



North Northamptonshire Council



Agenda Item 5 – Appendix A

SCHOOLS FORUM

FEBRUARY/MARCH
2022

Setting the Scene: The national picture

Groups of Schools model

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

One of our biggest areas for reform is aimed at reforming SEND provision in mainstream settings so that it is easier for schools to access resource without the need for an EHCP and they are incentivised to intervene early. We are exploring a groups of schools model, to put a greater share of 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 a groups of schools model is therefore 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.

What are we aiming to achieve

- **Increased confidence, expertise and inclusion within each of the four localities of schools**, through a more highly trained workforce, enhanced support and realignment of resources that are equitably distributed, of high quality and value for money.
- A **local offer** that enables the majority of children and young people to have the same offer as each other and to be **educated with pupils of their own age**, in their **local community school**, which is properly equipped and fit for purpose.
- A system that has **capacity for prevention as well as providing for those young people with the most complex/significant needs**. and is flexible and responsive to needs, with minimum levels of bureaucracy

Our three key priorities:

1. To support schools in developing local provision by strengthening an early help offer of **SEND health and education local teams around our mainstream schools**
2. Reviewing and developing **responsive, flexible and effective local specialist provision** as part of an annual cycle
3. Ensuring the governance arrangements for specialist resources are effectively managing demand and need and **responsive to assess and review need**

To do this we will be putting in place **quality assurance reporting systems** and using them to **drive through improved performance**

- We will be **reconfiguring our specialized teams** to work across the **four localities** to maximise integrated working, embedding individual and locality meetings with all our schools
- We will be working closely with SENCOs and our school improvement team to ensure the graduated approach is firmly embedded, and offering **blended professional development** to support the school workforce and strengthen an **inclusive classroom ethos**.
- We will be **co – producing with our parent carer forum an early help offer** for families to access their local team.

What we are doing: Priority One

Developing Local Provision and Early Help Offer

Principles of the locality integrated team model will be based on:

A needs led system



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graph TD; A[A needs led system] --> B[Building resilience]; B --> C[Ownership by the local cluster of schools]; C --> D[Local solutions to local priorities]; D --> E[Support for inclusion so that every school is a good school for pupils with SEND];
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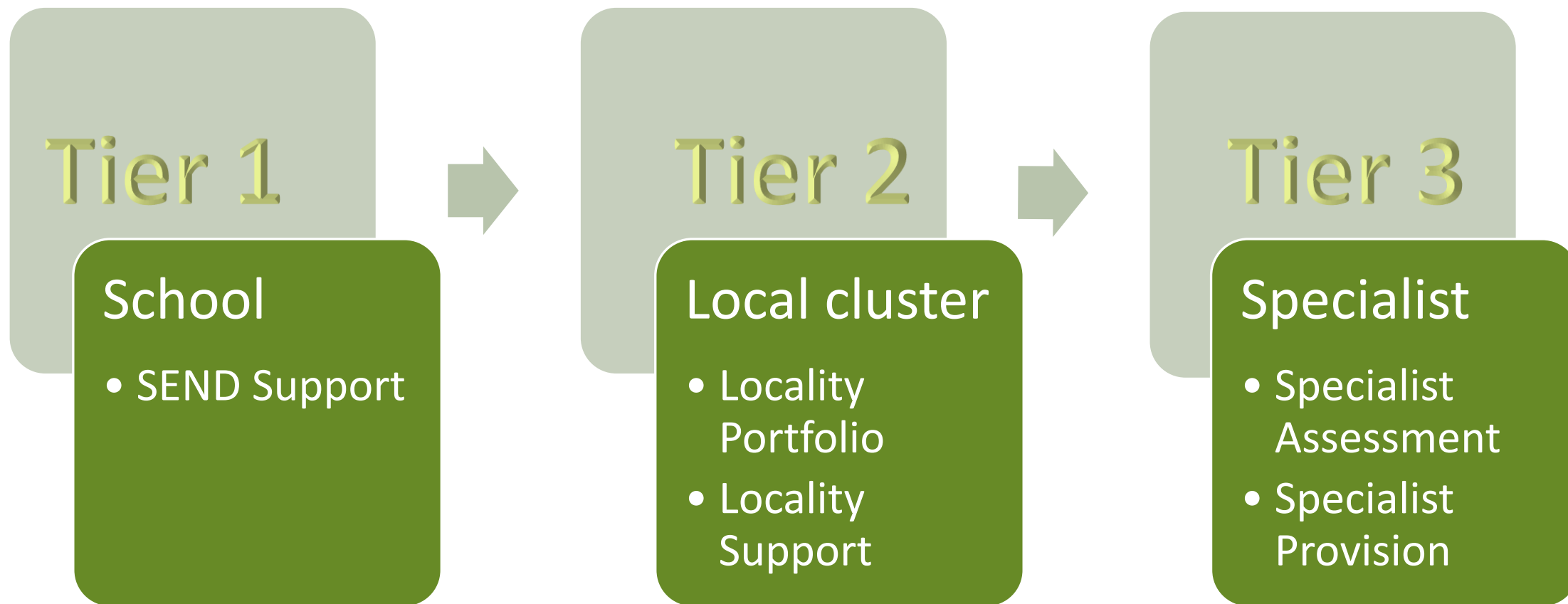
Building resilience

Ownership by the local cluster of schools

Local solutions to local priorities

Support for inclusion so that every school is a good school for pupils with SEND

A Three Tiered Response



Corby

- 1 Beanfield Primary School
- 2 Brigstock Latham's Church of England Primary School
- 3 **Brooke Weston Academy**
- 4 **Corby Business Academy**
- 5 Corby Old Village Primary School
- 6 Corby Primary Academy
- 7 **Corby Technical School**
- 8 Cottingham CofE Primary School Academy Trust
- 9 Danesholme Infant Academy
- 10 Danesholme Junior Academy
- 11 Exeter A Learning Community Academy
- 12 Gretton Primary School
- 13 Hazel Leys Academy
- 14 Kingswood Primary Academy
- 15 **Kingswood Secondary Academy**
- 16 Little Stanion Primary School
- 17 **Lodge Park Academy**
- 18 **Maplefields Academy**
- 19 Oakley Vale Primary School
- 20 Our Lady of Walsingham Catholic Primary School
- 21 Priors Hall - A Learning Community
- 22 **Red Kite Academy**
- 23 Rockingham Primary School
- 24 St Brendan's Catholic Primary School
- 25 St Patrick's Catholic Primary School, Corby
- 26 Stanion Church of England (Aided) Primary School
- 27 Studfall Infant Academy
- 28 Studfall Junior Academy
- 29 Weldon Church of England Primary School
- 30 Willbarston Church of England Primary School
- 31 Woodnewton- A Learning Community

East Northants

- 32 Alfred Street Junior School, Rushden
- 33 Denfield Park Primary School
- 34 Finedon Infant School
- 35 Finedon Mulso Church of England Junior School
- 36 Glapthorn Church of England Primary School
- 37 Great Addington CofE Primary School
- 38 Henry Chichele Primary School
- 39 Higham Ferrers Junior School
- 40 Higham Ferrers Nursery and Infant School
- 41 **Huxlow Science College**
- 42 Irthlingborough Junior School
- 43 Irthlingborough Nursery and Infant School
- 44 Kings Cliffe Endowed Primary School
- 45 **Manor School Sports College**
- 46 Nassington Primary School
- 47 Newton Road School
- 48 Oundle Church of England Primary School
- 49 Polebrook Church of England Primary School
- 50 **Prince William School**
- 51 Raunds Park Infant School
- 52 Ringstead Church of England Primary School
- 53 Rushden Primary Academy
- 54 South End Infant School
- 55 South End Junior School
- 56 St Peter's Church of England Academy
- 57 Stanwick Academy
- 58 Tennyson Road Infant School
- 59 **The Ferrers School**
- 60 **Rushden Academy**
- 61 Thrapston Primary School
- 62 Titchmarsh Church of England Primary School
- 63 Trinity Church of England Primary School
- 64 Warmington School
- 65 Whitefriars Primary School
- 66 Windmill Primary School
- 67 Woodford Church of England Primary School

Kettering

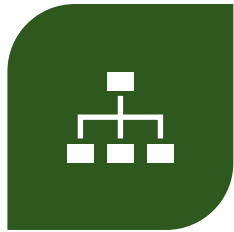
- 68 Barton Seagrave Primary School
- 69 Brambleside Primary School
- 70 Broughton Primary School
- 71 Cranford CofE Primary School
- 72 Geddington Church of England Primary School
- 73 Grange Primary Academy
- 74 Greenfields Primary School and Nursery
- 75 Hall Meadow Primary School
- 76 Havelock Infant School
- 77 Havelock Junior School
- 78 Hawthorn Community Primary School
- 79 Hayfield Cross CofE School
- 80 **Isebrook SEN Cognition & Learning College**
- 81 Isham Church of England Primary School
- 82 **Bishop Stopford School**
- 83 **Kettering Buccleuch Academy**
- 84 **Kettering Park Junior Academy**
- 85 **Kettering Science Academy**
- 86 **Kingsley Special Academy**
- 87 Loatlans Primary School
- 88 Loddington CofE (VA) Primary School
- 89 Mawsley Primary School
- 90 Meadowside Primary School
- 91 Millbrook Infant School
- 92 Millbrook Junior School
- 93 **Montsaye Academy**
- 94 **Kettering Park Infant Academy**
- 95 Pytchley Endowed C of E Primary School
- 96 Rothwell Junior School
- 97 Rothwell Victoria Infant School
- 98 Rushton Primary School
- 99 **Southfield School for Girls**
- 100 St Andrew's Church of England Primary School
- 101 St Edward's Catholic Primary School
- 102 St. Marys CofE Primary School
- 103 St Mary's CEVA Primary School
- 104 St Thomas More Catholic Primary School
- 105 Compass Primary Academy
- 106 **The Latimer Arts College**
- 107 **Wren Spinney Community School**

Wellingborough

- 108 All Saints CEVA Primary School and Nursery
- 109 Bozeat Community Primary School
- 110 Croyland Primary School
- 111 Earls Barton Primary School
- 112 Ecton Village Primary School
- 113 Freemans Endowed C of E Junior Academy
- 114 **Friars Academy**
- 115 Great Doddington Primary
- 116 Grendon Church of England Primary School
- 117 Irchester Community Primary School
- 118 Little Harrowden Community Primary School
- 119 Mears Ashby Church of England Primary School
- 120 Oakway Academy
- 121 Olympic Primary
- 122 Our Lady's Catholic Primary School
- 123 Park Junior School, Wellingborough
- 124 Redwell Primary School
- 125 **Rowan Gate Primary School - Two Sites**
- 126 Ruskin Infant School
- 127 Ruskin Academy
- 128 **Sir Christopher Hatton Academy**
- 129 St Barnabas Church of England School
- 130 Sywell CEVA Primary School
- 131 The Avenue Infant School
- 132 Victoria Primary Academy
- 133 Warwick Academy
- 134 **Weavers Academy**
- 135 Wilby Church of England Primary School
- 136 Wollaston Primary School
- 137 **Wollaston School**
- 138 **Wrenn School**

Four geographic localities across the borough

Each locality will have an infrastructure:



1) A MANAGEMENT GROUP



2) ADMINISTRATIVE SUPPORT



3) A DECISION MAKING GROUP

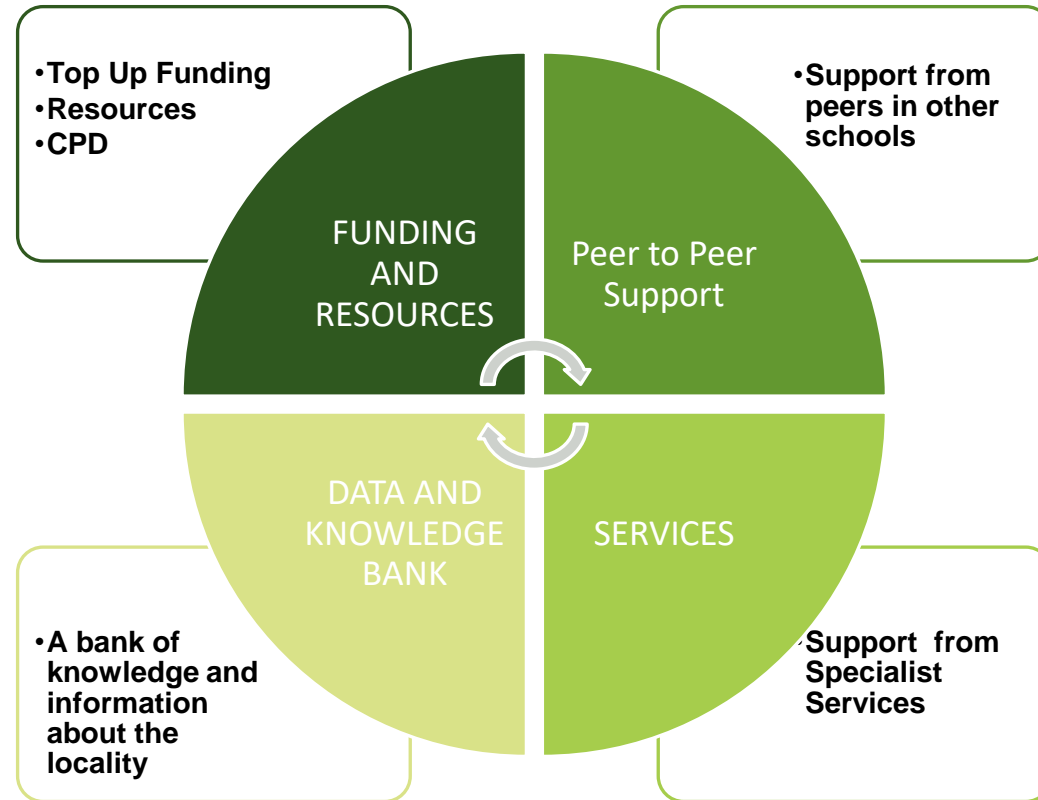


4) A PORTFOLIO OF RESOURCES



5) A BANK OF DATA AND KNOWLEDGE

A portfolio of SEN resources available to each local cluster



Consultation & Planning Meetings

- The local planning meetings are held termly with senior leaders to provide the opportunity to identify areas where the school are stuck and require additional support and advice to ensure the needs of the children are met in their local school

Half Termly SENCO Forums

- The locality wide forum provides the opportunity to develop collaborative working between schools, share good practice, as well as provide solution focused approaches. The network facilitates peer to peer support as well as facilitating consultations with the specialist team.

SEND Termly Family Forum

- The family forums provide the opportunity for the specialist team of professionals to meet with families in the locality. The forum provides a network for families as well as facilitating peer to peer support and supporting parents through a range of advice, support and coaching 3

LOCAL MEETINGS

Support from peers in other schools

Networks

SENCOS

Teaching Assistants

Heads

Specialist Resource Provisions

Developing Centres of Excellence (e.g. ASC, Communication)

Special Schools

Outreach services



Support from Specialist Services

SEND Advisory

ASD

Sensory

Cognition and Learning

SEMH

Education Psychology Service

Health

OT

SALT

School Nursing

**A bank of
SEND
knowledge
and data**

Up to date information to inform planning and agreeing priorities for the local cluster in relation to:

Exclusions

Type of SEN

Level of SEN (SEN Support and EHC plans)

Age of pupils with SEN

Progress and attainment

Children missing education

- We will be providing a **sufficiency report outlining the current pattern of provision for our specialist resources** and considering short, medium and longer term priorities
- To do this we will be **working closely with the special school, mainstream schools and key stakeholders to develop special school, specialist mainstream unit and satellite provision** as well as our **outreach provision**.
- We will be strengthening our governance arrangements for specialist provision including the **decision making process** for allocation of resources, the introduction of **service level agreements**, as well as a review of **our funding formulas** to ensure they are fit for purpose
- **We will be reviewing all our children in independent provision** and will be implementing **robust reviewing processes**

What we are doing: Priority Two

Reviewing and Realigning our Current Provision and Processes

- We are reviewing and developing a new operating **model** for our **Special Educational Needs services**, which we intend to have in place by **June 2022**.
- This will include **effective and efficient assessment processes**, as well as the way we **review and quality assure our complex children**
- We are developing and implementing **specialist provision teams across the four local areas of schools** to provide **oversight and monitoring of specialist provision** including special school and unit provision; enhanced funding; home tuition)
- We are currently developing a **quality assurance monitoring and reporting system reporting to the performance board** which will enable the local authority to work with key stakeholders to celebrate what is working well and to support areas that need improvement

What we are doing: Priority Three

Reviewing our governance for allocation and reviewing specialist resources

Our challenges

Special school provision unable to meet the increased number of children and young people referred

Budget - under **considerable pressure** as local special school demand and use of external independent providers is **increasing significantly**.

Specialised services **working in isolation** without responsibility for resource allocation hence **poor financial control**

Lack of strategic oversight for the allocation and quality of specialist provision and resources

Lack of co-production with families, schools and key stakeholders

Our challenges

Little/no transparency with schools of costs of specialised provision or how the money is spent

Processes for assessment wieldy and not working and **performance variable**

A backlog of 58 EHCP out of time assessments are outstanding to ensure statutory compliance

No specific allocation of specialist teams for children with an **EHCP or with identified complex needs** - all SEN case officer led.

Our challenges

The longstanding systemic issues around allocation of resources means the changes in culture and systems will take time to embed the new processes needed

The change in our culture and ways of working to ensure we are co-producing services with our families and schools and capturing and acting on improving families lived experience

Prioritizing really robust and regular communication with all our stakeholders

Closing the gap in the development of integrated approaches with our social care and health partners

IMPACT: What our performance to date is telling us

We have started to make progress in the timeliness of our assessments with an average of 39% completed on time for December and January compared with an average of 13% between September and November

We have reduced the number of out of time statutory assessments currently awaiting completion from 79 to 58 in the last month.

Complaints have reduced from 15 in September to 5 in January 2022

Next Steps

Developing a 'Who is Who' for each of the localities

Developing 'what' your current resources look like in your locality and how we can shape these going forward

Meeting with individual maintained schools and academies to discuss your 'Top Up' funding

Putting in place half termly SENCO forums for the summer term

Identifying a SENCO representative for each local area to work with us

Next Steps – to review the way we spend the High Needs Block:

Developing 'what' the current resources look like for each locality and how we can shape these going forward with school leaders to improve our early help offer

Meeting with individual maintained schools and academies to review 'Top Up' funding

Meeting with special and mainstream schools to increase the tiered specialist provision local authority offer and developing a sufficiency report with proposals going forward

Review our independent sector and the children currently accessing the provision.



Questions?
