

7 JULY 2022

# SCHOOLS FORUM SEND UPDATE

# Green Paper Headlines HNB spending

---

The government has made unprecedented levels of investment in high needs, with revenue funding increasing by more than 40% between 2019-20 and 2022-23 and spending still outstripping funding.

---

Two thirds of local authorities have deficits in their dedicated schools grant (DSG) budgets as a result of high needs cost pressures.

---

By the end of 2020-21, the national total deficit was over £1 billion

---

Forecasts show total high needs spending continuing to increase year on year, with recent increases driven predominantly by an increase in the proportion of children and young people with an EHCP, over and above general population change.

---

The government has already announced additional investment of £1 billion in 2022-23.

---

Whilst future funding will need to take account of the increasing prevalence of children and young people with the most complex needs, this needs to be balanced with targeting spending more at strengthening early intervention.

---

Investment cannot continue to rise at the current rate, particularly since this is not matched by improved outcomes or experiences for children, young people and their families.

---

A vicious cycle of late intervention, low confidence and inefficient resource allocation is driving these challenges

# Green Paper Headlines HNB spending

---

Increased numbers of requests for EHCPs and specialist provision means that children and young people often face significant delays in accessing support as they need to go through a long and bureaucratic process to access provision.

---

.Increased numbers of placements in specialist provision also restricts capacity. Some children and young people have to be educated outside of their local area or face long journeys to and from school taking them away from their local community and resulting in increase transport costs.

---

More children and young people are also placed in independent specialist provision, even when this may not be best for them. Too often the costs of such provision represents poor value for money.

---

As more children and young people receive EHCPs and attend specialist settings, more financial resource and workforce capacity is pulled to the specialist end of the system, meaning that there is less available to deliver early intervention and effective, timely support in mainstream settings.

---

As a result, the vicious cycle continues with outcomes and experiences for children and young people continuing to suffer, and cost pressures increasing.

---

We need to turn this vicious cycle into a virtuous one . We are clear that in an effective and sustainable SEND system that delivers great outcomes for children and young people, the vast majority of children and young people should be able to access the support they need to thrive without the need for an EHCP or a specialist or alternative provision place. This is because their needs would be identified promptly, and appropriate support would be put in place at the earliest opportunity before needs can escalate.

---

To shift the dial, we are setting out proposals for an inclusive system, starting with improved mainstream provision that is built on early and accurate identification of needs, high-quality teaching of a knowledge-rich curriculum, and prompt access to targeted support where it is needed. Alongside that, we need a strong specialist sector that has a clear purpose to support those children and young people with more complex needs who require specialist or alternative provision.

North Northants  
three key  
priorities to  
address HNB  
overpend:

To support schools in developing local provision by strengthening an early help offer of **SEND health and education local teams around our mainstream schools**

Reviewing and developing **responsive, flexible and effective local specialist provision** as part of an annual cycle

Ensuring the governance arrangements for specialist resources are effectively managing demand and need and **responsive to assess and review need**



# Strategic oversight of sufficiency and HNB specialist placement spend :

Reviewing and developing  
responsive, flexible and  
effective local specialist  
provision as part of an annual  
cycle



North  
Northamptonshire  
Council

There are three key issues to consider relating to strategic planning of our specialist provision:

Projections for an increased demand for specialist provision in the local authority area and the evidence that supports this

Options for meeting this increased demand for places in a variety of settings

Ways of managing demand for specialist provision and ensuring mainstream schools can meet need, through a local early help

1:  
Demographics

2: Needs  
Analysis

3: Current  
Provision

4: Cost Of  
Provision

5: Predicted  
Shortfall

6: Options

## The Sufficiency Process

A financial squeeze  
on school budgets

Lack of knowledge  
and CPD

OFSTED  
performance  
pressures

Increasing  
complexity of pupil  
need

An increase in the  
number of pupils  
with SEN

Lack of LA capacity  
to support and  
challenge

A rigid curriculum  
which is not able to  
accommodate  
pupils with SEN

Over expectation of  
families

## What Schools Tell Us



## Parents' Views on Mainstream Provision

---

Lack of consistent SEN offer in mainstream schools

---

Lack of suitably trained staff in mainstream schools

---

Process delays which mean funds are hard to access in a timely way

---

Lack of specialist people to support children with SEN

---

Some “lived experiences” which are poor

# Projected Children Population

## Northamptonshire

Population Projections									
Actual and projected number of children and young people by age group									
	2015	2016	2017	2018	2019	2020	2021	2030	2031
Under 5	21,652	21,877	21,811	21,644	21,320	20,894	20,894	20,465	20,534
Aged 5-10	25,943	26,962	27,707	28,029	28,223	28,315	28,315	26,662*	26,620
Aged 11-15	19,722	19,842	20,346	21,407	22,183	22,724	22,724	24,968**	24,668
Aged 16-19	15,253	15,282	15,176	14,915	14,823	15,077	15,077	19,001***	18,941
Aged 20-25	20,428	20,379	20,270	20,106	20,109	20,165	20,165	21,076	21,700
Total	102,998	104,342	105,310	106,101	106,658	107,175	107,175	112,171	112,463

\* Projected fall in primary age pupil numbers

\*\* Corresponding increase in secondary aged pupils

\*\*\* Projected large increase in Post 16 students

# Levels of SEN Compared to Statistical Neighbours

\* All figures as at 2021 with bracketed figures for North Northamptonshire at 2022

Area	SEN Support %	EHC plan %	Combined SEN %
National	12.2 (12.5)	3.7 (4.00)	15.9 (16.5)
Northamptonshire	11.2	3.0	14.2
North Northamptonshire	11.4 (11.5) *	3.2 (3.6)*	14.6 (15.1)*
Cumbria	11.9	4.0	15.9
Derbyshire	14.7	2.9	17.6
Kent	10.8	4.2	15.0
Leicestershire	10.9	4.0	14.9
Lincolnshire	12.9	4.3	16.3
Nottinghamshire	9.6	1.7	11.3
Staffordshire	10.3	4.2	14.5
Suffolk	11.4	3.6	15.0
Warwickshire	12.1	3.6	15.7
Worcestershire	13.3	3.6	16.9

# Numbers of EHC plans Issued

---

Year	2018	2019	2020	2021
Numbers of New EHC Issued	268	308	377	470
Additional numbers on previous	-	+40	+69	+93
% increase		+15%	+22.5%	+25%

# Primary Need for Pupils with an EHC plan (%)

Type of Need	2019	2020	2021	2022
ASD	27.7	27.0	25.4	23.3
HI	2.0	1.8	1.6	1.2
MLD	14.2	14.6	14.4	14.7
MSI	0.3	0.3	0.2	0.3
PD	3.3	2.9	2.9	2.4
PMLD	1.3	1.2	1.0	0.7
SEMH	15.7	15.8	17.2	19.1
SLCN	19.0	21.2	23.1	24.7
SLD	8.3	8.2	7.7	6.9
SpLD	4.5	3.8	3.7	3.6
VI	1.4	1.4	1.1	1.0
OTH	2.1	1.8	1.7	1.4
NSA	0.1	0.0	0.1	0.7

# Headlines from Demographic and Pupil Need Data

---

In North  
Northamptonshire:

There is no significant growth in the pupil population and a decline in the primary school population

There is an increase in Post 16 population predicted in 2030 which then falls away

There is an increase of 25% of the number of EHC plans issued in 2021

There are fewer pupils with an EHC plan than the national average

44% of pupils with EHC attend a mainstream school

55% of pupils attend some form of specialist provision

54 pupils were awaiting placement at the time of the SEN2 data return

73 of the 136 pupils in INM have a primary need of SEMH

30 of the 136 pupils in INM have a primary need of ASD

Mainstream	Numbers	Special	Numbers	Other	Numbers
Early year		Resource provision /units	178	EHE	25
Mainstream primary		Special School	1,209	NEET	34
Mainstream secondary		PRU	22		
Mainstream FE		INM	123	Awaiting placement	54
Apprenticeships Internships		Post 16 specialist college	37		
Total	1,160		1,569		113
% of total	41%		55%		4%

Types of provision attended by 2,842 pupils with an EHC plan in North Northamptonshire (census 2022)

Area	SEN Provision	Phase	Primary Need	Place Numbers 2021-22	Numbers of Pupils living in other LA areas
	Unit Resourced Provision				
Corby	Beanfield Primary School	Primary	ASD,SLD,PMLD	55	0
	Corby Business Academy	Secondary	ASD,SLD	67	1
	Studfall Infant School and Nursery	Infant	ASD	12	0
	Studfall Junior School	Junior	ASD	24	0
	Kingswood Secondary Academy	Secondary	ASD	14	1
East Northants	Denfield Park Primary School	Primary	ASD	14	0
				<b>(186)</b>	
	Special Schools				
Corby	Maplefields	All through	SEMH	112	26
	Red Kite	All through	SLD,PMLD	118	3
East Northants	Chelveston Road (opened Sept 2021)	Secondary	MLD,ASD	145	6
Kettering	Isebrook	Secondary	SLD, ASD	236	8
	Kingsley	Primary	SLD,PMLD	156	6
	Wren Spinney	Secondary	SLD,PMLD	66	9
Wellingborough	Friars	Secondary	MLD,ASD	154	7
	Rowan Gate	Primary	SLD,PMLD,ASD, MLD	195	7
				<b>(1,182)</b>	<b>74</b>
TOTAL				<b>1368</b>	

## Pupils who reside in North Northants and other Local Authorities attending North Northants Specialist Provision

\* these numbers are still being confirmed



# The type of need and numbers of Children attending Independent Non-Maintained settings (136 children)

## Number of children and young people with a statement or EHC plan maintained by North Northants at an independent or non maintained setting by primary SEND

Year	18/19	19/20	20/21	21/22
ASD	20	25	26	30 (22%)
HI	0	2	2	3 (2%)
MLD	3	5	4	9 (7%)
MSI	0	0	0	0
PD	1	1	1	1(1%)
PMLD	0	0	0	0
SEMH	44	46	57	78 (57%)
SLCN	5	4	5	9 (7%)
SpLD	2	0	0	3 (2%)
SLD	0	0	1	1 (1%)
VI	1	1	1	1 (1%)
OTH	0	1	1	1 (1%)
Total	76	85	72	136

Because their needs are so complex



For their safety



As a result of a Tribunal Direction



Lack of local special school capacity

Why are pupils placed in Independent/  
non-maintained settings?

# The 4.1 Million Pound Question...

---

01

On behalf of its schools, North Northamptonshire spends at least £4.1 million on meeting the needs of 78 young people with SEMH.

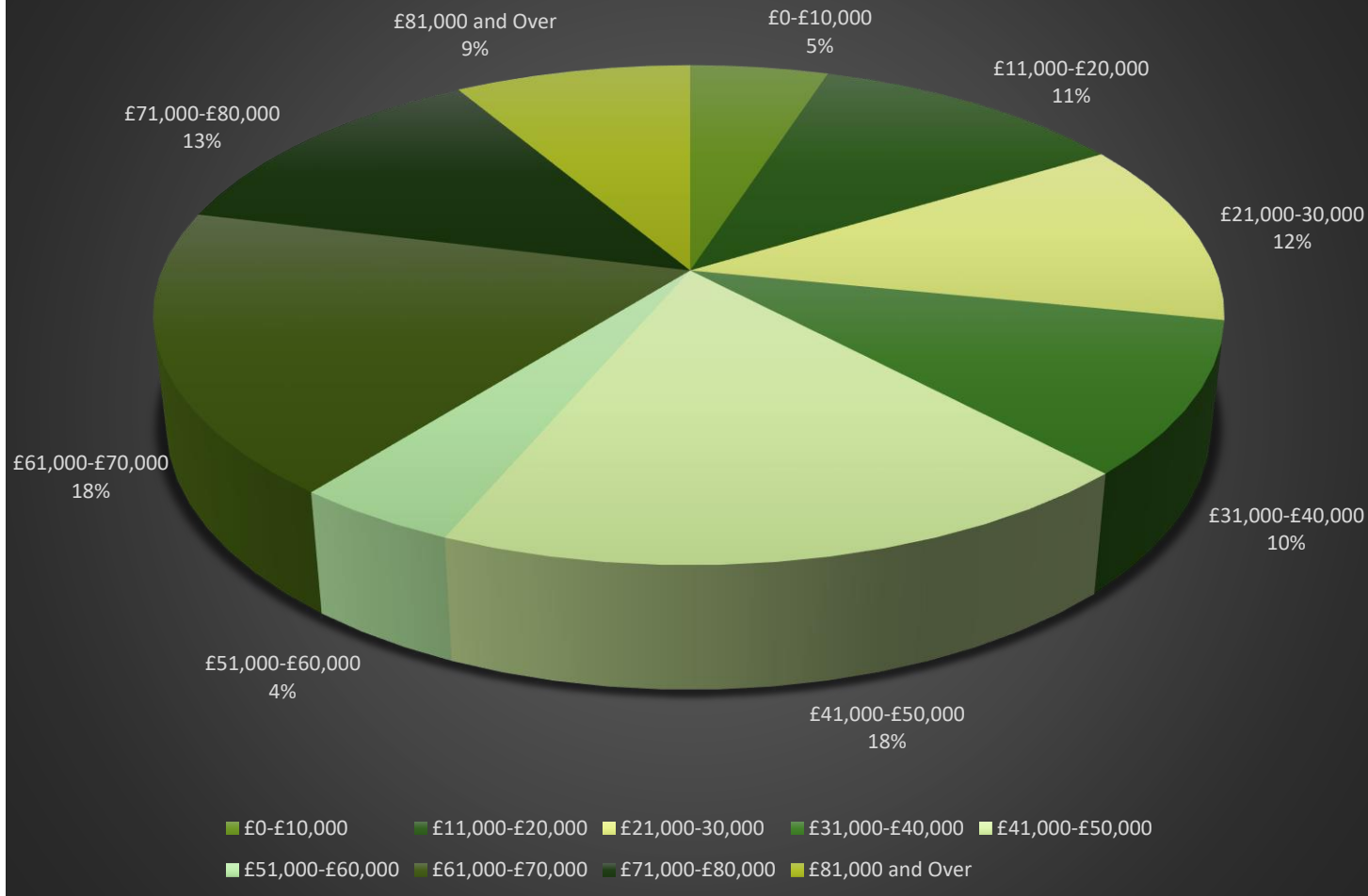
02

We need to ask the question..... Is this the best way of spending this amount of money?

03

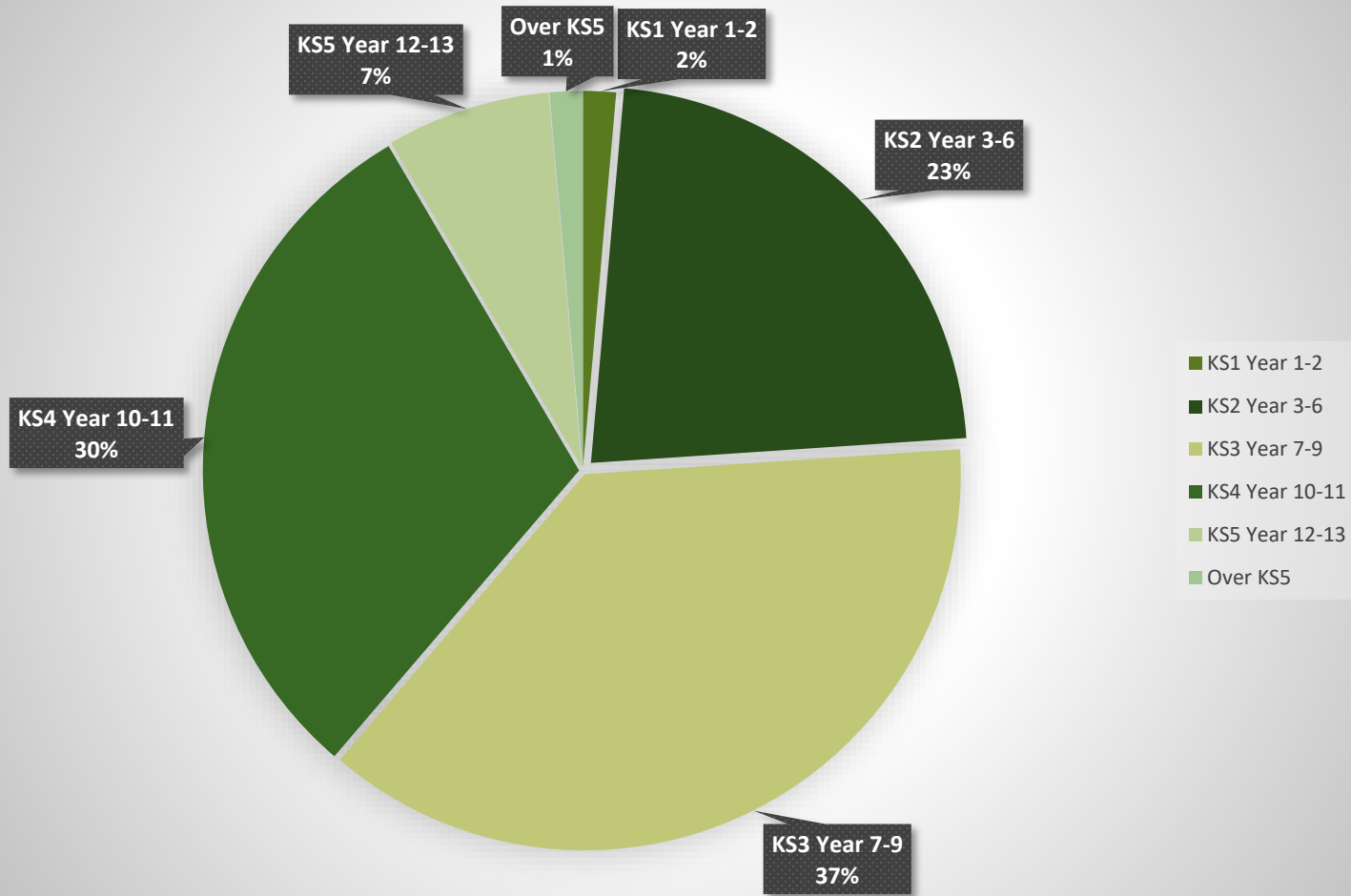
Where have these pupils come from? All schools or a few schools?

## Independent Provision Package Cost



Cost of INM placements  
(44% over  
£50,000)

## Independent Provision Key Stage Year Groups



Year groups  
of pupils in  
INM  
placements

# Headlines from the provision data:

---

Circa 1,569 pupils attend specialist placements

Circa 1,209 pupils attend special schools

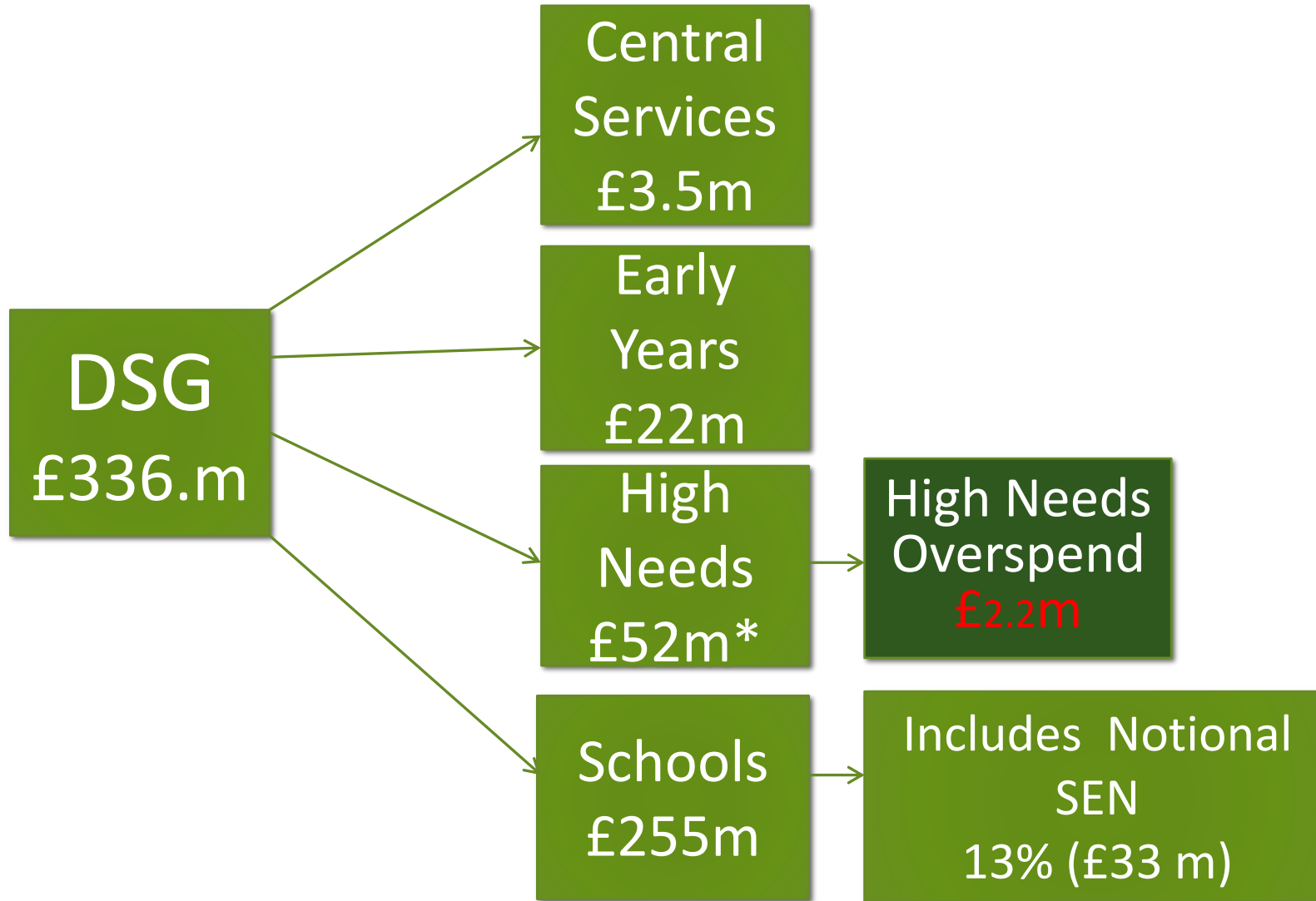
Circa 136 pupils attend INM settings

These INM placements are often associated with SEMH and ASD needs

Circa 178 pupils attend Resource Provisions

Resource Provisions are predominantly related to ASD

# 2022/2023 DSG



## High Needs Budget Headlines

Overspend 21/22 in the region of £2.5 million

Spend on out of authority independent non-maintained specialist provision is £7.2 million

Average cost of independent placement is £53,000

Cost of in borough special school place is £11,000- 30,000

Cost of in borough resource base place is £13,000 – £16,000



# Ratio of Specialist Provision in each type of setting

---

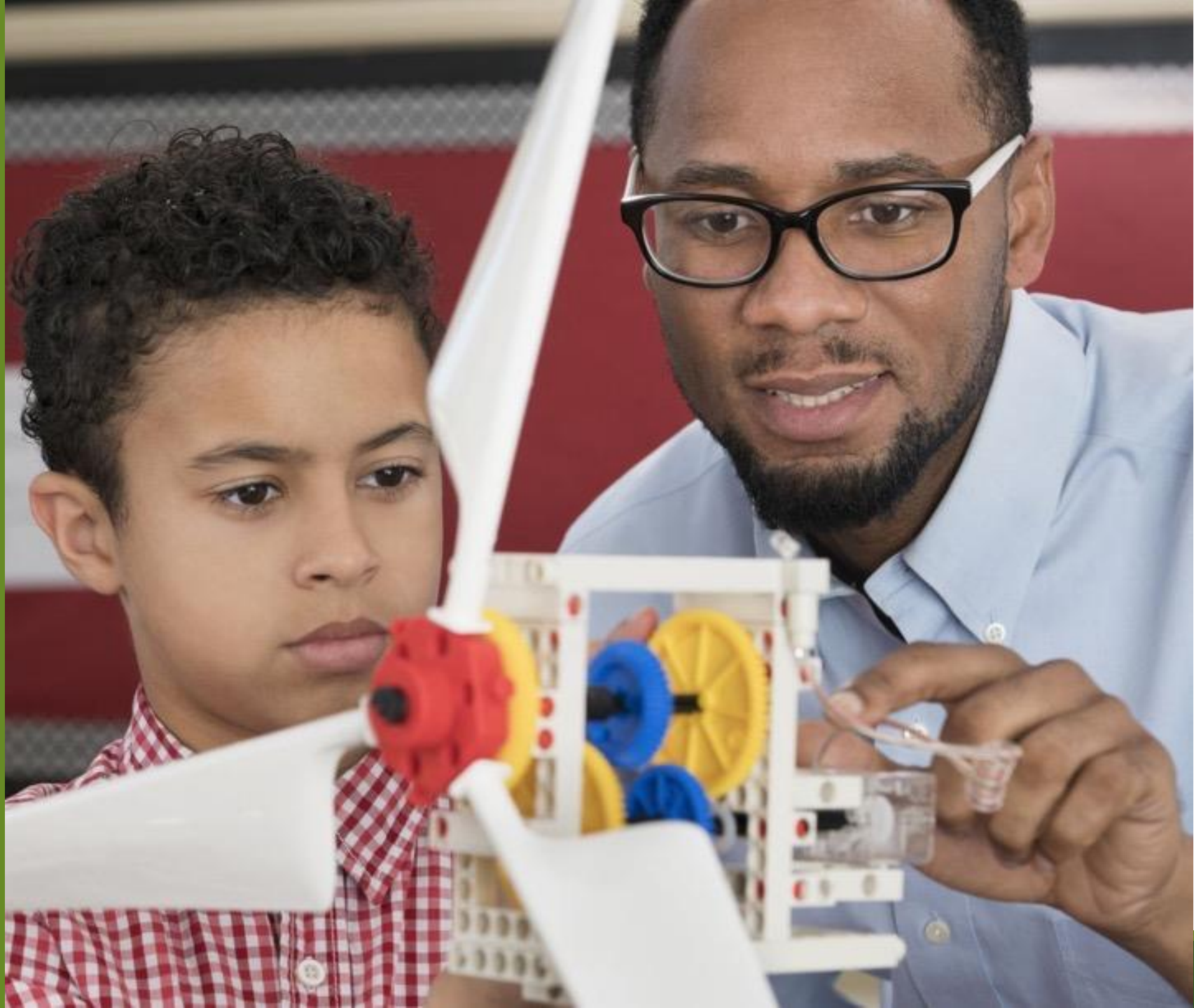
Numbers of placements	Type of setting	% of provision
178	Resource Base	11.4%
1,209	Special School	77.0%
182	Other	11.6%
Total	1,569	

Type of provision	% of provision	Number of required places
Enhanced resource provision	50%	128
Special school provision /AP	51%	129
		<b>257</b>

The predicted new 257 required placements will be dispersed across all types of specialist provision in the following ratios:

# What about Alternative Provision?

Can we convert some of the £4.1 million spend on SEMH provision in INM settings to local high-quality AP managed by schools?



# Creating capacity in the system: 6 areas of development

Realigning	Realigning SEND teams into localities to enhance a local schools led offer and deploying High Needs top up funding to support this
Repurposing	Repurposing existing spare capacity in mainstream schools to develop specialist resource provisions
Expanding	Expanding existing special school provision
Establishing	Establishing a new early help model for pupils with SEMH and developing an integrated graduated approach
Reducing	Reducing reliance on the independent/non-maintained sector for specialist provision and redeploying financial resources into local provision
Developing	Developing opportunities for Alternative Curriculum Offer delivered by mainstream schools

# Next Steps

---

**Further develop the locality SEND early help offer and devolvement of early help funding.**

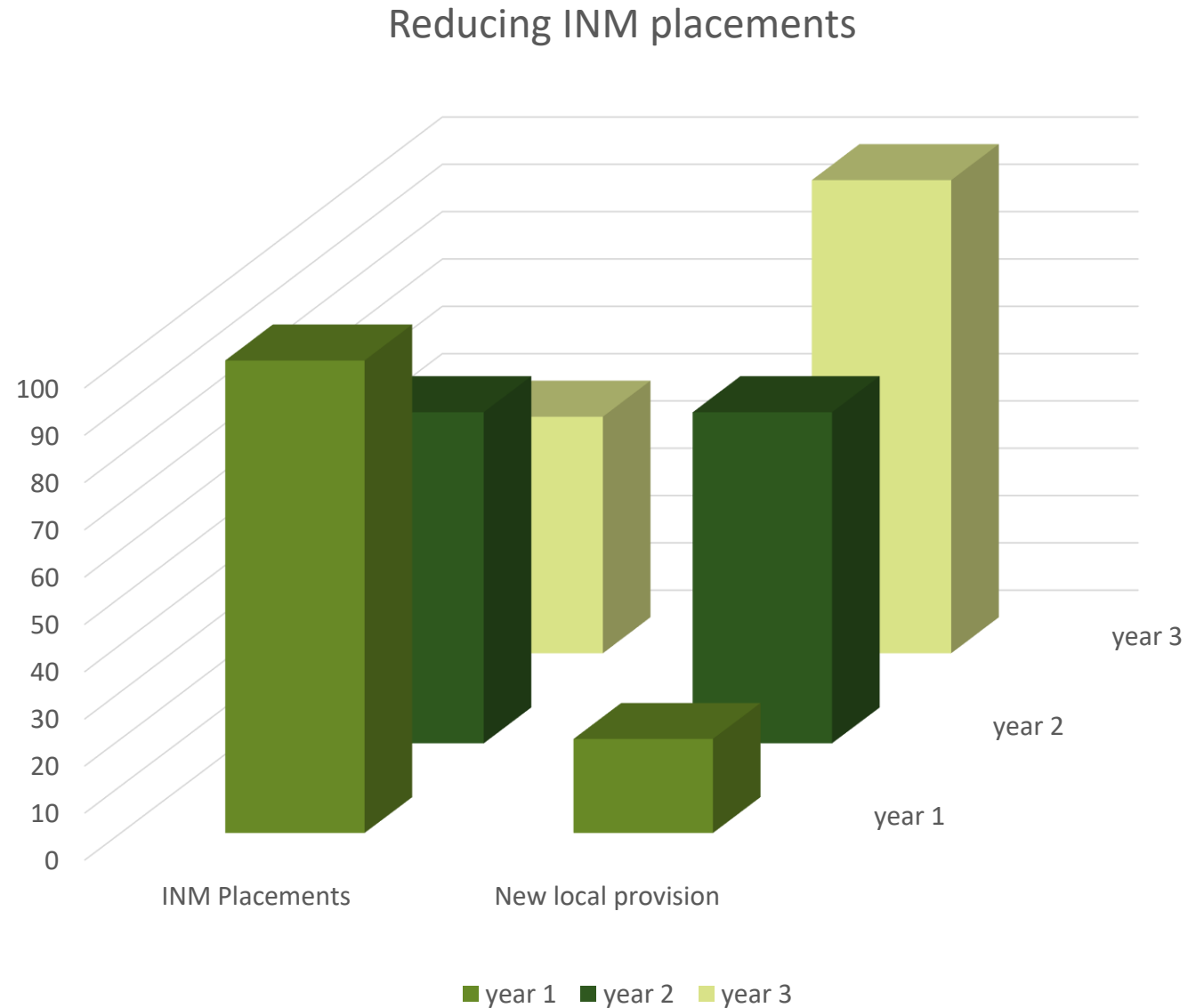
Undertake feasibility studies and develop proposals with:

- Special school heads to increase capacity
- Mainstream heads to increase resource base capacity
- Mainstream heads to develop school based AP
- Undertake a review of children in the independent sector to ensure adequate provision

# Shortfall Indicators in 2021/2022

Indicator	Data	Indicative shortfall
Indicator 1: Pupils with an EHC Plan without a school place	54 without a place Some as a result of shortfall	40
Indicator 2: Numbers of children in INM settings (intention is to reduce future placements)	136 in INM currently 20% reduction in year one 20% reduction in year one 20% reduction in year one	27 places year 1 22 places year 2 18 places year 3
Indicator 3: Increase in pupils with EHC requiring specialist placement	93 more EHC this year 55% may need specialist	50 places in year 1 50 places in year 2 50 places in year 3
Indicator 4 Growth in population	No overall predicted growth in pupil population	0
Total number of new specialist places over three year period	Year 1 + 117 places Year 2 + 72 places Year 3 + 68 places TOTAL 257 Places Required	

Phased  
reduction in  
INM placements  
in conjunction  
with growth of  
local ASD and  
SEMH provision



# Sufficiency, managing our budget more effectively and the early help offer

For the vast majority of children with SEND, they can and should have their needs met in mainstream Settings.

One of the biggest areas of the current reform is aimed at SEND provision in mainstream settings so that it is easier for schools to access resource without the need for an EHCP and that schools are incentivised to intervene early. The current work that is taking place is around shaping a locality model and putting a greater share of the budgets in the hands of local school leaders whilst recognising that SEND provision is generally above what an individual school would be able to arrange.

The overarching aims of North Northants model is to:-

- put funding for the majority of children with SEND firmly in the hands of schools to make access to the necessary provision easier, quicker, supporting improved early intervention and consistent high-quality support.
- Promote co-operation and inclusion through a clear funding, incentive and accountability structure which leads to improved financial sustainability, without creating unnecessary complexity or burden.



Our proposed  
model for  
SEN Support  
Early help Funding

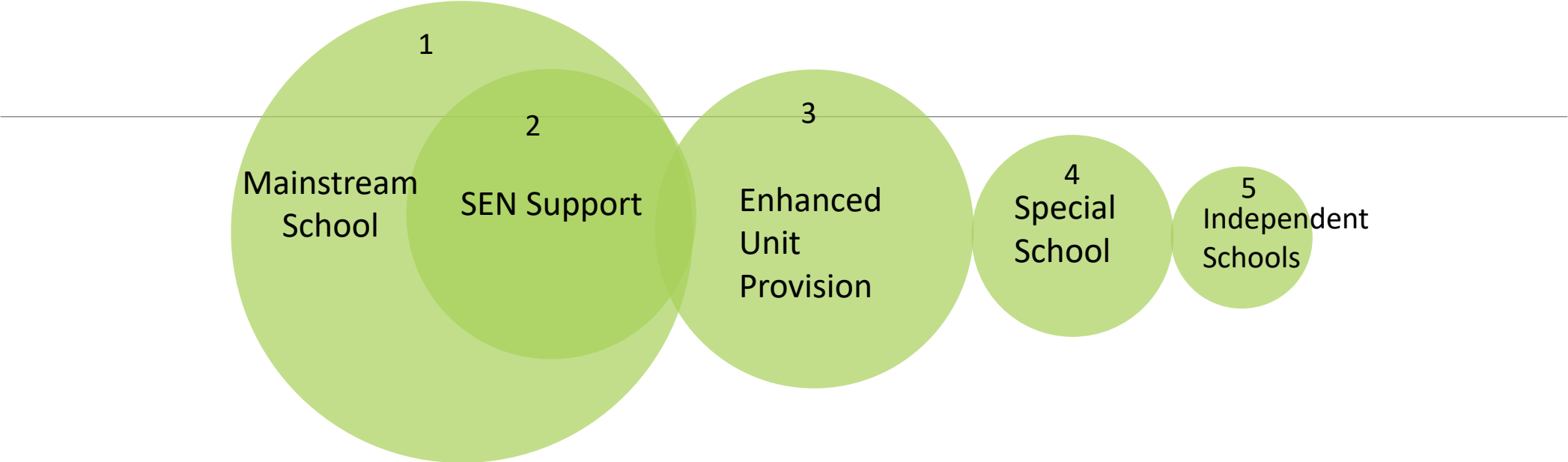
# STEP ONE

## Access Plan Do and Review

Children who continue to face challenges in their learning, despite receiving high quality teaching and differentiation, may need different strategies or provision. This is known as SEN Support.

SEN Support is a four -part cycle – assess, plan, do, review. The cycle is part of the graduated approach. A SEN Support Plan is written and shows support that is different from what other children need.

# Ensuring that there is a Graduated Model of SEN Provision in North Northamptonshire



**1. Mainstream School**

The majority of pupils with SEN/SEMH attend mainstream school with quality first teaching that identifies need and adapts the curriculum

**2. SEN Support**

Some pupils require additional resources and arrangements. Their needs are described in an SEN support plan

**3. Enhanced Unit Provision**

Specialist provision located on a mainstream school site.

**4. Special School Provision**

Access to a variety of special school provision catering for pupils with the most complex needs

**6. Independent Non Mainstream School**

Access to highly specialist learning and care environments for those pupils with highly exceptional or low incidence needs .

# SEN Support Top Up Funding

## STEP TWO

### Involving your Local Specialist Team

The Local SEND Specialist Term is made up of three teams:

- The Specialised Support Service (SSS)
- The Educational Psychology Service
- The Sensory/Medical/Physical complex Service (This includes hearing, visual and motor impaired and children with complex medical needs).

❖ Work is underway to develop Social and Emotional and Mental Health (SEMH) Outreach Services

Each School will have access to the SSS & SEMH team through an allocation of sessions each term, whilst the sensory service works with children with a sensory need, individually following a referral into the service.

The Educational Psychology Service is a traded service, which schools can directly buy into.

# SEN Support Top Up Funding

## STEP THREE

### Locality Team High Level Needs Funding

North Northants schools are expected to provide support to pupils with SEN from the resources delegated to them as part of their school budget (the notional SEND budget). For children and young people whose needs exceed that level of funding, schools are able to apply for additional high needs funding.

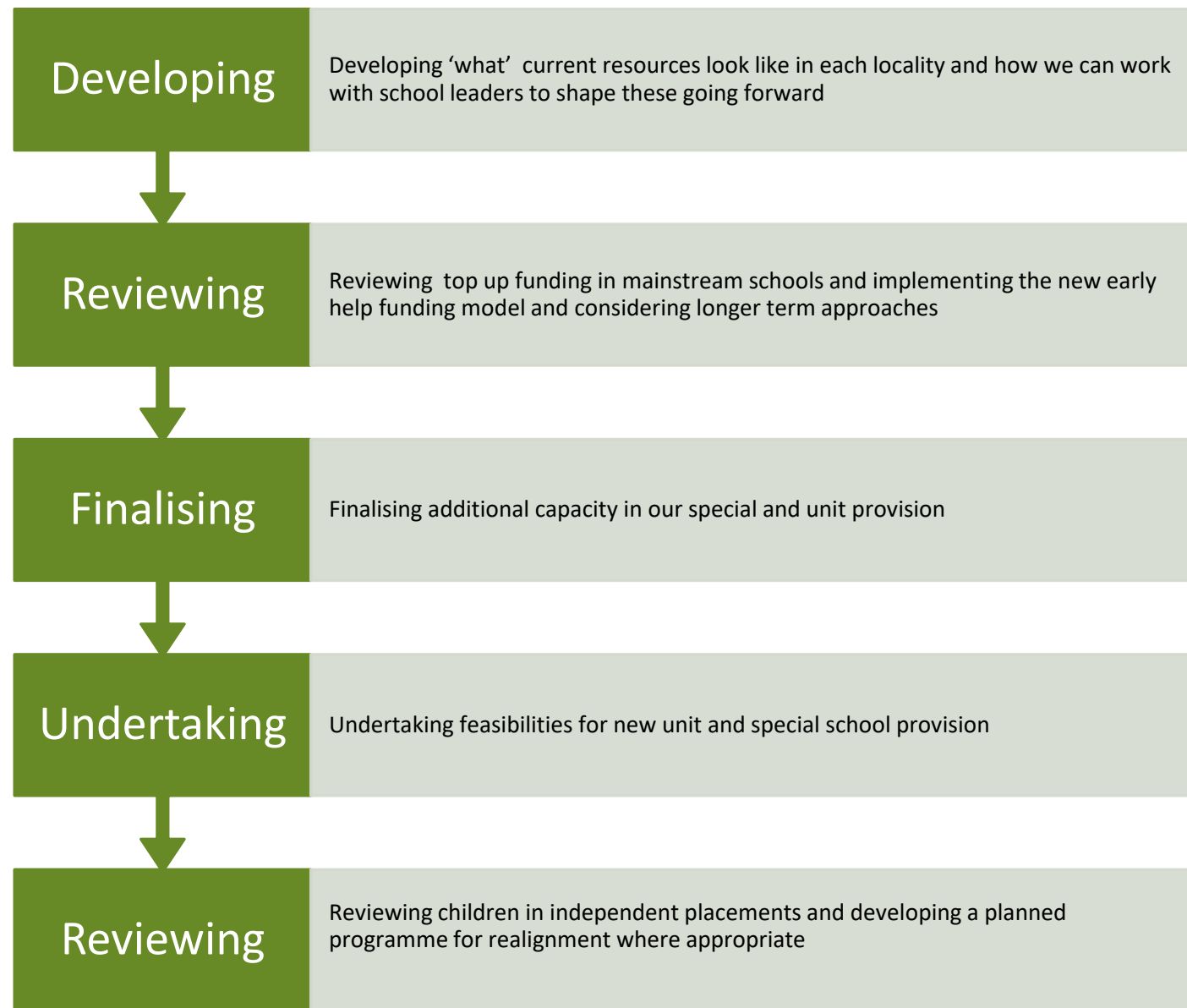
From September 2022 requests for High Level Needs funding can be applied for to the 'Locality of Schools' decision-making group. Decisions about the funding are agreed using specific criteria. This is called moderation.

To apply for additional funding schools will submit a SEND support plan, evidencing at least two terms of intervention, together with the HNF referral form. Evidence will need to be demonstrated that the locality team have also been involved.

This is all available at 'SEN Support' without the need for an EHCP.

Panels will be held for each of the four localities (Kettering/Wellingborough/Corby/East Northants) on the first Tuesday of each month.

# NEXT STEPS





Questions?

---