

Response to the Government's SEND Review Green Paper and Update on SEND Provision and Placements

To: CYP Committee

Meeting Date: 17 May 2022

From: Service Director Education

Electoral division(s): All

Key decision: No

Forward Plan ref: n/a

Outcome: The report provides an overview to the Committee on the SEND Green Paper and the basis for the Council submitting a response to the Government consultation on 1st July 2022. The report also outlines the current position on managing demand for SEND provision and placements.

Recommendation: The Committee is recommended to:

- a) Note the report.
- b) Agree that Officers should circulate the final draft response to Committee members for review.
- c) Delegate authority to the Director of Education to submit the Council's consultation response, following consultation with CYP Spokes, in order to meet the deadline of 1 July 2022.

Voting: Co-opted members of the committee are eligible to vote on this item.

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1. Background

- 1.1 This report provides an overview of the recently published SEND and Alternative Provision Green Paper. The report covers the questions within the consultation and provides an early LA view of these proposals as a basis for an expected response.
- 1.2 The report also provides an update on the current situation with managing SEND placement provision in Cambridgeshire.

2. SEND Review: Right Support, Right Place, Right Time Green Paper

- 2.1 The Government's SEND and alternative provision green paper, published on 29 March 2022, sets out its vision for a single, national SEND and alternative provision (AP) system that will introduce new standards in the quality of support given to children across education, health and care.
- 2.2 The ambitious green paper is the result of the SEND Review (Appendix 1), commissioned to improve an inconsistent, process-heavy and increasingly adversarial system that too often leaves parents facing difficulties and delays accessing the right support for their child.
- 2.3 The plans to reform the system will be open for a 13-week public [consultation](#), giving families and professionals the opportunity to shape how a new system will work in the future.
- 2.4 The consultation will run for 13 weeks and closes on the 1st July 2022.
- 2.5 The key proposals are –
 - Setting new national standards across education, health and care to build on the foundations created through the Children and Families Act 2014, for a higher performing SEND system;
 - A simplified Education, Health and Care Plan (EHCP) through digitising plans to make them more flexible, reducing bureaucracy and supporting parents to make informed choices via a list of appropriate placements tailored to their child's needs, meaning less time spent researching the right school;
 - A new legal requirement for councils to introduce 'local inclusion plans' that bring together early years, schools and post-16 education with health and care services, giving system partners more certainty on who is responsible and when;
 - Improving oversight and transparency through the publication of new 'local inclusion dashboards' to make roles and responsibilities of all partners within the system clearer for parents and young people, helping to drive better outcomes;
 - A new national framework for councils for banding and tariffs of High Needs, to match the national standards and offer clarity on the level of support expected, and put the system on a financially sustainable footing in the future;
 - Changing the culture and practice in mainstream education to be more inclusive and better at identifying and supporting needs, including through earlier intervention and improved targeted support;

- Improving workforce training through the introduction of a new SENCo National Professional Qualification for school SENCos and increasing the number of staff with an accredited level 3 qualification in early years settings;
- A reformed and integrated role for alternative provision (AP), with a new delivery model in every local area focused on early intervention. AP will form an integral part of local SEND systems with improvements to settings and more funding stability.
- Different services involved in providing support for children with SEND, from schools and councils to healthcare providers, to work more closely together increasing accountability and scrutiny;
- Mandatory mediation on EHCP disputes - under the plans, families and councils will have to engage in mediation on disputes over EHCPs before registering an appeal to the sometimes costly first-tier tribunal;
- There will be a review of the National SEND funding formula and the £6k threshold – “notional” special educational needs budgets would move to be standardised, with central government setting budget allocations for mainstream schools “through a single, national formula”. They will consider whether the current amount of £6,000 remains the “right threshold”. The appropriate threshold “will be considered in context of the responsibilities that sit with mainstream schools under the new national standards, and we will consult before taking decisions on any changes to the level of the threshold”. The government are intending to ensure the SEND system is financially sustainable by making sure funding is targeted where it makes the most difference;
- A performance measures league table will be reviewed to allow for “contextual SEND information” about a school alongside its results data. This will make it easier to recognise schools and colleges that are doing well for children with SEND;
- The Government will look to approve up to 40 new special and AP free schools in regions where they are most needed;
- Low-income families with seriously ill or disabled children will be further supported through investment of £27.3 million next year. This funding will help pay for equipment, goods or services - from washing machines and fridges to sensory and educational equipment that they might not otherwise be able to afford;
- Over £10 million will also be invested to train over 200 more educational psychologists from September, to give advice and input into EHCP assessments, advise schools on how to support pupils with SEND and offer wider wellbeing support to them, their families and teachers;
- The Government will work with Ofsted and the Care Quality Commission to strengthen ability to hold local areas to account against these standards;
- Vulnerable children in care or with a social worker will also continue to be supported through continued Virtual School Head (VSH) funding, backed by £16.6 million for the next financial year, to keep championing the needs of looked-after children and support them with their attainment.

2.6 Officers are currently working with our partners to consider a full response to the 22 consultation questions. The consultation is open to local authority staff, healthcare professionals, schools, settings, colleges, alternative provision providers, voluntary sector organisations, children, young people, families, parents and carers. Briefings are planned for school leaders to ensure there is a full understanding of the proposals.

2.7 The Education service will also ensure the consultation link is promoted throughout the

SEND system to ensure all key stakeholders are aware of the consultation and the deadline so individuals can submit their own views. The system will also offer support to complete the consultation for those that need it.

- 2.8 Officers initial thoughts are detailed in section 3. We would like to propose the final responses be collated into a briefing and presented to Spokes after the consultation deadline.
- 2.9 The following responses provide a starting point for discussion following initial consideration of the SEND Review : Right support, Right Place, Right time. The culture of co-production and consultation is a key element of how Cambridgeshire and Peterborough works so these views and starting points may change through the natural process, in time for the consultation deadline in July 2022.

3. Initial Response to the Consultation.

- 3.1 *Q1 What key factors should be considered when developing national standards to ensure they deliver improved outcomes and experiences for children and young people with SEND and their families? This includes how the standards apply across education, health and care in a 0-25 system.*

We welcome the proposal to create new national standards but would like more clarity on how and when legislation will be created to support the implementation of the standards in a meaningful way. There is some contradiction with regards to local discretion. The review outlines there is too much local discretion (p27) and then goes on to say local discretion is required and necessary (p29). It is important that local context is considered.

The LA supports the notion that there should be standardised processes for reviewing the support needed and welcomes the ideal that there will be clarity in settings, particularly mainstream settings about what should be ordinarily available.

Equally, we welcome the notion that standards for co-production and transitions should be consistent, but again there is no clarity about how this will be implemented and on what timeline.

- 3.2 *Q2 How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships?*

The LA is encouraged by the proposal to set up Local SEND partnerships that are supported by robust legislation and that will include partners from all aspects of the EHCP process.

It is positive that the LA will retain the responsibility for the high needs block, but legislation will need to be clear about how the LA can utilise this responsibility to ensure all partners take on their responsibilities for example with Multi Academy Trusts and health partners. It would be concerning for LAs to retain a responsibility for local inclusion plans if there was no clear guidance and statutory framework in place to ensure all partners provide services in line with the agreed national standards.

3.3 *Q3 What factors would enable local authorities to successfully commission provision for low-incidence high cost need, and further education, across local authority boundaries?*

The ability for Local Authorities to work together strategically to meet the needs of interconnecting communities and for national standards to remove the discrepancies created by authority borders would hugely transform the outcomes for young people who need the most specialist provision. It may be that some regional / sub regional groups are needed to ensure there is effective commissioning to meet these needs and provide better outcomes alongside value for money.

3.4 *Q4 What components of the EHCP should we consider reviewing or amending as we move to a standardised and digitised version?*

A standardised EHCP format that is digitalised and easier to administer would be an excellent idea. It is hoped that the design and outline for this standardised format is constructed under consultation with practitioners and case work officers who will have to manage the new format. It would be good to find a format that was shorter in length and that had a focus on abilities and strengths rather than a deficit model.

The introduction of a system that includes pictures and film is a very positive aspect, however, the cost of the new system and in the maintenance of a system that incorporates these aspects must be provided to LAs to enable them to implement this proposal.

The proposal to create a multi-agency panel to increase confidence for parents and carers is innovative and rooted in positive theory. There will need to be a great deal of structure and robust legislation and guidance to ensure that a panel that reviews needs assessments can include school, colleges, health, social care and parents and it will need to be very clear about who is responsible for such assessment needs.

3.5 *Q5 How can parents and local authorities most effectively work together to produce a tailored list of placements that is appropriate for their child, and gives parents confidence in the EHCP process?*

The outline of available provision for parents to choose from will allow LAs to effectively manage the placement of children and keep provision local and appropriate to needs. The right for a mainstream placement is correct but there needs to be clarity on who makes the decision when it may not be compatible with the provision of efficient education of others and who will be assessing the quality assurance of new national standards.

The continued focus on working closely with parent / carer forums will enable a framework for creating tailored lists to be co-produced. This should be factored into the proposal for national standards relating to co-production.

The change to shift the right to direct placement into schools by the LA and then move the prerogative for the school / trust to challenge this decision is much more child centred and will lead to more children being included rather than awaiting placements.

3.6 *Q6 To what extent do you agree or disagree with our overall approach to strengthen redress, including through national standards and mandatory mediation?*

Mandatory mediation could potentially reduce the need for tribunals, but without a clear review of the process it could lead to a much less efficient route to redress. Mediation can be a long process and can involve a lot of different services. If the national standards outline a streamlined and consistent method to support efficient mediation, this could be positive. If it is not, this could add additional stress onto an already struggling system.

3.7 *Q7 Do you consider the current remedies available to the SEND Tribunal for disabled children who have been discriminated against by schools effective in putting children and young people's education back on track? Please give a reason for your answer with examples, if possible.*

Additional review of the tribunal process is welcome. It would be useful if the national standards included the requirement for tribunal judges or decision makers to have a background / speciality in SEND and the new national standards. It would also be useful if decisions at tribunal were considerate towards the needs of all children at any given education provision. Some decisions which may be deemed appropriate for the individual are not always conducive to the effective education of the rest of the school roll.

3.8 *Q8 What steps should be taken to strengthen early years practice with regard to conducting the two-year-old progress check and integration with the Healthy Child Programme review?*

We feel this question places early years in a difficult position, suggesting that the steps required to strengthen the integrated review lay solely with the early years. We strongly suggest that what should be developed is a model of shared understanding of the process from both the perspectives of HCP and Early Years. Some of the ways in which this could be achieved are:

- Joint Healthy Child Programme / Early Years training opportunities
- Job Shadowing
- Undertaking joint observations of children in the home and if applicable also in settings.

In terms of specific steps to strengthen the role of early years in the Integrated review (IR) process we suggest:

- more emphasis placed on teaching child development on our qualification courses.
- statutory standardised resources to support the two-year-old progress check as the sector relies on non-statutory guidance and practitioners current knowledge of child development.
- observation and assessment training is viewed as a minimum requirement for all early years practitioners and that this is revisited on a regular basis.
- upskilling early years practitioners to understand the content of the ASQ:SE (a set of questionnaires about behaviour and social-emotional development in young children) and the process involved in it's completion, placing an emphasis on how to use knowledge gained from the 24-36 month progress check to inform the outcomes.

In terms of developing the understanding of health professionals about the IR process we suggest:

- opportunities for joint observation and assessment of children in home or setting using both 24-36 month statutory review and ASQ documentation.

- workforce development cross discipline that supports a more consistent approach to early identification of need.
- upskilling health colleagues to develop more understanding of Early Years Foundation Stage and how ongoing teaching and assessment contributes to a holistic long-term view of child development.
- a stronger emphasis on the views of parents.
- early Years practitioners and HCP staff should work as one team so one staff member can conduct a holistic assessment of health and education needs at the 24-36 month check. It will avoid duplication and improve efficiency. Data sharing processes should be set up to enable this.

3.9 *Q9 To what extent do you agree or disagree that we should introduce a new mandatory SENCo NPQ (National Professional Qualification) to replace the NASENCo?*

We welcome the expectation for early years providers to identify a SENCo and ensure that they have a minimum level of qualification. This increase in skills at the earliest stage will enable better outcomes earlier.

3.10 *Q10 To what extent do you agree that we should strengthen the mandatory SENCo training requirement by requiring that headteachers must be satisfied that the SENCo is in the process of obtaining the relevant qualification when taking on the role?*

The development of a new National Professional Qualification for SENCOs brings the standard of qualification in line with other leadership roles and is a positive move. There should be a mandatory requirement of the SENCO to be a part of the leadership structure of schools, so that this is a clear requirement rather than just a recommendation. This will ensure that SEND needs are consistently advocated for across the strategic themes for all settings.

More protected time for SENCOs is also a positive move, but there is no thought shared on how to support smaller schools to achieve this, when administrative time may not be feasible due to the wide responsibilities taken on by teachers and leaders in smaller schools. Recognition and additional financial support should be made available for smaller schools to enable no child with SEND to be lost in the system.

3.11 *Q11 To what extent do you agree or disagree that both specialist and mixed multi academy trusts (MATs) should be allowed to coexist in the fully trust-led future? This would allow current local authority maintained special schools and alternative provision settings to join either type of MAT.*

It is not always the case that mixed trusts result in better outcomes. Specialist trusts can provide additional support for the community through the specialist nature of their experience. However, when mixed trusts work well, they have a balanced approach and can effectively hold the needs of all children within the same trust and this has huge benefits, especially if the designation of the school can be one and the same allowing the child to move to the most appropriate provision element at any time. This approach could have far reaching implications for inclusion and the development of skills across a community. Where mixed MATs operate in a close geographical locality e.g. town / city, any specialist provision must be open to all and effectively commissioned externally to the MAT to ensure fair access to all.

- 3.12 *Q12 What more can be done by employers, providers and government to ensure that those young people with SEND can access, participate in and be supported to achieve an apprenticeship, including through access routes like traineeships?*

Increased careers support is a welcome proposal as is the development of careers hubs and careers leaders, which could be seen as a return to the Connexions approach, which could be a very valid and positive return.

There is a need to provide a bespoke focus for both education provisions and employers that is outside of the school environment so that young people feel a tangible transition experience as part of the support network.

The additional funding is welcome, but more clarity regarding how this will be delivered is needed.

The proposal to introduce adjustment passports needs to be reviewed. 'Passport' is an extremely sensitive term for many pupils, especially those from diverse cultural backgrounds.

- 3.13 *Q13 To what extent do you agree or disagree that this new vision for alternative provision will result in improved outcomes for children and young people?*

A new national standard that incorporates a clear focus on keeping children and young people on roll at mainstream school is welcome and appreciated.

The development of an intent to support mainstream schools by sharing expertise from alternative provisions will lead to greater ability to support inclusion. If this is structured correctly it will remove the creation of interim part time settings that do not meet the needs of young people, but it will need clear guidance and robust funding mechanisms that allow both alternative / appropriate provisions and mainstream provisions to access the support required at an equal level and as part of a single approach.

- 3.14 *Q14 What needs to be in place in order to distribute existing funding more effectively to alternative provision schools, to ensure they have the financial stability required to deliver our vision for more early intervention and re-integration?*

The continued focus on equalising the funding across both alternative / appropriate and mainstream provision is a positive step.

The development of a Local Alternative Provision strategy that will lead to statutory partnerships is a positive ideal but will need robust legislation to enable the implementation to be worthwhile and have impact. There will also need to be funded capacity to ensure this happens.

The idea that the same funding can be attached to a medium-term plan for a young person is positive if it can be implemented fairly and the focus for maintaining a mainstream placement is based on the ability to access the curriculum rather than the ability to excel in examinations, which has been a barrier to reintegration and inclusion.

A progress score to demonstrate the effectiveness of inclusion would be a good additional support mechanism for school settings alongside recognition in performance tables for those schools that are inclusive for pupils who have been excluded from mainstream schools.

- 3.15 *Q15 To what extent do you agree or disagree that introducing a bespoke alternative provision performance framework, based on these 5 outcomes, will improve the quality of alternative provision?*

Performance tables do not lead to good outcomes for all children and often lead to settings designing their delivery based on the requirements set by these measures. This is not child centred.

A progress guide for mainstream settings may be more valuable at supporting inclusive practice, although national standards for alternative / appropriate provision would be hugely beneficial.

The 5 key outcomes do not show an understanding for the curriculum needed to evolve alternative education. There needs to be an element of communication and emotional intelligence and a focus on vocational skills for young people who need to express themselves in different more creative ways as well as an increased focus on the arts and physical exercise to increase the therapeutic intervention needed through avenues that can be extended in mainstream environments.

- 3.16 *Q16 To what extent do you agree or disagree that a statutory framework for pupil movements will improve oversight and transparency of placements into and out of alternative provision?*

The development of a statutory framework for pupil movements is an excellent idea and a much-needed improvement. The implementation of this must be undertaken by education settings with young people remaining on roll ensuring an unbroken line of responsibility without any question.

- 3.17 *Q17 What are the key metrics we should capture and use to measure local and national performance? Please explain why you have selected these.*

Key data would be attendance, exclusions, destination and progress. Additionally for young people with SEND, timeliness of annual review functions and the ability to track how EHCP's have reduced in terms of needs (i.e. how the SEND needs have been minimised to increase inclusion).

- 3.18 *Q18 How can we best develop a national framework for funding bands and tariffs to achieve our objectives and mitigate unintended consequences and risks?*

A national banding framework can only work if there is a national funding framework that works to support the same needs being provided at the same rate and quality irrespective of postcode. The notion that it costs less to provide high quality SEND services in any part of the UK due to its vicinity to London is both outdated and seeks to undermine the values of individual children and their right to high quality care and support.

A national framework is best developed by practitioners and leaders in the system who are skilled at understanding what quality provision looks like and actually costs.

3.19 *Q19 How can the National SEND Delivery Board work most effectively with local partnerships to ensure the proposals are implemented successfully?*

The development of a National SEND Delivery Board is a positive proposal and will help to develop the national standards outlined. The key to making it work will be how the National Board integrates with the regional DfE groups.

There will need to be clear links to ensure that both regional and national agendas are valued and acted upon.

There will need to be robust legislation in place to keep responsibilities and accountability clear and the support mechanisms of any delivery board must be easy to identify – settings have enough measurement without support in the system.

3.20 *Q20 What will make the biggest difference to successful implementation of these proposals? What do you see as the barriers to and enablers of success?*

The development of consistent national standards will be a huge enabler but will only be effective if there is robust legislation to ensure accountability is supported across all partners.

The current system has too many recommendations without mandatory instructions that leave some partner services with the power to interpret they do not have to act.

Legislation has to remove any doubt from the questions and responsibilities in hand so that there is a clear playing field for all services to work together with no room for interpretation, which only leads to barriers and incongruent approaches that create gaps for young people, particularly those with SEND to fall through.

3.21 *Q21 What support do local systems and delivery partners need to successfully transition and deliver the new national system?*

We need adequate funding, time and expertise to implement the change. This must recognise the current pressure that Local Authorities are under.

3.31 *Q22 Is there anything else you would like to say about the proposals in the green paper*

This is currently being considered by Officers and will be part of the final response. We will work with key partners to ensure there is a single voice for Cambridgeshire in this section.

4. Managing demand for SEND provision and placements

4.1 Members approved the strategic approach on meeting demand for Children with Special Educational Needs and/or Disability at the Children and Young People Committee on 1 March 2022. A detailed review of all potential opportunities has been undertaken, and two project plans developed, one for Area Special Schools and one for Enhanced Resource Bases/Units. Meetings with Headteachers/Trusts are underway to confirm phase 1 of the

projects to meet immediate demand.

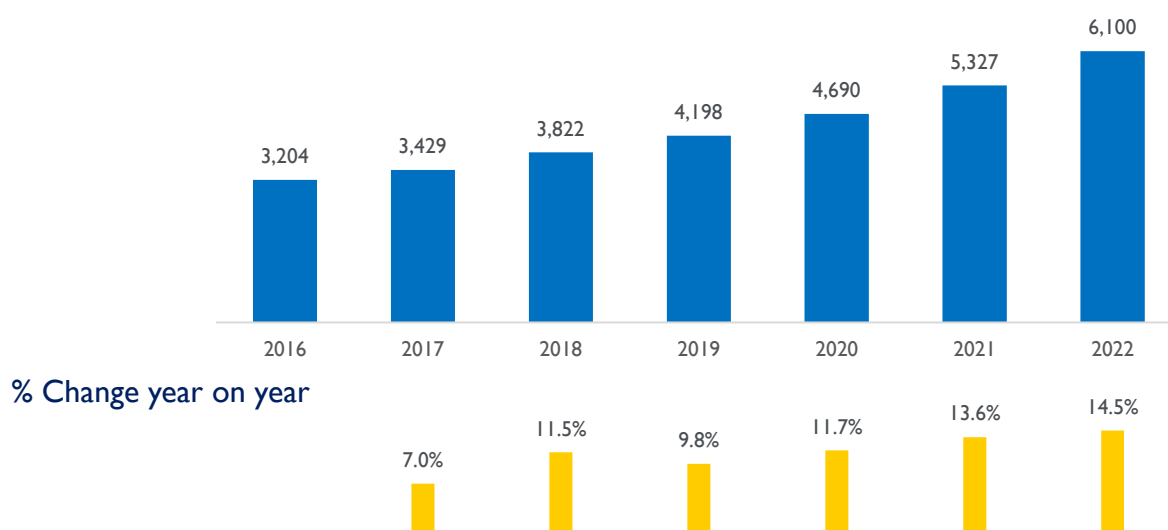
4.2 Since the previous report to Committee in March 2022:

- 10 additional places have been identified at Cavendish Special Academy (Impington)
- Work with post-16 providers to create places at satellite locations, thus freeing up space at special schools for younger children, has met with interest and support such that it may be a viable model to roll out in other parts of Cambridgeshire

4.3 With regard to increasing capacity at Meadowgate Special Academy, officers have commissioned a feasibility study for the proposed additional 60 places and a consultant has been appointed to work on the design. Due to the need for swift progress, it has been agreed to progress directly to contractor appointment. This gives greater surety on design and costs, details of which are expected to be available by September 2022. In the meantime, the headteacher is in discussions with officers about developing short-term satellite provision whilst the expansion project is undertaken. We have also started a feasibility study into an additional special school in the south of the Fenland area to serve this area and the North of the Huntingdonshire area.

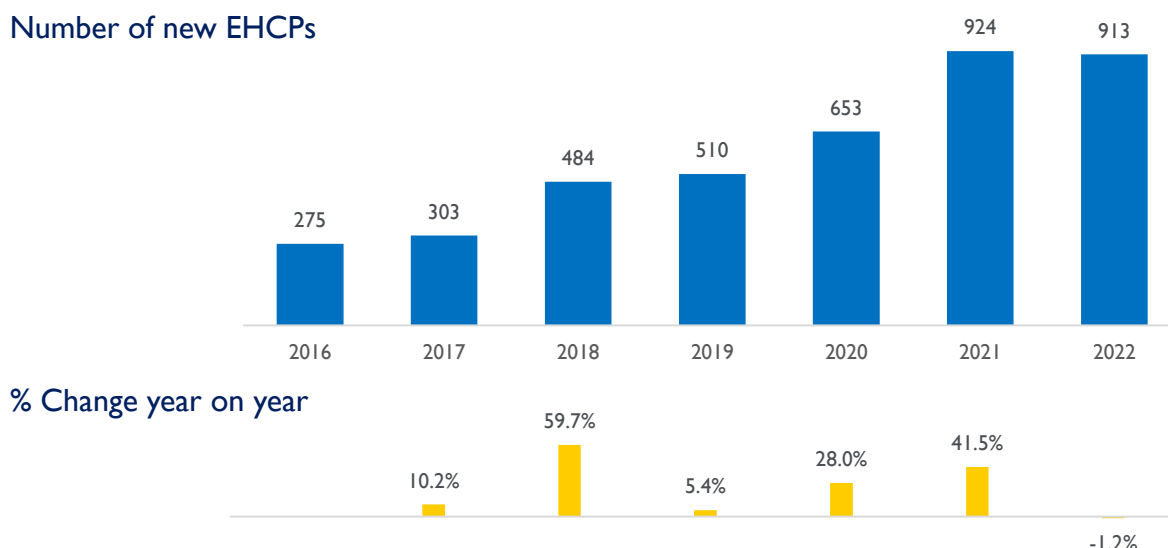
4.4 From our latest DfE submission on pupil information (based upon January), new demand for specialist placements continues to grow in line with the number of EHCPs (see figure 1)

Number of EHCPs



4.5 Our transformation programme has however meant that growth has not continued to increase at previous levels.

Number of new EHCPs



- 4.6 As of 14 April 2022, data gathered by the Statutory Assessment Team (SAT) indicated there were a total of 195 children in Cambridgeshire with an Education Health and Care Plan (EHCP), setting out their assessed and identified SEND and requiring placement in a special school or specialist provision attached to a mainstream school in the near future. This includes pupils who have moved into the County. These pupils are either currently on roll in a mainstream school or receiving tuition packages or alternative provision. We are currently awaiting new provision to become available with the new special school at Alconbury Weald adding 150 places in September 2023 and there will be additional space at Samuel Pepys (up to 65 places) and Meadowgate (60 places) to support this increased demand coming out of Covid-19.

District	Total numbers awaiting placement	Total requiring area special school placement	Total requiring provision specialising in social emotional mental health (SEMH) needs
Cambridge City	42	21	12
East Cambridgeshire	22	12	4
Fenland	62	37	21
Huntingdonshire	32	12	14
South Cambridgeshire	37	19	10

- 4.7 Details of all the current proposals for growth can be found in appendix 2 of the report.
- 4.8 In addition to the above, a new SEND Outreach model has been developed in close collaboration between special schools in Cambridgeshire and the SEND District Teams. The model was launched on 11 February 2022. The anticipated impact is that children and young people supported by the outreach model will remain in mainstream settings, keeping children local and reducing the need for specialist placements.
- 4.9 In March, the DfE published the High Needs Provision Capital Allocations (HNPCA) for financial years 2022-23 and 2023-24. This funding is for academic years 2023/24 and 2024/25 and is to support local authorities deliver new places and improve existing provision for children and young people with special educational needs and disabilities or

who require alternative provision. The grant funding amounts to £690m for Financial Year 2022-23 and £750m for Financial Year 2023-24. Of these amounts:

- 75% of the available funding is distributed in proportion to LAs' estimated growth in demand for High Needs provision (the 'growth' component); and
- 25% of the available funding is distributed in proportion to LAs' estimated population of CYP who need High Needs provision (the 'size' component).

4.10 Cambridgeshire has received an allocation of £6.7m in 2022/23 and £7.8m in 2023/24. The current capital programme includes £38.2m of spend (with council borrowing accounting for £37.5m) for increased SEND provision across the county. For the latest projects (outlined in appendix 2), there is a provisional budget of £2.5m for additional places but the expected cost of delivery of all schemes will be significantly higher and will require this funding. We are also seeing prices increase due to inflation across all projects. These challenges will be considered in future meetings.

5. Safety Valve

- 5.1 The Department for Education (DfE) introduced the safety valve intervention programme in 2020-21 in recognition of the increasing pressures on high needs, targeting local authorities with the highest Dedicated Schools Grant (DSG) deficits. A total of 14 local authorities have now signed up to agreements, further details of which can be viewed at: [Dedicated schools grant: very high deficit intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/dedicated-schools-grant-very-high-deficit-intervention)
- 5.2 The programme is being expanded to a further 20 local authorities in 2022-23 and based on the latest cumulative DSG deficit of £39.26m to the end of the 2021-22 financial year, Cambridgeshire has been selected to participate in the next round.
- 5.3 The programme requires local authorities to develop substantial plans for reform to their high needs systems, with support and challenge from the DfE, to rapidly place them on a sustainable footing. If the authorities can demonstrate sufficiently that their DSG management plans create lasting sustainability and are effective for children and young people, including reaching an in-year balance as quickly as possible, then the DfE will enter into an agreement with the authority, subject to Ministerial approval.
- 5.4 If an agreement is reached, local authorities will be held to account for the delivery of their plans and hitting the milestones in the plans via quarterly reporting to the DfE. If adequate progress is being made, authorities will receive incremental funding to eliminate their historic deficits, generally spread over five financial years. If the conditions of the agreement are not being met, payments will be withheld.
- 5.6 Senior Officers have been invited to an initial meeting with the DfE in May to discuss the current situation and plans, and as such updates will be provided in due course.

6. Alignment with corporate priorities

- 6.1 Communities at the heart of everything we do
- Schools and early years settings are at the heart of communities. Our SEND strategy aims to keep children locally with the right specialist provision wherever possible.

- 6.2 A good quality of life for everyone
- Providing a high quality SEND offer support families and children to transition successful into adulthood.
- 6.3 Helping our children learn, develop and live life to the full
- Ensuring the education system meets all these needs is critical for everyone.
- 6.4 Protecting and caring for those who need us
- Education is the major universal service the council provides as all children are required to access education. School and early years settings play a critical role in safeguarding and protecting the welfare of children and families.

7. Significant Implications

- 7.1 Resource Implications
The need to ensure sufficient capacity for the SEND statutory process will be considered as a capacity bid. The funding requirement is currently being considered. Capital schemes are included in the current medium term financial plan. The recently announced capital funding will also provide further resources to meet this need.
- 7.2 Procurement/Contractual/Council Contract Procedure Rules Implications
There are no significant implications within this category.
- 7.3 Statutory, Legal and Risk Implications
There are no significant implications within this category.
- 7.4 Equality and Diversity Implications
There are no significant implications within this category.
- 7.5 Engagement and Communications Implications
There are no significant implications within this category.
- 7.6 Localism and Local Member Involvement
There are no significant implications within this category.
- 7.7 Public Health Implications
It will be important to work with the emerging Children and Maternity Collaborative of the Integrated Care system to deliver on this agenda. Public Health commission the Healthy Child programme and we would need to work together to deliver on the integrated 2-2.5 year review (Q8, point 3.8)
- 7.8 Environment and Climate Change Implications on Priority Areas:
There are no significant implications within this category.

Have the resource implications been cleared by Finance? Yes
Name of Financial Officer: Martin Wade

Have the procurement/contractual/ Council Contract Procedure Rules implications been cleared by the LGSS Head of Procurement?
Name of Procurement Officer: Clare Ellis

Has the impact on statutory, legal and risk implications been cleared by the Council's Monitoring Officer or LGSS Law? Yes

Name of Legal Officer: Fiona McMillan

Have the equality and diversity implications been cleared by your Service Contact? Yes

Name of Officer: Jonathan Lewis

Have any engagement and communication implications been cleared by Communications? Yes

Name of Officer: Simon Cobby

Have any localism and Local Member involvement issues been cleared by your Service Contact? Yes

Name of Officer: Jonathan Lewis

Have any Public Health implications been cleared by Public Health? Yes

Name of Officer: Raj Lakshman

If a Key decision, have any Environment and Climate Change implications been cleared by the Climate Change Officer?

No implications.

5. Source documents guidance

5.1 [DfE consultation](#)