

Briefing note

To: Schools Forum

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Purpose of the Paper:

Information	
Consultation	
Decision	√

Title of Briefing: High Needs Strategic Plan 2018-2021

1. Introduction

The purpose of this paper is to brief School's Forum about, and to seek the Forum's endorsement of the high needs strategic plan. Notwithstanding the DfE's request that local plans should be developed, which is explained below, the high needs strategic plan represents good practice in both managing the budget and meeting needs. It provides a strategic framework for planning the high needs block over the three year period from 2018 to 2021 and is aligned to the priorities of the Children and Young People's Plan. It enables an annual work plan to be implemented to manage the high needs block, linked to the planning cycle for schools funding.

The plan complements the governance arrangements already set in place, with the High Needs Commissioning Group having oversight of the high needs block and acting as the clearing house for issues and funding pressures. The high needs plan, a full version of which accompanies this paper, is summarised below. It has been prepared with the High Needs Commissioning Group and the draft plan has been the subject of consultation with schools through the Special Heads Operational Group, the Primary Learning Partnership and the Education Improvement Partnership; and with the Early Years/PVI representative.

The current portfolio of provision funded by the high needs block in North Tyneside, over which the High Needs Commissioning Group has oversight, is shown at Appendix 1.

2. Background

The DfE has asked each local authority to prepare a high needs strategic plan to ensure that the offer funded from the high needs block is meeting needs, will meet future needs and do so at a sustainable cost. The Children and Families Act 2014 already requires local authorities to keep the provision for children and young people with SEND under review, working with parents, young people, and providers.

The DfE expects the high needs plan to reshape the local offer and prepare for future funding levels. Local authorities are asked to link reviews of education, health and social care provision to the development and review of the local offer, so that gaps in provision

can be identified and the local offer continues to respond to the needs of children, young people and families.

3. Current Position

Role of High Needs Commissioning Group and consultation process

The high needs plan for North Tyneside has been prepared with the support of the High Needs Commissioning Group which has the remit of overseeing high needs funding, acting as the clearing house for decision making and advising Schools Forum about the size and use of the high needs block.

The members of the High Needs Commissioning Group representing schools and Tyne Met college are: Alison McAllister-Williams, Benton Dene School, on behalf of the Special Heads Operational Group; Sarah Campbell, Spring Gardens Primary School, on behalf of the Primary Learning Partnership; Ian Wilkinson, George Stephenson High School, on behalf of the Education Improvement Partnership; and Audrey Kingham on behalf of Tyne Met College. The Primary Learning Partnership, Education Improvement Partnership and the Special School Heads Operational Group were consulted about the draft high needs plan during March and April. Sharon Thompson, the Early Years/PVI sector lead was, consulted by the local authority.

Alignment with strategic priorities for North Tyneside

The plan is aligned to the Children and Young People's Plan and the three priorities of: Ready for School; Ready for Work and Life and; Safe, Supported and Cared For. It takes account of the three pledges: to keep children and young people safe at home and connected to their local communities; to intervene early with evidence based, family focussed services; and to work in partnership to keep children in school. The high needs plan also takes account of the Keeping Children in School work stream. The findings of the SEND Peer Review of North Tyneside are also reflected, including making better use of data to inform strategic planning and improving the Local Offer website.

Aim of the high needs strategic plan

The overarching aim of the high needs plan for North Tyneside is to ensure that there is a good range of commissioned services, provision and support which meets the needs of children and young people, minimises the need for out of borough placements and supports inclusion of high needs learners in mainstream schools..

Strategic priorities for 2018 to 2021

The high needs plan is structured around the priorities set out below. The priorities provide the strategic framework for high needs planning over the three year period from 2018 to 2021 through which the High Needs Commissioning Group will enable effective stewardship to continue to be provided to the high needs block. The priorities are:

Priority 1: Ensuring that needs are met within the high needs budget.

Increasing demand, the introduction of the national high needs funding formula and less flexibility in moving funding between blocks mean that maintaining services and provision within the high needs budget is a significant challenge both for the High Needs Group and Schools Forum. This will be a key focus over the next three years.

Priority 2: Monitoring, reviewing and developing high needs provision and support.

The high needs group will consider data to understand needs and improve the planning of high needs provision, influencing delivery to support preparation for adulthood from Year 9 and achieving better outcomes post-16. Review work may show that decisions are needed to decommission or find new ways of delivering services in light of changing needs and budget pressures. Where appropriate, the group will also inform the use of grant and capital funding allocations, e.g. the DfE's SEND Capital Allocation for North Tyneside which is profiled over the three years from 2018 to 2021.

Priority 3: Developing the SEND Local Offer for high needs provision.

A key task for the high needs group is to ensure that the high needs block continues to support a portfolio of SEND services which is of high quality, responsive and effective in helping schools and settings to address needs and to be inclusive. Information about these services is made available through the Local Offer website and the intention is to increase the feedback received from parents and carers. The High Needs Commissioning group will assist with the process of improving the Local Offer website and increasing feedback, which will in turn be used to inform the commissioning of services funded by the high needs block.

Priority 4: Co-producing high needs provision and support.

Children and young people with SEND, and their parents, will be involved in reviewing special educational provision to ensure that they have a sense of co-production. Effective parent participation can lead to better outcomes for children and young people. Work with the North Tyneside Parent Carer Forum will therefore be an important strand of the high needs work overseen by the group.

Priority 5: Maintaining an oversight of workforce development.

The High Needs Commissioning group will maintain an oversight of workforce development across the SEND system, to be assured that the workforce has access to training and development to be able to implement the SEND reforms and the SEND Code of Practice.

Annual work plan 2018-19

There are two key areas of work in the annual plan of the High Needs Commissioning Group: monitoring and planning the high needs budget and undertaking a programme of review work.

Monitoring and Planning the High Needs Budget

The High Needs Commissioning group will consider the out-turn of the high needs block for 2017-18 in June/July 2018 and consider the size of the high needs budget for the 2019-20 financial year between September and December 2018.

Review work

The work plan for 2018-19 includes work on the following themes:

- Considering the needs analysis, incorporating school census data and health and care data, to inform strategic planning.
- Considering funding pressures and requests for additional resources.
- Reviewing Additionally Resourced Provisions.
- Exploring the options for meeting an increase in need for early years provision.
- Improving the local offer to meet the needs of post-16 high needs learners.
- Receiving and considering the annual reports from commissioned services.
- Ensuring that high needs proposals are aligned with the Keeping Children in School work programme, including the principle that funding should follow the learner.
- Preparing the draft SEND Capital Fund Statement.
- Considering support for travel and transport and offering advice on policy and practice.
- Considering the current and future needs of the SEND workforce.
- Contributing to the NE12 regional Market Position Statement (NE12 is the collaborative commissioning arrangement in the North East)

The High Needs Budget 2017/18 and 2018/19

The outturn position for High Needs for 2017/18 is in the process of being finalised and will be reported to School's Forum in July 2018 as part of the overall Dedicated Schools Grant (DSG) position.

The overview of the budget for 2018/19 is as is shown below in Table 1

Table 1: Budget Summary 2018/19

Budget area	Gross Expenditure £m	Income £m	Net Expenditure £m
Special Schools and pupil referral unit place funding	6.206	- .0590	5.616
Additionally Resourced Provision place funding	0.956	0	0.956
Non place led commissioned provision	4.501	0	4.501
Top up funding	8.700	0.470	8.230
Totals	20.363	1.060	19.303*

The High Needs block of the DSG was confirmed as £19.303m* for 2018/19. The income relates to post-16 funding in relation to special school places and top up income from other local authorities.

***Note** :This figure is provisional as it is subject to final reconciliation and adjustments made by the Education Skills and Funding Agency (ESFA).

4. Recommendations

Schools Forum is recommended to:

1. Endorse the high needs strategic plan for 2018-2021.
2. Endorse the work plan of the high needs group for 2018-2019.
3. Note that a paper will be brought to the July meeting of Schools Forum with the 2017/18 outturn information.

Appendix 1

Services, provision and support funded by the high needs block

Special Schools and the Pupil Referral Unit	Planned Places 2016-17	Planned Places 2017-18	Planned Places 2018-19
Beacon Hill School	138.8	159	159
Benton Dene Special School	104.6	113	113
Silverdale School	56	56	56
Southlands School	106	106	106
Woodlawn School	100.2	100.2	100.2
Moorbridge Pupil Referral Unit (PRU)	87	87	87
Total Planned Places	592.6	621.2	621.2

Additionally Resources Provision (ARPs)	Planned Places 2016-17	Planned Places 2017-18	Planned Places 2018-19
Burnside Business & Enterprise College - Moderate Learning Difficulties (MLD)	13	13	13
George Stephenson High School - MLD	10	10	10
Grasmere Academy - MLD	6	6	6
John Spence Community High School- MLD	10	10	10
Valley Gardens Middle School - MLD	10	10	10
Whitehouse Primary School - MLD	10	10	10
Whitley Bay High School - MLD	10	10	10
Whitley Lodge First School - MLD	5	5	5
Benton Dene Special School - Language and Communication	12	12	12
Norham High School - Language & Communication	25	25	25
Waterville Primary School - Language & Communication	10	10	10
Longbenton High School, Melrose – Autistic Spectrum Disorder (ASD)	25	25	25
Monkseaton High School – Physical Disabilities – (PD)	4	0	0
Total Planned Places	150	146	146

Appendix 1 (cont)**Services, provision and support funded by the high needs block**

ARPs - Numbers of Planned Places By Primary Area of Need			
Primary Areas of Need	Planned Places 2016-17	Planned Places 2017-18	Planned Places 2018-19
Moderate Learning Difficulties (MLD)	74	74	74
Speech Language and Communication Needs (SLCN)	47	47	47
Autistic Spectrum Disorder (ASD)	25	25	25
Physical Disability (PD)	4	0	0
Total Planned Places	150	146	146

Non Place-led Commissioned Provision
TRAX – Churchill Community College
PALS - Churchill Community College
Moorbridge PRU First Day Response Service
Dyslexia Service – Southlands School
Primary SEMH – Silverdale School
Assessment Unit SEMH, 3 year-olds - Langley First School
Language & Communication Team - Benton Dene School
Sensory Peripatetic Service - Beacon Hill School
Moorbridge – Hospital / Home Tuition
Special School Outreach Work
Education Other Than At School (EOTAS) Provision
Portage / Local Early Intervention And Prevention Support (LEAPS) - Beacon Hill School
Independent Travel - Beacon Hill School
Moving on Project – Southlands School
Occupational Therapy Support – Woodlawn School
Motor Skills Support – Woodlawn School
Support for Disabled Holiday Play Scheme

Other High Needs Support Funded From the High Needs Block
Statement Support Top-up Funding pre and post-16
Education costs of out-of-area placements