



# SCHOOLS' FORUM

16 March 2023

## 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 progress with DfE Delivering Better Value review
  - To propose SEND Capital opportunities to address SEND system needs.
  - To highlight related risks and issues.
- 1.2 To request that the SENCo network is continued in its current format at an additional cost to Schools Forum of £8k yearly.

### 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 set out in the appendix A.
- 2.2 The total budget for the Recovery projects 2022/23 is £364k, this figure will remain the same for 2023/34.
- 2.3 There has been no uplift in funding since the SEND Recovery Plan projects started and providers were commissioned or public to public contracts arranged. Many of these will be renewed this year in the Summer and RCC would expect the costs to increase. Once the scale and impact of this is known RCC will set out implications for Schools Forum including impact against the Recovery plan objectives to decide whether it prefers to reduce delivery capacity of pay more to maintain the work as it is.

### SEND RECOVERY PLAN PROJECTS

### 3. Schools Support Partnership (SSP) (formerly Education Inclusion Partnership)

- 3.1 Coordination is provided by Caroline Crisi, now known as the SSP Coordinator.
- 3.2 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.
- 3.3 A Teams call SSP Review meeting chaired three times a year by the SSP Coordinator takes place for all primary head teachers and SENCos and the social worker (linked to

Virtual School) and Education Lead. The last meeting was in December 2023 where attendees shared an overwhelming positive response to delivery and outcomes.

3.4 This meeting allows for the SSP Coordinator to report back to Primary schools directly on data, gaps in provision and areas for development, using case studies examples to provoke discussion.

3.5 *Evaluations responses* from the meeting in summary

- Early years transition – this is a national issue which as exacerbated preparedness of children for Primary education linked to Covid.
- Speech Language and Communication Needs linked to challenging behaviour - making sure that children’s need is not missed, misidentified or misunderstood.
- Anxiety Related Non-Attendance particularly linked to Autistic Spectrum Disorder / and Covid escalation.
- Referral to the SSP for children’s individual emerging needs has been significantly reducing linked to schools embedding practice and knowledge of support and interventions that work.

3.6 Primary phase referrals for individual children across Rutland since Spring 2022

TERM	YEAR	SSP REFERRALS	Influencing factors
Spring	2020	5	<ul style="list-style-type: none"> <li>• Partnership launched 28/01/2020</li> <li>• COVID LOCKDOWN MARCH to JUNE</li> <li>• Referrals received paused until summer term processing</li> </ul>
Summer	2020	7	<ul style="list-style-type: none"> <li>• 5 Carried forward/ 2 new</li> </ul>
Autumn	2020	37	
Spring	2021	17	<ul style="list-style-type: none"> <li>• COVID LOCKDOWN JAN to MARCH</li> <li>• 17 referrals in March</li> </ul>
Summer	2021	19	
Autumn	2021	37	
Spring	2022	31	
Summer	2022	18	
Autumn	2022	17	
Spring	2023	8 to date	
Summer	2023		
Autumn	2023		
Spring	2024		
Summer	2024		

3.7 Regarding Secondary referrals, cases are increasing but this is a positive outcome at this stage of development and reflects recent developments with particular schools fully engaging with monthly meetings and raising emerging risk cases for early intervention SSP support. This reflects the pattern with primary were cases rise and then fall as schools gain in inclusion confidence and practice.

3.8 Speech Language and Communication specific individual referrals also show a downward trend.

**SALT SARAH PATEL: CASES PRIMARY/ SECONDARY**

Term	Year	PRIMARY REFERRALS	SECONDARY REFERRALS
Autumn	2021	1	4
Spring	2022	17	4
Summer	2022	5	0
Autumn	2022	6	X
Spring	2023	0 to date 2/2/2023	X
Summer	2023		X

**SALT JO FREDERICK: CASES PRIMARY/ SECONDARY**

Term	Year	PRIMARY REFERRALS	SECONDARY REFERRALS
Autumn	2020	14	SSP not open to Secondary
Spring	2021	9	SSP not open to Secondary
Summer	2021	8	SSP not open to Secondary
Autumn	2021	11	X
Spring	2022	X	X
Summer	2022	X	6
Autumn	2022	X	3
Spring	2023	X	5 to date 2/2/2023
Summer	2023	X	

X education phase closed to named SALT

- 3.9 All Primaries have a universal SEMH Specialist Teacher and have been offered or have received free training in one of the following areas :-
- Attachment Friendly approaches to whole school success
  - Restorative approaches in school
  - Trauma informed practice
  - Offer to all staff (SLT, teachers, support staff for whole school knowledge & understanding)
- 3.10 *Recovery Plan contracts* have been adjusted to need, they include Caroline Crisi's role as the SSP Coordinator and assessment function. SEMH teachers procured from Leicester City Council. The Speech, Language and Communication (SLCN) contract with Leicestershire Primary Trust for Early Years providers and Primary schools, which is continuing to assist in shaping communicating rich environments, is provided by Sarah Patel and with additional SLCN capacity purchased for Secondary phase interventions from September 2022 with Jo Fredericks from Futures in Mind the provider. Monthly sessions for SLT have been set up for anonymous/hypothetical consultations with settings and childminders to improve early identification and appropriate next steps guidance.
- 3.11 Play Therapy contracts supporting attachment and trauma have been increased with two providers for flexibility, and with a range of interventions spot purchased according to budget from ADHD solutions and CASY counselling. The SSP has not recently required First Class specialist tutoring and psychological interventions from Partners in Psychology have now ceased.
- 3.12 Lunchtime support staff, sessions have been started for SEMH Support and professional development for Midday staff to support pupils during unstructured times and trigger points impacting on classroom engagement.
- 3.13 *Nurture outreach from the Hub at Edith Weston and some places on site in the Nurture Nest.* Schools Forum agreed additional investment in September 2022 for this work to respond to demand, there has also been a refresh of the contract which now also includes a school to school agreement where children access the on-site Nurture places. The new Nurture teacher is now in post this increases capacity to provide swift and timely support and capacity for outreach to all primary schools and has been brought in line and linked with other SSP processes. All outreach support situations will

be mandated through the SSP coordinator from April 2023 to provide consistency and monitor impact.

3.14 *Secondary Schools SSP work*

Secondary work in coordination with the Inclusion team is impacting positively, utilising a team around the school approach.

3.15 Autism Education Trust (Rutland Consortium), led by Uppingham Community College and Oakham CE Primary Academy

The SSP has a collaborative approach to encourage schools to engage with offer Rutland Consortium offer. The desired outcome; schools reduce referrals to the EIP for 1-1 support for pupils with autism with the application of knowledge, skills and strategies acquired from training to enable schools to support pupils when needs can be met in mainstream.

3.16 The *monthly Providers meetings* continue, bringing coordination for the best use of collective resources to avoid overlap and overwhelm of schools. Resilient Rutland projects have now reduced at the end of the project.

#### **4. Mainstream Capability to Support Children with EHCPs.**

4.1 Rutland has remaining DfE High Needs Capital allocation designed to meet local SEND priorities. RCC has a paper requesting delegation of authority to spend, which has passed through the Cabinet and moves to Council for approval in March 2023.

4.2 RCC will open an Expression of Interest process in late Spring/Summer 2023 to meet priorities for SEND in line with Rutland's Inclusion Strategy and the Government's proposals in the SEND Green Paper and the DfE Special Provision Terms of Grant. Capital and possibly Revenue funding to assist with set up costs is likely to be available.

- Opportunities to provide Alternative Provision for Rutland students some of whom will not have an Education Health and Care plan but are at risk of being excluded from receiving their educational entitlement. To provide short term interventions expected to be between 3 months and 2 years, offering a more sustainable alternative to provisions usually commissioned by Rutland.
- Early Years and Primary Mainstream small group facilities that may be utilised as Family Hub facilities as well. Building on the learning from the Secondary mainstream-plus small group arrangements (at UCC) developing Mainstream plus places 2024 onwards.

4.3 Capital works at UCC have increased facilities for children with EHCPs in Rutland to access mainstream education. The first cohort of children in a small group class of 11 commenced Sept 2022 and will ordinarily provide 10 places yearly. Feedback on progress and impact for students is encouraging. The arrangement is set out in a legal agreement between UCC and RCC.

#### **5. Delivering Better Value in SEND Services Review**

5.1 The DfE Delivering Better Value Review of SEND arrangements in Rutland is now underway as part of Tranche 2. Rutland is one of 55 authorities taking part, and includes a deep dive 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.

- 5.2 Key partners have been identified from across Health, Local Authority, Education and parent networks to take part in anonymised case reviews during April 2023, following this Rutland can bid for funding in the region of £1million to assist in changes to the SEBD system to positively impact the High Needs deficit.  
See Appendix B for further details of this work.
- 5.3 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. Supporting Children Early in their Education Journey- Early Years Pathways**

- 6.1 Early Years, (EY), Providers in the Private Voluntary and Independent sector were in favour of developing greater confidence and practice in inclusion in their workforces and the proposal to put in place linked Specialist Teacher support with each setting is progressing. RCC is working with the existing provider Leicester City Council to bring a named practitioner by the end of April.
- 6.2 This work will also help to underpin the learning from the recent Local Government Association Mini Review which centred on Speech and Language support. The work that Sarah Patel is offering to Early Years settings and Primary schools, which is commissioned for Rutland Schools was pointed to as good practice. Areas for development include:
- Utilising the Recovery Plan as a good vehicle for promoting better partnership working to meet speech and language needs,
  - Makes access to Speech, Language and Communication clearer so that all partners and parents understand how to access support,
  - and developing a school readiness strategy owned strategically to make sure that children's needs are picked up early and supported appropriately.
- 6.3 The EY Support Partnership type work is coalescing with the Family Hub developments to ensure consistent support for parents, and increased help for children who develop SEND.
- 6.4 A shared timeline for developments including probable expansion of SEND unit provision places to enlarge capacity for an Enhanced Resourced Provision at Oakham CofE Primary Academy has been agreed, in principle. Work continues between RCC, and OCE and The Parks Governing bodies, and a shared approach to early years arrangements is progressing.

## **7. Future SENCO Network arrangements**

- 7.1 A decision is needed regarding the valuable SENCo network to enable and training opportunity to continue in the next academic year, it is a key place for positively influencing cross fertilising and sharing good inclusionary practice across schools in Rutland and therefore a dependency for success of the Recovery Plan.
- 7.2 One off funding was provided 2022/23 when the Resilient Rutland arrangement ceased. It is proposed that Schools Forum may wish to fund this centrally at a cost of £8k yearly as an additional pressure on the High Needs Budget.

## 8. 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 have commissioned Anxiety Related Non -Attendance support (ARNA) all schools are participating.  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 Schools Support Partnership 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
Budgetary pressures, since all SEND Recovery plan Schools Support Partnership 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 if 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.	Outreach support has been modified, and additional capacity created to support other schools with trauma and attachment issues often presenting as difficult behaviour
Building inclusion capacity in Early Years with the Private Voluntary and Independent sector	A specialist teacher linked to each setting-agreed and funded in the main by the EY Forum and High Needs Budget. Role developed in harmony with Inclusion services.
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.	Fair Access Protocol meeting planned- is in line with Rutland's stated Inclusion Strategy, maintaining children in local education when their needs escalate.
SENCo network funding is due to cease in academic year 2022/23, if it closes the valuable opportunity to share good inclusionary practice could be diminished	Request to SF to fund the costs associated for future years- proposal in March 2022 included in SEND Recovery plan update paper (this paper)

## 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.
    - 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.
- 8.1 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.
- 8.2 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.

## Appendix B Delivering Better Value Review context.

### Delivering Better Value in SEND



#### Why are we participating in this programme?

To improve outcomes for children and young people with Special Education Needs and Disabilities (SEND) whilst gaining making services as sustainable as possible. The UK government has long term aspirations to reform the system supporting children and young people with SEND, however these will take time to come into fruition. The DBV Programme acknowledges the current challenges we face and will provide valuable support in the short term to Local Authorities (LAs) like ourselves and our local systems supporting children with SEND.

#### What makes this Programme unique?

As part of participating in the DBV programme, we will have dedicated capacity from Newton and The Chartered Institute of Public Finance and Accountancy (CIPFA). They will work with us to bring their experience and skills on identifying opportunities for change. This should help our local leaders and managers across the system keep things on track through the inevitable periods of operational pressure.

After our work with Newton and CIPFA, the LA will have access to grant funding from the Department for Education (DfE) to support our implementation work – enacting positive change for children and young people, our staff and local partners.

We will be progressing on our SEND improvement journey alongside 54 other LAs and systems in this Programme. This will provide us with a unique opportunity for collaboration with other areas. It will also mean we contribute to a wider evidence base that will be fed back to the DfE to inform future national reforms.

#### Who are Newton & CIPFA?

**Newton** specialise in operational improvements and have extensive experience in working with public sector systems like ours. They pride themselves in working side-by-side with those leading change – and those most affected by it – to form a single team. Their experience includes analysing complex processes and systems, as well as working with frontline teams to understand the biggest challenges they are facing so they can create a bespoke solution.

**CIPFA** are the only professional accountancy body in the world dedicated exclusively to public finance. They have 14,000 members who work to ensure public money is effectively managed and champion high performance in public services. They have extensive experience working in the police force and with Central & Local Government. Their team of chartered accountants includes experienced Local Government finance directors and officers with a deep knowledge of the education funding system.

#### What is the DBV Programme?

This programme is commissioned by the DfE and will support 55 LAs and their local systems to identify the highest impact changes that each system involved can make to better support their local children with SEND and make plans to implement those changes. The programme will place children and young people with SEND at the centre of the approach and decision making.

The implementation plans will build on existing initiatives and address the underlying challenges in each LA's high needs systems. We will be involving local partners & our front line staff when designing this plan, ensuring the programme is underpinned by a comprehensive data-driven and evidence-led diagnostic. There is also the opportunity for Local Authorities involved in the DBV Programme to apply for an implementation grant offered by DfE.

#### What have we done so far?

Newton & CIPFA have had a planning conversation with our Local Authority's senior leaders to understand our local context and position. We've shared the documentation with Newton and CIPFA that we felt was relevant and discussed areas where their diagnostic support would be helpful.

This was followed by a set up conversation, where we discussed what was required to prepare for next steps in the programme and how best to involve our local partners. The DfE have provided a grant to support data analysis in preparation for the next stages of the programme.

#### What are we doing now?

We are carrying out a diagnostic that will take just over 3 months to complete. This diagnostic will be made up of three modules with different partners involved in each to ensure we make the best use of your time and experience.

### Delivering Better Value in SEND



#### What is a diagnostic?

To make impactful change that is sustainable, we need to identify the root cause of challenges - not just the visible symptoms. To do this, we need to be able to step back from our busy day to day lives and gather objective evidence. We will analyse data and combine it with rich insights from our local experience. Newton & CIPFA, who are our partners in this, will work collaboratively alongside us, supporting us with techniques to identify the biggest opportunities to do things better - things that will have the most positive impact for children & young people with SEND.

We will utilise forums to meet throughout the diagnostic, to share progress and ensure that the right people can be involved in shaping the diagnostic work.

To transform our services and make positive and lasting change, we will also consider our culture/how we work together - our strengths, similarities and differences and the impact of these on achieving a sustainable difference to the lives of children with SEND.

#### Why is it important to carry out a diagnostic?

1. To identify sustainable changes that can drive high quality outcomes for children and young people with SEND
2. To enable us to build an evidence-based application to the DfE for a grant to assist with the implementation of those changes.
3. Build a strong, objective evidence base across a third of local authorities, which can be used to influence future national reforms

#### What happens after the diagnostic?

The diagnostic is just the first step. The evidence will show us where our biggest opportunities are so that we can plan, prioritise, and build on what we've learnt. There will then be a decision point regarding what to take forward from the diagnostic to incorporate in our improvement plan for implementation.

#### How do I get involved?

We know the whole system needs to work cohesively to support children and young people with SEND. Each local partner has valuable insights and experience we want to listen to and understand. These different perspectives will collectively inform our decisions.

Workshops, studies and surveys are just a few of the ways we will be looking to gain this insight. There will be lots of opportunities for you to stay updated and get involved. Some of you will be asked to take part in studies, others will be invited to attend workshops where we'll discuss anonymised real cases in detail.

It's important we have the right balance of experience and areas of expertise, so we'll be inviting people directly. If you are asked to attend, please do your best to do so. Thank you in advance for taking time out to provide us with your valuable insights. For everyone else, there will be various surveys and drop-in sessions where you will be able to share your thoughts, experiences and insights, and of course, to ask questions.

#### Ways to get involved



##### Surveys

Share your experiences through surveys to gather a wide range of views.



##### Virtual Drop-Ins

Opportunities for you to hear about what's going on, share views and ask questions.



##### Studies

Studies to inform the day-to-day reality of our processes and practice.



##### Workshops

Frontline-led discussions about real children – what happened and what we could do differently.

#### Who is leading this work & how can we get in touch?

This will be led by our local system leadership, facilitated by our partners from Newton & CIPFA. Please reach out to the SEND Team for more information.