



# SCHOOLS' FORUM

8<sup>th</sup> December 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 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 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 SEND Recovery Plan projects background and assumptions can be found in Appendix A.

### 4. Education Inclusion – Schools Support Partnership

- 4.1 Schools Forum approved agreed to a name change for the Education Inclusion Partnership in September 2022 to become the Schools Support Partnership (SSP). The Coordination is still provided by Caroline Crisi, now known as the SSP Coordinator.

- 4.2 The model of delivery and decision making has been iterative since the work started in 2018. Initially there was a panel for decision making with 6 Head teachers agreeing funding for packages of support proposed for children with escalating SEMH needs, based on the observations and assessment from the SSP Coordinator.
- 4.3 The SSP Primary Model changed in June 2022 to create a more responsive approach where SSP Coordinator continues to write action plan for cases, but interventions are arranged at the earliest opportunity direct with the SEMH specialist teachers linked to each school.
- 4.4 A Teams call SSP Review meeting chaired (three times a year) by the SSP Coordinator has been arranged for all primary head teachers and Sencos and the social worker (linked to Virtual School) and Education Lead.
- 4.5 This also allows for the SSP Coordinator to 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 in the use of funding.
- 4.6 Recovery Plan contracts have been adjusted to need and a detailed list of the toolkit interventions was provided to SF in June 2022, briefly:
- The EIP Coordination and assessment functions – this is due for renewal in June 2023
  - SEMH teachers procured from Leicester City Council, just renewed
  - Speech, Language and Communication (SLCN) contract with Leicestershire Primary Trust with Early Years providers and Primary continuing to assist in shaping communicating rich environments- Sarah Patel
  - Additional SLCN capacity purchased for Secondary interventions from September 2022 - Jo Fredericks from Futures in Mind
  - Play Therapy contracts supporting attachment and trauma have been increased- two providers for flexibility
  - A range of interventions spot purchased according to budget from ADHD solutions, CASY counselling. The SSP has not recently required First Class specialist tutoring and psychological interventions from PiP.
- 4.7 Nurture outreach from the Hub at Edith Weston and some places on site in the Nurture Nest, Schools Forum agreed additional investment for this work to respond to demand, there has also been a refresh of the contract which now also includes a school to school agreements.
- 4.8 The monthly Providers meetings continue, bringing coordination for the best use of collective resources to avoid overlap and overwhelm of schools. The SENCo network require an alternative schools self-funded arrangements from September 2023 if it is to continue as it is.

## **5. Mainstream capability to support children with EHCPs**

- 5.1 Rutland has remaining DFE High Needs Capital allocation deigned to meet local SEND priorities
- 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 Recently this has provided the created facilities for mainstream plus arrangements at UCC to enable small group teaching for more children with EHCPs to access their learning locally

at Uppingham Community College. Phase 1 of the works will provide 2 teaching spaces; Phase 2 will provide 3 further teaching spaces at a total cost of £741k for an additional 50 students. The Enhanced Resourced Provision on site also provides 10 places for students with Education health and Care plans.

- 5.4 Before further Capital is committed options have been considered in light of the likely requirement for places. RCC Cabinet must grant approval to delegate the funding to preferred projects that progress the Rutland Inclusion Strategy.
- 5.5 The DfE Delivering Better Value Review of SEND arrangements, now underway as part of Tranche 2, this will also contribute analysis of Rutland's data, looking at children's needs, predicting demand and best use of available funding, to assist in considering transformation programmes that could help make Rutland's SEND systems more inclusive and meet the DfE Green Paper intentions. Key stakeholders including parents, schools and Health colleagues will be required to engage and assist in shaping plans between February and June 2023. Further information is expected in December 2022. This work approved by SF in September goes live in January, the SENCos briefing in February will cover this in detail.
- 5.6 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 Work continues between RCC, and OCE and The Parks Governing bodies, the culmination of shared vision work for early years arrangements. A shared timeline for developments including possible expansion of SEND unit provision places has been developed
- 6.2 It is hoped that we can replicate the learning from the SSP in providing hands on advice and support to providers to underpin confidence and practice in inclusion.
- 6.3 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.
- 6.4 Family Hub developments are coalescing to provide consistent support for parents, and increased help to set children who develop SEND

## 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.	<p>RCC are commissioning Anxiety Related Non -Attendance support (ARNA) over the next year.</p> <p>Schools taking up this training and implementing recommendations will be a significant mitigating factor</p>
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	<p>Well-constructed business case and inspired leadership required to develop fit for purpose services. RPCV informing practice and Communications strategy.</p> <p>Collaboration sessions with parents seeking positive and possible solutions</p>
Budgetary pressures, since all SEND Recovery plan EIP purchased interventions are now in demand.	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.
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.	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
Parental concerns over changes to The Parks provision miscommunicated at a public meeting	<p>A meeting in early November with the collaborative parents group involving members of Rutland Parent Carers voice has helped clarify intentions. mention task group with parents.</p> <p>Agreed joint communications plan with RCC and OCE post Cabinet report in Nov 2022, which affirmed strategic direction.</p>
An increase in permanent exclusions in the last academic year, and a scheduled review of the Fair Access Protocol meeting scheduled with secondary school-leaders and DfE Advisor in January which was delayed from November.	Need to review and refresh and sign of an agreed Fair Access Protocol which is in line with Rutland's stated Inclusion Strategy, maintaining children in local education when their needs escalate.

## **Appendix A**

### **The SEND Recovery plan- purpose and assumptions**

- a) Schools Forum provides £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.
- b) All schools in the partnership also contribute a small sum equivalent to £1 per student on roll yearly, a sum of about £3k
- c) All projects are predicated on the determination by schools' 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).
- d) 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.