

SAFETY VALVE PROGRAMME OVERVIEW

LA Name	Date Report Submitted	Signed off by S151 Officer & Director of Children's Services	Name & Email Address of Key Personnel	
Wiltshire	28 th Aug 2024	Yes	CEO:	Lucy Townsend Lucy.Townsend@wiltshire.gov.uk
			S151 Officer:	Lizzie Watkin Lizzie.Watkin@wiltshire.gov.uk
Do you need additional support from either of our specialist SEND advisers (early years / inclusion) to support the effective delivery of your Safety Valve plan? If yes, please specify which area (early years / inclusion) you would like extra support in, giving a brief overview of how this support would be beneficial.			DCS:	Lucy Townsend Lucy.Townsend@wiltshire.gov.uk
We would welcome support from both the early years and inclusion advisors given the challenges we are facing around demand. This support would enable us to check that our plans are comprehensive and include current best practice.			Other key contacts for Safety Valve:	Kathryn Davis – Director for Education and Skills Kathryn.Davies@wiltshire.gov.uk Jen Salter – Director for Families and Children's Services Jen.Salter@wiltshire.gov.uk Ben Stevens – Inclusion, SEND and AP Transformation Lead Ben.Stevens@wiltshire.gov.uk Liz Williams – High Needs Block Finance Lead Liz.Williams@wiltshire.gov.uk Lisa Fryer – Head of SEND and inclusion Lisa.Fryer@wiltshire.gov.uk

Is your LA's Safety Valve plan on track?	Yes/No	Commentary
To achieve the Safety Valve agreement's projected deficit in the current year?	No	Significant challenges have been identified this year, stemming from the growth in EHCPs during academic year 2023/24. The full-year financial impact of this growth is only now being seen in the finance data. This growth has also led to further placements in the Independent Non-Maintained Special School (INMSS) sector which have driven costs up. This does not represent a percentage increase of children placed in INMSS but the numbers are higher.
To achieve a £0 DSG deficit by the end of the Safety Valve agreement?	Yes	While the agreement is off track in year, the plan is still in the early stages and the authority remains committed to recovering this position by year five. Detailed plans are still being developed to articulate the additional steps that are being taken, and how this will be profiled.

	Yes/No	Commentary
Is your LA's Safety Valve capital project on track?	Yes	£5.7m has been requested to expand Special School provision by 120 places in the south of the county. The authority has managed to reprofile expenditure to ensure the milestones for this priority project can be met, however this will put other projects at risk without a sufficient funding commitment from central government.

SAFETY VALVE PROGRAMME OVERVIEW

Previous challenges which had emerged around securing the site have been resolved, and so this project is able to go ahead.

Programme Headlines

This quarter, the biggest drivers of positive change have been (up to 3):

1. The strong relationship with Wiltshire Parent Carer Council (WPCC) and schools has enabled mature conversations and understanding across the system.
2. There has been a willingness to embrace change from teams across the system, despite the complexity and scale of the change required and ongoing concerns about capacity.
3. There has been successful recruitment into teams which will deliver support on the ground in schools. The staff recruited are credible specialists in their field, which is vital to their success.

This quarter, the biggest barrier(s) to successful implementation of the Safety Valve plan have been (up to 3):

1. Lack of confirmation on the capital requested as part of the agreed plan
2. Continued growth in requests driving EHCP numbers
3. Additional demands approaching the end of the school year

This quarter, the best examples of stakeholder engagement around the Safety Valve plan have been (up to 3):

1. The new Stakeholder Reference Panel has been established with a clear process for how they feed into the ongoing projects. This will bring together schools, early years settings, post 16 providers, parent carers and the voice of children and young people to comment on the significant change programmes.
2. There has been very positive engagement with Wiltshire Parent Carer Council and Schools Forum about the planned change to EHCP funding. These open conversations have generated good-will around this, reduced anxiety, and have led to changes in approach that will make the project run more smoothly.

Alongside your Safety Valve financial and narrative monitoring reports, please share with us the latest strategic data dashboard utilised by your governance oversight board for Safety Valve.

***NB** This should not be something created for the DfE Safety Valve monitoring process; if you do not have a strategic data dashboard, just let us know.*

SAFETY VALVE PROGRAMME DETAILED UPDATE

Agreement Condition	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
Condition 1: The authority undertakes to reach a positive in-year balance on its Dedicated Schools Grant (DSG) account by the end of 2028-29 and in each subsequent year.	Update 1 (May)	<p>The current financial forecast is detailed on the attached finance template.</p> <p>The council is projecting that a positive in-year balance will be achieved by the end of 2028/29 and in subsequent years. However, condition 1 is rated as amber – off track, due to the forecast overspend in the 2024/25 financial year which impacts on subsequent years of the plan. Further proposals are being worked up to increase the mitigations so that an in-year balanced position can be achieved by April 2029 and the detail will be included in the November update.</p> <p>The financial forecast for this quarter indicates that expenditure is not on track to meet the target of £84.5m (before SV contributions) for the cumulative deficit in the 2024/25 financial year. Condition 2 is therefore rated Red because current forecasts indicate an overspend against the current plan of £10.156m in 2024/25.</p> <p>The data shows that the increased spend in the current year is driven by increased activity rather than by unit cost in most types of provision. This reflects the increase in the number of children with EHCPs in the 2023/24 academic year and the projections for activity in the new academic year.</p> <p>Initial modelling has taken place to consider the impact of the increased commitments in the system from activity in the current year, and the further mitigations that need to be implemented in order to reduce spend by the 2028/29 financial year. This initial work indicates that the residual deficit at the end of the plan will increase by £34.5m. Wiltshire Council understands that this is a liability that falls to the authority. Further work to fully quantify the impact of additional mitigations will be reflected in the November report.</p>
	Green	
	Update 2 (August)	
	Amber	
Condition 2: The authority undertakes to control and reduce the cumulative deficit, not exceeding £84.5m in financial year 2024/25.	Update 1 (May)	<p>The data shows that the increased spend in the current year is driven by increased activity rather than by unit cost in most types of provision. This reflects the increase in the number of children with EHCPs in the 2023/24 academic year and the projections for activity in the new academic year.</p> <p>Initial modelling has taken place to consider the impact of the increased commitments in the system from activity in the current year, and the further mitigations that need to be implemented in order to reduce spend by the 2028/29 financial year. This initial work indicates that the residual deficit at the end of the plan will increase by £34.5m. Wiltshire Council understands that this is a liability that falls to the authority. Further work to fully quantify the impact of additional mitigations will be reflected in the November report.</p>
	Green	
	Update 2 (August)	
	Red	
Condition 3.1: Provide earlier support for children and young people with SEND, improving inclusion practices and managing pressure points and school transitions.	Update 1 (May)	<p>While the project activity to deliver this condition remains on track, the data is not showing the impact of those interventions yet. The growth in the number of EHCPs has exceeded our forecast figures, and while the growth in EHCNA requests has slowed it remains at a high level. Consequently, this condition is rated amber- off track.</p> <p>Further data analysis has provided a good understanding of what is driving this growth and this has enabled the development of interventions to address these factors. This programme of work is receiving highest priority from the local authority, ICB, and other partners who understand their role in delivering better support outside of the statutory framework.</p>
	Green	
	Update 2 (August)	
	Amber	
	Update 3 (November)	
	RAG	

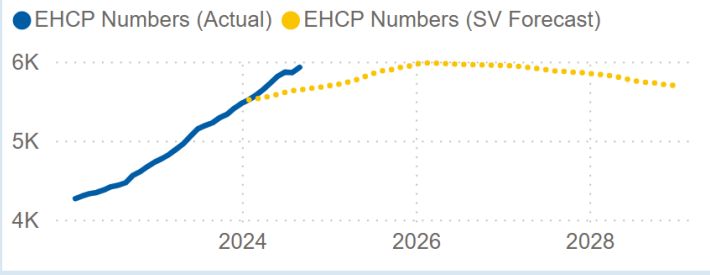
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Progress Update from this Quarter
Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts

EHCP Caseload



EHCP Numbers	Jan '24	Feb '24	Mar '24	Apr '24	May '24	Jun '24	Jul '24
SV Forecast	5516	5528	5544	5562	5586	5609	5632
Actual	5518	5571	5647	5728	5815	5867	5861

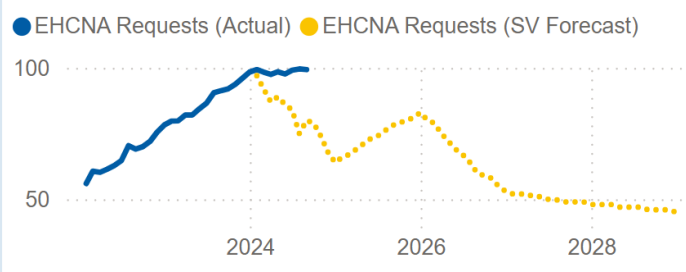
At the end of July, the number of EHCPs in the system was 5,861, 229 ahead of the figure suggested by the Safety Valve Plan.

Much of the growth in the number of EHCPs is due to the continued upward pressure of new needs assessment requests from schools and settings. However roughly 100 of these additional plans are the result of investment put into processing the 20-week-wait backlog faster than expected. This is clearly to the benefit of the children and young people who have been waiting beyond the 20 weeks and provides greater visibility of the needs in the system, however, it does mean that the number of EHCPs is inflated beyond what was anticipated at the time of submission.

Over the past term, teams have been establishing the support required to reduce the growth in EHCP numbers. This has included projects specifically targeted to address these highlighted pressure areas:

- **Continued levels of monthly EHCNA requests** - indicating further work to be done in improving confidence in mainstream inclusion.

EHCNA Requests (12-month rolling average)



- Early Help Line – This will provide advice and guidance before an EHCNA is considered to explore whether an alternative means of support, such as an Early Support Assessment (ESA), would be more appropriate. The team have been recruited and will be live in October.
- Enhanced training offer – Teams across Education and Skills are providing an enhanced training offer for settings to increase confidence with delivering Ordinarily Available Provision (OPAL) and managing needs at

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		<p>SEN support to reduce the pressure schools might feel to apply for an EHCNA. Much of this training will be provided free and is ready for delivery from the start of the new academic year</p> <ul style="list-style-type: none"> ○ New approach to Tribunals – By removing much of the Tribunal workload from our SEND Education Officers, they are able to get back into schools to offer support and challenge around EHCNAs and promoting inclusive practice and reducing requests for escalated provision. This new approach will commence from September 2024. <ul style="list-style-type: none"> ● Pressures coming from early years - indicating the need for a retained focus on preschool children, and support in the transition from early years settings into primary schools. <div style="text-align: center;"> </div> <p>Graph shows this year's referral pattern (darker shade) compared to last year's referral pattern (lighter shade) to show where pressure is coming from which could be placing the forecast off-track.</p> <ul style="list-style-type: none"> ○ EY Pathway Navigator – New posts that will help reduce the pressure for EHCNAs from Early Years by correctly identifying opportunities for alternative support (such as family help or early support) which might be more appropriate for a pre-schooler. These posts have been approved by HR and so recruitment is imminent. <ul style="list-style-type: none"> ● Pressures in primary schools - suggesting that the planned support for inclusive practice should be targeted on primary settings. <ul style="list-style-type: none"> ○ Ordinarily available Provision for All Learners – the roll-out of OPAL is an ongoing process providing a resource and approach that supports schools with their inclusive practice, instead of moving to an EHCP too early. ○ Mainstream Inclusion Support Advisors – MISAs are new and will go into schools and offer direct advice and support, as well as holding schools accountable for delivery of OPAL. These posts will begin delivery in schools in September. ○ Accreditation for Schools – There are a number of accreditation programmes being coordinated by the council to support schools in delivering better quality support for specific groups. This includes work with the Autism Education Trust (AET), Dyslexia Friendly Schools (DFS) and Practical Inclusion for Neurodiversity (PINS) with the ICB.

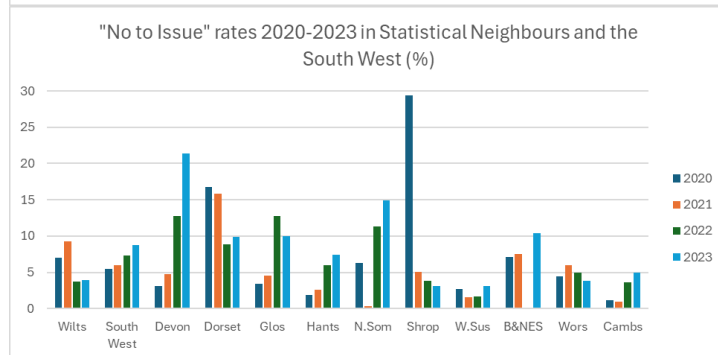
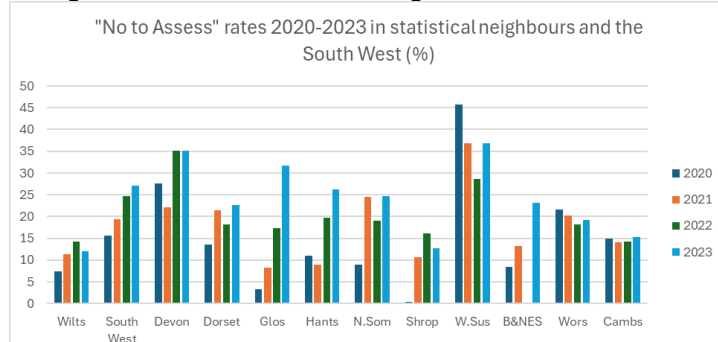
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- **SEN2 data highlights lower levels of no to assess and no to issue in the authority** - Indicating possible work to ensure that support is available for those who need it, but that the authority is being robust in decision-making.



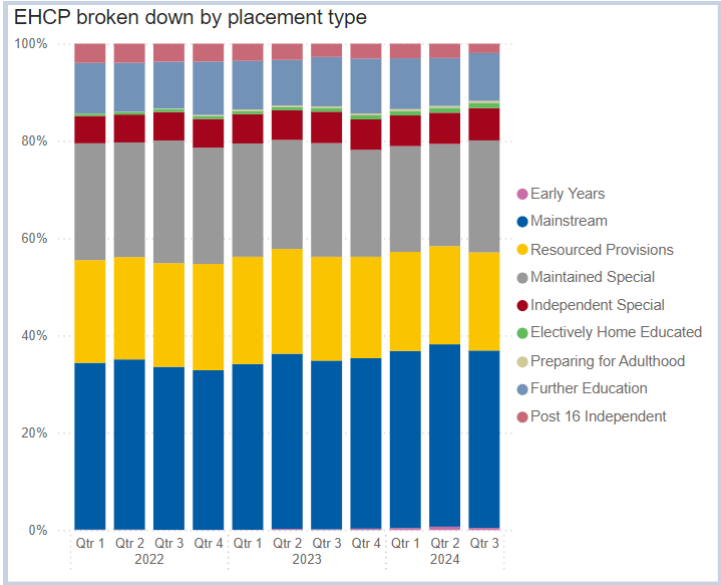
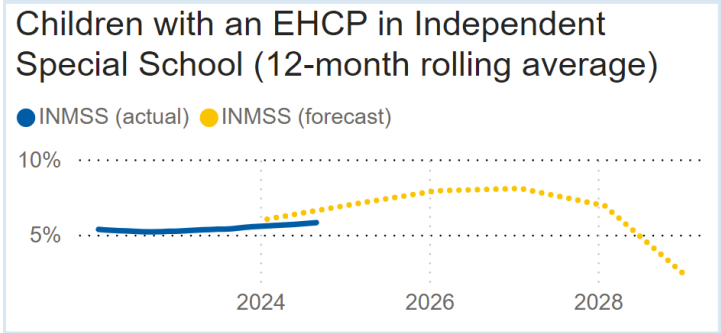
- Continued review of multi-agency groups which make statutory decisions, these groups in Wiltshire are called Discussion and Decision (DaD) groups, and there are clear quality assurance processes which surround them. There are also changes being proposed to the way these groups operate to ensure 'good' decision making.

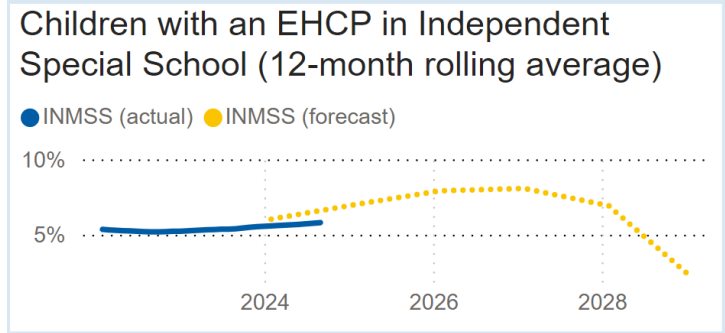
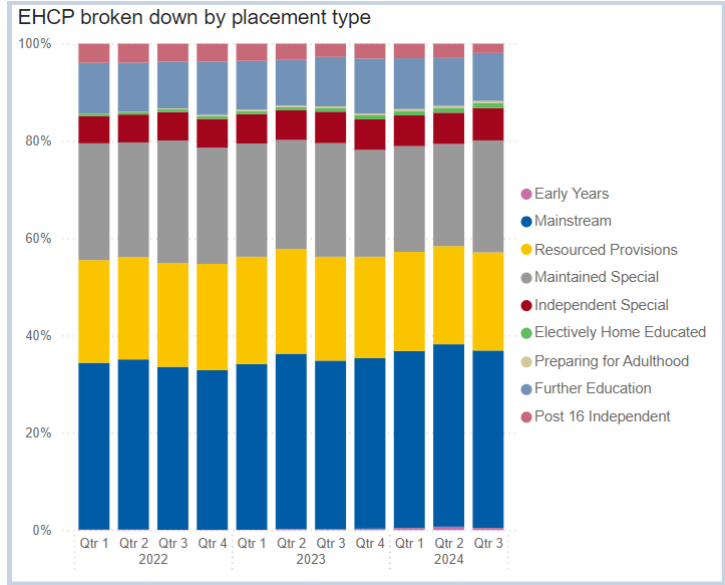
A further review of the data will be undertaken to support re-baselining so that the financial trajectory is fully understood. However, there is also additional planned activity which is rightly focused on the identified data points.

In the coming term, planned activity to support Condition 3.1 includes:

1. Further work around the Wiltshire parents autism support partnership to give parent carers confidence and reduce the likelihood that they seek an EHCNA, because they feel well supported outside of a statutory process. Co-production work is commencing in September 2024 ready for relaunch January 2025.
2. Building additional capacity in the Educational Psychology team to enable further preventative work to be undertaken, without impacting the statutory work. These posts are proving difficult to recruit to but remain a focus.
3. A Pre-DaD1 triage process is being established to ensure that where applications for statutory assessment lack sufficient evidence, these will be returned with appropriate advice or signposting to support an alternative approach, or a better-quality re-application.
4. Development of a specialist support offer in Early Years to ensure that inclusive practice in Early Years settings is well

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		<p>supported and effective.</p> <ol style="list-style-type: none"> 5. Further work with the ICB and the community provider, HCRG, to understand how to reduce gaps in the confidence of schools and settings to proactively manage health conditions without needing to resort to an EHCP. 6. Creation of an SEMH specific graduated response pathway to cater to this growing need in the system.
<p>Condition 3.2: Prevent the need for escalation by providing the right support, first time, including a more holistic response alongside health and social care, with improved management and communication.</p>	Update 1 (May)	<p>The activity that was planned to support this agreement condition is on track and, while the number of children placed in the Independent Sector remains historically high it has not increased, as a percentage, over the past school year. This condition is therefore rated as green – on track.</p> <div style="text-align: center;">  <p>EHCP broken down by placement type</p> </div> <div style="text-align: center;">  <p>Children with an EHCP in Independent Special School (12-month rolling average)</p> </div>
	Green	
	Update 2 (August)	
	Green	
Update 3 (November)	RAG	



Work has been undertaken to ensure that the right support is provided at the right time to children and young people in the system. This has included multidisciplinary working across a range of settings.

The ongoing rollout of Family Hubs has provided a base for this support to work from. This proactive inclusion of social care in the “early help” SEND space will ensure that families have the tools they need to support their child outside of education setting. This more holistic approach will result in fewer Independent Sector placements as families are better able to support and care for their child in the home.

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		<p>This multi-disciplinary approach is also being applied to education settings, and the authority is in the process of establishing Multi-Disciplinary Teams within Wiltshire. The MDTs will co-ordinate support for schools and settings, reviewing data to understand where best to deploy resource. This will deliver better support, especially in settings or localities where extra help to improve inclusion is required. These groups will bring together education, health and social care to ensure the support offered is as holistic as possible. Scoping work has been completed and these teams will be fully established and delivering by the middle of the term.</p> <p>As was referenced in the section on Condition 3.1, the authority is investing in an early help line which will be operational from October. This line will provide advice and guidance to parent carers and to school professionals at an emergent stage of SEND need. The helpline is hosted within the Integrated Front Door (IFD) within children's social care. This cross pollination of skills and experience will lead to improved outcomes for children accessing social care who have a SEND need, and for children with emergent SEND needs who would benefit from family support.</p> <p>The ICB and other health partners are fully integrated on the programme board which oversees this work. Senior representation from the community provider HCRG, and the children's mental health service provider Oxford Health, sit on the delivery group to ensure that close working relationships are being developed and fewer children require expensive placements due to lack of joined up support.</p> <p>Work is also underway to ensure that the funding of EHCPs is on a more solid footing. EHCP funding in Wiltshire is based on a 'banding' system, however the figures have not been inflated since they were introduced nearly a decade ago. This has left schools feeling underfunded, and consequently more likely to request a 're-banding' to a higher value band, or to feel unable to meet a child's needs and seek a different higher cost placement. This has moved the system away from being needs led to being funding led.</p> <p>The ambitious target that the system has set itself is to have a new approach to funding EHCP top ups ready for the new financial year (April 2025) to ensure the financial sustainability of the special schools, and to improve the predictability and consistency in the wider school sector.</p> <p>There has not been any evidence that children and young people in Wiltshire are moving 'up provision' in year as numbers remain low. Any shift is likely accounted for through re-banding requests or ad hoc payments and so will be addressed through the EHCP top up payment work.</p> <p>Upcoming work to deliver this agreement condition, in addition to the ongoing project around EHCP top ups, includes:</p> <ol style="list-style-type: none"> 1. Development of multi-agency enhanced early-intervention for children with mental-health or emotional wellbeing concerns. This will cover children and young people for whom those

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		<p>concerns form the primary driver of their EHCP, but also those for whom mental health could be a contributing factor to escalating need.</p> <ol style="list-style-type: none"> 2. Creation of an enhanced behaviour support offer, particularly to support secondary schools in Wiltshire who do not currently have access to this service. This is in response to concerns from those secondary schools that behaviour is becoming an increasing issue, leading to upward pressure in the system. 3. Further work to ensure there is a 'risk based' approach to supporting children and young people for whom some additional, time-bound support could prevent the need to make a request for new provision. 4. Development of the Resource Base model and the Enhanced Learning Provision (ELP) to ensure that these approaches are delivering the expected outcomes for cohorts of children for whom these could provide support and a pathway back into mainstream education.
<p>Condition 3.3: Increase the number of special school placements, resourced provision, and alternative provision to ensure that children and young people can access the support they need, with proper reintegration support for children who can be appropriately supported in mainstream provision.</p>	Update 1 (May)	<p>Despite significant progress, this condition remains amber – off track, as was the case last month. This is primarily due to the uncertainty around the Safety Valve capital funding which has still not been confirmed. The decision, due in March, was initially delayed by a request for more information, and then further delayed by the General Election and subsequent change in ministerial team.</p> <p>This risk is being managed by reprofiling the capital expenditure to ensure that the funding is available for key milestones, however this has placed future sufficiency projects at risk should the capital not come forward.</p> <p>This capital project would provide 120 additional places for Exeter House special school, in the south of the county, where placements are particularly pressured. Since the last progress report, significant milestones have been achieved: successfully identifying and securing a site for this, despite some challenging negotiations.</p> <p>The capital reprofiling has necessitated a slowing down of the plans to develop and roll out new resource bases. While there remains uncertainty about the funding, this cannot be progressed at the pace expected, and this is likely to be seen in placement data and finances from 2025/26.</p> <p>156 new special school places are planned to come online in the new schools year.</p> <ul style="list-style-type: none"> • 50 new places are being created at Silverwood. There were some build delays earlier in the project, however these have largely been clawed back and so handover will take place at the end of the month, with the places ready in January 2025. • 40 new places are being created at Springfields. These places will be available from September but are being phased over the coming months. • 33 new places have been created at SAIL. This new school has had some leadership changes which have reduced the number of places filled, but the expectation is that these will all be filled
	Amber	
	Update 2 (August)	
	Amber	
Update 3 (November)	RAG	

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		<p>over the coming school year.</p> <ul style="list-style-type: none"> 33 new places have been created at Exeter House in order to meet demand in the south of the county <p>Following the rigorous commissioning and procurement exercise Brunel Education (a subsidiary company of Brunel Academies Trust) were awarded the contract to deliver education provision from Melksham House on 1st July 2024, at a Wiltshire owned building. The provision will include places for 50 primary age learners with SEMH needs who have a EHCP. The provision will also support a cohort of up to 25 secondary age learners with an EHCP who have SEMH needs. The provider will also be working with the local authority in supporting our outreach model to support the wider system in delivering high quality education for learners.</p> <p>The provider has now commenced the Ofsted registration process which we hope to conclude in early 2025.</p> <p>To ensure a greater continuum of offer for learners, Wiltshire Council is currently undertaking a procurement exercise to appoint a provider to deliver Ofsted registered Alternative Provision from a Wiltshire owned building. The tender process ends on 27th August 2024 with a target date for awarding the contract of 16th October 2024. The provider will then complete the necessary undertakings to ensure Ofsted Registration with a planning opening of Easter 2025</p> <p>This provision will be for 50 secondary age young people, including children with or without an EHCP which aims to have places commissioned by the local authority and schools directly. As with Melksham House, the provider will be expected to support the wider system with an outreach model that delivers high quality education for learners.</p> <p>Upcoming project work to help deliver this deal condition, in addition to continuing the sufficiency work, will include:</p> <ol style="list-style-type: none"> 1. Reviewing the provision model in Wiltshire to identify gaps and opportunities, based on the new data analysis that has been undertaken to support the Safety Valve work. 2. Developing a proactive approach to identifying and bringing children back into a mainstream setting.
Condition 3.4: Improve transition pathways to provide a range of opportunities for young people with SEND to prepare for adulthood, including training, further education, and	Update 1 (May)	As was advised in the May update, this workstream is amber – off track, and it is expected to be back on track by November. There is a lot of work happening in post 16 and transitions, however this needs to be more focussed and structured. The authority has recently taken on a new project manager to focus on developing this programme and it is expected that significant progress will be made in the next reporting period.
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	Update 2 (August)	
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	Update 3 (November)	
	RAG	

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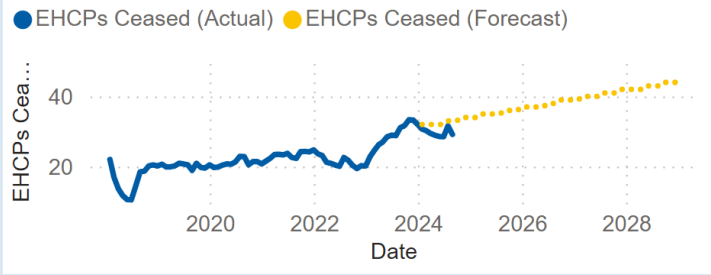
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employment.

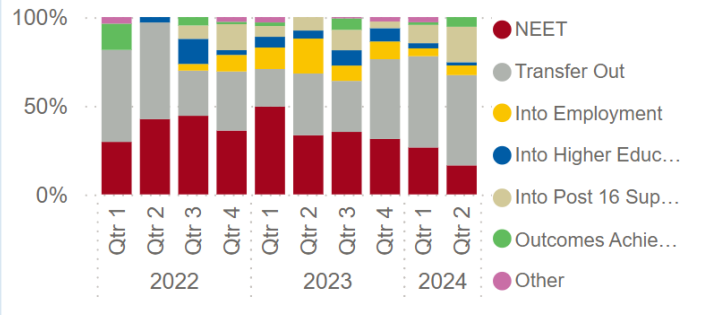
EHCPs Ceased (12-month rolling average)



The data in this area is encouraging. Despite staff capacity challenges in the Preparation for Adulthood team, the number of ceased plans is similar to the record number achieved last year. The expectation is that this number will be exceeded.

Also encouraging is that the percentage of plans ceased because the young person no longer wishes to engage with education or training has dropped so far this year. This suggests that plans are being ceased for the 'right' reasons and are not creating more NEET young people.

Cease Reasons (All Ages)



The Post 16 Partnership and Strategy group has continued to establish since the last monitoring report. Partners meet on a regular basis to identify progress against priority actions and to ensure that work is moving forwards. This has led to a greater focus on developing employment and education pathways as well as work towards improved transition planning.

More capacity is coming into the Preparation for Adulthood team to support with caseloads in that team, and the Wiltshire Employment Support Team (WEST) have also taken on four new staff to develop supported apprenticeships and employability skills. These staff will start in October,

Upcoming project work to support this agreement condition includes:

1. Continued development of the education and employment pathways open to young people with EHCPs. This will include how these options are communicated.
2. Further work on the Post-16 strategy group to ensure that the workstreams which are already ongoing are fully aligned and feeding into the broader agenda.
3. Improvements to the collection and recording of post-16 data,

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		<p>as a step towards a more comprehensive understanding of where Wiltshire's young people are, and what their destination is.</p> <p>4. Integration of SEND ambition into the new Economic Strategy for Wiltshire to ensure that the development of employment pathways is linked to broader economic need.</p>
<p>Condition 3.5: Foster a culture of change across the Wiltshire SEND and AP system by engaging with partners and parent carers, improving trust and co-production across the sector.</p>	Update 1 (May)	<p>This deal condition is currently green – on track. The authority has continued to engage partners and parent carers to ensure that trust remains high.</p> <p>Key to this has been the establishment of the Stakeholder Reference Panel, which will bring schools and settings, parent carers, and children and young people voice together into a room once a term to discuss the development of the transformation projects. An initial meeting of the group has been held, and the first substantive meeting is happening in October.</p> <p>The agenda for the meetings is driven by the members themselves to ensure that they are able to discuss the project which most interest them, and which they feel most keen to comment on. After the meeting, a “You Said, We Did” report is generated so that members can recognise how we responded to their comments and will be able to see the direct impact that they had on the projects.</p> <p>Alongside this ‘showpiece’ engagement event, project managers are continuing to bring stakeholder voices into their work on a regular basis. This mirrors the commitment shown to co-design during the development of the plan. At an early stage in the projects, representative groups are given the chance to feed in. This includes Wiltshire Parent Carer Council (WPCC), Schools Forum, and the System of Excellence Steering Group.</p> <p>System of Excellence Steering Group is made up of the special school headteachers, and representatives from mainstream schools, early years, the ICB and post 16 providers. This group have had a substantive impact on the work that is happening in the Wiltshire system and are a key part of driving culture change.</p> <p>Partners also make good use of surveys, and several short surveys have been deployed since the last update report. These surveys have allowed a ‘temperature check’ on upcoming pieces of work and have ensured that the project team have correctly understood how stakeholders would describe the need.</p> <p>The annual survey provider that Wiltshire used to use, POET, will not be operating any more and significant steps have been taken to understand what will replace this survey. The ultimate aim is for a simple set of questions that allow sophisticated analysis to be done to fully understand the system.</p> <p>These metrics will be used to measure the effect of culture change efforts in the system and to understand where the council needs to improve communication, in terms of what is said, how it's said and</p>
	Green	
	Update 2 (August)	
	Green	
	Update 3 (November)	
	RAG	

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		where it is said.

RAG	Definition
	Savings/cost avoidance and/or workstream(s) complete
	Savings/cost avoidance and/or workstream(s) remains on target
	Savings/cost avoidance and/or workstream(s) are currently off target, with plans to mitigate
	Savings/cost avoidance and/or workstream(s) are off target

SAFETY VALVE PROGRAMME RISK REGISTER

Risk	Assurance Level	Mitigation	Progress Update from this Quarter
<p>Risk 1: There is a risk that unpredictability in the system could lead to the authority failing to meet financial targets despite the plan working.</p>	Update 1 (May)	<p>The authority needs to remove as much unpredictability from the system as possible. This will include:</p> <ol style="list-style-type: none"> 1. Clearing the backlog of EHC needs assessments to remove the unknown risk around those plans. 2. Map and improve financial decision-making to ensure it is clear and has the right level of scrutiny and rigour. 3. Increase the visibility of financial decision-making in the system to all partners so that they are better able to forecast accordingly. 	<ul style="list-style-type: none"> • The investment in additional agency Educational Psychologist capacity has removed 130 plans from the backlog. This is removing uncertainty from the system. • Work has begun to look at how EHCPs are funded. This will rebalance the system and lead to a reduction in ad hoc funding payments, and requests to increase banding which are not needs lead. • Mapping of financial processes has been completed and is now being used to inform improvements to the way those processes work.
	Green		
	Update 2 (August)		
	Green		
<p>Risk 2: There is a risk that a failure to maintain trusted relationships could fundamentally erode faith in the inclusive vision for our SEND system</p>	Update 1 (May)	<p>The authority will continue to hold stakeholders close to this work and co-design the projects with them. The messaging and communication will emphasise the importance of co-design and of improved outcomes from children and young people with SEND. Quick-wins early in the project will deliver tangible improvements for stakeholders and children and young people with SEND.</p>	<ul style="list-style-type: none"> • The Stakeholder Reference Panel has been established and is beginning to operate. This brings together representative voices from children and young people, schools, settings, post 16 and from parent carers to discuss transformation projects. • The commitment to transparency shown during the development of the plan has continued to be important during the delivery. Open working relationships with Wiltshire Parent Carer Council (WPCC) and Schools Forum have enabled mature conversations about the work.
	Green		
	Update 2 (August)		
	Green		
<p>Risk 3: There is a risk that partners struggle to engage at the required pace leading to a slower pace of change than is required to meet the plan.</p>	Update 1 (May)	<p>The authority will continue to engage partners and check-in with them about pace of change and progress. Recognising that the financial risk lies with the local authority, the programme team will remain cognisant that other partners will have differing priorities. The authority will ensure that the benefits for other partners are clearly articulated.</p>	<ul style="list-style-type: none"> • Further work has been undertaken to articulate and communicate the positive outcomes for schools and settings. • Key partners, including Schools Forum and the ICB, have reiterated their commitment to the delivery of this plan.
	Amber		
	Update 2 (August)		
	Green		
<p>Risk 4: There is a risk that failure to access the required capital leaves the system reliant</p>	Update 1 (May)	<p>The authority has put in a request for £5.7m of additional capital through the Safety Valve programme, and this would deliver an extension to a special school in the south of the county. Other projects need to have</p>	<ul style="list-style-type: none"> • Capital projects have been reprofiled to ensure key milestones are met. This has placed the wider capital programme at risk as the waiting continues for a decision about Safety Valve
	Amber		
	Update 2 (August)		
	Amber		
	Update 3		

SAFETY VALVE PROGRAMME RISK REGISTER

Risk	Assurance Level	Mitigation	Progress Update from this Quarter
on expensive independent special school places.	(November) RAG	allocated capital. The authority has considered options to reduce reliance on the capital, essentially derisking the project, but 120 additional places for £5.7m already represents excellent value for money, and Wiltshire has a low number of special school places for a county of its size. It is difficult to imagine an alternative that would reduce reliance on INMSS placements while still meeting the statutory obligations.	capital.
Risk 5: There is a risk that system partners struggle to recruit or resource the changes required in our system leading to failed attempts at change.	Update 1 (May) Amber	The authority must maintain contact with key partners and include them in decision making so that it can take account of the impact of the transformation programme on their services. The authority will also review unintended consequences that might impact partners and will offer support with recruitment where possible.	<ul style="list-style-type: none"> Partners remain fully engaged with the work at a strategic level and so monitoring is underway. Recruitment support for special schools is being delivered to help them get the staff they need to support this transformation.
	Update 2 (August) Amber		
	Update 3 (November) RAG		