

Date of Meeting: 10 December 2019

Portfolio Holder: Cllr A Parry, Children, Education and Early Help

Local Member(s): All Councillors

Executive Director: Sarah Parker, Executive Director of People - Children

Executive Summary:

- 1.1 This briefing is provided to Members to share detailed information about the financial pressures faced by the Council and local schools in providing services to children with additional needs including Special Educational Needs and Disabilities (SEND) through its nationally allocated High Needs Block (HNB) funding. The report sets out strategic aims for the next 5 years to address these pressures.
- 1.2 High Needs funding is one of the four funding blocks within the Dedicated School Grant (DSG) for the Council. The Council has authority regarding funding decisions about the DSG allocations including allocation of funding from the high needs block, although it is required to consult the local Schools' Forum (a school stakeholders' body) who also hold some regulatory powers for specific circumstances.
- 1.3 The vision for the strategy is to reduce the overspend on the HNB budget by meeting the needs of Children and Young People (CYP) at the earliest opportunity, with the right intervention(s). To meet the needs of our CYP with SEND in mainstream provision and within the community wherever possible. The strategy focuses on medium to long term system change to reduce demand with the aim of managing the overspend by reducing demand over time, without detriment of CYP's outcomes.
- 1.4 The strategic aims to realise the vision are as follows:
 - Ensure there is a clear and comprehensive partnership system for assessing children's needs, to identify interventions required at the earliest opportunity.
 - Ensure there is clear accountability for partners in SEND provision.
 - Ensure there is consistent support to CYP with additional needs, including SEND, within mainstream settings, delivered to CYP at the earliest opportunity, which is free at the point of delivery for the schools.
 - Ensure teachers, Early Years providers and professionals are adequately trained and equipped to provide interventions to meet the needs of CYP with additional needs, including SEND.
 - Move towards greater inclusivity in mainstream settings. They adequately and consistently meet the needs of CYP with additional needs, including SEND, wherever possible.

- Further Education (FE) provision to be high quality and have sufficient capacity, meeting the needs (current and preparation for adulthood) of post 16 CYP with SEND, to enable positive outcomes for this cohort.
- There is sufficient capacity within special settings for CYP with SEND to have their needs met within their community, wherever possible.
- EHCP processes are efficient, putting the CYP at the heart of the process, streamline and clear for CYP and their families.
- Needs of the Dorset population are understood, and projections are used to inform strategy and policy. Accurate data sets exist and are used to ensure outcomes of CYP can be accurately analysed within this strategy, and for wider SEND service improvement.
- Ensure that effective transition planning occurs for all children with additional needs, from early years to further education, with consistent processes to result in smooth transitions, which will reduce crisis.
- Financial spend on SEND is clear, reported on and reviewed, ensuring that value for money is analysed alongside outcomes for the CYP.

1.5 The priorities selected to realise the strategic aims are as follows:

- 1.a. Work with Public Health colleagues to develop a manageable 'integrated check' for two-year olds, integrating key information from the ASQ3 health check and the statutory education check, involving parents in the process and establishing this as part of the early identification pathway.
- 1.b. Ensure the findings from the 2-2.5yr 'integrated check', follow the early identification pathway to access the right interventions where additional needs are highlighted at the earliest opportunity.
- 2.a. Create a consistent vocabulary to be used by all professionals (education, health, social care, schools) to describe need, ensuring SENCOs are well versed and champion use of shared terminology. Regular audit of EHCPs to determine if vocabulary has been applied correctly and if there has been involvement from other services.
- 2.b. In partnership with schools, develop and disseminate a clear and consistent graduated response and embed across all settings. The graduated response to be standardised and informed by evidenced based practices.
- 2.c. Develop and disseminate clear, integrated referral pathways, and analysing outcomes. Establish pathways for early help localities to co-ordinate health visitors, providers, settings, and the Authority on SEND, including providing training and support.
- 2.d. Develop and re-model the early intervention offer to mainstream settings, to be free at the point of delivery for mainstream settings, to address needs of CYP with SEND, regardless of EHCP. Explore models to deliver: EP and SENNS direct delivery; interventions commissioned by EP and SENSS; passporing money to the schools and QA by EPs and SENSS.
- 3.a. Audit the qualifications and training of education staff to understand what skills are within the sector, and the areas that need to be addressed.
- 3.b. Plan for system leadership to promote inclusion across the education sector. This model to provide a robust offer to the sector for: peer to peer support, consistent graduated response, meeting needs through interventions, identification of additional needs. Prototype special schools and CCN bases

- providing outreach to mainstream settings. Facilitated by the Local Authority but support for settings to come from the system.
- 4.a. Following consultation with Schools Forum, from Year 2 or 3 of the strategy, change the funding mechanism and policy for permanent exclusions and Alternate Provision (including the use of Council owned Outdoor Education centres), moving inclusion/AP funding to schools. The LA (EPs and SENSS) would QA and advise, working with schools to re-model the provision, as well as hold schools to account for outcomes of CYP. To facilitate this, explore the feasibility of establishing a model of clusters of schools to manage the inclusion budget with a view if successful, to devolve further funding from the HNB to school clusters to meet needs of CYP (funded from invest to save by reducing ISP).
 - 4.b. Assess and review access to communication and language, SEMH and ASD support within the mainstream settings. This to include a review the recent work to expand number of CCN bases, assessing return on investment, outcomes on CYP and needs of the local population, in the context of remodelling of early intervention SEN services to determine whether to progress to build the additional CCN bases.
 - 4.c. In years 1 and 2 of the strategy, prototype mixed attendance of alternate provision and mainstream school, addressing any safeguarding concerns prior to commencing. Feed the results into the re-modelling of alternate provision with schools.
 - 5.a. Remodel maintained FE provision to ensure sufficiency of places, to be able to meet needs of CYP with SEND, and with a focus to improve outcomes, including supporting those CYP who wish to enter the workplace to do so. This may include revisiting proposals such as residential option at Kingston Maurward and Weymouth Colleague SEND provision.
 - 5.b. Establish regular sufficiency and quality assessments for FE provision
 - 5.c. Work with stakeholders, including maintained special school sixth forms, to plan transitions, and alternate pathways (other than to ISP) for CYP with SEND.
 - 5.d. Outcomes of CYP with SEND in FE colleges are regularly reported on and reviewed, with a view to working with colleges to implement action plans to improve outcomes where necessary.
 - 6.a. Develop a 3-5-year robust place planning strategy, considering the increase in places from recently opened Harbour School, for special provision, projecting demographic needs/changes and address gaps in provision.
 - 6.b. Assess and audit the CYP in special school provision to facilitate better knowledge of provision and return CYP from maintained special schools to mainstream schools where appropriate.
 - 7.a. Embed the revised process for EHCP, developed with EQLean, reducing waste, waiting times.
 - 8.a. Project to cleanse data and ensure accurate baselines are set.
 - 8.b. Understanding of money spent and outcomes on CYP with additional needs including SEND are well understood to facilitate better value for money.
 - 9.a. Processes developed and embedded for clear transition plans, developed with the CYP and parent. Pathways are considered at an earlier stage involving SEND staff and EPs.
 - 9.b. For the first two years of the strategy, establish a project to focus on CYP with SEND approaching a transition within the next 2 years, and prioritise these transition plans, to avoid usage of ISPs. With a view for this to be embedded into practice across the board from year 3 of the strategy

- 10a. Review of the HNB budget and budget holders to ensure each budget line accurately represents the purpose of the spend.
- 10.b. Establish a project to establish and embed accounting for spend on the journey of each CYP, measured against outcomes for the CYP.
- 11.a. Ensure that Health and Wellbeing Board have a clear role in analysing and developing the contribution of partners.
- 11.b. Ensure that Health and Wellbeing Board have strategic level information to drive high and low level commissioning of services, including constitutions to individual high needs cases.

1.6 It is intended for the majority of the strategy to commence at the start of the financial year 2020-21. Some immediate measures will be actioned, where it is possible to do so, upon approval of the strategy.

1.7 Table 1. DSG Funding Allocation FY 2019/20

2019-20	Early Years Block	Schools Block	High Needs Block	Central Schools Services Block
Allocation £	16.4m	194.0m	35.7m	1.9m

Note – figures shown before Education and Skills Funding Agency (ESFA) recoupment of academy funding. Academy schools are funded directly by the ESFA.

1.8 Since the change in legislation in 2014, there has been significant and growing spend on the High Needs budget. An overspend of £6.5 million, with potential for an additional £1m of risk, is projected for 2019/20. This would result in a cumulative retained debt of approximately £22m held on Dorset Council balance sheet at the end of the period. The following table shows the issue we need to address, the in-year overspend has grown in the last 5 years within the context of the growth of the retained debt.

1.9 Table 2. In Year and Cumulative Deficit, last 5 FYs

	13-14	14-15	15-16	16-17	17-18	18-19	19-20 projected
In year outturn position £		3.337m	1.549m	-5.617m	-4.649m	-6.05m	-6.5m
Cumulative Balance £	2.282 m	5.619m *	1.549m	-4.068	-8.717m	-14.767	-21.3m

*Surplus balance returned to schools at the request of the Schools Forum.

1.10 This strategy aims to reduce the overspend and bring it in line with grant funding over a five-year period, by shifting resources to meet needs at an earlier stage. It has been agreed with the Department for Education (DfE) that it is not achievable to develop a deficit recovery plan, due to the historic underfunding of services which caused the retained deficit. Additional funding announced for 2020-21 of £2.8m to Dorset will help but will not solve the issues. The level of operational savings

required to bridge the current in-year overspend alone precludes any realistic opportunity of also reducing any historic deficit through this mechanism.

- 1.11 Any local authority that holds a deficit greater than 1% of the total DSG were required to submit a recovery plan to the ESFA during summer 2019. This situation was applicable to Dorset and therefore a plan was submitted to the DfE to tackle the in year overspend. The DfE did not require Dorset Council to submit plans to tackle historic debt, following communication from the Executive Director for People – Children.
- 1.12 This paper sets out an initial analysis of the potential short-term options as well as strategic aims and priorities to meet the vision through re-modelling and demand management, with the aim of addressing the gap between allocated funding and projected expenditure of the High Needs budget. The High Needs Block funding is spent on services to children and therefore this report highlights where reductions in spend will impact on children.
- 1.13 The tables (below) summarise the estimated maximum contribution to the overspend reduction from each option – subject to member confirmation that such initiatives impacting on children are acceptable. Options have been broadly categorised in terms of:
- options for savings through operational efficiencies/better value for money, short term (largely within the direct control of the local authority to implement)
 - options to redeploy funding from other DSG funding blocks toward the HNB overspend (subject to regulatory framework and sign off from the Schools Forum and/or Secretary of State)
 - options that will require a whole system, including Health partners, remodelling over the medium to longer term (managing demand through system change). These options have strategic aims set, baseline levels set and performance indicators and targets for the life of the strategy planned. Given the nature of quantifying savings yielded from early interventions, savings have been estimated using indicative cost savings in meeting performance indicator targets with known current spends on these measures.

All options also need to be assessed with regard to their impact on children and school budgets. A traffic light system showing the relative impact of the option is included in the tables

Table 3. Summary of estimated maximum contribution to overspend reduction

Options	19-20 £	20-21 £	21-22 £	22-23 £	23-24 £
Efficiencies	159k	640k			
Redeployment of Funds			3000k	3000k	3000k
Policy & System Change		1953k	3444k	4803k	6181k
TOTAL CONTRIBUTION £ (If all Options Implemented)	159k	2593k	6444k	7803k	9181k

Table 4: Options for Service Efficiencies

OPTION	19-20 £	20-21 £	21-22 £	22-23 £	23-24 £	24-25 £	Impact: children	Impact: schools
Change to funding for CYP dual-registered to schools and Learning Centres	17.5k	70k	-	-	-	-	G	G
Increase places at maintained special schools beyond current capacity	142.5k	570k	-	-	-	-	G	A
TOTAL £	159k	640k	-	-	-	-		

Table 5 Options to Re-deploy/Maximise DSG Funding

OPTION	19-20 £	20-21 £	21-22 £	22-23 £	23-24 £	24-25 £	Impact: children	Impact: schools
Schools Block Dis-application (maximum at 1.5% subject to permission of the Secretary of State)			3m	3m	3m	3m	R	R
TOTAL £			3m	3m	3m	3m		

Table 6 Policy and Systemic Change Options

OPTION	19-20 £	20-21 £	21-22 £	22-23 £	23-24 £	23-24 £	Impact: children	Impact: schools
Reduction in number of Permanent Exclusions (PEX)	-	600k	600k	600k	600k	600k	G	G
Reduction in the number ISP placements Pre-16	-	320k	640k	960k	1280 k	1600 k	G	G
Reduction in number FE ISPs	-	919k	1431k	1943k	2455 k	2967 k	G	G
Reduction in increase and in number of EHCPs	-	114k	773k	1300k	1846 k	2484 k	G	G
Total	-	1953k	3444k	4803k	6181 k	7651 k		

Equalities Impact Assessment:

This paper discusses the provision for children with SEND. In that respect it is important to ensure there is a clear evidence base to funding changes in relation to the impact on children.

Budget:

This paper details the arrangements for managing the High Needs Block overspend. The paper highlights risk to both Council and school budgets. It seeks to balance the statutory requirement to provide services for young people with available funding.

Risk Assessment:

Having considered the risks associated with this decision, the level of risk has been identified as:

Current Risk: HIGH

Residual Risk MEDIUM

Unmanaged expenditure on the provision for children with SEND will result in significant risk to council reserves. Management of the DSG deficit in collaboration with schools is essential. In order to achieve a long-term balanced budget, it is important to develop a long-term sustainable view of Dorset provision, working within the funds allocated by central government.

Climate implications:

SEND provision can be far from a child's home. The climate implications of extensive transport requirements are large. This paper helps to address this by prioritising provision for children in mainstream or more local Dorset provision, thus reducing the overall need for transport based solutions.

Other Implications:

Failure to meet statutory responsibilities in respect of the provision for SEND exposes the council to additional financial and reputational risk.

Recommendations:

The Council in conjunction with its Schools will need to shortly make decisions about managing the overspend to within the available DSG funds.

Recommendation 1: Members agree the short term/immediate need for action to address the High Needs Block overspend, taking into account the impact on children and schools as set out in this briefing.(Reference: Section 4.1)

Recommendation 2: Members approve the strategic aims and priorities as set out in this paper. Resultingly, instruct officers to undertake further forensic examination of opportunities to meet the strategic aims, including breakdown of spending and projected savings and more detailed modelling of impact on individual & groups of children and Schools. (Reference: Sections 1.4, 1.5 , 1.6 and Section 4.2)

Recommendation 3: In the light of the detrimental effect on individual school budgets

Members agree not to pursue a block transfer of funds from the schools block to the high needs block for the next 3 years. These are the financial years 21/22, 22/23, 23/24. (Reference: Section 4.2)

Reason for Recommendations:

Given the value of annual and accumulated deficit failure to address these will result in a significant future pressure. In the meantime, the deficit remains on the council balance sheet, subject to DfE funding rules.

It is essential to balance the provision for children with SEND with the cumulative demand for school budgets to balance.

In the particular case of a block funding transfer from school budgets to the high needs block; this lessens the ability of schools to operate inclusively and presents additional challenges to their budgets which are already amongst the lowest funded in the country. An inclusive mainstream provision for children is required as a condition necessary to achieve high needs overspend reduction. To reduce funding to mainstream schools prevents them from being able to deliver this element of the overall strategy.

Appendices:

There are no appendices

Background Papers:

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1. *Proposal and Issues*

- 1.1. The Council receives funding for children with additional needs, especially SEND, through the High Needs Block, one of the four blocks of money within the ring-fenced Dedicated Schools Grant (DSG). The High Needs budget is defined for the support of children whose costs are more than £10,000 and so is deployed against a broad range of provision, both within mainstream schools and special schools. This includes “top-up funding” and “place funding” to CYP within mainstream and special schools with EHCPs, and support for CYP, by means of specialist interventions in education, with additional needs before meeting the threshold to require an EHCP.
- 1.2. On a budget of £36.9m in 2018-19 the overspend was £6.05m across a range of services. In 2019-20 the forecast overspend is £6.5m as per the quarter 2 financial report to Cabinet. The cumulative deficit held on Dorset accounts will be around £22m by the end of 2019-20. The deficit is so large that in year spending reduction in any single year will not be able to wholly address this.
- 1.3. Three overarching factors are identified as driving the considerable overspend on the delivery of services to children and young people with SEND:

1.3.1. Comparatively low level of central DfE grant funding

- 1.3.1.1. Historically, as a proportion of the DSG, spend against the higher needs costs in Dorset was higher than in other local authorities (to meet the priorities set locally at the time). The introduction of the 2018 HNB funding formula has disadvantaged Dorset’s funding for HNB to the benefit of the Schools Block.
- 1.3.1.2. The DSG used to be a single funding element which the LA divided into the budgets it needed. Relative to other LAs DCC put more into high needs than schools. When the DfE split the DSG into (initially 3 blocks) the DfE used historic spend as the method of splitting it. Then when they introduced a formula for high needs the formula allocated 50% of the funding through the new formula and 50% through historic spend meaning our high needs historic was therefore higher than the formula would have given us. So, as they introduce more through formula, the funding for DC reduces to meet 100% through formula. This has been offset by increases in the Schools and Early Years Blocks, but the Schools Block is now becoming more tightly ringfenced.

1.3.2. Raised demand with disproportionately small increase in funding.

- 1.3.2.1. In 2014, the Children and Families Act was introduced, requiring substantial reform of the provision for children and young people with SEND, extending the eligible age range up to 25 years, from 19, and raising parental and stakeholder expectation of enhanced provision. No additional funds were allocated to Local Authorities (LAs) to meet the increased demand for provision. Dorset is not alone in experiencing significant pressures as a result, nationally two thirds of LAs were overspent on their HNB 2017-18,

including Hampshire by £25m and Kent by £15m. More LAs are expected to be in deficit at the end of 2019-20.

1.3.3. Increasing demand and complexity of special educational needs and disability

1.3.3.1. Nationally there is a continuing increase in the number of children identified with SEND. [Research undertaken by the Council for Disabled Children, 2017, identified that the number of children with complex needs has increased by 50% in the last decade.](#) Complex needs in respect of SEND, can be defined as a framework for understanding multiple interlocking needs that spans education, health and social issues. Nationally pupils with statements (and latterly EHCPs) in schools are as shown in the table below:

Table 7. Dorset and National numbers of CYP with Statements/EHCPs

January	2007	2008	2009	2010	2011	2012	2013
National	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%	2.8%
Dorset	2.7%	2.7%	2.7%	2.6%	2.5%	2.5%	2.4%

January	2014	2015	2016	2017	2018	2019
National	2.8%	2.8%	2.8%	2.8%	2.9%	3.1%
Dorset	2.5%	2.5%	2.5%	2.6%	2.8%	3.4%

1.3.3.2. In Dorset the population of children with SEND is expected to continue to grow, although any forecast will be a best estimate and will subject to change.

1.3.4. There is limited ability for the Local Authority to strategically manage the HNB in the light of DFE regulation and Schools Forum governance functions.

1.3.4.1. Nationally, 85% of spend in the High Needs Block is comprised of placements and top ups.

1.3.4.2. This leaves limited funds available to the Local Authority to put in measures to reduce demand, such as putting in earlier interventions without deployment of non DSG council funds to this area of work.

2. Financial Analysis

2.1. Highest areas of spend were identified, using financial information regarding budget and overspend. Five areas have been identified as the main contributors to the overspend:

2.1.1. Independent Special Provision (ISP)

2.1.1.1. Budgeted spend is over £8m for 19/20. Overspend is circa £100k. We have limited control over costs in the sector and recent efforts to return children from ISP to mainstream provision is currently balancing increase in demand for these placements.

2.1.1.2. Children and Young People (CYP) are placed in ISP for a variety of reasons:

- High level of needs which cannot be met within maintained special school settings
- Lack of capacity in maintained special schools
- Parental preference in complaints and tribunals. In any case that goes to court, the judge will always award the institution preferred by the parent, unless the LA has identified provision that can meet the needs of the CYP. Furthermore, in some cases this leads to a residential placement due to the daily travel time, rather than educational needs incurring greater costs.

2.1.1.3. The cost to the LA for ISP is far greater than maintained or academy special provision. The cost of each placement is dependent upon the interventions to meet the individual needs of the CYP. We can compare averages, the average cost of an ISP is £60k per annum, compared to £22k per annum at a maintained special school. Independent schools are required to cover costs including profit contributions to Directors and Capital for reinvestment.

2.1.1.4. As of July 2019, 139 ISP places were funded from the HNB, 14% of total specialist provision, representing £8.1m spend.

2.1.1.5. The identified solution to this spend is to ensure adequate maintained and academy special school provision, and adequate special provision in mainstream settings, such as resourced provision for complex communication needs, to meet the needs of CYP, which is used appropriately.

2.1.2. Maintained and Academy Special Schools

2.1.2.1. Funding to special schools is comprised of 'special school places' and 'top ups' for CYP with EHCPs. The budget for special school places FY 2019/20 is £6.9m, budget for top ups is £5.8m with a forecast additional need of £500k.

2.1.2.2. Prior to September 2019 there were 4 maintained special schools in Dorset and 1 academy special school, with a combined total of 676 places. All are funded through the local authority funding matrix and locator formula for special schools.

2.1.2.3. In September 2019, a new academy special school opened, the Harbour School at Bovington, initially with 25 places, but increasing to 160 by 2022, when the new premises are built. This school will also be funded using the Dorset matrix and locator formula. The DfE has agreed to build a second new academy special school. Forecasting of costs includes modelling of the additional places.

2.1.2.4. Special schools present greater value for money, meeting CYP's outcomes at a lower cost than independent special provision. Resultingly, managing the HNB overspend may not result in this budget line reducing, modelling indicates it would reduce overall spend to increase this budget line and increase special school capacity, being better utilised.

2.1.2.5. Additional capacity in special schools will only reduce spend on ISP if it meets current levels of demand, rather than creating additional need.

Therefore, it is crucial for mainstream settings to be inclusive and meet the needs of CYP where appropriate.

2.1.3. Independent Placements Looked After Children (LAC)

2.1.3.1. There is a budget for independent provision for Dorset's LAC of £2.3m, with an overspend of £927k. This represents the portion of the placement for education, at 36.5% of the placement cost funded by the HNB.

2.1.3.2. This budget line represents the education contribution to LAC in residential placements. As such, there is a limited effect on reducing this spend, but key to work with social care.

2.1.3.3. The identified solution to this overspend is to reduce the number of LAC, by supporting CYP and their families to prevent CYP entering care. Additionally, to support CYP into sustainable foster placements, reducing demand for independent residential provision.

2.1.4. Mainstream Top Ups

2.1.4.1. Budget FY 2019/20 £2.23m with £600k overspend. This budget line represents 'top up' monies paid to schools, from the HNB, for attendance of a CYP with an EHCP. The number of CYP with EHCPs has been steadily increasing.

2.1.4.2. The solution to this identified size of budget and overspend is to meet the needs of CYP with additional needs, including SEND, at an earlier stage, potentially reducing the requirement for an EHCP to be issued, meaning that needs do not escalate which would require more costly interventions. This is based on the assumption that interventions to meet a lower level of need are lower in volume and cost than interventions and services required to meet needs which have escalated.

2.1.5. Learning Centre Places

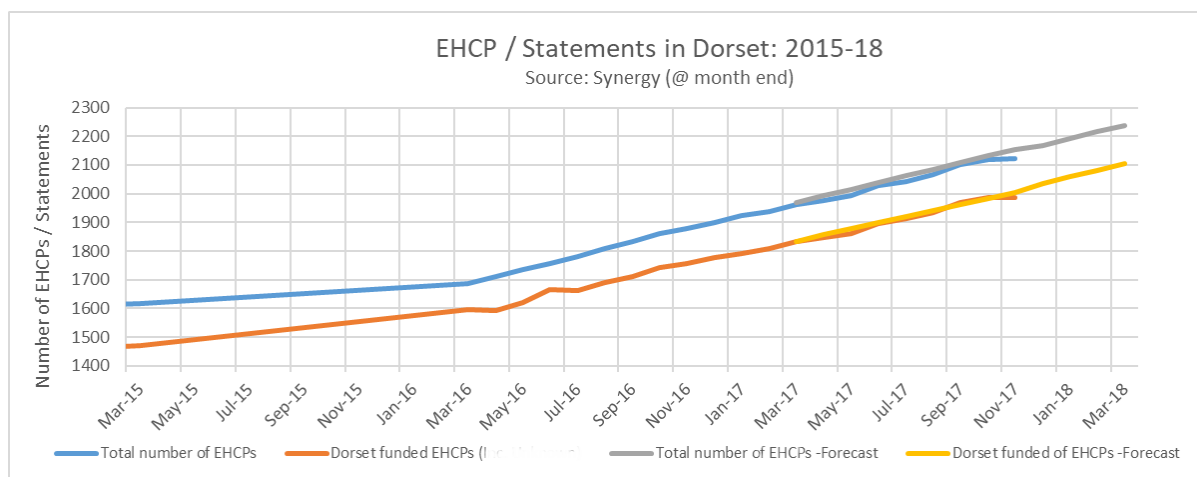
2.1.5.1. Learning Centres provide education to CYP who have been placed at the setting, as set out in their EHCP for some children, and as a result of permanent exclusion for others. The number of CYP Permanently Excluded (PEX) have increased over the last two academic years, 74 in 2017/18 and 103 in 2018/19. For the FY 2019/20 this has led to an additional £600k overspend, on a budget on £2m.

2.1.5.2. The identified solution to this budget and overspend is to reduce the number of children who are permanently excluded reducing LA funding of Learning Centres and thinking more creatively about how to fund inclusion.

3. Local Context

3.1. EHCP Trends

Table 8. EHCP numbers Dorset 2015-2018



3.1.1. Numbers of EHCPs have been steadily increasing and have been forecast to continue to increase. There has been a 49% increase in CYP with an EHCP between May 2015 and May 2019, approximately half of which have been placed in a specialist setting.

3.1.2. Number of EHCPs have been projected to rise, and in 5 years' time are projected to be as high as 5013 and are shown in Table 9. These have been based on a monthly EHCP request rate of 55 per month.

Table 9. Projected rise in EHCP by institution

Institution	EHCP numbers FY19/20	FY 20/21	FY 21/22	FY 22/23	FY 23/24	FY 24/25
Specialist Provision	979	1136	1371	1606	1841	2076
Mainstream Provision	1167	1354	1634	1915	2195	2475
Other	218	253	305	358	410	462
Total	2364	2743	3310	3879	4446	5013

3.1.3. Support to CYP with additional needs varies by setting. The graduated response is not consistent across settings.

3.1.4. The EHCP landscape is changing, there is an increase in communication and language needs compared to cognitive learning needs. The offer needs to be flexible and adapt to changing needs of the population.

3.1.5. There is a high conversion rate from EHCP requests to EHCPs, at circa 87%.

3.1.6. There are some practices of early interventions meeting the needs of CYP before statutory obligation for an EHCP across early years, in primary and secondary settings. Though this is not consistent across the

county and depend on factors such as the financial sustainability of the setting, causing a need in some places to request an EHCP assessment in order to access 'top up' additional funding to meet the needs of the CYP.

3.1.7. Early interventions offered within school settings, prior to EHCP, are funded from school budgets, and as a result vary in quality and amount of provision for the SEN Support cohort. Early intervention services e.g. Educational Psychology (EP) services from the LA are traded with schools.

3.1.8. The percentage of CYP with additional needs identified before the age of 4 in Dorset is 0.6% which is below the national average of 2.6%

3.2. Improvements to EHCP and SEN Processes

3.2.1. A project has been run using lean process mapping to evaluate a system wide response to reducing demand for statutory EHCPs and SEN provision, improving the child and family experience for getting an EHCP where necessary. This includes measures to manage early intervention to allow timely access to services.

3.3. Department for Education Recovery Plan

3.3.1. Specific strategies highlighted to the DfE for cost reductions were;

3.3.1.1. Expand the core offer from the educational psychologists' service to involve assessment for prevention, not just assessments for EHCPs, by working with schools and families. This would have the effect of reducing escalation of need, thereby reducing the number of EHCPs. Focus on the reviews of high cost placements in the years leading up to transitions. This would reduce the number of 'emergency' high cost placements and return higher numbers of CYP to mainstream schools with pre-planned support and Dorset special provision. If this resulted in 3% return, 4 CYPs moving from independent provision to mainstream provision this would result in a £240,000 saving.

3.3.1.2. Part fund dual registration packages for children in mainstream schools with an equal contribution from the LA and the school, leading to a reduction in the number of permanent exclusions.

3.3.1.3. Implement change to the funding mechanism for locator payments for learning centres and for special school top up funding. This will remove any perceived disincentive for settings at capacity to accept additional pupils. Capital funding will be required to invest in future increased capacity.

3.3.1.4. Continue to increase capacity in special schools by the expansion in provision at one new special school.

3.3.1.5. Opening of the additional new special school agreed in the DfE Wave 2 Free School SEN and AP programme.

3.3.1.6. Reduction in number of tribunal cases leading to high cost placements, by improving processes and practices.

3.4. Tribunals

- 3.4.1. The number of tribunals have been steady in recent months. In FY 2018/19 there were 30 tribunals. As of November 2019, there have been 50 tribunals FY 2019/20. Nearly half of the grounds for the tribunal were placement.
- 3.4.2. Complaints and tribunals increase spend on the HNB predominantly from challenges for a different provision, and rulings for a high cost placement. The ruling must be on the side of the parent unless the LA can evidence that an alternative to the requested provision can meet the needs of the CYP. Factors which influence the LA's ability to evidence an alternate (better value for money) provision can meet the needs of the CYP are; sufficiency of places in maintained special schools or the ability of maintained provision to meet often complex needs of CYP.

3.5. Permanent Exclusions (PEX) and Learning Centre Provision

- 3.5.1. PEX numbers were consistently low (under 10 per academic year) until the academic year 2017/18. PEX rates in 2017/18 and 2018/19 were 73 and 102 respectively.
- 3.5.2. In September 2017 a change in policy changed the funding arrangement for CYP dual-registered to Learning Centres and schools. Prior to 2017, the LA funded the placement at the Learning Centre, the policy changed for the cost to be borne by the school.
- 3.5.3. The change in funding policy, which came alongside schools feeling the effects of years of austerity funding has been attributed in the rise of PEX, increasing costs to the HNB, £600k of cost pressures for the FY 2019/20.

3.6. Blueprint for Change - Children's Services Restructure

- 3.6.1. In September 2019 Blueprint for Children` was launched, a programme of work across the Children's Services directorate to improve services, with a vision that children are happy, thrive and able to be the best they can be.
- 3.6.2. The changes involve a re-design of the structures within Children's Services and re-modelling the way services are delivered to children, families and with our partners i.e. schools.
- 3.6.3. At the time of developing this strategy, the structures for Blueprint for Children had not been finalised. The strategic aims and priorities have therefore fed into the re-design of the education and early help structures.
- 3.6.4. The principles behind Blueprint for Children relevant to the high needs block:
 - better services - right first time, quicker, consistent, fewer complaints
 - reinvestment from social care & SEN to EH and schools
 - improved attainment
 - reduce use of 'late intervention' (LAC, EHCP)

- improving sufficiency and quality
- reduce hand offs between professionals
- efficient and quality assured processes – not quality control- reduce bureaucracy
- rooted in place by multi professional teams
- easy access to services – where people are
- needs not thresholds
- proactive early help
- approach will be strengths based and restorative
- skilled and confident workforce – accountability and decisions at right level
- rooted in place by multi professional teams

3.7. SEN Improvement

3.7.1. There is a programme of work to oversee the improvements outlined in the former Dorset County Council and Clinical Commissioning Group's Written Statement of Action (WSOA).

3.7.2. There are five priorities:

- Priority 1: Development of an education, health and care joint strategy for SEND
- Priority 2: Assessments, conversions and reviews of EHCPs are completed within the statutory timescale of 20 weeks
- Priority 3: Involving children, young people and their families in developing our provision and services
- Priority 4: Improve the monitoring and quality assurance
- Priority 5: Sufficiency of SEN funding and provision

3.7.3. The High Needs Block reduction strategy will be consistent with projects of work undertaken within the SEN improvement work, the most notable example as follows;

3.7.3.1. Complex Communication Needs (CCN) Resourced Provisions.

3.7.3.2. CCN bases are situated at school sites and provide interventions for CYP with communication needs, enabling them to access specialist interventions whilst remaining in mainstream schools.

3.7.3.3. Strategic direction relating to CCN resourced provisions has moved considerably in the last five years, due to changes in leadership. In 2014 a review resulted in the closure of all Speech and Language bases, with SLCN needs to be met within mainstream SEND support. In 2017 direction changed and since new CCN bases (for children with complex communication needs as distinct from speech and language needs) have been built and several planned to open.

3.7.3.4. Due to the programme of roll out of CCN provision, it is not equally accessible across the County. There are currently 2 bases in Dorchester, at Damers First School and The Thomas Hardye School, with Puddletown Middle School opening a CCN base from

September 2020 creating an all age through route. There are 2 bases in the East, at Parley First School and West Moors Middle School. Work to complete a through route for pupils in the east was suspended in 2019. There is one base at the North at Gillingham Primary.

- 3.7.3.5. There are gaps in provision of CCN, notably in Weymouth and at secondary, middle and upper settings.
- 3.7.3.6. CCN bases require capital expenditure. In 2017 a plan was developed for through provision across the County, with funds secured. This resulted in the opening of bases at locations outlined.
- 3.7.3.7. Capital costs exceeded funding secured and as a result, a capital bid is required to complete the through provision across the county.
- 3.7.3.8. The schools that are willing to host a CCN base, subject to accommodation and capital availability are Gillingham Secondary, Bincombe Valley Primary School.
- 3.7.3.9. It is proposed that governance for these areas comes under the High Needs Block reduction governance to ensure accountability for endeavours to reduce the HNB spend are located in the same place and to allow for strategic oversight across the piece.

3.8. The National Funding Formula (NFF)

- 3.8.1. The NFF was introduced in 2017-18 with the intention of ringfencing the Schools Block element of the DSG. To effect this change, the government is awaiting the ability to change primary legislation. In this interim period, a 'soft' formula has been put in place, allowing movement from the Schools Block of up to 0.5% with the permission of the Schools Forum, or the Secretary of State if permission not obtained from Schools Forum or to move more than 0.5%.
- 3.8.2. In 2019-20 a request to move 1.34% was denied by Schools Forum but approved by the Secretary of State. This was achieved by applying lower Minimum Per Pupils Funding Level (MPPFL) and national funding formula values than the government announced levels.
- 3.8.3. For the 2020-21 Financial Year, mandatory Minimum per Pupil Funding Levels (MPPFL) have been set out by the DfE and Dorset will be required to pay MPPFL at £5k to 11-16/18 secondary schools and £3,750 to primary schools. Middle Schools, Upper Schools and All Through schools have their own MPPF levels according to a formula. This leaves minimal funds to move from the Schools Block to the High Needs Block.
- 3.8.4. It is being proposed that Dorset Council will not transfer funds between DSG Blocks next Financial Year.
- 3.8.5. On consideration of Dorset's HNB overspend reduction plan, the DfE, in conjunction with the additional funding provided, has suggested that Dorset reconsider the position on movement between DSG blocks with a view to a potential transfer. We have effectively passed the point at which we could do this for 2020-21 as an application would need to have been sent to the Secretary of State by 28th November following consultation with all schools and the Schools Forum.

3.8.6. For Dorset to be able to transfer funds from the Schools Block to the High Needs Block, the formula values would need to be set low, so that the MPPFL is the only factor which counts towards the amount of money payable from the Schools Block in order to raise some further funding that could be moved, subject to Schools Forum/Secretary of State approval. This would not impact evenly on schools.

3.8.7. A block transfer is not recommended as this limits the capacity of schools to provide their early help provision and other educational support for children before statutory application for EHCP. The ability of schools to provide more inclusive and provision focussed on keeping children in mainstream schools is predicated on ensuring that they have sufficient resource to do so.

3.9. Specialist Provision

3.9.1. Dorset has 5 special schools with a total capacity of 676 (611 Dorset CYP currently accommodated by these schools).

3.9.2. Special schools are based in Wimborne, Beaminster, Bovington, Weymouth (x2), and Sturminster Newton.

3.9.3. There are two new special schools in the pipeline, The Harbour School which opened in temporary accommodation (pending completion of a new build by the DfE) in September 2019 and we have successfully bid for an additional special school which is under discussion with the DfE in terms of location and timescales. As a result, capacity is expected to rise to 75 when fully opened.

3.9.4. There are 979 CYP requiring special provision in Dorset, in the current set up of provision. This number would change if more specialist interventions and provision were accessible within mainstream settings.

3.9.5. Demand for special schools is increasing. Currently in 2023 it is anticipated that 762 Dorset CYP will be in Dorset special school settings.

3.9.6. The agreed consensus that the demand for special school provision needs to reduce, and this can only be achieved by identifying additional needs at the earliest opportunity, with the right (and often this will mean more specialist interventions) delivered at the earliest opportunity, meeting the needs of CYP at an earlier stage. This would mean that settings across the county would be more inclusive, enabling CYP with additional needs, including SEND, to have their needs met within their community, improving outcomes and life chances.

3.10. Inclusion

3.10.1. Since the reforms in 2014, there has been a decrease in EHCPs in mainstream schools and an increase in special schools, from the Schools Census data.

3.10.2. Meeting the needs of CYP with additional needs, including SEND, within mainstream settings is the most cost-effective option. It is also, where it is possible to adequately meet needs within the mainstream setting, the best option for children and young people, because they remain within their community and within their support network and reducing a potential transition.

- 3.10.3. For inclusivity to be achieved, LAs must work with school settings, notably headteachers and SENCOs to ensure the responsibility for inclusion is shared and the role of the school in this is key.
- 3.10.4. Key work with the schools is to understand the cost of EHCPs and the outcomes of CYP. As part of the lean process mapping project work, it was planned that the Local Authority will work with settings to develop a clear graduated response.

Table 10. Number and percentage of EHCPs by provision type

	Number	Percentage by provision type
Total EHCP	2364	
Specialist Provision	979	41.4 (of total EHCP)
Dorset Special Schools	570	58
Independent Special Schools	139	14
OLA Special Schools	58	6
Dorset Resourced Provision	67	7
OLA Resourced Provision	4	0
Specialist Post 16 Institutes	53	5
Learning Centre	50	5
Supported Internships	23	2
Independent Schools	15	2
Mainstream Provision	1167	49.4 (of total EHCP)
Dorset Mainstream	896	77
Dorset Further Education	128	11
OLA Further Education	71	6
OLA Mainstream	45	4
EYS Funding Establishment	8	1
Non-Maintained Early Years	19	2
Other than in a school setting	218	9.2 (of total EHCP)

3.11. Further Education

- 3.11.1. Dorset has a higher percentage of post-16 CYP with SEND in mainstream education and training (71.7%) than England (55.7%) and the South West (57.3%). A lower percentage Not in Education, Employment or Training (NEET) and Not Known 15.2% compare to 40.4% and 38.6% respectively. A higher percentage of supported internships 2.9% compared to 0.5% and 0.4% respectively.
- 3.11.2. The largest statistical difference is the percentage of post-16 CYP with SEND in ISPs, at 8% compared to 1.6% in England and 1.9% in the South West. This has obvious cost implications as the average cost of ISP is £55k and mainstream FE setting is approx.£8k.

- 3.12. Strategic partnership working and joint commissioning across education, health and social care.
 - 3.12.1. It has been evidenced, reported at the National Fair Funding Conference, that those LAs with increased strategic involvement saw a reduction in requests for EHCPs.
 - 3.12.2. It is necessary to have a robust joint commissioning strategy underpinned by robust and clear processes regarding who commissions and pays for which services and how each organisation contributes. Integrated decision making is key to achieving this.
 - 3.12.3. There is a joint commissioning strategy in development.

4. *Options and Analysis of Options for short-term cost reduction/In-Year Savings*

- 4.1. Option 1: Change in policy to funding for CYP dual-registered to schools and Learning Centres.
 - 4.1.1. It is proposed that there is a change, in the short-term, to the funding mechanism to schools for dual registration of pupils, to incentivise dual registration of pupils. This would involve 50% of the cost of the learning centre placement to be funded by the Local Authority, when schools dual register.
 - 4.1.2. A primary placement in a learning centre costing £18,700, under the proposed mechanism the Local Authority would contribute £9,350 and the school would fund the remainder. This would make savings of approximately £70k per year.
 - 4.1.3. The aim is for this to increase the number of pupils referred to learning centres by school settings and a result to reduce the number of permanent exclusions.
 - 4.1.4. It is the medium-term intention for the Local Authority to support and facilitate schools to reduce non-permanent exclusions, thereby increasing the inclusivity of schools. Calculated based on the costs funded by the High Needs Block from Learning Centre placements forecast as totalling approximately £600k for this academic year, at an exclusion number of 96. If the change in dual registration policy reduces the number permanent exclusions back down to 74 pupils, there will be a cost reduction to the Authority of approximately 11.5%, equalling approximately £70k per year. Therefore, in this FY two thirds of that saving will be realised equalling approximately £47k. Effective, targeted interventions and education delivered through the Learning Centres is key to the success of this proposal. The medium-term strategy will review as part of the overall cost reduction strategy.
- 4.2. Option 2: Transfer of Funds from other DSG Blocks
 - 4.2.1. As explained above, it is only possible to consider this option from Year 2 of the strategy. Until we know the school funding policy of a new government, the best estimate of a transfer of 0.5% of the Schools Block in 2021-22 might be about £1m. This would have a detrimental effect on school budgets and the relationship between the LA and the schools.
- 4.3. Option 3: Increase capacity in maintained and academy special schools

- 4.3.1. The Local Authority has consulted Schools Forum on a change to the funding mechanism for the locator and infrastructure payments for learning centre and special school top up funding. The amount of funding remains the same, but the notable change is the value of the locator per child will be consistent regardless of the attendance/capacity of the setting.
- 4.3.2. It is anticipated that this will remove any reticence and misconceptions amongst specialist provision, where capacity has been filled, to accept additional pupils. This can pave the way to build relationships to increase the number of places accepted at maintained special schools, reducing the number of CYP entering Independent Specialist Provision.
- 4.3.3. Across the five maintained special schools in Dorset, if each accepted an additional 3 CYP, instead of entering ISP, the saving on average would be approximately £570k per year. This has been calculated using an average placement cost at ISP of £60k and maintained special school of £22k.

5. Strategic Aims and Performance Indicators

5.1. Aims of the strategy

Table 11. Aims, Priorities and Outcomes/Performance Indicators

Aims	Priorities	Outcomes/Performance Indicators
<p>1. Ensure there is a clear and comprehensive system for assessing children's needs, to identify interventions required at the earliest opportunity</p>	<p>1.a. Work with Public Health colleagues to develop a manageable 'integrated check' for two-year olds, integrating key information from the ASQ3 health check and the statutory education check, involving parents in the process and establishing this as part of the early identification pathway.</p> <p>1.b. Ensure the findings from the 2-2.5yr 'integrated check', follow the early identification pathway to access the right interventions where additional needs are highlighted at the earliest opportunity.</p>	<p>1.a.i. Improvement in percentage of children with emerging needs identified before the age of 4. Baseline to be set.</p> <p>1.b.i. Project to roll out 2-2.5-year integrated check. Increase in percentage of early years settings offering the integrated 2-2.5-year check.</p> <p>1.b.ii. Number of early referrals for additional needs including SEND, from early help and early years settings. To be baselined and performance indicators set.</p>
<p>2. Ensure there is consistent</p>	<p>2.a. Create a consistent vocabulary to be used by all</p>	<p>2.a.i. Dip sample EHCPs on a bi-monthly basis and analyse if</p>

<p>support to CYP with additional needs, including SEND, within mainstream settings, delivered to CYP at the earliest opportunity, which is free at the point of delivery for the schools.</p>	<p>professionals (education, health, social care, schools) to describe need, ensuring SENCOs are well versed and champion use of shared terminology. Regular audit of EHCPs to determine if vocabulary has been applied correctly / has been involvement from other services.</p> <p>2.b. In partnership with schools, develop and disseminate a clear and consistent graduated response and embed across all settings. The graduated response to be standardised and informed by evidenced based practices.</p> <p>2.c. Develop and disseminate clear, integrated referral pathways, and analysing outcomes. Establish pathways for early help localities to co-ordinate health visitors, providers, settings, and the Authority on SEND, including providing training and support.</p> <p>2.d. Develop and re-model the early intervention offer to mainstream settings, to be free at the point of delivery for mainstream settings, to address needs of CYP with SEND, regardless of EHCP. Explore models to deliver: EP and SENNS direct delivery; interventions commissioned by EP and SENSS; passporting money to the schools and QA by EPs and SENSS.</p>	<p>vocabulary has been correctly identified. Use of correct vocabulary/terminology to increase. Baseline to be set following project go live.</p> <p>2.b.i. Consistent use of the graduated response across settings.</p> <p>2.c.i. Consistent referral pathways developed, well understood and utilised by staff in localities in the new Children's Services model.</p> <p>2.d.i. Clearly understood, consistent and utilised early intervention offer by schools</p> <p>2.d.ii. Reduction in number of EHCPs</p>
<p>3. Ensure teachers, early</p>	<p>3.a. Audit the qualifications and training of education staff</p>	<p>3.a.i. Understanding of SEND qualifications and skills across</p>

<p>years providers and professionals are adequately trained and equipped to provide interventions to meet the needs of CYP with additional needs, including SEND.</p>	<p>to understand what skills are within the sector, and the areas that need to be addressed.</p> <p>3.b. Plan for system leadership to promote inclusion across the education sector. This model to provide a robust offer to the sector for: peer to peer support, consistent graduated response, meeting needs through interventions, identification of additional needs. Prototype special schools and CCN bases providing outreach to mainstream settings. Facilitated by the Local Authority but support for settings to come from the system.</p>	<p>settings in the county, with accompanying action plan to address any gaps identified.</p> <p>3.b.i. Implemented system leadership model for SEND workforce development to upskill the workforce</p> <p>3.b.ii. Increase in skill and training of professionals within education settings across the county. Established minimum training/qualification criteria, with regular audits to ensure standard being met.</p> <p>3.b.iii. Increase in training provided by CCN bases and special schools.</p>
<p>4. Mainstream settings are inclusive and adequately and consistently, meet the needs of CYP with additional needs, including SEND, wherever possible.</p>	<p>4.a. Following consultation with Schools Forum, from Year 2 or 3 of the strategy, change the funding mechanism and policy for permanent exclusions and Alternate Provision (including the use of Council owned Outdoor Education centres), moving inclusion/AP funding to schools. The LA (EPs and SENSS) would QA and advise, working with schools to re-model the provision, as well as hold schools to account for outcomes of CYP. To facilitate this, explore the feasibility of establishing a model of clusters of schools to manage the inclusion budget with a view if successful, to devolve further funding from the HNB to school clusters to meet needs of CYP (funded</p>	<p>4.a.i. Increase in % of CYP with EHCPs in mainstream settings</p> <p>4.a.ii. Project to establish school clusters to manage AP solution(s).</p> <p>4.a.iii. Reduction in number of PEX</p>

	<p>from invest to save by reducing ISP).</p> <p>4.b. Assess and review access to communication and language, SEMH and ASD support within the mainstream settings. This to include a review the recent work to expand number of CCN bases, assessing return on investment, outcomes on CYP and needs of the local population, in the context of remodelling of early intervention SEN services to determine whether to progress to build the additional CCN bases.</p> <p>4.c. In years 1 and 2 of the strategy, prototype mixed attendance of alternate provision and mainstream school, addressing any safeguarding concerns prior to commencing. Feed the results into the re-modelling of alternate provision with schools.</p>	<p>4.b.i. Action plan developed to ensure communication and language, SEMH and ASD support can be accessed equitably across the County.</p> <p>4.c.i. Project with minimum 5 schools, to prototype attendance of both learning centre/AP and school setting. Re-introduction to mainstream school outcomes analysed.</p> <p>4.c.ii. Reduction in number of PEX</p>
<p>5. Further Education (FE) provision to be high quality and have sufficient capacity and meet the needs (current and preparation for adulthood) of post 16 CYP with SEND, to enable positive outcomes for this cohort</p>	<p>5.a. Remodel maintained FE provision to ensure sufficiency of places, to be able to meet needs of CYP with SEND, and with a focus to improve outcomes, including supporting those CYP who wish to enter the workplace to do so. This may include revisiting proposals such as residential option at Kingston Maurward and Weymouth Colleague SEND provision.</p> <p>5.b. Establish regular sufficiency and quality assessments for FE provision</p>	<p>5.a.i. Re-modelled FE provision with sufficient capacity to meet the demand in the County.</p> <p>5.a.ii. Reduction in number of post 16 SEND CYP in ISP</p> <p>5.a.iii. Increase in number of Post-16 CYP with SEND in employment with training.</p> <p>5.b.i Place planning 3-year FE strategy for maintained provision and commissioned places, with annual FE sufficiency</p>

	<p>5.c. Work with stakeholders, including maintained special school sixth forms, to plan transitions, and alternate pathways (other than to ISP) for CYP with SEND.</p> <p>5.d. Outcomes of CYP with SEND in FE colleges are regularly reported on and reviewed, with a view to working with colleges to implement action plans to improve outcomes where necessary.</p>	<p>assessment to inform</p> <p>5.c.i Well documented alternate pathways for CYP post 16 with SEND used and understood by professionals and parents/CYP</p> <p>5.c.ii. Number of CYP from special schools entering ISP FE reduced.</p> <p>5.d.i. Post 16 outcomes reviewed under the HNB reduction strategy governance, on a bi-monthly basis</p>
<p>6. There is sufficient capacity within the maintained special settings for CYP with SEND to have their needs met within their community, wherever possible</p>	<p>6.a. Develop a 3-5-year robust place planning strategy, considering the increase in places from recently opened Harbour School, for special provision, projecting demographic needs/changes and address gaps in provision.</p> <p>6.b. Assess and audit the CYP in special school provision, with a view to a project to return CYP from maintained special schools to mainstream schools where appropriate.</p>	<p>6.a.i. Reduction in ISP placements</p> <p>6.a.ii. Place planning strategy with annual special provision sufficiency assessments.</p> <p>6.b.i. Numbers of CYP returning from maintained special schools to mainstream provision increase. Targets to be set following identification of suitable cases.</p>
<p>7. EHCP processes are efficient, putting the CYP at the heart of the process, streamline and clear for CYP and their</p>	<p>7.a. Embed the revised process for EHCP, developed with EQLean, reducing waste, waiting times.</p>	<p>7.a.i Reduction in number of EHCP tribunals</p>

families.		
8. Needs of the Dorset population are understood, projected and used to inform strategy and policy. Accurate data sets exist and reported to ensure outcomes of CYP can be accurately analysed within this strategy, and for wider SEND service improvement.	<p>8.a. Project to cleanse the data and ensure accurate baselines are set.</p> <p>8.b. Understanding of money spent and outcomes on CYP with additional needs including SEND are well understood. Value for money interventions fed into practice.</p>	<p>8.a.i Identified data sets established with reporting embedded to monthly service review.</p> <p>8.b.i. Financial tracker developed to analyse spend per CYP, acknowledging outcomes achieved and embedded into data reporting. Initially, reporting into monitoring and management meetings/decisions and High Needs Block reduction strategy. Fed into pathways and processes.</p>
9. Ensure effective transition planning for all children with additional needs occurs, from early years, to further education, with consistent processes to result in smooth transitions, reducing crisis.	<p>9.a. Processes developed and embedded for clear transition plans, developed with the CYP and parent, and pathways at an earlier stage, undertaken by SEN Lead and EPs</p> <p>9.b For the first two years of the strategy, establish a project to focus on CYP with SEND approaching a transition within the next 2 years, and prioritise these transition plans, to avoid usage of ISPs. With a view for this to be embedded into practice across the board from year 3 of the strategy</p>	<p>9.a.i. Reduction in number of CYP in ISPs</p> <p>9.a.ii. Increase in number of EHCP in mainstream settings</p> <p>9.a.iii Percentage of CYP with EHCPs with transition plans in place, developed with the CYP and parent, followed and inputted by both settings, one year in advance of transition.</p>
10. Financial spend on SEND is clear and reported on and reviewed,	10a. Review of the HNB budget and budget holders to ensure each budget line accurately represents the purpose of the spend.	10.a.i Revised budget lines of the HNB which are clear as to the purpose of spend, with accountable budget managers

<p>ensuring value for money, with outcomes for the CYP accounted.</p>	<p>10.b. Establish a project to establish and embed accounting for spend on the journey of each CYP, measured against outcomes for the CYP</p>	<p>10.a.ii. Budgets are set through a process of finance, education, SEND and early help working together.</p> <p>10.b.i Availability of spend data per CYP, and outcomes, regularly analysed and reported. Analysis is used to inform strategy and policy at the HNB strategy board.</p>
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5.2 Performance Indicators

Table 12. Outline Performance Indicators to be refined by SEND delivery board

Measure	Baseline FY 2019/20	Year 1 FY 2020/2 1	Year 2 FY 2021/2 2	Year 3 FY 2022/2 3	Year 4 FY 2023/2 4	Year 5 FY 2024/2 5
% of CYP with additional needs identified before the age of 4	0.6%	1%	1.5%	2%	2.5%	2.6%
% of early years settings offering the integrated check	0%	10%	20%	40%	60%	75%
Referrals from early years and early help	Baseline to be set					
Indicative percentage of EHCPs (dip sample) using established consistent vocabulary/terminology	- Start of project FY 2020/21	50%	90%	90%	90%	90%
Number referrals from early help and early years settings	Baseline to be set					
Reduction in increase and in number (%) of EHCPs	(941) 2.6% increase	(1035) +1%	(932) -1%	(885) -5%	(840) -5%	(798) -5%
% workforce meeting minimum training criteria	- Start of project FY 2020/21	20%	40%	60%	80%	95%

Measure	Baseline FY 2019/20	Year 1 FY 2020/2 1	Year 2 FY 2021/2 2	Year 3 FY 2022/2 3	Year 4 FY 2023/2 4	Year 5 FY 2024/2 5
Number of training courses/workforce development courses run by CCN bases and special schools	Baseline and performance indicators to be set					
Reduction in number of ISP placements	(139) 14% of specialist provision	(129) 13% of baseline	(119) 12% of baseline	(99) 10% of baseline	(79) 8% of baseline	(59) 6% of baseline
Reduction in number of Post 16 SEND CYP in ISP	62 CYP	46	42	39	36	32
Reduction in number of CYP in special schools entering ISP FE	Baseline and performance indicators to be set					
Number of CYP transitioned from special school to mainstream provision	Targets to be set following assessment					
% CYP with ECHPs with a transition plan one year prior to transition	Baseline to be set	25%	40%	50%	75%	95%
Number of tribunals	50	30	20	10	5	5
Reduce the number of CYP with SEND in NEET and NK16-24	15.2%	13%	11%	9%	7%	5%
Number of CYP with SEND in post 16 FE ISP	8%	7%	6%	3%	2%	1%
% of SEND CYP wishing to enter employment, in employment	Baseline and performance indicators to be set					
LC project: increase in number of CYP returning to mainstream provision following mixed AP	Project to start FY 2020/21					

model						
% EHCPs in mainstream settings	49.4%	50%	52%	56%	58%	60%