

High Needs Block Recovery Plan Summary

Initiative	Lead	RAG	Summary Comment
Dyslexia friendly schools	Ian Abbott	On track	Planning work was able to continue during Covid with planned activity starting from September 2020. the main activity of working with the slected schools has not yet started.
Inclusion and school effectiveness project	Louise Lewis & Cate Mullen	Delayed	Covid has meant engagement for much of the work has been paused. A review of these projects needs to happen ASAP - to track which have begun and which to reengage. Some can also link to TAS
ELP & Resource Bases	Cate Mullen & Alison Enever	Delayed	Place Planning Group initiated that will review Resource Base and ELP provision across Wiltshire. Rapid piece of work to identify range of provision and areas of unmet need. Will lead to strategic place planning for next 3-5 years. From this can identify work needed to review and update SLAs and outcomes measures and dashboards for RB and ELP provision.
SEND Assessment & EHCP	Cate Mullen & Tim Morgan	TBC	Waiting update
Independent Special School Review	Lisa Fryer	Delayed	Clear gap in terms of in-county SEMH provision identified. Downland HNU (Secondary) proposal requires MDT development and further S/Officer consideration. No Primary SEMH provision or plan forward is in place, this results in costly ongoing ISS solutions having to be found. Gap in ASD (higher end needs) provision identified resulting in 'no's from S/Fields. Revised approach to supporting D/land and S/Fields to take more challenging is required.
Post 16 Transition	TBC	TBC	Need to ensure this is aligned with the PFA strategy and SEND Inclusion Implementation Plan. And update the savings, RAG, actions and dates. Need to identify who is coordinating the updates for this work.
SEND Alternative Provision Project	Vicky Dunncliffe	Delayed	Plan has been revised due to Covid 19 and has expereinced some delay.
Early Intervention Project	Angela Everett	On track	HELM dates in place, muti agency sign up x 4 areas across county, cases are coming through to be discussed at HELM, DSC/Portage referring through HELM, key data will be collected and collated to feedback into education outcomes meeting.

High Needs Block Financial Recovery Plan

Initiative	Milestone Activities	Costs Agreed	Target Date	Aims / Success Criteria	RAG	Lead	20/21 Target Savings	21/22 Target Savings	22/23 Target Savings	23/24 Target Savings	24/25 Target Savings	Savings Note	Progress & Comments	SEND Inclusion Strategy Priority
Dyslexia friendly schools	Establish 18 dyslexia friendly schools and reduce need for ISS	18 schools @ £2k each = £36k	Sep-21	•Funding and supporting 18 schools to gain the national dyslexia mark. SSENs team working with and in these schools. Creating community model of provision around these key schools.	On track	Lead Professional Cognition & Learning Inclusion and SEND	£7,000	£51,000	£88,000	£126,000	£126,000		Bids evaluated, virtual launch 8/6, 18 schools selected, project plan created, training packages being developed, planning meetings with schools Sept '20; schools presently carrying out Dyslexia Friendly audits and beginning action planning for whole-school inclusive practice.	Improving the Range & Quality of Provision
Dyslexia friendly schools	Training in 'Dyslexia Friendly Schools through SENCo sessions'		Sep-21	•Work with the voluntary sector to create ongoing training and support across the county.	On track								Virtual training taking place in most schools now, with classteachers working their way through the training packages, sent to schools at the end of last term. 16 sessions of virtual training in development, to be delivered via teams October to January (4 sessions per month) to primary and secondary school cohorts; work continuing with voluntary sector, to evaluate scheme and deliver Dyslexia Awareness events.	
Dyslexia friendly schools	NQT training - Dyslexia Friendly Classrooms		Sep-21	•Reducing placing at Dyslexia Special schools by 25% over next 6 years.	Not started								Not started on this strand; attention has been on establishing the scheme with schools	
Dyslexia friendly schools	Leading SENCo programme		Sep-21	10% reduction in INMSS with and annual saving of 10%	Not started								Not started with Leading SENCO lead, as at 16/09/2020; will need guidance on expectations	
Dyslexia friendly schools	SIA training		Sep-21	•To create a cumulative saving of £260,000 in 5 years and £120,000 thereafter.	Not started								Not started with SIAs as at 16/09/2020; will need guidance on expectations; expected savings are based on 'non-placement' to independent provision	
Inclusion and school effectiveness project	School engagement levels – target 45-60 schools, as of March 2020, approx 30 schools •Year 1: Decrease in EHCP applications between January 2020 and July 2020 by 10% in targeted areas		Jul-20	•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.	Delayed	Head of Inclusion and SEND / Head of School Effectiveness / SEN Inclusion Support Manager	£360,000	£1,000,000	£1,440,000		Calculation: If we target 30 schools, 2 children per school not having an EHCP produced = 30*2*£6,000 = £360,000	Covid has meant engagement for much of the work has been paused. A review of these projects needs to happen ASAP - to track which have begun and which to reengage. Some can also link to TAS Previously £800k yr1, £1,000k, yr3	Inclusion & Removing Exclusion in Education	
Inclusion and school effectiveness project	School engagement levels – September 2020 – expected Jan 2020 levels + additional 45-60 schools		Sep-20	•To engage a minimum of 45-60 schools from January 2020 (15-20/ region) and repliHead of Inclusion and SENDthis in year 2 and 3 (which will lead to the direct engagement of almost 80% of schools in Wiltshire)	Delayed									
Inclusion and school effectiveness project	Use of PATHS project to focus direction. Trial March/ April 2020 within Plains area. Roll out to other high needs areas September 2020		Sep-20	•To specifically target high needs areas with disproportionate ECHP/ tier 3 need	Delayed									
Inclusion and school effectiveness project	Baseline training in place - all schools - October 2020. New structures SEND review model in place December 2020. Rigorous engagement with re-renewed GRSS December 2020. Access to more sustainable regional support April 2021		Jul-21	•Significantly decrease application for EHCP and tier 3 services through higher quality foundational practice and provision and early tier 2 access	Delayed									
ELP/Resource Bases	• Renewed/ agreed SLA with primary and secondary schools as part of the 'system of excellence' work (Feb, 2020)	Small amount of capital to adapt current school premises	Feb-21	•Re-evaluate and re-develop the approach, use and allocation of Enhanced learning provision (ELP) and Resource base (RB) provision in schools	Delayed	Head of Inclusion and SEND / Head of Special School Transformation	£200,000	£400,000	£600,000			Place Planning Group initiated that will review Resource Base and ELP provision across Wiltshire. Rapid piece of work to identify range of provision and areas of unmet need Will lead to strategic place planning for next 3-5 years From this can identify work needed to review and update SLAs and outcomes measures and dashboards for RB and ELP provision	Improving the Range & Quality of Provision	
ELP/Resource Bases	• Review allocation of places and impact as part of evaluation and QA work (June, 2020)		Dec-20	•Increase capacity, effectiveness and value for money in provisions	Delayed							as above		
ELP/Resource Bases	Collaborative regional partnerships in place to support effective functioning and moderation of ELP and RB provision and need		Dec-20	•Increase impact and inclusive capacity within the schools themselves	Delayed									
ELP/Resource Bases	Multi-agency review model in place coordinated through regional inclusion hubs		Apr-21	•Increase capacity for cross-school working and wider inclusive capacity development	Delayed									

ELP/Resource Bases	ELP-RB-SS cross wrking groups to ensure training and capacity development including decreased direct transition from RB-SS and higher rates of reintegration from SS (specifically DL, SP and RF) to mainstream provision types		Jul-21	•Decrease applications to Special schools for students whose needs could be met through enhanced provision models	Not Started											
ELP/Resource Bases	Decreased special school application increase		Sep-21	•Either reduction in direct costs or reduction in special school application associated cost	Not Started											
SEND assessment and EHCP	New terms of agreement for panel		May-20	•Review SEND statutory panel and associated advice/pathways	Delayed	Head of Inclusion and SEND / SEN Inclusion Support Manager / SEND Manager	£600,000	£850,000	£1,150,000	calculation: based on approx. £6,000 per EHCP, targeting 440 EHCPs	Head of Inclusion and SEND to look at how panels currently works and how this can be adapted to work better. Previously savings target £1m per year - savings target to be reviewed. Additional resource being looked into to help push this work forward.	Developing Holistic Plans with C&YP				
SEND assessment and EHCP	Revised guidance for schools on creation of EHCPs including full deployment of Notional SEN funding		Jun-20	•Devise a 'no EHCP' support package- time-limited	Delayed						Looking at notional SEN funding.					
SEND assessment and EHCP	Tripartite agreement in place for SEND and complex needs panel		Jun-20	•Tripartite funding of plans	Delayed						Head of Inclusion and SEND attending complex needs panel and will feed back. Opportunity to link with Head of Service- Commissioning Joint Commissioning around how panels are being reviewed.					
SEND assessment and EHCP	Revision of Banding documents		Apr-20	•Review banding	Delayed						SEN Inclusion Support Manager has led reworking of the banding documents, next step would be to involve parent carers.					
SEND assessment and EHCP	Regular moderation process agreed and in place		May-20	•Peer-to-peer moderation	Delayed						Considering opportunity to involve schools in the moderation process.					
SEND assessment and EHCP	Moderation of plans				TBC						Heath and Social Care will be included					
SEND assessment and EHCP	Ceasing Plans				Would need resource											
SEND assessment and EHCP	Introduce mini-panel prior to 20wk to look at positive support instead of commencing the EHCP assessment process for individual C&YP		Jun-20	Improve support as an alternative to EHCP process	Funding needed											
Review of Independent Special Schools	Appoint ISS EO and link them with a dedicated lead worker	Cost of new post (transformation funding)	May-20	•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.	Delayed						Education Officer INMSS / Head of Commissioning Families and Children	£500,000	£500,000	£1,000,000	Calculation: ISS cost approx 30k more per student than in county SS provision	EO (ISS) in place from 1/9/20. No linked Senior appointed yet.
Review of Independent Special Schools	Identify criteria for key cases and schools to approach		Jun-20	•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:	Delayed	Current Term 1 & 2 Wave 1 'Deep Dive' by EO (ISS) and SEND, Social Care, CSBs and Commissioning Teams is focussed on: ISS settings in crisis/OFSTED category, failing placements where there is an opportunity to revisit the CYP and make cost savings, Phase Transfers (Y6 into Y7, Y11 into Post-16 and Post 18/19) as again there is a clear opportunity to revisit appropriateness of provision via attendance at scheduled Annual Reviews and drilling down on residential placements (particularly LAC) and all cases where there is joint SEND/Social Care and/or Heath funding, to establish what alternatives there are and where possible an exit strategy.										
Review of Independent Special Schools	Create a profile/tool sheet to use with brokerage to manage packages		Jun-20	•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.	Delayed											
Review of Independent Special Schools	A plan created for engaging with schools		Jun-20	•Phased Transfer Points. Attend key reviews and also ensure SENDLW review activity was focussed on transition as well as outcomes.	Delayed	PTs being prioritised for SLW/Senior/EO attendance. Working Party on transition/outcomes will need to be formed to ensure whole team message/upskilling, linked to new QA process										
Review of Independent Special Schools	Review provision with Appleford				TBC											
Review of Independent Special Schools	25 schools have been engaged in the project		Jul-20	•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.	Requires Escalation	Clear gap in terms of in-county SEMH provision identified. XXXXXX HNU (Secondary) proposal requires MDT development and further S/Officer consideration. No Primary SEMH provision or plan forward is in place, this results in costly ongoing ISS solutions having to be found. Gap in ASD (higher end needs) provision identified resulting in 'no's from XXXXXX. Revised approach to supporting XXXXX and XXXXX to take more challenging is required.										
Post 16 Transition	Implement the Preparing for Adulthood Strategy		Sep-20	•To start the process much earlier to gain the right skills needed for independence	TBC	Head of Inclusion and				Need to ensure this is aligned with the PFA strategy and SEND Inclusion Implementation Plan. And update the savings, RAG, actions and dates.						Well Planned Transitions

Post 16 Transition	A review report of 25 post 14 annual reviews leading to keys targets for change		Jul-20	•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	TBC	Inclusion and SEND / Head of Service-Commissioning Joint Commissioning / SEND Locality Manager Children in Care and Young People-CYPDT/ Commssioning programme lead	£300,000	£600,000	£600,000					
Post 16 Transition	25 schools are engaged in a pilot project to promote post 14 transition		Jun-20	•To promote person centred support and outcome focused practices	TBC									
Post 16 Transition	A business plan is taken forward with adult commissioning and the CCG to offer more choice in Wiltshire		Jan-21	•To adopt strength-based principles that considers informal as well as formal networks of support and community capacity	TBC									
Post 16 Transition				•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	TBC									
Post 16 Transition				•To promote Choice and Control with shared responsibility and community resilience	TBC									
SEND AP project	•Develop/commission provision for EHCP students requiring AP - Appoint a provider to deliver provision		Mar-21	•Reduce reliance on costly AP packages	Delayed	Strategic Lead Alternative Provision	£93,000	£93,000	£93,000			Based on 30 learners per year in a new provision.	In original plan £360k Y1, 3360k, yr 2, £500k, yr 3. Plan has been revised due to Covid 19 and has experineced some delay.	Improving the Range & Quality of Provision
Early intervention and support project	• Along with the wider high needs assessment work being carried out review how this is done in relation to early years and how advice and guidance is being given to early years settings in support of this. Use current cohort to trial this alongside current process (Jan, 2020)		Jan-20	•Review the process through which early assessment and identification is being carried out - Develop matrix to identify level of need - March 2020 - Trial matrix at Early Years panel - end of March 2020 - Approval process for matrix to replace existing system - April 2020 - Communication and Implementation from May 2020 - Training to sessings June / July 2020. Launch September 2020.	On track	SEND Manager	£200,000	£300,000	£500,000				EY matrix of need being developed, working with EPs, to identify level of need. Strengthen work with DSC, single pathway /flow chart. Each EYIO had 40 cases reviewed that would have recived EHCP or higher level support/ intervention with all but three diverted to better early support. contiuned meeting with EYIO to monitor cases, these cases will come through HELM, to start in Septmber 2020. HELM dates in place, muti agency sign up x 4 areas across county, cases are coming through to be discussed at HELM, DSC/portage referring through HELM, key data will be collected and collated to feedback into education outcomes meeting.	Inclusion & Removing Exclusion in Education
Early intervention and support project	• Identify students who could be effectively supported through non-specialist provision and make effective (outcomes based) targeted support through the development of the early years inclusion fund (Feb-April, 2020)		Apr-20	•Provide enhanced early intervention and support for Early years settings without the need to escalate to EHCPs at such an early stage.	On track								Strengthen work with EYIO, and EY advisory teachers, meetings in place to develop working paractice. Simplify structures and meetings, their relationship to each other to make sure earliest intervention covered. Meetings now in place. Working together to push back on potentially unnecessary EHCPs. Looking at other stratgies to support child and families. (HELM) Looking at Team around setting meetings, understing needs of children coming through and good inclusion in mainstream settings, support with trianing where needed.	
Early intervention and support project	•Make adaptation to settings and provide pre-emptive support through the transition process (May – September 2020)		Sep-20	•Increase communication and partnership between Early Years settings, schools and parents to increase understanding on managing SEN in early phases	On track								Meetings in place with EYAT/EYIO to develop EY communication for all and training plan. Team around the setting work. Reinstating Health, Education, Liason Meetings. Work with with DSC and Portage complete to arrange provision for children for Septemeber 2020, with in reach out reach models discussed and wider assessment periods. Children will now come through HELM to discuss, there is also seperate meetings in place to discuss 2020 cohort/ COVID arrangements and monitoring with senior SEND IW's .	
Total savings projection							£2,260,000	£3,794,000	£5,471,000	£126,000	£126,000	£11,777,000		

Please use the following key for the colour coding in the RAG column in the Recovery Plan

Blue	Completed
Green	On Track
Amber	Delayed, but able to make progress
Red	Issue requiring escalation
Grey	Not started or on hold