



SCHOOLS' FORUM MEETING

17th June 2021

DSG SEND Recovery Plan – Position Update

1. Purpose

- 1.1 To update members of Schools Forum on the progress of the Special Educational Needs and Disabilities (SEND) Recovery Plan initiatives and pilot projects designed to reduce the pressure on the Designated School Grant (DSG) High Needs Block;
 - for Schools Forum to agree the priorities and the budget allocation to SEND Recovery Plan initiatives, for the coming year 2021-2022
 - for Schools Forum to note the associated Recovery Plan risks and issues (and to put forward actions to address these) in **Appendix A**
- 1.2 Request approval to extend the Education Inclusion Partnership (EIP) coordination function and seek agreement from Rutland County Council (RCC) Cabinet as the commissioning organisation, on behalf of Schools Forum, to move to a direct award of contract, in line with and compliant with public sector procurement rules..
- 1.3 To provide Schools Forum with information on the demand for secondary places for pupils with SEND and set out the shortfall in predicted SEND Secondary education places in forthcoming years and put to Schools Forum the proposed actions to address the shortfall position. **Appendix B** provides the details.

2. Managing the High Needs financial pressure

- 2.1 At the year-end 2020/21, the in-year deficit on the High Needs Block (HNB) was £118k. The deficit on the HNB at the start of the year was £458k, therefore, the carried forward deficit into 2021/22 is £576k. This is 1.83% of the total Designated School Grant (DSG). The deficit is expected to continue to rise unless increased action is taken to address this issue.
- 2.2 Moving forward to 2021/22 there has been an increase in funding of 10% for the High Needs Block. There has also been a 0.5% transfer from the Schools Block of £132k. In total there is £4,783k available (before high needs block deductions).
- 2.3 Schools Forum can agree to transfer 0.5% from the Schools Block to the High Needs Block and have done. The Council can request above 0.5% from the Schools Block, however, this would require Secretary of State approval.
- 2.4 The High Needs Block only covers children's placement or support costs. It does not meet the costs associated with legal challenge, assessment costs, travel costs etc. which is met by the Local Authority.
- 2.5 As reported in January 2020 the DfE no longer require formal submission of a recovery plan where the overall deficit exceeds 1%, however the local authority must:
 1. Provide information as and when requested by the DfE about its plans for managing its DSG in the 2021/22 financial year.

2. Provide information as and when requested by the DfE about pressures and potential savings on its high needs budget.
 3. Meet with officials from the DfE as and when requested to discuss the local plans and financial situation.
 4. Keep School Forum regularly updated about the DSG account and plans for handling it, including high needs pressures and potential saving. This report and the Finance update report are both examples of the Council meeting this obligation.
- 2.6 To date no request has been made by the DfE to review the Council's recovery plan. Initiatives under our SEND Recovery plan that will help prevent and control the existing pressure remain the imperative to ensure that DfE requirements continue to be met.

3. Financial Modelling - Latest Position

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

4. SEND Recovery Plan Projects

- 4.1 Schools Forum committed £357k of additional annual investment from the High Needs Block (HNB) to develop a range of initiatives which aim to increase capacity within mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of the 5 year SEND Recovery Plan which commenced 2020.
- 4.2 The context;
- An uplift in Rutland in requests for assessment for Education Health and Care Plans (EHCPs) which is reflective of the national picture and increasing numbers of EHCPs. There are currently 252 Education Health and Care Plans (EHCPs) compared with February 2020 when there were 224, a rise of 12.5% in the past year. There are currently 30 also being assessed.
 - Analysis shows numbers of children, particularly with 'behaviours that challenge' escalating out of mainstream and requiring placement in units, in special schools or alternative provision, which may be unregulated, including and increasingly high cost independent placements.
 - Feedback from school's workforce about a need to grow skills and knowledge in inclusionary classroom practice and to get practical help to support children quickly to help de-escalate situations and meet needs in a different way to EHCPs (where appropriate).

- 4.3 All projects which have been developed under the 'SEND Recovery Plan' are focused on the three priority areas agreed through the school summit meetings with Head Teachers in November 2019¹. The business case for this work is predicated on fewer children, (unnecessarily) needing EHCPs and avoiding the need for higher cost placements.
- 4.4 Each element of the Recovery plan is designed to build sustainable capacity and capability within schools; to build the skills expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs to be maintained successfully in mainstream school and within their community, and to evidence that children's outcomes (into adulthood) are improved by maintaining local networks, family and peer groups without the need for an EHCP. Success for the SEND Recovery plan projects is based on recovering (avoidable/unnecessarily) costs over time, with fewer children escalating out of the mainstream education system.
- 4.5 Schools Forum asked RCC put together and then commission a range of services which would enable schools to get support for staff and adjust practice in each school, to provide and coach on practical evidence-based interventions, and to support pupils both one to one and in groups for children with Social Emotional and/or Mental Health (SEMH) needs. This group of projects make up the SEND Recovery Plan. A summary of the Recovery Plan Risks and Issues Log held by the SEND Programme Board can be found in Appendix A

5. Primary Education Partnership (EIP)

- 5.1 The Primary Education Inclusion Partnership was established in February 2020². Cases are put forward by schools in discussion with each linked Specialist SEMH teacher. The panel meets monthly and comprises 6 Primary Head teachers who review the cases and agree the use of budget for interventions. The number of cases discussed is capped at 10.
- 5.2 In preparation for panel each case has been observed by the EIP coordinator, Caroline Crisi, -the child's needs have been assessed and suggested interventions proposed. There have been some unavoidable pauses in the panel in the past year, but casework has continued throughout. The panel met from September to December 2020 and paused for the second lockdown January to March 2021.
- 5.3 All primary schools are now signed up to the partnership and the agreed headcount-based payments will be collected for the first time in September 2021. There has been universally positive feedback on the speed, quality and appropriateness of support from the EIP coordinator, who has been successful in this work elsewhere. The Coordinator extended her time to 3 days per week from April 2021.

¹ Focus priorities agreed for the Recovery plan.

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

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

- 5.4 The interventions put in place are regularly evaluated and adjusted and there is a high level of satisfaction with these in the feedback from schools. Further detail including how the EIP has developed over the past year and evaluation can be found at **Appendix C**.
- 5.5 The Primary EIP panel has accepted 80 cases since instigation (80 referrals / 69 open / 11 closed for moving out of County or progressing to an EHCP)
- 5.6 The feedback from schools is that the SEMH teachers are proving a great investment in helping underpin inclusionary practice across the Primary network. Each school has a linked **SEMH Specialist teacher**, who is the first port of call for schools and assists with practical advice and support to children and with whole school practice.
- 5.7 Secondary phase EIP plans are being piloted and the focus for each school has been agreed with Secondary inclusion leaders. The Coordinator has a plan of action for the forthcoming year (**see Appendix D** for details of the plan).
- 5.8 Early indications are that the combined efforts of the SEND Recovery Plan commissioned services are helping avoid some Education Health and Care Assessments (EHCA) that would previously have been sought at Primary phase for children presenting with SEMH needs. (See Appendix C section 5)
- 5.9 While there is good evaluation feedback from schools that shows that the Recovery Plan investment is starting to succeed in decreasing the request for Education, Health Care Needs Assessments (EHCNAs), there is still a challenge with numbers of EHCPs continuing to rise overall. This is undoubtedly, in part, as a result of the disruption children have seen in their lives due to Covid-19 and the impact on their social situations, emotional wellbeing and mental health and parental anxiety. We would expect the impact of the Recovery Plan interventions, to increase (as has been the case in Caroline Crisi's other LA area) as schools are able to exhibit confident inclusive practice over time and support children effectively at an earlier stage with the help of the EIP.
- 5.10 There is a significant opportunity at Secondary phase to reduce high cost placements and therefore reduce the high needs budget being drawn away from the mainstream school sector. Children who have been successfully supported at Primary phase sometimes find the transition to a Secondary education environment problematic and the GCSE curriculum unsustainable. There is potential to benefit from improved transition experiences for these young people from Yr6 to 7, and to consider alternative approaches and potentially different curriculums offered in mainstream schools, to reduce the risk of children being escalated out of mainstream places into high cost alternative or Specialist or Independent places. This is an area that will require further focus in SF planning.
- 5.11 The Recovery Plan recognises the potential to add value with Early Years (EY) to Primary transition and this work has started. There is an intention to give an early boost in building Speech, Language and Communication rich environments so that children gain from the best start in EY education. The recently agreed Speech, Language and Communication contract with Leicestershire Primary Trust will begin gradually over this summer with Early Years providers and will offer 3 days a week of support to EY and Secondary schools from September.
- 5.12 There are factors that affect and help to influence how likely any child is to remain as close to a mainstream education as their needs will make practical. Some of these rely on confidence and belief that mainstream is the right provision. The behaviours and messages put forward by everyone who discusses the case influence parental actions, and positive

responses usually rely on encouragement and capacity from schools' staff and RCC case officers and confidence of parents to ensure that confidence in the provision remains.

5.13 The monthly **Providers meeting**, drawing together all the key agencies acting to support inclusionary practice, is also proving invaluable to coordinate the best use of collective resources and effort to avoid overlap and overwhelm Primary schools.

5.14 In summary, there are some significant priorities for the next phase of education inclusion practice to underpin this, encouraging first phase implementing the SEND Recovery Plan:

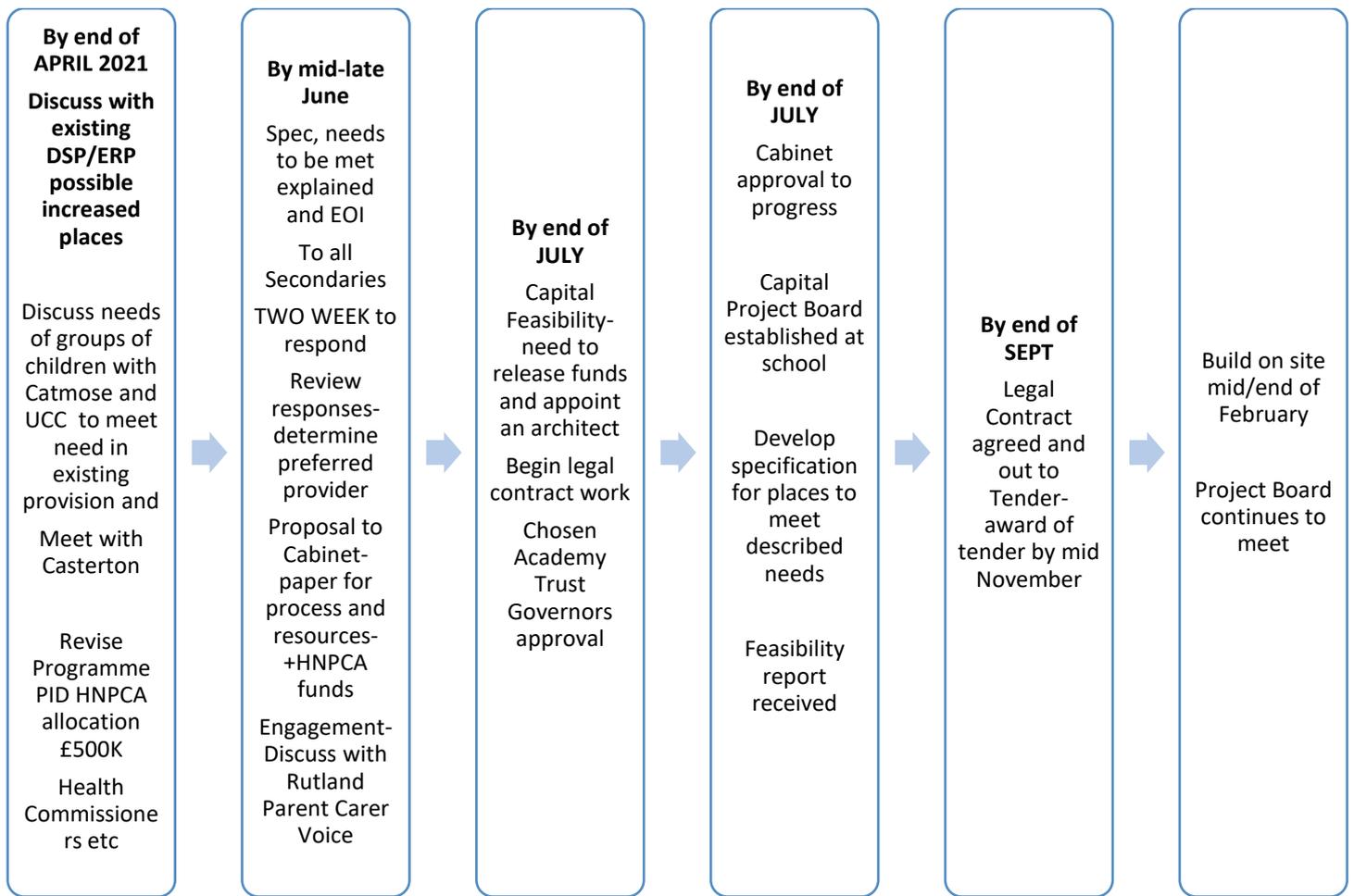
- Secondary EIP development, a pilot project over the Summer and working with each school on specific priorities for interventions and training in the forthcoming year. Linked SEMH teachers.
- Embed Primary EIP practice, utilise the existing commissioned interventions.
 - Specialist SEMH Teachers linked to every Primary school (1FTE) from Leicester City Council
 - Counselling from CASY counselling
 - Specialist Tutoring from First Class Tutoring
 - Therapeutic and Psychological case interventions from Partners in Psychology
- Continue work on developing the Early Years Inclusion Pathway, which entails the Value for Money and System Review to determine a sustainable business case and delivery model for provision for EY Inclusion, working with The Parks and Oakham Primary School Governing Body.
- Develop Nurture practice in all Rutland schools to support children with attachment needs-maintain Nurture outreach support with Boxhall assessment, skills development and action planning from Edith Weston Schools and continue provision (a small number of places at Edith Weston School, which are already at the limit). Training for Early Years providers has started and will continue over summer and into autumn 2021, funded from the Early Years budget.
- In addition, commission the following against unmet need;
 - Play Therapy interventions
 - Senior SLCN professional to provide joined up support on healthy communication environments to support from Early Years to Secondary phase
- Build on the existing SENCo network drawing regional Whole Schools SEND resources to develop peer support and expertise over the next year. Focus on Yr6-7 transitions, effective SEN identification and best practice development. Review cases at risk of escalation to bring in the earliest support from the linked Specialist teachers. This has potential to develop as a network which can challenge use of SEN support, or EHCPs, and be the solution in finding alternatives. Working closely with Rutland Learning Trust to build on the recent approach.
- Review all children with EHCPs in Primary phase and determine 'what would it take' for them to remain in mainstream at Secondary provision.

6. Shortfall in Secondary places to support children with EHCPs

6.1 A detailed review of Secondary education placements has identified a shortfall in Secondary places from 2022 to support children with EHCPs. A profile of the cohort for 2022 is provided in Appendix B, it shows that if we overlay current practice expectations there will be fewer places than needed in 2022.

6.2 The situation has been exacerbated by specialist provision in surrounding counties effectively 'closing the doors' to Rutland children because of their own pressures.

- 6.3 The DfE recently announced additional £500k [High Needs Provision Capital Allocations](#) funding for Rutland to enable additional SEND provision and facilities to be created. This together with the remaining £323k Special Provision and RCC funds should enable facilities to be created by September 2022. A detailed report in Appendix B highlights the need for additional SEMH and Cognition and Learning needs places. There is potential to explore alternative models of provision and utilise the £823k overseen by the RCC SEND Programme Board, set up to assist in development of suitable places.
- 6.4 RCC has been exploring other models of provision in surrounding counties and has shared anonymised case information with schools to allow them to see the needs of children coming through. The conversations exploring potential solutions have used the phrase ‘what would it take to enable the child to stay in mainstream provision’, as a starting point to explore the types of places needed.
- 6.5 A process for determining a suitable partner at Secondary phase has been put in place, it is hoped it will be considered proportionate and fair. Each Secondary school has been asked to submit an Expression of Interest to both project manage development of suitable physical environments, to help co-design suitable facilities that can flex the resource for forthcoming SEND year groups, and shape a model of education and outreach in partnership and with other providers/sites to support children to remain in mainstream Secondary education.
- 6.6 Develop a flexible model to accommodate 10+each year, primarily mainstream supported places for children with EHCPs, with SEMH and Cognition and Learning needs, some of these places may be developed as Enhanced Resourced Provision (ERP) places. Timeline as follows;
- Request to Secondary schools; Friday 28th May 2021
 - For return; noon Monday 14th June 2021
 - Decision date; Tuesday 22nd June 2021
- 6.7 Proposed Capital project planning timeline,



7. Next Steps

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

8. Recommendations

Members of School Forum note the project progress to date and to;

- 8.1 Agree the Recovery Plan priorities set out and the proposed budget for the coming year 2021-2022 and note and act on the associated Recovery Plan Risks and Issues Log in Appendix A
- 8.2 Approve the extended Education Inclusion Panel coordination role (and once approved by RCC Cabinet) the plan to move to a direct award of contract.
- 8.3 Note the shortfall in SEND Secondary education places in forthcoming years and support and direct the proposed actions to remedy the situation.

APPENDIX A

Recovery Plan Risk and Issues Log Summary

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
SENDCP 39	13/06/2019	Recovery Plan project	Nurture-A single nurture provision or approach encourages overreliance and increase in referrals from other schools and underlines collective response to support children with SEMH needs	Issue	2	2	4	Schools Forum commitment to all school training and collective response to Nurture practice SENCo briefings provided over Zoom by the SEND and Inclusion team as well as Penny from the Nurture provision undertaken in May 2020. Further briefings on the function of the Hub and outreach provided in June 2020 by the provision for SENCos. Further briefings for SENCos took place in Autumn term 2020.
SENDCP 40	13/06/2019	Recovery Plan project	Nurture- Communication of the model and how the school is perceived, positively or negatively, which can influence parental choice of a school for their child.	Issue	2	3	6	Effective communications strategy, and liaison with parents. Staff training. Support form whole school communities and wider partnership.

SENDCP 41	13/06/2019	Recovery Plan project	Nurture-The SEND Regulations, including the requirements within the SEND Code of Practice, and the requirement to support parental preference may undermine the opportunity to place children and therefore cannot guarantee children will take up places.	Risk	2	2	4	<p>Effective communications strategy, and liaison with parents. Staff training. Covid requirements are impacting how practice can be supported in EW with the Nurture provision- bubbles mean that additional staffing has been needed revised downward risk on 17/12/2020</p> <p>Risk escalating as more children are placed, outreach to other schools assists practice elsewhere. This risk rating likely to increase June 2021</p>
SENDCP 42	13/06/2019	Recovery Plan project	Nurture-Small scale limits the levels of peer learning across the school system.	Issue	4	2	6	<p>Schools Forum commitment to all school training and collective response. This is further mitigated by the Boxhall all schools training being offered in Autumn Winter 2020-21 and mop up planned once teaching staff have more capacity in April 2021. Outreach support continues.</p>
SENDCP 49	19/08/2019	Recovery Plan project	There is a risk that the potential for positive impact on the SEND system cannot be quantified in measurable cost avoidance and therefore cannot be shown to impact the HNB recovery plan	Risk	3	3	9	<p>This overall impact of reduced pressure on HNB -risk remains, although other key benefits and outcomes that the programme set out to achieve are very likely to be delivered. Wider system change will be slower.</p> <p>Overall saving to be revisited to ensure no double counting. Measures/Key indicators for the Service delivery Plan linking to transitions into Yr7 and Post 16 and an evaluation timetable will be put in place.</p> <p>The Covid Pandemic has put additional pressures on the SEND systems with increased plans being requested. Impact evaluation planned for June 2021. The uplift in requests for assessment needs to be reflected</p>

SENDCP 52	21/10/2019	All	Risk that investment from the HNB to make the savings is ceased, which would affect all projects and would result in none or fewer of the benefits anticipated to be associated with the projects being realised	Risk	3	3	9	<p>Clear benefit realisation strategy including financial incentives outlined and communicated to Schools Forum to allow continued investment.</p> <p>Schools Forum reports 13/02/2020, 1/06/2020 and planned for 10/12 and 11/02/2021 17/06/2021 set out progress.</p> <p>The Covid Pandemic has put additional pressures on the SEND systems with increased plans being requested. Impact evaluation planned for June 2021. Qualitative impact and feedback contained in EIP coordinator reports monthly. EIP panel sector led oversee spend and impact.</p>
SENDCP 63	18/01/2021	Recovery Plan project	There is a rising risk of pupils requiring a secondary DSP or ERP placement impacted by school PAN for the 2021/22 academic year.	Risk	3	4	12	Working with schools to determine options for 2021/22 academic year. Project plan in development. Additional Capital funding proposed grant from DfE HNPCA £500k requires plan to be published by 30/6/2021 (now complete)
SENDCP 65	19/04/2021	Recovery Plan project	There is a risk that none of the Secondary Schools is prepared to develop sufficient Specialist Mainstream places to meet need in coming years	Risk	3	4	12	Meetings with all Secondaries have been arranged as well as a workshop to confidentially discuss each of the children in the 2022 cohort to help inform the planning and EOI stage, to help design a suitable facilities and utilise the Capital resources available to grow secondary places
SENDCP 66	19/04/2021	Recovery Plan project	There is a risk that a suitable model cannot be found to accommodate all children with SEND and an EHCP needing education places locally in coming years.	Risk	3	4	12	Meetings with all Secondaries have been arranged as well as a workshop to anonymously discuss the 2022 cohort to help inform the planning and EOI stage, to help design a suitable facilities and utilise the Capital resources available to grow secondary places
SENDCP 68	19/04/2021	Recovery Plan project	There is a risk that School leaders do not engage	Risk	1	3	3	EIP developments should assist this work. Some schools already taking up Whole School SEND model, need targeted approach.

			with the Regional Whole SEND programme					
SENDCP 69	19/04/2021	Recovery Plan project	There is a risk that the Primary SENCo network, which is crucial to leading practice change for inclusion in schools does not have good attendance following establishment of the new Super Hub arrangements	Risk	2	4	6	Caroline Crisi and Lizzie Papworth working with RLT schools on re-shaping the network post RTA, working with Resilient Rutland to fund training and Regional Whole SEND programme. Building on the work of the RLT.
SENDCP 70	19/04/2021	Recovery Plan project	There is a risk that Cabinet do not agree to an extension and direct award of the EIP Coordinator contract, and this leads to delays in implementing change and loss of commitment from schools	Risk	2	4	6	Open and productive contract negotiations with the EIP coordinator. Cabinet report seeking approval to extend and direct award is planned for June. SF report requests approval to progress. Cabinet report in preparation.

APPENDIX B

Year 5 EHCP cohort due to begin Secondary School in 2022

A briefing for considering options with Secondary Head teachers -15 April 2021

1. Profile of the children's needs and how best to meet them

RCC Case officers have looked at the **21 children** with EHCPs that will require Secondary school places for 2022 intake, 18 of these are predicted to have needs that require either mainstream or DSP or ERP type placements. Across the two Secondary schools, Catmose and UCC, there would ordinarily be 7 places in Yr 7 to accommodate specific specialist needs in the DSP and ERP accordingly. If previous years patterns for placements follow a small proportion in this group might be expected to be effectively supported in mainstream only education places.

The assumption has been made, for the purposes of this report, that the 3 children in Special school placements will remain there, although these will be reviewed to see whether they could come back into a more mainstream setting, this is much less likely and would of course add to the pressure for existing Mainstream and supported places.

2. Change in type of placement between Primary and Secondary phase

In recent years this was the picture for moves from Primary to Secondary school was as follows (this data excludes children already in Special school provision at Primary phase) broadly children do not remain in the provision type that they attending at Primary phase, the needs are deemed to require a more specialist response.

Year of entry to secondary school	No of children with EHCPs leaving Primary Mainstream	Transitioned to:		
		Mainstream	DSP/ERP	Special
2021 ^	8 (100%)	0	6 (75%)	2 (25%)
2020	7 (100%)	0	5 (71%)	2 (29%)
2019 *	9 (100%)	6 (66%)	2 (22%)	1 (12%)
2018	5 (100%)	2 (40%)	0	3 (60%)
2017	6 (100%)	0	4 (66%)	2 (34%)

* 3 of the children that transitioned from mainstream to mainstream didn't get their plans until they were in secondary school

^ 4 children still require a place

Year of entry to secondary school	No of children leaving the Primary DSP	Transitioned to:-	
		DSP	Special
2021	4 (100%)	2 (50%)	2 (50%)
2020	0		
2019	1 (100%)	1 (100%)	0
2018	2 (100%)	1 (50%)	1 (50%)
2017	0	0	0

For the 18 current Yr5 children

- 4 are currently in the DSP at Oakham
- 14 are in mainstream

The reason that more children are anticipated to require a different type of placement from their primary school is due to multiple factors that include; parental expectations, the difference in the way that education is organized and delivered at Secondary school and factors relating to confident transition between primary and

secondary. There are practical, emotional and communication factors that could be positively impact all of these, and it is proposed that this work will be incorporated and strengthened as part of the overarching Schools Forum Recovery plan.

3. Childrens needs and their home location

Methodology for assessing likely Secondary placement needs

As children’s needs were reviewed case officers applied the principle of finding the most likely mainstream placement and of course this is also the most prudent solution with regard to cost and keeping resource in the Rutland SEND system in line with our Inclusion Strategy. Alternative outcome scenarios can be found at Appendix B



Fully in Mainstream School	UCC ERP place <i>or</i>	OOO Special School <i>such as Birchwood or Ambergate</i>	Rutland based or OOO Independent Specialist Provision <i>such as Wilds Lodge or Hardwick House</i>
	Catmose DSP place		

You would expect in a group of this size their needs are a diverse mix but having reviewed the group we see some themes that could assist with planning to meet their needs.

Primary need for all children

ASD	Cog & Learn	Comm & Inter	Hearing impaired	SEMH	SEMH plus
1	5	3	2	4	3

Secondary need (for 8 children)

ASD	Cog & Learn	Global Dev Delay
1	6	1

RCC Case officers reviewed each child’s to the provision types at Secondary

needs in detail, testing likely outcomes and trying to match needs of the child phase, as they would if there were enough places in existing provisions.

For the 18 children.

- 3-5 may, it is anticipated, be supported in mainstream placements
- 4 appear at this stage to be a good fit for the ERP provision at UCC (green)
- The remaining 9-11 are more likely to fit with the Catmose DSP

While it may be possible to negotiate some additional places in some of our provisions for children with a clear fit, it is very unlikely that there is scope for all of these places to be accommodated within the existing ERP and DSP delivery models.

A more creative and collaborative approach will be needed find a solution to meet the needs of all the children if they are to be supported in education locally. The alternative is that they escalate into Special School places (if they could be found) or into Independent provision with the associated high level of resources.

The home locations for the 18 children mirror the broad population density for Rutland. See Appendix A

4. Predicted pressures in the SEND system

Catmose DSP and UCC ERP provision places against demand in coming years

Looking further ahead using only the current EHCPs (not the anticipated uplift of additional EHCPs) and predicting the likely placement needs, helps show the scale of the challenge. Clearly the younger the children are, the harder it is to have any certainty about their Secondary school needs.

For September 2021 intake

Catmose- the additional 2 places already agreed 7 children in total for that year group

UCC- 2 places in line with agreed numbers

In future years, from 2022 onwards, the numbers required and places currently provisioned falls short, and in county place availability becomes an increasing challenge.

Future years modelling, predicting the likely placement requirement types against the available provision each year;

	2020 intake		2021-22		2022-23			2023-24			2024-25			2025-26			2026-27							
Yr Group	Catmose	UCC	Catmose	UCC	Need	Catmose	Need	UCC	Need	Catmose	Need	UCC	Need	Catmose	Need	UCC	Need	Catmose	Need	UCC	Need	Catmose	Need	UCC
7	7	2	7	2	11	5	5	2	9	5	2	2	8	5	2	2	11	5	2	2	7	5	2	2
8	4	1	7	2	7	7	2	2	11	5	5	2	9	5	2	2	8	5	2	2	11	5	2	2
9	0		4	1	7	7	2	2	7	7	2	2	11	5	5	2	9	5	2	2	8	5	2	2
10	7		0	0	4	4	1	1	7	7	2	2	7	7	2	2	11	5	5	2	9	5	2	2
11	4		7	0	0	0	0	0	4	4	1	1	7	7	2	2	7	7	2	2	11	5	5	2
Totals	22	3	25	5	29	23	10	7	38	28	12	9	42	29	13	10	46	27	13	10	46	25	13	10
Overall Provision Surplus/shortfall					6	3		10			3		13		3		19		3		21		3	
Total (across both provision) surplus/shortfall					9			13			16			22			24							

5. Wider SEND population context and focus for the Recovery plan work

EHCPs and SEN Support populations

There are currently 252 Education Health and Care Plans (EHCPs) compared with February 2020 when there were 224, a rise of 12.5% in the past year.

Requests for assessment are also seeing an upward curve, there have been 7 requests this calendar year (to March 2021) and there are also 27 in active assessment. Most assessments lead to an EHCP.

Here is the trend for EHC Assessment requests to the multi-agency panel over recent years;

	2021 to date	2020 (full calendar years)	2019	2018	2017	2016	2015
Requests	7	62	62	40	88	42	23
Refused to assess	2	13	18	8	15	1	7
Assessed after appeal (different arrangement prior to 2020)	0	2					

Current year 2020-21 children with EHCPs and SEN Support across the three Secondary schools including the DSP and ERP places;

	Current DSP/ERP places available	Children and young people (CYP) with EHCPs	CYP with SEN support	Total CYP	EHCPs as percentage of total on roll	SEN support as percentage of total on roll	Total SEN pop. as % on roll	On Roll	PAN per year-as per policy excluding DSP places
Casterton College	0	16	140	156	1.9%	16.9%	18.8%	831	210
Catmose College	25	34	87	121	3.3%	8.5%	11.8%	1027	210
Uppingham College	3 (of 10)	23	35	58	2.6%	3.9%	6.5%	897	180
Totals		73	262	335					

Primary SEN population based on Autumn schools census data with SEN support look up from April 2020.

SEN support needs status is collected in Schools census yearly in the Spring term. Data above is based on cross reference of the Autumn term Census data with Spring 2021 (therefore YrR SEN support status is not reflected in this data)

Here is the Primary school context

	EHCP	SEN Support	Total	No. on roll	EHCPs as percentage of total on roll	Total SEN pop. as % on roll
Brooke Hill Academy	3	27	30	305	1.0	8.9
Catmose Primary	1	16	17	202	0.5	7.9
Cottesmore Academy	3	52	55	164	1.8	31.7
Edith Weston Academy	7	13	20	69	10.1	18.8
Empingham Primary		6	6	80	0.0	7.5
English Martyrs Primary	4	22	26	136	2.9	16.2
Exton & Greethem Primary	1	16	17	75	1.3	21.3
Great Casterton Primary	3	8	11	99	3.0	8.1
Ketton Primary	2	13	15	194	1.0	6.7
Langham Primary	4	8	12	195	2.1	4.1
Leighfield Primary	1	15	16	168	0.6	8.9
Oakham CofE Primary	31	47	78	276	11.2	17.0
Ryhall Academy	1	9	10	191	0.5	4.7
St Mary & St John	5	17	22	178	2.8	9.6

St Nicholas Primary	4	16	20	122	3.3	13.1
Uppingham Primary	6	23	29	151	4.0	15.2
Whissendine Primary	3	8	11	191	1.6	4.2
Total	86	325	411			

6. HNB deficit Recovery Plan context

The 5 year Recovery Plan overseen by Schools Forum is designed to have a positive impact in the SEND systems. Work with Primary schools is receiving positive feedback as children are being supported to remain in mainstream schools without escalating to require an EHCP.

The strands of investment putting in place the Primary Education Inclusion Partnership, Toolkit, additional resources and interventions and panel process have commenced during 2020-21, (and corresponding resourcing pilot commences Summer term 2021), although pauses through the pandemic will inevitably have had an impact on sustained practice change.

If the work is successful it might be anticipated to help schools act in supporting children at an earlier stage as soon as issues emerge and put in place halt the upward curve in placements for children with EHCPs needed over time. It is early in the process to see quantitative results but qualitative feedback from schools and families indicates a positive start to this work and a few key cases would indicate the type of financial diversionary savings that can be achieved with sustained system change.

APPENDIX C

8.4 Education Inclusion Partnership (EIP) Primary Phase: Chronology of Development and analysis of impact

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 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	<ul style="list-style-type: none"> • First panel to discuss cases referred in March 2020 	<p>Panel: Minimum of 4 to attend each panel</p> <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 	<p>Provider group:</p> <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 • Children’s Centre 	25/09/2020 panel: 3 referrals
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

<p>January 2021</p>	<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 	<p>Not accepting new referrals</p>
<p>February 2021</p>	<ul style="list-style-type: none"> • Development of Secondary & Early Years EIP started • 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 	<ul style="list-style-type: none"> • Caroline Crisi meeting with Secondary SENCo and Early Years teams 	<p>Not accepting new referrals</p>
<p>March 2021</p>	<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 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"> Caroline Crisi/ LP NHS Caroline Crisi Alison Simpkin/ 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 	<p>28/05/2020 panel:6 referrals so far</p> <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 September underway
June 2021	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
July 2021	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

8.5 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 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. • 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) 	Extensive and intensive Mapping / audit exercise over a short period of time with all relevant professionals should take place before toolkit development is started.
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. 	Each school now has a link teacher as the universal offer in EIP toolkit to support whole school practice and knowledge. Specialist interventions delivered by SEMH team through a referral to EIP after a discussion with link SEMH Specialist Teacher.
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. 	Presentation delivered at SENCo Network in November Power point and all information on Rutland Information Service (RIS) Provider group signpost schools to site to promote aims, objectives and criteria.
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. 	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.

			Referral are made in a timely manner and not on the day of the deadline
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 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. 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>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 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 	

8.6 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	School feedback: <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>
Response and support	Comments from panel: <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.

	<ul style="list-style-type: none"> • 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 thank you.</i></p>
<p>Developing practice and confidence</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

9. Qualitative & Quantitative outcomes (Spring term 2021)

Schools numbered-practitioner /or child focussed evaluation	Area	Method	1-10	
1	Developing practice	EIP Evaluation form	N/A	The project has supported many pupils within our school for whom we needed extra support. The project allows in school staff to develop their skills, meaning that timely and effective support can be given and sustained. This project has already made a big difference within our school.
2	EHCP	EIP Evaluation form	N/A	Around 8 of our current children who have been provided support through the EIP, were being considered for EHCP. Out of those children 3 are still being considered for EHCP. These 3 children have continuous educational needs that we are still concerned about. The other 5 children have made progress within the areas that they struggled. So much so that we no longer need to seek an EHCP.
3	EHCP	Panel (30/04/2021)	N/A	We have been persuaded by the EIP Coordinator to pause on an EHCP referral for a child with attachment and implement the action plan of interventions.
2	Temporary speech therapist	EIP Evaluation form	10	AMAZING! Fantastic advice provided which is achievable and not financially burdensome. Written reports are very detailed and delivered in a timely manner. Individual support work as well as time spent with feeding back to myself. Great level of support in terms of communication and comprehension needs rather than just looking at speech production.
1	Casy Counselling	EIP Evaluation form	7	We have had several children receive this intervention and they seem happy to take part in it and feel they are benefitting from it. The 2 closing reports we have received show a 20% increase in positive feelings.
2	Casy Counselling	EIP Evaluation form (x 2 staff)	10 10	Very professional service. We have many children under CASY, and all have made significant and impactful improvements. Children enjoy the sessions and look forward to their sessions. I have had two children that have had counselling and the impact has been very positive. The children have become more confident and positive in themselves.
4	SEMH Specialist Teachers	EIP Evaluation form	10	Staff felt better informed and more able to support children with emotional difficulties. For whole school CPD, staff appreciated the opportunity for some personal reflection time and developed strategies to support one another within teams.

5	SEMH Specialist Teachers	EIP Evaluation form	10	This has been excellent, someone to chat things through and point me in the right direction.
1	SEMH Specialist Teachers	EIP Evaluation form	10	We have been able to get some fantastic advice from Jo that we have been able to use in several classes. Can I just take this opportunity to say how brilliant the support is we have received from Jo Lockley. She has got back to us quickly and helped us with a range of needs and helped us to support children in many different classes. She has shared many resources with us and has always had sound, practical advice.
6	Partners in Psychology Therapeutic Interventions	EIP Evaluation form	9	They have supported a school refuser child, thank you for supporting the family and child. <i>(Child now transitioning back to school with a plan in place)</i>
1	ADHD Solutions	EIP Evaluation form		Observations and reports provided giving us further insight into pupils needs. Children were all engaged in workshop designed around transition.
4	General EIP coordination / structure and process	EIP Evaluation form	10	As I sit on the panel I can confirm that the quality of the action plans are excellent. There's enough high level detail about the child/situation to understand whether the suggested recommendations are appropriate to the need.
6	General EIP coordination / structure and process	EIP Evaluation form	10	Excellent support bringing together different agencies to support children's needs Excellent knowledgeable support. Minutes are always completed and sent out and dates set. Meetings always have a clear structure and always held with a good pace.
2	General EIP coordination / structure and process	EIP Evaluation form	10	Improved services in the short time it has been running Broad range of support services on offer A great way to provide the next tier of support without needing to apply for EHCP A great way to provide the next tier of support. Very clear report. Succinct with all the key information needed. Faultless!
6	Partnership communication to meet SEND appropriately and timely response	Email/ communication	N/A	Parent contacting RCC Deputy Director of services re concerns SEND provision for child. Passed to SEND team. Communicated with EIP team. Conversations with School: outcome needs are met in school and universal EIP support (SEMH Teacher). School would not support EHCP. Parent contacted. Without this discussion parent would submit an EHCP.
2 child	SEMH TEAM outcomes of support	EIP Evaluation collection		Student survey gave school insight into needs that required targeting and recommendations provided a starting point for strategies to support both X and the class teacher in building resilience, autonomy and confidence in his learning.

2 child	SEMH TEAM outcomes of support	EIP Evaluation collection		X has responded well to all elements of intervention and demonstrated that he is able to interact positively with others. He is able to negotiate friendships and engages prosocial skills such as sharing and turn taking. X displays good manners and is able to follow direct and group instructions. Review meeting with professionals: agreed that X was now more settled in class and intervention was no longer required at present.
7 child	SEMH TEAM outcomes of support	EIP Evaluation collection		X more engaged in class and managing her behaviours more. Seems more open to discussion and able to verbalise needs more rather than just behaviours
7 child	SEMH TEAM outcomes of support	EIP Evaluation collection		X was able to express worries more and school has said he has settled
8 child	Autism Specialist Teacher outcomes of support	EIP Evaluation collection		X happier in school – mother happier, post-school behaviour more regulated.
8 child	Autism Specialist Teacher outcomes of support	EIP Evaluation collection		X well supported at school, no concerns from staff since re-opening. Mother very receptive , has shared with father, and reported improvements in how they interact with X. Closing this term.
9 child	First Class Tailored Solutions outcomes of support	Termly report		<u>Developing aspiration with a vulnerable child with regular safeguarding issues.</u> Another positive focus this half term has been upon various possible career interests, the most recent of which came completely independently from X..... <i>I like having the sessions. I enjoy it when I get to work on the computer. It's quite good to get to chat about jobs I might want to have when I'm older.</i>

Appendix D

Secondary Education Inclusion Offer- pilot Summer 2021

Casterton College:

- **Counselling:** School requested more counselling for students who have struggled during Covid particularly Year 7 and 8 who have effectively missed out on a full comprehensive transition from primary because of lockdowns etc
- **ADHD:** School feel they are supporting children through early intervention with concentration and focus. A higher level of need/ priority is ASD children with social communication. Discussion around supporting this through the EIP Speech Therapist particularly girls who mask.
- **EIP SEMH link teacher:** Virtual meetings / General observations and teacher Forum
- **EIP Speech Therapist:** (See note on ASD girls and general social communication) When Speech therapist is in post
- **Priority cases as emerging need (Risk of PX)** School agree this would be helpful. Currently stated they do not have any children at risk of PX

Uppingham Community College:

- **Counselling:** Passed on comments to Resilient Rutland regarding the referral/ process and record of who is receiving the counselling. Morag contacted MW directly to discuss this and make any appropriate changes. Resilient Rutland can support all children requiring counselling in the secondary phase. If waiting list goes over 5 children, extra sessions will be offered. Ensures no child will wait more than 6 weeks to receive support
- **ADHD:** Not required**Partners in Psychology:** possibility of therapeutic interventions funded through EIP delivered by PIP. I am meeting Emma Rowley on 05/05/21 and will discuss expanding Unity's role and capacity. PIP have capacity in September
- **EIP SEMH link teacher:** Working with specific pupils and adults supporting those children in the Well-being Centre
- **EIP Speech Therapist:** Support (when SLT is in post) will focus on an audit of need around Social Communication/ developing knowledge around early identification of SLCN and effective practice
- **Priority cases as emerging need (Risk of PX)** Helga (Early Help) continue to meet bi-monthly to review vulnerable children to raise any concerns and we will discuss to look at solutions

Catmose College:

- **Priority cases (Risk of PX)** cases discussed 13/05/202. 2 cases supported with funded EIP interventions (PIP/ ADHD Solutions/ Tutoring)
- **EIP SEMH link teacher:** Initial meetings and role to be further developed
- **Regular meetings** with Early Help (HSS) EIP(CC) Social care (LC) every 4-6 weeks with Principal and Vice Principal.
- **Future planning:** Early identification of potential children at risk of exclusion/ Attachment trauma training/ community issues. Mapping whole school SEMH