Appendix 2c
Children and Young People Committee

Temporary Funding Proposals

SEND Transformation Programme   Page 1

Business Planning: Business Case – Savings / Investment

Cambridgeshire SEND Transformation Programme

Committee**:** Children & Young People

Savings amount: £19.7m cost avoidance over 3 years
Investment amount: £909,696 over 3 years (plus a contingency cost ranging £272,016 - £395,316)

Brief Description of proposal:
Delivering a new SEND Transformation and improvement programme focusing on early intervention for children and young people with Special Educational Needs and Disabilities (SEND) in Cambridgeshire.

Date of version: November 2021 BP Reference: N/A

Business Leads / Sponsors: Jonathan Lewis, Service Director Education

1. Please describe what the proposed outcomes are:

Work has taken place to develop a refreshed SEND Transformation programme for 2021-23, ensuring that we focus on the right things to drive delivery of better outcomes for children and young people, sufficiency of the right services delivered at the right time and in the right place and at the right cost and impact on finances (VFM). Initial calculations estimate that this transformation plan could deliver cost avoidance of £19.7m over three years. £909,696 investment is requested to support the transformation programme split over three financial years, plus a contingency cost ranging £272,016 - £395,316.

The strategic priorities for SEND Transformation are:

- Identify and respond to needs earlier to reduce the level of new demand for statutory support, an ambition set out in the SEND Strategy. A focus on earlier prevention, ensuring support is put in place as early as possible to support children and young people and their families with their needs.

- Focus on ensuring our work reduces costs through improving outcomes for children and young people with SEND. Our transformation plan is underpinned by the idea that through improving outcomes and the wider SEND system, lower costs should result through more children and young people being supported at SEND support level, more young people being able to maintain placements within mainstream settings and those who do require specialist provision accessing this locally.

- Reduce the escalation of need and minimise the current push to move children from mainstream to specialist provision. Supporting children to re-integrate within mainstream where better outcomes can be achieved. These principals may also have carbon benefits from a potential reduction in travel – if children can travel to their local school rather than a specialist school that may be a distance way.

- Take a system wide approach, ensuring our transformation plan is connected to the SEND Strategy and supports delivery of a shared ambition with partners and communities.

We know that to achieve significant system improvement we need to do things differently, with transformation in SEND underpinned by the following principles:

- Ensuring we have the right provision at the right time - investing in early years and earlier prevention.
- Embedding a focus on strengths and outcomes - understanding the needs of our children and young people and commissioning provision that enables them to meet their outcomes.
- Developing a system-wide view and collaborative working with partners, particularly health, as part of the children's collaborative to shape and deliver change.

- Ensuring our processes enable transparent decision making, with the child at the centre.
- Measuring and sharing our impact.

The programme will consist of a series of workstreams to shift system behaviours, to manage demand, improve local provision and processes and consequently reduce spend. The proposed workstreams and expected outcomes are as follows:

1. Changing the Conversation (CtC)

Embedding a strengths-based, person-centred approach to conversations across the education, health and care system to enable positive, sustainable change that focuses on early intervention, inclusivity and education, health and care provided close to home across the SEND system, providing the foundation for the new way of working and processes.

2. Mapping Provision

Developing a strategic view of provision to inform what is needed, developed and possible. To ensure that SEND provision is fully aligned with the aims of the transformation programme, we need to fully understand what provision currently exists and how impactful this is on children's outcomes and what value for money they provide (quality and cost). This workstream may also deliver carbon benefits if it leads to decreased travel requirements –e.g. through either improved ability to locate children closer to home and/or leading to filling geographiocal gaps in provision resulting in less travel

3. SEND Support

Designing and the wide promotion of our SEND Support offer with CYP, families and settings. All stakeholders will be aware of the support available to them without requiring a plan. Developing a SEND system, toolbox, and a shared understanding about what can be provided in mainstream settings. Ensuring professionals are confident talking to families and CYP about what SEND Support can offer, providing reassurance that CYP can have their needs met and receive the best possible support without requiring a plan. By ensuring there is a consistent approach to SEND Support, we should see a system that does not see EHCPs as a 'golden ticket' or necessary requirement to be able to access support.

4. Tuition

Review existing arrangements to ensure that tuition and alternative provision is used appropriately, consistently and in line with Preparing for Adulthood values and a strengths-based approach. There is an opportunity to ensure tuition provision enables children and young people to return to classroom settings where their outcomes and life chances will improve, and support will be most cost effective.

5. Outreach Model

To facilitate supporting children and young people with SEND in mainstream provision through Special Schools outreach. Special schools are experts in supporting children with SEND needs and with greater support could more effectively upskill peers in mainstream settings to support children to remain in their schools.

6. Enhanced Resource Bases (ERB)

Confirming the commissioning arrangements for ERB and SEND units and develop a Cambridgeshire offer for ERB ensuring that ERBs are effectively meeting the needs of children and young people, and that there is a clear understanding of what they provide and how this differs from other types of provision. Ensuring provision that is aligned with sufficiency, forecasting and ambitions for more children and young poeple to have their needs met in mainstream, local settings. Local provision may also provide greater resilience to climate change through having less travel (and therefore less reliance on infrastructure) to get to school.

7. Social Emotional and Mental Health (SEMH)

Working with health colleagues in the children's collaborative to deliver enhanced mental health support to schools and other education settings. Developing specialist provision for pupils with SEMH needs on primary school sites. A clear and consistent approach to monitoring, challenging and supporting schools and settings. A primary school network of early intervention and prevention support services. This will improve outcomes for children experiencing SEMH needs while remaining in mainstream education.

8. Preparing for Adulthood

Ensuring focus across the SEND system on preparing every child with SEND to successfully transition into adulthood. Developing clear information and a supported employment/internships offer for all cohorts (delivered where appropriate in FE settings) with alignment to the inhouse job coaches.

9. System Design

To redesign and simplify the SEND system to improve navigation for parents/carers and improve consistency in access and provision. This workstream will create the blueprint of a transparent SEND system, to ensure that as far as is possible, the component parts of the Cambridgeshire SEND system are aligned and talking with one voice in terms of process, finance, decision, and goals.

10. Banding & Descriptors

To transform our funding systems to include banding & descriptors of need whilst exploring the concept of zero-funded plans, to give reassurance of support without the need for additional funding. To bring clarity to the graduated approach for staff and parents by having a consistent approach to understanding and planning to meet needs. To develop system wide banding and a robust set of descriptors of need and

expectations of provision and how those needs can be met within settings. Align practice across mainstream and special schools about how needs can be met. The banding work links to recommendations detailed in August 2021 DSG High Needs Block Demand Management Audit.

10. Valuing SEND
Explore the potential of introducing the Valuing SEND tool or similar approach, to settings to enable holistic and strengths-based conversations, a better understanding of individual and cohort needs, and how settings are able to meet this.

11. Panel Redesign
Redesigning our panel structure including the Needs Assessment Panel, Funding Panels and high cost placement panels, developing consistent, transparent and strengths-based multi-agency decision making from assessment through to issue of plans. We will also introduce improved systems for making a 'no to issue' decision. Ensuring decisions are child centred and robust, making sure that children are receiving EHCPs when required, and that those who do not require plans are pointed towards appropriate support. This will include explicit reasoning and feedback to stakeholders, increasing transparency and confidence in the system. The panel redesign will address a number of the recommendations raised in the August 2021 DSG High Needs Block Demand Management Audit.

12. Annual Review improvement
Improving our annual review process to ensure these are timely, outcome-focused and of high quality. Improving confidence in the system and increased transparency in decision-making and the importance and purpose of Annual Reviews in supporting outcomes. Through increasing the quality of reviews, support to CYP will be proportionate and more plans could be ceased where outcomes have been achieved, this should be seen as a positive achievement by professionals, parents/carers, children and young people. This is particularly a focus for young people leaving school to ensure their journey to independence is best supported. The review will seek to address a number of the recommendations raised in the August 2021 DSG High Needs Block Demand Management Audit.

13. Legal Review
Enabling better use of council resources and more effective joint working with professionals by involving the right professionals at the right time to reduce escalation of cases to legal proceedings; engage in mediation earlier and bring some aspects of legal proceedings 'in house'; effective use of Legal provider SLA to ensure effective working and value for money.

14. Early Years

Capacity building to improve prevention and early intervention one of the key principles of the transformation plan to reduce the level of new demand for statutory support (further scoping required)

In addition to the workstreams detailed above, we have identified the following enabling activities that will support us to deliver change:

a) ## SEND case management system

Procurement and implementation of a SEND case management system. This work sits outside the programme, with governance via the Education System Programme. It will have a major impact on the day to day working of the SAT team (Statutory Assessment Team) and beyond, facilitating efficient working and system collaboration. It will improve the SAT team's ability to process cases and reduce the backlog on an ongoing basis.

b) ## Trajectory Management

Development and embedding of a trajectory management approach and mechanisms for capturing and sharing programme impact.

c) ## Workforce roles, responsibilities, and development

All people in the SEND system are clear about their role and the role of others and how they each add value to every child with SEND.

d) ## Communications and engagement

To identify and manage stakeholder engagement across the programme for a range of stakeholders (including education, health and care staff, schools and settings, children, young people & families) and build effective relationships across the system to support engagement and buy-in to the programme. Develop and rollout a programme communications plan, to plan and prepare for the key messages that need to be delivered to stakeholders over the course of the transformation with messages aligned in content and timing to the key activities and milestones within the programme.

e) ## Quality Assurance

Focus on the continuous improvement in the quality of services delivered. Ensuring the recommendations from the Dedicated Schools Grant High Needs Block Demand Management Report will be built into the QA Framework review.

f) ## Data quality

To improve the quality of data recording about EHCP process and placement, delivering new processes for recording activity and finance.

In summary, the overriding principle of our SEND Transformation Programme is early prevention, ensuring support is in place as early as possible to support CYP and their families with their needs, where possible without the need for an EHCP. We have re-focused our transformation work to ensure that whilst cost reduction remains a key factor of success, outcome improvements are placed front and centre by ensuring better outcomes for CYP with SEND. This should mean that the cost to support them reduces. Through roll-out of our strengths-based practice/behavioural science approach 'Changing the Conversation' within the system, CYP and their families will be at the heart of all conversations - with an emphasis on their strengths, outcomes and aspirations. Through the Bandings & Descriptor workstream, we will set out clearly how settings can meet the needs of CYP, ensuring that support is proportionate and enables young people to take steps towards independence. Through increased co-production, promotion and engagement with our SEND Support offer, clearly setting out our expectations around Preparing for Adulthood, and ensuring that more young people either transition into independence or into further support. Our vision is that CYP with SEND will have their needs and outcomes more effectively met at all stages of their journey.

2. What evidence has been used to support this work, how does this link to any existing strategies/policies?

Cambridgeshire continues to face increasing challenges in relation to funding for children and young people with SEND. The High Needs Block has a forecast in-year pressure of £11.2m for 2021/22, this will add to the current Dedicated Schools Grant cumulative deficit of £26.4m.

Locally and nationally, there is a continuing increase in the number of children and young people with an Education, Health and Care Plans (EHCP - outlines a child or young persons special educational, health and social care needs), alongside increasing complexity of need and the legal extension of eligibility to support for young people up to the age of 25.

There are currently 6,044 EHCPs in Cambridgeshire, with over 900 new plans issued in the last year, an increase of 41.5% against the previous reporting period, which represents an increase of 236% over the last six years. Growth in EHCP numbers is particularly acute in those aged 10 and under (primary school and early years) and 20 and over.

Trends for the future forecast a year-on-year increase in EHCPs, there will be a 47% increase in the number of EHCPs by 2031 based on current trends. EHCPs which show Autistic Spectrum Disorder, Social, Emotional and Mental Health (SEMH) or Moderate Learning Difficulties as the primary need are likely to grow more quickly and make up most of the expected growth. Much of our increase, as with other Local Authorities results from the 2015 reforms which extends the eligibility for support up to the age of 25; requiring a need to support plans for longer and therefore representing a growth in demand for Post-19.

Cambridgeshire County Council has been responding to these growing pressures through a range of actions detailed within the 2019-21 SEND Recovery plan, achievements include:

- Review of targeted group of young people to ensure support is timely, appropriate & focused on outcomes
- Improving block contract arrangements
- Reviewing Behaviour & Attendance Improvement Partnership (BAIP) support
- Reviewing Enhanced Resource Base provision
- Developing a sufficiency forecast model and strategy to improve provision planning
- Embedding strengths-based practice with the Statutory Assessment Team.
- Continuing progress on SEMH Review, including specification for Centres of Excellence
- District Team restructured to strengthen support offered to schools
- SEND Quality Assurance Framework introduced in September 2020
- Work beginning to implement a SEND Case Management System to improve process efficiency

Work has taken place through engagement with staff across the service to reflect on the SEND Recovery plan, building on the progress made during the last two years while resetting our approach to develop a refreshed and reprioritised SEND Transformation programme for 2021-23 to ensure that we are still focusing on the right things to drive better outcomes for children and young people and impact on financial pressures.

The programme links to many other pieces of work and with stakeholders across the system including:

- SEND Strategy
- SEND Commissioning Strategy
- Autism Strategy and development of pathways
- Best Start in Life
- Strong Families and Strong Communities
- Development of Children's Collaborative Local offer
- Alternative provision and inclusion teams
- Schools Improvement Service
- Preparing for Adulthood work in Adults (APCP), ensuring alignment around transitions
- Quality Assurance
- Sufficiency data
- Education system programme (SEND case management system)
- SEND training/ workforce development
- DSG High Need Block Demand Management Audit report
- DSG Management Plan

The programme workstream interdependencies have been mapped, this has been used to sequence the workstreams to make best use of resource (sequenced workstream illustrated in table 2).

At the time of submitting this business case, a separate business case for the Young Adult's Team, Disability Social Care 0-25 Service, had also been submitted. The Young Adult's Team business case is requesting funding for permanent staffing to increase operational resource. This is entirely consistent with the ongoing increase in demand locally and nationally, one of the key drivers for the transformation programme, and is in line with the recent agreed additional investment for the Statutory Assessment Team to increase capacity to deal solely with BAU (Business as usual).

The transformation programme includes workstreams that will impact and benefit the work of the Young Adult's Team as we work to shift system behaviours, improve processes, and manage demand, for example, Preparing for Adulthood, Panel Redesign, Annual Review Improvement and a Tribunal Review. Alongside their BAU, this requires operational staff to have sufficient capacity to manage their caseloads and implement change. Further key principles in line with SEND Transformation, as detailed in the YAT business case are increased capacity which will enable the team to undertake reviews at an earlier stage with the potential to reduce packages, deliver savings and focus on maximising the young adults' strengths and independence. As we launch the transformation programme our links with Disability Social Care, as an identified stakeholder, will be developed and strengthened, including representation on the SEND Transformation Board

3. Has an options and feasibility study been undertaken? Please explain what options have been considered.

Through our trajectory management planning, five scenarios of action have been considered, including a do-nothing approach. The transformation programme is based within a scenario that will not bring spend in line with High Needs Block allocation, however it is considered by all involved the most realistic and deliverable option, with emphasis on early intervention and changing behaviours early in the system, a reduction in the number of requests for EHCPs, through a strengthened SEND support offer and improved inclusion within settings; a reduction in the number of plans being issued through more robust, strengths-based decision making, greater inclusivity within mainstream settings, enabling more children to remain in settings and able to return from specialist settings; transparent decision-making and clear expectations around funding.

4. What are the next steps/ actions the Council should take to pursue it? Please include timescales.

Investment is required to bring in capacity, skills and expertise to deliver the programme. We are looking at a mix of new roles and internal backfill arrangements, external partners and BID colleagues to provide a blended delivery team. This provides added benefits of drawing on existing skills, and subject matter expertise, as well as offering development opportunities and skills and knowledge exchange. The posts and backfill requirements are detailed in the table below and total an investment request of £909,696. The funding request spans three financial years with an immediate requirement in 2021-22 of £220,852.

COST PLAN			Breakdown over 24 month period		
Expenditure detail	Expenditure Rationale	Total Cost	21-22	22-23	23-24
Assistant Strategic Improvement Manager (P3) for 24 months	Additional capacity across SEND Transformation Programme, bringing SEND expertise and knowledge. Role to include management of seconded SENCOs. (P3 £56,676 - £60,938 per year inc. 30% oncosts, total cost £121,876)	£121,876	£15,235 Assuming Jan 22 start date	£60,938	£45,703
Preparing for Adulthood lead(P3) for 24 months	Preparing for Adulthood is a large scale complex workstream that requires dedicated resource to lead and develop work. Propose a 24-month secondment for Additional Needs Team Leader with an uplift from P2 to P3. Additional Needs Pathway Adviser from within team to backfill for Team Leader. Recruitment of an Additional Needs Pathway Adviser, ensuring capacity is not withdrawn from the team and current expertise is utilised to support the work. Total cost £113,350	£113,350	£14,169 To start Jan 22	£56,675	£42,506
SEN support workstream lead, backfill costs for 9 months	Backfill Team Leader to lead on SEN Support workstream with a senior teacher via TLR 1 day per week to provide capacity for 9 months. Total cost £2k	£2,000	£1,333 Start Oct	£667	
External interim Tuition Lead, for 125 days	External SEND expertise required to undertake detailed analysis and lead tuition workstream. There is no current capacity within the service to do	£50,000	£38,000 Mid -Nov start if funding	£12,000 (30 days)	

	this work, so external support is required. (£400 per day x 125 days) Total cost £50k		approval allows. (95 days)		
External interim Annual Review Improvement Lead for 52 days	SEND Leadership and Management Consultant for 1 day per week for 12 months to shape and lead annual review improvement process (£550 per day for 52 days)	£28,600		£28,600	
Area SENCO	To implement annual review improvement changes, protecting SAT team capacity. UPS plus 1 SEN point 38-41K + £2,270 SEN + 30% Total £56,251 per year	£56,251		£56,251	
Changing the Conversation external support for 6 months	We will explore the market for available SEND and behavioural change expertise to lead on taking a strengths-based approach across the SEND system.	£125,100	£62,550	£62,550	
SEND readiness tool development and implementation	To bring in capacity and skill to develop and implement SEND tool to determine school and parental readiness to meet needs, to include training practitioners. (£450 for 130 days, total £58,500)	£58,500	£29,250	£29,250	
SENCO secondments (5 SENCO's 1 day per week for 24 months)	Time to be used flexibly across programme, providing external expertise from SEND System to support co production and development of workstreams. This will include Early Years SENCOs. SENCOs to be trained as Changing the Conversation Champions. £300 per day for 78 weeks x5. Total cost £117,000.	£117,000	£18,000 From Jan 22	£58,500	£40,500
Headteacher secondment (78 days, based on 1 day per week for 24 months)	Time to be used flexibly across programme, to bring in expertise of one of more Headteacher. Based on SIS costs £400 per day for 78 days, total cost £31,200	£31,200	£4,800 From Jan 22	£15,600	£10,800
Subject matter expertise to support SEMH workstream. SEMH lead	SENCO support £300 per day, 1 day per week for 24 weeks, total cost £7,200	£7,200		£7,200	
	Staff backfill for 1 day for 52 weeks (P2 @£49,981)	£10,000	£2,500	£7,500	
Communications and digital	Budget for communication and digital expertise and resource to support system wide	£30,000	£3,750	£15,000	£11,250

	transformation activity, local offer and strategic communications plan eg professional videos, branding, training materials, animations, web developments, event costs, toolkits, peer led campaigns. Total cost £30,000				
Business Officer x 0.5 fte for 24 months	To provide support to the SEND Transformation workstreams, ensuring capacity is not drawn away from statutory functions and more costly/specialist staff. Scale 4 officer £20,092 + 30% = £26,119 per year.	£26,119	£3,265	£13,060	£9,795
Business Analyst	To support work to improve data quality, to develop, implement and embed new workflows. 25 weeks full time resource @ £350 per day	£43,750	£28,000 Assume from Dec 21	£15,750	
Trajectory management resource	Capacity to support trajectory management development and tracking. Likely to be 4-6 months.	£43,750		£43,750	
Early Years	Resource to bring early years capacity into the SEND Transformation Programme.	£45,000		£45,000	
Total		**£909,696**	£220,852	£528,291	£160,554

Contingency plan

Given the scale of this two-year transformation programme we have outlined a contingency plan with a contingency cost ranging between £272,016 and £395,316, depending on the options available for specific costs.

Expenditure detail	Contingency rationale	Contingency range (top)	Contingency range (lower)
Assistant Strategic Improvement Manager (P3) for 24 months	If we are unable to recruit to this post we would look to bring in an external interim to provide short term cover to ensure sufficient management capacity for the programme, whilst we re-ran the vacancy. We need to ensure this post is covered as soon as possible because part of the job-holders role will be management of the seconded SENCOs, we need to avoid adding additional pressure to existing management capacity.	£450 per day x 60 days = £27,000 This is an uplift of **£11,765**	£11,765
Area SENCO	We are proposing an initial 12 months for the Area SENCO role with particular focus	£56,251	£56,251

	on taking forward the Annual Review improvement changes. If the Annual Review Improvement implementation requires further resource to embed change and given the potentially wide-reaching impact this role will bring - we would like the option (following review) to extend, possibly for a further year.		
Changing the Conversation external support	CtC with external partners is a new approach. There is a risk that six months support will be insufficient time to develop the approach and we may need to extend the period of support, therefore a contingency cost is proposed.	£62,500	£62,500
SEND readiness tool development and implementation	We have proposed a contingency cost for the development and implementation of a tool to determine school and parental readiness to meet needs. We will need to explore the external market for this and have included costs for an external interim rather than a consultancy firm. However, if this is not possible, due to availability or knowledge of this type of tool we may need to procure consultancy support. We have used the indicative quote provided by a consultancy firm for this, for six months (£166k) and nine months (£249,300) support and present the difference to the external interim cost as the contingency request.	Uplift for 9 months consultancy £190,800	Uplift for 6 months consultancy £107,500
Early Years	We are working with Early Years and Childcare to scope the options for the Early Years workstream. This requires further development and agreement. We have three indicative costs based on early plans. We have included the low-cost option (£45k) in the cost plan. The medium option is an indicative cost of £79k and top end option is £119k. We have included the uplift from the low-cost option in the contingency plan ie £34k-£74k.	Uplift for high-cost option £74,000	Uplift for medium cost option £34,000
Total		Contingency (high range) **£395,316**	Contingency (lower range) **£272,016**

In addition to the resource requirements detailed above and the current SEND Service resource, the Business Improvement Directorate will look to allocate the following existing resource to the programme:

BID - Programme and Projects Project management skills to drive forward individual workstreams and programme management capacity to oversee transformation	1 Programme Manager 1 Senior Project Manager 0.5 Project Manager
BID - Design and Behaviour Change To support discovery, as is mapping and stakeholder engagement, problem definition, intervention design and testing, coproduction, implementation, and delivery and measuring impact	1 Senior Design Advisor 0.2 fte Senior Project Manager for 6 months to use knowledge from APCP to advise on CtC
BID - Commercial Team Support and advice on business planning, contract management and procurement	Commercial Manager
BID - Business Intelligence Provision and development of performance /management information. Development of trajectory management Business process improvement in SAT / case management system development. SEND Dashboard, SEN2 data return Contribute to workstream data requirements eg ERBs, Tuition, Annual review improvement process	Head of Business Intelligence Currently supported through BAU
Finance Financial management and reporting Development of trajectory management To contribute to workstreams on development of banded funded, ERB review, panel redesign.	Strategic Finance Manager
Commissioning Lead on commissioning arrangements SRO and lead officer for ERB review and mapping provision	SEND Commissioning Manager SEND Commissioner
Communications, web and digital Support on communication and engagement activity	Communications Manager to coordinate resource as required.

Dedicated Schools Grant Block Transfer.

As in previous years, local authorities continue to be able to transfer up to 0.5% of their schools block to other blocks of the Dedicated Schools Grant, with Schools Forum approval. 0.5% of the schools block will equate to approximately £2.1m in 2022-23. The local authority is therefore proposing a transfer of 0.5% / £2.1m to support a range of activities aimed at providing additional support to schools, increasing training opportunities and increasing provision to mitigate the requirement for higher cost

independent or out-county placements. This also includes a proposal to contribute circa £500k towards the costs of this transformation programme in 2022-23.

At the Schools Forum meeting held on 5th November 2021 members of Schools Forum voted to approve in principle the 0.5% / £2.1m transfer. However this agreement was subject to the Local Authority returning to Schools Forum at the next meeting, having undertaken further discussion with relevant representative bodies, with a more detailed, fully costed plan, and, furthermore, the impact of which is reviewed, monitored and evaluated on a regular basis by Schools Forum.

Further to this the treatment of the funding is to be discussed with the DfE to ensure it is shown correctly in the annual Section 251 budget statement.

Governance arrangements

The Service Director for Education will be the Senior Responsible Officer for the SEND Transformation programme. The SEND Recovery Board and the Strategic Education Commissioning and Governance Board will be reformed as the SEND Transformation Board to oversee delivery of the plan and monitor progress against the plan and trajectories. Each workstream will have a senior responsible officer and workstream lead. The workstream SROs will sit on the Transformation Board to report progress, risks, issues and manage dependencies. We will establish (or link to an existing forum) a Headteachers reference group and a partner working group to guide the work of the programme. The programme will be supported by a programme team and trajectory management working group.

## Table 1 - SEND Transformation Governance
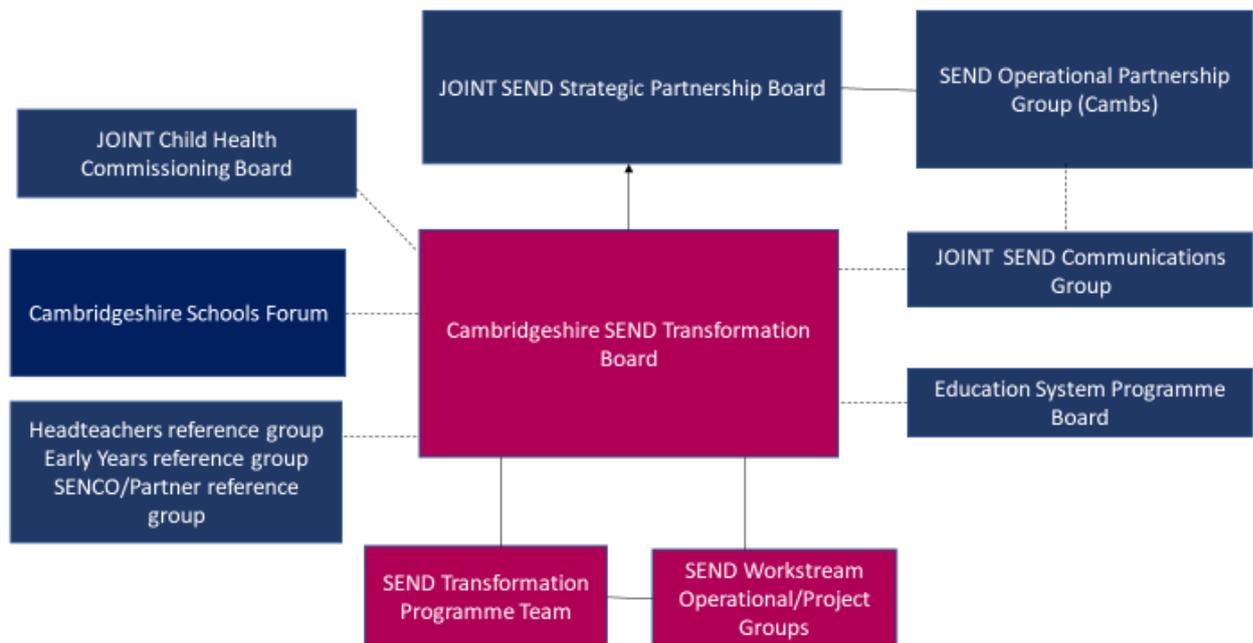
Programme plan

We have identified a number of workstreams (detailed in section 1) important in shifting system behaviours, managing demand and reducing spend, meaning more attention is needed on sequencing of change, especially due to dependencies between workstreams. Most of the workstreams involve the 'influenceable space', requiring a strategic and consistent approach to co-production and engagement with partners. The SEND Transformation Plan proposes a phased approach to the workstreams across 2021-23. The workstreams have been prioritised and sequenced based upon a prioritisation of the following criteria:

- Alignment to SEND Strategy
- Impact on outcomes for CYP, families, settings & staff
- Financial impact and timeframe for delivery
- Investment required to deliver change
- Complexity of delivering change
- Dependencies between workstreams
- Legal & representation risks to delivering, or not delivering change
- Essential skills to deliver change

Table 2 – High level programme plan

SEND Transformation | High-level plan
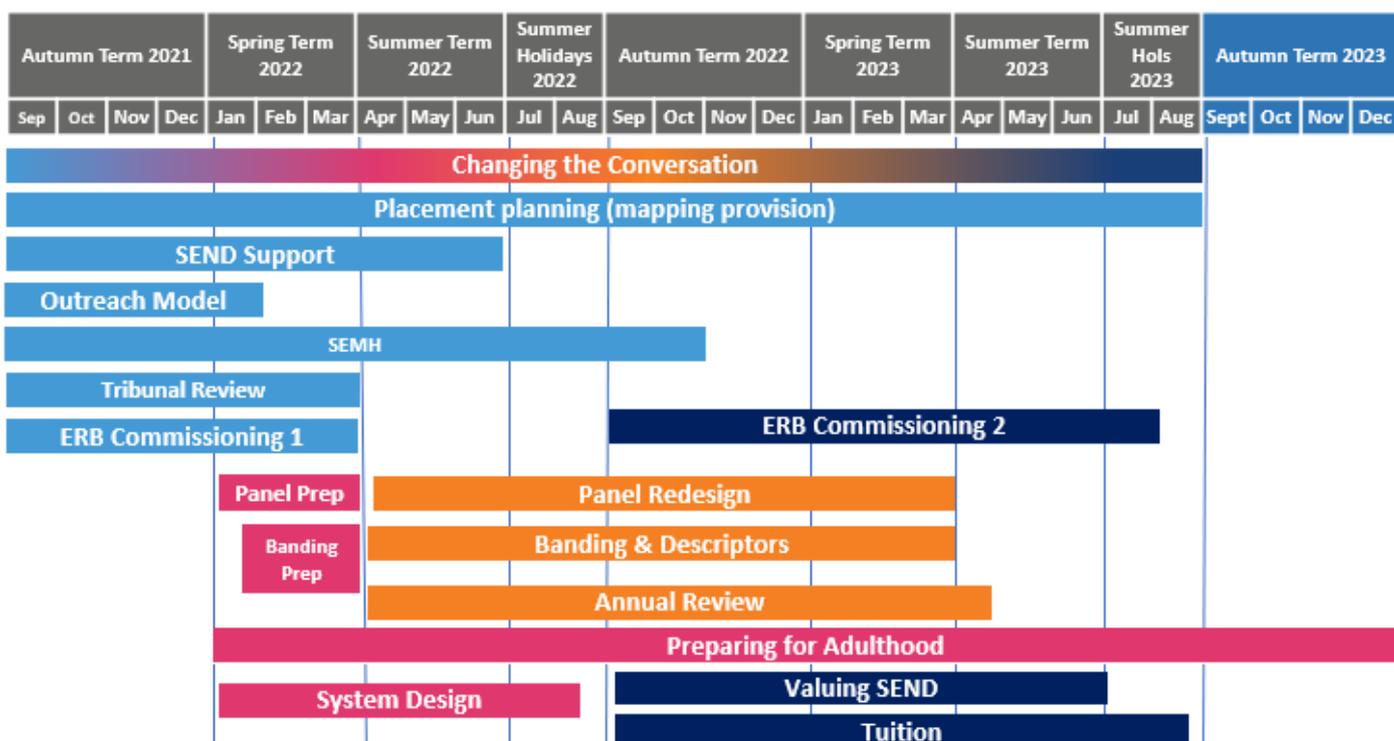
SEND Transformation | High-level plan Enablers

Autumn Term 2021	Spring Term 2022	Summer Term 2022	Summer Holidays 2022	Autumn Term 2022	Spring Term 2023	Summer Term 2023	Summer Hols 2023	Autumn Term 2023
Sep Oct Nov Dec	Jan Feb Mar	Apr May Jun	Jul Aug	Sep Oct Nov Dec	Jan Feb Mar	Apr May Jun	Jul Aug	Sept Oct Nov Dec

IT Transformation

Workforce Development

Data Quality improvement

Trajectory Management

Communications

Quality Assurance

Programme Milestones

Initial planning has determined the following high level milestones:

Milestones	Date milestones achieved by
Mobilisation activity – governance arrangements	
Develop PMO functions eg risks, dependencies, reporting, impact measures	End Sept 21
Governance and Terms of reference agreed	29 September 21
Mobilisation activity – resources	
Agree workstream SROs and leads	September 21
Agree programme resourcing	Nov 21
Business case and costs drafted	14 September
Phase 1 workstream groups established	End Sept 21
Mobilisation activity – communications	
Stakeholder mapping and analysis	Sept 21
Develop communication content	Sept 21
Communication and engagement plan developed	Sept 21
Engagement and launch events	Sept – Nov 21
Phase 1 Workstreams	To Start Sept 21
Design Changing the conversation intervention	Sept 21
Rollout CtC intervention (Additional Needs Team)	Sept – Nov 21
Plan next CtC intervention	Dec 21
SEND Support - engagement with stakeholders	Nov – Dec 21

Provision mapped	Dec 21
Outreach model in place	Jan 22
ERB phase 1 activity completed	Dec 21
Phase 2 Workstreams	To start Jan 21
Preparing for Adulthood workstream mobilised	Jan 22
SEND System design reports	July 22
Banding and descriptors of need workstream planned	April 22
Panel redesign planned	April 22
Phase 3 workstreams	To start April 22
Panel redesign implemented	April 23
Banding and descriptors or need implemented	April 23
Annual review improvement implemented	April 23
ERB commissioning completed	Aug 23
Phase 4 workstreams	To start Sept 22
Tuition review completes	Aug 23

5. Could this have any effects on people with Protected Characteristics including poverty and rural isolation? If so please provide as much detail as possible.

Who will be affected?	Positive Impact	Negative Impact
Children, young people and their families	A continued focus on improving outcomes with an emphasis on meeting a child's needs inclusively. Strengthened local provision will enable CYP to have their needs met within their communities and close to home. Families will feel more engaged in activity undertaken by the council and more confident in the support available within settings to help their children succeed.	
Schools and settings	Strengthened SEND system with a shared ambition and more meaningful co-production. Using strengths-based child-centred approach to conversations and decision-making Areas of good practice can be more widely celebrated and used as a basis for further change.	Capacity to engage.

SEND Service staff	Improved resilience within the service with improved outcomes and reducing demand reducing pressure on staff. Opportunities to engage with change and upskilled on strengths-based approaches. The knowledge that issues are being addressed will improve staff morale.	A call on already stretched staff capacity to contribute to the transformation activity (this is being mitigated through planning for additional resource)
SEND Management	Focus and capacity to progress change. A strategic view of provision to inform what is needed, developed and possible. Tools to measure and share impact.	A call on already stretched staff capacity to contribute to the transformation activity (this is being mitigated through planning additional resource)
Stakeholders	There will be a shared ambition and priorities across the system for CYP with SEND - including within Health & Social Care.	Capacity to engage.

A full Equalities Impact Assessment has been developed and will continue to be reviewed and refreshed. The most recent version (November 2021) is attached.

6. What financial and non-financial benefits are there and how will you measure the performance of these? Are there any dis-benefits? These MUST include how this will benefit the wider internal and external system.

Financial Benefits

The financial impact of most workstreams will be cost avoidance, avoiding additional spend rather than reducing the current pressure. We are proposing a shift from the line-by-line savings approach of the SEND Recovery Plan 2019-21, moving to a trajectory management approach which enables the flexibility to adapt approaches and re-focus transformation activity as required. It will also allow for better performance measuring, as the line-by-line savings approach is so often affected by demand. Trajectory management allows us to measure impacts taking into account demand increases. The Trajectory management approach was successfully adopted by the Adults Positive Challenge Programme. Work has begun on Trajectory planning for the SEND programme, but this will be further developed over the coming months.

Due to the nature of the demand within SEND many of the strategies are focussed around mitigating the scale of the potential increases rather than cashable savings resulting in a reduction in budgeted expenditure. Performance will be monitored against revised demand forecasts to ensure delivery against original baseline assumptions. Alongside this, workstreams (such as the introduction of a banding system and the continuation of reviews of high-cost placements) should result in reductions in unit costs.

However, implementing a banding system alone is unlikely to yield reductions in costs without the accompanying work around behaviours and changes in practice.

Based on work with Impower Consulting to develop our Trajectory Management, five scenarios are provided to show potential financial impact from a range of approaches:

- Scenario 1 which aims to return demand to the level in the original sufficiency model
- Scenario 2 which aims to reduce demand to this model & reduce the number of plans by 5%,
- Scenario 3 which focuses just on reducing the number of plans,
- Scenario 4 which aligns with the re-prioritised transformation plan
- Scenario 5 which stretches that plan to be aligned with statistical neighbours over three years

The financial impact of these scenarios is captured in table 2.

The scenarios suggest that Cambridgeshire could possibly avoid between £19.7m-£52.7m over three years when compared to the 'Do Nothing' scenario. This cost avoidance/savings are largely made up of fewer plans entering the system, more plans being stepped down, and a reduction in unit costs through changed commissioning and funding practices. Scenario 4, based on the transformation plan and following assumptions shown in table 4, could deliver a cost avoidance of £19.7m.

Table 3. Scenarios – Financial Impact

Scenarios - Financial Impact

	Baseline	Year 1	Year 2	Year 3
Do Nothing	£86,859,014	£97,581,312	£109,931,657	£124,255,374
Scenario 1	£86,859,014	£91,099,628	£94,153,763	£96,247,765
Scenario 2	£86,859,014	£86,217,909	£84,697,217	£82,054,710
Scenario 3	£86,859,014	£92,699,593	£89,536,337	£85,947,578
Scenario 4	£86,859,014	£92,871,820	£97,965,347	£104,551,101
Scenario 5	£86,859,014	£83,794,788	£77,955,499	£71,581,906
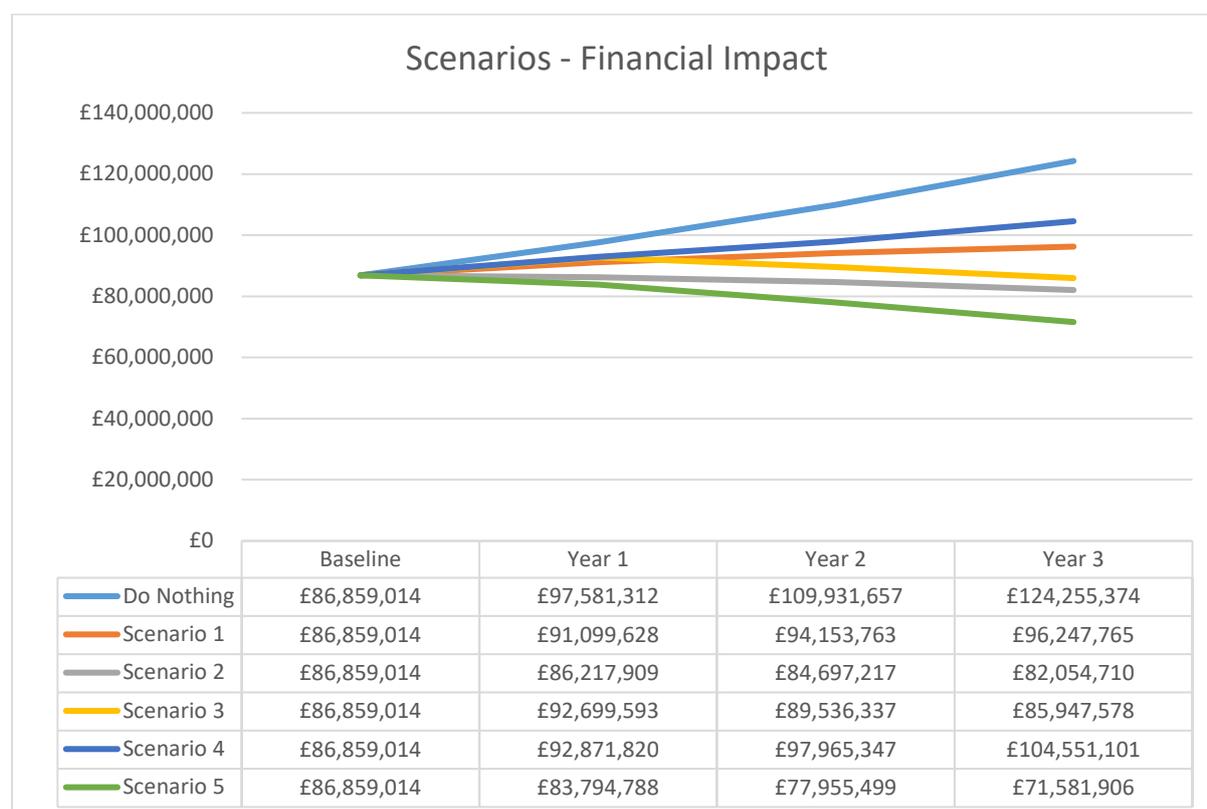
Table 4.

Compares High Needs Block allocation with the Do Nothing and Scenario 4.

- Cambridgeshire's High Needs Block allocation will increase by £21.9m by 23/24. Whilst this will narrow the gap in spend, it will not resolve the financial position of the service
- Compared to the High Needs Block allocation, the 'Do Nothing' scenario results in an overspend of £27m in Year 3
- Scenario 4 results in an overspend of £7.3m in Year 3.

Scenarios - Financial Impact

(Line chart comparing three scenarios across Baseline, Year 1, Year 2, Year 3)

Do Nothing: £86.9m (Baseline), £97.6m (Year 1), £109.9m (Year 2), £124.3m (Year 3)
Scenario 4: £86.9m (Baseline), £92.9m (Year 1), £98.0m (Year 2), £104.6m (Year 3)
High Needs Block: £75.4m (Baseline), £83.6m (Year 1), £90.1m (Year 2), £97.3m (Year 3)
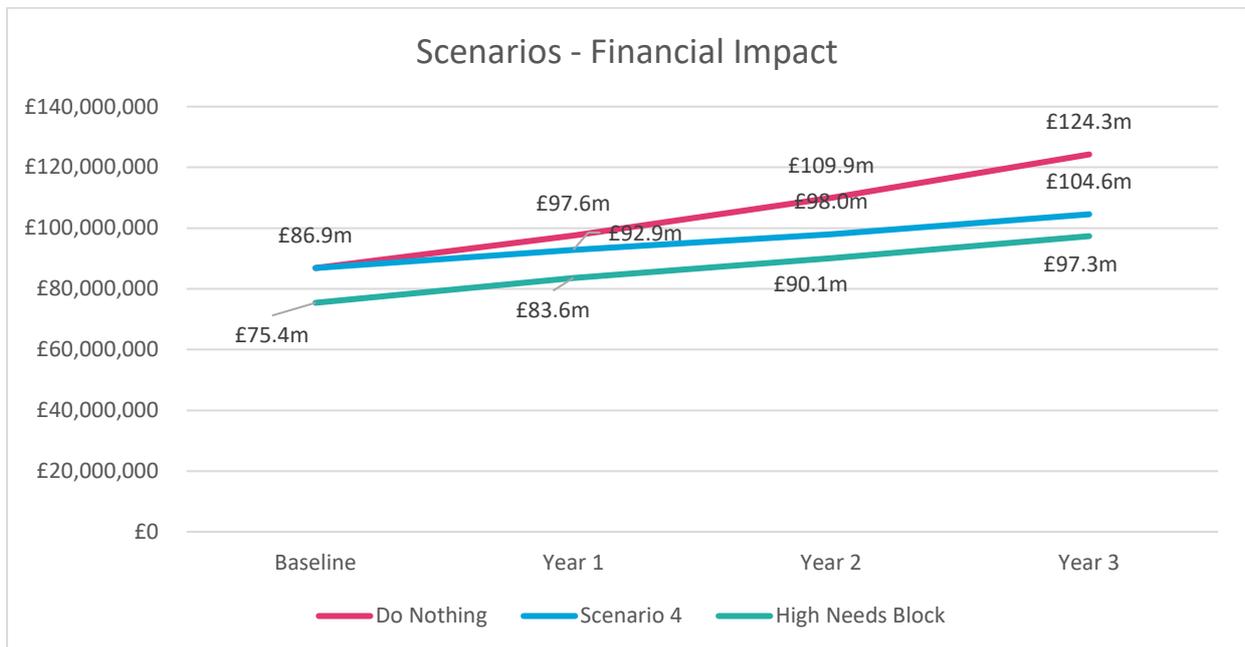
Table 5. Compares High Needs Block allocation with Scenarios 1-4

Scenarios - Financial Impact

	Baseline	Year 1	Year 2	Year 3
High Needs Block	£75,410,000	£83,608,000	£90,134,000	£97,345,000
Do Nothing	£86,859,014	£97,581,312	£109,931,657	£124,255,374
Scenario 1	£86,859,014	£91,099,628	£94,153,763	£96,247,765
Scenario 2	£86,859,014	£86,217,909	£84,697,217	£82,054,710
Scenario 3	£86,859,014	£92,699,593	£89,536,337	£85,947,578
Scenario 4	£86,859,014	£92,871,820	£97,965,347	£104,551,101

High Needs Block Do Nothing Scenario 1 Scenario 2 Scenario 3 Scenario 4

Table 6. Breakdown of Scenario 4

Year 1	Year 2	Year 3
• 5% reduction in requests for EHCPs • 5% reduction in plans being issued • 41 CYP not on school roll placed based on report shared at June 21 Board • Placement mix as at Jan 21, with 2% increase in mainstream placements & 2% decrease in specialist placements • 5% reduction in average top-up funding for units/resourced provision	• 15% reduction in requests for EHCPs (cumulative from yr 1) • 5% reduction in requests being approved • 25% reduction in plans being issued • New placement mix as at Jan 21, with 2% increase in Early Years, 2% increase in mainstream placements & 2% decrease in specialist placements • 3% reduction in existing tuition, independent specialist, post 16 and NEET placements • 6% increase in existing mainstream placements • 5% reduction in average top-up funding for all new placements	• 30% reduction in requests for EHCPs (cumulative from Yr1-2) • 10% reduction in requests being approved • 30% reduction in plans being issued • New placement mix as at Jan 21, with 2% increase in Early Years, 2% increase in mainstream placements & 2% decrease in specialist placements • 3% reduction in existing tuition, independent specialist, post 16 and NEET placements • 6% increase in existing mainstream placements • Reduction in top-up funding for new placements remains

Non-Financial Benefits

The non-financial benefits of the transformation programme fall across five main areas:

1. A continued focused on improving outcomes with an emphasis on meeting a child's needs inclusively, and using Changing the Conversation to have a strengths-based child-centred approach to conversations and decision-making

2. Improved resilience within the service with improved outcomes and reduced demand reducing pressure on staff, in addition to giving them opportunities to engage with change

3. Strengthened local provision which enables children and young people to have their needs met within their communities and close to home. As mentioned earlier in this business case, this would also have benefits in relation to carbon reduction.

4. Shared understanding of the impact of decision making, enabling more staff across the education, health and care system to understand their impact on finances and demand across the service

5. Strengthened SEND system with a shared ambition and more meaningful co-production

The table below details the deliverables and expected impact of the proposed workstream, plus a note on whether the workstream is primarily within our controllable or influenceable space.

Workstream	Deliverable	Success measures	Impact
Changing the Conversation (CtC) - Embedding a strengths-based, person-centred approach to conversations to enable positive, sustainable change across the SEND system, providing the foundation for the new way of working and processes. Influenceable space	Define and develop CtC intervention approach and roll out plan for SEND. Recruit and train CtC Champions. Roll out workshops, training, facilitation of huddles with identified teams/partners/groups. Design of strengths-based tools and impact tracking. A strengths-based review and refresh of documentation.	Practitioners report greater understanding and confidence in using a Strengths-Based Approach. Increase in the number of practitioners across system trained in CtC. More specific success measures to be developed following development of CtC Roll-out Plan, including on outcomes for	Strengths based approach should ensure CYP are able to meet their potential and receive support that is proportionate and meets their needs. In terms of placements and provision this should result in an: Increase in mainstream meeting needs, less children being moved to specialist placements

		children and young people	
			Reduction in request for EHC Needs Assessment (EHCNA) Reduction in new specialist placements (cost avoidance).
SEND Support Building confidence and understanding of the SEND Support offer across Cambridgeshire, enabling CYP to access support when they need it without necessarily requiring an EHCP. Influenceable space	Developing & promoting a SEND support offer for parents/carers to address concerns early. Developing a 'toolkit' of resources for settings to support CYP at SEND Support level. Establishing what should be 'ordinarily available' within settings across Cambridgeshire for CYP with SEND. Promoting and updating a training plan that will enable this offer to be in place.	Settings feeling more confident to meet needs without a plan. Parents feeling more confident in the provision at SEND Support level. Decrease in requests for EHCNA.	EHCPs are no longer seen as the golden ticket to accessing support, leading to a reduction in requests for EHCNAs /EHCPS (Cost avoidance)
Tuition Review existing arrangements to ensure that tuition and alternative provision is used appropriately, consistently and in line with Preparing for Adulthood values and a strengths-based approach Controllable space	Understand cohort of children awaiting placement to provide a snapshot of requirements. Identify the CYP, their needs and location. Development of specification for tuition requirements for those who are not on school roll and wider cohort. Explore options and provide	Increase in number of CYP reintegrating from tuition to school settings Reduction in number of CYP receiving long-term tuition Children not on roll provided with a placement.	Reduction in tuition packages (cashable) CYP not on school roll placed (cashable) CYP outcomes and life chances will improve on return to school setting.

	recommendations for additional provision. Develop delivery plan for agreed expansion sites.		
Enhanced Resource Base Confirming commissioning arrangements for ERBs, and development of the Cambridgeshire offer for ERBs Controllable space	Commissioning requirements for ERBs confirmed, informed by data. ERB SLAs with all participating schools in place. Clear understanding of what they provide and how this differs from other types of provision. Transparent and consistent finance structure for ERBs. Admissions policy ensuring routes to admission and eligibility are within the scope of the ERB specification. Provision, offer, finance profile reviewed and revised specification for identified Trust. Clear and transparent practice and pathways. Local offer updated to reflect the ERB and SEND unit offer.	ERB provision matches what is required across the County. ERBs are effectively meeting the needs of CYP.	Ensuring provision is aligned with sufficiency, forecasting and ambitions for more CYP to have their needs met in mainstream, local settings. This is expected to deliver a reduction in cost of ERBs
Outreach Model To facilitate supporting children and young people with SEND in mainstream provision through Special Schools outreach. Special schools are experts in supporting	Develop and consult on outreach model. Minimum requirements agreed. Model designed and costed SLAs with participating special schools in place	CYP supported by outreach model remain in mainstream settings. Reduction in new plans being issued with special school support	Needs are met in mainstream, keeping children local. Reduction in new specialist placements (cost avoidance)

children with SEND needs and with greater support could more effectively upskill peers in mainstream settings to support children to remain in their placements. Influenceable space			
Social Emotional and Mental Health To implement the recommendations from the SEMH review, to improve outcomes for children experiencing SEMH needs while remaining in mainstream education. Influenceable space	A clear and consistent approach to monitoring, challenging and supporting schools and settings, linked with School Improvement Strategy. Conditions for successful managed moves identified and used as the basis for future practice. An agreement developed between primary schools to develop a network of early intervention and prevention support services. Specification for SEMH Hubs. Area needs established through mapping. Process for approval, funding and delivery in place.	LA staff work together to give clear and consistent messages regarding the support, inclusion and development of children with SEMH needs. Guidance for schools on managed moves include key success criteria and case/ data examples are included in reporting of managed moves. Multi agency/ peer networks maximise the resource in the area and support best practice as identified in the SEND support graduated approach and beyond. Specialist provision for pupils with SEMH needs established on primary school sites.	Improved outcomes for children experiencing SEMH needs while remaining in mainstream
Mapping Provision Developing a strategic view of provision to inform	Complete As is map of SEND provision in Cambridgeshire.	SEND provision is fully aligned with the aims of the transformation	Understanding current provision, its impact on CYP outcomes and

what is needed, developed and possible. Controllable space	Data available to inform other workstreams eg spatial mapping of SEMH provision, understand the awaiting placement and not on school roll cohort. Contracts reviewed and renewed inc. Out of County & Independent Placement contracts.	programme, SEND Strategy and Sufficiency Strategy. New or revised specific, costed and agreed SLAs and contracts with appropriate contract management and monitoring in place for most provision.	what value for money it provides, will provide information to inform change eg to optimise contracts, reduce unit cost of provision, a reduction in Out of County and Independent Placements and therefore a reduction in spend. (Cashable). Understanding those awaiting placement will inform options/recommendations to get CYP not on school roll placed (cashable, depending on placement)
Banding & Descriptors To transform our funding systems to include banding & descriptors of need. To bring clarity to the graduated approach for staff and parents by having a consistent approach to understanding and planning to meet needs. Controllable space	Banded funding system with robust set of descriptors of need, expectations of provision and how needs can be met within settings. Recommendations on zero-funded plans, to give reassurance of support without the need for additional funding. Align practice across mainstream and special schools about how needs can be met.	More consistent decisions made around funding allocations	Introduction of banding could see a reduction in average costs of new placements. Transparency and clarity of funding for schools, parents and carers. Increased capacity in teams, as administrative burden is reduced.

			Reduction in cases of human error and resulting wasted costs.
Panel Redesign Developing consistent, transparent and strengths-based multi-agency decision making from assessment through to issue of plans Controllable space	Improvement/delivery plan drafted for joint work. Approach established for 'No to Issue' decisions e.g. £0 EHCPs, next steps meetings. Paperwork redesigned to be strengths-based. Membership and attendance and TORs of Panels refreshed. CtC training with Panel members to embed a strengths-based approach. Performance metrics for Panels reviewed.	Improved satisfaction with Panel processes Improved attendance at Panel meetings Decrease in the average amount of funding per plan	Increased transparency and confidence in the system. Consistency and equity of funding decisions. (linked to banding work) Decisions are child centred and robust, children will receive EHCPs when required, and that those who do not require plans are pointed towards appropriate support, leading to a reduction in costs. Improvement for staff capacity.
Annual review Improving the annual review process, including timeliness, communication and quality of annual reviews, enabling better outcomes for children & young people and ensuring improved processes in Cambridgeshire Controllable space	Paperwork updated to ensure it is user-friendly, strengths-based, and there is a robust way to track progress. Stakeholders involved in process trained to ensure there is a shared understanding of what 'good' looks like. Robust approach to communicating with stakeholders established.	Clear strengths-based planning for children/young people with improved satisfaction from parents Increase in QA ratings.	Reduction in existing specialist placements/increase in existing mainstream placements (where there is stepdown rather than closure) Enable strengths-based approach, ensuring support provided for CYP is proportionate and meets their needs in terms of

| | Internal process improved including clear roles and responsibilities. | | placement and provision.

Meeting needs in mainstream and locally.

Improved parental and school satisfaction

Improved joint working and engagement of health and social care into process. |
|---|---|---|---|
| **Preparing for Adulthood**
Developing a clear information and supported employment/internships offer for all cohorts (delivered where appropriate in FE settings) with alignment
 to the inhouse job coaches

Influenceable space | Consultation with the FE sector re provision and transitions, engagement with parent/carer/YP to coproduce the post 16 local offer.

Pathways mapped across Adults and Children's to develop more robust transitions and identify opportunities for building supported employment provision and job coaches to develop more consistent offer for YP.

Review of online platforms developed during Covid that have improved accessibility.

Clear and differentiated pathways for YP mapped onto a specialised platform for service users to navigate their options easily and track their outcomes on a personalised pathway. | Reduction in NEET and improved transitions | Preparing every child with SEND to transition into adulthood, we could expect to a see a reduction in NEET placements and reduction in Post 16 placements (Cashable)

Increase in apprenticeships, pathways to employment and internships.

Potential to result in a reduction of costly Individual Curriculum Solutions.

Parental confidence in pathways for their young adults. |

	Development of a post 16 commissioning framework to meet gaps in provision and to ensure quality of provision.

Fully implement the PfA checklist and audit tool for post 16.

Develop routes into employment through supported employment training for Area Special Schools with P16 provision and a supported internship offer to enable YP to access age appropriate support and ensure PfA outcomes are met.

Review of how personal budgets could be used to tailor post 16 offers. | | |
| **Legal Review**
Enabling better use of council resources and more effective joint working with professionals to reduce expense of SEND tribunals. LAs lose 95% of all tribunals. We need a system where we identify early if we are likely to lose or win a tribunal and reduce costs

Controllable space | System to identify early if we are likely to lose or win a tribunal, based on previous rulings in place.

Process to ensure the right professionals are involved at the right time and mediation used at early stage to reduce escalation of cases to legal proceedings.

Some aspects of the tribunals brought 'in house'

Fit for purpose SLA with legal provider in place to ensure vfm and effective working. | Fewer cases escalating to tribunal decisions.

Fewer cases resulting in high-cost placement decisions. | Reduction in high-cost placements. Increase vfm from legal provider.

Reduce expense of tribunals that we are not going to win - Reduction in tribunal fees (£10,000 per case) - checking on saving per year |
| **System Design**
To redesign and simplify the SEND system to improve | Journey maps showing how children navigate the system now and in future. | Increased understanding of the way the system currently works. | Better understanding of the way the |

navigation for parents/carers and improve consistency in access and provision. This workstream will create the blueprint of a transparent SEND system, to ensure that as far as is possible, the component parts of the Cambridgeshire SEND system are aligned and talking with one voice in terms of process, finance, decision, and goals Influenceable space	Organisational diagrams showing how the parts of the system connect and should connect e.g. around 'Hand Offs', IT, decision making and thresholds, finance system, governance. SEND key skills and competences framework. Ways to improve the experience of all partners and ensure pathways are effective identified.	Partners engaged with change process and report shared ambition and recognise the role they play within this. Parent/carers report increase satisfaction with ability to navigate system	system currently works. Identified and improve partnership working. Shared understanding and narrative around SEND. System parts aligned, supports improving outcomes for children with SEND in a sustainable way.

Impact of change in CYP Journey– How will things be different?

For Children and young people not currently known to SEND
They be supported by SEND Support. There will be a clear expectation about what should be ordinarily available within settings and we will better understand how inclusive settings are. For many children, this more robust SEND Support offer will meet their needs without requiring an Education, Health & Care Plan (Cost Avoidance).

Where settings feel they may need additional support to meet need, the panel decision process will be both more strengths-based and robust. Where decisions are made not to assess or issue plans, strengths-based conversations will happen with settings and families to enable them to recognise their own strengths in meeting children's needs without a plan (Cost Avoidance).

When plans are issued these will be mostly within mainstream settings with proportionate, independence-focused funding, moving away from TA-based support (Cost Avoidance).
Annual Reviews will take place focused on outcomes, strengths and preparing for adulthood.
Where outcomes are being met, support will be reduced, and plans will be ceased (Cashable).

For those young people with the most complex needs, transition into further support will take place with strengths at the centre. This is illustrated in the diagram below:
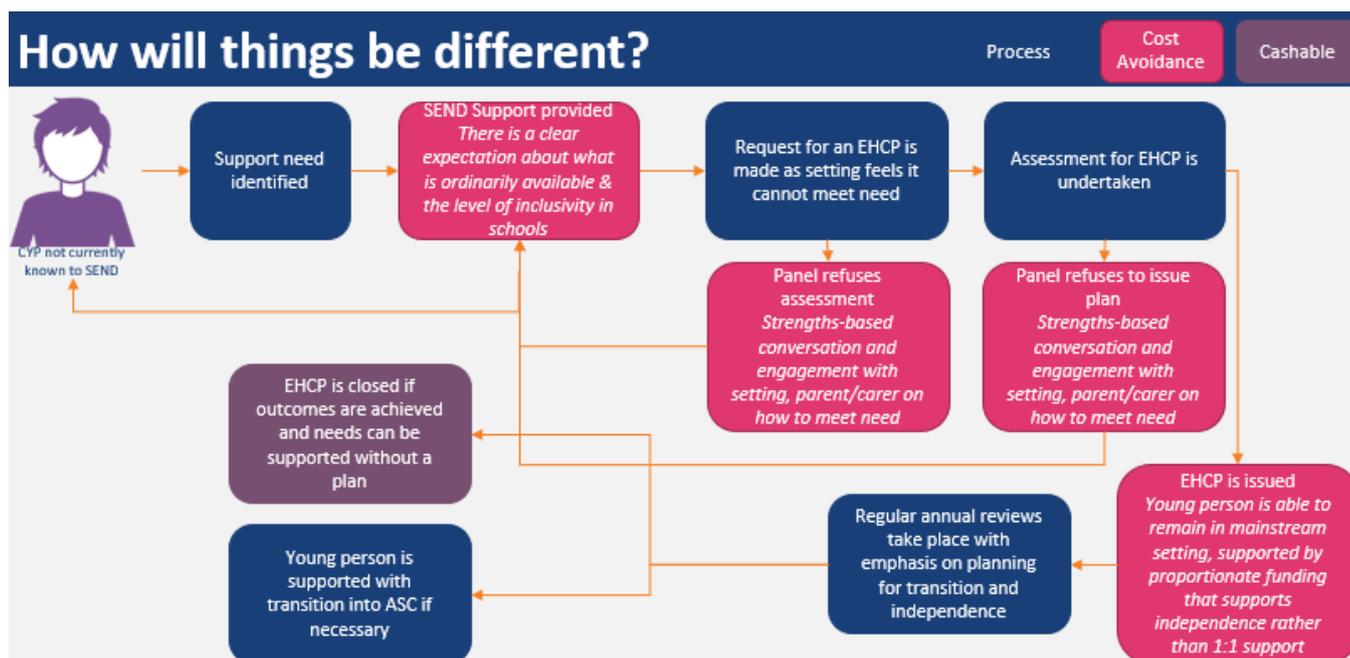
For Children and young people who already have an EHCP

Annual reviews will take place focused on outcomes, strengths and preparing for adulthood. These annual reviews can be a catalyst for impacting change across a number of areas:

- For the cohort of CYP who are currently receiving costly tuition packages as they are unable to have a school place, they will be supported into suitable classroom settings (Potentially cashable) with future non-classroom support being focused on enabling CYP to return to the classroom with their peers (Cost Avoidance)
- Through better understanding needs and inclusivity, step-downs can take place between specialist and mainstream provision where CYP can achieve their best outcomes (Cashable)
- Provision is available locally, with standardisation of provision for placements such as ERBs with a focus on returning to classroom settings (Cashable/Cost Avoidance)

Where outcomes are being met, support will be reduced, and plans will be ceased (Cashable). For those young people with the most complex needs, transition into further support will take place with strengths at the centre. This is illustrated in the diagram below:
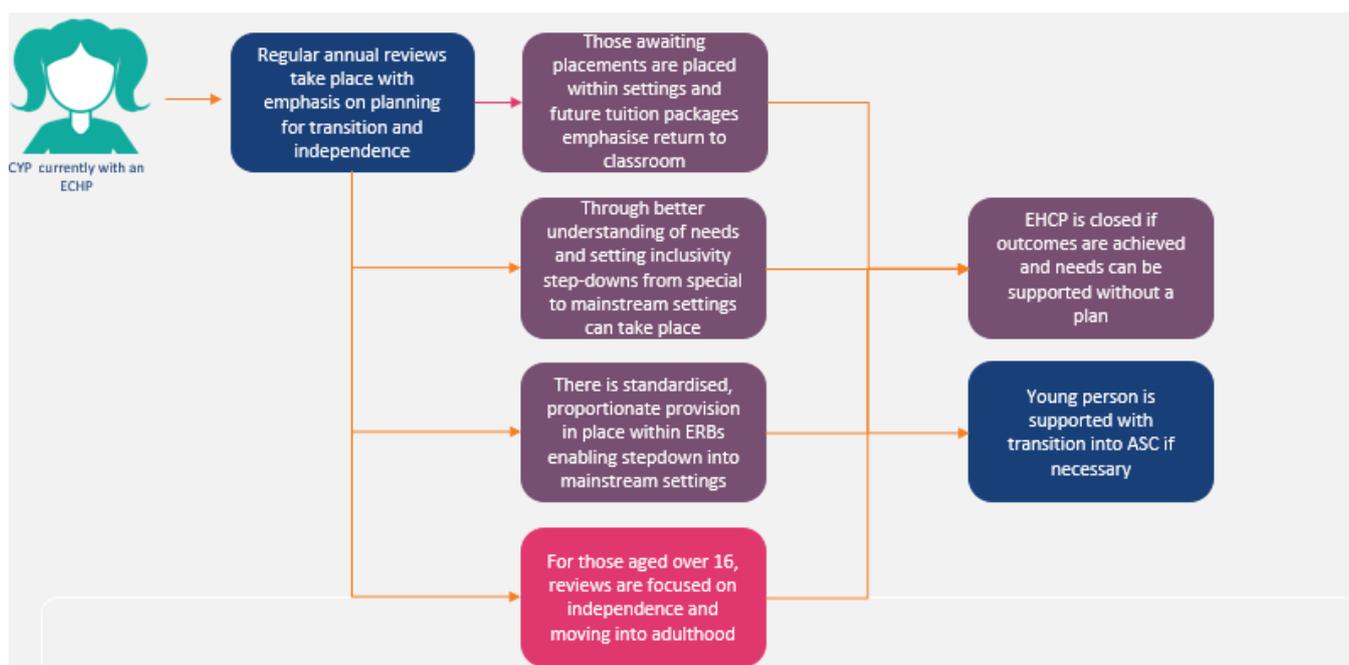
7. Are there any identified risks which may impact on the potential delivery of this? What is the risk if we do not act?

Description of Risk What is the cause or source of the risk, the event or threat and its effect on the proposal?	Mitigating Actions Describe what action needs to be taken	Impact	Probability	Value
Partner capacity to engage due to continued focus on covid e.g. health	Utilising existing partnership and engagement opportunities to maintain links	3-Significant	3- Moderate	9- Amber
New Members may not be aligned to the focus of the transformation programme	Ensure member engagement is part of the comms plan; regular engagement with lead member	3-Significant	4 – High	12-Amber
Delays in mobilising project team.	Business case prepared to seek approval of resources for backfill, external support and BID resource.	3-Significant	5 -Very high	15 – Red
Lack of quality data may reduce progress on trajectory management and impact other workstreams.	BI undertaking work to improve data reporting processes and data quality. Seeking to appoint Business Analyst to support work.	3-Significant	5–Very high	15 Red

	Trajectory management approach in development.			
While we have prioritised and sequenced the programme of work, we may have been too aspirational with our time frames and workstreams may take longer than we anticipated.		3-Significant	5–Very high	15 Red

8. Scope: What is within scope? What is outside of scope?

Shifting system behaviours, managing demand and spend within the SEND system in Cambridgeshire are all within scope.

Equality Impact Assessment
For employees and/or communities

This EqIA form will assist you to ensure we meet our duties under the Equality Act 2010 to take account of the needs and impacts of the proposal or function in relation to people with protected characteristics. Please note, this is an ongoing duty. This means you must keep this EqIA under review and update it as necessary to ensure its continued effectiveness.

Section 1: Proposal details

Directorate / Service Area:		Person undertaking the assessment:	
P&C / SEND		**Name:**	Amanda Phillips
Proposal being assessed:		**Job Title:**	Programme Manager
SEND Transformation Programme		**Contact details:**	Amanda.phillips@cambridgeshire.gov.uk
Business Plan Proposal Number: (if relevant)	N/A	**Date commenced:**	21/9/21
		Date completed:	November 2021
Key service delivery objectives:			
Cambridgeshire County Council is delivering a new programme of action for improving prevention and early intervention for children and young people with Special Educational Needs and Disabilities (SEND) in Cambridgeshire. Our aim is to drive delivery of better outcomes for children and young people, through sufficiency of the right services delivered at the right time and in the right place and at the right cost.			
Key service outcomes:			
The SEND Transformation programme aims to: **Focus on ensuring our work reduces costs through improving outcomes for children and young people with SEND**. Our transformation plan is underpinned by the idea that through improving outcomes and the wider SEND system, lower costs should result through more children and young people being supported at SEND Support level, more young people being able to maintain placements within mainstream settings and those who do require specialist provision accessing this locally. **To identify and respond to needs earlier** to reduce the level of new demand for statutory support, an ambition set out in the SEND Strategy. A focus on earlier prevention, ensuring support is put in place as early as possible to support children and young people and their families with their needs. **To reduce the escalation of need and push to move from mainstream to specialist provision.** Supporting children to re-integrate within mainstream where better outcomes can be achieved.			

EIA v1 Feb 2019

Equality Impact Assessment
For employees and/or communities

To take a system wide approach, ensuring our transformation plan is connected to the SEND Strategy and supports delivery of a shared ambition with partners and communities.

What is the proposal?

Describe what is changing and why

Cambridgeshire continues to face increasing challenges in relation to funding for children and young people with SEND. The High Needs Block has a forecast in-year pressure of £11.2m for 2021/22, this will add to the current Dedicated Schools Grant cumulative deficit of £26.4m. Locally and nationally, there is a continuing increase in the number of children and young people with an Education, Health and Care Plans (EHCP).

As detailed in the business case, the SEND Transformation programme will consist of a series of workstreams to change system wide approaches to manage demand, improve local provision and processes and consequently reduce spend. Please refer to business case which outlines the 14 individual workstreams.

What information did you use to assess who would be affected by this proposal?

For example, statistics, consultation documents, studies, research, customer feedback, briefings, comparative policies etc.

SEND sufficiency data
SEN2 Data
Stakeholder mapping
SEND Service data, knowledge and relationships

Are there any gaps in the information you used to assess who would be affected by this proposal?

If yes, what steps did you take to resolve them?

Concern has been raised around the accuracy of the previous 4 years SEN2 data. Business Intelligence is working to establish an accurate baseline dataset which will give us an accurate picture and can be used to correct current data and improve future reporting. This work is in progress and ongoing.

Who will be affected by this proposal?

A proposal may affect everyone in the local authority area / working for the local authority or alternatively it might affect specific groups or communities. Describe:
- *If the proposal covers all staff/the county, or specific teams/geographical areas;*
- *Which particular employee groups / service user groups would be affected;*
- *If minority/disadvantaged groups would be over/under-represented in affected groups.*

Consider the following:
- *What is the significance of the impact on affected persons?*

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Equality Impact Assessment
For employees and/or communities

- *Does the proposal relate to services that have been identified as being important to people with particular protected characteristics / who are rurally isolated or experiencing poverty?*
- *Does the proposal relate to an area with known inequalities?*
- *Does the proposal relate to the equality objectives set by the Council's Single Equality Strategy?*

This programme will impact on:

- Children and young people with SEND and their families who live in Cambridgeshire.

- Cambridgeshire County Council staff in the SEND Service, Early Years, SENDIASS, School Improvement Service, 5-19 Early Help, Alternative Provision/Education Inclusion, Children and Adults Social Care, Best Start in Life.

- Stakeholders including schools/academies, special schools, further education providers and settings, health, VCS, Pinpoint

Children, young people and their families
We expect to see a positive impact for children, young people and their families, with a continued focused on improving outcomes with an emphasis on inclusivity and ensuring each individual child's needs are met accordingly. Strengthened local provision will enable children and young people to have their needs met within their communities and close to home, in line with our Cambridgeshire and Peterborough SEND Strategy to meet needs at the right place and the right time. Families will feel more engaged in activity undertaken by the council and more confident in the support available within settings to help their children succeed. Work will be undertaken by the service to identify and ensure minority groups needs are represented. We will support an inclusive process through our local offer, accessibility strategy and SEND Strategy (Making SEND Everybody's Business). We will also benefit from the expertise and knowledge of the Chair of the Equalities and Diversity Network, who is not only a member of SEND Service but also a lead for our SEN Support development a key workstream in the SEND Transformation.

Schools, settings and stakeholders
The programme requires engagement and meaningful co-production with schools and wider stakeholders. The programme aims to create a strengthened SEND system, there will be a shared ambition and priorities across the system for children and young people with SEND - including within Health & Social Care. The system will use strengths-based child-centred approach to conversations and decision-making. Areas of good practice can be more widely celebrated and used as a basis for further change.

CCC staff
The programme will increase focus and capacity to progress change. There will be a range of opportunities for staff to engage with change and upskill on strengths-

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Equality Impact Assessment
For employees and/or communities

based approaches. The knowledge that issues are being addressed will improve staff morale. There will be increased resilience within the SEND service, with improved outcomes, reducing demand and reducing pressure on staff. There will be increased awareness of the work of other teams, through improved communication, engagement and coproduction.

Section 2: Scope of Equality Impact Assessment

Scope of Equality Impact Assessment				
*Check the boxes to show which group(s) is/are considered in this assessment. Note: * = protected characteristic under the Equality Act 2010.*				
*	Age	☒	*	Disability	☒
*	Gender reassignment	☒	*	Marriage and civil partnership	☒
*	Pregnancy and maternity	☒	*	Race	☒
*	Religion or belief (including no belief)	☒	*	Sex	☒
*	Sexual orientation	☒			
	Rural isolation	☒		Poverty	☒

Section 3: Equality Impact Assessment

The Equality Act requires us to meet the following duties:

Duty of all employers and service providers:
- *Not to directly discriminate and/or indirectly discriminate against people with protected characteristics.*
- *Not to carry out / allow other specified kinds of discrimination against these groups, including discrimination by association and failing to make reasonable adjustments for disabled people.*
- *Not to allow/support the harassment and/or victimization of people with protected characteristics.*

Duty of public sector organisations:
- *To advance equality of opportunity and foster good relations between people with protected characteristics and others.*
- *To eliminate discrimination*

For full details see the Equality Act 2010.

We will also work to reduce social deprivation via procurement choices.

Research, data and/or statistical evidence
List evidence sources, research, statistics etc., used. State when this was gathered / dates from. State which potentially affected groups were considered. Append data, evidence or equivalent.

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SEN2 data – census day 14th January 2021, headlines include:
- The number of open EHCPs on the census day has increased by 12.8% over the last 12 months an increase of 65.2% over the last 6 years.
- The number of new EHCPs issued in the last calendar year increased by 41.5% against the previous reporting period, which represents an increase of 236% over the last 6 years, this is in line with other neighbouring authorities and a national picture.
- Growth is particularly acute in those aged 0-10 and 20+
- There has been a growth in SEN unit placements and a reduction in Independent special school placements
- The number of people assessed and awaiting a decision on the census day is increasing.

Service data
- We currently have 5874 EHCPs in Cambridgeshire

Consultation evidence
State who was consulted and when (e.g. internal/external people and whether they included members of the affected groups). State which potentially affected groups were considered. Append consultation questions and responses or equivalent.
Plans for the SEND Transformation programme where shared with Schools Forum in May 2021. A series of engagement sessions have been planned for September to November 2021 to launch the ambitions for the programme and initiate engagement with stakeholders. To date we have had sessions with Cambridgeshire Headteachers, Governors and SENCOs. We will be holding sessions via Pinpoint with parents and carers and we will engage with young people through the Speak Out Council, who are best placed to facilitate an inclusive process as they are trusted by children, young people and families and advocate a voice for our children, parents and carers. Further sessions are planned with multi- agency Partnership Boards, early years, Best start in life, health and social care partners.

Based on consultation evidence or similar, what positive impacts are anticipated from this proposal?
This includes impacts retained from any previous arrangements. Use the evidence you described above to support your answer.

Children, young people and their families
We expect to see a positive impact for children, young people and their families, with a continued focus on improving outcomes with an emphasis on meeting a child's needs inclusively e.g., understanding what matters to each child, strengths-based, co-produced and delivered locally. Strengthened local provision will enable children and young people to have their needs met within their communities and close to home.
Families will feel more engaged in activity undertaken by the council and more confident in the support available within settings to help their children succeed.

Schools, settings and stakeholders

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The programme requires engagement and meaningful co-production with schools and wider stakeholders. The programme aims to create a strengthened SEND system, there will be a shared ambition and priorities across the system for children and young people with SEND - including within Health & Social Care. The system will use strengths-based child-centred approach to conversations and decision-making. Areas of good practice can be more widely celebrated and used as a basis for further change. Feedback from our initial engagement sessions has been very positive, with many offers to be involved in the development work.

CCC staff

The programme will increase focus and capacity to progress change. There will be opportunities for staff to engage with change and upskill on strengths-based approaches. The knowledge that issues are being addressed will improve staff morale. There will be increased resilience within the SEND service, with improved outcomes, reducing demand and reducing pressure on staff. There will be increased awareness of the work of other teams, through improved communication, engagement and coproduction, shared best practice could potentially improve staff recruitment and retention and staff progression.

Based on consultation evidence or similar, what negative impacts are anticipated from this proposal?
This includes impacts retained from any previous arrangements. Use the evidence you described above to support your answer.
We do not anticipate that is programme will have an adverse impact on children and young people with SEND or their parents/carers, however, we will keep this under review as our workstreams progress. Our aim is to improve outcomes, ensuring we have the right provision at the right time, embedding a focus on strengths and outcomes, ensuring our processes enable transparent decision making, with children at the centre.

A call on already stretched staff and stakeholder capacity to contribute to the transformation activity may have a negative impact (this is being mitigated internally through planning for additional resource). Partner capacity to engage due to continued focus on covid e.g. health could be a challenge and will need to be considered as part of any recovery planning. |

How will the process of change be managed?
Poorly managed change processes can cause stress / distress, even when the outcome is expected to be an improvement. How will you involve people with protected characteristics / at risk of deprivation/isolation in the change process to ensure distress / stress is kept to a minimum? This is particularly important where they may need different or extra support, accessible information etc.
A programme communications and engagement plan has been developed. We have considered by workstream the type of engagement (i.e. consultation, engagement, co-design and co-production) required for parents/carers, including involvement with system design and mapping, annual review improvement and panel redesign.

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We have an incredibly positive and active relationship with our parent/carer forum, Pinpoint, who represent and lead on our engagement with parents and carers. As part of the overall engagement plan, we will be holding launch events for Pinpoint and SENDIASS in the Autumn Term. Priority also continues to be focused on our Local Offer contents and accessibility.

We have strong links with the Speak Out Council with regular representation on our SEND Partnership Board meetings. These links will be used to strengthen communication and engagement with young people. We will use our connections with Pinpoint and SENDIASS to ensure CYP questionnaires and focus groups are implemented to gain pupil voice and especially regarding SEN support and Preparing for Adulthood.

Each workstream will develop plans to ensure appropriate and timely communications. A SEND Communications Group working group is in place which brings together Cambridgeshire and Peterborough communication/web colleagues with SEND Service leads to plan and deliver communication activity. The SEND Transformation Board will oversee delivery of the SEND Transformation programme, this Board will have a standing agenda item on communications to oversee and ensure alignment and delivery of the communication and engagement plan. SEND Transformation Board will consider implications for EDI groups.

How will the impacts during the change process be monitored and improvements made (where required)?
How will you confirm that the process of change is not leading to excessive stress/distress to people with protected characteristics / at risk of isolation/deprivation, compared to other people impacted by the change? What will you do if it is discovered such groups are being less well supported than others?

We have identified a range of programme impact measures, including parental satisfaction levels. We will include an EDI measure around participation as part of the SEND support workstream.

- Parents feeling more confident in the provision at SEND Support level
- Transparency and clarity of funding for parents and carers.
- Improved parental and school satisfaction with the annual review process
- Parental confidence in pathways for their young adults.
- Parent/carers report increase satisfaction with ability to navigate system

More specific success measures to be developed following development of Changing the Conversation roll-out plan, including on outcomes for children and young people. Work to determine how to baseline and track these measures to be progressed.

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Section 4: Equality Impact Assessment - Action plan

See notes at the end of this form for advice on completing this table.

Details of disproportionate negative impact *(e.g. worse treatment / outcomes)*	Group(s) affected	Severity of impact *(L/M/H)*	Action to mitigate impact with reasons / evidence to support this *or* Justification for retaining negative impact	Who by	When by	Date completed
No negative impact identified						

Section 5: Approval

Name of person who completed this EIA:	Amanda Phillips	Name of person who approves this EIA:	Jo Hedley
Signature:		Signature:	
Job title:	Programme Manager	Job title: *Must be Head of Service (or equivalent) or higher, and at least one level higher than officer completing EIA.*	Acting Head of SEND Services
Date:		Date:	

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Guidance on completing the Action Plan

If our EIA shows that people with protected characteristics and/or those at risk of isolation/deprivation will be negatively affected more than other people by this proposal, complete this action plan to identify what we will do to prevent/mitigate this.

Severity of impact
To rate severity of impact, follow the column from the top and row from the side and the impact level is where they meet.

		Severity of impact				Priority and response based on impact rating		
		Minor	**Moderate**	**Serious**	**Major**	**High**	**Medium**	**Low**
Likelihood of impact	**Inevitable**	**M**	**H**	**H**	**H**	*Amend design, methodology etc. and do not start or continue work until relevant control measures are in place. Or justify retaining high impact*	*Introduce measures to control/reduce impact. Ensure control measures are in use and working. Or justify retaining medium impact*	*Impact may be acceptable without changes or lower priority action required. Or justify retaining low impact*
	More than likely	**M**	**M**	**H**	**H**			
	Less than likely	**L**	**M**	**M**	**H**			
	Unlikely	**L**	**L**	**M**	**M**			

Actions to mitigate impact will meet the following standards:
- *Where the Equality Act applies: achieve legal compliance or better, unless justifiable.*
- *Where the Equality Act does not apply: remove / reduce impact to an acceptably low level.*

Justification of retaining negative impact to groups with protected characteristics:
There will be some situations where it is justifiable to treat protected groups less favourably. Where retaining a negative impact to a protected group is justifiable, give details of the justification for this. For example, if employees have to be clean shaven to safely use safety face masks, this will have a negative impact on people who have a beard for religious reason e.g. Sikhism. The impact is justifiable because a beard makes the mask less effective, impacting the person's safety. You should still reduce impact from a higher to a lower level if possible, e.g. allocating work tasks to avoid Sikhs doing tasks requiring face masks if this is possible instead of not employing Sikhs.

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