

# High Needs Budget Schools Forum January 2020

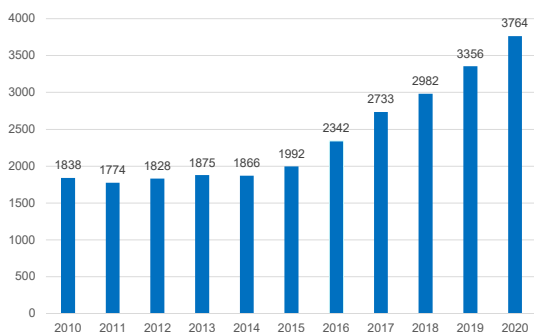
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The pressures...

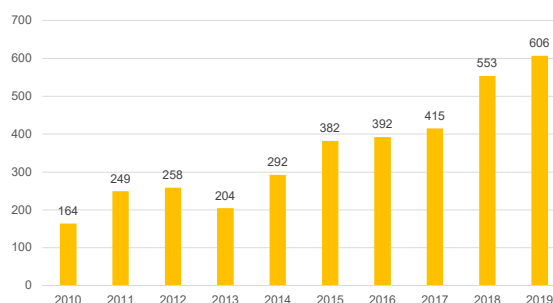
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## EHCP growth

Total number of EHCP's (and statements)



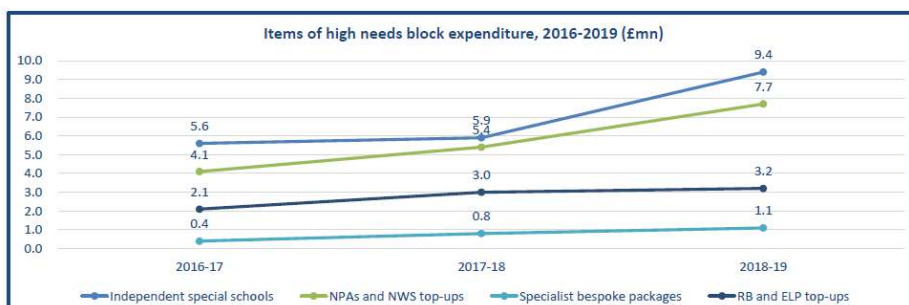
Number of new EHCPs (and statements) 2010 - 2019 (calendar years)



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TM1

### Part 1: Current context – (c) resources



While Wiltshire is less well-funded than similar local areas and the national average, and indeed is due to gain under changes to the high needs funding formula, this should not detract from a focus on the areas and causes of pressure on the high needs block. The evidence we have gathered suggests that the overspend on high needs has not been caused by the fact Wiltshire is less well-funded than it ought to be, but rather that there are systemic trends and factors that are driving the increased expenditure, which need to be addressed. If these are not addressed, any gains in funding allocations are likely to be outstripped by increased demand. The chart above shows four main areas of expenditure that have grown over the last three full financial years – (a) placements in independent special schools, (b) top-ups in mainstream (named pupil allowances or NPAs) and non-Wiltshire schools (NWS), (c) specialist bespoke packages of support for pupils not in school, and (d) top-ups for pupils in resource bases (RBs) and enhanced learning provisions (ELPs). These are all areas that are driven by factors within the Wiltshire system.

**isos**  
partnership

Source: internal data.

17

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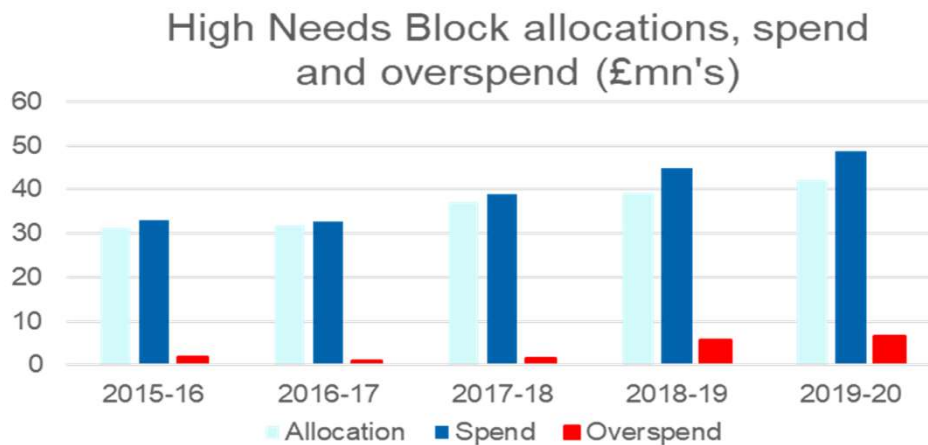
## Slide 4

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**TM1** Do we need this as well as slide 5 - I wonder whether it could be deleted?

Taylor, Marie, 14/01/20

## Expenditure



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## The journey so far.....

- High Needs block working group (Heads and Local Authority) Autumn 2018
- Director Education and Skills assumes strategic lead SEND end of 2018
- ISOS consultants review of HN commissioned January 2019, consultation with school leaders, parents/carers, health and Local Authority officers
- Final report presented to Schools Forum in Autumn 2019 by ISOS

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## Overarching messages

**There is the need to build strong, strategic and co-productive relationships and partnerships with all key partners in the local system.**

It would be a mistake to see the pressures on the high needs block purely as a financial issue. The factors driving these pressures are manifold, complex and inter-related. They are systemic in nature, and the solutions to them will require a whole-system approach.

**There is the need to ensure core processes that govern the day-to-day operation of the system are effective, transparent, and have the confidence of families and professionals.**

Parents and professionals expressed a lack of confidence in the consistency of some of core process that cover access to support (EHC assessments, issuing EHCPs, banding, SEND panel). There needs to be a coherent structure that aligns operations, commissioning and strategy.

**There needs to be a strategically planned continuum of SEND and high needs support, services and provision.**

This will involve ensuring that there are clear and complementary roles for all forms of support, services and provision, how they contribute to the overall strategy and outcomes for the system, which keep pace with changing needs and deliver consistently.

## The journey so far.....

- Consultant Headteacher to lead on Inclusion in Schools- September 2019
- SENs team moved to Education and Skills January 2020- new post created Head of SEND and Inclusion
- Alignment to EYs, School Effectiveness and employment & skills
- Head of Inclusion and SEND in post from Summer term 2020
- New SEND Inclusion strategy in draft following consultation
- SEND Board re-established

## The journey so far.....

- Additional Specialist places:
  - 400 place school planned in the north with £33m commitment from the Local Authority
  - SEMH/ASD Free school in the south (£12m investment from DfE) 150 places 5-19 ASD & SEMH
  - Springfield Satellite in the south 32 places
  - Additional Resource base places: Fitzmaurice Primary (12 places), Rivermead (12 places), Wansdyke Community (8 places), The Avenue (10 places) Manorfield (5 places)
  - Expansions: Downlands (16 places), Exeter House (18 places), Rowdeford (28 places)

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## Place Planning

- Increased Special School & Resource Base Planned Places

Financial Year	TOTAL	Special	Mainstream	Notes
19/20	97	87	10	44 Springfields, 5 Downlands, 18 Exeter House & 20 Rowdeford
20/21	66	56	10	32 Springfields (south) 16 Downlands 8 Rowdeford
Future		North Expansion South Free School 150		

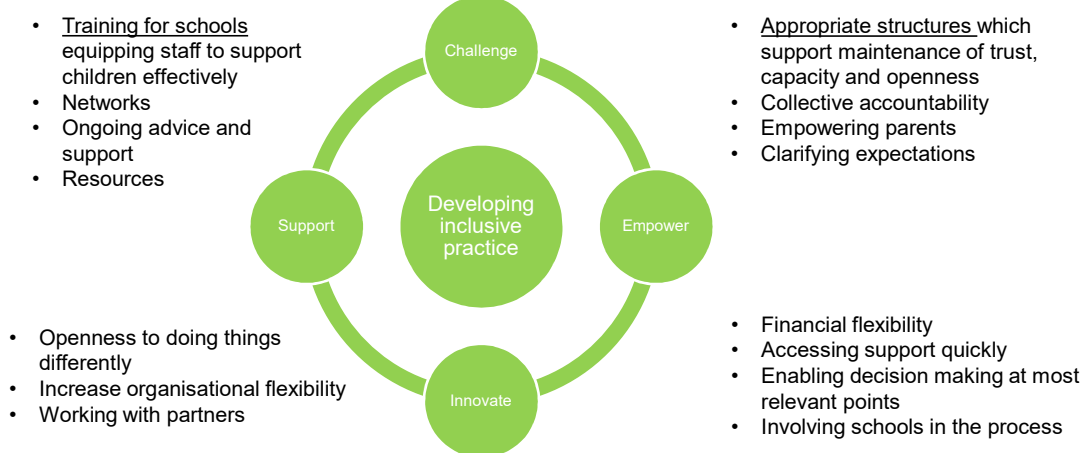
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## Strategic Financial Recovery Plan Themes

1. Inclusive Practice in Schools
2. Place planning
3. Project planning

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### Developing inclusive practice in schools



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## Specific projects/ actions to support this process

Development of Wiltshire Graduated Response Document (GRSS) – currently in draft, to:

- Increase quality of interface – increase ease of use and understanding
- Simplify access and use of framework
- Enable better understanding of comorbidity of need through adapted layout and information

Change the banding system to an assessment matrix model – model in draft, being reviewed by relevant professionals

- Enable understanding of totality of need across the system that can be quantified
- Enable better understanding and approach for moderation
- Enable better decisions to be made on the basis of better / more informed information

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## Specific projects/ actions to support this process

- Develop PATHs approach to planning and development of Pre-EHCP/EHCP planning to better meet needs of individuals within a community (currently in planning process – EPS led) to begin practically from March/April 2020. This will also support the re-development of the EHCP model.
- Establish a SEN help desk to increase access to support and direct school to enable them to get the support they need at the time they need it (April, 2020)
- Whole school SEND implemented and used by all schools to enable better recognition of needs, support and intervention required

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## Specific projects/ actions to support this process

Restructure the SEN and inclusion teams to focus on system and capacity building rather than the heavy and increasing focus on individual casework (should be seen in coordination with the actions above)

- As capacity allows regionalise the inclusion support system in support of developing local solutions to meet local needs
- All schools to have an SEN surgery meeting that will be run by a multi-agency team – this will identify and support: environmental development, use of graduated support, training and individual student needs. This work will be enhanced for schools with resource bases or ELP provision to support schools in reviewing these provisions to support internal (and where appropriate) external need
- All special schools to have a multi-agency review to support their capacity development moving forwards and quality assure any subsequent outreach support and development work

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## Specific projects/ actions to support this process

Development of tiered training model (should be seen as complementary to previous slide) – ensuring that all schools increase capacity and increased minimum training and understanding to meet pre-EHCP need. All Wiltshire schools :

- Gold NASEN membership for all schools (access to online training, forums and resources)
- Autism Education Trust (AET) hub managed and developed at county level (free access to level 1 training for all schools, heavily subsidised access for level 2-3)
- Development of Wiltshire inclusion mark which recognises the training and commitment to inclusion by schools receiving this

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## Projects to recover HNB deficit

- Dyslexia friendly schools
- Inclusion and school effectiveness project
- ELP/RBs
- SEND assessment and EHCP
- Review of INMSS including commissioning challenge
- Post 16 Transition
- SEND AP project
- Digital solutions
- Early intervention and support project

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## Dyslexia friendly schools

### Aims:

- Initially funding and supporting 16 schools to gain the national Dyslexia mark, basing the SSENs team (in respect to Dyslexia) into these schools, creating community model of provision around these key schools.
- Work with the voluntary sector to create ongoing training and support across the county.
- Reducing placing at Dyslexia Special schools by 25% over next 6 years.
- To create a cumulative saving of £260,000 in 5 years and £120,000 thereafter.

Potential impact on the HNB			
	20-21	21-22	22-23
	£0.007M	£0.051M	£0.088M (£0.126 in 23-24)

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## Inclusion and school effectiveness project

### Aims:

- To bring together schools, school effectiveness, inclusion services and SEND through a range of specific collaboration projects. In so doing accelerate inclusive engagement and the development of joined-up ideas and practical solutions which will lead to sustainable, efficient and effective practice.
- To engage a minimum of 45-60 schools from January 2020 (15-20 region) and replicate this in year 2 and 3 (which will lead to the direct engagement of almost 80% of schools in Wiltshire)
- To specifically target high needs areas with disproportionate EHCP/ tier 3 need
- Significantly decrease application for EHCP and tier 3 services through higher quality foundational practice and provision and early tier 2 access

Potential impact on the HNB			
	20-21	21-22	22-23
	£0.800M	£1.00M	£1.00M

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## ELP/RBs

### Aims:

- Re-evaluate and re-develop the approach, use and allocation of Enhanced learning provision (ELP) and Resource base (RB) provision in schools
- Increase capacity, effectiveness and value for money in provisions
- Increase impact and inclusive capacity within the schools themselves
- Increase capacity for cross-school working and wider inclusive capacity development
- Decrease applications to Special schools for students whose needs could be met through enhanced provision models
- Either reduction in direct costs or reduction in special school application associated cost

Potential impact on the HNB			
	20-21	21-22	22-23
	£0.400m	£0.400m	£0.400m

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## SEND assessment and EHCP

### Aims:

- Review SEND statutory panel and associated advice/pathways
- Devise a 'no EHCP' support package- time-limited
- Tripartite funding of plans
- Review banding
- Peer-to-peer moderation

Potential impact on the HNB			
	20-21	21-22	22-23
	£1.000m	£1.000m	£1.000m

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## Review of INMSS including commissioning challenge

### Aims:

- There are 205 ISS placements costing at total of £12m. Some of these placements are joint funded with Local Authority Social Care budgets and occasionally a CCG contribution. The total cost to the High Needs block is 9.6m. This is an average of £48k per placement. ISS placements are made for a variety of reasons. There are three broad categories under which this provision can be considered.
- Develop greater oversight of ISS usage and actively manage all placements. This would be to work with the second and third categories of placement (high-cost specialist & day specialist centres) and to focus on the following key points:
- Point of Placement- agree the overall package, for example lifetime of placement and lifetime placement costs along with the outcomes for placement. As an example if we were placing a 12 year old we would specify that the placement was up to 16 with four years at fixed cost with the agreed outcome that the child would return to maintained provision for post 16 provision.
- Phased Transfer Points. Attend key reviews and also ensure SENDLW review activity was focussed on transition as well as outcomes.
- Developing intelligence on gaps in the market that lead to ISS placements being made and then working with local providers to fill those gaps and prevent future requirement for ISS placements.

Potential impact on the HNB			
	20-21	21-22	22-23
	£0.500m	£0.500m	£1.00m

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## Post 16 Transition- pathway to adulthood

### Aims:

- To start the process much earlier to gain the right skills needed for independence
- To champion increased independence, enabling young people to live, work and be active contributors in their community, making the best use of their own and other available resources and opportunities
- To promote person centred support and outcome focused practices
- To adopt strength-based principles that considers informal as well as formal networks of support and community capacity
- To reduce the impact of transition by working in a more integrated way with multi-agency partners and adopting co-production in working with children and young people
- To promote Choice and Control with shared responsibility and community resilience

Potential impact on the HNB			
	20-21	21-22	22-23
	£0.300m	£0.600m	£0.600m

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## SEND Alternative Provision (AP) project

Aims: Develop AP provision for students with EHCPs

- Develop/commission provision for EHCP students requiring AP
- Reduce reliance on costly AP packages

Potential impact on the HNB			
	20-21	21-22	22-23
	£0.360m	£0.360m	£0.500m

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## Digital solutions

Aims: To use online digital approaches to enable educational providers to access support and training for children without an EHCP.

Outcomes:

- Quick and easily accessible help
- Professional time is used for coached and mentored support rather than assessment and diagnosis
- Better use of SEN Support and reduce use of EHCPs
- More children/young people support in mainstream settings
- Less need for MLD students to go to special schools as ELP and mainstream is giving relevant support.
- Where EHCPs are required more of the funding can go to pastoral support

Potential impact on the HNB			
19-20	20-21	21-22	22-23
-£0.025M Investment	£0.500M	£2M	£2 – £5M dependent on engagement

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## Early intervention and support project

Aims:

- Review the process through which early assessment and identification is being carried out
- Provide enhanced early intervention and support for Early years settings without the need to escalate to EHCPs at such an early stage.
- Increase communication and partnership between Early Years settings, schools and parents to increase understanding on managing SEN in early phases

Potential impact on the HNB			
	20-21	21-22	22-23
	£0.300m	£0.600m	

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FORECAST FUNDING & RECOVERY ACTION PLANNING					
	18-19	19-20	20-21	21-22	22-23
	Outturn £M	Forecast £M	Forecast £M	Forecast £M	Forecast £M
DSG Balance brought forward:	0.846	-2.060	-8.695	-10.313	-10.788
<b>Overall HNB allocation</b>	<b>46.135</b>	<b>46.867</b>	<b>51.307</b>	<b>52.007</b>	<b>52.707</b>
Academies element	6.880	7.206	tbc	tbc	tbc
Local Authority element	38.127	38.533	tbc	tbc	tbc
Additional allocation (LA)	1.128	1.128	4.440	tbc	tbc
Schools Block Transfer (0.8% 19/20 & est 1% 20/21)		2.200	3.000	4.000	5.000
CSSB Transfer	0.263	0.334	0.220	0.110	0.110
HNB Overspend	4.735	5.685	5.685	5.685	5.685
Local Authority Contribution	1.300	tbc	tbc	tbc	tbc
% Overspend across total HNB Allocation + transfers	10%	12%	10%	10%	10%
Variances on other funding blocks & EY adj on reserve	-0.529	0.950	0.000	0.000	0.000
<b>Number of EHCPs as at December 18,19 &amp; forecast for 20 &amp; 21</b>	<b>3,261</b>	<b>3,715</b>	<b>4,012</b>	<b>4,333</b>	<b>4,680</b>
<b>Target - to reduce growth from 13% to 8%</b>		<b>13%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>
<b>Cost per annum per individual EHCP</b>	<b>£0.016</b>	<b>£0.015</b>	<b>£0.015</b>	<b>£0.014</b>	<b>£0.014</b>
<b>Projected Recovery Plans &amp; Savings</b>					
Dyslexia friendly schools	-	-	-0.007	-0.050	-0.100
Inclusion and school effectiveness project	-	-	-0.800	-1.000	-1.000
ELP/RBs	-	-	-0.400	-0.400	-0.400
SEND assessment and EHCP	-	-	-1.000	-1.000	-1.000
Review of INMSS including commissioning challenge	-	-	-0.500	-0.500	-1.000
Post 16 Transition	-	-	-0.300	-0.600	-0.600
SEND AP project	-	-	-0.360	-0.360	-0.500
Digital solutions	-	-	-0.500	-1.000	-2.000
Early intervention and support project	-	-	-0.200	-0.300	-0.500
<b>Total Estimated Working Group Savings Target</b>	<b>0.000</b>	<b>0.000</b>	<b>-4.067</b>	<b>-5.210</b>	<b>-7.100</b>
<b>DSG Balance (deficit)</b>	<b>-2.060</b>	<b>-8.695</b>	<b>-10.313</b>	<b>-10.788</b>	<b>-9.373</b>
<b>Movement on the DSG Balance</b>		<b>6.635</b>	<b>-1.618</b>	<b>0.475</b>	<b>1.415</b>

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FORECAST FUNDING & RECOVERY ACTION PLANNING					
	18-19	19-20	20-21	21-22	22-23
	Outturn £M	Forecast £M	Forecast £M	Forecast £M	Forecast £M
DSG Balance brought forward:	0.846	-2.060	-8.695	-9.427	-9.016
<b>Overall HNB allocation</b>	<b>46.135</b>	<b>46.867</b>	<b>51.307</b>	<b>52.007</b>	<b>52.707</b>
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CSSB Transfer	0.263	0.334	0.220	0.110	0.110
HNB Overspend	4.735	5.685	5.685	5.685	5.685
Local Authority Contribution	1.300	tbc	tbc	tbc	tbc
% Overspend across total HNB Allocation + transfers	10%	12%	10%	10%	10%
Variances on other funding blocks & EY adj on reserve	-0.529	0.950	0.000	0.000	0.000
<b>Number of EHCPs as at December 18,19 &amp; forecast for 20 &amp; 21</b>	<b>3,261</b>	<b>3,715</b>	<b>4,012</b>	<b>4,333</b>	<b>4,680</b>
<b>Target - to reduce growth from 13% to 8%</b>		<b>13%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>
<b>Cost per annum per individual EHCP</b>	<b>£0.016</b>	<b>£0.015</b>	<b>£0.015</b>	<b>£0.014</b>	<b>£0.014</b>
<b>Projected Recovery Plans &amp; Savings</b>					
Dyslexia friendly schools	-	-	-0.007	-0.050	-0.100
Inclusion and school effectiveness project	-	-	-0.800	-1.000	-1.000
ELP/RBs	-	-	-0.400	-0.400	-0.400
10% reduction in spend value of NPAS	-	-	-0.574	-0.574	-0.574
10% reduction in spend value of RB & ELP TOP UPS (not place funding)	-	-	-0.312	-0.312	-0.312
SEND assessment and EHCP	-	-	-1.000	-1.000	-1.000
Review of INMSS including commissioning challenge	-	-	-0.500	-0.500	-1.000
Post 16 Transition	-	-	-0.300	-0.600	-0.600
SEND AP project	-	-	-0.360	-0.360	-0.500
Digital solutions	-	-	-0.500	-1.000	-2.000
Early intervention and support project	-	-	-0.200	-0.300	-0.500
<b>Total Estimated Working Group Savings Target</b>	<b>0.000</b>	<b>0.000</b>	<b>-4.953</b>	<b>-6.096</b>	<b>-7.986</b>
<b>DSG Balance (deficit)</b>	<b>-2.060</b>	<b>-8.695</b>	<b>-9.427</b>	<b>-9.016</b>	<b>-6.715</b>
<b>Movement on the DSG Balance</b>		<b>-6.635</b>	<b>-0.732</b>	<b>0.411</b>	<b>2.301</b>

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## Next steps..

- Working group to convene to discuss plans and identify future savings.
- Two volunteer heads from the Autumn survey & more from the Right Choice request  
– all welcome, further volunteers please contact Marie or Grant