

HIGH NEEDS PRESSURES AND ACTIONS

To: Cambridgeshire Schools Forum

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1.0 INTRODUCTION

- 1.1** This report provides an update on the element of High Needs Block (HNB) Dedicated Schools Grant (DSG) funding managed by the SEND 0-25 Service and the new action plans implemented to help manage current and future demands. As agreed at Schools' Forum in December, this paper sets out the new action plans now in place and identified savings for HNB. Expenditure on the HNB is increasing and without doing different going forward, it is an unsustainable situation with the forecast of significant over spends on many areas of the HNB.

2.0 HIGH NEEDS BLOCK 17/18

- 2.1** In November 2017, a number of High Needs Block DSG budgets transferred from Commissioning to SEND Specialist Services (0-25). A breakdown is provided below, including the anticipated forecast outturn variance for 2017/18, as at the end of December 2017:

| Budget | 2017/18 Budget (£) | 2017/18 Forecast Outturn Variance (at December 2017) | Description |
|-------------------------|--------------------|--|---|
| Special Schools Quantum | 21,227,274 | 350,000 | Budget funds all places and top-up to Cambridgeshire special schools. Although the base budget is £21.2m, approximately £6.6m will be recouped for places at academies and all post-16 places. Place funding for post-16 pupils at maintained schools is then separately funded by the Education and Skills Funding Agency (ESFA). Schools funding team allocate the funding to schools based on commissioned places and monthly pupil top-up information from the service. |

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|--|-----------|---------|---|
| Special Schools - Outreach | 271,000 | 0 | Funding is allocated to all special schools for outreach support, with the exception of one special school who is not able to provide this. |
| High Needs Units (Enhanced Resources) | 3,069,088 | 0 | Funding for High Needs Units (for example Cabins) attached to schools. Although base budget is £3.1m, there is recoupment of approximately £0.9m for places in academies funded directly by the Education and Skills Funding Agency (ESFA). Schools Funding team allocate the funding based on commissioned places and top-up information from the service. |
| Early Years Quantum | 500,000 | 0 | Early years quantum to be combined with expenditure against Education Health and Care Plans (EHCPs) for 3 & 4 year olds to create the SEN inclusion fund |
| Out of School Provision (OOSP) - tuition | 1,176,236 | 600,000 | Tuition packages for Children and Young People who are in receipt of an EHCP and not in school |
| Basic Entitlement | -57,511 | 0 | This amount is transferred into the Out of School (OOSP) budget for the pupil premium which would normally go to the school the pupil was on roll at. |
| Extended Provision (After School Clubs) | 141,518 | 0 | This budget funds the sessions for extended provision provided by the Special Schools (after school). Previously all the Special Schools had a Service Level Agreement and were funded based on the number of |

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|--------------------------|---------|--------|--|
| | | | <p>sessions the school provided and the number of children attending. During the 2016/17 financial year this was changed and all the schools were to be given £20,007 (fixed) each for the 2017/18 financial year.</p> |
| Lovass-Educated at Home. | 26,445 | 44,000 | <p>This budget is for pupil educated at home by parents or tutors they employ. The parents pay the tutors and then send in monthly invoices for these costs which are reimbursed. For 2016-17 there was only one pupil, but another recently started following a tribunal decision resulting in the budget being under-funded in 17/18.</p> |
| Tribunals | 75,044 | 0 | <p>There is a Service Level Agreement for this with LGSS Law for £75,044. If there are compensation orders for payments to parents following either tribunal or Ombudsman ruling then these also get paid from this budget. This is a fixed price contract.</p> |
| Childcare Access Funding | 199,297 | 0 | <p>The requests are received from the Setting and sent to START's QA panel. If there are complex issues such as, if when the plan is issued giving 25 hours of support and it is thought that more hours are needed, then it will be escalated for the additional hours to be agreed. Some of this funding will be used for the new Additional Needs Funding (ANF) for</p> |

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| | | | children under 3 years with additional needs. |
| Early Years Access Funding - the new SEN IF will take its place | 584,013 | 0 | The requests are received from the Setting and sent to SENIF Panel. Three tiered funding model has been created to meet the needs of 3 & 4 year olds who need additional support in a setting. |
| SEN Placements –out county placements | 8,572,523 | 850,000 | This budget is for the Independent Special Education Placements (ISEPs). |
| Recoupment | 399,991 | 0 | |
| Special Schools – Equipment | 202,400 | 0 | Budget transferred to SEND Service Dec 2017. Requests for equipment mostly made by Occupational Therapists. |
| Equipment (Mainstream) | 230,000 | 0 | Budget transferred to SEND Service Dec 2017. Requests for equipment mostly made by Occupational Therapists. |
| Therapies | 80,366 | 44,000 | Requests for therapy provision in EHCP, with requests from Case Work Officers |
| Total | 36,697,684 | 1,888,000 | 5.14% |

2.2 Existing DSG Budgets with SEND Service (0 – 25)

| | | | |
|------------------------------|------------|---------|---|
| SEND Services (0 – 25 years) | 5,361,000 | 54,000 | Hearing Impaired Service, Visual Impaired Service, Specialist Teachers, Specialist Practitioners, Access & Inclusion, Extended Provision (after school clubs) |
| High Needs Top Up Funding | 13,573,000 | 200,000 | Funding for all Top-up in mainstream schools and academies and post-16 in Further Education. |

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|---|-------------------|------------------|--------------|
| Total DSG Budget in SEND Service | 55,631,684 | 2,142,000 | 3.85% |
|---|-------------------|------------------|--------------|

3.0 2016/17 PRESSURES MANAGED IN YEAR

- 3.1 Unlike core funded budgets, there is no uplift in budget allocation for dedicated schools grant (DSG) funded services for annual pay inflation. The additional cost of salary inflation and salary increments creates an incremental budget pressure for DSG funded teams across the SEND 0-25 service.
- 3.2 The cost to the Access and Inclusion team of providing one to one tuition for excluded primary school children and those at risk of exclusion increased. Within the School and Early Years Finance Regulations there is provision for the Local Authority to remove funding from schools for excluded pupils. In December 2016, Schools' Forum approved that where a primary aged child is permanently excluded from the school, the funding will pass to the SEND Service to provide tuition before the child is placed in another school. This, however does not cover the full cost of providing tuition.

4.0 2017/18 IN YEAR POSITION

- 4.1 Including those budgets recently transferred to SEND 0-25, as at the end of December, there is an in year pressure of £2,142k against the High Needs Block DSG funded services managed by the SEND Service. The main pressures/underspends can be summarised as:

| Service | Current Budget for 2017/18 | Actual | Forecast Variance Outturn | |
|-----------------------|----------------------------|--------|---------------------------|-----------|
| | £'000 | £'000 | £'000 | % |
| SEN Placements | 8,973 | | 850 | 9% |

A small number of these young people are in very high cost placements due to the complexity of their need. Key activity data to the end of December for SEN Placements is shown below

| BUDGET | | | | ACTUAL (Dec 17) | | | | VARIANCE | | | |
|--|----------------------------|-------------------------------------|---------------------|--------------------------|----------------|-------------------------------------|---------------------|------------------|----------------|-------------------------------------|---------------------|
| Ofsted Code | No. of Placements Budgeted | Total Cost to SEN Placements Budget | Average annual cost | No. of Placements Dec 17 | Yearly Average | Total Cost to SEN Placements Budget | Average Annual Cost | No of Placements | Yearly Average | Total Cost to SEN Placements Budget | Average Annual Cost |
| Autistic Spectrum Disorder (ASD) | 98 | £6,165k | £63k | 97 | 98.40 | £6,746k | £69k | -1 | 0.40 | £580k | £6k |
| Hearing Impairment (HI) | 3 | £100k | £33k | 2 | 2.00 | £74k | £37k | -1 | -1.00 | £26k | £4k |
| Moderate Learning Difficulty (MLD) | 3 | £109k | £36k | 6 | 4.71 | £108k | £23k | 3 | 1.71 | £1k | £13k |
| Multi-Sensory Impairment (MSI) | 1 | £75k | £75k | 0 | 0.00 | £0k | - | -1 | -1.00 | £75k | £k |
| Physical Disability (PD) | 1 | £19k | £19k | 5 | 3.40 | £66k | £19k | 4 | 2.40 | £47k | £k |
| Profound and Multiple Learning Difficulty (PMLD) | 1 | £41k | £41k | 0 | 0.00 | £k | - | -1 | -1.00 | £41k | £k |
| Social Emotional and Mental Health (SEMH) | 35 | £1,490k | £43k | 38 | 40.17 | £1,981k | £49k | 3 | 5.17 | £491k | £7k |
| Speech, Language and Communication Needs (SLCN) | 3 | £163k | £54k | 2 | 2.00 | £90k | £45k | -1 | -1.00 | £74k | £10k |
| Severe Learning Difficulty (SLD) | 2 | £180k | £90k | 1 | 1.00 | £90k | £90k | -1 | -1.00 | £90k | £k |
| Specific Learning Difficulty (SPLD) | 8 | £164k | £20k | 5 | 4.88 | £216k | £44k | -3 | -3.12 | £52k | £24k |
| Visual Impairment (VI) | 2 | £64k | £32k | 2 | 2.00 | £57k | £29k | 0 | 0.00 | £7k | £4k |
| Recoupment | - | - | - | - | - | £7k | - | - | - | £7k | - |
| TOTAL | 157 | £8,573k | £55k | 158 | 158.56 | £9,423k | £59k | 1 | 1.56 | £850k | £5k |

Overall there are rising numbers of children and young people who are LAC, have an EHCP and have been placed in a 52 week placement. These are cases where the child cannot remain living at home. Where there are concerns about the local schools meeting their educational needs, the SEN Placement budget has to fund the educational element of the 52 week residential placement; often these are residential schools given the level of learning disability of the young children, which are generally more expensive.

Out of school tuition

1,176

600

There has been an increase in the number of children with an Education Health and Care Plan (EHCP) who are awaiting a permanent school placement. The delay is due to the nature and complexity of the needs of these children. Many of these children are in Key Stage 1 and do not have a permanent placement due to a lack of provision for this cohort of children. In addition, there are a number of children and young people who have a Statement of SEN/EHCP and have been out of school for some time. A smaller cohort of Primary aged children who are permanently excluded, or those with long term medical absence from school, sometimes require external tuition packages when SEND Service Teaching capacity is full.

High Needs Top Up Funding

13,573

200

1%

Numbers of young people with Education Health and Care Plans (EHCP) in Post-16 Further Education providers continue to increase and as a result a year-end pressure of £200k is currently forecast. Placements for the 2018/19 academic year are still being finalised and as such the overall cost for the remainder of the financial year could increase further as more young people remain in education.

SEND 0-25

5,361

54

1%

Integrated district delivery teams (Specialist Teachers, Specialist Practitioners, Access & Inclusion, Sensory Support Service, Educational Psychology Service, Additional Needs Team and Statutory Assessment Team (SAT)

The Apprenticeship Levy has been payable from April 17, however no uplift in budget was available for services funded by DSG to cover this additional cost

Access & Inclusion costs of providing one to one tuition for excluded primary school children and those at risk of exclusion, with use of agency teachers to provide this capacity.

| | | | | | | | | | | | | | | |
|--|---------------|---------|------------|-------------|--|-------|-------|-------|-------|---|---------|---------|--------|--------|
| Special Schools Quantum | 14,645 | | 350 | 2.4% | | | | | | | | | | |
| <p>Please note the £14,645k Special School Quantum is net of £6,582k adjustments for academy recoupment. The overall gross budget is £21,227k, an increase of £735k (3.6%) from 2017/18 levels.</p> <p>It is expected that the Special Schools budget will overspend by approximately £350,000. This is due to the increasing number of children in Special Schools, an increase of 40 pupils between the October 2016 and May 2017 census points, and with the new school at Highfield Littleport which opened in September these numbers will only increase further.</p> <p>Alongside the increase in numbers there is a continuing increase in the complexity of need reflected by the rising value of the average top-up per pupil despite top-up amounts and criteria remaining constant:</p> <table border="1"> <tr> <td></td><td>17/18</td><td>16/17</td><td>15/16</td><td>14/15</td></tr> <tr> <td>Average Special School Top-Up per pupil</td><td>£10,248</td><td>£10,199</td><td>£9,955</td><td>£9,755</td></tr> </table> <p>Further information for the autumn term is currently under review and is likely to increase the pressure further as numbers continue to increase.</p> | | | | | | 17/18 | 16/17 | 15/16 | 14/15 | Average Special School Top-Up per pupil | £10,248 | £10,199 | £9,955 | £9,755 |
| | 17/18 | 16/17 | 15/16 | 14/15 | | | | | | | | | | |
| Average Special School Top-Up per pupil | £10,248 | £10,199 | £9,955 | £9,755 | | | | | | | | | | |

5.0 DEDICATED SCHOOLS GRANT (DSG) STRATEGIC VIEW

- 5.1 The High Needs Block DSG funding system supports provision for pupils and students with special educational needs and disabilities from their early years to 25 years. A High Needs Strategic Planning Fund has been provided to local authorities as a one off in order to support a strategic review of services commissioned through the High Needs Block element of DSG funding.
- 5.2 The current in-year DSG position shows there are significant pressures on the High Needs Block and the DfE's illustrative national funding formula data suggests that the proposed national formula for High Needs Funding would result in no additional funding for the High Needs Block for Cambridgeshire. Therefore this review is essential to managing provision within anticipated future levels of resource.
- 5.3 Cambridgeshire's allocation of the High Needs Strategic Planning Fund is £267k and it is being used to fund capacity required to complete a strategic review of existing provision and plan for future requirements of special provision. The review should ensure the sustainability of high needs provision and is therefore contextualised alongside the current overall overspend of £1,158k against the high needs block (net figure at December 2017, including other over/under spends reported across services not managed by SEND 0-25).
- 5.4 We are required by the DfE to publish the outcomes of the review in a strategic plan for Cambridgeshire in March 2018.

6.0 BUDGET ACTION PLANS – MITIGATING BUDGET PRESSURES IN THE HIGH NEEDS BLOCK

6.1 A number of areas have been identified for review and further work to reduce current spend and manage future demand. An initial savings target has been assigned to some action plans; these targets will be reviewed as action plans are progressed. Through effective savings monitoring, we will track, monitor and report progress against savings targets over the coming months.

6.2 Commissioning Strategy – Charter vision and principles

A draft vision and principles SEND Charter has been collaboratively produced with parents and young people from core documents already in existence, including the All Age Framework that was developed in 2016/17. This Charter will form the basis of the Commissioning Strategy and link with the SEND Sufficiency and Needs analysis work.

6.3 SEND Sufficiency and Needs Analysis:

We have commissioned 1st planners to undertake a SEND Sufficiency and Needs Analysis across Cambridgeshire and Peterborough to ensure that we have the right provision in the right place. Cambridgeshire has two new special schools planned, and another recently opened to accommodate the rising demand of special school placements over the next 10 years. The two new special schools are due to open in 2020 and 2021. Alternatives such as additional facilities in the existing schools, looking at collaboration between the schools in supporting post 16, and working with further education providers to provide appropriate post 16 course is also being explored in the plan.

The initial analysis will be completed by the end of January 2018. This will inform future planning and developments, and all relevant stakeholders will be involved with future commissioning of provision and services.

There will be a series of workshops taking place in the Spring term 2018 involving schools, members, Health, parents and young people.

6.4 Social Emotional and Mental Health (SEMH) Review:

The SEMH Review has been looking at the needs and provision for children and young people identified as having needs in relation to SEMH to inform a graduated approach to this area of need. This work will report on the specialist provision in January 2018, linking in with the SEND Sufficiency work. The SEMH review of primary and specialist provision across Cambridgeshire will report in early Spring and there will be further work undertaken to review SEMH provision for secondary aged students.

Recommendations from the SEMH Review will consider what provision and support services will be needed in Cambridgeshire to meet need.

6.5 Autism Spectrum Disorder (ASD) Review:

Autism continues to be the highest area of need for children and young people with an EHCP in Cambridgeshire. To align with the work of the SEND Sufficiency and SEMH Review, there is a need to undertake similar work in relation to ASD needs and provision. This work will be undertaken in summer 2018.

6.6 Top up funding (*proposed £700,000 savings target for 2018/19*):

The budget for funding top-up in mainstream schools and academies, and post-16 in Further Education Colleges is £13.573m. An over spend of £0.2m (1.5% of budget) is currently forecast for the 2017/18 financial year. The numbers of young people with Education Health and Care Plans (EHCPs) continue to increase, particularly those in post-16. Cambridgeshire continues to have a higher number of EHCPs compared with statistical neighbours (3.5%).

We are seeking to contain the over spend in year and through the current Strategic Review of High Needs Provision and have developed an action plan to ensure longer term financial sustainability of this budget whilst improving outcomes for young people. In summary, the initial focus will be on:

- *Data/Financial Analysis:*
 - Capture and consolidate current financial and service data, mapping expenditure for each of the past 5 years to EHCP data held (January 2018)
- *Analysis of current processes:*
 - A review of the current decision making matrix, to ensure it is sufficiently robust and that the right decisions are made at the most appropriate level in the management hierarchy, according to complexity and value. We will upskill staff, to ensure they are empowered in their decision making and will provide support through an enhanced moderation process (February 2018)
 - SEND Divisional Managers to observe all current 'panels' to observe current panels (January 2018)
 - Ensure robustness of decision matrix and that the right decisions are made at the most appropriate level in the management hierarchy, with changes implemented immediately as required (February 2018)
 - Complete a review of EHC Needs (EHCN) Assessment Threshold Guidance, to achieve fairness and equity of access to an EHCN assessment for children who need it and greater efficiency, effectiveness and transparency in decision making (by April 2018)
 - Undertake a needs analysis of the Statutory Assessment Team, to ensure sufficient resource is allocated to undertake monitoring and reviews (by February 2018) and following this identify and implement effective, smart, more efficient ways of working across - both Business Support Processes and Casework Officer tasks (by March 2018)

- Review processes and decision making in other Local Authorities, including out closest statistical neighbours (February 2018)
- *Monitoring and Analysis:*
 - Comparative analysis of current Top-up funding allocations including highest and lowest funded EHCPs and review of how often pupils are de-statemented (by end February 2018)
 - Ascertain the business need for additional monitoring (delivered by Statutory Assessment Team Case Work Officers, Lead Teacher, Divisional Managers/other) or standalone unit. Attribute likely saving from this work, by mapping of expected review process including a 'deep dive' to ensure Top Up funding spent in schools/settings being monitored in the most effective way. Focus on consistency of decision making and review process for making retrospective changes to existing approved EHCPs, through annual review/other robust process (by end of March 2018)
- *Additional Tasks:*
 - Tiered funding model for schools and Further Education colleges. Undertake a comprehensive review of SEN funding for schools and Further Education (FE) colleges. This will include proposals for a Tiered funding model for children and young people who have special educational needs, and have needs that require additional support over and above the notional funding in budgets. Proposals for the Tiered funding model for schools will be brought back to Schools Forum in Spring/Summer 2018. A review of the funding levels (hourly rates) for FE top up funding (Element 3) including a full benchmarking exercise with statistical neighbours will take place during Spring 2018. We will seek to develop a new funding model for post-16 and will explore the potential for a tiered funding model for Further Education Colleges. Any changes would be rolled out from September 2018, in full consultation with Schools' Forum.
 - Quantify the impact of current service provision to inform an improved Key Performance Indicator (KPI) dataset (by end of March 2018)
 - Link enhanced/traded offer to key areas of need in EHCPs – ensure schools have received the most appropriate training to appropriately manage CYP ahead of EHCP application (by April 2018)

6.7 SEN placements *(proposed £200,000 savings target for 2018/19):*

- Three new special schools to accommodate the rising demand over the next 10 years. One school opened in September 2017 with two more planned for 2020 and 2021.
- Deliver SEND Commissioning Strategy and action plan to maintain children with SEND in mainstream education, if that is where their needs can be met;

- Work on coordination of reviews for Individual Specialist Placements (ISEPs) to look at returning in to county, where appropriate and to use creative and evidence based, and cost effective packages of support to keep children and young people in county.
- Review of Health contributions to ensure appropriate levels are being recovered.
- There is a working group, with parent representatives looking at the Tribunal process and what can be done together earlier to prevent the need to escalate to Appeal to SENDIST.

6.8 Out of school tuition:

- Managing in-year budget pressure: a new process has been established to ensure all allocations and packages are reviewed in a timely way and that there is oversight of moves back into full time school. This will include trend and needs analysis of the existing cohort, work with the SEND Divisional Managers and Statutory Assessment Team to undertake deep-dive in to cohort of young people who have been in the receipt of out of school tuition for more than 6 months and also placing immediate additional controls on the approval of packages
- The transfer of the Out of School Tuition budget to the SEND Services (from November 17) provides an opportunity to use resources differently and to have more cost effective in-house tuition. It is proposed there will be longer term mitigation through potential reinvesting of some of the existing budget in order to create both in-house preventative capacity to work with primary pupils ahead of imminent primary exclusion and also internal teaching/specialist practitioner capacity to delivery alternative education tuition packages for those with an EHCP (instead of agency tuition). This work will feed in to the current strategic review of SEMH provision; ensuring there is a coherent graduated response for children and young people experiencing difficulties resulting from their psychological and emotional wellbeing. This review will include support for pupils in school; those at risk of exclusion; and those needing to access short or longer term provision within the county.
- Developing an action plan to ensure financial sustainability and improved outcomes: A new process has been established to ensure all allocations and packages are reviewed in a timely way and that there is oversight of moves back into full time school. The transfer of the Out of School Tuition budget to the SEND Services (from November 17) enables more opportunities to use resources differently and to have more cost effective in-house tuition. There have been discussions with the Transformation Team and following the outcomes and recommendations of several large scale provision and funding reviews, we aim to look at the extension of the existing team in order to prevent placement breakdown more effectively and provide high quality teaching to a smaller number of children who need tuition.

- Immediate interim controls have been placed on access to this budget. Casework officers and Statutory Assessment Team Leaders must request new packages or increases to existing packages with the budget holder. This is vital in order to understand the nature of requests and bring in swift additional support from SEND District Teams. This is not a long term solution and the budget holder is working with the Transformation Team to investigate whether the pump-priming of the SEND District Teams with additional staff could either prevent the breakdown of placement (and therefore reduce the need for packages of education) or provide in-house tuition at a cheaper rate.
- The current Tuition Provider Framework is up for recommissioning in March 2018. We have agreed to extend the framework by 12 months in order to give time to look at more sustainable and in-house provision. These decisions and a business case will be formulated using the data and recommendations given through the SEMH Review, High Needs Block Review and SEND Sufficiency/Needs analysis work, which will report end of January 2018. The Tuition Provider Contract is zero-based and requires no minimum fulfilment.

6.9 Equipment budget for mainstream settings *(proposed £10,000 savings target for 2018/19):*

- Review of Physical Equipment criteria and application process (by March 2018)
- Review the ICT assessment/ICT equipment criteria and application process (by March 2018)
- Review the application/assessment process and funding arrangements for equipment for children with sensory needs (by March 2018)
- Full implementation and review of the 'Memorandum of understanding in relation to equipment needs of children in an education setting' developed and agreed by the Integrated Community Equipment Store Children's Equipment Group (by Summer term 2018)

6.10 Extended Provision (Special School After School Clubs):

- Collate data from SEN Inclusion Fund (SENIF) Panels and Early Support in relation to pre-school children with high needs who may require access to specialist education provision (after school club) (by April 2018)
- Quantify future demand for special school provision (by April 2018)
- Review current use of Special School extended provision against demand and ascertain individual school plans for growth and development of extended provision (by end of July 2018)

6.11 High Needs Units *(proposed £50,000 savings target for 2018/19):*

- Review Service Level Agreements and criteria for placements and moving on (by end of June 2018)

- Review High Needs Unit consultation and placement processes (current process for decision making/panel arrangements) (by end of March 2018)
- Seek advice from the Education and Skills Funding Agency regarding the commissioning of places in High Needs Units and other Local Authority children accessing places commissioned by Cambridgeshire (by end of March 2018)
- Ascertain individual high needs units plans for growth and development (Spring term 2018)

6.12 Special Schools Equipment Budget *(proposed £10,000 savings target for 2018/19):*

- Review current arrangements between the Local Authority and Special Schools for purchasing equipment for use in school (by March 2018)
- Full implementation and review of the 'Memorandum of understanding in relation to equipment needs of children in an education setting' developed and agreed by the Integrated Community Equipment Store Children's Equipment Group (by end of June 2018)

6.13 Special Schools Outreach Budget *(proposed £121,000 savings target for 2018/19):*

- Review existing Service Level Agreements and criteria for outreach support (by end of March 2018)
- Review findings from quality assurance of special school outreach work (by March 2018)
- Collate feedback from users of special school outreach and identify the impact and outcomes from this additional support (by end of June 2018)
- Implementation of a new system for Special School Outreach. A task/finish group will be established to support the development of a new outreach scheme (Summer term 2018)

6.14 Special Schools Quantum *(proposed £100,000 savings target for 2018/19):*

- Quantify expected population growth/demand (by end of March 2018)
- Quantify expected growth in special school provision (by end of March 2018)
- Collate data from SENIF Panels and Early Support in relation to Pre-school children with high needs who may require access to specialist education provision (after school club) (March and April 2018)
- Review special school consultation and placement process (current decision making/panel arrangements) (February and March 2018)
- Seek advice from the Education and Skills Funding Agency regarding the commissioning of special school places and other Local Authority children accessing places commissioned by Cambridgeshire (by end of March 2018)
- Review Special School Specifications/criteria for placement in area special schools and SEMH special schools (Spring and Summer terms 2018)

6.15 Therapies Budget:

- Quantify expected population growth/demand (by end of March 2018)
- Review use of independent therapists and NHS therapists – consideration to be given to the establishment of a framework contract to manage this area of work, additional commissioning arrangements with the CCG (by end of June 2018)
- Review outcomes from Tribunal appeals to identify key themes that arise from individual tribunal appeals and possible actions that can be taken (Spring term 2018)
- Review outcomes from Tribunal appeals to identify key themes that arise from individual tribunal appeals and possible actions that can be taken (Spring term 2018)
- Establish criteria for accessing additional therapy provision and agreed outcomes that will demonstrate impact and as a result of this therapy reducing/ceasing (Summer term 2018)

7.0 Recommendations:

7.1 It is recommended that officers:

- a) bring key findings and initial recommendations from the SEND Sufficiency/Needs analysis to School's Forum in March 2018;**
- b) bring back detailed recommendations from SEMH Review in March 2018;**
- c) bring proposals for a Tiered funding model for schools and post 16 providers to School's Forum in summer term 2018.**