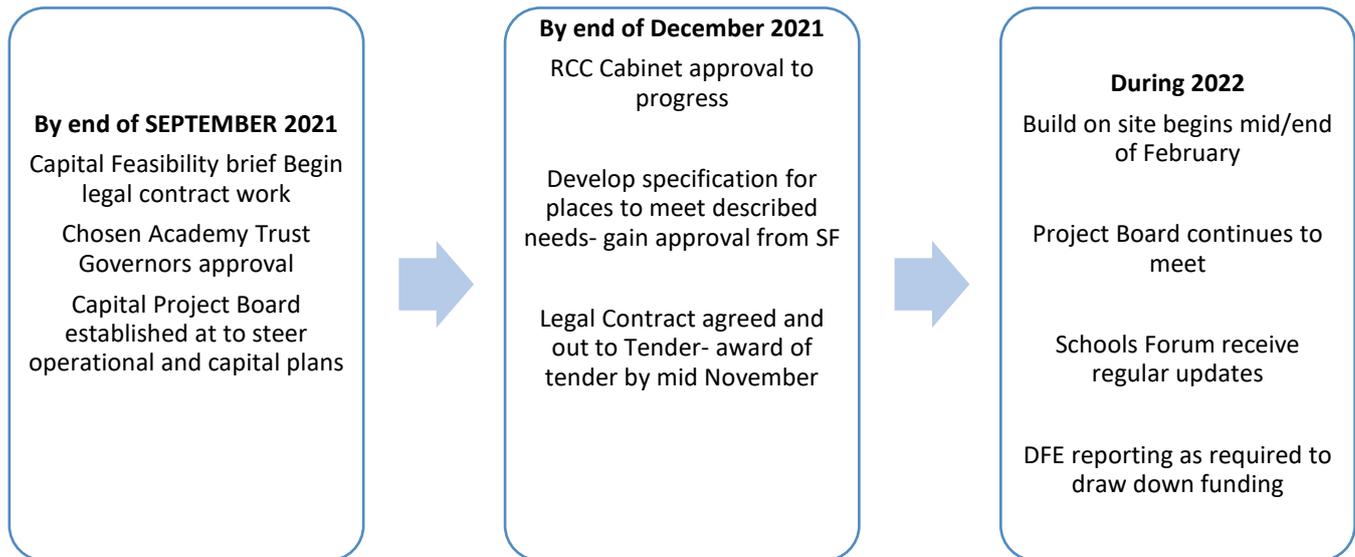
• ² The key Primary EIP documents are now available on the Local Offer site <https://ris.rutland.gov.uk/kb5/rutland/directories/advice.page?id=aqldvwJR-nM>

- Continue work on developing the Early Years Inclusion Pathway in particular in partnership with Oakham CE and The Parks and focussing the next phase of work on wider Early Years providers.
- Developing the confidence of all schools to provide Nurture practice and interventions in Rutland - maintain Nurture support with Boxhall assessment, skills development and action planning based at Edith Weston School and continue interventions for some children on site, where this is appropriate. Consider and enable the valuable roll out of Nurture interventions to be embedded in Rutland schools' practice. Work on a plan to bring sustainability to delivery of Nurture interventions (the subject of a separate report to SF Sept 2021)
- Play Therapy interventions will proceed in the Autumn term 2021.
- There will be a significant opportunity to build on the existing SENCo network drawing regional Whole Schools SEND resources to develop peer support and expertise over the next year, in collaboration with Rutland Learning Trust.
- Continue to support all children with EHCPs in Primary phase and determine 'what would it take' for them to remain in mainstream at Secondary provision, including how families are supported with this approach by schools.
- Schools Forum may also wish to note the separate but related 'Thriving through Change' work starting in Autumn 2021, utilising the DfE Wellbeing for Education Return funding and overseen through the Education Performance Board. That work is designed to support the education sector in further developing sustainable systems and practices which minimise the impact of transitions for children and young people's emotional wellbeing and educational success.

5. Planning for Secondary mainstream approaches to support children with EHCPs

- 5.1 Following the work in Spring 2021 considering education placement needs in coming years and mindful of capacity issues in accessing places at specialist provision in surrounding counties, RCC appointed UCC as a preferred provider to work on plans for additional facilities to support the larger expected cohorts of children with EHCPs in some forthcoming years.
- 5.2 Work is underway to develop an operating model to enable more children with EHCP that has recently been the case to be supported to take up mainstream places. The £500k DfE [High Needs Provision Capital Allocations](#) funding will support Rutland to enable additional SEND provision and facilities to be created. This together with the remaining £323k Special Provision and RCC funds should enable facilities to be created by September 2022.
- 5.3 Detail in the June report outlined the need for additional SEMH and Cognition and Learning needs facilities. Work will be overseen by an RCC SEND Programme Board, set up to assist in development of suitable places.
- 5.4 A feasibility report will be commissioned to examine options and a project board established to steer the UCC project to develop the operating model and capital project once approved.

5.5 Proposed high level Capital project planning timeline



6. Next Steps

- 6.1 Continue to implement each project and monitor success, measuring outcomes for children and gathering feedback from schools with a view to determining next steps.
- 6.2 Actively review the financial impact of the Recovery Plan projects on the High Needs Block deficit.

APPENDIX A

The Education Inclusion Partnership

1. The Primary Education Inclusion Partnership was established in February 2020³. Cases are put forward by schools in discussion with each linked Specialist SEMH teacher. The panel meets monthly and comprises 6 Primary Head teachers who review the cases and agree the use of budget for interventions. The number of cases discussed is capped at 10.
2. All primary schools are now signed up to the partnership and the agreed headcount-based payments will be arranged for the first time in September 2021.
3. The Coordinator extended their time to 3 days per week from April 2021.
4. The interventions put in place are regularly evaluated and adjusted and there is a high level of satisfaction with these in the feedback from schools.
5. The feedback from schools is that the SEMH teachers are proving a great investment in helping underpin inclusionary practice across the Primary network. Each school has a linked **SEMH Specialist teacher**, who is the first port of call for schools and assist with practical advice and support to children and with whole school practice.
6. Early indications are that the combined efforts of the SEND Recovery Plan commissioned services are helping avoid some Education Health and Care Assessments (EHCAs) that would previously have been sought at Primary phase for children presenting with SEMH needs. These were presented in the June SF update report, and will be available again, at the latest by January 2020.
7. While there is good evaluation feedback from schools that shows that the Recovery Plan investment is starting to succeed in decreasing the request for Education, Health Care Needs Assessments (EHCNAs), there is still a challenge with numbers of EHCPs continuing to rise overall. This is undoubtedly, in part, as a result of the disruption children have seen in their lives due to Covid-19 and the impact on their social situations, emotional wellbeing and mental health and parental anxiety. We would expect the impact of the Recovery Plan interventions, to increase (as has been the case in Caroline Crisi's other LA area) as schools are able to exhibit confident inclusive practice over time and support children effectively at an earlier stage with the help of the EIP.
8. The Recovery Plan recognises the potential to add value with Early Years (EY) to Primary transition and this work has started. There is an intention to give an early boost in building Speech, Language and Communication rich environments so that children gain from the best start in EY education. The recently agreed Speech, Language and Communication contract with Leicestershire Primary Trust will begin gradually over this summer with Early Years providers and will offer 3 days a week of support to EY and Secondary schools from September.

• ³ The key Primary EIP documents are now available on the Local Offer site <https://ris.rutland.gov.uk/kb5/rutland/directory/advice.page?id=aqldvwJR-nM>

Appendix B

Recovery Plan Risk and Issues Log Summary

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
SENDCP 39	13/06/2019	Recovery Plan project	Nurture-A single nurture provision or approach encourages overreliance and increase in referrals from other schools and underlines collective response to support children with SEMH needs	Issue	2	2	4	Schools Forum commitment to all school training and collective response to Nurture practice
SENDCP 40	13/06/2019	Recovery Plan project	Nurture- Communication of the model and how the school is perceived, positively or negatively, which can influence parental choice of a school for their child.	Issue	2	3	6	Effective communications strategy, and liaison with parents. Staff training. Support from whole school communities and wider partnership.
SENDCP 41	13/06/2019	Recovery Plan project	Nurture-The SEND Regulations, including the requirements within the SEND Code of Practice, and the requirement to support parental preference may undermine the opportunity to place children and therefore cannot guarantee children will take up places.	Risk	2	2	4	Effective communications strategy, and liaison with parents. Staff training. Covid requirements are impacting how practice can be supported in EW with the Nurture provision- bubbles mean that additional staffing has been needed revised downward risk on 17/12/2020 Risk escalating as more children are placed, outreach to other schools assists practice elsewhere. This risk rating likely to increase June 2021
SENDCP 42	13/06/2019	Recovery Plan project	Nurture-Small scale limits the levels of peer learning across the school system.	Issue	4	2	6	Schools Forum commitment to all school training and collective response. This is further mitigated by the Boxhall all schools training being offered in Autumn Winter 2020-21 and mop up planned once teaching staff have more capacity in April 2021. Outreach support continues.
SENDCP 49	19/08/2019	Recovery Plan project	There is a risk that the potential for positive impact on the SEND system cannot be	Risk	3	3	9	This overall impact of reduced pressure on HNB -risk remains, although other key

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
			quantified in measurable cost avoidance and therefore cannot be shown to impact the HNB recovery plan					<p>benefits and outcomes that the programme set out to achieve are very likely to be delivered. Wider system change will be slower.</p> <p>Overall saving to be revisited to ensure no double counting. Measures/Key indicators for the Service delivery Plan linking to transitions into Yr7 and Post 16 and an evaluation timetable will be put in place.</p> <p>The Covid Pandemic has put additional pressures on the SEND systems with increased plans being requested. Impact evaluation planned for June 2021. The uplift in requests for assessment needs to be reflected</p>
20 SENDCP 52	21/10/2019	All	Risk that investment from the High Needs Budget to make the savings is ceased, which would affect all projects and would result in none or fewer of the benefits anticipated to be associated with the projects being realised	Risk	3	3	9	<p>Clear benefit realisation strategy including financial incentives outlined and communicated to Schools Forum to allow continued investment.</p> <p>Schools Forum reports 13/02/2020, 1/06/2020 and planned for 10/12 and 11/02/2021 17/06/2021 set out progress.</p> <p>The Covid Pandemic has put additional pressures on the SEND systems with increased plans being requested. Impact evaluation planned for June 2021. Qualitative impact and feedback contained in EIP coordinator reports monthly. EIP panel sector led oversee spend and impact.</p>

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
SENDCP 63	18/01/2021	Recovery Plan project	There is a rising risk of pupils requiring a secondary specialist type placement impacted by school PAN for the 2021/22 academic year.	Risk	3	4	12	Working with schools to determine options for 2021/22 academic year. Project plan in development. Additional Capital funding proposed grant from DfE HNPCA £500k requires plan to be published by 30/6/2021 (now complete)
SENDCP 65	19/04/2021	Recovery Plan project	There is a risk that none of the Secondary Schools is prepared to develop sufficient Specialist Mainstream places to meet EHCP need in coming years	Risk	3	4	12	Meetings with all Secondaries have been arranged as well as a workshop to confidentially discuss each of the children in the 2022 cohort to help inform the planning and EOI stage, to help design suitable facilities and utilise the Capital resources available to grow secondary places
21 SENDCP 66	19/04/2021	Recovery Plan project	There is a risk that a suitable model cannot be found to accommodate all children with SEND and an EHCP needing education places locally in coming years.	Risk	3	4	12	Meetings with all Secondaries have been arranged as well as a workshop to anonymously discuss the 2022 cohort to help inform the planning and EOI stage, to help design a suitable facilities and utilise the Capital resources available to grow secondary places
SENDCP 68	19/04/2021	Recovery Plan project	There is a risk that School leaders do not engage with the Regional Whole SEND programme	Risk	1	3	3	EIP developments should assist this work. Some schools already taking up Whole School SEND model, need targeted approach.
SENDCP 69	19/04/2021	Recovery Plan project	There is a risk that the Primary SENCo network, which is crucial to leading practice change for inclusion in schools does not have good attendance following establishment of the new Super Hub arrangements	Risk	2	4	6	Caroline Crisi and Lizzie Papworth working with RLT schools on supporting an effective network post Rutland Learning Trust (RLT), working with Resilient Rutland to fund training and Regional Whole SEND programme. Building on the work of the RLT.
SENDCP 70	19/04/2021	Recovery Plan project	There is a risk that Cabinet do not agree to an extension and direct award of the EIP Coordinator contract, and this leads to delays in implementing change and loss of commitment from schools	Risk	2	4	6	Open and productive contract negotiations with the EIP coordinator. Cabinet report seeking approval to extend and direct award is planned for June. SF report requests approval to progress. Cabinet report in preparation.

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
								Approved, this will close once commissioning timeline is clear
SENDCP 71	17/05/2021	Recovery Plan project	There is a risk that Edith Weston is unable to continue the Nurture interventions Pilot since they have admitted additional SEND pupils and this is impacting capacity on site	Risk	2	6	12	Paper to Board on 18th June to explore options to continue the Nurture approach. Paper to SF for September 2021 meeting re future plans
SENDCP 72	17/05/2021	Recovery Plan project	There is a risk that development work for OCE and The Parks does not lead to a viable and sustainable early years solution	Risk	3	6	18	SEND Consultancy to bring update report to June Board. KIT meetings continue with OCE. Awaiting firm Governor body plan to enable work plan for academic year 2021-22
SENDCP 74	17/05/2021	Recovery Plan project	There is a risk that Edith Weston Trust do not choose to continue to deliver the Nurture interventions following pilot	Risk	2	6	12	Work over Summer 2021 to evaluate the savings and start to develop a future viable model for Schools Forum consideration.
SENDCP 77	19/07/2021	Recovery Plan project	There are reported building industry problems as a result of Covid, this could affect the UCC build programme timelines. In relation an architect to carry out the work, capacity, availability and materials	Risk	2	6	12	This will need to be explored and contingencies drawn up as part of the feasibility process. Important to appoint an experienced practitioner

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