

## **Scrutiny Committee September 2023**

**DfE Delivering Better Value Grant and Implementation plans**

**SEND Recovery and Improvement**

**Capital priorities that underpin change**

## **DfE Delivering Better Value in Special Educational Needs and Disabilities Grant Funding**

- Building on the SEND Recovery Plan started 2018, iterate this to an Improvement Plan
- New Governance arrangement- SEND Area Strategic Partnership Board
  - Chaired by Health, vice chair DCS
  - More engaged partners, children's and parental involvement
  - Incorporate learning from Area SEND Inspection
  - SEND Capital Programme 2023-24 (DfE Grant)
  - Refresh of Rutland SEND and Inclusion Strategy
  - In line with the national SEND and AEP Change Programme

## DfE Delivering Better Value in Special Educational Needs and Disabilities Grant Funding

- Complex application process Dec 2022-July 2023-multiple stages, data and diagnostics, parental surveys, case deep dives, practice reviews, listening forums, children, parents , practitioners.
- £1 million investment against key opportunities weighted by impact and confidence in delivery/complexity of change – funding of £1million is now confirmed
- DfE will undertake quarterly review through DSG management plan
- DfE to see demonstrated return on investment over 5 years, proportionate to proposed spend and fit with Rutland population needs
- Data from 2017-2021 years, impact of School Support Partnership not fully revealed.

# — Diagnostic analysis of Rutland's SEND systems

The diagnostic activity has been co-produced with partners across the system



## Surveys



### 51 Parents & Carers

with children at every phase of education responded to a survey



### 48 Education providers

across roles and settings responded to a survey

## Listening Forums



### 5 SENCOs

supported a deep dive into the drivers of parental confidence



### 3 CYP

Joined in a workshop to share their likes & dislikes



### 2 Parents

Told us their story

## Case Reviews



### 37 CYP

Cases were reviewed in case reviews to understand if we achieved their ideal outcomes



### 29 Reviewers

across education, health, social care, local authority and parents contributed to the discussions

## Data Analysis



### 10,000+ Data points

of CYP level data were analysed to better understand variation

— • Focus areas identified to have most impact through analysis



### Expanding Specialist Support

Diagnostic evidence shows a strong support for SSP but also a gap in offer for those with complex needs

- **This could support CYP without the need for a specialist placement**
- **Expanding the SSP to those with EHCPs and running pilots to understand what the most effective specialist provision might be**



### Consistency of Ordinary Available

The diagnostic themes pointed to greater consistency in OA providing reassurance to parents and best practice in schools

- **Co-producing process and standards by identifying and sharing best practice**
- **Providing information and training which enables all practitioners with clarity and skills**



### Early intervention

Another lever to support CYP is through early intervention and partnership working with health and social care partners

- **We could avoid plans by intervening early and effectively with the right support**
- **Establishing a process that can support parents and staff to know how to access support**



### EHCP process & reviews

The evidence indicates frustration with the overall process. We also saw the wording and phrasing in plans contributing to a lack of clarity on when outcomes had been met.

- **Supporting the SEND team to ensure plans are of high quality with SMART goals that are agreed with parents/carers**

Parental Confidence Building

Data-driven decision making and performance management

Effective project and change management

# Key areas to bring cost avoidance £3.8m over 5 years

## Impact of workstreams



Activity	Description	Impact
<b>Specialist Team</b>	<i>A highly skilled team of SENCOs who will provide direct, hands on support and advice for schools on individual children and whole school practise. Demonstrating impact of change in practice. Advise and develop the graduated response including Post- EHCP, identify training needs and facilitate where appropriate. Act as a guide for schools to bring in targeted support at the right time, for example SALT, OT or Mental Health, above and beyond what the NHS can offer. This will be swift and responsive. Working in partnership with the Schools Support Partnership and the ICB for ongoing sustainability.</i>	<ul style="list-style-type: none"> <li>- Children better supported in Mainstream and RP</li> <li>- Teachers and practioners upskilled to better support</li> <li>- Parents have confidence in mainstream education</li> <li>- Confidence in inclusionary practise in schools</li> <li>- Long term ways of working established with ICB</li> </ul>
<b>Social Support Early Intervention</b>	Social support for children and families to be provided through Early Help with a dedicated resource whose focus is increasing reach and supporting children, young people and families with SEND. The role will work to create healthy communities of support that ensures the pathways are appropriate and ideal for each CYP.	<ul style="list-style-type: none"> <li>- Parents feel they have the right support at the right time</li> <li>- Parents have confidence in their own abilities to meet need</li> <li>- Parents are supported to navigate 'the system'</li> <li>- Children better supported outside of a specialist setting</li> </ul>
<b>Parental Engagement</b>	Engaging <i>all</i> Parents & Carers. Initial interaction strategy with increased clarity of opportunity for support, how to find information. Creation of a map that shows what the provision will be without an EHCP or what you are able to access in terms of support. Programme of engagement to improve the narrative around recent changes.	<ul style="list-style-type: none"> <li>- Parents trust the local offer delivers the best outcome for their child</li> <li>- Tribunals are reduced</li> <li>- LA Concessions are reduced</li> <li>- More children supported without the need for an EHCP</li> <li>- Parental satisfaction</li> </ul>
<b>Data Infrastructure</b>	Dedicated resources to support our data management system ensuring it is fit for purpose and make necessary improvements. Improve the process for generation and recording of data. Exploring data visualization tools to improve decision making across the system, especially intelligent commissioning. Increasing knowledge of children with SEN Support and those whose needs might escalate. Ability to support DBV workstreams in data, case management and reporting.	<ul style="list-style-type: none"> <li>- More accurately see impact of change</li> <li>- Facilitate conversations with partners and decision making to enable more effective outcomes</li> <li>- Explicit data driven commissioning</li> </ul>

## — Capital programme to increase mainstream inclusion capacity

**DfE High Needs Capital Grant** £1,039,000 remaining

**Mainstream Plus Primary up to 3 class groups across schools**

*Develop and equip- Expression of Interest process Autumn 2023*

**Primary nurturing environments likely 8 across county**

*Develop, minor refurb through straightforward grant type process Autumn 2023 £3-6k per site*

**Alternative Provision development- 1 Secondary site/ maybe Primary**

*Develop and equip – EOI Autumn 2023*

- Expressions of Interest with schools during Autumn 2023
- Cabinet update proposed Winter 2023
- Allocations by end 2023, onsite refurb and building Jan to June 2024

## — DBV timeline

- Stage 1 Application submitted 17<sup>th</sup> July 2023, DfE assurance process passed
- Stage 2 submitted 8<sup>th</sup> Aug- outlining existing mitigations in Rutland system not in bid
- Expect funding 8<sup>th</sup> October 2023
- Programme Delivery phase July 2023-March 2025 - DfE clawback if not spent 2025
- Projects had to be 'new' or adding to existing ideas to make them quantifiably additional

### Rutland Focus

- SEND data reporting fluidity
- Transformation capacity across partnership
- Mainstream placement confidence- Capital work and Parental confidence
- Avoid Specialist placements— *10 children a year to meet target*