



SCHOOLS' FORUM MEETING

**16th September 2021
DSG SEND Recovery Plan update**

1. Purpose

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

2. Financial Modelling

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

3. SEND Recovery Plan Projects

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

- Analysis showed numbers of children, particularly with ‘behaviours that challenge’ escalating out of mainstream and requiring placement in units, in special schools or alternative provision, which may be unregulated, including and increasingly high cost independent placements.
- Feedback from school’s workforce about a need to grow skills and knowledge in inclusionary classroom practice and to get practical help to support children quickly to help de-escalate situations and meet needs in a different way to EHCPs (where this is appropriate).

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

¹ Focus priorities agreed for the Recovery plan.

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

4. Primary Education Partnership (EIP)

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

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

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

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

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

5.5 Proposed high level Capital project planning timeline



6. Next Steps

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

APPENDIX A

The Education Inclusion Partnership

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

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

Appendix B

Recovery Plan Risk and Issues Log Summary

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

Risk of Issue No	Date opened		Risk description	R/I	Likelihood	Impact	Cumulative risk	Mitigations and actions
			quantified in measurable cost avoidance and therefore cannot be shown to impact the HNB recovery plan					benefits and outcomes that the programme set out to achieve are very likely to be delivered. Wider system change will be slower. 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. 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
SENDCP 52	21/10/2019	All	Risk that investment from the High Needs Budget to make the savings is ceased, which would affect all projects and would result in none or fewer of the benefits anticipated to be associated with the projects being realised	Risk	3	3	9	Clear benefit realisation strategy including financial incentives outlined and communicated to Schools Forum to allow continued investment. Schools Forum reports 13/02/2020, 1/06/2020 and planned for 10/12 and 11/02/2021 17/06/2021 set out progress. 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.

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

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