

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

<p>4. COMMISSION INTERVENTIONS TO SUPPORT CHILDREN AND PREVENT EXCLUSION OR ESCALATION</p> <p>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.</p>	<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>
<p>5. REVIEW SEN FUNDING MODELS</p> <p>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.</p>	<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

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

	<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>




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

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.

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

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

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