

Rutland County Council

Catmose, Oakham, Rutland, LE15 6HP

Telephone 01572 722577 Email: governance@rutland.gov.uk

Ladies and Gentlemen,

A meeting of the **SCHOOLS' FORUM** will be held via Zoom - <https://us06web.zoom.us/j/87666091984> on **Thursday, 3rd March, 2022** 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

1) WELCOME AND APOLOGIES RECEIVED

2) MINUTES AND ACTIONS FROM THE PREVIOUS MEETING

To confirm the minutes and actions of the meeting of the Schools' Forum held on the 9th December 2021.

(Pages 5 - 10)

3) ELECTION OF VICE CHAIR

To receive/approve nominations for the position of Vice Chair
(ITEM FOR DECISION)

(5 MINUTES)

4) FINANCE UPDATE

To receive a report from Andrew Merry, Finance Manager
(ITEM FOR INFORMATION)

(10 MINUTES)

(Pages 11 - 14)

5) SEND RECOVERY PLAN

To receive a report from Louise Crookenden-Johnson, SEND Capital Programme Manager

(ITEM FOR INFORMATION)

(10 MINUTES)

(Pages 15 - 40)

6) EARLY YEARS WORKING GROUP: UPDATE

To receive a verbal update from the PVI Early Years representative

(ITEM FOR INFORMATION)

(5 MINUTES)

7) SEND NEEDS ASSESSMENT

To receive Report No. 47/2022 from Bernadette Caffrey, Head of Early Help, SEND and Inclusion

(ITEM FOR INFORMATION)

(5 MINUTES)

(Pages 41 - 56)

8) ANNUAL REVIEW OF THE SCHOOLS' FORUM MEMBERSHIP

A discussion regarding the current membership of the Schools' Forum membership led by Gill Curtis, Head of Learning and Skills

(5 MINUTES)

(Pages 57 - 62)

9) ANNUAL SCAP RETURN

To receive a presentation on the annual school capacity return from Gill Curtis, Head of Learning and Skills and David Wylie, Business Intelligence Officer.

(ITEM FOR INFORMATION)

(10 MINUTES)

(Pages 63 - 78)

10) DRAFT FORWARD PLAN FOR 2022/23

A discussion to review/agree the draft Forward Plan for 2022/23

(ITEM FOR DECISION)

(5 MINUTES)

(Pages 79 - 80)

11) MEETING DATES

Discussion regarding future meeting days/times

12) ANY URGENT BUSINESS

(5 MINUTES FOR FINAL AGENDA ITEMS)

DISTRIBUTION

MEMBERS OF THE SCHOOLS' FORUM:

Name	Representing
Mr B Solly (CHAIR)	Academies
Mrs A Chambers	Academies
Mr S Cox	Special Schools
Mr P French	Dioceses
Mr J Harrison	Post 16 Provision
Mrs S Milner	Academies
Mr G Morphus	Trade Unions
Mrs K Pullan	Private, Voluntary & Independent (PVI) Early Years
Mr C Smith	Academies
Mrs F Wilce	Maintained Schools
Mr S Williams	Academies
VACANT	Academies (Governors)

DEPUTIES:

Name	Representing
Mrs C Johnston	Maintained Schools
Mr A Menzies	Dioceses
Mrs K Smith	Special Schools
Mrs H Stockill	Academies (Governors)
Mrs J Ward	Private, Voluntary & Independent (PVI) Early Years
VACANT	Trade Unions
VACANT	Academies
VACANT	Post 16 Provision

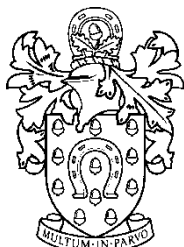
OFFICERS:

Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
Gill Curtis	Head of Learning and Skills, RCC
Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC
Andrew Merry	Finance Manager, RCC
Louise Crookenden-Johnson	SEND Capital Programme Manager, RCC
Jane Narey (CLERK)	Scrutiny Officer

ATTENDEES:

Councillor D Wilby	Portfolio Holder for Education and Children's Services
Councillor P Ainsley	Chair of Children and Young People Scrutiny Committee

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Minutes of the **MEETING of the SCHOOLS' FORUM** held via Zoom on Thursday, 9th December, 2021 at 4.00 pm

PRESENT:		Representing
1.	Mrs M Darlington	PVI
2.	Mr J Harrison	Post 16 Provision
3.	Mrs S Milner	Academies
4.	Mr G Morphus	Trade Unions
5.	Mr C Smith	Academies
6.	Mr B Solly	Academies
7.	Mrs F Wilce	Maintained Schools
8.	Mr S Williams	Academies

IN ATTENDANCE:		Representing
9.	Councillor D Wilby	Portfolio Holder for Education and Children's Services
10.	Councillor P Ainsley	Chair of Children and Young People Scrutiny Committee

DEPUTIES:		Representing
11.	Mrs K Smith	Special Schools

OFFICERS:		TITLE:
12.	Dawn Godfrey	Strategic Director of Children and Families (DCS), RCC
13.	Andrew Merry	Finance Manager, RCC
14.	Louise Crookenden-Johnson	SEND Capital Programme Manager, RCC

APOLOGIES:		
15.	Mrs A Chambers	Academies
16.	Mr S Cox	Special Schools
17.	Gill Curtis	Head of Learning and Skills, RCC
18.	Bernadette Caffrey	Head of Early Help, SEND and Inclusion, RCC

1 **WELCOME AND APOLOGIES RECEIVED**

Carl Smith welcomed everyone to the meeting. Apologies were received from Alison Chambers, Steve Cox, Gill Curtis and Bernadette Caffrey.

2 **MINUTES AND ACTIONS FROM THE PREVIOUS MEETING**

The minutes of the meeting held on the 16th September 2021 were approved as an accurate record.

Action 1

Mr Gooding confirmed that the working group had met but that they were waiting for information from Andrew Merry. Andrew Merry apologised for the delay, which was due to the Finance Team being short-staffed but that the required information should hopefully be available by the end of September.

Andrew Merry confirmed that the information had been sent. Action completed.

Action 2

Mr Gooding reported that he had not received any information regarding S106 and CIL funding. Andrew Merry confirmed that he was currently verifying the information but would send the confirmed information as soon as possible.

Mr Gooding reported he had also sent a freedom of information request to Andrew Merry regarding CIL and S106 funding but had not received anything. Andrew Merry confirmed he would action this as soon as possible and would notify the Forum.

Andrew Merry confirmed that the information had not been sent. Action not completed.

ACTION: Andrew Merry

Action 3

Andrew Merry confirmed that he would speak with Mr Gooding regarding the information required about the SEND funding and that he would allocate a member of the Finance Team to attend meetings of the Task and Finish Group.

Andrew Merry confirmed that he was attending the Task and Finish Group. Action completed.

3 ANNUAL ELECTION OF CHAIR & VICE-CHAIR

- Jane Narey briefed attendees on the result of the recent member elections and the resulting change in membership as detailed in the agenda pack.
- She confirmed that a Governor representative from the Academies was still required and that we were awaiting confirmation of the new Dioceses representative.
- She also confirmed that one nomination had been received for Ben Solly to be the new Chairman. Fiona Wilce seconded the nomination. It was unanimously agreed that Ben Solly would be the new Chair of the RCC Schools' Forum.
- There were no nominations for the role of Vice Chair and it was agreed that Jane would contact the Primary sector members outside of the meeting for a nomination to balance the new Secondary sector Chair.

ACTION: Jane Narey

- It was agreed that Carl Smith would continue to Chair this meeting as he had approved the agenda/reports for discussion and that Ben Solly would take on the role of Chair as from the 1st January 2022.

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Mr S Williams left the meeting at 4.08 p.m.

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4 FUNDING UPDATE

A report was received from Andrew Merry, Finance Manager. During the discussion, the following points were noted:

- The report was for the Schools' Forum to agree to transfer 0.5% from the Schools' Block to the High Needs Block for 2022/23 and to agree the inflationary increase to the rates paid to mainstream schools from the High Needs Block.
- It was agreed that the new rates from the 1st April 2022 would be communicated to schools.

ACTION: Andrew Merry, Dawn Godfrey

RESOLVED

That the Schools' Forum:

- a) **AGREED** to transfer 0.5% from the schools' block to the High Needs Block in financial year 2021/22.
- b) **RECOMMENDED** to the Local Authority an option on inflationary increases on Mainstream Funding Rates (0-16) from the High Needs Block and that the inflationary increase be communicated to schools as from the 1st April 2022.

5 DSG RECOVERY PLAN: UPDATE

A report was received from Louise Crookenden-Johnson, SEND Capital Programme Manager. During the discussion, the following points were noted:

- The report was to update members 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
- The report also informed members about the planning and progress made to address the increased demand for secondary places for pupils with SEND.
- Senior Communications Needs Specialist had started working with the Early Years Teams.
- Ben Solly and Louise Crookenden-Johnson had been meeting fortnightly instead of monthly to progress work.
- There was an increased focus on secondary schools, but the aim was to carry on with the good work.
- A collection of £1 per head would be taken this year for the EIP work and would be part of the DRIP feed for primary schools.
- Louise Crookenden-Johnson confirmed that the flow chart within the report should read 'By end of March 2022' and not '2021' as stated.

RESOLVED

That Schools' Forum:

- a) **AGREED** to continue to implement each project and monitor success, measuring outcomes for children and gathering feedback from schools with a view to determining next steps.
- b) **AGREED** to actively review the financial impact of the Recovery Plan projects on the High Needs Block deficit for which there will be further detail in January 2022
- c) **AGREED** to utilise the learning and actions from the Task and Finish Group to review and revise the SEND funding formula and use of Teaching Assistant hours and work toward more creative use of the funds.

6 EARLY YEARS PATHWAY: UPDATE

A report was received from Louise Crookenden-Johnson, SEND Capital Programme Manager. During the discussion, the following points were noted:

- The report updated members on the work done over the past year regarding the Early Years Pathway and the plans made for the best use of resources.
- SEND Consultancy were appointed to undertake a review of the arrangements and provisions for children experiencing SEND in Rutland.
- This helped shaped the priorities for the next phase of the project including the establishment of a working group which resulted in the development of an action plan.
- Moving forward, it was proposed that SEND Consultancy should help develop a future business and operational plan.

RESOLVED

That the Schools' Forum:

- a) **AGREED** that SEND Consultancy would assist in the development of a business and operational plan based on Option 6 and that a reduced meetings schedule would enable capacity for OCEPS to undertake remaining research tasks.
- b) **AGREED** that the meetings with OCEPS and SEND Consultancy would help understand the potential impact, timeline and associated dependencies brought about by the OCEPS academisation process and bring a focus for the short term on shaping a suitable operational model.

7 ANY URGENT BUSINESS

None

8 FORWARD PLAN FOR 2021/22

It was agreed that 'Early Years Working Group: Update' should be added as a standing agenda item moving forward.

ACTION: Jane Narey

9 MEETING DATES

The next meeting would be held on Thursday, 3rd March 2022 at 4.00 p.m. via Zoom - <https://us06web.zoom.us/j/87666091984>

SUMMARY OF ACTIONS

No.	Ref.	Action	Person
1.	2	<i>Mr Gooding reported that he had not received any information regarding S106 and CIL funding. Andrew Merry confirmed that he was currently verifying the information but would send the confirmed information as soon as possible.</i> <i>Mr Gooding reported he had also sent a freedom of information request to Andrew Merry regarding CIL and S106 funding but had not received anything. Andrew Merry confirmed he would action this as soon as possible and would notify</i>	Andrew Merry

		<i>the Forum.</i>	
2.	3	Jane Narey to contact the Primary sector members outside of the meeting for a nomination to balance the new Secondary sector Chair.	Jane Narey
3.	4	It was agreed that the new rates following the inflationary increase from the 1 st April 2022 would be communicated to schools.	Andrew Merry and Dawn Godfrey
4.	8	'Early Years Working Group: Update' to be added as a standing agenda item moving forward	Jane Narey

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The Chairman declared the meeting closed at 4.37 pm.

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SCHOOLS' FORUM MEETING

3RD MARCH 2022

SCHOOLS FUNDING UPDATE

1 INTRODUCTION

- 1.1 The purpose of Schools Forum is to advise local authorities on the operation of the local Schools Budget and its distribution among schools and other bodies. This paper updates the Forum on the Schools Funding Position.

2 SCHOOLS FUNDING 2021/22

- 2.1 The table below summarises the forecast position on the Dedicated Schools Grant for 2021/22 as at 31st January 2022.

	Schools £000	High Needs £000	Early Years £000	Central Schools £000	Total £000
Surplus/(Deficit) Carry Forwards from 2020/21	19	(576)	118	51	(388)
DSG Allocations prior to recoupment	27,579	4,579	1,729	174	34,062
Transfer between blocks	(132)	132			0
Academy Recoupment	(25,523)	(262)			(25,785)
Expenditure in Year					
Schools allocations	(1,943)				(1,943)
Nationally Agreed School Licences				(39)	(39)
Admissions Service- staffing costs				(69)	(69)
Statutory & Retained Duties				(65)	(65)
Education for under 5's			(91)		(91)
3 & 4 Year Old Funding			(1,496)		(1,496)
2 Year Old Funding			(111)		(111)
SEN Placements		(4,292)			(4,292)
Recovery Plan Expenditure		(264)			(264)
Education Otherwise		(212)			(212)
Special Needs Teaching		(83)			(83)
Early Years Inclusion		(50)			(50)
Forecast under/(Over) spends in 2021/22	(18)	(452)	31	1	(439)
Surplus/(Deficit) Carried Forward to 2022/23	1	(1,028)	149	52	(827)
Percentage of DSG	0.00%	3.02%	0.44%	0.15%	

2.2 The main uncertainty for the DSG is linked to two main areas:

- The High Needs Block – The main reason the High Needs budget is overspending is due to the level of demand for the service. The Council has seen an increase of 19 Education, Health and Care Plans (EHCP) since the start of April 2021.
- Early Years Funding – the current position is based on funding as at the October 2021 reporting period for number of children in settings. The final quarters funding will be based on the January 2022 Census data, but this will not be known until July 2022. It is expected that there will be an element of clawback from the DfE. It is expected that after the clawback the Early Years Funding will break even for 21/22

3 EARLY YEARS FUNDING RATES 22/23

3.1 The Council have agreed the following rates for payment in 2022/23 for the early years providers

Group	DfE Rate 22/23	DfE Rate 21/22	RCC Rate to Providers 22/23	RCC Rate to Providers 21/22
2 Year Olds	£5.57	£5.36	£5.57	£5.36
3 & 4 Year Olds	£4.61	£4.48	£4.38	£4.25

3.2 These rates include increases as announced by Government. The two year old funding rate will increase by 21p per hour which has been passed on in full to providers. The Government also announced that three and four year olds funding will increase by 17p per hour, however in cash terms the Council will only see an increase of 13p.

3.3 The reason the full 17p increase is not passed onto the Council is because, when the national funding formula (EYNFF) for early years was introduced (2017/18) the Government agreed that no authority would receive less than £4.48. This then became the minimum funding rate for the Council and has been that up to 21/22. The actual rate the Council would have received was £3.81 through the new EYNFF in 2017/18, which has risen to £3.95 as at 21/22.

3.4 The table below shows the movement in 2022/23 and as you can see the 17p has been allied to the Council actual rate, with the minimum funding rate being increased by 13p to £4.61.

Description	21/22	22/23
EYNFF Minimum Funding Rate	£4.48	£4.61*
Actual EYNFF Rate	£3.95	£4.12

3.5 The table overleaf shows the funding position for 2022/23, where you are able to see the Council is distributing all the funding that it has been allocated. The Council is able to do this due to currently estimating a surplus of c£149k (forecasted) at the end of 2021/22. This surplus is being held to act as a contingency for the current funding levels which did not allow for a contingency to be set from the core funding. The number of hours is based on January 2021 census data as the January 2022 Census data is not available until July.

Funding Type	Pupil Numbers	Total Hours	DfE Rate	Total Funding
3 & 4 Year Olds				
Initial 15 Hours	442.66	252,316.20	£4.61	£1,163,177.68
Additional 15 Hours	209.74	119,551.80	£4.61	551,133.80
2 Year Olds				
2 Year Olds	27.24	15,526.80	£5.57	£86,484.28
Total Funding				£1,800,795.76
Centrally Retained Funding (5%)				£85,715.57
Funding Available for Distribution to Providers				£1,715,080.18
Distribution				
3 & 4 Year Olds (252,316.20hrs + 119,551.80hrs @£4.38/hr)				£1,628,781.84
2 Year Olds (15,526.80 hrs @ £5.57/hr)				£86,484.20
Deprivation supplement (£0.11 per hour)*				£550.00
Total Distribution				£1,715,816.04
Deficit				£735.86

*Deprivation supplement for 3 and 4 year-olds. This is currently £0.11/hour as per para 10.1 of the provider agreement.

3.6 In addition to the funding in the above table from the core Early Years Block Funding. There are additional funding supplements available and accessed separately, details provided in links (subject to children's eligibility).

3.6.1 **Special educational needs inclusion fund** (top ups) is available for all 3 and 4 year-olds children with SEN who are taking up the free entitlements, regardless of the number of hours taken. This is to target children with lower level or emerging SEN.

<https://ris.rutland.gov.uk/kb5/rutland/directory/service.page?id=dXejgod6VEw>

3.6.2 **Early Years Pupil Premium** (£0.60 per child per hour) 3 and 4-year-olds will be eligible for EYPP if the child receives the universal 15 hours entitlement and they meet set criteria. Please follow this link for further information.

<https://www.rutland.gov.uk/my-services/schools-education-and-learning/early-education-and-childcare/funding/early-years-pupil-premium/early-education-and-childcare-providers/>

3.6.3 **Disability Access Fund**- Providers receive at least £800 per eligible child per year. The funds could be used, for example, to support providers in making reasonable adjustments to their settings and/or helping with building capacity. 3- and 4-year-olds will be eligible for the DAF if: the child is in receipt of Disability Living Allowance; the child receives the universal 15 hours entitlement.

https://ris.rutland.gov.uk/kb5/rutland/directory/service.page?id=ZHfIYG1vu8s&newlocalofferchannel=8_1

4 RECOMMENDATIONS

4.1 That Schools Forum Note the contents of the report

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Rutland Education Inclusion Partnership (EIP) Primary Phase

Chronology of Development and analysis of impact

Throughout this report areas highlighted in yellow are most recent additions.

WHEN	WHAT	WHO	Outcome
July 2019	<ul style="list-style-type: none"> Initial discussions relating to Nottinghamshire support for SEMH and partnership development 	<ul style="list-style-type: none"> RCC Service Manager Early Intervention SEND & Inclusion/ Universal Partnerships: Kevin Quinn SEND Capital Programme Manager: Louise Crookenden-Johnson Social Emotional & Mental Health Specialist Teacher and School Behaviour & Attendance Coordinator (SBAP) for Newark and Minster: Caroline Crisi 	
September 2019	<ul style="list-style-type: none"> Briefing paper: Newark & Minster School Behaviour & Attendance Partnership outcomes 	<ul style="list-style-type: none"> Caroline Crisi (EIP Coordinator) 	
October 2019	<ul style="list-style-type: none"> RCC and primary school discussions and planning sessions 	<ul style="list-style-type: none"> Kevin Quinn Louise Crookenden- Johnson Primary schools 	Draft terms of Reference and process structure constructed
November 2019	<ul style="list-style-type: none"> Toolkit and operational development 	<ul style="list-style-type: none"> Kevin Quinn Louise Crookenden- Johnson Caroline Crisi 	
December 2019	<ul style="list-style-type: none"> Promotion and information sharing with 18 primary schools Panel members agreed Toolkit and operational development 	<ul style="list-style-type: none"> Kevin Quinn Louise Crookenden- Johnson Caroline Crisi 	
January 2020	<ul style="list-style-type: none"> Terms of Reference (TOR) / referral form and toolkit developed 	<ul style="list-style-type: none"> Kevin Quinn Louise Crookenden- Johnson 	

Agenda Item 5

		<ul style="list-style-type: none"> Caroline Crisi 	
February 2020	<ul style="list-style-type: none"> EIP officially launched 24th February 		TOR / EIP agreement for signature/ master referral form sent to schools. 17 primary schools signed up to the EIP
March 2020	<ul style="list-style-type: none"> 9 referrals received 6 cases observed and action plans developed before Lockdown on 22nd 	<ul style="list-style-type: none"> Caroline Crisi 	
April May June 2020	<ul style="list-style-type: none"> Covid-19 National Lockdown EIP not operational or accepting new referrals 		17/07/2020 panel:6 referrals
July 2020 16	<ul style="list-style-type: none"> First panel to discuss cases referred in March 2020 	Panel: Minimum of 4 to attend each panel <ul style="list-style-type: none"> HT: Brooke Hill Academy HT: English Martyrs Voluntary Academy HT: Oakham C of E HT: Cottesmore Academy HT: Uppingham C of E HT: Catmose Academy HT: Ketton C of E Academy Education Development Lead 	3 cases closed during Covid-19 lockdown. 1 case moving out of County. 2 cases moving to Secondary
September 2020	<ul style="list-style-type: none"> New EIP referrals now accepted <i>Provider Group</i> monthly meeting launched to ensure effective information sharing, communication and use of resources Interventions/ action plans commenced for July panel referrals 	Provider group: <ul style="list-style-type: none"> EIP Coordinator SEMH Resilient Rutland County Council RCC representatives Early Help Rutland Teaching Alliance EPS (PIP) Mental Health Support teams Virtual School 	25/09/2020 panel: 3 referrals

		<ul style="list-style-type: none"> Children's Centre 	
October 2020	<ul style="list-style-type: none"> Toolkit development continues: Autism Specialist Teacher part of toolkit Monthly reports written for Education Improvement Board 	<ul style="list-style-type: none"> Louise Crookenden- Johnson Caroline Crisi Leicestershire NHS (SLT) Leicestershire CC- SEMH Team RCC – Autism Specialist Teacher Nurture Hub placement 	16/10/2020 panel: 7 referrals
November 2020	<ul style="list-style-type: none"> Presentation at Senco Network 	<ul style="list-style-type: none"> Caroline Crisi 	27/11/2020 panel: 10 referrals
December 2020	<ul style="list-style-type: none"> Case study presented at Schools Forum 	<ul style="list-style-type: none"> Caroline Crisi 	17/12/2020 panel: 18 referrals
January 2021 7	<ul style="list-style-type: none"> Covid-19 National Lockdown EIP not accepting new referrals Current active cases supported where professionals are operational/ children are in school/ schools are accepting outside professionals EIP Monitoring cases and changing circumstances Continuing development of Speech Therapist contract for toolkit 	<p><u>FIRST CLASS Tailored Solutions 1-1 teaching support:</u></p> <ul style="list-style-type: none"> Operating a full face to face service in school <p><u>CASY Counselling:</u></p> <ul style="list-style-type: none"> No face-to-face service Virtual service offered when appropriate. <p><u>Partners in Psychology (PIP)</u></p> <ul style="list-style-type: none"> Face to face: high level of concern only <p><u>ADHD Solutions</u></p> <ul style="list-style-type: none"> Group and 1-1- when Covid safe Longer waiting times due to staff home schooling <p><u>SEMH & Autism Specialist Teachers</u></p> <ul style="list-style-type: none"> Virtual support service unless extreme need <p><u>Futures in Mind (Speech, Language and Communication interventions)</u></p> <ul style="list-style-type: none"> Virtual service 	Not accepting new referrals
February 2021	<ul style="list-style-type: none"> Development of Secondary & Early Years EIP started 	<ul style="list-style-type: none"> Caroline Crisi meeting with Secondary Sencos and Early Years teams 	Not accepting new referrals

	<ul style="list-style-type: none"> • Early Years plan: Focus on transition / SLCN early identification and linkage between Early Years RCC and EIP • Toolkit project development: <i>Early Bird Plus</i> supporting families & schools with a recently diagnosed child with ASD 		
March 2021	<ul style="list-style-type: none"> • EIP accepting new referrals March 8th after pause during Covid National lockdown • Secondary pilot offer made to 3 RCC schools. Not referral based but around advice and support to enable teams to audit need and evaluate the most appropriate formal EIP structure • <i>Early Bird Plus</i> programme offered to schools 	<ul style="list-style-type: none"> • Toolkit returning to a mixture of virtual and face to face • Working group (Caroline Crisi/Lesley Hawkes/ Alison Simkin/ Cathy Hogg/ Futures in Mind/ Caroline Crisi 	<p>26/03/2020 panel:11 referrals</p> <p>2 referrals to date</p>
April 2021	<ul style="list-style-type: none"> • Discussions to support Sensory needs in mainstream and supporting through toolkit • Discussions with UCC regarding the Rutland Trust consortium can link with EIP to support Autism practice in schools and families • Evaluation of EIP form sent to schools 	<ul style="list-style-type: none"> • Helen Chester: RCC Service Manager Early Intervention SEND & Inclusion/ Universal Partnerships & Louise Crookenden-Johnson & Caroline Crisi • Marian Wiggin (UCC) & Caroline Crisi • Caroline Crisi 	<p>30/04/2020 panel:6 referrals</p> <p>7 schools responded to date</p>
May 2021	<ul style="list-style-type: none"> • Speech therapist appointed (0.6) for toolkit • Play therapist(EYFS and KS1 gap) under development 	<ul style="list-style-type: none"> • Caroline Crisi/Louise Crookenden-Johnson/ LP NHS • Caroline Crisi 	<p>28/05/2020 panel:6 referrals so far</p>

19	<ul style="list-style-type: none"> • Work around vulnerable children in Early Years settings started around transition for children at risk of exclusion • EIP Secondary pilot offer made for summer term • Multi agency meeting set for Catmose College 13/05/2021 to focus on 3 x children at risk of PX • Redevelopment of SENCO Network • WHOLE SCHOOL SEND project development 	<ul style="list-style-type: none"> • RCC EY inclusion lead/ SEMH Specialist teacher team/ Caroline Crisi • Caroline Crisi • EIP/ Social Care/ Early Help • EIP/ School Improvement/ RCC SEND/ RLT/ RR/ Sencos • EIP/ School Improvement/ RCC SEND/Jane Starbuck 	<ul style="list-style-type: none"> • Child at risk of PX in Early Years setting supported • Offer adapted further to meet individual needs • Plan developed for early intervention/ CPD/ managing children at risk of PX. Regular termly meetings • Plan for 2021-2022 academic year CPD sessions at Senco Network completed: June 2021
June 2021	Secondary pilot offer revised:- <ul style="list-style-type: none"> • Intervention around emerging cases • Developing practice/ knowledge & CPD • Early Help priority cases as emerging need (Risk of PX) 	<ul style="list-style-type: none"> • EIP Coordinator • Early Help Coordinator • Louise Crookenden-Johnson • EIP Toolkit of professionals 	<ul style="list-style-type: none"> • Relationships established with Secondary schools • Evaluation and discussions at Provider group • EIP Coordinator to propose action plan for Autumn term 2021 based on pilot
July 2021	Early Years Phase <ul style="list-style-type: none"> • EIP Speech Therapist starts work with the Early Years Phase (1 day a week until September 2021) 	EIP Coordinator Louise Crookenden -Johnson Karen Bland Donna Cartmell-Fry (Children's Centre lead)	<ul style="list-style-type: none"> • Initial focus: Communicating Friendly Environments • Training sessions for Early Years settings/ Childminders confirmed 29th Sept/ 1st Dec 2021 • Sessions for parents at the Children's Centre to be

			<p>discussed and developed for the Autumn term 2021</p> <ul style="list-style-type: none"> Sessions for parents at Early Years settings to be discussed and developed for the Autumn term 2021
<p>July 2021</p> <p>20</p>	<p>Toolkit developments</p> <p>Play therapists Two recruited on a 3-month trial basis to support identified gap in Early Years mainstream and KS1</p> <p>Educational Psychology Support from both PIP and Futures in Mind to expand capacity and reduce costs</p> <p>Speech Therapist will commence in full (3 days a week) in September 2021. The focus will be Early years and Secondary in the Autumn term. Futures in Mind Speech therapist will continue to support the primary phase in the Autumn term. Handover plan for Spring 2022</p>	<ul style="list-style-type: none"> EIP Coordinator Louise Crookenden -Johnson 	<ul style="list-style-type: none"> Futures in Mind (FiN) will focus on therapeutic interventions for high-risk children Partners in Psychology(PIP) will deliver family Theraplay
<p>August 2021</p>	<p>Speech Therapist commences work in Early Years phase:-</p> <ul style="list-style-type: none"> Communication Friendly Spaces training Auditing SLCN 	<ul style="list-style-type: none"> Early Years settings Karen Bland Children's Centre professionals Sarah Patel Caroline Crisi Louise Crookenden-Johnson 	<ul style="list-style-type: none"> 19 attending 5 out of 17 settings 1 childminder Inclusion Officer Children's Centre Early Years Practitioners
<p>September 2021</p>	<p>Secondary phase commences after pilot period</p>	<ul style="list-style-type: none"> EIP Toolkit Professionals RCC Inclusion Team EIP Coordinator 	<ul style="list-style-type: none"> Catmose fully engaged with offer and following Graduated Response Initial case discussion meeting with Great Casterton

			Monthly case discussion meeting with UCC established
September 2021	<ul style="list-style-type: none"> • Play Therapists start 3 month trial period • Speech Therapist support in Secondary phase commences • Support from Educational Psychologists split between providers for cost effective use of resources and wider professional outreach to reach across 	<ul style="list-style-type: none"> • Jess Frost/ Heather Smith • Sarah Patel with hand over from Jo Frederick (Interim SALT) • Futures in Mind allocated as part of the EIP toolkit alongside PIP for Educational Psychology <i>Therapeutic Interventions</i> 	<ul style="list-style-type: none"> • 6 cases allocated • Offer of training accepted by Catmose College and Casterton College • Cost effective use of resources and wider professional support to reach across primary and secondary phases
October 2021	<ul style="list-style-type: none"> • Early Bird Plus pilot programme commences 	<ul style="list-style-type: none"> • Futures in Mind delivery • Autism Specialist Teacher to quality assure/ feedback • School professional for each family 	Reaching and including fathers who previously were difficult to engage Programme has highlighted a need to support undiagnosed or those awaiting diagnosis with a lengthy waiting time Should this sit within a different funding stream in the future?
November 2022	Delivery of EIP Senco Network information sharing session to ensure schools are updated with service information / new developments for SEMH in the wider context. Agenda set by data/ gaps and school feedback / communication	<ul style="list-style-type: none"> • Caroline Crisi • RCC representatives/ teams • Sencos 	Well received and attended Will operate 3 x academic year

Issues arising and solutions

date	Area	issues	solution
Spring 2020	Toolkit development	<ul style="list-style-type: none"> • Planning for a partnership delivering interventions, requires a level of understanding about current provision to avoid overlap, repetition and inefficient 	Extensive and intensive Mapping / audit exercise over a short period of time with all relevant

		<p>use of financial resources. This is a big undertaking for professionals not RCC based. This was still a working progress at the launch of EIP, so interventions were mainly based on evidence/need used in successful partnerships rather than other information.</p> <ul style="list-style-type: none"> Action plans were written recommending interventions not in place (Speech Language and Communication support). Speech Therapist proposal contract delayed so interim support had to be arranged. Toolkit gaps for EYFS and Year 1 (CASY Counselling operational age 7 onwards) 	<p>professionals should take place before toolkit development is started.</p>
Autumn 2020	SEMH Specialist Teachers contract	<ul style="list-style-type: none"> The SEMH teachers were contracted before launch of EIP with processes and work remits agreed. Confusion over where they sit in the EIP toolkit. Initially, different referral forms for the two organisations for support from SEMH team and EIP. 	<p>Each school now has a link teacher as the universal offer in EIP toolkit to support whole school practice and knowledge.</p> <p>Specialist interventions delivered by SEMH team through a referral to EIP after a discussion with link SEMH Specialist Teacher.</p>
Autumn 2020	Clear aims and objectives of the Education Inclusion Partnership	<ul style="list-style-type: none"> 2 referrals received for children with an EHCP. Message had not filtered through the EIP does not accept referrals for children who have a final EHCP. 	<p>Presentation delivered at Senco Network in November</p> <p>Power point and all information on Rutland Information Service (RIS)</p> <p>Provider group signpost schools to site to promote aims, objectives and criteria.</p>
Spring 2021	Operational issues	<ul style="list-style-type: none"> Deadline dates for accepting referrals: This often results in several referrals arriving on deadline date with limited capacity to observe/assess or plan in detail before deadline to send to panel for reading before panel date. 	<p>Remove deadline date for referrals and cap the number of referrals taken to each panel to allow enough time for a detailed and effective plan to be put in place.</p> <p>Referral are made in a timely manner and not on the day of the deadline</p>
Spring 2021	Contracts and Toolkit flexibility	<ul style="list-style-type: none"> Newark & Minster SBAP (equivalent of EIP) is allocated a small budget approx. £60,00 for 24 schools by Nottinghamshire CC and this allows the toolkit to purchase providers without formal contracts on a spot purchase/ informal basis. The benefits of this are 	<p>Separate large contracts(SEMH team/ EIP Coordinator/ PIP) and a small budget £60,000 to cover other interventions not requiring long complex contracts:-</p> <p>Casy: £20,000</p>

		<p>flexibility to adapt to needs and demands. If providers are not achieving successful outcomes, can be ceased immediately. Capacity can also be increased immediately if positive outcomes.</p> <ul style="list-style-type: none"> RCC past year has allowed spot purchase of providers such as Casy Counselling / First Class tutoring which will now have to go to formal tender. This may result in service not gaining contract or declining process and EIP left with significant gaps in the toolkit. Also impacts on ability to have a trial period of providers to assess quality of providers. 	<p>ADHD: £5000 Breakfast: £500 Early Bird Plus: £9,000 for 2 programmes a year Play therapy: (professional 1) Play therapy: (professional 2) First Class Tailored Solutions: £5000</p>
Spring 2021	Secondary phase	<ul style="list-style-type: none"> Becoming evident the primary model will not be effective for Secondary. Model needs to support each of the 3 schools and pull together common themes where commonality can support partnership working 	
Summer 2021	Counselling in Secondary phase	Currently funded by Resilient Rutland (RR)and CASY offer in pilot withdrawn. RR will finish project July 2022 and this gap will need to be funded/ developed.	Discussions already started at provider meeting to develop a phased plan
Autumn 2021	<p>Resources</p> <p>Expanding support in the Early Years and secondary phases will stretch budget and professional capacity in the toolkit of support</p>	<p>School feedback</p> <p><i>The process on you (Caroline) responding and the referrals going to panel have been really quick, sometimes the after part of getting professionals in school can take a little bit of time. I have felt that some of the professionals are desperate to get into school but they don't have the time to do what they want to do – that is the only constructive criticism I would give.</i></p>	<p>Making the budget as cost effective as possible Eg, reducing costs of Educational Psychologist support by spreading cost across two teams with more capacity</p> <p>New programme/ menu of support developed with SEMH Specialist Teachers to make effective use of expertise and support identified key areas</p> <ul style="list-style-type: none"> Transition ARNA Early identification forums with Sencos Whole class support for identified high risk year groups

			<ul style="list-style-type: none"> • Solution focused circle of adults, model to prevent cases escalating
Autumn 2021	Anxiety Related Non Attendance (ARNA)	A significant area of need in the Autumn term relating to Autism. There is also a significant level of Covid related ARNA	<ul style="list-style-type: none"> • Working closely with the Inclusion Team to identify the causes of non-attendance and appropriate support. e.g. if ARNA identified, EIP is more appropriate pathway of support. • Inclusion team discussing with Bernadette Caffrey appropriate and sustainable training resource for this identified area • Sensory Processing Difficulties online training, a significant factor linked to ARNA and Autism arranged by EIP (funded by Resilient Rutland) for Spring term for all schools

2 Qualitative outcomes (Autumn term 2020)

EHCP	Several professionals requesting support for children with final EHCP. Some of these children were issued with EHCP before the launch of EIP would have met criteria for support based on initial information. (ADHD/ anxiety etc).
Parents	<p>School feedback:</p> <p><i>Thank you for your email. I have spoken to both parents, and they are thrilled with the support going in. They are both coming into school today to sign the consent so hopefully I should have that back to you by tomorrow.</i></p>
Response and support	<p>Comments from panel:</p> <ul style="list-style-type: none"> • AC outlined how beneficial the panel is to have a forum for discussion and support and to give schools reassurance. • GF outlined the benefits of seeing other cases from other schools to see common needs and issues to be addressed as a partnership. It helps schools to feel that they not alone with these issues. • AC stated how fantastic the support from both the Universal and Funded support has been. The support from the SEMH link Specialist Teacher has been invaluable and the support for the first referral the school made has been wonderful. A really joined up approach. • RC commented how pleased her school were with the packages of support for the three children referred to the EIP. • LP agreed the EIP is being very well received and feels very supportive and responsive.

	<p>RCC professional feedback: <i>We did receive a compliment about the EIP response time at the SENDCO network meeting yesterday. One school said they had put in a request and were pleasantly surprised at how quickly they were given a time to observe the child and discuss.</i></p> <p>School feedback: <i>Thank you for your quick turn around with this.</i></p> <p>School feedback: <i>She already has been in touch; first session was yesterday with CASY, and the other support starts after half-term. We have had good discussions with both support providers, so we all know what we know. Impressive offer so thanks you.</i></p>
<p>Developing practice and confidence</p> <p>25</p>	<ul style="list-style-type: none"> • Some schools have offered to fund additional CASY sessions after the sessions agreed at panel have finished. • Evidence schools are taking ownership of interventions for example an extension of 1-1 tutor for a case of high SEMH need was declined in favour of coaching support which would benefit several children of similar need.
<p>Mapping gaps for development</p>	<p>Referrals have highlighted the following areas for development: -</p> <ul style="list-style-type: none"> • Year 4 and 5 • Boys • Unidentified communication needs referred/ identified as challenging behaviour • Understanding how to support social interaction and communication (ASD diagnosed and undiagnosed) • Identifying and supporting sensory profile/ needs to reduce anxiety • Concentration and low-level disruption misinterpreted as persistent refusal to comply rather than SLCN (receptive language/ understanding instructions to access the curriculum) • ADHD referrals are increasing
<p>Mapping positive aspects from referrals</p>	<ul style="list-style-type: none"> • Referrals indicate (low level of referrals in Year 2 and Year 3) transition from EYFS to KS1 is effective • Low percentage of girls referred

Removed previous terms evaluation feedback

Qualitative & Quantitative outcomes (Autumn term 2021)

School/ child	Area	Method	Outcomes/ Impact
Early Years settings 19 attending 5 out of 17 settings 1 childminder Inclusion Officer Children's Centre Early Years Practitioners	Speech Language & Communication training to develop understanding Communicating Friendly Spaces	Training evaluation	<ul style="list-style-type: none"> The training was very informative and enjoyable It was a really helpful refresher on how to promote speech, language and communication and why it is so important to focus on The training was extremely beneficial for my CPD, I found it to be informative and I will definitely use this in my practice I found this training extremely useful, particularly the activities and strategies that we can use in the setting This was really helpful training
Secondary School #1	Exclusion	Data from Inclusion team	No exclusions in the first half term. 1 PX in the second half. This case was supported by the EIP/Inclusion Team and school followed the Graduated Response
Primary #1	EHCNA pathway and following Graduated Response	Email feedback	<i>Mum is keen for child to be assessed for an EHCP as she is worried about secondary school. In our school, we make the adjustments and child doesn't need the high level of support, and we couldn't show the 15 hours of 1:1 support. I understand Mum's concerns though about secondary school and his anxieties, sensory issues etc.</i>
EHCP SEND Worker	EHCNA and appropriate pathways	Email feedback	I just wanted to say I thought the presentation was really helpful on the EIP. It has certainly given me more clarity around how it is working and supporting children before heading down the EHCP route. The statistics make interesting reading.
Primary #2	EHCNA and appropriate pathways	Email feedback	The combination of the EIP with high needs funding requests has helped enormously with supporting children correctly in our school and provided further CPD for staff from external specialists.
Primary #3	EHCNA and appropriate pathways	Email feedback	If it wasn't for the EIP I feel I would have no other option than applying for an ECHNA for the 3 children that are currently under the EIP. The EIP has provided us as a school with a wealth of professional knowledge and support quickly, which is exactly what we need to meet the needs of these children.
Primary #5	EHCNA and appropriate pathways	Email feedback	We have used the EIP and High Needs Funding to support a child successfully. When the child joined, we intended to apply for an EHCP, but following the High Needs Funding and EIP support, we are no longer looking to follow this pathway.

Primary #3	EHCNA and appropriate pathways	Email feedback	Using the EIP or EIP & Higher Funding combined instead of following the EHCNA pathway to support a vulnerable CYP. Caroline responds so quickly with guidance and tips on how to support. Penny Rawling(Nurture Nest) and Becky Palmer(SEMH Specialist team) are really useful contacts.
Primary #4	Early Interventions and meeting need before escalation	Email feedback	For an anxious family whose child had a meltdown the linked teacher(SEMH Specialist team) was able to suggest a route to follow immediately, point parents in the direction to find information and to give staff in school the tools to support in the moment as well as indicating next steps for more long-term intervention. <i>We have found the EIP to be an invaluable resource; I fed back the same message to senior leadership just last week.</i>
Primary #3	Early Interventions and meeting need before escalation	Email feedback	I have requested support via an EP for a child who is already under the EIP and this is being given. It is so beneficial to have somewhere to gain support from when you are at crisis point with a child and worried you may have to exclude.
Primary #5	Early Interventions and meeting need before escalation	Email feedback	Rapid response from the EIP service has allowed us to implement strategies quickly. This has enabled us to make accelerated progress supporting a child with a variety of needs. Through the support offered by the EIP/SEMH link teacher, we have seen a significant reduction in physical behaviours and continue to work together to support the (LAC) child further.
Primary #3	Early interventions and supporting identified needs	Email feedback	Casy counselling has been really beneficial for 2 children in our school, the sessions were extended as required. They have given the children that special time just to share how they are feeling and have all made progress during the sessions which is evident in their report at the end of the summer. Their sessions are finishing at the end of this term, the counsellor has warned the children it is coming to an end.
Primary #3	Early interventions and supporting identified needs	Email feedback	SEMH lead – our new SEMH lead has been so supportive, she really listens and offers practical and useful strategies to put in place. Speech and language therapist provide a clear and detailed report and she discussed it all through with me. It was a brilliant document but I did find it a little overwhelming as it had so much information but she helped me in highlighting the key areas to work on.

28	Primary #2	Early intervention/ meeting needs	Email feedback	Staff in school have worked closely with these external providers (play therapist, specialist teacher, nurture outreach) becoming more skilled in their approach, and therefore providing the right environment for them to thrive in . This has prevented this child from facing a fixed term exclusion and now they are supported correctly with behaviour and approaches to learning, we have seen such positive steps.
	Primary #4	Early intervention/ meeting needs	Email feedback	<i>We have found the EIP to be an invaluable resource; I fed back the same message to senior leadership just last week.</i>
	Secondary School #1	Early intervention/ meeting needs	Email feedback	<p>Thank you for taking the time to feedback. I know that our team here feel the same way about the way you and the rest of the EIP have engaged with us with proactive and effective support.</p> <p>I have worked in Rutland for many years and the practice we are seeing starting to develop around inclusion is one that has been needed for a long time. Thank you.</p> <p>Helga and I had a very positive and productive meeting yesterday. I thought it was important to express how much we value and respect the hard work you and your SEND/ pastoral team (and wider colleagues) deliver in school. A huge percentage of time is taken up with a small percentage of children, but they are always totally committed to delivering the best support possible for these vulnerable children. I fully understand this is difficult and demanding and desired outcomes may not always be achievable in the most high- profile cases. However, their professionalism and dedication, often in the face of frequent barriers to progress is commendable. There is a genuine commitment to partnership working and I feel the EIP, Inclusion team and school have a great foundation for continuing this model which enables us to address issues quickly and prevent escalation where possible. We look forward to continuing this partnership and developing support with you and your team in the future.</p>
	Primary #5	Changing practice	Email feedback	Strategies offered by the Autism Specialist Teacher have been implemented class-wide as there were many other children who would benefit from the strategies and techniques. We would not have made an EIP referral for these children, but they have now benefitted too.
	Primary #3	Changing practice	Email feedback	Our attachment mentor(SEMH team) has been so useful in supporting one child in school – through guidance/ interventions and support this child is in a much better place! She is now working with another child and adult in school which we are excited to see the impact and we have a plan for the next child who is also under the EIP.

Primary #2	Changing practice	Email feedback	The EIP project has transformed the support we are able to offer children quickly, and empowered leaders and staff in school to support identified children working closely with external agencies.
Primary #3	Changing practice	Email feedback	Early bird programme supporting families/ school with ASD diagnosis has been massively appreciated by the family that have attended, it has given the parents lots of ideas and new initiatives to implement at home. The member of staff that has attended has praised the whole process and feels she has learnt so much – we are working together on how we can disseminate this information across school.
Primary #4	Supporting families	Email feedback	<i>Information sent last week about autism and Christmas has been forwarded to families via Dojo and liked by 14 families, many of whom I know will find it useful.</i>
29	Supporting families/school with an Autism diagnosis	Email feedback	Early Bird plus pilot project (information from a family Support worker regarding non engagement with services. EIP discussion with Futures In Mind to find a solution to engage this parent :- The ‘reluctant’ parent attended last week, engaged and appeared to find the sessions positive. They said that they are able to attend a further 3 sessions, which is positive. The husband who was initially very reluctant to engage at all attended again this morning and looks like he will be attending the remaining sessions - he reported that he is finding the sessions very helpful.
	Linking in with other RCC teams		
Primary #2	Supporting families	Email feedback	Parents have commented on the excellent support and how the strategies put in place have had an impact on their children . This has been seen especially with the Casy counselling with children that currently hold it together in school but not at home.
Primary #4	Supporting families	Email feedback	<i>Support from ADHD solutions has been really useful as has support from our SEMH specialist teacher for the same family. Being able to use her as a sounding board for many issues has led to very helpful advice and the supply of useful links, information and services, e.g., a parent/carer helpline, the most pertinent links on the Young Minds website. Being able to have anonymous conversations to get advice to offer to parents has meant that a ‘help’ (solution is definitely not the word) has been able to be provided alongside discussion of needs and next steps which has given parents a greater feeling of a positive direction.</i>
Child 1	Casy Counselling	Evaluation summary	Increase of 20% in emotional well-being through self-assessment Feelings of anger only come occasionally now

			A lot more proud of myself now.... telling people how I feel.
Child 2	Casy Counselling	Evaluation summary	Increase of 20% in emotional well-being through self-assessment Now feels a lot less nervous.... about everything. Noted the most helpful thing was when x could talk about and plan strategies as it helped x remember them
Child 3	Casy Counselling	Evaluation summary	Increase of 30% in emotional well-being through self-assessment. X said she now felt confident that x had strategies to manage/ talk about thing that are worrying x or making x angry or sad. X felt confident x has strategies to manage / talk about x feelings that felt right for x stating " I know what works for me".
Child 4	Casy Counselling	Evaluation summary	Increase of 40% in emotional well-being through self-assessment
Primary #6	General	Email feedback	<ul style="list-style-type: none"> • Clear referral process that signposts need very well; • Rapid response to referrals and very helpful pointers on support ideas from first contact; • External support accessed is very high quality (CASY/First Class/) are the ones I have experience of; • Evidence in school is that the provision is engaging and focussed on the child, with time taken with school staff to probe and so understand the challenge; • The children who receive support (in the school) have positive experiences and, to date, outcomes remain positive; • I believe that the key factor in the success of this is your leadership (EIP Coordinator). Your passion and drive have allowed us to have and sustain a positive service for our children.
Primary #7	General		The impact of this project has been very positive for all involved. Kelly Jackson
Primary #8	General		Thanks for all your hard work, effort and energy on this great project which is having such a positive impact on our schools. Head teacher
Primary #9	General		Whilst we're still in the early stages of interventions being undertaken as agreed by the EIP referral process, we have already benefitted from some excellent advice and support which has included work with ADHD solutions, observations undertaken by the SEMH Link teacher as well as bespoke training

			<p>for our team of lunchtime staff. For the first time in seven years as Headteacher, I feel as though we have a wealth of specialist support available to enable identified children to be successful and make positive changes. Necessary time and support being given to the primary sector cannot be undervalued – we all want our children to live happy and successful lives as they move on to the secondary sector but sometimes this needs intervention beyond that which we can offer. Referrals to the EIP have had a positive impact on possible fixed term exclusions – with none being made over a significant period of time. The expertise of the EIP coordinator is invaluable to the local authority and to schools – we have benefitted from signposting and referrals, observations, 1-2-1 discussions and support as well as providing our staff with a wide range of resources, which has enhanced our ELSA and quality first teaching provision. I hope that this invaluable and excellent service continues to be appropriately funded to ensure that schools like ours can offer a fully inclusive provision.</p>
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Rutland Area SEND Recovery Plan 2019-2024 – Updated January 2022

Following a series of partnership meetings of Head Teachers since November 2018, to discuss the challenges pertaining the High Needs budget for supporting children with SEND, the following approach was agreed and shape the future direction and projects which are aimed at improving the support available for children with SEND and achieving the outcomes outlined with the Rutland SEND and Inclusion Strategy. The delivery of the actions within this Recovery Plan will be monitored and approved through the RCC SEND Programme Board which meets monthly and with strategic oversight from the Rutland Children's and Young People's Partnership Group.

Our agreed approach is as follows:

1. Children with SEND should be supported, as far as is possible and appropriate, within the least restrictive education environment close to home.
2. That the current funding and support interventions for children with SEND in Rutland are not appropriately distributed and requires redistribution.
3. That additional support and funding is required earlier in the education system with investment in different types of support within and across mainstream schools.

The actions outlined within the Recovery Plan fall within 3 categories – supporting children early, preventing escalation of needs and cost reduction activities.

SEND Recovery Plan							
Key Improvement Action	Expected Outcomes as of January 2022	Risks	Key Milestones refreshed January 2022	Lead	Start Date	End Date	Progress (RAG)
1. NURTURE APPROACH To progress a small nurture pilot within a primary school to support children with emerging Social, Emotional and Mental Health, (SEMH) needs and behaviours which challenge and at risk of exclusion from mainstream education	<ul style="list-style-type: none"> Early intervention identifies children and provides support to children with emerging needs, preventing escalation and exclusions and potential for higher cost placements. Supporting children through nurture is a consistent approach adopted by our schools which supports children who may become vulnerable during their education. Improved education and life outcomes for children with SEMH with fewer children missing their education or being excluded and placed in high cost provisions. Opportunity to reintegrate children already placed in SEND unit or special provision to create managed transition to mainstream. 	<ul style="list-style-type: none"> May not realise the projected savings due to low numbers and scalability of the project. May create overreliance on one provider and diffuse responsibility amongst schools 	<ul style="list-style-type: none"> Integration with EIP and development of outreach function 	LCJ	Jan 2020	March 2021	Staff trained to deliver advice Outreach processes developed to assist in delivering high quality Nurture practice in other Primary schools. Delivery of Boxhall training to all SENDCos (utilising Resilient Rutland resources) EIP processes still embedding
<i>Extension work to share Nurture Practice and SEMH expertise with Primary phase community</i> Learn from the Nurture pilot and implement forms of practice shown to be successful, become usual practice (BAU)	Create universal outreach to prevent SEMH escalation. Build expertise and assist EIP objectives. Work with schools on structured tailored plans to support individuals. Integrated with EIP as part of the universal toolkit offer Deliver places through the multi-agency panel gateway to support attachment.	<ul style="list-style-type: none"> May create overreliance on one provider and diffuse responsibility amongst schools 	<ul style="list-style-type: none"> Put in place SLA with Edith Weston Primary Brooke Hill Academy Trust (BHAT) 	LCJ	November 2021	April 2022	Paper to SF Sept 2021 to propose this becomes common practice- agreed
			<ul style="list-style-type: none"> Identify key partners schools 	BC/LCJ	November 2021	Nov 2022	Consider how to extend practice as part of EIP Build nurture offer in to Best start in Life and Family Hub programme and offer

Rutland Area SEND Recovery Plan 2019-2024 – Updated January 2022

	Build an evidence bank to measure impact outcome on children's education and well-being. Bring evaluation in line with other EIP accessed Universal resources						Nurture practice informs the Early years Pathway and community commissioned model aligned to the Parks Special School.
2. SEMH SPECIALIST TEACHERS Implement a small pilot project providing specialist education teacher support, advice and research capacity across a school partnership.	<ul style="list-style-type: none"> • SEMH Specialist teacher linked to each Rutland School • Schools receive support to shape and improve inclusive practice in the classroom and across the school. • Service commissioning is informed by local needs. • Increased skills and resource for schools' partnership to build confidence and resilience. 		• Linked teacher supporting each school	LCJ/CC	Apr 19	Sep 19	Primary model fully operational model in place.
			• Feedback from schools' shapes model improvement	LCJ/CC	May 2021	ongoing	Excellent evaluation feedback from Primary phase- now fully established as a model. Schools in varying stages of adopting positive practice Secondary Phase, developing and embedding processes and practice
			• Support to Secondary schools determined and progressed	LCJ/CC	June 2021	April 2022	Identify fit with Secondary EIP approach, pilot Secondary intervention model. Agree success measures for this Model well developed for Catmose, initiated at Casterton and UCC
3. EDUCATION INCLUSION PARTNERSHIPS Develop Education Inclusion Partnerships (Complex Case Process) across primary and secondary schools which supports schools to maintain children's education within the Rutland network when they experience challenging behaviours. Manage hard to place children by having a collective response to individual cases across the school system that is supported by a Team around the Family approach and targeted interventions as identified in Action 3	<ul style="list-style-type: none"> • Increased capacity and confidence in schools to support each other to meet needs of children in mainstream provisions. • Increased skills and resource available across school partnerships to respond to demand and to provide resilience. • Improved education and life outcomes for children with SEMH with fewer children missing their education or being out of education for considerable periods of time or off rolled. 	<ul style="list-style-type: none"> • Schools do not engage consistently and adhere to agreed models of working. • Underdeveloped whole school behaviour approaches which impact on the effectiveness of individual interventions. 	• Establish funding and preferred models	LCJ/BC/CC	April 2019	Nov 2022	Sector led Primary Panel fully operational. Funding agreed by Schools Forum Mechanisms for deployment different for each phase. Primary through Panel, Secondary through Inclusion team - Team around the school.
			• Develop the team around the family model to address case requirements coherent with the established MDT approach	DG	Apr 19	Sept 19	MDT built in to SEND Panel processes. Ongoing development work via the CAMHS Improvement Group to identify the cases in the CAMHS system and provide support around them during and at the point of discharge. RCC engaged in bed management and discharge meetings Transforming Care and CETR process working effectively for identified cases.
			• Secondary phase EIP arrangements implemented	LCJ/CC			Secondary phase has been developed pragmatically on case basis to best utilise available resource EIP coordinator, external consultant to progress supports this work.

Rutland Area SEND Recovery Plan 2019-2024 – Updated January 2022

4. COMMISSION INTERVENTIONS TO SUPPORT CHILDREN AND PREVENT EXCLUSION OR ESCALATION Identify a number of evidence-based intervention/therapeutic models to be presented to schools which could support children with SEND and additional social care needs, that challenge schools and that will result in diverting spend on the high needs budget.	<ul style="list-style-type: none"> Children with SEMH or at risk of exclusion or those that need to resort to specialist high-cost placements outside of their communities are supported to maintain their education in their community. School value interventions and agree to adopt and fund model Develop practice that's applicable to Early Years settings to support children's inclusion in early education and confidence in inclusionary practice, particularly SLCN and Communicating Healthy environments 	<ul style="list-style-type: none"> Realising sufficient financial impact to make this a suitable option Schools may not commit to invest to save approaches. Identified HNF budget for Recovery initiatives may not meet demand Early years practitioners capacity to attend SLCN training 	<ul style="list-style-type: none"> Projected needs for commissioned services to meet. 	LCJ/HC			5 year funding plan in place to support modelling of projects. Work is on-going to maintain accuracy based on current numbers and projections.
			<ul style="list-style-type: none"> Identifying best practice to meet Rutland's population needs. 	LCJ/HC			Children being identified through existing inclusion processes and intervention being put in place. Likely to identify further cases coming from other initiatives.
			<ul style="list-style-type: none"> Agreed models of intervention based on need and matched to evidence base, and utilise learning from EIP to identify gaps in provision 	LCJ/CC	Sep 19	Nov 2022	<p>EIP Coordinator highlighting gaps through monthly reporting to SEND Programme Board and SF</p> <p>Determining interventions required and commissioning as required.</p> <p>Great feedback from schools</p> <p>The limit of the yearly budget has now been reached.</p> <p>SLCN LPT contract in place from July 2021. Spot purchased during the gap from Futures in Mind</p> <p>Targeted interventions available 2022: One to one counselling, tailored tutoring, ADHD support, therapeutic interventions, Speech Language and Communication support, and Play therapy</p> <p>EY SLCN audits and initial evidence-based practitioner training underway.</p>
5. REVIEW SEN FUNDING MODELS To undertake a review of current SEND funding models for schools, single providers and collective funding models and specifically to support transitions between phases and settings.	<ul style="list-style-type: none"> Children are supported earlier in the education system. Value for money in commissioning of services is obtained by schools. Funding formula reflect the needs of Rutland mainstream provision Support is maximised across school clusters. Funding and support are available earlier in the system. Parents are confident in early intervention models and need for EHCP is reduced 	<ul style="list-style-type: none"> Funding increases for schools but this does not lead to reduction in special school provisions. Escalating cost such as NI contributions and Social Care levy inhibit or put additional demand on HNF 	<ul style="list-style-type: none"> Undertake research to establish best practice including distribution models of high needs funding for schools. 	HC/AM	Nov2021	April 2022	Other LA models have been researched which use needs based banding for EHCPs, formal arrangements for early access to high needs funding and delegation of funding directly to schools, further consideration required before changing existing model. Potential options for consideration to be produced for consideration by Schools Forum.
			<ul style="list-style-type: none"> Establish a task and finish group, independently chaired, as a sub set 	HC/AM	Dec 2021	April 2022	Task and Finish group established after the Nov 2021 Summit. Reps from Primary and Secondary schools, parents, RCC SEND and Inclusion and Finance. Independent

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	<ul style="list-style-type: none"> An established multidisciplinary team, (MDT) model that identifies Health interventions and financial contributions that will reduce the cost on the high needs budget. Appropriate levels of funding agreed which support mainstream schools to support children with SEND 	without Gov contribution	of Schools Forum to report progress				<p>Chair Trisha Nicoll (expert by experience) commissioned to support this work.</p> <p>Alternative SEN financial model. Utilise the current TA hours package as a banding option.</p> <p>Extension work may be required- for consideration;</p> <ul style="list-style-type: none"> With families to help them understand how the funding structure works and to focus on outcomes rather than TA support - so real culture change Work on the Education, health and care plan process and making outcomes person centred, clear and specific
			<ul style="list-style-type: none"> Identify school clusters for funding arrangements (including cross primary and secondary transition) 	HC/AM	January 2022	April 2022	Dependent on identifying and approving revised funding models which requires further work as above.
			<ul style="list-style-type: none"> Undertake school bandings and review of top ups. 	HC/AM	Nov 2021	April 2022	Model ideas shared at schools summit for consideration Nov2021.
			<ul style="list-style-type: none"> HNF utilised to respond to children with escalating needs but not on an EHCP. 	HC/DG	June 2020	Dec 2020	<p>Cases identified and agreed at Panel to support inclusions and avoid exclusions. New pathway process in place. Creative use of EOTAS and Alternative Provision.</p> <p>Jan 2022-Model is still in place and working in harmony with EIP arrangements</p>
			<ul style="list-style-type: none"> Review Health contributions to EHCPs and complex cases. 	BC	April 2022	April 2023	Standing agenda item on SEND panel and additional CHC funding has been secured for plans. LLR Commissioning Strategy delivery group working to establish and formalise joint commissioning arrangements.
6. MAINSTREAM SEND UNIT MODELS REVIEW Review existing Designated Special Provisions and funding for EHCPs in Rutland, reviewing value for money and ability and flexibility for	<ul style="list-style-type: none"> Local provisions are responsive to the existing and emerging needs of children with SEND in Rutland. DSP provisions are utilised to their full capacity and value for money is obtained through each placement. 	<ul style="list-style-type: none"> Providers are not adhering to the specifications. Provisions do not meet the 	<ul style="list-style-type: none"> Review Secondary mainstream unit arrangements for existing DSP and implement ERP. To put in place fit for purpose MOUs and 	HC/LCJ/BC	April 2019	Ongoing review	<p>Specifications/ MOU for provision in UCC ERP and Catmose DSP in place. Review meetings to be set 2022</p>




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providers to meet current or emerging needs of our population.	<ul style="list-style-type: none"> Children, families and parents are confident in local provisions with fewer children resorting to out of county special provisions. 	needs of children and there is continued reliance on specialist placements outside of the county.	contract review points				
			<ul style="list-style-type: none"> Review Primary DSP and put in place fit for purpose MOU to meet children's emerging needs 	BC/LCJ/SEND Consultancy			Oakham CE DSP started but not completed 2019-20, to resume March 2022 Reviews due. Delayed by academisation requiring capacity.
			<ul style="list-style-type: none"> Conduct external VFM and Early Years Pathway Review to inform model. 	BC/LCJ/SEND Consultancy	July 2019	April 2022	Project in place with SEND C, Seniors leaders and RCC officers - visioning and options appraisal undertaken Review Framework agreed
			<ul style="list-style-type: none"> SEND Consultancy commissioned to deliver Phase 2 visioning work , to include exploration of EY Providers capacity and inclusion practice. 	BC/LCJ	June 2020	April 2022	Visioning work undertaken Sept 2020 and 2 weekly meeting facilitated to drive towards a solution. Disrupted by Academisation process and Financial priorities July 2021. To resume, format to be agreed March 2022
7. UCC ERP SEND UNIT PLACES Utilise the SEND Capital funding to deliver enhanced provision for 10-15 places within secondary school.	<ul style="list-style-type: none"> Additional provision in place to reduce the need for out of county high-cost provision. Children have a clear pathway from primary to secondary provisions. Rutland has a Centre of Excellence where inclusive best practice is developed and shared across the school community. 	<ul style="list-style-type: none"> The provision does not achieve savings and increases demand for special provision. Parental choice will put pressure on demand for places and families will remove children from other mainstream settings. 	<ul style="list-style-type: none"> Requires handover March 2022 to move to BAU contract management 	LCJ/HC	March 2022		Capital Project delivered on budget and on time. Provision operations since 2021. Requires handover March 2022 to move to BAU contract management
8. Additional In-county Secondary SEND place availability for 2023 intake Capital resourcing and operational planning Utilise the 2 nd Phase Capital Programme to create additional mainstream plus places in the secondary phase	<ul style="list-style-type: none"> Lack of secondary capacity either for a Special provision or on overall Secondary provision in any year group Provide a bespoke mainstream educational offer and additional facilities to enable more children to benefit from local education in in-county places. 	<ul style="list-style-type: none"> Concerns over impact on results/ OFSTED/parental perception. Timescales for Capital development are challenging 	<ul style="list-style-type: none"> Review upcoming cohorts determine children's needs and options for Secondary provision to meet them 	LCJ/HC	Sept 2021	Feb 2022	Initial Pathway planning updated Feb 2022
			<ul style="list-style-type: none"> Set up Project Plan and Project Board, Terms of Reference 	LCJ	Nov 2021	Sept 2022 Phase 1.	Expression of Interest undertaken, and provider identified. Feasibility study completed on the UCC site.

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to address shortfall in SEND places from September 2022		<ul style="list-style-type: none"> Operational model needs to be approved and timescales are tight. Additional pressure to HNB from developing a costed balanced budget and putting in place a minimum funding guarantee while places fill. 	<ul style="list-style-type: none"> Identify additional capacity to design operational model Seek delegation to SEND Programme Board for capital spend from HNCPA DfE Grant Seek approval to 'offer over' school places. 				<p>Project Board established and meeting two weekly</p> <p>Options appraisal being drawn up and operational plan in consultation with school team.</p> <p>Capital plans progressing</p> <p>Considering a phased approach for 'proof of concept'</p> <p>Report to DfE as required- updated Jan 2022</p>
9. SEND whole school leadership, regional support	<ul style="list-style-type: none"> Utilise regional expertise to upskill Leaders and key influencers re Inclusionary practice Proactive response to SEN support group through EIP and Specialist teachers 	<ul style="list-style-type: none"> Capacity of school leaders to undertake audits and training 	<ul style="list-style-type: none"> SECONDARY Audit and Planning Tool for Good and Outstanding at OFSTED 	LP/Jane Starbuck	Academic Year 2022-23		
			<ul style="list-style-type: none"> Upskill and increase confidence of SENCOs through SENCo network 	CC	Academic Year 2022-23		<p>Whole school SEND resources, Jane Starbuck will assist this strand of work</p> <ul style="list-style-type: none"> The importance of SENCOs being Strategic Leaders of SEND. SEND Criteria and identifying the main barrier to learning Using the SEND Gateway to develop a CPD Offer Developing Pathways in School based on the 4 Broad Areas of Need <p>Utilise RR funding on agreed areas of CPD- CC working on these themes with Jane</p>

- Bernadette Caffrey (BC), Andrew Merry (AM), Designated Special Providers (DSP), Gill Cutis (GC), Kevin Quinn (KQ), Darrell Griffin (DG), Louise Crookenden-Johnson (LCJ), Saverio Della Rocca (SDR),

	Action on target and key milestones met
	Potential risk of delay or missing target
	Off target, milestones not met

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Rutland County Council

Needs Assessment: Rutland Children with Special Educational Needs and Disabilities (SEND)

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1. Introduction

This needs assessment sets out the level of potential and known numbers of children with Special Education Needs and Disabilities living in Rutland, and provides an overview of the needs of these children and young people and the services in place to support them.

2. Background

Children and young people with special educational needs and/or disabilities (SEND) are some of the county's most vulnerable people, and the local authority and its partners have a duty to protect them, care for them, and help them thrive. We must understand their needs, both collectively and individually, so that we can plan services that support them to fulfil their potential, enjoy their lives, have high aspirations, achieve their best, become confident and resilient, and make a successful transition into adulthood. Therefore, achieving our vision within our SEND and Inclusion Strategy for children and young people with special educational needs and disabilities to lead healthy, independent, and safe lives.

2.1. Definitions and Scope

This needs assessment covers the current and future health and care needs of children and young people with special educational needs and/or disability (SEND) aged between 0-25 years as identified in the SEND Code of Practice, (2015). These are defined as:

Child or young person (0-25 years) with a learning difficulty or disability which calls for special educational or training provision at early years providers, maintained nursery schools, mainstream schools and mainstream post-16 institutions.

Child or young person (0-25 years) with a disability under the Equality Act 2010 i.e. 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

A child or young person has SEN if they have a learning difficulty or disability that means they need special educational provision or support to help them learn. This means they have a significantly greater difficulty in learning than most of their peers, or they are not able to use the universal provision available within their school because of their disability. The term 'SEN' applies across ages 0–25, although the term 'learners with learning difficulties and disabilities' (LLDD) is often used post 16 through to adult services.

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Children and young people with disabilities do not necessarily have SEN, but there is an overlap. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

In the Code of Practice, SEND is categorised into the following broad areas of need:

Cognition and Learning Moderate learning difficulty Severe learning difficulty Profound and multiple learning difficulty Specific learning difficulty	Sensory and/or Physical Needs Visual impairment Hearing impairment Multi-sensory impairment Physical disability
--	--

Communication and Interaction Speech, language and communication needs Autistic spectrum disorder	Social, Emotional and Mental Health
--	--

3. Rutland's Children and Young People's Plan

The Rutland Children and Young People's Partnership and its strategic Plan 2019 - 2022 sets six aims for children and young people in Rutland:

- Every child lives in a happy and safe environment.
- Families are supported and empowered to create a nurturing environment where children can flourish.
- Every child has access to the best possible education.
- We work together with young people and give them the support they need to grow into happy, successful, and independent adults.
- Children remain living with their families, when safe and in their interest to do so.
- Children who do become looked after, or are leaving our care, are supported to achieve the best emotional, physical, and academic outcomes.

4. National Context

Under the Children Act 2004 "a children's services authority in England must have regard to the importance of parents and other persons caring for children in improving the well-being of children" (Section 10(3) of the Children Act 2004). The Children Act 2004 placed statutory duties on local agencies to make arrangements to safeguard and promote the welfare of children in the course of discharging their normal functions.

The Government's statutory guidance Working Together to Safeguard Children (2010, revised 2018) made clear that safeguarding and promoting the welfare of children 'depends on effective joint working between agencies and professionals that have different roles and expertise'. Working Together further clarifies the responsibilities of professionals towards safeguarding children and strengthens the focus away from processes and onto the needs of the child. Disabled children and young people are more likely to experience barriers to social participation, be at higher risk of violence and abuse and experience difficulties accessing key services and support.

The SEND Code of Practice 2015 is the statutory guidance for SEND used by local authorities, schools, and other providers. It is underpinned by the legislation set out in the Children and Families Act 2014. The Code of Practice is based on the following key principles:

- Participation: The views of children, young people and their families must be central to decision making, at both individual and strategic levels.
- Identification of needs: Early years providers, schools and colleges should identify needs and make provision as soon as possible. All local agencies must work together in Health and Wellbeing Boards to assess health needs of local people.
- Choice and control: Services should be evidence based, taking examples from best practice, and tailoring them to individual needs. Goals should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.
- Collaboration: education, health and social care services must work together to assess local need and continually review SEND provision. Joint commissioning arrangements must be in place to support those with SEND, whether they have an EHCP.

- High quality provision: Schools and colleges should ensure provision of high-quality teaching with high ambitions and stretching targets.
- Inclusive practice: Removal of the barriers to learning and participation in mainstream education. No discrimination of disabled children for a reason related to their disability.
- Preparation for adulthood: Aspiration for successful long-term outcomes in adult life. Local agencies should work together to help children and young people realise their ambitions for higher education, employment, and independent living.

There is also the NICE guidance on transition from children to adult's services for young people using health or social care services²¹ which is relevant for some young people with SEND. The overarching principles are that young people and their carers are involved in planning, co-production and evaluation of transition services, the support should be strengths-based and person-centred, education, health and social care should work together to plan for young people with transition support needs.

The SEND Code of Practice 2015 puts the views of children, young people, and their families at the heart of commissioning for SEND services.

5. Understanding Needs

The local authority has developed a comprehensive analysis of the profile of SEND learners from birth and has considered the availability and cost of provision currently, and the amount and type of future provision that will be needed and where this provision can best be situated. This analysis has been presented to the School's Forum to engage schools with the issues that need to be addressed and give them ownership of the solutions.

5.1 Rutland demographics

The population of Rutland as at the 2020-21 mid-year estimate was 40,476, comprising 20,773 males and 19,703 females. There are an estimated 8,541 children and young people aged up to 19 years in Rutland, 1,776 of whom are aged 0 to 4 years, and 6,765 of whom are aged 5-19 years.

There is a particular spike in the population between the ages of 15 to 18, and this is especially pronounced for males. This runs contrary to the regional trend and might be because of the local independent boarding schools in Oakham and Uppingham. The next age banding of 19 to 24 years shows a significantly lower population than the previous age group and the regional picture, suggesting that young people are migrating away from Rutland post-school. With life expectancy set to increase it is anticipated that the population of older people within Rutland will increase significantly over the next 20-30 years, and at a greater rate than children and young people.

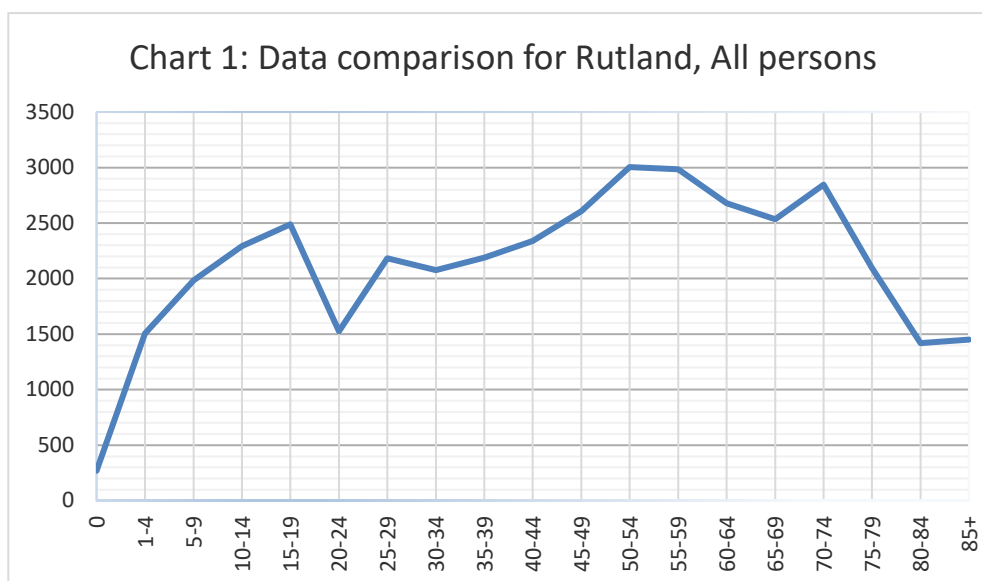


Figure 1:
ONS 2020-21 mid-year estimates by age

5.2 Poverty and deprivation

Rutland is one of the most affluent counties in England. According to the 2019 indices of deprivation, Rutland is ranked 303 of 317 local authorities (with 1 being the most deprived, and 317 being the least deprived).

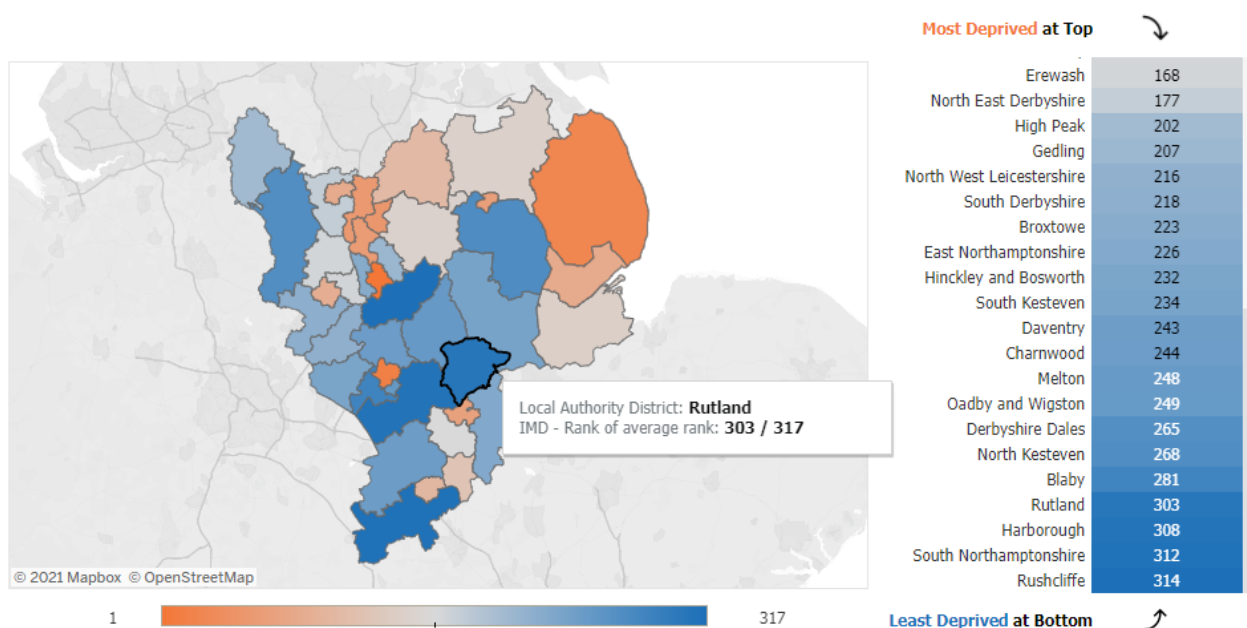


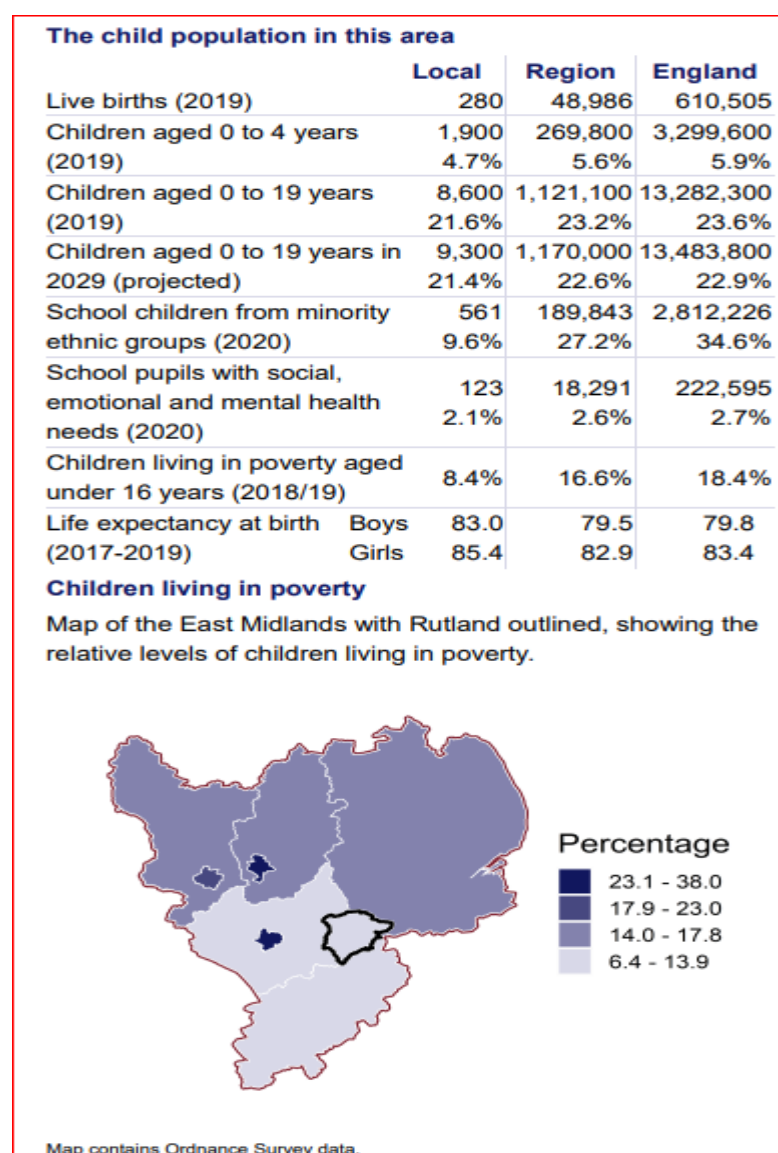
Figure 2: 2019 indices of deprivation, East Midlands map

As shown in figure 2 above, Rutland is the 4th least deprived local authority area in the East Midlands.

Being ranked 303 of 317 represents an improvement from the 2010 and 2015 indices, where Rutland was ranked 293 and 291 respectively.

5.3 Health of Rutland Children

The health and wellbeing of children in Rutland is generally better than the England average. Infant and child mortality rates are similar to the England average. The Public Health England 'fingertip' profile for Child Health shows:



6. Children with Special Educational Needs and Disabilities

6.1 Profile of Children with SEND in Rutland schools

- The gender split for Children with SEND in Rutland is 68% male and 32% female.
- 56% of children with SEND are aged 0-11 years (primary) and 44% 12-17 years (secondary and Post 16).

- 698 (89.7%) of children with SEND are White British. The next biggest category is White Other (3.08%) then Black African (1.15%). No other ethnic groups have more than 6 children. This is broadly reflective of Rutland's population.
- There are no unaccompanied asylum seekers with SEND in Rutland and 26 children (3%) do not speak English as a first language.

SEND Categories:

The table below shows the numbers of children attending Rutland schools by primary type of need compared to England figures. Where there are fewer than 5 children, numbers have been suppressed.

State-funded primary, secondary and special schools: Number and percentage of pupils with special educational needs by primary

Pupils with SEN with statements or EHC plan or on SEN Support

	Rutland		England	
	Number	%	Number	%
Moderate Learning Difficulty	182	23%	234,613	18%
Speech, Language and Communications Needs	91	12%	294,762	23%
Social, Emotional and Mental Health	143	18%	240,485	18%
Specific Learning Difficulty	134	17%	156,797	12%
Other Difficulty/Disability	14	2%	52,433	4%
Autistic Spectrum Disorder	84	11%	163,041	12%
Physical Disability	11	1%	36,668	3%
Hearing Impairment	8	1%	23,215	2%
Visual Impairment	10	1%	13,328	1%
Severe Learning Difficulty	14	2%	33,934	3%
Multi- Sensory Impairment	*	*	3,829	0%
Profound & Multiple Learning Difficulty	0	0%	10,801	1%
SEN support but no specialist assessment of type of need (9)	84	11%	42,204	3%
Total	778	100%	1,306,110	100%

Source: Department for Education National Statistics January 2021

Spring Census 2021

	EHCP	SEN Support	Total
SEND in Rutland Schools	167	611	778
SEND with Pupil Premium	64	217	281
SEND with FSM	33	82	115

- As of the spring school census 2021 13.2% (778 children) of the school population have identified SEND.
- Of those with SEND 36.1% were in receipt of Pupil Premium (281 children).
- Of all children with SEND 17% (115) are in receipt of free school meals. This represents a higher percentage of children with SEND receiving FSM than children without SEND, which averages 8.1%.

6.2 Children with Education, Health and Care Plans (EHCPs)

Schools in Rutland have a similar proportion of pupils with statements/EHCP compared to the national benchmark, currently 2.8% (n = 167) and 2.24% in 2020. This has increased gradually over the past 5 years, having previously reduced from 265 (3.5%) in 2015.

Rutland has a slightly lower proportion of pupils with SEN Support: 10.4% (n = 611) compared to 12.2% for England overall. Whilst this has remained broadly similar for England, it has fluctuated locally from 8.5% in 2015 (n = 653), to 11.5% in 2016 (n = 901) and then a high of 13.1% in 2018 (n= 1011) this number decreased in 2020 n = (636) to 10.9%.

Data for individual schools is not broken down within this document as it may result in individuals becoming identifiable. The local authority does hold this data internally.

6.3 EHCP Demand

The overall volume of children who are resident in Rutland and have an EHCP has increased significantly over the past 3 years, by over 41%, and the greatest proportion of EHCPs follow transition into secondary school – years 8,9 and 10 account for a third.

Schools report this is often because of differing levels of support available and the impact of additional curriculum challenges.

Since January 2019, the number of EHCPs maintained by Rutland County Council has increased from 198 to 280 as of end December 2021. The number of EHCNAs requests has increased year on year from 38 in 2017 to 62 by 2019 with 63 in 2021. This represents a 66% increase in requests in a 3 year period. The highest volumes of presenting needs for children with EHCPs in Rutland as of end December 2021 are:

Presenting need	% of cohort
ASD	31%
Social, Emotional & Mental Health Social Difficulties (SEMH)	20%
MLD	19%
Speech Language and Communication Need (SLCN)	7%

Figures for other SEN are known but are compressed due to the low number.

6.4 School Placements

54 children with an EHCP living in Rutland attend an out of county special school as of end December 2021, this number has increased from 53 in 2020. The overall high proportion in out of county special schools is, in part, due to the increasing numbers of children with EHCPs overall and the limited provision available within Rutland to meet needs.

There are a further 54 children with an EHCP attending a maintained designated special provision within a mainstream school. It should be noted however that given the physical size of the county, the majority of those out of county placements are still within bordering counties, and thus travel is no more significant than it would be for a larger geographical county.

The numbers relating to pupils on roll in Rutland schools and therefore the number of children receiving SEN support or who have a Statement or EHC Plan will be different to the number of children who Rutland are responsible for, due to the number who attend out of county schools or specialist provisions.

The table below shows the numbers (and percentage) of children at Rutland schools split by their place of residence: in Rutland or out of county. This shows that almost half of the children with SEN support in Rutland secondary schools live out of county. For this cohort of 121 (out of county children with SEN Support, at secondary schools). Those attending Rutland schools and living outside the county, in the main live in the Stamford area, followed by villages in Leicestershire and Northamptonshire which border Rutland.

	Primary Schools		Secondary Schools	
	Rutland Children	Out of County Children	Rutland Children	Out of County Children
Statement / EHCP	86 ((91%))	8 (9%)	51(70.8%)	21 (29.2%)
SEN Support	307 (90.3%%)	33 (9.7%%)	149 (56.7%)	114 (43.3%)

6.5 Post 16

There are 81 young people and adults with an EHCP aged 16-25. The vast majority of are supported to go on to further education or employment. Of those post 16 with an EHCP 46 (98%) are in post 16 college or alternative provisions and the remaining in apprenticeships or residential provision.

The volume of young people and adults post 16 with an EHCP who are not in Education, Employment and Training (NEET) is consistently low with an average of 2% of young people aged 16-25 NEET.

Life outcomes are similarly positive as our children and young people reach adulthood. Employment rates for Rutland residents aged 16-64 with disabilities is at 62%, above the national average of 52%. The employment gap between those in employment and those with a disability in employment for Rutland is at 15.9%, below the national average of 21.1%.

Adults with SEN or EHCPs are likely to have higher levels of achievement than the national average, with 20% of 19-year olds with an EHCP qualified to level 2 in maths and English compared to 14.9% nationally. 44% of 19-year olds with SEN support are qualified to level 2 in maths and English compared to 34.5% nationally.

The percentage of adults with learning disabilities open to social care who are living in their own home has increased from 71% to 73.9%, closer to the national average.

6.6 School Exclusions

For the 2020/2021 academic year 13 children with SEND had a fixed term exclusion from school, 1 of which went on to be permanently excluded from school. It is very difficult to compare exclusions data for the last 2 years as the time in school was impacted on Covid.

6.7 Wider Services

Since April 2019 to end July 2020 141 SEND children and young people have accessed Aiming High positive activities and Short Breaks scheme.

43 SEND children and young people have accessed the Short Breaks Scheme providing short break grants, of those 36 had an EHCP.

April 2020 to end October 2021

80 SEND children and young people have accessed Aiming High positive activities.

48 SEND children and young people have accessed a personal budget via the Aiming High Short Breaks Scheme, of those 35 have and EHCP.

In total 117 SEND children and young people have accessed Aiming High support with 11 having accessed activities and were in receipt of the Short Breaks Scheme.

7. Meeting Statutory Assessment Timescales

7.1 Education, Health and Care Needs Assessments (EHCNA)

There are national statutory timescales for assessing whether a child meets the requirement for an EHCP. Rutland has improved in meeting these and is now above both regional and national averages, despite a 41% increase in requests.

EHCNA Statutory Assessment Timescales	2017	2018	2019	2020
No of EHCNA requests	37	40	62	63
% decision within 6 weeks	89%	92%	100%	96%
% undertaken completed within 20 weeks	68% (28)	100% (27)	100% (22)	73% (32/44)
% Annual Reviews completed in timescale	69% (177)	87% (181)	92% (209)	88%
% Educational Psychology Assessments in timescale	-	100%	100%	-

7.2 Health Assessments

There remain lengthy waiting times for some services in particular Child and Adolescent Mental Health Services (CAMHS) and Community Pediatricians. It is understood that a recovery plan is already in place for the Community Pediatric service. The care navigator and dedicated clinical officer roles within health add value and the next step could be to utilise the role to collate and feedback issues with access to health services and the impact on children.

8. Performance of Rutland schools in meeting the needs of SEND pupils

Educational attainment for children receiving SEN support has been increasing consistently over the past 3 years:

Those achieving a good level of development in the Early Years Foundations has increased from 15.8% to 25% in 2018/19 with performance now similar to national levels (28.5%).

- At Key Stage 1, 27.1% of pupils with SEN support are reaching expected levels for combined Reading, Writing and Maths, higher than the national average of 20.6%.
- In Key Stage 2, the average point score for children with SEN and EHCPs are above national levels in all subject areas.
- At Key Stage 4, 43% of children with SEN support and 18% of children with an EHCP achieved 5 or more A* to C (including English and Mathematics) which is above national averages of 18% and 5%. Rutland has consistently outperformed national levels for the last 3 years.
- During 2018/19 no child looked after with an EHCP was excluded from education and of the 7 children looked after with an EHCP, all maintained a 100% attainment levels.

9. SEND Expenditure against SEND needs

The demand for, and the spending on services and support for children with SEND in Rutland has grown significantly. The total number of pupils with SEND, based on where the pupil attends school, was 1,083 in 2019. This represents 13.8% of the total number of pupils in all Rutland schools, comparable with the England benchmark of 14.9%.

The expenditure for high level SEND support in Rutland has increased significantly over the last 5 years to meet increased demand. This has resulted in an additional budget increase of 13% with the high needs budget set at £4.25 million for 2020/2021.

A high proportion (20%) of children with EHCPs are placed in out of County special provisions which is driving overall expenditure. Where children are placed out of county in specialist schools, comparative regional fee levels and detailed cost breakdowns are used to understand each aspect of school spend and to achieve value for money.

The average costs of placements are similar to national figures. Rutland's most expensive placements being those for children with Social, Emotional & Mental Health Social Difficulties. There are some significant differences in the funding of top-ups in different settings when compared to national figures.

10. The Voice of Children and their Parent and Carers

10.1 Co-producing with families

The service works closely with Rutland Parent Carer Voice (RPCV), Sunflowers group and Disabled Young People Forum (DYF) to routinely ascertain views and to understand what life is like for them and use this to adapt the services we offer. This has included consultation and co-production exercises on our Local Offer website, capital investment, staff recruitment, contract specification and development of information materials. Both RPCV and RDYF have been consulted regarding several service changes during Covid 19 e.g. development of online sessions for children and young people and parent/carers, additional flexibility of the Aiming High short breaks scheme.

Children and young people continue to take the lead on planning activities and sessions for all Aiming High positive activities.

Parents are represented on our Children and Young People's Partnership and Corporate Parent Board which offers the opportunity for parents to influence services at both a strategic and individual level. RPCV are included in training to help build their infrastructure as the key parental voice, strengthening relationships and building shared ownership of the agenda and service delivery in Rutland. Senior leaders regularly join the RDYF to ensure an understanding of what life is like for them at a senior level.

10.2 Capturing Voice

We have enhanced the quality of our EHCNAs by increasing the involvement of children, parents and carers in the assessment process through the introduction of '*Getting to Know You*' meetings which complement the 'my story', our story' forms helping to ensure the assessment process accurately captures the wishes, feelings and needs of the child. This culminates in a plan setting meeting which supports the coproduction of plans.

We ensure that the voice of the child, parents and carers remain at the centre of the whole decision-making process, with conversations and interactions with the child or young person and parents being cited by the case officers at the SEN panel where final decisions are made.

We have developed '*My Plans for the Future*' to support children and young people to inform the design of their plan and support their transition into adulthood.

Practitioners *utilise Signs of Safety* which is a solution focussed tool designed to capture the wishes and feelings of children and parents and the approach has been incorporated into our assessment mechanisms across Early Intervention and Children's Social Care to enable services to better understand views, from the perspective of children and parents/carers, which subsequently helps children and families to own their plan.

Annual reviews provide opportunities for parents, carers and children to share their views into a revised position statement of the child's needs and progress, this *includes survey monkey* to capture feedback on the support offered from both parents and children. Health services utilise the *Friends and Family questionnaire* and captures feedback to inform delivery.

Independent Advice and Support: SENDIASS provide support and advocacy for families and the service is actively promoted through the Local Offer, RPCV, DYF, Family Drop-ins, Sunflowers and SENCO network etc. The service provides one to one support, which can include attendance at Team Around the Family (TAFs), Annual Reviews and other meetings to enable the voice of children and parents to be heard. To facilitate access, the service provides an array of access channels including face to face drop in, website and phone.

As part of this offer, SENDIASS now have dedicated capacity to support children and young people which is focussed on those cohorts where changes are taking place eg during Y6, Y9 and Y11 transition points. The dedicated capacity was developed in conjunction with the Rutland Disabled Youth Forum – support can be on a 1:1 basis either prior to, during or post an annual review and also covers group work with cohorts of young people with SEND in Rutland secondary schools. The aim is to ensure that young people know they have a right to express their views, they have the confidence to share these and are supported to do so in a format of their choice.

We have an *advocacy service* provided by Age UK in place for children aged 14 and above which provides additional support with a focus on transitions into adulthood and appropriate service support. We have trained frontline staff to deliver advocacy support through our services for young people and subsequently children who are in the social care system including children looked after or care leavers, have the option of independent advocacy to support them and enable their voice to be heard within the process.

10.3 Personal Budgets

There remains a need to ensure parents understand their personal budget and how they can use this to meet social care needs as usage of personal budgets is still low. However, parents utilise their direct payments to access short breaks support successfully.

The local authority holds data on families known to Adult Social Care but given the low numbers this is not provided here.

11. Joint Commissioning with Health

In Rutland there is a multi-agency SEND panel which meets bi-weekly to discuss support and provision with children and young people with SEND. Our panel brings agencies together to discuss complex cases and to assess the suitability of EHCNA, EHCPs, education placements and additional funding requirements, ensuring these are the most appropriate for a child's need. The SEND panel supports the co-ordination of assessment information and ensures the commissioning of services is effective and that the level of resources provided is owned and directed by partner agencies. The panel is responsible for the allocation of High Needs Funding (Designated Schools Grant) to children who have an EHCP and reviews complex cases providing clarity on responsibilities for provision and funding e.g. Education, Social Care and Continuing Health Care funding arrangements.

12. Gaps and Recommendations

- Review our SEND Commissioning Strategy in response to the joint work currently underway across LLR and the region, to identify need and demand and to respond by providing good quality and sufficient education and care provision.
- Complete the review of our early years and primary inclusion pathway to ensure children are identified early and providers have the capacity and expertise to support children in mainstream provision.
- Improve our data collection and business intelligence so that we capture how SEND needs change over time which will inform our commissioning intentions and use of our High Needs Fund.
- Work with our partners, especially Health and with or providers to respond to the needs of children with ASD and social and emotional and mental health difficulties. To engage the Commissioning Group (CCG) and health providers in driving forward the new SEND provision in Rutland, to ensure there is multi-agency support and that implications for local health services can be planned and managed.
- The SEND service and partners engage fully in the participation and engagement strategy to hear the voices of children and young people with SEND and their families. To have in place mechanisms to gather and utilise their feedback, to understand what works for them and which informs service planning and design.

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ANNUAL REVIEW OF SCHOOLS' FORUM MEMBERSHIP

Schools' Forums must have 'school members', 'academy members' and 'non-school members'. Schools and academies members must number at least two thirds of the total membership of the Schools' Forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category. There must be at least one representative of head teachers and one representative of governors among the schools' members.

The structure of the Forum will be reviewed annually, as part of the annual review of the constitution, in July to ensure that the balance is maintained.

Status (July 2021)

Early Years (844 children accessing the 2-, 3- and 4-year-olds entitlement; 39 x 2-year-olds, 512 the 3- and 4-year-olds Universal Entitlement and 293 accessing the Extended Entitlement (30 hours) for 3–4-year-olds).

- 16 PVI
- 3 school-based nurseries (non-maintained)
- 1 Independent school nursery
- 18 Childminders

Primary (2801 pupils)

- 15 x academies; 2 x maintained schools (1x VA/1 x VC)
- Academies 2345 pupils (84%); non-academies 456 pupils (16%)

Secondary (2745 pupils)

- 3 x academies

Plus

- 1 x 6th form free school (309 pupils)

1.1 School Members

Maintained Schools	1	1 representative
Academies and free school	6	6 representatives *
Special Schools	1	1 representative

1.2 Non-School Members

Early Years Private, Voluntary, Independent (PVI)	1	Representative
Post 16 provision	1	Representative (from the FE colleges which serve the County)
Diocese	1	Representative (on behalf of CofE or RC)

Trades Union	1	Representative
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** Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. Schools' Forum Operational and Good Practice Guide, ESfA March 2021.*

Total Membership: 12

School Members: 8 (two thirds); Non-School Members: 4 (one third)

1.3 General Membership Issues

No individual school can have more than one representative on the Forum. Unless otherwise specified in 2.1, each school or academy will need to decide whether they intend to nominate a Headteacher or a Governor/ Trust member before putting themselves forward through the relevant election procedures outlined in Appendix 1 of this constitution.

Schools may only offer a representative for the relevant School Members category and no other categories.

There must be at least one head teacher and one governor representing schools.

Each member will have a single vote.

1.4 Membership Restrictions

Elected members who hold an executive role in a local authority (i.e. a Lead Member / Portfolio Holder) cannot be either a schools' member (as a Governor) or a non-schools' member of the Forum.

The Strategic Director of Children and Families or any officer employed or engaged to work under the management of the Strategic Director of Children and Families, and who does not directly provide education to children

Any officer employed by the local authority that has a role in the strategic resource management of the authority cannot be a member of the Forum.

3. MEMBERSHIP TERMS OF OFFICE

School members of the Forum will serve for four years from the date of their full election to the Forum. Non-school members will serve for three years from the date of their full election to the Forum. The election procedures, detailed in Appendix 1, will be followed if a member vacancy occurs during the 3-year period or if the structure of the membership changes following the annual review of the constitution.

A Forum member remains in office until:

a) the member's term of office expires;

- b) the member no longer holds the office which made them eligible for election, selection and appointment to the Forum;
- c) the member resigns from the Forum by giving notice in writing to the authority; or
- d) in the case of a non-school member, the member is replaced by the authority, at the request of the body which the member represents, by another person nominated by that body; whichever comes first.

Members who fail to attend three consecutive meetings without a satisfactory explanation will have their membership reviewed by the Forum. The Forum has the discretion to remove them from the Forum membership by a vote at the next quorate meeting.

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CURRENT MEMBERSHIP OF THE SCHOOLS' FORUM:

Name	Representing	Term of Office	
		Starting	Ending
Mr B Solly (CHAIR)	Academies	Nov 2021	Oct 2024
Mrs A Chambers	Academies	April 2021	March 2024
Mr S Cox	Special Schools	Nov 2021	Oct 2024
Mr P French	Dioceses	Nov 2021	Oct 2024
Mr J Harrison	Post 16 Provision	Nov 2021	Oct 2024
Mrs S Milner	Academies	Nov 2021	Oct 2024
Mr G Morphus	Trade Unions	Nov 2021	Oct 2024
Mrs K Pullan	PVI	Feb 2022	Feb 2022
Mr C Smith	Academies	Nov 2021	Oct 2024
Mrs F Wilce	Maintained Schools	April 2021	March 2024
Mr S Williams	Academies	Nov 2021	Oct 2024
VACANT	Academies (Governors)		

DEPUTIES:

Name	Representing	Term of Office	
		Starting	Ending
Mrs C Johnston	Maintained Schools	March 2018	Feb 2021
Mr A Menzies	Dioceses	Jan 2019	Dec 2021
Mrs K Smith	Special Schools	Jan 2020	Dec 2022
Mrs H Stockill	Academies (Governors)	June 2019	May 2022
Mrs J Ward	PVI	Feb 2022	Feb 2022
VACANT	Trade Unions		
VACANT	Academies		
VACANT	Post 16 Provision		

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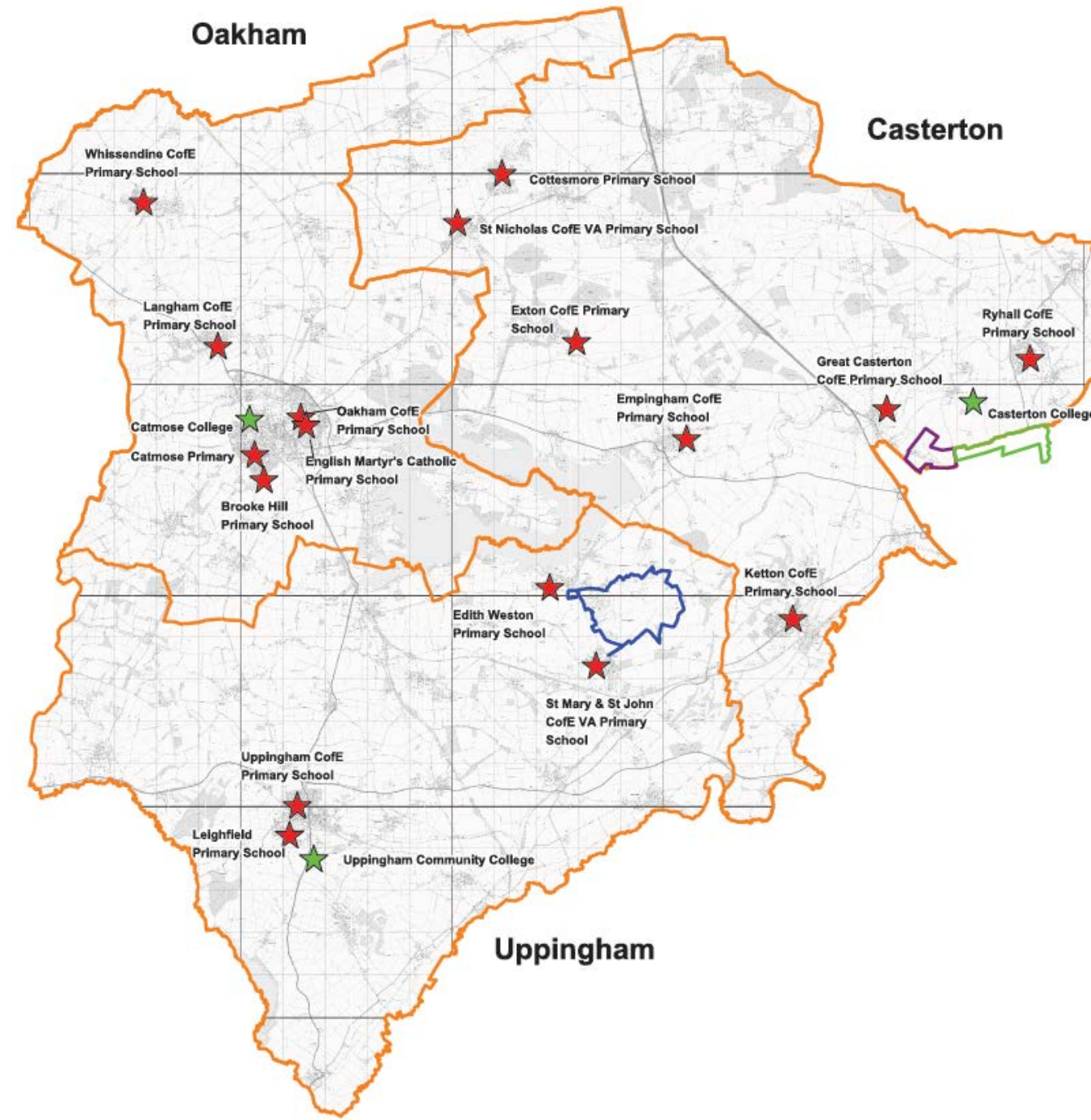
⁶³Rutland County Council
School Capacity Survey 2021

About school capacity survey (SCAP)

- The school capacity survey is an annual return submitted to the DfE by local authorities.
- Authorities are required to:
 - **Confirm the capacity in their planning areas**
 - **Provide a pupil forecast for the following 5 years (7 years for secondary)**
 - **Confirm plans to add/remove school places for the coming three academic years**
- Data is collected by planning area. A planning area is a group of schools pre-agreed by the local authority and the DfE.
- The school capacity survey 2020 was cancelled due to COVID-19. The local authority continued its usual procedures for producing a forecast.
- As the 2021 submission will be compared to the 2019 return, the DfE acknowledged that there may be more variance than usual.

About the Rutland survey return

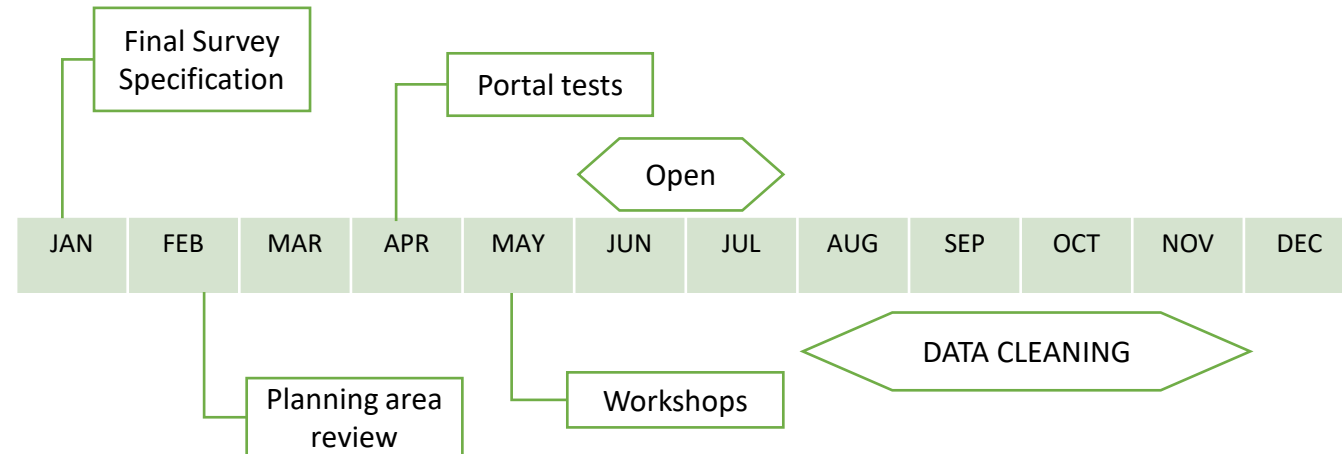
- Rutland has one primary planning area and one secondary planning area.
- Internally we divide the county into three clusters. Each containing one secondary school and several primary schools. This allows to make better use of local knowledge.
- Data used to create forecast includes
 - Live births from NHS
 - Numbers on roll from school census
 - Housing development schedule from planning team
 - Reported capacity from schools
 - Input from the MOD and neighbouring local authorities



Outcome of 2021 collection and timeline for 2022.

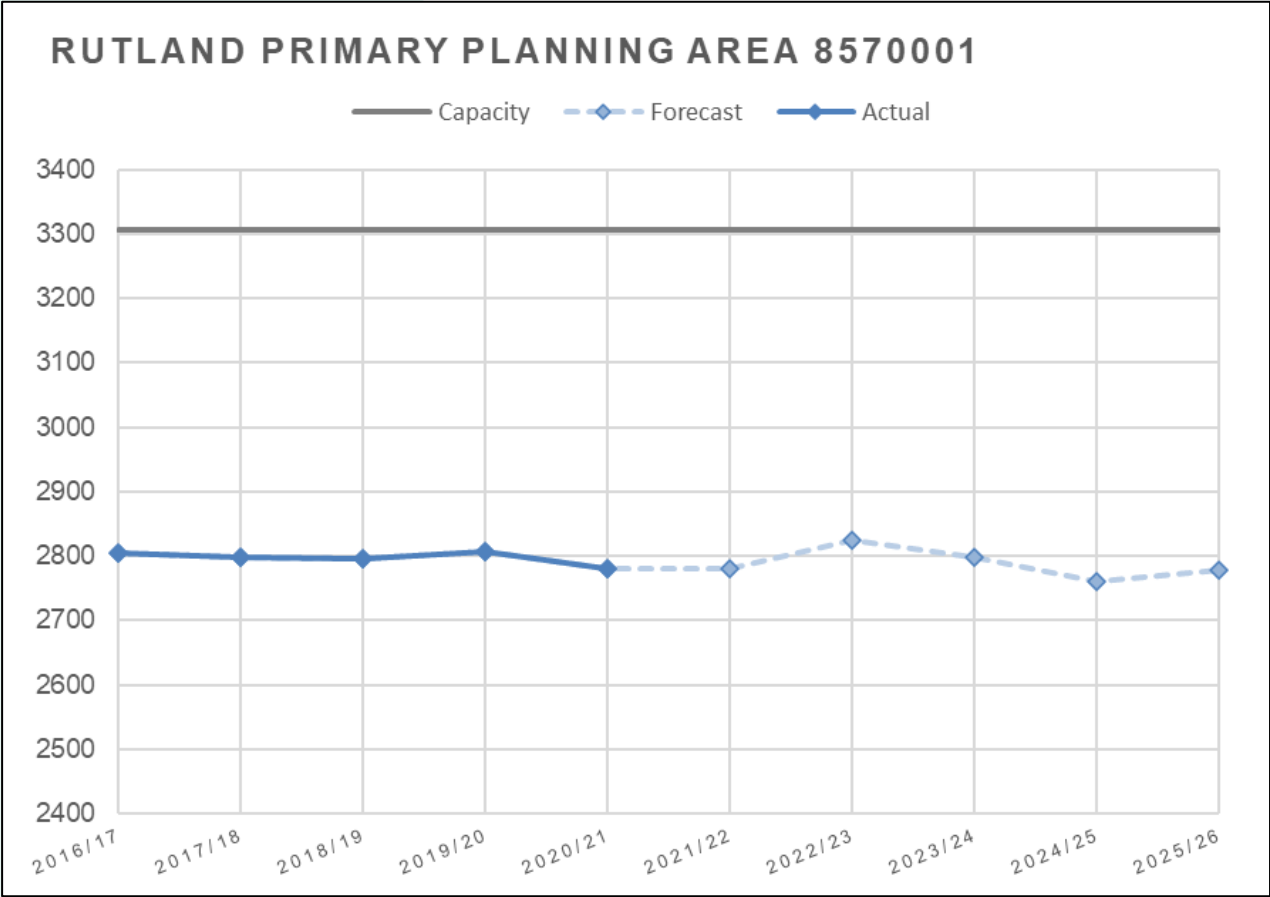
- Rutland County Council completed the 2021 survey within timescale.
- The pupil place planning data team completed the data cleaning exercise of Rutland's return in November 2021.
- Further clarification as requested regarding a change on one schools capacity figure.
- No data changes required.
- RCC sign off in December 2021.

THE SCAP TIMELINE



Primary School Forecast

Rutland Primary Schools

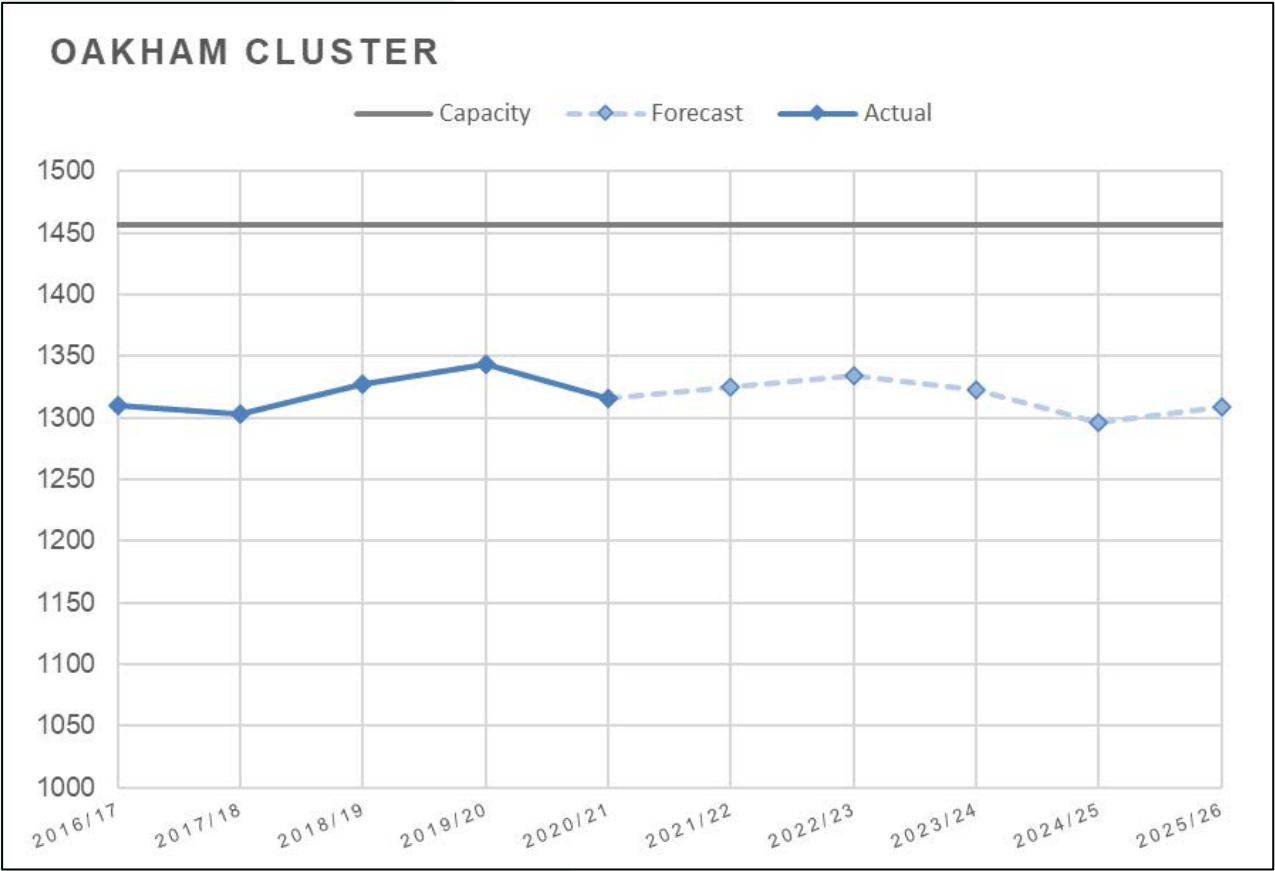


Year	Total	% Capacity
2021/22	2,781	84.1%
2022/23	2,825	85.4%
2023/24	2,799	84.6%
2024/25	2,760	83.4%
2025/26	2,778	84.0%

Oakham Primary Cluster

Oakham Cluster

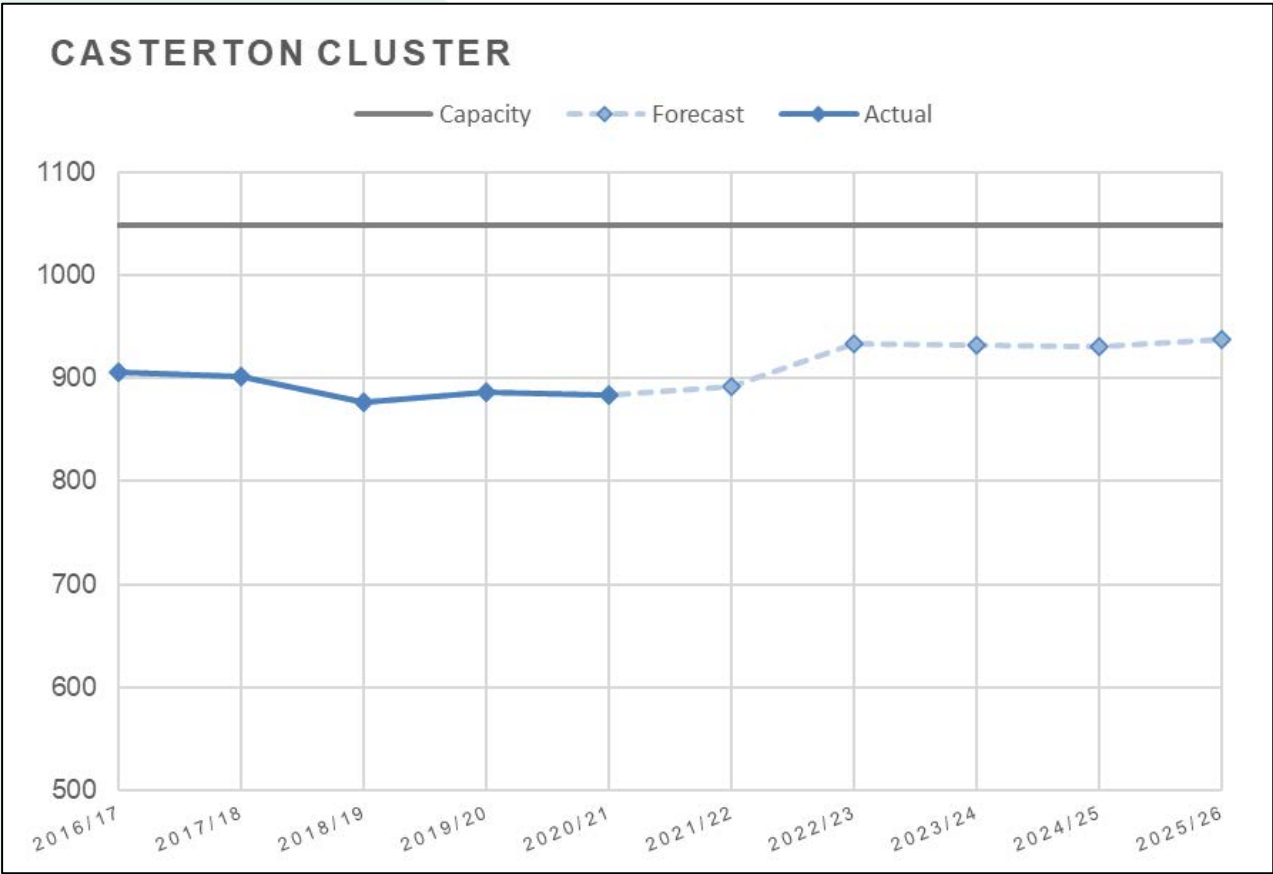
- Oakham Primary
 - Brook Hill Academy
 - Langham Academy
- Whissendine Academy
 - Catmose Primary
 - English Martyrs Academy



Year	Total	% Capacity
2021/22	1,325	91.0%
2022/23	1,334	91.6%
2023/24	1,323	90.8%
2024/25	1,296	89.0%
2025/26	1,309	89.9%

Casterton Primary Cluster

- Casterton Cluster
- Empingham Academy
 - Ketton Academy
 - Great Casterton Academy
 - Exton & Greetham Academy
 - St Nicholas Academy
 - Cottesmore Academy
 - Ryhall Academy

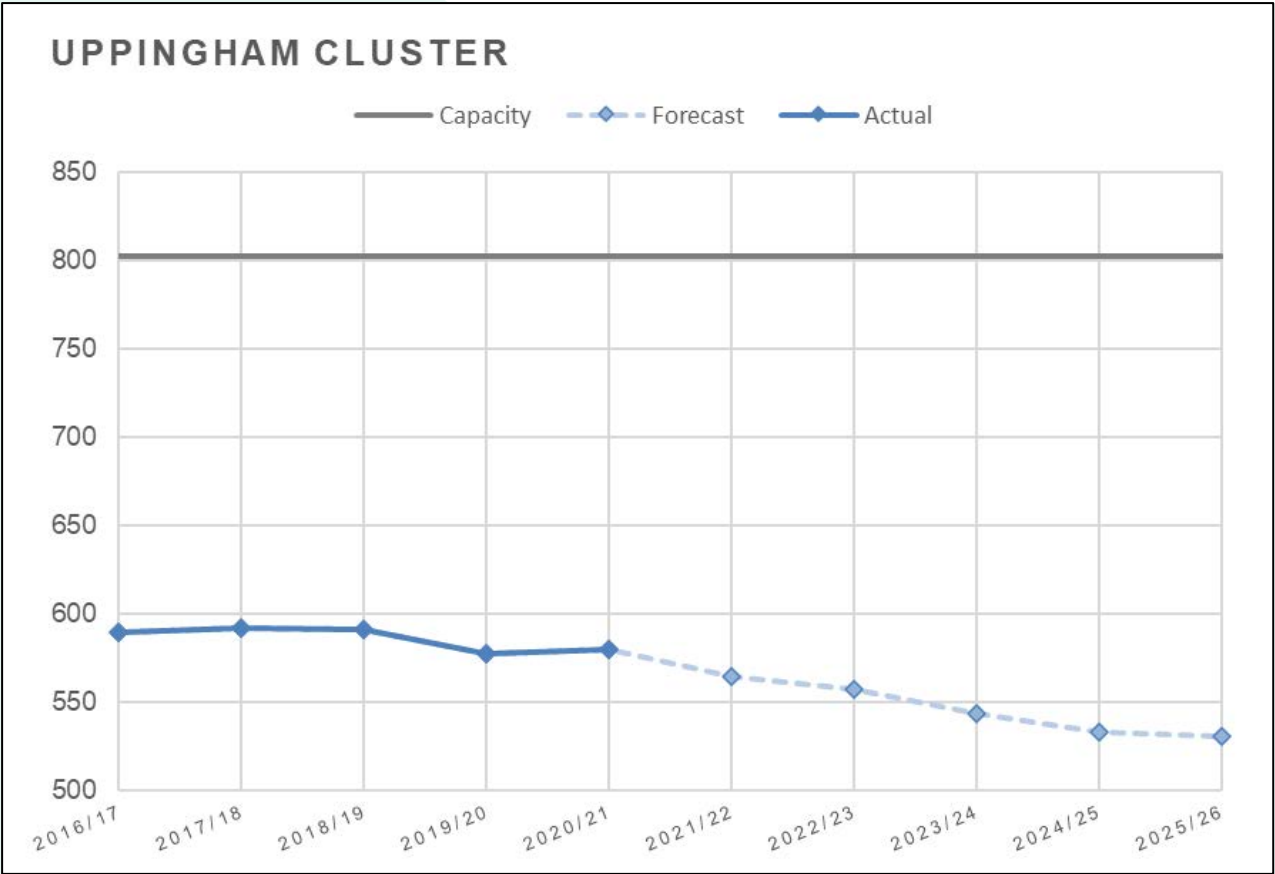


Year	Total	% Capacity
2021/22	892	85.1%
2022/23	933	89.1%
2023/24	933	89.0%
2024/25	931	88.8%
2025/26	938	89.5%

Uppingham Primary Cluster

Uppingham Cluster

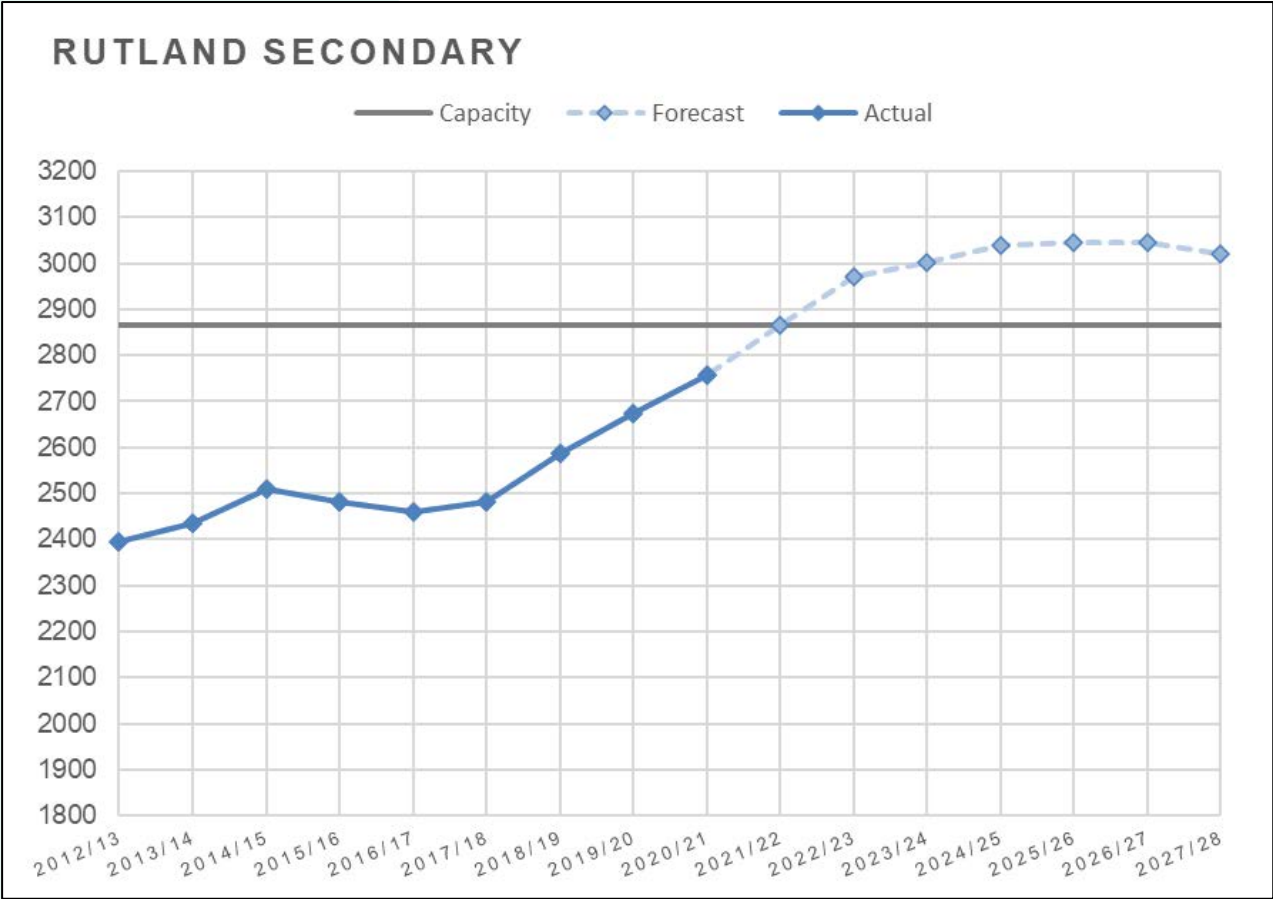
- Uppingham Academy
- St Mary and St John Primary
- Leighfield Academy
- Edith Weston Academy



Year	Total	% Capacity
2021/22	565	70.3%
2022/23	557	69.4%
2023/24	543	67.6%
2024/25	533	66.3%
2025/26	530	66.1%

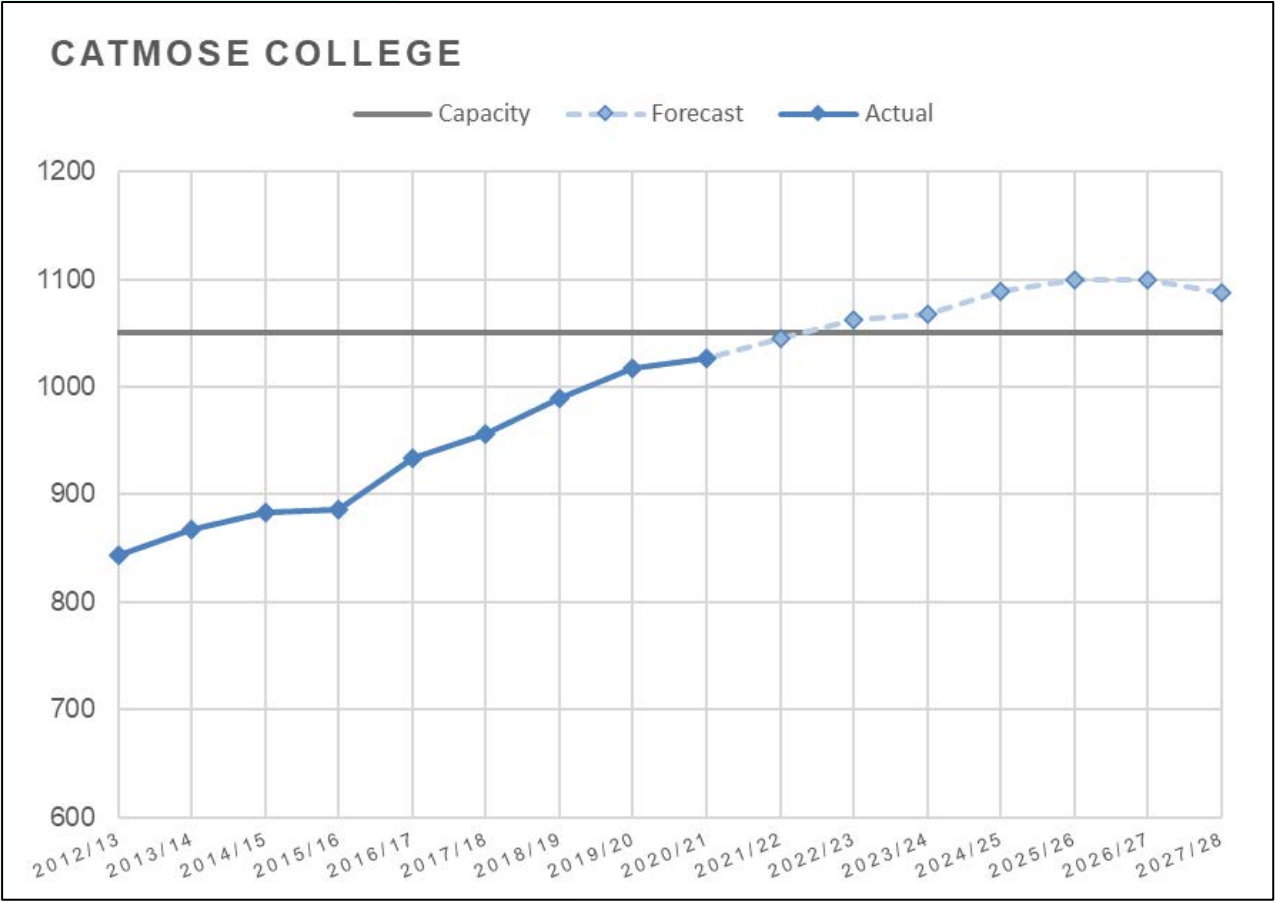
Secondary School Forecast

Rutland Secondary Schools



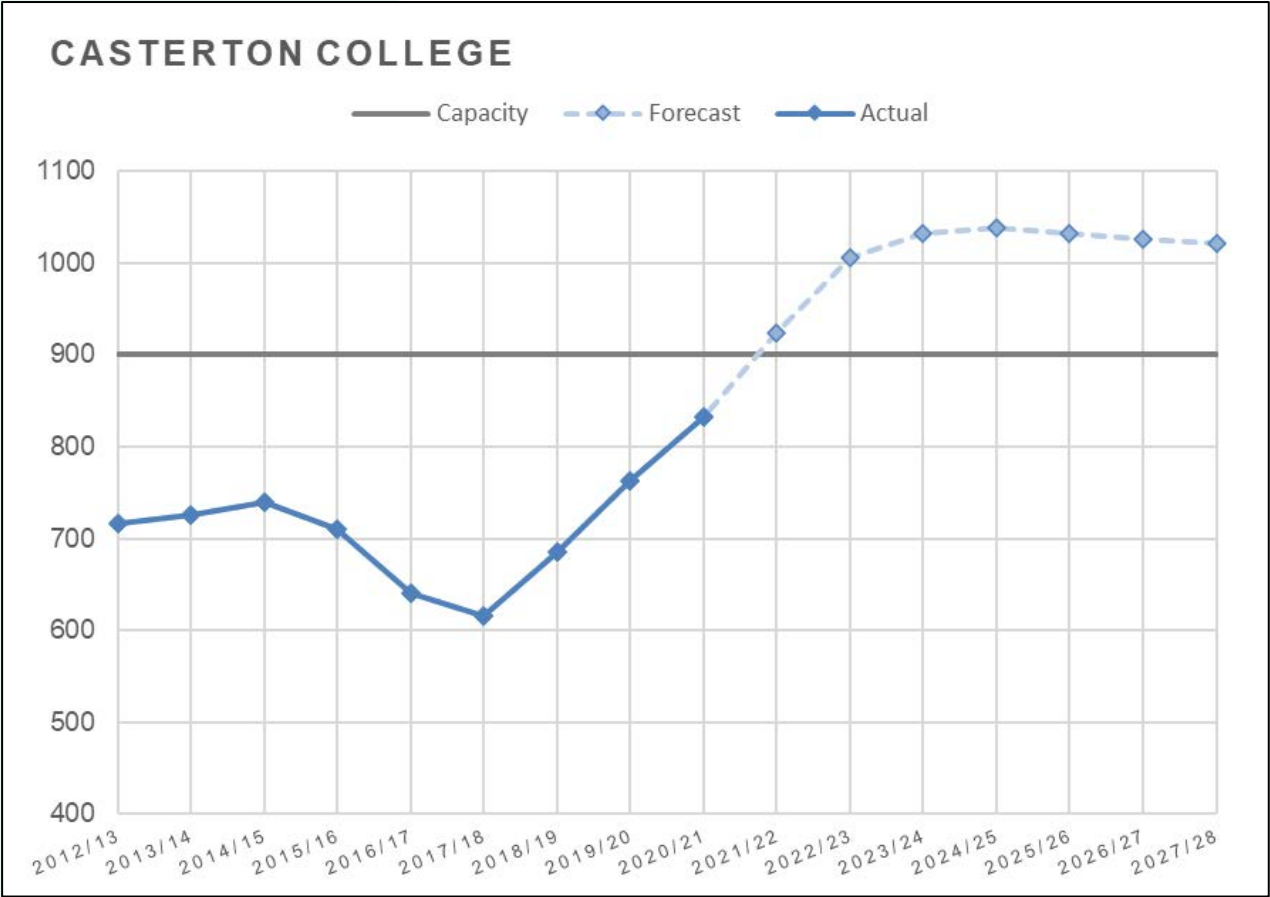
Year	Total	% Capacity
2021/22	2,867	100.1%
2022/23	2,951	103.0%
2023/24	2,951	103.3%
2024/25	2,970	103.7%
2025/26	2,954	103.1%
2026/27	2,932	102.3%
2027/28	2,917	101.8%

Catmose College



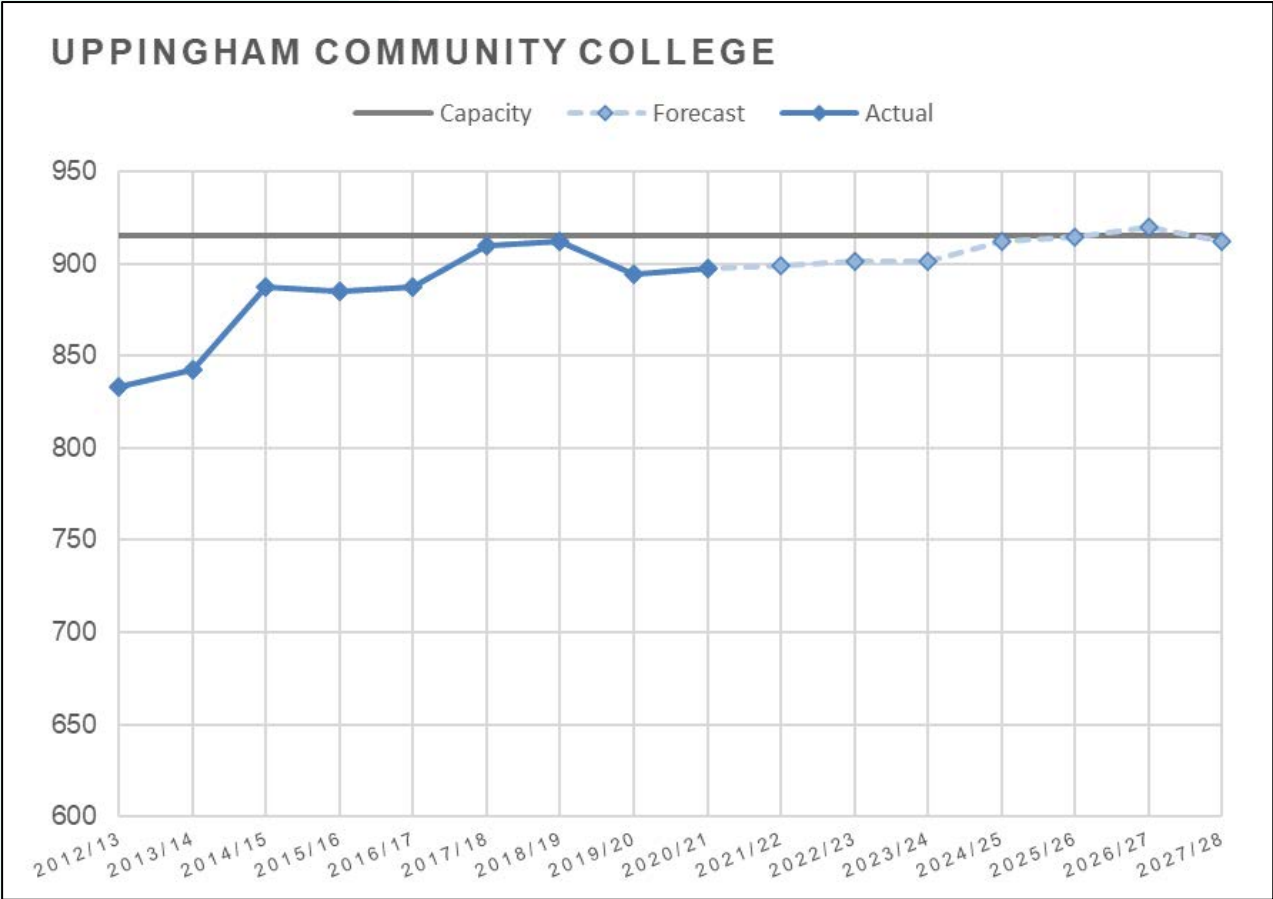
Year	Total	% Capacity
2021/22	1,045	99.5%
2022/23	1,062	101.2%
2023/24	1,068	101.7%
2024/25	1,089	103.7%
2025/26	1,100	104.7%
2026/27	1,000	104.7%
2027/28	1,087	103.6%

Casterton College



Year	Total	% Capacity
2020/21	923	102.6%
2021/22	988	109.7%
2022/23	990	110.0%
2023/24	969	107.6%
2024/25	940	104.4%
2025/26	913	101.4%
2026/27	917	101.9%

Uppingham Community College



Year	Total	% Capacity
2021/22	899	98.2%
2022/23	901	98.5%
2023/24	901	98.5%
2024/25	912	99.7%
2025/26	914	99.9%
2026/27	920	100.5%
2027/28	912	99.7%

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DRAFT Schools Forum Forward Plan: 2022/23

Schools Forum Meeting	Description	Type	Lead
Regular and Administrative Agenda Items	Welcome and Apologies	N/A	Chair
	Minutes and actions from previous meeting	N/A	Chair
	Finance Update	Information	A Merry
	SEND Recovery Plan	Information	L Crookenden Johnson
	DfE/ ESFA funding announcements <i>(when necessary)</i>	Information	A Merry
	Early Years Working Group: update	Information	PVI Representative
	School Capacity (SCAP) Returns	Information	G Curtis
	Review of Forward Plan and date of next meeting	Decision	Chair
June 2022			
September 2022	Final outturn position for 2022/23 DSG	Information	A Merry
	Annual Election of Chair & Vice-Chair	Decision	G Curtis
	Annual Review of the Constitution and Rules of Conduct	Decision	G Curtis
December 2022	Schools Budget 2023-24 forecast and request for a 0.5% transfer between the School Block and the High Needs Block.	Decision	A Merry
March 2023	Annual Review of Schools Forum Membership	Decision	G Curtis
	Annual SCAP Return	Information	D Wylie
	Draft Forward Plan for 2023/24	Discussion	ALL

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