

## **Contents**

1. Purpose of the report.....	1
2. Executive summary.....	2
3. High Needs Block financial summary.....	3
4. Engagement.....	4
5. Key aspects of performance.....	6
6. Progress on programme implementation.....	10
7. Capital build programme.....	26
8. Risks to implementation, unforeseen difficulties, and mitigations in place.....	29
9. Leadership and governance .....	36
10. Conclusions and recommendations.....	38
11. Approval and circulation.....	39
12. Appendices.....	40

## 1. **Purpose of the report**

1.1 North Tyneside Council joined the Safety Valve Intervention Programme on 1<sup>st</sup> April 2023. The Department for Education (DfE) requires that the Authority submits three reports each financial year, providing an overview of the work programme, answering the following questions:

- Is your LA still on track to meet the deficit control or reduction targets as set out in the agreement?
- What progress has been made towards implementing the conditions set in the agreement, and are the timelines set in detailed proposals still on track?
- What are the current risks to implementation, and how are these being mitigated?
- Are there any risks to the timing of capital projects that may impact on the delivery of your agreement, such as the opening of a free school? If so, please explain the reasons and impacts clearly.
- Have there been any unforeseen difficulties or setbacks in implementing the agreement?
- Details of any substantial changes to the senior staff at the LA responsible for implementing the agreement

1.2 This is the second of three reports to the Department for Education (DfE) in 2023/24, submitted on 15<sup>th</sup> September 2023, providing an overview of activity since the Authority's last Safety Valve return on 16<sup>th</sup> June 2023, leading up to the 31<sup>st</sup> August 2023.

## 2.0 **Executive summary**

- 2.1 North Tyneside Council is on track to reach a positive in year balance on its DSG High Needs Block by the year-end 2027/28.
- 2.2 The Authority's DSG management plan forecast a 2023/24 year-end pressure of £10.474m. The outturn position for 2022/23 was healthier than forecast, however, the Authority was in active discussion at that time with our maintained special schools regarding pupil numbers and funding. These discussions are now concluded and reflected in the revised position.
- 2.3 The Authority's current forecast shows that we remain on target to achieve the 2023/24 year-end position detailed within our DSG management plan, with a forecast pressure of £10.473m.
- 2.4 The DfE announced that in June 2023, the Authority will receive in capital funding £4.681m; Officers are working on detailed plans for this investment.
- 2.5 The Authority remains confident that governance arrangements in place provide the necessary political rigour and oversight of its Lead Members, and support and scrutiny by its Chief Executive and Senior Leadership Team. The wider SEND partnership remains locked into the deliverables set out in the DSG management plan, incorporated into the partnership's SEND improvement plan.
- 2.6 The Authority's Safety Valve communication and engagement plan, and its wider strategic SEND Engagement Strategy, continue to provide a clear basis upon which leaders across the Authority share information, consult and co-produce with children and young people, parents and carers, and the wider workforce.

### 3.0 High Needs Block financial summary

Summary of year-by-year position up to 2027/28

Year	Balance b/f	High Needs Expenditure	Growth	Mitigations	High Needs Funding	Block Transfer	In-year balance	Safety Valve Funding	Balance c/f
2022/23	£13.511	£33.973	-	-	-£30.092	£0.000	£3.881	-£7.800	£9.592
2023/24	£9.592	£34.784	£2.236	-£0.847	-33.342	£0.000	£2.831	-£1.950	£10.473
2024/25	£10.473	£35.525	£1.941	-£1.402	-£34.614	-£0.751	£0.699	-£1.950	£9.222
2025/26	£9.222	£36.064	£1.707	-£1.205	-£35.653	-£0.766	£0.147	-£1.950	£7.419
2026/27	£7.419	£36.566	£1.683	-£1.137	-£36.722	-£0.781	-£0.391	-£1.950	£5.078
2027/28	£5.078	£37.112	£1.499	-£1.182	-£37.824	-£0.797	-£1.192	-£3.900	-£0.014

3.1 The Authority's DSG management plan submitted to the DfE forecast a 2023/24 year-end pressure of £10.474m, including the DfE's second payment of £1.95m to the Authority. The Authority's current forecast finds that we remain on track to achieve the year end 2023/24 position set out in the DSG management plan.

3.2 The Authority also remains track to reach a positive in year balance on its DSG High Needs Block by the year end 2027/28.

## 4.0 Engagement

4.1 The Authority, and its partners, believe that only with strong engagement with children and young people with SEND and their families, can we deliver the best outcomes for them. As a partnership, we prioritise our relationships with one another, focussed on delivering the strategic priorities set out in our SEND Inclusion Strategy 2021-2024. The priorities set out in our DSG management plan will deliver on our wider SEND agenda.

4.2 The following provides an overview of engagement since 15<sup>th</sup> June 2023; for each strategic priority within the Safety Valve agreement, this section details engagement where this includes parents and carers. Wider engagement on these priorities is detailed in Section 6 of this report.

<b>Date</b>	<b>Audience</b>	<b>Type</b>
22 <sup>nd</sup> June 2023	Parent carer SEND Network	Collaboration
The group discussion focussed on the Holiday Activity and Food programme, Free School Meals, and the development of the Authority's in-house holiday playscheme for disabled children.		
28 <sup>th</sup> June 2023	Meeting with the DfE	Collaboration
A meeting held with the DfE focussed on the SEN2 return and progress on the Safety Valve Intervention Programme.		
6 <sup>th</sup> July 2023	Headteacher Briefing	Collaboration
The 2023/24 term one safety valve return is shared with Headteachers. The pre-consultation on the 0.5% transfer to the High Needs Block is launched, following tabletop discussions on the issue.		
7 <sup>th</sup> July 2023	Early Years Parent Carer engagement	Co-production
A workshop with parents and carers focussed on the Early Years Hub; this informed the paper presented to the Authority's Strategic Education and Inclusion Board.		
11 <sup>th</sup> July 2023	Cross Phase SENDCo Network	Information
The 2023/24 term one safety valve return is shared SENDCos.		
12 <sup>th</sup> July 2023	Schools Forum	Information
An overview of the term one safety valve return 2023/24 is presented to Schools Forum, together with an overview of the High Needs Block financial position. Headteachers are encouraged to share their views on the pre-consultation survey focussed on the 0.5% transfer.		
21 <sup>st</sup> July 2023	SEND Delivery Group	Information
The 2023/24 term one safety valve return is shared with the SEND partnership, including the Parent carer Forum.		
4 <sup>th</sup> August 2023	Strategic Education and Inclusion Board	Approval



7 <sup>th</sup> Sept 2023	Strategic Education and Inclusion Board	Approval
<p>Option appraisal for the 0-5 Early Years SEND Hub is presented to SEIB, outlining the proposed operation and structure of the Hub. SEIB approve the EY Hub structure, associated budget and implementation plan, effective from January 2024, and the move to establish the Early Years Hub at a North Tyneside Family Hub.</p>		
7 <sup>th</sup> Sept 2023	Parent carer SEND Network	Collaboration
<p>An overview of the 2023/24 term one and two safety valve returns to the DfE are shared with the group. This is received positively; a transparent approach to implementation is welcomed. The group agree that the focus for our next parent/carers engagement event will be on Additionally Resourced Provisions.</p>		
13 <sup>th</sup> Sept 2023	Leadership Forum	Information
<p>A presentation is delivered to senior leaders across North Tyneside Council focussed on the Strategic Education and Inclusion Review; this includes the Safety Valve Intervention Programme.</p>		
14 <sup>th</sup> Sept 2023	Cabinet Member Briefing	Information
<p>The 2023/24 term two safety valve return is presented to the Cabinet Member for Inclusion, Employment and Skills, and Cabinet Member for Supporting and Protecting Children.</p>		

## 5. **Key aspects of Performance**

5.1 The following highlights key aspects of performance in 2023, detailing successes, challenges, and risks. We show here how the Authority is achieving compared to forecasts set out in the DSG management plan, and how we compare nationally, and with our regional neighbours. All data relates to the position as of 31<sup>st</sup> August 2023.

### 5.2 **Context**

5.2.1 The Authority's DSG management plan forecast that there would be 2,134 EHCPs maintained in January 2024, and, at this stage, we remain on track to come in line with this.

5.2.2 The Authority currently maintains 2,123 EHCPs, which represents a reduction of 0.5% since August 2022, and a reduction of 0.8% since the 2023/24 term one safety valve return. When we compare the number of EHCPs maintained between January 2022 to January 2023, there has been a 3.2% growth, compared to a national increase of 9%. This highlights a shift, ahead of our entry into the Safety Valve Programme, in the decisions that the Authority makes. In previous years, we have seen a growth between January 2019 and January 2020 of 32%, between January 2020 and January 2021 of 15%, and between January 2021 and January 2022 of 11%.

5.2.3 So far in 2023, there have been 164 EHCPs which have been ceased. For 26% of those ceased, it is because their education and training needs are met without the need for an EHCP; 23% no longer wish to engage in education or training; and 15% have either moved onto higher education or into employment. The number of EHCPs ceased is 22% (30) higher than during the same period in 2022. The Authority would advocate that this step change is as a result of stronger performance related to our annual review of EHCPs and rigour in practice and decision making, ensuring the right children and young people have the right plan at the right time.

5.2







### 5.3 **Requests for EHCNAs**

5.3.1 So far, in 2023, we have received 298 requests for an EHCNA, compared to 308 in the same period last year. Although the proportion of requests received from parents remains high, at 28%, this shows a positive reduction, down from 37% in the Authority's term one 2023/24 safety valve return. This year, 65% of requests for EHCNAs have been received from schools and settings, a slightly lower proportion than in the same period in 2022. Against a three year trend of increasing numbers of requests for EHCNAs (60.8 per 10,000 0–25 population in 2020, 64.9 in 2021 and was 83.1 in 2022), we are pleased to report that the forecast number of requests during the year is expected to be in-line, if not slightly lower, than in 2022.

### 5.4 **Decision to issue an EHCP**

5.4.1 North Tyneside has seen a reduction in the number of new EHCPs issued over recent years, save for 2021, when regional and national rates also increased. In 2019, as a rate per 10,000 0–25 population, the national rate of EHCPs issued was 30.8, regional was 32.7 and in North Tyneside it was 65.3. In 2020, the national rate was 34.3, regional was 31.9 and in North Tyneside it was 50.3. In 2021, the national rate was 36.2, regional was 37.6 and in North Tyneside it was 56.1. In 2022, the rate in North Tyneside reduced significantly to 48.4, now in line with regional rates (46.3), but higher than national rates (38.7).

5.4.2 So far in 2023, we have issued a total of 144 new EHCPs. There are currently 85 EHCNAs in process and 79 of these would be due for completion by the end of 2023 (to be within 20 weeks). Whilst we acknowledge that not all EHCNAs will result in an EHCP, and some EHCNAs will be completed in less than 20 weeks, we forecast that a total of 230 new EHCPs will be issued; this is lower than the 277 new EHCPs issued in 2022 (a 17% reduction). This would reduce our rate of new EHCPs issued to 40 per 10,000 0–25 population, just slightly higher than the latest national rate, 38.7, and lower than the latest regional rate 46.3 per 10,000.

### 5.5 **Timeliness for completion of EHCNAs**

5.5.1 The Authority performs strongly when issuing EHCPs within the statutory 20 week period. In 2021, the Authority issued 81% of EHCPs (excluding

exceptions) within 20 weeks, compared to a national average of 51%. So far, in 2023, 71% of all EHCPs issued, and 73% (excluding exceptions) have been completed within 20 weeks. The Authority has one EHCNAs which is over 20 weeks. This is important to have sight of, as a reduction in performance would impact on demand modelling and forecasting.

## 5.6 Overview of special school provision named in EHCPs

5.6.1 Where children and young people require special school provision, the Authority is committed to keeping them local in our maintained special schools. Accordingly, as detailed in figure one, the number of children and young people in ISP, NMSS and Specialist Post 16 provision has reduced by 14 since January 2023, and we are currently on track to reach our forecast number in January 2024. Of note, as detailed in figure one, the Authority currently places 4% of children and young people in ISP, NMSS and Specialist Post 16 provision, compared to latest regional data (6%) and national data (7%), shown in figure two.

5.6.2 As shown in figure one, conversely, the Authority has seen an increase in the number of children and young people currently attending MSS provision. Although the proportion is significantly higher than the latest national data, it is in-line with our regional neighbours.

	January 23 Projections	January 23 actual	January 24 Projection	current
Maintained Special Schools +special academies	771 (36%)	791 (37%)	768 (36%)	799 (38%)
NMSS and Specialist post 16	93 (4%)	101 (5%)	86 (4%)	87 (4%)

Figure one: Special school forecast in North Tyneside

	ISP, NMSS and Specialist post 16	Maintained special schools/Academies
National	7%	28%
Regional	6%	37%

Figure two: Jan 2023 SEN 2 – special school comparative data

5.6.3 When we consider the type of setting named in new EHCPs issued in 2022, based on January 2023 SEN2 data (figure 3), the Authority placed a significantly higher percentage in MSS compared to national, and although a higher percentage compared to regional, this is statistically in-line.

	ISP, NMSS and Specialist Post 16	Maintained Special Schools and Academy Special Schools
North Tyneside	9 (3.2%)	58 (20.9%)
National	2.5%	10.3%
Regional	2.9%	16.8%

Figure three: Placement of C&YP with new EHCPs issued (January 2023 SEN2)

5.6.4 Of the 144 new EHCPs issued so far in 2023, 32 (22%) have been placed in MSSs and Academy Special Schools, slightly up from the whole of 2022, however, only 1 (0.7%) has been placed in an ISP/NMSS/Specialist Post 16 provision.

## 5.7 Overview of those who are NEET and Unknown

5.7.1 August 2023 data indicates that the number of young people 16–25 with an EHCP, with an unknown Education, Employment and Training status remains low; this is currently 3, compared to 15 at the same point last year. We anticipate a seasonal rise over the coming weeks which will settle again once destinations for the new academic year are confirmed. In August 2023, 93% of the EHCP cohort are in education, employment, or training.

5.7.2 Based on the latest quarterly nationally published data, within the North East region, North Tyneside has the lowest percentage of the SEND population who are NEET. This equates to 11% in North Tyneside, a reduction from the previous quarter, and compares to 15% in the North East and 10% nationally. Although slightly higher than national, the percentage of unknowns in North Tyneside is much lower and has reduced, 4% compared to 32% nationally (and 11% regionally).

## 6. Progress on programme implementation

### 6.1 High level overview of transformation across the SEND system

6.1.1 The Authority has three strategic priorities as set out in its DSG management plan, to strengthen inclusion in schools and settings, strengthen school place planning and provision in the borough to meet changing needs, and strengthen our statutory functions and support wrapped around our schools and settings.

6.1.2 The Authority continues to make strong progress against each of the key workstreams set out within the Safety Valve Agreement, these are highlighted in dark yellow. The success of these is dependent on five key workstreams not detailed in the Safety Valve Agreement, but which form part of our wider SEND Improvement Plan, highlighted in pale yellow.

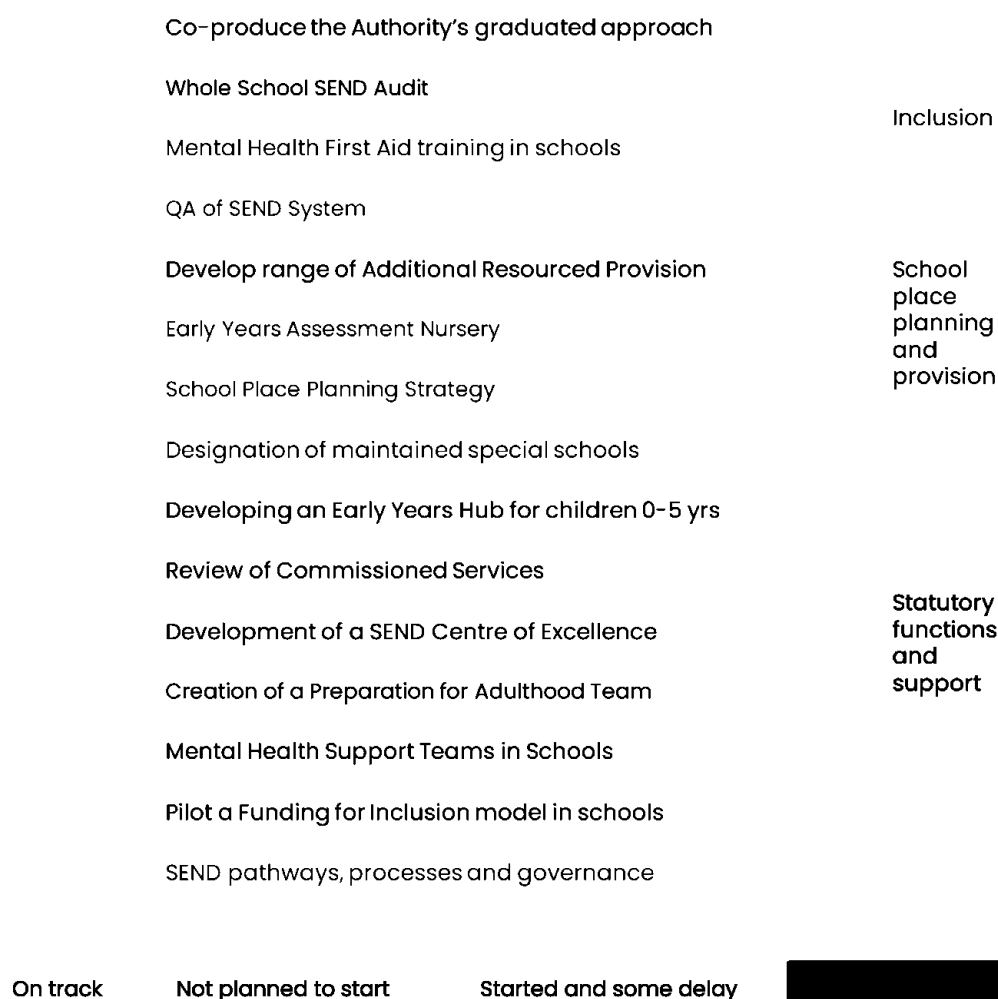


Figure 2: High level overview of implementation

## 6.2 Detailed overview of transformation across the SEND system

6.2.1 The following provides an in-depth overview of the Authority's progress in driving forward each workstream highlighted within the DSG management plan, since the safety valve return submitted on the 16<sup>th</sup> June 2023. This includes an overview of:

- Aims and objectives.
- Progress in reporting period against identified key milestones.
- Identified and mitigating actions taken in reporting period.
- New risks identified this reporting period mitigating actions taken in reporting period.
- Planned activity and milestones in next reporting period.

### 6.2.2 Strengthening inclusion in schools and settings

6.2.3 Co-produce the Authority's Graduated Approach

Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
		On track	On track
<p><b>Aims and objectives</b></p> <p>The SEND partnership will work collaboratively to co-produce our Graduated Approach in North Tyneside. With a strong foundation in research, this will reflect our three strategic priorities, describing what inclusive best practice looks like in schools and settings, starting with quality first teaching; school places and provision in the borough to meet need; and statutory functions and support which wraps around our schools and settings. Our best hope is that:</p> <ul style="list-style-type: none"> <li>• Schools report that they feel they have the right support at the right time and a confidence to meet need.</li> <li>• Children and young people will have access to high quality teaching regardless of need</li> <li>• Impactful delivery of evidence based interventions enable children with SEND to make greater progress</li> <li>• Sharing of innovative best practice facilitate irresistible learning for all.</li> </ul> <p>As a result:</p> <ul style="list-style-type: none"> <li>• More children and young people without an EHCP are educated successfully in their mainstream school or setting.</li> <li>• Where children and young people have an EHCP, more are educated successfully in their mainstream school or setting</li> <li>• Where children and young people require special school provision, more are successfully educated locally.</li> </ul>			

Progress in reporting period against identified key milestones			
<ul style="list-style-type: none"> <li>• A steering group meeting has been established and one meeting has taken place, which has agreed the Terms of Reference.</li> <li>• The steering group has developed an action plan with a range of stakeholders, to co-produce our Graduated Approach.</li> <li>• The steering group has a shared view that there is an opportunity to strengthen our shared understanding of strong graduation in North Tyneside for children and young people who have or may have SEND and who do not have an EHCP.</li> <li>• Feedback from our engagement event with partners, developing our proposed dashboard with meaningful measures to support the partnerships understanding of impact, has now been consolidated, with a view to refining them and agreeing a timeline for their development.</li> </ul>			
Issues identified and mitigating actions taken in reporting period			
<ul style="list-style-type: none"> <li>• Although the workstream now benefits from stronger engagement from schools and settings, we will expand this further, and include representation from health and social care.</li> <li>• The first Parent Carer Voice SEND Network in the 2023/24 academic year focussed on engagement with parents and carers on our Additionally Resourced Provision Review. Therefore, we did not focus on the co-production of our Graduated Approach, however, will be the focus of discussion at our next SEND Network meeting.</li> </ul>			
New risks identified this reporting period mitigating actions taken in reporting period			
<ul style="list-style-type: none"> <li>• No new risks identified.</li> </ul>			
Planned activity and milestones in next reporting period			
<ul style="list-style-type: none"> <li>• Three steering groups are scheduled for the Autumn term, to drive forward the work programme</li> <li>• Attendance at the Parent Carer Voice SEND Network to agree approach to co-production with parents and carers.</li> <li>• To agree approach to engagement with our SEND Youth Forum.</li> <li>• To ensure we have the stronger representation on the steering group from schools and settings of all ages and stages, and representatives from health and social care.</li> <li>• To refine and approve the dashboard with meaningful measures, and agree a timeline for their development.</li> </ul>			
Impact achieved (outcomes/savings to date):			
<ul style="list-style-type: none"> <li>• Strong mandate from schools and settings to co-produce our graduated approach together.</li> </ul>			

#### 6.2.4 Whole School SEND Audit:

Status	<b>Update 1 (June 23)</b>	<b>Update 2 (September 23)</b>	<b>Update 3 (December 23)</b>
	<b>On track</b>	<b>On track</b>	

<b>Aims and objectives</b>
<p>Establish an understanding of the strength of SEND strategic planning and the quality of the graduated response in each of our mainstream and maintained special schools, through a universal offer of a Whole school SEND Audit. The intention is to improve graduation and SEND strategic planning within the borough, resulting in improved quality first teaching and SEND leadership. In doing so:</p> <ul style="list-style-type: none"> <li>• More children and young people are educated successfully in their mainstream school.</li> <li>• Focused improvement plans will lead to better outcomes for pupils with SEND.</li> <li>• Help create a positive, supportive environment for all children, without exception.</li> <li>• Ensure children have access to high quality teaching regardless of need.</li> <li>• Impactful delivery of evidence based interventions enable children with additional needs to make greater progress.</li> <li>• Improved outcomes for children with additional needs.</li> <li>• Sharing of innovative best practice to facilitate irresistible learning for all.</li> <li>• Allow for sharing of strong SEND practice.</li> <li>• Reduce suspensions and exclusions for SEND children.</li> <li>• Improve attendance of SEND children.</li> <li>• Improve staff confidence and skills in meeting the needs of all children.</li> </ul>
<b>Progress in reporting period against identified key milestones</b>
<ul style="list-style-type: none"> <li>• Education North Tyneside Officers have worked with current SENDCos from first, primary and secondary schools, to agree the draft Whole School SEND Audit.</li> <li>• Steering group meetings have been established with greater representation from secondary schools and early years.</li> <li>• The school Whole School SEND Audit has been trialled and the feedback has been very positive; amendments have been made as result of this feedback.</li> <li>• A core group of staff have been trained to carry out the Whole School SEND Audit.</li> <li>• An initial schedule of Whole School SEND Audits within schools is in place.</li> <li>• Implementation costs were not approved by the DfE; a successful business case has resulted in the Authority meeting costs in 2023/24.</li> <li>• Feedback from our engagement event with partners, developing our proposed dashboard with meaningful measures to support the partnerships understanding of impact, has now been consolidated, with a view to refining them and agreeing a timeline for their development.</li> </ul>
<b>Issues identified and mitigating actions taken in reporting period</b>
<ul style="list-style-type: none"> <li>• The workstream will benefit from strong engagement from secondary and high schools. We are now approaching schools to strengthen attendance.</li> </ul>
<b>New risks identified this reporting period mitigating actions taken in reporting period</b>
<ul style="list-style-type: none"> <li>• No new risks identified.</li> </ul>
<b>Planned activity and milestones in next reporting period</b>

<ul style="list-style-type: none"> <li>• The Early Years SEND review was completed over 22-23. This will inform and influence the future learning and development of the whole school SEND audit.</li> <li>• Volunteer representatives who took part in the early years SEND review/ training will form part of the steering group going forward. This collaboration will allow a sharing of good practice and their learning.</li> <li>• The steering group will finalise the Whole School SEND Audit and further audit activity will take place in line with the schedule.</li> <li>• Further training will be provided to staff outside the Inclusion Team to allow for greater capacity to carry out the Whole School SEND Audit.</li> <li>• Schools who have been involved in a Whole School SEND Audit will share their experience at network meetings and briefings to encourage sign up.</li> <li>• SEND Quality of Practice sub-group coordinates the approach to disseminating learning with school leaders for individual schools, and with the partnership, necessary so that, together, this informs our strategic planning and approach to inclusion.</li> <li>• To refine and approve the dashboard with meaningful measures, and agree a timeline for their development.</li> </ul>
Impact achieved (outcomes/savings to date):
<ul style="list-style-type: none"> <li>• Strong engagement in co-producing the Whole School SEND Audit and approach to delivery.</li> <li>• Positive feedback from the schools who have been involved in the Whole School SEND Audited.</li> <li>• The Whole School SEND Audit will become of North Tyneside's local offer.</li> </ul>

### 6.2.5 Strengthening place planning and provision

### 6.2.6 Develop range of Additional Resourced Provision

Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
		On track	On track
Aims and objectives			
<p>The purpose is to develop the range of ARP provision in North Tyneside, as part of the wider system of SEND placements, to better reflect the changing needs of the cohort of children with SEND. This includes an emphasis on increased capacity for social, emotional, and mental health (SEMH), speech, language and communication (SLCN) and autism (ASD). This will maximise inclusion, increasing capacity and expertise, supporting more to be educated in their local mainstream schools. In particular:</p> <ul style="list-style-type: none"> <li>• Provide greater consistency in access, oversight, and quality assurance.</li> <li>• Create effective progression pathways through each key stage and into post-16.</li> <li>• Increase capacity and expertise within mainstream schools to promote inclusion.</li> <li>• Children and their families tell us their outcomes have been met.</li> <li>• Meet the changing cohort needs regarding ASC/SEMH.</li> <li>• ARPs are high quality and effective, and represent value for money.</li> </ul>			



- Allow pupils to remain in education within their own community.

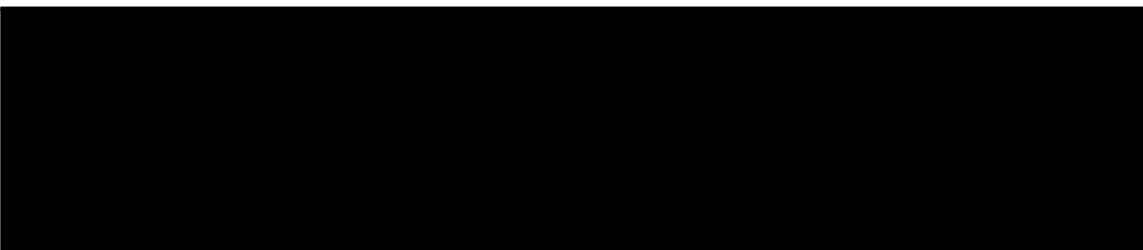
The ARP review will aim to increase our commissioned places, and have the following number over the 5 year period:

- January 2024 – 138
- January 2025 – 167
- January 2026 – 199
- January 2027 – 230
- January 2028 – 253

**Progress in reporting period against identified key milestones**

- There have been 3 steering group meetings attended by Headteachers and SENDCos.
- A chair and two vice chairs have been elected to lead the steering group, who are Headteachers/senior leaders from special, primary and secondary settings.
- To inform our shared understanding of the current offer, including what works, challenges and missed opportunities, information was collated in a survey response from each current ARP's individual offer.
- Members of the steering group have carried out visits to ARPs in other Authorities; feedback has been shared with the steering group.
- Members of the steering group have met with other Local Authority SEND leads to learn about their experience of establishing new ARP provision; feedback has been shared with the steering group.
- Smaller working groups with members from the steering group have been established who meet regularly, this has allowed additional work to take place outside of set meetings.
- Work has commenced on developing a detailed needs analysis; though not yet complete this is providing greater clarity on the number of ARP places required, by need type and in which locality.
- Feedback from our engagement event with partners, developing our proposed dashboard with meaningful measures to support the partnerships understanding of impact, has now been consolidated, with a view to refining them and agreeing a timeline for their development.

**Issues identified and mitigating actions taken in reporting period**

- 
- The current ARPs commissioned are primarily for children and young people with MLD and SLCN; should designation of current and future ARPS not meet the changing profile need; this will impact on the Authority's MSS projections.

**New risks identified this reporting period mitigating actions taken in reporting period**

- No new risks identified.

Planned activity and milestones in next reporting period
<ul style="list-style-type: none"> <li>• Collate case studies tracking children and young people, who have attended an ARP, on their educational journey.</li> <li>• Review the 'true cost' of current individual ARPs in North Tyneside.</li> <li>• Meet with leads of other SEND improvement work to ensure that there is a joined approach to this work and a shared understanding.</li> <li>• Meet with parents and carers to agree an approach regarding their involvement.</li> <li>• Finalise detailed needs analysis to inform mapping of ARPs required in North Tyneside, to meet the needs of children and young people in the right locality.</li> <li>• To refine and approve the dashboard with meaningful measures, and agree a timeline for their development.</li> </ul>
Impact achieved (outcomes/savings to date):
<ul style="list-style-type: none"> <li>• Excellent representation on the steering group from across the education ages and settings. This workstream has gained momentum and traction and the direction of travel feels very positive. The positive progress is being fed back to Headteachers by members of the group.</li> <li>• The Authority currently commissions 137 ARP places, one fewer than forecast for January 2024.</li> </ul>

### 6.2.7 **Strengthen our statutory functions and support wrapped around our schools and settings**

### 6.2.8 Developing a SEND Early Years Hub for children 0-5 years

Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
	On track	On track	
Aims and objectives			
<p>Co-production of North Tyneside's Early Years multi-agency SEND Hub, providing a single point of access for professionals, and parents and carers, where children under 5 years of age have or may have SEND. The following objectives are:</p> <ul style="list-style-type: none"> <li>• Every child who has or may have SEND in North Tyneside is known to the Local Authority with a single point of access to targeted services.</li> <li>• Every child will have their needs identified and will be appropriately supported in their Pre-school years.</li> <li>• Every Child is accepted and included into Early Years settings in North Tyneside with the right support.</li> <li>• Through the graduated approach, every parent/carer feels confident about their child's SEND journey and know how to access advice, support and guidance.</li> <li>• Centralised recording systems will support our 'tell it once' principle, and will improve information to support the forecasting, tracking, budgeting and placement planning to meet the needs of children with SEND in North Tyneside.</li> </ul>			
Progress in reporting period against identified key milestones			

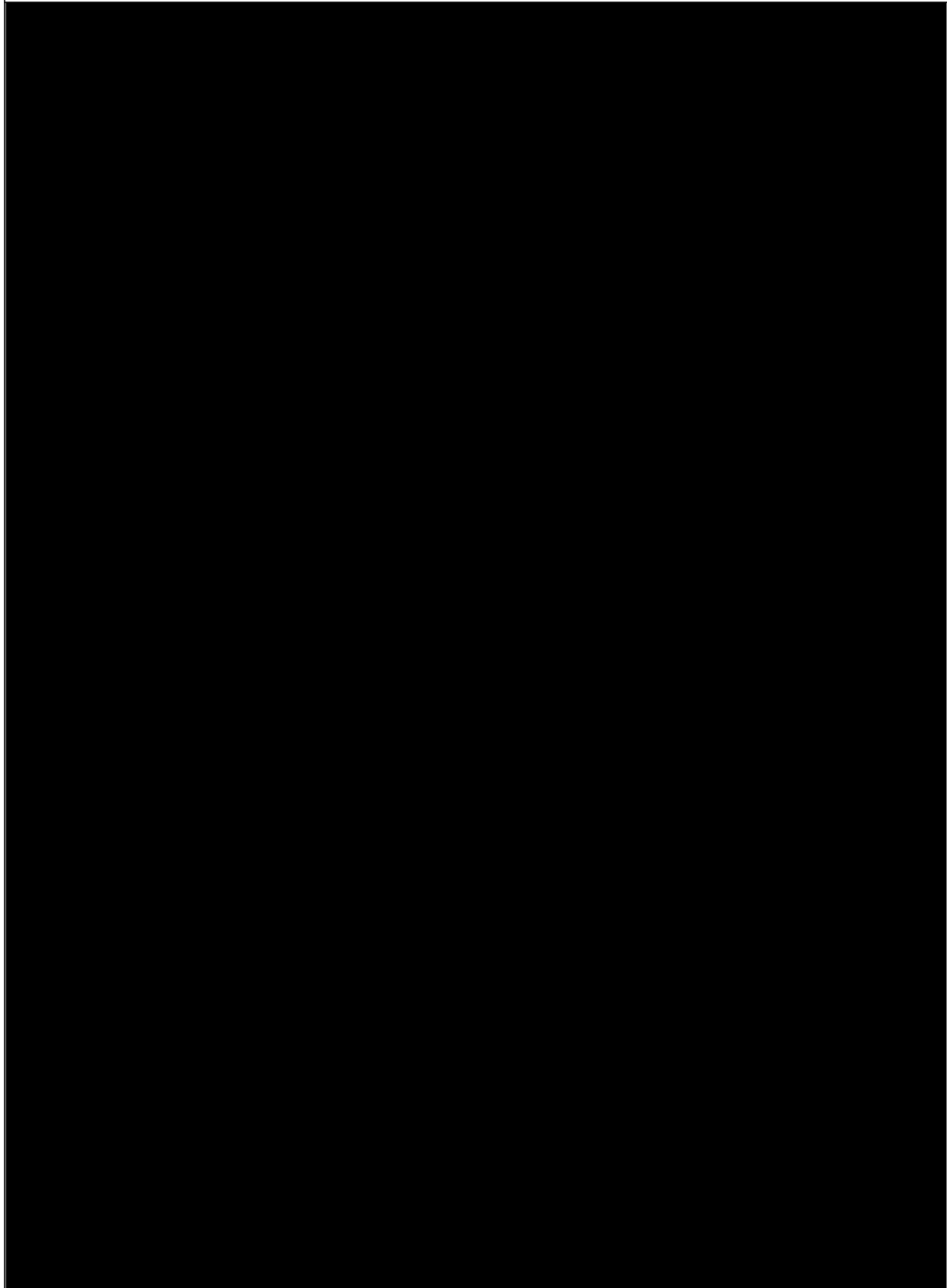
<ul style="list-style-type: none"> <li>• We have held a co-production workshop with parents and carers, with a focus on the 0-5 Early Years SEND Hub. This was supported by the Parent and Carer Forum, parent representatives and partnership members. The workshop was well received and gave the audience the opportunity to share experiences and ideas to improve the experience of the child, their parents and carers and wider family unit.</li> <li>• An option appraisal for the 0-5 Early Years SEND Hub has been completed and shared with the Strategic Education and Inclusion Board (SEIB), outlining the proposed operation and structure of the Hub. SEIB approved: <ul style="list-style-type: none"> <li>a) the EY Hub structure and associated budget;</li> <li>b) implementation, effective from January 2024; and,</li> <li>c) the move to establish the Early Years Hub at a North Tyneside Family Hub.</li> </ul> </li> <li>• There has been an initial meeting with Architect to review of accommodation options for the 0-5 Early Years SEND Hub.</li> <li>• The partnership working group has met to discuss detailed operational matters, to develop the process mapping.</li> <li>• Feedback from our engagement event with partners, developing our proposed dashboard with meaningful measures to support the partnerships understanding of impact, has now been consolidated, with a view to refining them and agreeing a timeline for their development.</li> </ul>
Issues identified and mitigating actions taken in reporting period
<ul style="list-style-type: none"> <li>• No new issues identified.</li> </ul>
New risks identified this reporting period mitigating actions taken in reporting period
<ul style="list-style-type: none"> <li>• No new risks identified.</li> </ul>
Planned activity and milestones in next reporting period
<ul style="list-style-type: none"> <li>• Further develop staffing structure, write job descriptions and move to the recruitment process.</li> <li>• Seek budget approval as part of Council annual budget setting exercise.</li> <li>• Develop links to Departmental Senior Management structure.</li> <li>• Undertake further investigations regarding accommodation needs and opportunities.</li> <li>• Develop Hub operational processes, procedures, forms and recording systems.</li> <li>• To refine and approve the dashboard with meaningful measures, and agree a timeline for their development.</li> </ul>
Impact achieved (outcomes/savings to date):
<ul style="list-style-type: none"> <li>• The Authority is forecasting that requests for EHCNAs for under 5s are stabilising, after a four year period of year on year increases, save for 2020 due to Covid 19. In the year to 31<sup>st</sup> August 2023, the Authority has received 102 requests for EHCNA, compared to 103 in the same period in 2022, 77 in 2021, 46 in 2020 and 62 in 2019.</li> <li>• The Authority is also forecasting a small reduction of EHCPs issued for under 5s in 2023. In the year to 31<sup>st</sup> August 2023, the Authority has issued 52 EHCPs, compared to 60 in the same period last year.</li> </ul>

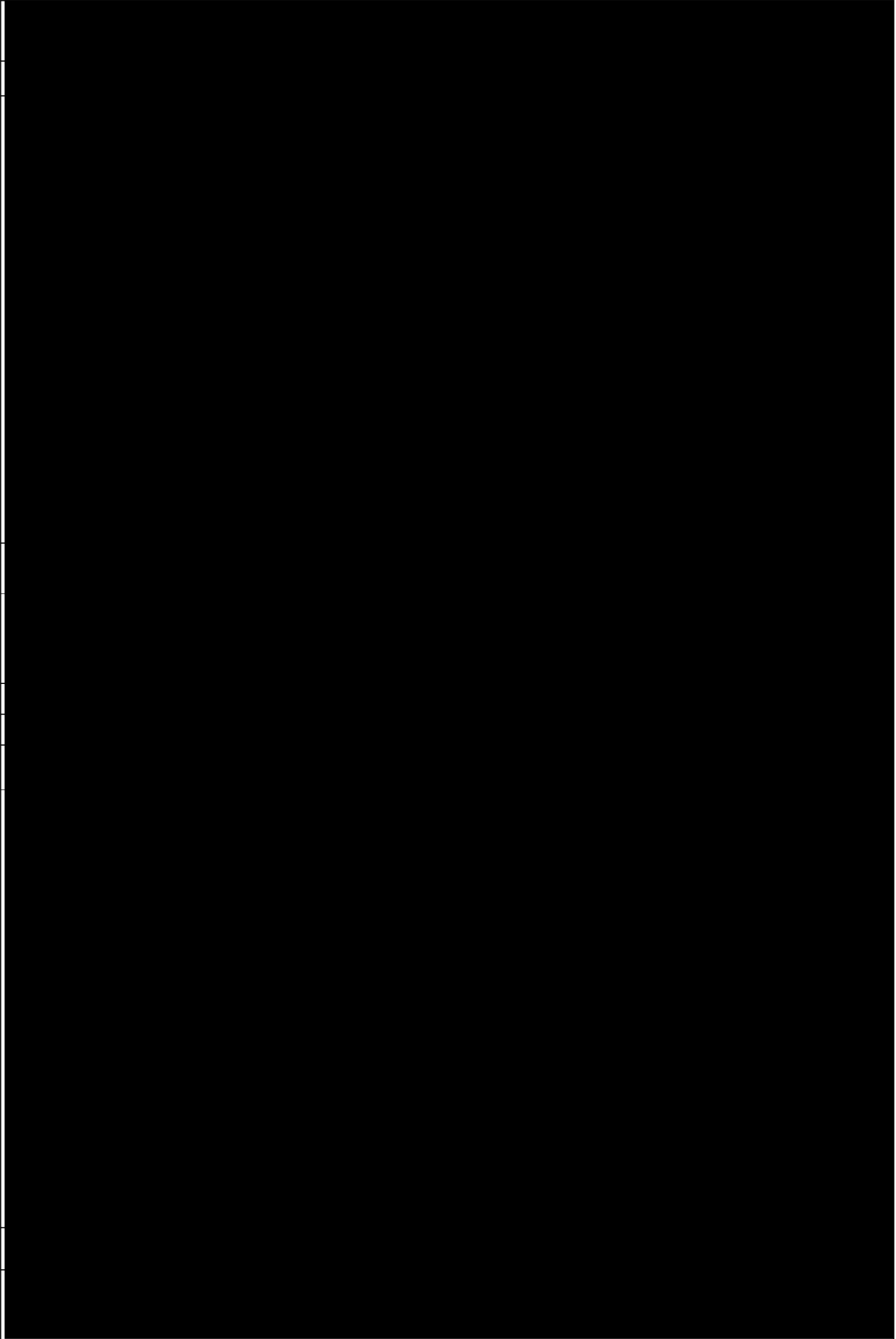
6.2.9



Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
	On track	On track	

Aims and objectives





## 6.2.11 Creation of a Preparation for Adulthood Team

Status	<b>Update 1 (June 23)</b>	<b>Update 2 (September 23)</b>	<b>Update 3 (December 23)</b>
	<b>On track</b>	<b>On track</b>	
<b>Aims and objectives</b>			
<p>To strengthen the coordinated review of children and young people’s Education Health and Care Plans (EHCPs) 16–25 years of age with the establishment of a SEND Preparation for Adulthood Team, to support the wider aspirations of young people in the borough. This team will be closely aligned with our Connexions Team and Whole Life Disability Transitions Team, building effective relationships with the wider partnership. The SEND Preparation for Adulthood Team will ensure:</p> <ul style="list-style-type: none"> <li>• we support our wider aspirations for young people in the borough;</li> <li>• EHCPs and Annual Reviews are informed by young people’s hopes, dreams, and aspirations for their future;</li> <li>• all young people have high quality EHCPs (need, provision, outcome);</li> <li>• the Authority fulfils its statutory responsibilities in line with the SEND Code of Practice (2015); and,</li> <li>• the right young people will have an EHCP at the right time.</li> </ul>			
<b>Progress in reporting period against identified key milestones</b>			
<ul style="list-style-type: none"> <li>• A work programme for the team, including induction, training, and prioritisation of work, has been developed and is in place. Two members of the PfA team have completed this induction enabling them to successfully carry out a range of ‘pre-workstream tasks’ which will support the team to make a purposeful start to the 2023/24 academic year.</li> <li>• Cleansing of data on EMS during the reporting period is supporting prioritisation of work.</li> <li>• A weekly monitoring and tracking spreadsheet has been developed, ensuring accurate data is recorded on the progress of child level work; this informs weekly team meetings to ensure the workstream maintains momentum and is driven forward.</li> <li>• Introductory meetings with ISP, NMSSs and local colleges have taken place; through collaboration new bespoke working models have been developed to ensure Annual Reviews are processed on time, where historically this has not always been the case.</li> </ul>			

<ul style="list-style-type: none"> <li>• Legal advice and training have been developed focussing on key areas for the PfA Team.</li> <li>• The PfA Senior SENDO has worked with Children’s and Adult Social Care, developing a Terms of Reference for a Transitions Advisory Group, which will focus on young people with an EHCP who are open to our Disabled Children’s Service, to further strengthen our transitions arrangements in place.</li> <li>• Feedback from our engagement event with partners, developing our proposed dashboard with meaningful measures to support the partnerships understanding of impact, has now been consolidated, with a view to refining them and agreeing a timeline for their development.</li> </ul>
<p>Issues identified and mitigating actions taken in reporting period</p>
<ul style="list-style-type: none"> <li>• Without strong tracking of those post 16 who have or may have Care Act eligible needs, there is the potential that young people’s EHCPs could be ceased without a strong transition plan in place. To mitigate this, the Transitions Advisory Group has been established, with representation from SEND, Children’s Services and Adult’s Social Care. This group will identify and track young people’s plans, to remove any potential ‘cliff edges’ when EHCPs cease.</li> </ul>
<p>New risks identified this reporting period mitigating actions taken in reporting period</p>
<ul style="list-style-type: none"> <li>• The PfA Team consists of one Senior SENDO, three SENDOs and one Business Support Officer. All but one SENDO is now in post; unfortunately, one SENDO due to join the service took another role. There is a risk that this impacts on the work plan for the PfA Team. To mitigate this, one permanent SENDO will move from the Annual Review Team, and those hours will be back filled with SENDOs who would like to take paid overtime, pending recruitment, which is now live for a vacant post in the Annual Review Team.</li> </ul>
<p>Planned activity and milestones in next reporting period</p>
<ul style="list-style-type: none"> <li>• Commence implementation of the PfA Team work schedule over the 2023/24 academic year; starting with: <ul style="list-style-type: none"> <li>a) group A, those in ISP/NMSS; and then,</li> <li>b) group B, those in MSS in Yr 13/14 (36),</li> <li>c) group C, Element 3 and Yr 13 learners (in transition Yr),</li> <li>d) group D, Element 1 &amp; 2 (colleges only), and</li> <li>e) group E, those who fall in all other year groups.</li> </ul> </li> <li>• Carry out the induction of the one remaining SENDO who will join the PFA Team.</li> <li>• Hold a PfA multi-agency workshop including information sharing on the development of policy and process involving key stakeholders including but not limited to Adult’s Social Care, Children Social care, Authority Commissioners, Integrated Care Board, Education providers, Connexions, Parent Carer Forum and NHS partners.</li> <li>• To refine and approve the dashboard with meaningful measures, and agree a timeline for their development.</li> </ul>
<p>Impact achieved (outcomes/savings to date):</p>

A significant amount of work has taken place during the reporting period, ahead of the launch of the PfA Team in September 2023, as follows:

- Between June and August 2023, the authority ceased 89 EHCPs, 88 were for those post 16.
- On the 31<sup>st</sup> August 2023, the Authority maintained 390 EHCPs for post 16 pupils. When Year 11 pupils transition into Year 12, on the 1<sup>st</sup> September, the post 16 cohort will be 552. As a result of EHCPs which will be ceased in the Autumn term, the Authority forecasts that we will fall in line with our forecast of 518 post 16 EHCPs at January 2024.
- With a strong focus on educating young people post 16 in local provision, none in the 2022/23 phase transfer academic year moved into ISP or NMSS in September 2024.

### 6.2.12 Mental Health Support Teams in Schools

Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
		On track	On track
<b>Aims and objectives</b>			
<p>The Authority is rolling out Connect Mental Health Support Teams across half of our schools in North Tyneside. Strengthening the graduated offer, these teams will address the early identification of mental health and emotional wellbeing (MH&amp;EW) needs, provide brief interventions, consultation and signposting, and support with a whole school approach to MH&amp;EW. As a result, the following outcomes are identified:</p> <ul style="list-style-type: none"> <li>• Reduce the number of EHCPs/SEN Support Plans where SEMH is the primary need.</li> <li>• Improve the support offer for pupils identified as having SEMH as a primary need to improve effectiveness and reduce cost of support.</li> <li>• Improve outcomes of pupils with SEMH as an identified need.</li> <li>• Improve the confidence of staff in schools to meet the needs of pupils with SEMH needs through regular consultation and quality CPD.</li> <li>• Build capacity within schools, through a whole school approach, to support pupils' mental health and emotional wellbeing.</li> <li>• Enable earlier identification of need and provide support to build resilient pupils and reduce longer term, higher intensity support being required.</li> <li>• Promote the role of Senior Mental Health Lead and uptake of the DfE training.</li> <li>• Develop effective co-produced plans for schools in response to audits, to include pupils and parents as key stakeholders.</li> </ul>			
<b>Progress in reporting period against identified key milestones</b>			
<ul style="list-style-type: none"> <li>• Development of group work offer focussed on self-esteem and anxiety to increase capacity and meet the needs of more pupils.</li> <li>• Parent led CBT group established; we are planning to be involved in research using an online tool to support this work further.</li> <li>• Audits have been completed with clear action plans ready for new school year.</li> <li>• The first meeting with SENCOs of partner schools has taken place to review SEN Support Plans for pupils with SEMH.</li> </ul>			



<ul style="list-style-type: none"> <li>• There has been an increase in the numbers of schools completing the SMHL training with more to complete in new 2023/24 academic year.</li> <li>• Food for Thought CPD sessions have been developed to run termly with strong attendance at the neurodiversity session. The next will focus on attachment and trauma.</li> <li>• Individual schools receiving staff training has increased with high demand for VR headset training on trauma.</li> <li>• Connect MHST attended a range of summer fairs and holiday events to raise awareness.</li> <li>• Padlet has been further developed for ease of use with a wide range of resources for parents, professionals and young people.</li> <li>• Exam stress workshops have been delivered across high schools.</li> <li>• We have recruited the job share Team Manager post and the new Senior MHST Practitioner has joined team.</li> <li>• Feedback from our engagement event with partners, developing our proposed dashboard with meaningful measures to support the partnerships understanding of impact, has now been consolidated, with a view to refining them and agreeing a timeline for their development.</li> </ul>
Issues identified and mitigating actions taken in reporting period
<ul style="list-style-type: none"> <li>• Identified need to develop SENCO work, to include support staff working with pupils with SEMH.</li> <li>• SEN Support Plans for SEMH could be more effective with a stronger focus on emotional wellbeing; this will inform further training with SENCOs.</li> </ul>
New risks identified this reporting period mitigating actions taken in reporting period
<ul style="list-style-type: none"> <li>• No new risks identified.</li> </ul>
Planned activity and milestones in next reporting period
<ul style="list-style-type: none"> <li>• Develop offer for non-partner schools to include consultation, access to Friends Resilience training, network meetings and newsletters.</li> <li>• Wave 7 EMHP trainees to qualify.</li> <li>• Two new Wave 9 EMHP trainees to start, one to replace a trainee that left last year, and one to cover maternity / paternity leave, to prevent reduction in service.</li> <li>• Awaiting school survey feedback from DfE.</li> <li>• Developing regional benchmarking framework for MHSTs with ICB.</li> <li>• Annual report and development plan to be written.</li> <li>• Further work with SENCOs on using SMART targets for SEN Support Plans for pupils with SEMH.</li> <li>• To refine and approve the dashboard with meaningful measures, and agree a timeline for their development.</li> </ul>
Impact achieved (outcomes/savings to date):
Due to this period covering 6 weeks of school holiday, there have been fewer hours of activity with schools in this return. The trainee EMHPs have been using their study days to complete their course over the summer and many of the team have taken leave during this period. The team continue to work directly with pupils that wish to continue through

the summer and whole school support has included summer activities through the HAF programme and some transition days. In summary:

- Individual 1:1s (number): 61 pupils.
- Individual 1:1s (hours): 488 hours of additional support to pupils with SEMH.
- Consultations (number): 113 pupils.
- Consultations (hours): 56.5 hours of support for staff.
- Whole school approach (number of staff, parents and pupils' interactions): 2158.
- Whole school approach (hours of input): 201.5 hours of additional capacity to schools.
- Total Hours: 746.

54 of 186 (29%) EHCPs issued between January 2022 and August 2022 where for children and young people with an SEMH primary need, this compares to 42 of 144 (29%) issued between January 2023 and August 2023. Although the percentage remains the same, there has been a 22% reduction in EHCPs issued for children and young people with an SEMH primary need.

### 6.2.13 Pilot a Funding for Inclusion model in schools

Status	<b>Update 1 (June 23)</b>	<b>Update 2 (September 23)</b>	<b>Update 3 (December 23)</b>
		<b>On track</b>	<b>On track</b>
<b>Aims and objectives</b>			
The purpose of this theme is to enable schools to receive funding for inclusion, where there is evidence that funding will support their ability to meet need through graduation, improving learning and outcomes, and prevent needs from escalating.			
<b>Progress in reporting period against identified key milestones</b>			
<ul style="list-style-type: none"> <li>• Three steering group meetings have taken place.</li> <li>• Two meetings with Sefton, a local authority which has implemented funding for inclusion, have taken place.</li> <li>• Research, information gathering, and feedback has been taken regarding the 2 proposals below:               <ol style="list-style-type: none"> <li>a) To provide additional funding to children and young people at SENK; to enable schools and settings to provide rapid, short-term support to a child who is experiencing significant challenges. Currently schools are only able to secure additional funding via an EHCP. We recognise that this process is lengthy, not always the answer and the need may only be short term. Funding for inclusion would allow a timelier response to a child in need thus allowing a school to provide timely, targeted support.</li> <li>b) Taking a whole school approach, develop a needs analysis with schools and settings, identifying those who can evidence, with additional capital investment, that they could meet the needs of wider cohorts at SENK without the requirement of an EHCP.</li> </ol> </li> </ul>			

Issues identified and mitigating actions taken in reporting period
<ul style="list-style-type: none"> <li>Although we have increased membership, the steering group still requires stronger representation from across schools and settings. We will identify possible representatives for the next steering group meeting.</li> </ul>
New risks identified this reporting period mitigating actions taken in reporting period
<ul style="list-style-type: none"> <li>No new risks identified</li> </ul>
Planned activity and milestones in next reporting period
<ul style="list-style-type: none"> <li>Strengthen education representation on the steering group across all ages and phases.</li> <li>Members of the steering group to meet with Leeds LA, who have used this approach successfully.</li> <li>The steering group will develop two draft proposals to take forward both options A (funding for individual children and young people at SENK) and B (whole school approach),</li> <li>The draft proposals will be the focus of a workshop at the collaborative Head Teachers Briefing, to take views and inform implementation.</li> </ul>
Impact achieved (outcomes/savings to date):
<ul style="list-style-type: none"> <li>Implementation of the workstream is not set for this reporting period.</li> </ul>

## **7. Capital build programme**

7.1 The Authority submitted a £5.618 bid to the DfE for an allocation of funds from the Additional High Needs Capital Grant, to support the wider implementation of the DSG management plan. The application bid included the following:

- £3.216m to support the expansion of Additional Resourced Provision in primary and secondary schools.
- £0.99m to support strengthened inclusion in our schools
- £0.475m to establishment an Early Hub and Assessment Nursery

7.2 The Authority received notification from the DfE in May 2023 that our bid was successful, save for the request to fund the SEND Centre of Excellence. The DfE informed the Authority that £4.681m would be received in June 2023.

7.3 In addition, the Authority has received High Needs Capital Grants since 2021, the total grant for the period up to March 2024 is £4.508m. This has seen investment in four of our maintained special schools, as follows:

- Southlands School, for pupils aged 11-16 with ASD/MLD. This has provided additional capacity to increase PAN.
- Woodlawn School, for pupils aged 2- 18 with physical, medical, sensory needs and MLD. This has enabled the relocation of post 16 provision to provide additional capacity.
- Silverdale School, for pupils aged 7-16 with SEMH/ASD. This has provided additional capacity to increase PAN.
- Beacon Hill School, for pupils aged 2 -19 with PMLD, SLD and ASD. This has provided provision of improved all weather external facilities, temporary accommodation to reflect increased demand for placements at all ages and a permanent 10 class extension within the main site.

### **7.4 Governance of High Needs Capital Spend**

7.4.1 As an operational structure within the Authority, we have strong governance arrangements in relation to spend set against commitments of capital allocations to deliver schemes across schools in the borough.

These are our Strategic Education and Inclusion Board and Investment Programme Board.

- 7.4.2 The Strategic Education and Inclusion Board oversees delivery of the DSG management plan and the additional High Needs Capital Grant. The programme of work governed by the Strategic Education and Inclusion Board aims to ensure a sustainable school system and provision for children and young people with special educational needs and disabilities, enabling and underpinning the delivery of high-quality education and SEND provision which improves outcomes for children and young people in North Tyneside.
- 7.4.3 The Investment Programme Board oversees capital investment across the borough. This board has regard for investment across all departments of the council and all capital funding streams, including the High Needs Capital Grant for SEND. The Board meets monthly to receive and review all capital investment proposals, to ensure that all applications comply with the Council Plans and objectives and will deliver real benefit to the borough, reflecting the ambitions of Our North Tyneside Plan. The board ensures that all projects are delivered consistently well, with emphasis on Gateway approvals for project initiation, change management and completion. Budgets, programmes, and deliverables are fully monitored throughout.

## 7.5 **Progress in period 16<sup>th</sup> June to 31<sup>st</sup> August 2023**

### 7.6 Early Years Hub and Assessment Nursery:

- 7.6.1 The Authority is undertaking a review of building stock with a view to identifying the site for the Early Years Hub and Assessment Nursery. This has and continues to include ongoing site visits; we have also held one meeting with the Architect to develop the scheme to convert accommodation for use by the Early Years Hub and Assessment Nursery. Over the next reporting period there is work to be designed and priced with the ambition to allow relocation in Spring of 2024.

### 7.7 Southlands School – Autism base:

- 7.7.1 Existing accommodation at Southlands Maintained Special School has been reconfigured to provide alternative accommodation for children and young people with Autism. This is supporting a phased transition for the school, where they provide our secondary special school offer for children

and young people with Autism, educating over time fewer children and young people, as they have done in previous years, with Moderate Learning Difficulties. The reconfiguration is supporting smaller class sizes, with break out space for each classroom in the base. In taking this approach, the vast majority of September 2023 starters at the school had Autism.

7.8 Beacon Hill Post 16 relocation:

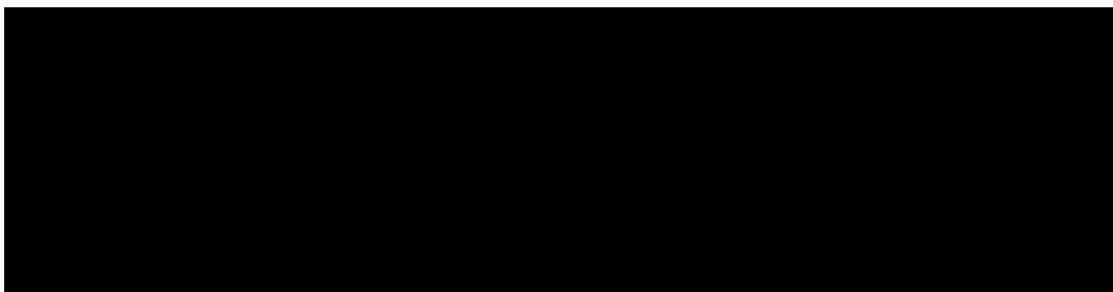
7.8.1 The Authority is working with Beacon Hill Special School to relocate their post 16 offer from their current location to new premises. This will allow additional capacity for post 16 students, reducing the demand for young people in ISP and NMSS provision. It is anticipated that Beacon Hill will relocate from their current location during the next reporting period.

7.9 Development of additional ARP provision in Mainstream settings:

7.9.1 Led by a Headteacher at a local maintained special school, a steering group attended by Headteachers and SENCOs, are taking forward our ambition to expand ARP provision in North Tyneside. The Authority is currently assessing the type of need and capacity required, to support our move in the next reporting period to engage with and assess the capacity within the building to support any new provisions.

7.10

7.10.1



## 8. Risks to implementation, unforeseen difficulties, and mitigations in place

### 8.1 Risks to implementation

8.1.1 The Authority has identified the following risks, together with mitigations in place. These are categorised as red (risk with no mitigation), amber (mitigations in place, risk reduced but not removed), green (mitigations in place and risk removed) and blue (not identified at that time for the purposes of this report).

8.1.2 0.5% transfer to the High Needs Block:

Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
Risk			
<p>The Authority's High Needs Budget does not provide the sufficient revenue to meet the forecast outturn for 2024/25 to 2027/28. To forecast outturns are predicated on Schools Forum transferring 0.5% from the School Block to the High Needs Block. There is a risk that Schools Forum do not approve the 0.5% transfer from the Schools Block to the High Needs Block built in to the DSG management plan forecast for 2024/25. If not approved, without other mitigations in place, there is a risk that the Authority would not meet the forecast outturn for 2024/25.</p>			
Mitigation			
<ul style="list-style-type: none"> <li>The Authority has established a High Needs Finance Group, reporting into Schools Forum, attended by schools and settings, ensuring that keys lead have a strong understanding of High Needs Block spend, and the difference that this change programme, and the difference that a 0.5% transfer will have, for children, young people and families.</li> <li>Schools Forum are provided with regular progress reports on the High Needs Block and implementation of the DSG management plan.</li> <li>Head Teachers briefings and SENDCo Network Meetings provide a regular opportunity to discuss the SEND agenda, including the associated funding challenges.</li> <li>The Authority has launched a pre-consultation survey with Head Teachers in July 2023, asking for early views of the 0.5% transfer, ahead of the formal consultation in September 2023.</li> <li>Where Schools Forum do not approve the 0.5% transfer, the Authority will discuss this with the DfE, to consider their expectation of a dis-application request to the Secretary of State for Education.</li> </ul>			
Progress update			
<ul style="list-style-type: none"> <li>This is a new risk identified within this report; there are no further progress updates.</li> </ul>			

### 8.1.3 Delay in programme delivery and resources to deliver:

Status	<b>Update 1 (June 23)</b>	<b>Update 2 (September 23)</b>	<b>Update 3 (December 23)</b>
<b>Risk</b>			
<p>The Authority identified that there were key roles required to assist in the implementation of the DSG management plan, included in the final submission to the DfE, with a request for necessary funding. The Authority did not receive additional funding, however, did receive full funding to remove the forecast deficit in 2027/28 of £19.5m. There is a risk, therefore, that implementation would be adversely impacted upon without investment.</p>			
<b>Mitigation:</b>			
<p>The Authority has invested in the following key roles, funded by the General Fund, to assist in implementation:</p> <ul style="list-style-type: none"> <li>• Assistant Director, SEND Transformation: This role leads the SEND Improvement and transformation agenda.</li> <li>• Strategic Lead, Education and Inclusion: This role will support the DSG management plan with the development of the Authority's School Place Planning Strategy.</li> <li>• Performance and Improvement Lead: The role supports the Authority's needs analysis ahead of the submission of the DSG management plan, and is key to our self-assessment throughout the implementation period.</li> <li>• Senior School Improvement Officer: This is a permanent addition to the team to lead on the implementation of a number of steering groups.</li> <li>• Two Commissioning Officers: These additional roles will support implementation.</li> </ul>			
<b>Progress update:</b>			
<p>The following progress has been made:</p> <ul style="list-style-type: none"> <li>• Assistant Director, SEND Transformation: This role has now been extended to December 2024.</li> <li>• Strategic Lead, Education and Inclusion: This role remains in place until August 2024.</li> <li>• Performance and Improvement Lead: The role is in place until January 2024</li> <li>• Senior School Improvement Officer: This post is now being actively recruited to.</li> <li>• Two Commissioning Officers: One Officer has now commenced their role, the second will shortly be re-advertised.</li> </ul>			

### 8.1.4 Full partner engagement:

Status	<b>Update 1 (June 23)</b>	<b>Update 2 (September 23)</b>	<b>Update 3 (December 23)</b>
<b>Risk</b>			
<p>The Authority recognised that implementation of the DSG management plan would be adversely effected without full engagement from the wider SEND partnership.</p>			



Mitigation:

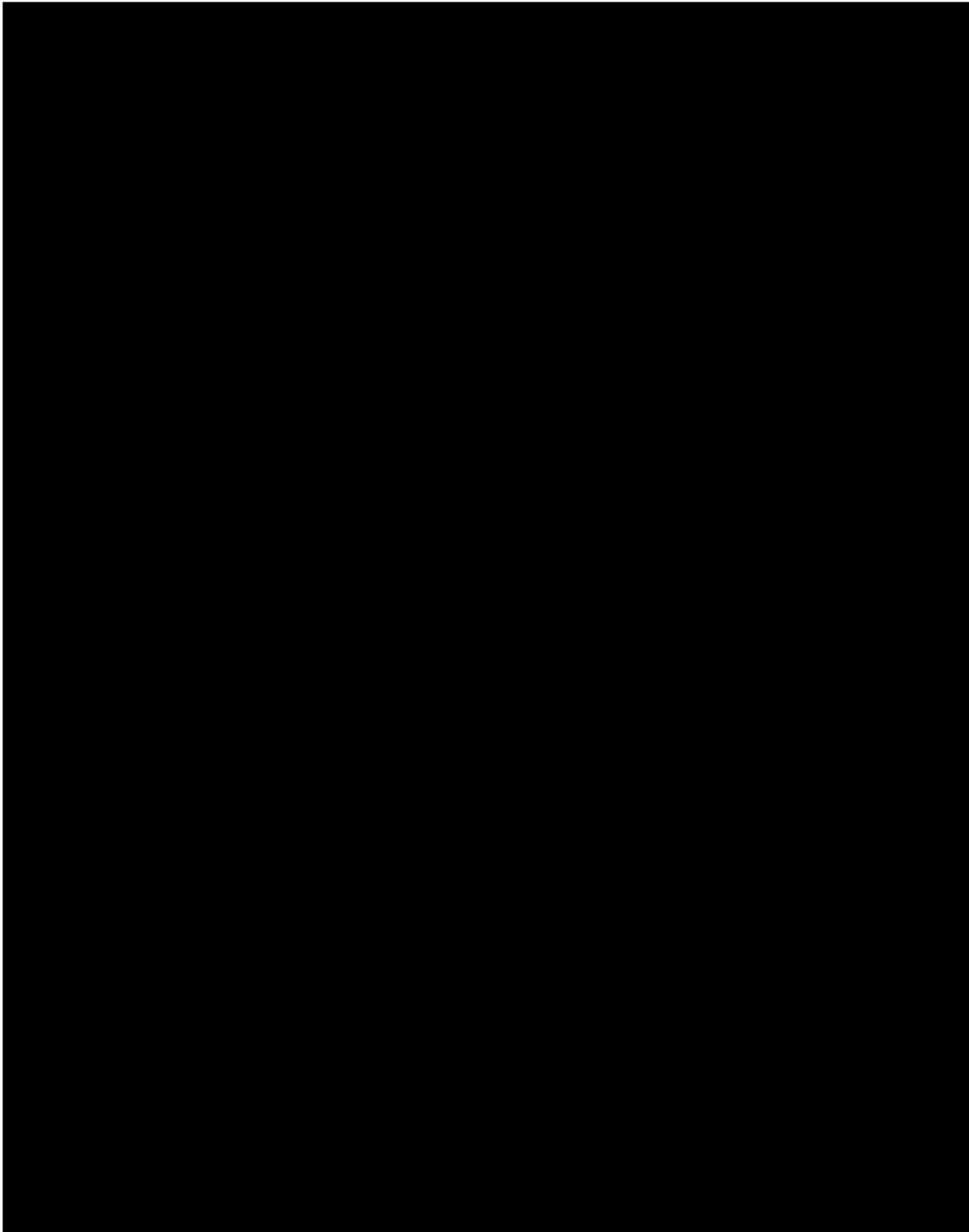
- As a partnership, we prioritise our relationships with one another, focussed on delivering the strategic priorities set out in our SEND Inclusion Strategy 2021-2024. The priorities set out in our DSG management plan will deliver on our wider SEND agenda. The SEND Strategic Board approved that the DSG management plan is incorporated into the SEND Improvement Plan, reflecting the commitment of the partnership. The SEND governance arrangements have recently been reviewed and, accordingly, we now have strengthened representation from our schools and settings.
- The Authority, and its partners, believe that only with strong engagement with children and young people with SEND and their families, can we deliver the best outcomes for them. The Parent Carer Voice SEND Network has been established, meeting monthly, to work with the Authority and its partners on issues that matter to them. This group is the Authority's conduit for sharing information, and agreeing approaches to consultation and co-production.
- The Authority's DSG management plan reflects the priorities set out in the SEND Inclusion Strategy, co-produced with children and young people, parents and carers. We are now in the process of developing a roadshow of events to engage with parents and carers on each of the workstreams. Recognising that there is a plan in place, not yet fully implemented, this risk remains 'amber' at this time.
- Schools and settings have shared their aspiration with us, on receiving the DfE's invitation to join the Safety Valve Intervention Programme, that we strengthen our engagement with them, to co-construct our DSG management plan. This is a key deliverable for the Safety Valve Intervention Programme.

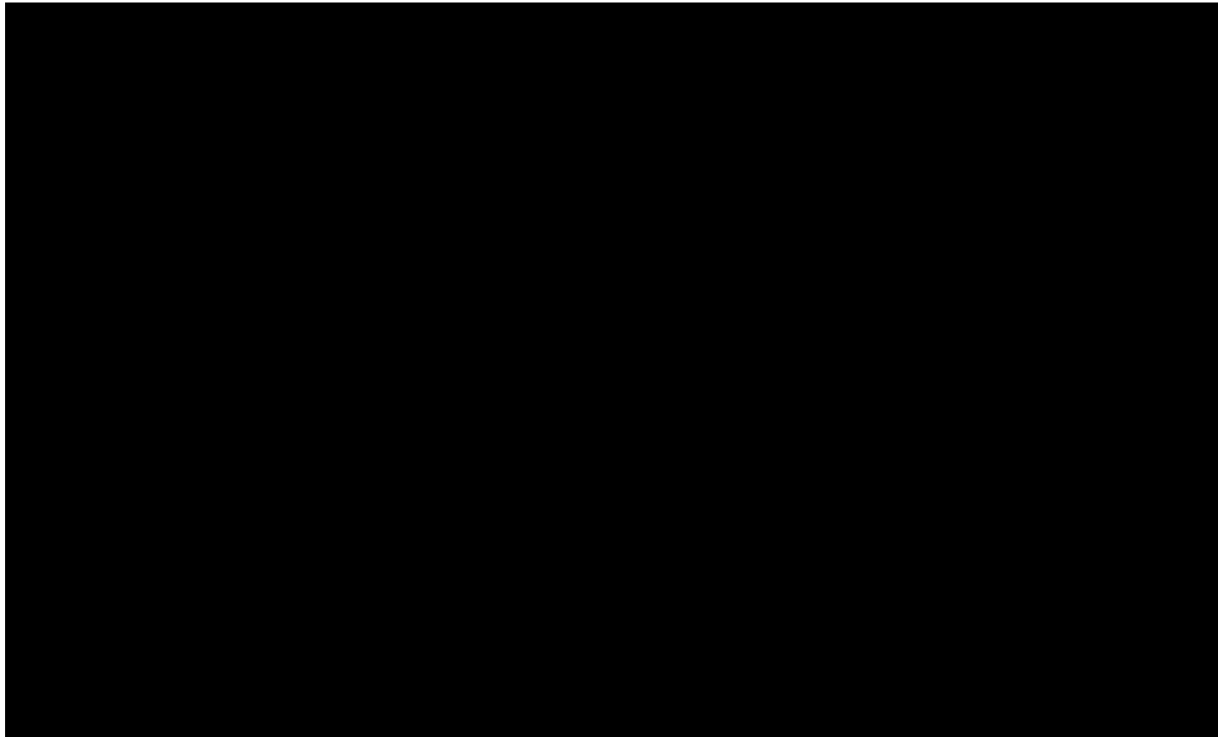
Progress update:

- The Delivery Group, driving forward the SEND Improvement Plan (now incorporating the DSG management plan), continues to meet monthly. This group reports into the SEND Strategic Board, which has met once during this reporting period, with an agenda, relevant to this return, focussed on our School Place Planning Strategy and Attendance Strategy.
- The Headteacher of Moorbridge now sits on the SEND Strategic Board, and the Deputy SENDCo sits on the SEND Delivery Group, to strengthen our strategic and operational engagement with those delivering alternative provision.
- The chair of the Parent Carer Forum continues to sit on the SEND Delivery Group and SEND Strategic Board. They have a strong voice, representing parents and carers in North Tyneside.
- The Parent Carer SEND Network continues to meet, attended twice by the Assistant Director for SEND Transformation during this reporting period. This group agreed a series of co-production and engagement events, the first focussed on the Early years 0-5 SEND Hub. We are now preparing for engagement focussed on our Additionally Resourced Provision.
- We now have over 60 education representatives sitting across a large number of steering groups, though some are less well represented, and plans are in place to

strengthen this. The Authority has developed a strong engagement and communication plan, and this is supporting our wider SEND improvement agenda.

- This report highlights strong partnership engagement across a number of strategic priorities. Schools and settings have shared with leaders across SEND and Education that they have witnessed a step change in this area.





## 8.2 Identified unforeseen difficulties

8.2.1 The Authority has identified the following unforeseen difficulties, together with mitigations in place.

### 8.2.2 Parental requests for EHCNAs

Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
Unforeseen difficulty			
The Authority has seen a significant increase in parent and carer requests for EHCNAs.			
Mitigation:			
The Authority has acted in two areas to mitigate this issue; however, this remains 'amber' as we learn more about this issue: <ul style="list-style-type: none"><li>• In March 2023, the SEND Delivery Group agreed that a task and finish group would investigate this further.</li><li>• When the Authority receives a request from a parent or carer, the school or setting completes an Evidence of Purposeful Action form, providing further information about the child or young person's needs and action taken. This form, relaunched in April 2023, now asks schools and settings to identify first, whether they agree that an EHCNA is necessary. Where they do, they are asked to complete a comprehensive response, and where they do not, to submit an abridged version evidencing assess, plan, do and review. The Authority will compile these responses on a termly basis</li></ul>			

and work with schools and settings who agreed that a request for EHCNA was necessary but did not complete the request themselves.
Progress update:
<ul style="list-style-type: none"> <li>In the Authority's term one safety valve return, 37% of requests for EHCNA were received from parents and carers. As a result of interrogating this further, we have identified that a number of health notifications have been incorrectly coded and, as a result of this work, the number of parental requests now stands at 28%.</li> <li>In the next reporting period, the Authority will be providing reports to Headteachers, identifying those where, as a result of an Evidence of Purposeful Action form, they agree with a parent, that an EHCNA is required. Training and support will be provided to those schools and settings, so that moving forward, in those circumstances, requests for EHCNAs would come directly from them.</li> </ul>

### 8.2.3 Sufficiency: Additional investment in capital projects:

Status	Update 1 (June 23)	Update 2 (September 23)	Update 3 (December 23)
Unforeseen difficulty			
As work progresses across all areas of the DSG management plan, two capital projects have been identified, necessary to enable the Authority to remain on track with the forecasts set out. These two projects do not create additional capacity in our maintained special schools, more they will provide the right accommodation to meet the needs of children and young people's complex needs, without which we will be required to source more costly ISP and NMSS provision.			
Mitigation:			
<p>The first capital proposal will support Beacon Hill, our local maintained special school for children and young people with PMLD, SLD and ASD. We have identified that the current site of the Beacon Hill 6<sup>th</sup> form will not meet the needs of a number of young people with complex needs moving through. Without finding an alternative site, some young people will require a placement in an ISP or NMSS provision. The Authority has forecast that this would create an additional £2.8m pressure on the High Needs block. At the last return, the Authority was actively identifying an alternative site for the 6th form offer, and drawing up costs associated to deliver on this project.</p> <p>The second capital proposal will support Southlands, our local maintained special school for children with MLD and ASD. The school are actively working with the Authority to develop, over time, a local secondary ASD maintained special school offer, as we realise our ambition for the needs of children and young people with MLD to be met in mainstream provision. The majority of students joining in Year 7 have a primary need of ASD and we are actively working with the school on a capital programme to provide an environment which can meet their needs. This is necessary because, without which, the Authority would be in a position of placing children and young people in ISP or NMSS provision.</p>			

Progress update:

Significant activity has taken place in this reporting period, as follows:

Southlands School – Autism base:

Existing accommodation at Southlands Maintained Special School has been reconfigured, funded by our existing high needs capital funding grant, to provide alternative accommodation for children and young people with Autism. This is supporting a phased transition for the school, where they provide our secondary special school offer for children and young people with Autism, educating over time fewer children and young people, as they have done in previous years, with Moderate Learning Difficulties. The reconfiguration is supporting smaller class sizes, with break out space for each classroom in the base. In taking this approach, the vast majority of September 2023 starters at the school had Autism. This work programme is now completed.

- Beacon Hill Post 16 relocation:

Funded by the Authority's high needs capital funding grant, the Authority is working with Beacon Hill Special School to relocate their post 16 offer from their current location to new premises. This will allow additional capacity for post 16 students, reducing the demand for young people in ISP and NMSS provision. It is anticipated that Beacon Hill 6<sup>th</sup> form will relocate from their current location during the next reporting period.

## **9. Leadership and Governance**

### **9.1 SEND Partnership Scrutiny and Challenge**

9.1.1 North Tyneside's SEND Strategic Board, with representation from our parent carer forum, education, health, and care, approved that the DSG management plan submitted to the DfE would be incorporated into the wider SEND partnership improvement plan. This was in recognition that the strategic plans set out within the DSG management plan align closely with and will help deliver on, the partnerships SEND Inclusion Strategy 2021-24. Annex one provides an overview of the current governance structure in place at this time.

### **9.2 Authority Scrutiny and Challenge**

9.2.1 The Authority's Strategic Education and Inclusion Board (SEIB) continues to meet monthly, is chaired by the Authority's Director of Commissioning and Asset Management, and attended by the Authority's Director Children's Services and Director of Resources, and their direct reports. The purpose of SEIB is to drive forward and oversee delivery of the programme of works, which comprises several projects under the following three themes; Safety Valve Programme; Education and Inclusion Review; and Post-16 provision. SEIB reports into the Chief Executive's Senior Leadership Team, Lead Members and our Family Friendly sub-committee, before reporting into Cabinet. The Authority remains confident that we have the right people in place to deliver on our aspiration, ensuring the right children have the right support at the right time, delivering on a balanced budget during the five year period.

### **9.3 Leadership in SEND**

9.3.1 The Authority continues to benefit from a stable senior leadership team driving forward the implementation of the DSG management plan.

9.3.2 Further to the Safety Valve return submitted 15<sup>th</sup> June 2023:

- Julie Firth has commenced her role as North Tyneside's permanent Director Children's Services. Julie had held the same role on an interim basis, and prior to this was the permanent Assistant Director of Children's Services and Safeguarding. This appointment continues to

provide stable leadership across the Children, Young People and Learning directorate.

- The Head of Finance (Deputy 151 Officer) is leaving North Tyneside at the end of October 2023. The Director of Resources, one of our signatories on the Safety Valve Agreement, is leading on the permanent recruitment to this role. There is an active recruitment campaign and interim arrangements are in place in preparation of her departure.
- Subsequent to the Mayor's review of her Cabinet's Lead Member responsibilities, Councillor Steven Phillips is now the Lead Member for Inclusion, Employment and Skills, and Councillor Peter Earley is the Lead Member for Supporting and Protecting Children. Both Lead Members have previous experience in similar roles here in North Tyneside; prior to these appointments Councillor Phillips was the Lead Member for Children, Education and Skills, a role previously held by Councillor Earley.

## **10. Conclusions and recommendations**

- 10.1 The Authority concludes that, together with children and young people, parents and carers, and partners, strong foundations for this work programme were developed when co-constructing our DSG management plan. This has served us well, supporting us to make subsequent advancements on a number of workstreams to strengthen our offer to children and young people with SEND, and their families.
- 10.2 The Authority is now five months into the Safety Valve Intervention Programme, and we forecast that we remain on track to achieve the forecast outturn for 2023/24.
- 10.3 The Authority recognises that we have strong foundations in place across education, health and care, and this programme will serve to strengthen inclusion in our schools, the provision we have available, and the coordination of services to deliver improved outcomes for children and young people, which offer strong value for money.



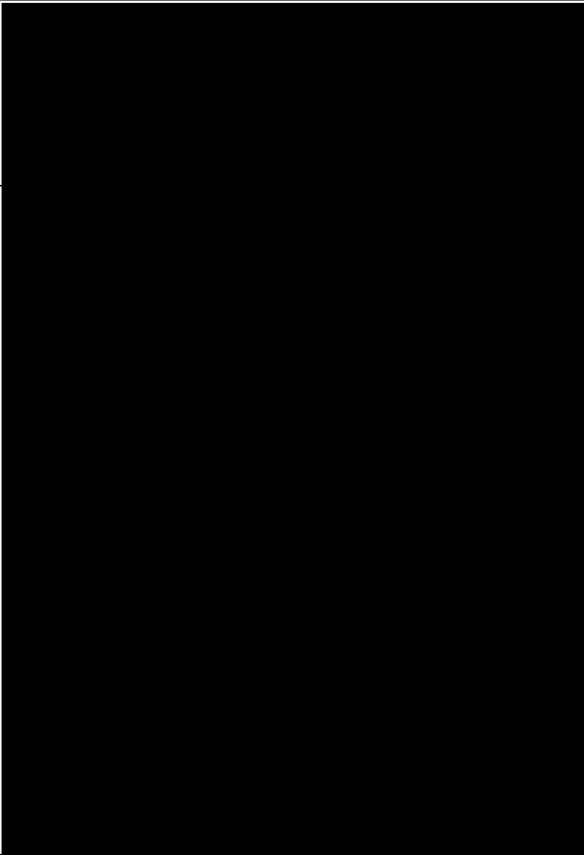
## 11. Approval and circulation

12.1 In advance of its submission to the DfE this report has shared with and approved by the Strategic Education and Inclusion Board.

11.2 The report has been shared or will be shared with the following:

- Our Parent/Carer Network, including Parent Carer Forum on 7<sup>th</sup> September 2023
- Lead Member Briefing on 14<sup>th</sup> September 2023
- Head Teacher’s Briefing on 21<sup>st</sup> September 2023
- Schools Forum on 21<sup>st</sup> September 2023
- SEND Strategic Board on 22<sup>nd</sup> September 2023
- High Needs Schools Forum sub-group on 4<sup>th</sup> October 2023
- Cross Phase SENCo Network Meetings scheduled for September and October 2023

11.3 Signed:

<p>This report was prepared by:</p> <p>Mark Mirfin, Assistant Director SEND Transformation</p>	
<p>The report was approved on 15<sup>th</sup> September 2023 by:</p> <p>Julie Firth Director Children’s Services</p> <p>Jon Ritchie, Director of Resources (Section 151 Officer)</p> <p>Jackie Laughton Assistant Chief Executive</p>	



# SEND Governance Structure

- Strategic Partnership Governance across whole life**
  - Learning Disability Integration Board
  - Emotional Health and Wellbeing Board
  - Aging Well Board
  - Mental Health Integration Board
  - All Age Autism Group
- Engagement**
  - SEND Youth Forum
  - Specialist School Council
  - Learning Disability Care Forum
- Education**
  - Special Heads & Officers Group
  - Primary Learning Partnership
  - Education Improvement Partnership
  - Early Years School Leaders and Provider Networks
  - Head Teachers Briefing
  - SENDCo Network

