

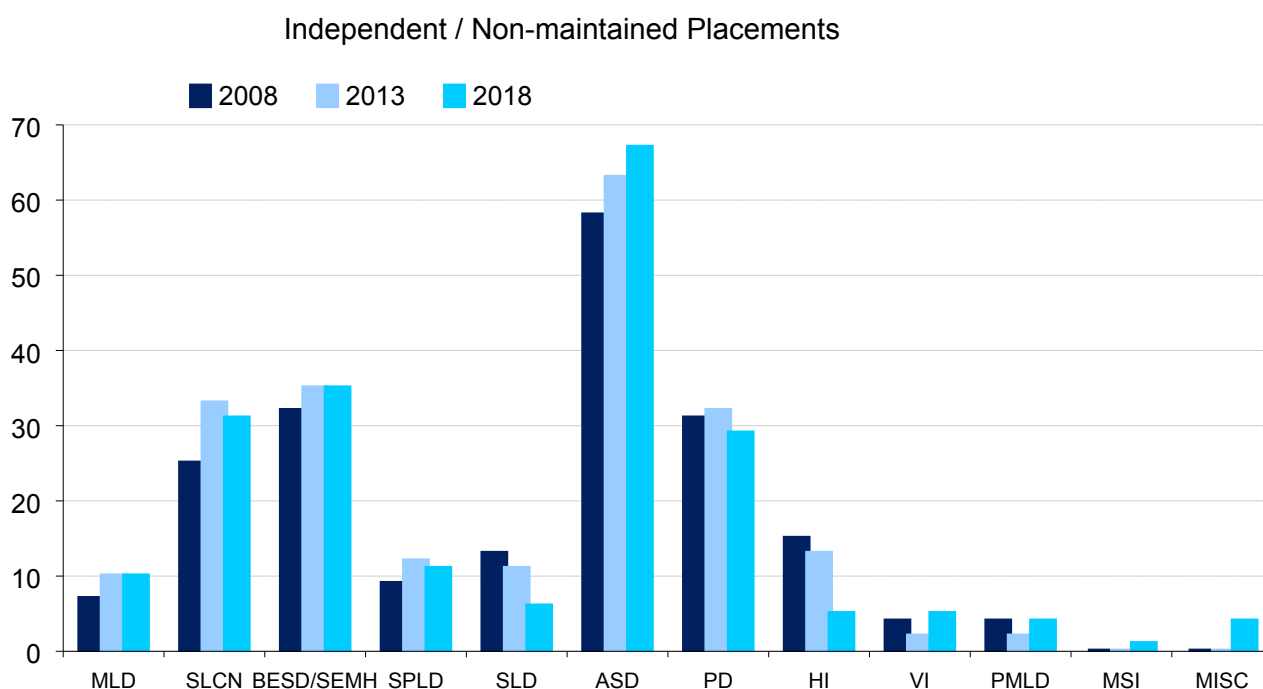
SEN Quarterly Update to Schools Forum

Background

The paper to Schools Forum in January 2018 focused heavily on the significant cost of independent placements, which are over and above the average cost of our own in-county placements, and our need to change our approach to placements for children in a time of growing demand. We have worked creatively with schools and parents to ensure that the needs of children are met within Buckinghamshire, and that out of county placements are the solution only when other avenues have been exhausted.

Independent /Non-maintained School Placements

The graph below shows the changes in the number of placements at independent / non-maintained schools from 2008 and 2013 by primary need. This shows that over last 5 years (since July 2013) there has been a 2% decrease in the number of funded placements in independent / non-maintained schools and over the last 10 years (since July 2008) there has been an overall increase of 5%.



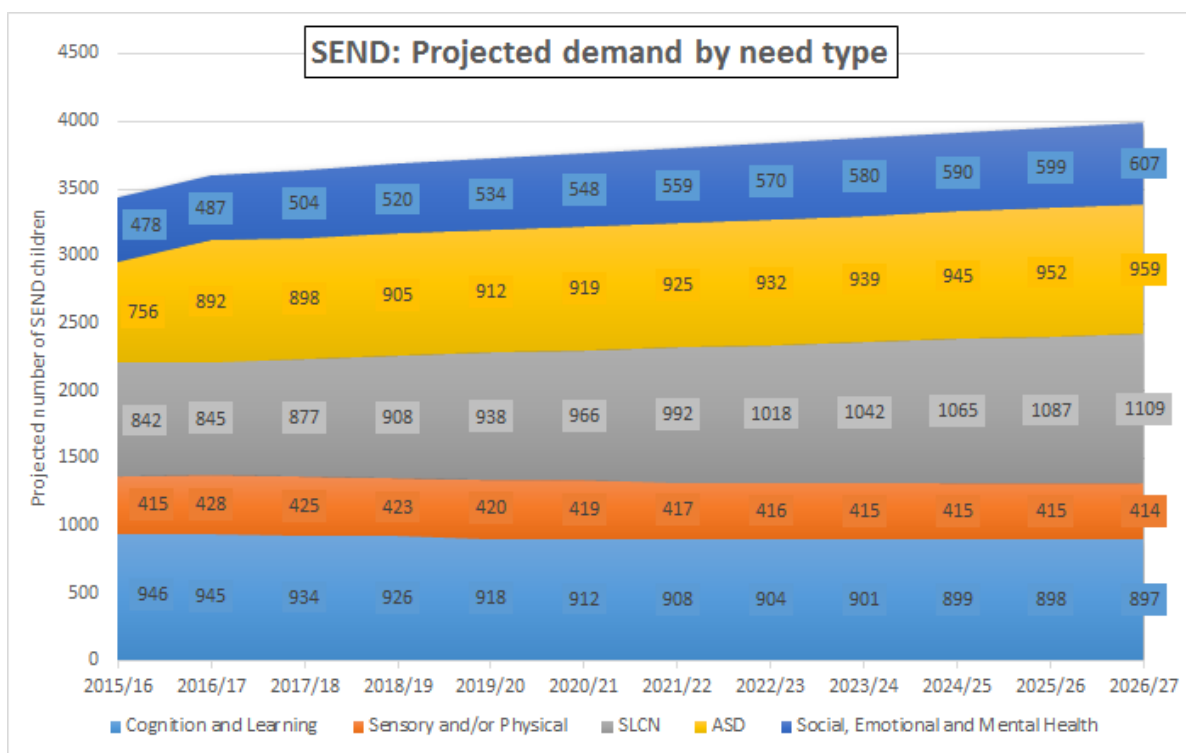
From July 2013, 5 categories of need have shown an increase in the number of independent / non-maintained placements; VI (150%), PMLD (100%), ASD (6%), MSI and MISC. While 5 categories have shown a decrease; HI (-62%), SLD (-45%), PD (-9%), SPLD (-8%) and SLCN (-6%).

More stringent controls and reviews are yielding positive results. Appendix 1 shows the current level of new independent placements for this year in comparison with the previous year. In the 2017/18 financial year there were a total of 80 new placements and 8 placement changes. To date for 2018/19 we have had 32 new placements with 7 placement changes.

Placements are agreed via the panel process, which examines the identified need, and looks to ensure that the most appropriate placement is allocated. Places out of county are reviewed for quality by a lead commissioner, and there are clear monitoring procedures that examine provision, as well as the annual review process for each child.

We are focused on the development and delivery of a demand led strategic approach to our SEN estate. This will aim to meet the increase in demand for ASD/SEMH/SLCN and move towards a reduction in special school provision for MLD. Sarah Callaghan confirmed the scale of the issue in Schools Forum in July, confirming that during the past 5 years, the numbers of pupils with ASD has increased by 84%.

The graph below shows the growing SEND needs over a ten year period to 2026/27 – with SLCN/ASD/SEMH showing the greatest increase in need.



We have already gone some way to demonstrating our commitment to creating a sustainable Special School estate. Appendix 2 shows that by investing in additional placements and increasing local establishments we continue to create capacity and offer Bucks placements to Bucks children in areas of growing demand eg. Stony Dean 160 to 175. Westfield 50 to 70 places.

Comparative data can be found at: <https://www.gov.uk/government/statements-of-sen-and-ehc-plans-england-2018>

Supporting Inclusion

We are working to shift the culture towards improved tolerance within our mainstream provision by celebrating inclusive practice. We know that is vital that we develop stronger partnerships between

Special and Mainstream schools so we can support each other to ensure we do not fail SEND pupils. The Side by Side Project is an example of self-improvement using a system where teachers influence each other to achieve better outcomes for the children in their schools.

Stony Dean - A pilot is underway using a collaborative approach to delivering education to pupils who have high functioning ASD, which might also have further complex needs such as ADHD or severe mental health difficulties. These pupils often present as either school refusers, or drop out during their first three years of secondary education. Alternatively, in order to ensure they achieve their educational potential, they are placed in expensive out of county provision.

The pilot aims to meet the needs of these pupils by scheduling their lessons almost solely at the Amersham School, whilst they remain enrolled at Stony Dean School. Their support comes from a Specialist teacher and LSA who are employed by Stony Dean and who organise the pupils and act as liaison across the school. Amersham School offers these pupils a diversified curriculum and an inclusive experience, without the need to become an ARP.

The MITA (**Maximising the Impact of Teaching Assistants**) programme is also underway (March 2018 – July 2019). This is a cyclical process which:

- Identifies where a school is in terms of SEND provision and strategy through self and peer review
- Acknowledges that Teaching Assistants who support SEND pupils are able to access high quality training as do Teachers and Senior Leadership teams to ensure they are deployed efficiently.
- Supports schools to plan effectively to improve areas of SEND provision and Strategy that have been identified through the review process
- Supports schools through side by side 'Early Help' to improve areas identified

The outcomes are in line with the aims of the Graduated Approach as it creates increased capacity in partner schools ability to meet the requirements of the SEND Code of Practice and the needs of SEND learners. It also improves the confidence and ability of teaching staff to identify the most effective interventions that make a difference to children and young people's outcomes. As a result, we would anticipate that only children with the most complex needs would have an EHCP, and requests for children whose needs could be met within the mainstream environment would significantly reduce.

Financial Context

In 2018-19 £650k was transferred from Schools Block to the High Needs Block with the agreement of Schools Forum. This funding was utilised to support an increase in funding for in county special school provision from £29.5m to £32.1m in the current financial year. Based on current unit costs each placement that can be made in county costs on average £30k less than an external placement.

Schools have been consulted on a transfer of funding from Schools Block to High Needs Block for the 2019-20 financial year. The paper outlining the consultation results also includes a financial forecast for 2019-20 to 2022-23. This forecast indicates that there is a potential shortfall in 2019-20 of £3.2m despite the numbers of new external placements having been reduced from 2017-18. The funding

gap continues until April 2022, as this was based on limiting the numbers of new external placements to 12 per year after 2019-20, which we have already exceeded in order to best meet the needs of pupils who require specialist provision.

Appendix 1 – New Independent Places

**Data as recorded on ONE at 21.11.18*

2017/18 financial year

	New Place Type		
Previous Base	Independent	Non-maintained	Specialist post 16
Mainstream	22	6	2
ARP	3	1	0
Special School	17	1	10
Alternative Provision	3	0	1
Parental Placement	4	0	0
Removal in	4	0	0
No Placement recorded	3	2	1
Total	56	10	14

	Change of Placement		
Previous Base	Independent	Non-maintained	Specialist post 16
Independent	3	1	0
Non Maintained	1	2	1

2018/19 financial year

	New Place Type		
Previous Base	Independent	Non-maintained	Specialist post 16
Mainstream	9	1	0
ARP	0	1	1
Special School	7	1	9
Alternative Provision	1	0	0
Parental Placement	1	0	0
Removal in	0	0	0
No Placement recorded	1	0	0
Total	19	3	10

	Change of Placement		
Previous Base	Independent	Non-maintained	Specialist post 16
Independent	3	2	0
Non Maintained	0	0	2

Appendix 2 – Current designations and pupil numbers

Special School	Status	Area	Places	NOR*	Specialisms	Phase
Stony Dean School	M	c	185	177	MLD: ASD: SLCN	Secondary
Furze Down School	M	a	155	172	ASD: HI: MLD: PD: SLCN: SLD: VI	Primary/Secondary
Pebble Brook School	M	a	155	122	MLD	Secondary
Booker Park Community School	M	a	150	236	ASD: HI: MLD: PD: SLCN: SLD: VI : SEMH	Primary
Alfriston School	A	c	170	149	MLD	Secondary
Chiltern Wood School	M	w	200	214	MLD: SLCN:SLD	Primary/Secondary
Stocklake Park Community School	M	a	85	79	ASD: HI: MLD: PD: SLCN: SLD: VI	Secondary
Heritage House School	M	c	100	64	SLD	Primary/Secondary
Westfield School	M	w	45	56	SEMH: ASD	Primary
Chiltern Way Academy: Prestwood	A	a/c	60	146	SEMH: ASD	Secondary
Chiltern Way Academy: Wendover	A	a/c	130		SEMH: ASD	Secondary
PRU						
The Grange						Secondary
Blueprint						Secondary
Oaks						Primary
Woodlands						Primary
Pathways						Primary

Appendix 3 - Progress against Action Plan

Action - Review all boarding places within county, with an options appraisal to reduce costs. This will link with a wider review of short breaks/ respite provision being led by the Commissioning Team in Buckinghamshire County Council	Timescale – By July 2018	
Progress Update – In order to achieve maximum impact, the most expensive placements were considered for review. Of the 26 cases reviewed, 23 were assessed to be in the most appropriate available provision at the current time, however 5 of these 23 placements had potential to change at the next transition point (year 6 or year 11) and the review for these 5 placements would fall within the next academic year.		
Total No.	Outcome	Combined cost of Placements per annum
14	Potentially applicable for Joint funding - refer to complex case panel/ASC/Continuing Care.	£2,457,334
23	Agreed most suitable placement at this current time (includes numbers for review in year)	£3,443,260
5	Appropriate at moment but scope to move at next transition point – yr 6 or 11 (this will fall within 1 academic year)	£617,704
3	SEND to immediately explore options for moving	£470,150
1	Negotiate reduced fees	£144,560
This process is ongoing to ensure we obtain the most appropriate provision for our children, and develop places that would restrict the need for them to be placed out of county.		

Action - Undertake consultation with special schools and ARPs to thoroughly review existing designations to accurately reflect growing needs, particularly for ASD/SLCN and SEMH. As part of this consultation, we would be recommending the phasing out of the MLD designation.	Timescale – By July 2018
Progress Update – The complexity of this piece of work has made progress slower than anticipated. Variations in the way that data is recorded and enabling sensible matching of provision has proved a challenge, but the work continues. We are in the process of analysing the needs of children in our largest growth area (ASD) and using predictive analytics to gauge where provision will need to be developed. This is a collaborative journey and includes Head teachers from a range of schools as well as officers from the local Authority.	

<p>Action - Implement targets to reduce out of county placements - maximum of 12 young people each year. Meeting the young person's primary SEND need is paramount and all efforts will be made to only agree an out of county placement if the needs are too complex to be met locally. In such cases, joint funding will be agreed by a complex needs panel.</p>	<p>Timescale – By July 2018</p>
<p>Progress Update – It was determined in the discussion at the meeting in January 2018 that it was not appropriate to work to a target as we are operating a needs-led service. More robust procedures are in place for the decision making aspect of planning and allocation, and to date this appears to be managing the demand and need more effectively.</p>	

<p>Action - Review current out of county placements and identify 3 young people to be brought back to Buckinghamshire schools/ colleges. SEN officers will ensure that at each annual review, the option to offer a Bucks placement is discussed.</p>	<p>Timescale – By July 2018</p>
<p>Progress Update – Significant piece of work undertaken to look at placements for three pupils identified as being potentially able to transition and alternative options to be considered. As highlighted in Action 1, the total cost of these three placements is £470,150.</p>	