



# SCHOOLS' FORUM

15<sup>th</sup> September 2022

## DSG SEND RECOVERY PLAN: UPDATE

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### 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:
- To update on the proposed DfE Delivering Better Value review
  - To seek guidance on whether to Schools Forum wish to change the name of the 'Education Inclusion Partnership' to 'Schools Support Partnership'
  - To update on plans for EY pathway work
  - To update on the SEND Capital plans
  - To highlight related risks and issues.

### 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 2022/23 is £364k**
  - 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 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 influencing factors including the commitment and capacity of schools to engage, test and commit to alternative approaches. There is also now a demonstrable negative impact on the recovery plan from the pandemic and increase in SEND and Inclusion demand.

### 3. SEND Recovery Plan Projects

- 3.1 Schools' Forum commits £364k of additional annual investment from the High Needs Block (HNB) with a range of projects and activities designed to increase capacity within mainstream schools to support children and young people with SEND, to be maintained in Rutland Schools as part of the SEND Recovery Plan.

- 3.2 All schools in the partnership also contribute a small sum equivalent to £1 per student on roll yearly, a sum of about £3k
- 3.3 All projects are predicated on the determination by school leaders to grow skills and knowledge in inclusionary classroom practice, to identify children early whose needs might otherwise be missed, misdiagnosed or misinterpreted in order to build sustainable capacity, expertise and confidence in supporting children with Social, Emotional and Mental Health (SEMH) needs. The focus is that children are assisted to grow and succeed in mainstream school and to get practical help avoid exclusions and to support children quickly to help de-escalate situations and meet needs earlier to avoid an unnecessary EHCP (or follow a dual approach where this is the right path).
- 3.4 Success for the SEND Recovery plan projects is based on recovering avoidable or unnecessary costs of specialist placements over time, with fewer children escalating out of the local mainstream education system and in line with intentions of the SEND Inclusion Strategy for Rutland and reflective of the line of direction indicated in the Governments intentions set out in both the recent SEND Green Paper and education White Paper.

#### **4. Education Inclusion**

- 4.1 Schools Forum approved changes to the Education Inclusion Panel Primary Model in June to create a more responsive approach. In brief the panel system will be ceased and instead the EIP Coordinator will continue to write action plan for cases, but interventions are arranged at the earliest opportunity direct with the SEMH teachers.
- 4.2 There will be as Teams EIP Review meeting chaired (three times a year) by the EIP Coordinator inviting all primary head teachers and SENCOs and the social worker (linked to Virtual School) and Education Lead.
- 4.3 The EIP Coordinator will report back on data, gaps in provision and areas for development, using case studies examples to provoke discussion. It is anticipated that with good attendance all schools will then have a voice and the arrangement will enable robust analysis and quality assurance the use of funding.
- 4.4 The arrangements come into effect in September 2022, this was communicated to schools in May 2022
- 4.5 Recovery Plan contracts have been adjusted to need and a detailed list of the toolkit interventions was provided to SF in June 2022, in brief:
- The EIP Coordination and assessment functions – Caroline Crisi
  - SEMH teachers procured from Leicester City Council
  - Speech, Language and Communication (SLCN) contract with Leicestershire Primary Trust with Early Years providers and Primary continuing to assist in shaping communicating rich environments.
  - Additional SLCN capacity purchased for Secondary interventions from September 2022.
  - Play Therapy contracts supporting attachment and trauma have been increased.
  - A range of interventions spot purchased according to budget from ADHD solutions, CASY counselling, First Class specialist tutoring and psychological interventions from PiP

- Nurture outreach from the Hub at Edith Weston and some places on site in the Nurture Nest, a separate Schools Forum report (September) proposes that further investment be made in this work to respond to demand.

4.6 The monthly Providers meetings continue, bringing coordination for the best use of collective resources to avoid overlap and overwhelm of schools. The SENCo network will require a transitional year during 2022-23, with the withdrawal of Resilient Rutland resources. The valuable joint arrangements will continue funded for one year through Covid funding. The professional development part of the sessions will require an alternative self-funded arrangement from September 2023.

4.7 Public Health funding has been identified to take over Rutland First counselling provided by Relate in schools for a further period from Jan to July 2023.

4.8 Parental Feedback about the EIP

4.8.1 In March 2022 at a public meeting parents expressed concerns and confusion about the purpose of the EIP, as a result RCC set in place some independently facilitated engagement sessions to explore this and other matters with families. One outcome from these sessions was a suggestion that Schools Forum might consider renaming the Education Inclusion Partnership to Schools Support Partnership which it was felt better reflected the purpose of the change programme in building sustainable confidence and expertise into schools' inclusion practice.

4.9 Fixed and Permanent Exclusions

4.9.1 It is worth alerting Schools Forum to changes in one indicator that helps to measure the success of the EIP relating to a reduction in fixed and permanent exclusions. Successful inclusionary support to children with Social, Emotional and Mental Health needs can be measured by children accessing their educational entitlement. In the first two thirds of the academic year 2021-22 Fixed and permanent exclusions were reduced, but against the normal trend they showed a concerning rise in the final part of the year.

## 5. Mainstream capability to support children with EHCPs

5.1 Rutland's DfE High Needs Capital allocation for 2022/23 and 2023/24 is £1,039,009. This is in addition to the £500k DfE **High Needs Provision Capital Allocations** funding 2021/22 already committed to develop facilities for children with SEND at UCC. No revenue funding has been provided to help with start-up or maintenance of new ways of working.

5.2 The SEND Programme Board provide governance for this work and in line with the changes that the Government wants to make to the special educational needs and disabilities services outlined in the **SEND Green paper**.

5.3 RCC have committed Capital to improving facilities to enable small group teaching for more children with EHCPs to access their learning locally at Uppingham Community College. The Mainstream plus initially a 'proof of concept' arrangement commits to two year groups of 10 learners initially. A Legal agreement protects the capital spend and a Memorandum of Understanding sets out an operating model. Further space has also been identified at UCC.

- 5.4 Before further Capital is committed the SEND Programme Board will examine options, including SEND placement sufficiency and means of securing best value for Rutland. A DfE Delivering Better Value Review of SEND arrangements will take place in 2023, this will look at any further initiatives or transformation programmes that could help make Rutland's SEND systems more inclusive, there may be some grant funding that Rutland can bid for as a result.
- 5.5 Any projects considered will be set out in the SEND Recovery Plan and the Children and Young Peoples' Partnership Plan associated with **Rutland's SEND and Inclusion Strategy**.

## 6. EY pathways

- 6.1 A positive direction of travel has been agreed between RCC, and OCE and The Parks Governing bodies, the culmination of two years shared vision work for early years arrangements. The plans include how best to share sector expertise and SEND resources across LA, Private Voluntary and Independent and maintained EY settings for the benefit of children and families.
- 6.2 Working with the DfE driven Family Hub developments there is an opportunity to gain more consistent support for parents, and increased help to set children who develop SEND on the optimum inclusionary path and where realistically possible to secure their ability to access a mainstream curriculum in education and for children and families to therefore experience, education in their local community, reducing travel and offering a good family life and expectation that they can be happy and successful.
- 6.3 Work begins in earnest in Autumn 2022 with Early Years PVI managers and mainstream Nursery settings to galvanise resources and professional development opportunities, to underpin confidence in inclusion.

## 7. Key Project Risks and Issues

Risks	Mitigating factors
Covid affecting parental anxiety, children and young people's emotional wellbeing and mental health and concern about attending school	RCC are commissioning Anxiety Related Non -Attendance support (ARNA) over the next year.  Schools taking up this training and implementing recommendations will be a significant mitigating factor
Parental pressure for Specialist places	All practitioners can help build confidence, carry reassuring messages about meeting need in mainstream school and consistently seek help at the earliest stages through the EIP if unsure.
Change to existing SEN funding systems is difficult and may be opposed by Schools staff and Parents	Well-constructed business case and inspired leadership required to develop fit for purpose services. RPCV informing practice and Communications strategy.  Collaboration sessions with parents seeking positive and possible solutions

<p>Budgetary pressures, since all SEND Recovery plan EIP purchased interventions are now in demand.</p>	<p>Monitor spend carefully adjust intervention allocations accordingly. Utilise first line of support through SEMH link teacher, enable more responsive support so that the window of opportunity to help is not lost as needs escalate.</p>
<p>There is a risk that schools see places at the Nurture hub as a single solution. This is unsustainable and not the intention of the project.</p>	<p>Proposed further investment in 'Nurturing Schools' Practice and outreach across Primary and Secondary schools so this becomes a way of supporting children and families that is more widely adopted to help children with trauma and attachment issues often presenting as difficult behaviour</p>