
Rutland County Council

Strategic Overview & Scrutiny Committee

21st March 2024

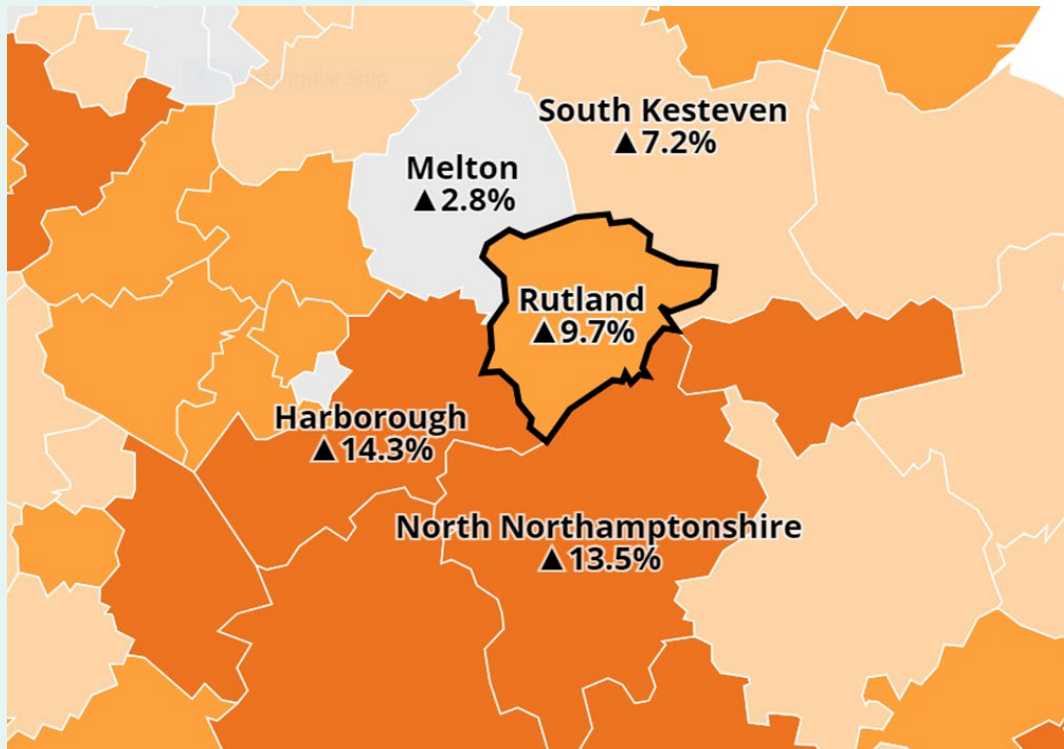
**Update on Special Educational Needs and/
or Disabilities in Rutland**

Aim:

To provide the Scrutiny Committee with an update on how the Local Authority's Special Education Needs provision is being reviewed to ensure it is meeting the needs of children and young people in our area.

Update the Scrutiny Committee on the intention and implementation of the Delivering Better Value Programme

The local demographic overview of Rutland – ONS figure 2011-2021



In Rutland, the population size has increased by **9.7%**, from around 37,400 in 2011 to 41,000 in 2021.

This is higher than the overall increase for England (**6.6%**), where the population grew by nearly 3.5 million to 56,489,800.

An increase in population could mean an increase in the number of children and adults identified as having a special educational need and/ or a disability (SEND).



— **What is our aim?**

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- Rutland parents and carers will be confident that their child's needs can be met in their local community when this is in the best interests of the child.

We know we will have achieved this when:

- Parents are confident that their child's educational needs can be met in their local mainstream early years setting or school when this is in the best interests of the child
- Children thrive in mainstream provision, achieving educationally, socially and emotionally, and are well-prepared for adulthood. High quality specialist provision is accessible for those children whose needs require an identified specialist approach.
- Mainstream education providers are confident in meeting the needs of all groups of children, ensuring that ordinarily available provision is embedded in daily practice in every Rutland early education setting and school, and that reasonable adjustments are considered and implemented swiftly where this is required
- Education, health and social care colleagues make effective contribution to the early and accurate identification of additional need and to the delivery of well-planned and timely intervention, with clear expectation for shared accountability of impact

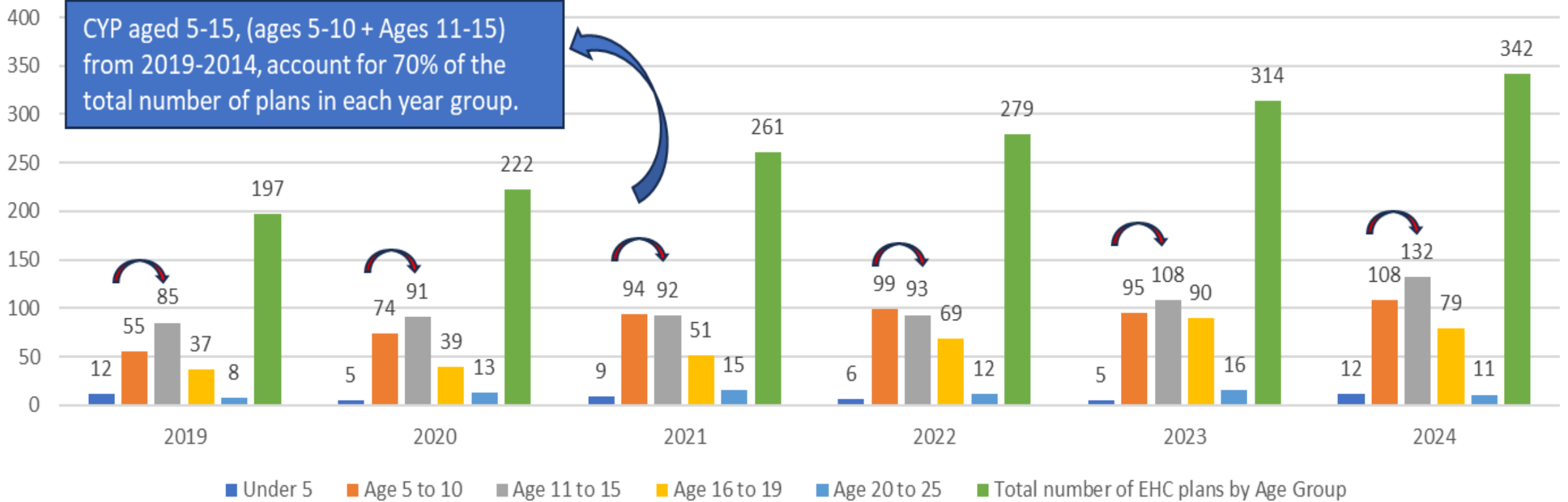


— **Why do we want this?**

- **To ensure we are meeting the needs of our EHCP cohort in the best way we can**
 - Enabling greater feelings of belonging by keeping children and young people with, and without SEND, together - (where possible)
 - Helping children and young people with SEND to live and receive their education in their home community* (where possible).

SEND Profile by age 2019-2024

Age of Children and Young People with SEND from 2019-2024



– List of all primary SEND needs

*Autistic Spectrum Disorder (ASD)

Hearing Impairment (HI)

*Moderate Learning Difficulty (MLD)

Multi- Sensory Impairment (MSI)

Physical Disability (PD)

Profound & Multiple Learning Difficulty (PMLD)

*Social, Emotional and Mental Health (SEMH)

*Speech, Language and Communications needs (SLCN)

Severe Learning Difficulty (SLD)

Specific Learning Difficulty (SpLD)

Visual Impairment (VI)

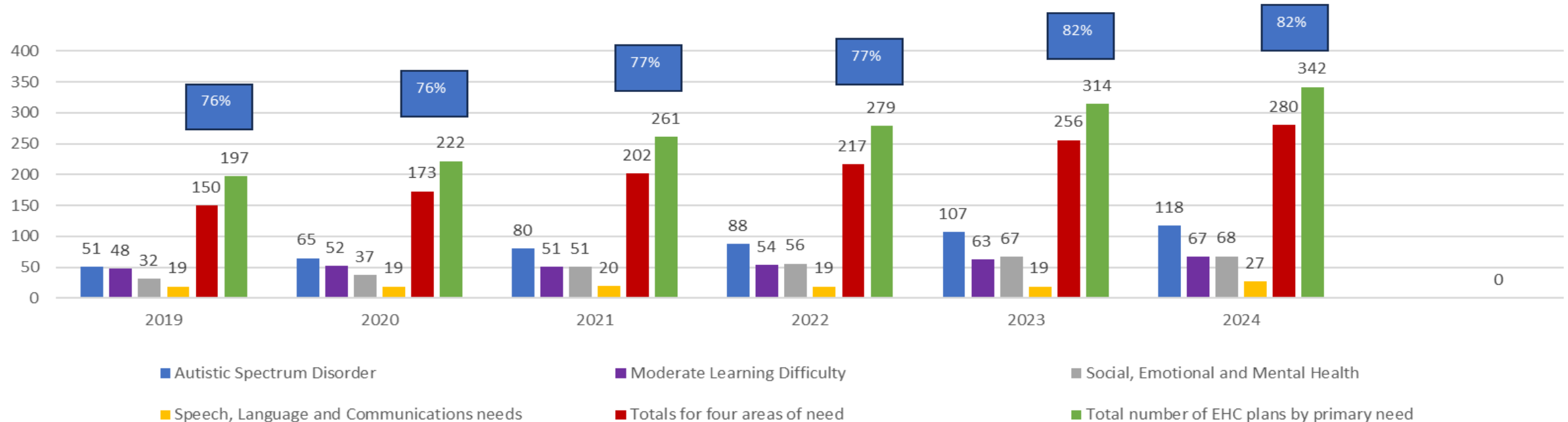
Other Difficulty/Disability (OD)

SEN support but no specialist assessment of type of need (SEN)

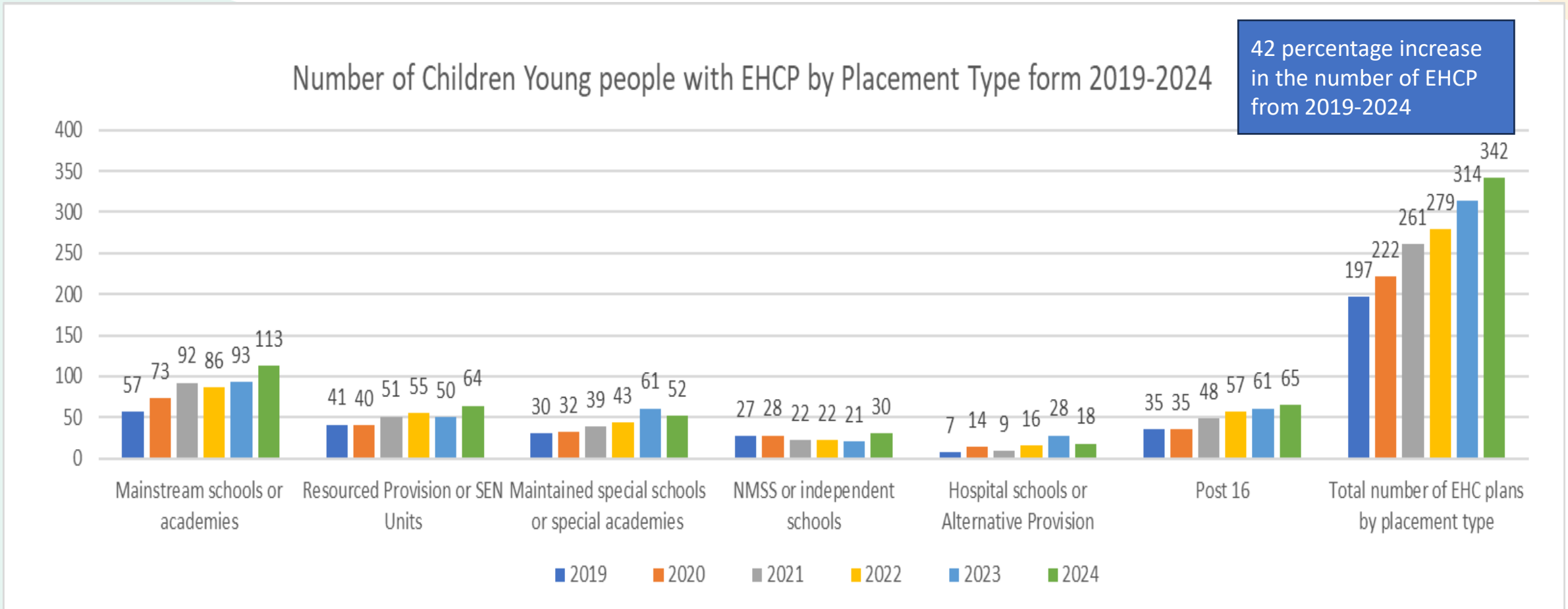
— To ensure early and accurate identification of primary need so that intervention is timely and appropriate

- The four most frequently reported needs on EHCP over last six years were: ASD, SEMH, MLD, SLCN.

Graph shows an Increase in the number of Education Health and Care Plans by the Four Most Recorded Primary Needs as a percentage of total referrals, over Six years from Jan 2019 to Jan 2024



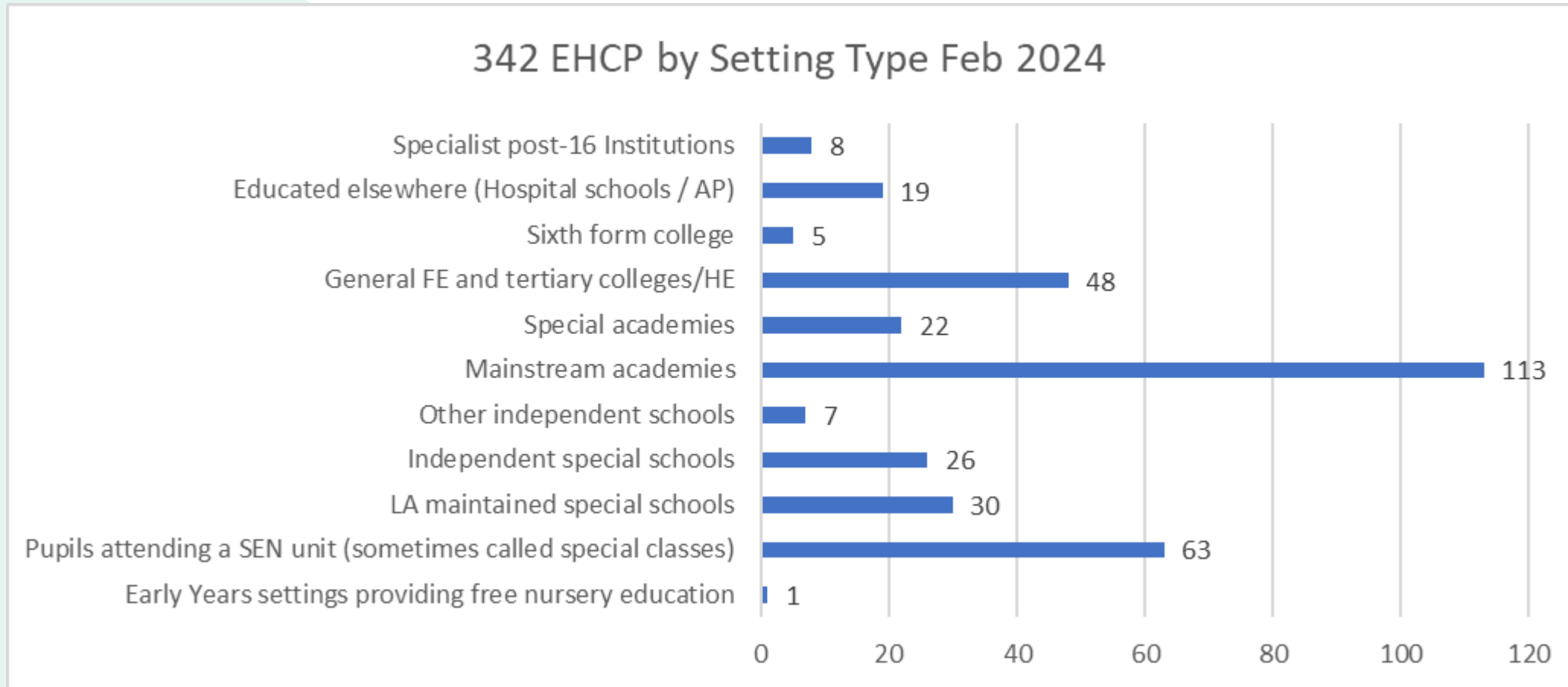
— Rutland children and young people with an EHCP by placement type 2021-2024



Number of Pupils in each type of setting shown by National Curriculum Year Groups

29/02/2024								
Number of Pupils in each type of setting shown by National Curriculum Year Groups	Type of Setting							
	NCY	AP	INMSS	Mainstream	Post 16	Resource Base	Special School	Grand Total
	-1				1			1
	0				4		1	5
	1		1		4		3	1
	2				4		2	3
	3	1	4		6		4	3
	4		1		16		4	4
	5		1		14		1	2
Phased Transition	6	2	3		17		6	3
	7	1	5		12		6	1
	8	2	3		15		7	6
	9	1	2		9		9	7
	10		3		5		10	6
	11	1	1		7		10	4
Phased Transition	12		5			8		3
	13	1	2			19		3
	14	3	2			18		1
	15	3				10		
	16	2				2		
	17	1						
	18					2		
	19	1				1		
	21					1		
	Grand Total	19	33	114	61	63	52	342

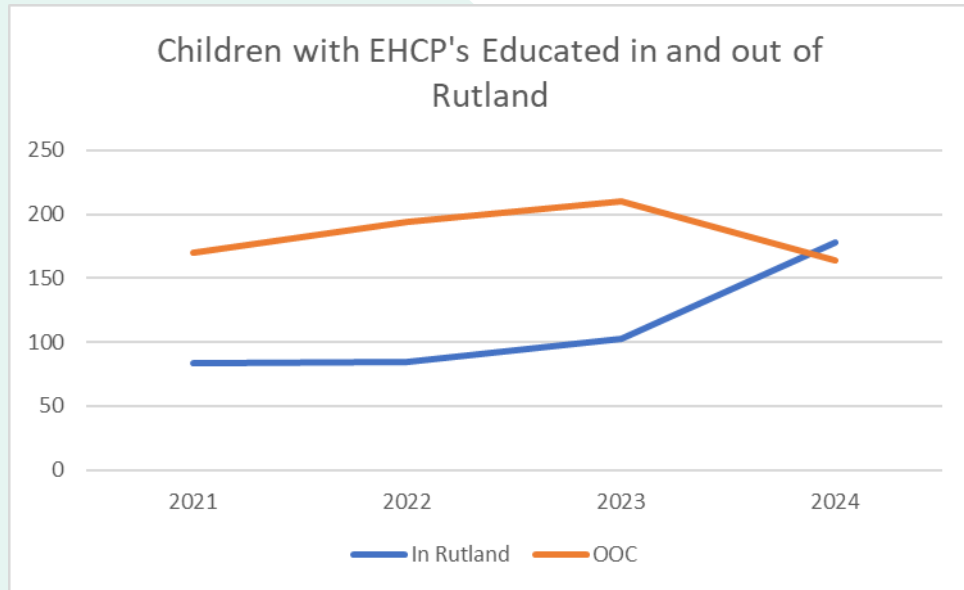
- Deeper look at the placement types to ensure Education Health and Care Plans are effective, by ensuring children and young people are educated in an education setting which is meeting their needs



— What is the data telling us?

- In Rutland, there has been a noticeable increase in the Number of Education Health Care Plans from 2019 to 2024.
- The current number of EHCP as at mid-February 2024 at **342**.
- The increase in the number of EHC plans impacts on the High Needs overspend.
- Most children and young people with a plan are placed in Rutland's mainstream schools or Academies,
- There has been an increase in the more complex needs – resulting in more placements in expensive non-maintained special school (NMSS) - 21 placements in 2023 increasing to 30 places in 2024,.
- Overall Rutland numbers reflects national trends. The number of children and young people with EHC plans increased to 517,000, as at census day in January 2023, up by 9% from 2022. This has increased each year since 2010. (Latest published data)

— Trend in Rutland children and young people with an EHCP attending their local education setting



	2021	2022	2023	2024
In Rutland	84	85	103	178
OOC	170	194	210	164



— **What action we are taking?**

What is the current Rutland offer in mainstream schools?

Oakham C of E Primary	Designated Specialist Provision (DSP)	Children with Cognition and Learning needs and/or Communication and Interaction Needs	Reception, Key Stage 1 and 2	24 full time equivalent places increasing to 28 in September 2024
Edith Weston Primary School	Nurture Hub	Dual placement specialist intervention for children with Social Emotional and Mental Health (SEMH) / attachment difficulties. Also offers outreach support to other Rutland Primary Schools	Reception, Key Stage 1 and 2	Onsite provision is available for 4-6 full time equivalent places during the academic year.
Catmose College	Designated Specialist Provision (DSP)	Children with Cognition and Learning needs; also low to moderate behavioural support and sensory needs.	Key Stage 3 and 4	30 full time equivalent places
Uppingham Community College	Mainstream Plus	A primarily mainstream offer with additional support from a smaller tutor group and access to all the mainstream facilities for children with Cognition and Learning and or Social Emotional and Mental Health (SEMH) needs access identified within their Education, Health and Care Plan (EHCP)	Key Stage 3 and 4	10 places
Uppingham Community College	Enhanced Resource Provision (ERP)	Children have a primary Communication and Interaction need whose special educational needs require specialist support over and above that which a mainstream school can normally provide within an Education, Health and Care Plan (EHCP).	Key Stage 3 and 4	15 full time equivalent places during the academic year

This offer is augmented by The Supporting Schools Partnership (SSP) primary and secondary schools

— Delivering Better Value (DBV)

The Delivering Better Value is a DfE grant worth 1m, paid quarterly until Jan 2025, on meeting milestones.

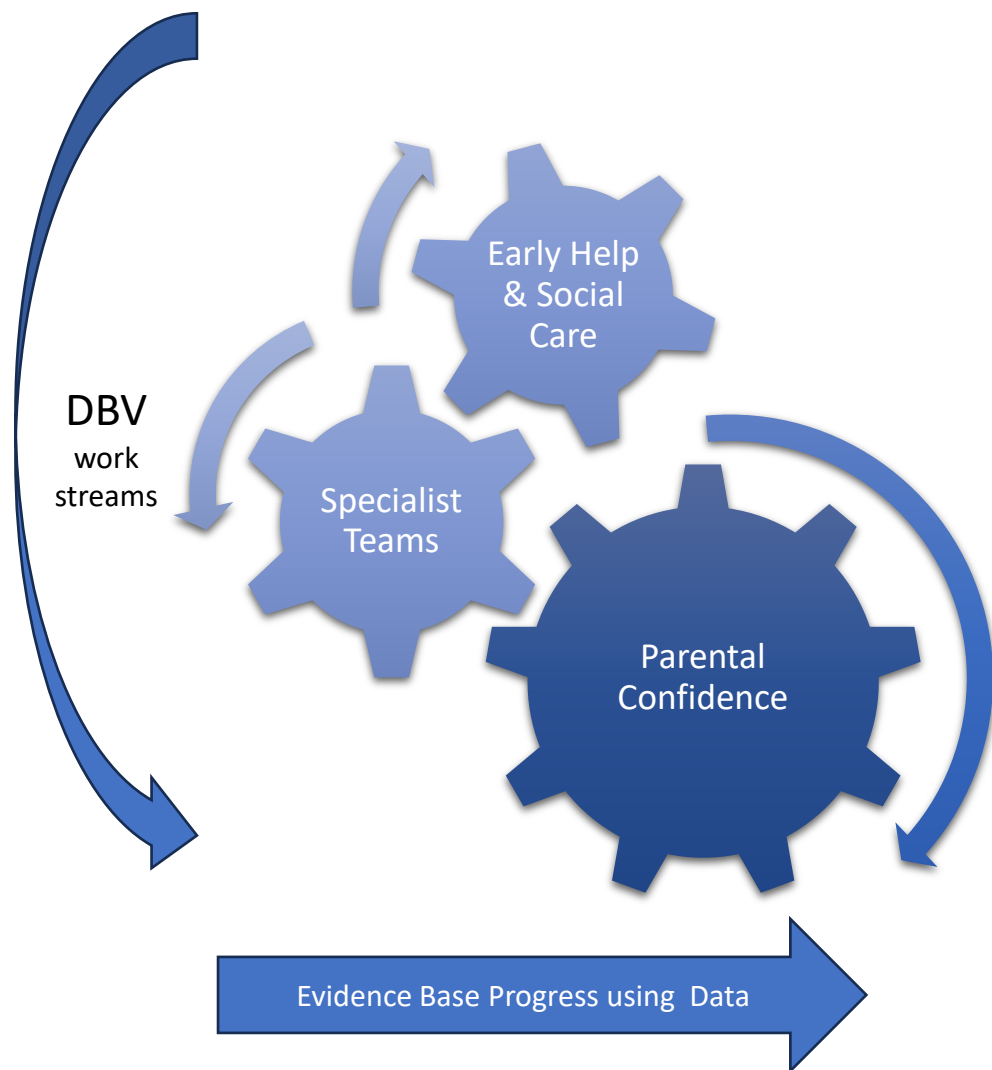
RCC is one of 55 LA in this invest to change programme for SEND

CIPFA undertook a deep dive into RCC data in Spring/Summer 2023 and identified four key area for focus:

- Workstream 1: Developing Parental Confidence/ Engagement
- Workstream 2: Specialist Team Support in Schools and Settings
- Workstream 3: Social Support Early Intervention
- Workstream 4: Data Improvements and Infrastructure/ Capacity

In November 2023, a work plan was created and put in place to address the workstreams

Rutland's Approach to Delivering Better Value (DBV)



Parental Confidence	Workstream:- <ul style="list-style-type: none"> . Inclusive schools . Early years . Specialist provision . Voice of children and young people
Specialist Team	Advisors for Teaching & Learning – SEND - AET, SCLC, EHCP Quality Lead – SEND Audits & Deep dives into cases & EOTAs visits
Early Help	Dedicated resource to support SEND families from Family Hub – outreach First point of support SEND Navigator



— **Planned next steps**

— What action we are taking – Delivering Better Value

The programme of work under Delivering Better Value (DBV), will support and empower settings and schools, to confidently meet a greater range of SEND needs, as identified in slide 9. By increasing the current school offer to be wider and in line with most reported needs we aim to raise parental confidence in the ordinarily available offer such that most needs can be met without the need for an EHCP.

The DBV planned initiatives aim to slow down the growth in EHCPs and so reduce the High Needs Fund deficit. The expected savings over time are shown below,

2024/25 £737k

2025/26 £1,418k

2026/27 £2,231k

2027/28 £3,126k

2028/29 £3,220k

2029/30 £3,317k

The DBV programme aims to arrest the deficit but will not return it to a balanced budget without change to policy or central government funding.

What next?

Continue to develop confidence and capacity of the education sector to better meet need through ordinarily available provision plus reasonable adjustments where required

Further enhance more specialist provision within Rutland mainstream settings, supported through use of the SEND Capital budget

Undertake detailed status report to evaluate options for keeping children whose needs cannot be met in mainstream or enhanced provision closer to home

Improve commissioning approaches for children who require specialist education provision to ensure best value in meeting those needs



— Conclusion

In Summary:-

The aim of DBV is to actively seeks to build the capability which meets wider need within Rutland's mainstream education settings for those with SEND and increase the parental confidence in the offer available within their community. So that children and young people with SEND can benefit from exceptional education nearer to their home and the High Needs funding can be used more effectively within, and across, Rutland.

ANY QUESTIONS