

MUNICIPAL YEAR 2015/2016 REPORT NO. 20

MEETING TITLE AND DATE:

Education Resources Group
Schools Forum – 2 March 2016

REPORT OF:

Director of Schools & Children's Services

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	Item:
Subject: SEND & High Needs Places – Update	
Wards: All	

1. EXECUTIVE SUMMARY

This report provides a brief summary on the position on the provision available and used to place pupils with SEND.

2. RECOMMENDATIONS

To note and comment on the contents of this report.

3. Background

- 3.1 Last summer, the DfE engaged some consultants to review and inform the arrangements for funding pupils with SEND. The consultants published a consultation document and sought views on the current system to inform the funding arrangements for high needs places in the future. The responses to the consultation were used to inform the consultants review. The outcomes from the review were published in late Summer.
- 3.2 Based on the findings from the review, the DfE confirmed that there would be no change to the funding arrangements for 2016/17. The current arrangements were developed as part of the introduction of the School Funding Reforms in April 2013.

Since then, there has been little change in the funding provided through the High Needs block because there was no defined process for seeking funding to reflect an increase in pupils. Initially, the DfE introduced a bidding system for additional places. The complexity of the bidding system made it difficult to actually receive funding for the pupils with high needs that were being supported and the additional pupils projected needing to be supported. This meant minimal increase in funding.

For 2016/17, the DfE did not apply the bidding process but instead allocated additional funding according to the general demographic changes and Enfield received an additional £662k. As will be seen in this report, the increase still does not adequately reflect the number of pupils with high complex needs whose needs must be met.

This report aims to provide an overview of the number of placements currently funded through the High Needs block.

4 **Special Schools**

4.1 The table below provides a breakdown of the number on roll and places funded in maintained Special schools.

School	Type of Provision	Number on Roll	Places Agreed for 2015-16	Places Available for 2016-17	Var.	Places Confirmed for 2016/17
Aylands	Social, Emotional & Mental Health	42	44	44	-2	44
Durants	Autism Spectrum Disorder & Severe Learning Difficulties	97	100	100	-3	105
Oaktree	Moderate Learning Difficulty	95	95	95	-	95
Russet Hse	Autism Spectrum Disorder	112	110	110	2	110
Waverley	Profound & Multiple Learning Disorder	111	117	117	-6	141
West Lea	Severe Learning Difficulty	138	132	132	6	138
Total		595	598	598	-3	633

4.2 The Authority has been working closely with each of the special schools either to address any variance between the places funded and pupil on roll or to seek how the special schools may support additional pupils in need to specialist provision. The section below (a) – (e) provides a brief summary on progress from these discussions.

(a) Aylands: the School is working with the Authority to increase the numbers at the School to match the number of places allocated. The situation regarding the vacant places will be kept under review.

(b) Durants: The School at the start of 2015/16 had pupils above the number of places available but currently there are only 97 pupils on roll. From September 2016, the Authority is aware that there will be 20 pupils, currently in mainstream schools, who will need to be placed at the School. Once the number of leavers are taken into account, this means, if the identified pupils are to have the required specialist provision then the number of places needed at the School would need to increase to 105 but this does not take into account any places required in-year.

In order to accommodate the additional pupils, the School has identified an area that could be converted to accommodate the additional pupils in a safe environment. The cost of conversion is being considered separately and the works will need to be completed by September 2016.

(c) Waverley: The place numbers at the School are historic and do not reflect the physical space available to accommodate the pupils with severe and profound disabilities, but is a reflection of the cost associated with meeting the needs of these very vulnerable pupils.

The School has tried to consider how the numbers of pupil on roll could be increased to match the place number but this is not really viable option. One of the considerations going forward is whether to redefine the place numbers and budget to reflect the actual position for the School.

Furthermore, the current projections of pupils needing to be placed in this type of specialist provision indicate that there is an immediate need for additional 16 places and then a similar increase the following year. The Authority has been working with the School to consider how these new pupils could be accommodated in the borough and yet could still be supported by the School. The proposal being considered is to develop an offsite unit at the site of Carterhatch Children's Centre to accommodate, over the next three years, up to 30

children aged 2 to 5 years old and the main School site would support pupils aged 5 – 19 years old.

It is recommended that officers work with the School to:

- Develop options for creating the additional 30 places at the Carterhatch offsite unit for September 2016. The School is then commissioned to manage this provision.
- Agree the place numbers at the main School site and then review the funding required to support the agreed number of places;

- (d) West Lea: the School agreed to admit additional pupils over the last couple of years and currently has 138 pupils on roll. It is recommended that the places at the School be increased from 132 to 138 to reflect the number of pupils placed at the School.

The School has also been commissioned by the Local Authority to manage the Home and Hospital Service, which also includes the Attendance Support Unit (ASU):

- The Home and Hospital Service provides tuition to pupils in hospital or unable to attend school due to medical reasons. The number of pupils supported by this service is demand led and so varies considerably year on year.
- The pupils accessing the ASU are, in the main, on the pupil roll of their main school but, in some instances, are either dual registered or are on the West Lea's pupil roll. Currently, there are 11 pupils receiving support from this Unit.

The total funding provided for this commissioned service is £308k per annum. Whilst the budget and expenditure for ASU can be managed, the variability of demand for the Home and Hospital Service does mean that the expenditure is not easy to forecast. This element of the Service overspent in 2014/15 and this overspend was absorbed by the School and is predicting an overspend for 2015/16 of approximately £50k.

Officers are recommending:

- due to the volatility of this budget, that the expenditure continues to be monitored closely and at year-end the School be recompensed for any additional costs associated with this service;
- the School provides a report to the Authority which includes a breakdown of expenditure and also summarising the outcomes achieved, the accreditation achieved by learners, attendance and pupil data;
- the School continues to provide this commissioned service for the next three years. This will be dependent upon receiving annual reports as detailed above and no changes to the national requirements for funding provision or pupils with high need.

- (e) Outreach Service: for 2015/16, the Authority invited each Special School to submit a bid to develop an Outreach Service to support both pupils with SEND and staff in mainstream schools. Bids were received from five of the special schools.

The Authority has been able to gather informal information on how this work is progressing but will be seeking to carry out a formal evaluation of the Outreach service provided by each of the special schools.

In the meantime, Officers are recommending that the special schools continue to provide the outreach as detailed in their original bid.

5 **Additionally Resourced Provision (ARPs)**

- 5.1 The table below provides a breakdown of the places funded at the Special schools. The numbers on roll are as reported on the October 2015 Pupil Census.

School	Type of Provision	Number on Roll Oct-15	Places Agreed for 2015-16	Places Confirmed for 2016-17	Variance
Bowes	Autism	6	6	6	
Bowes - St Marys	Social, emotional & mental health	8	8	14	
Brimsdown	Hearing Impairment	8	12	12	
Chesterfield	Complex Needs	10	8	8	
Galliard	Autism & Complex	8	8	8	
De Bohun	Autism & Complex	6	8	8	
Eastfield	Autism & Complex	6	8	8	
Chace	Complex Needs	2	8	8	
Highlands	Hearing Impairment	12	12	12	
Houndsfield	Speech & Language	9	8	8	
Suffolks	Speech & Language	16	16	16	
Lea Valley High	Speech & Language	4	8	8	
Durants (Winchmore)	Satellite – Autism	6	8	8	
West Lea (Broomfield)	Satellite – Complex	4	8	8	
Total		105	126	132	

- 5.2 Since last year, the provision at St Mary's has changed to become a more specialist provision supporting pupils with high levels of need in SEMH. With the increase in demand for this type of provision, there is a need to increase the number of places at St Mary's from 8 to 16.

The Unit at St Mary's is unique because unlike other schools, it is an offsite unit attached to Chesterfield School. It receives no support from the host school and is reliant on the resources provided by Chesterfield School. To meet the additional costs associated with an offsite unit operating in a similar way to a split site school, Chesterfield School have asked, for consideration to be given, for the unit to receive an additional amount similar to a primary split site school. Officers have assessed and consider this to be a reasonable request.

Officers are recommending:

- the total number of places at St Mary's be increased from 8 to 14 from April 2016.
- While Chesterfield School continues to be commissioned for providing this provision and it remains at St Mary's under the management of Chesterfield School that the Unit be also provided with funding, which would normally be allocated to a primary school on a split site.

- 5.3 Based on the framework presented at the previous meeting of the Forum, during the summer term, officers will be carrying out a desktop review of the current ARPs to evaluate the effectiveness of the provision in 2015/16. The outcome from the review will be reported to the Forum.
- 5.4 For 2016/17, officers will be recommending that the ARPs at these schools continue to be commissioned.

6 **Nurture Groups**

- 6.1 Nurture groups are a unique preventative resource for children with SEMH difficulties based on well documented psychological, social and educational theory and research. They are a specialised, small group, intensive intervention which provides on-going assessment and support for vulnerable children at risk of exclusion. The aim is to enable the child to access the curriculum and participate fully in school life without the need for resource heavy intervention. Practice within the group is grounded in attachment theory and child development theories.
- 6.2 Historically, staff in centrally funded and other groups have had access to a varied programme of training, support and development provided and coordinated by Early Years Social Inclusion (EYSI) team. EYSI is comprised of a multi-disciplinary team with experienced staff including health therapists and specialist advisors from an education background. This enables a comprehensive offer of support for schools from professionals within the team which includes advice from Occupational therapy, Physiotherapy and Speech and Language Therapy.

The training programme includes sessions on:

- records and data
- Makaton
- Communicate in Print and visual learning techniques
- sensory integration training
- selective mutism
- creative circle time
- how attachment difficulties affect speech and language
- anger management and de-escalation
- staff wellbeing
- children's emotional wellbeing
- using outdoor space for gross motor development
- readiness to write
- using a gym ball and parachute to improve motor skills

An annual INSET day and termly review meetings are held to raise issues and discussions to facilitate the development of the provision.

- 6.3 The centrally funded Nurture Groups must adhere to 6 Nurture Group Principles. They must operate according to Enfield's Operational Policy and Procedure, the main points of which include:
- description of the group and operational procedures
 - arrangements for selection and re-integration
 - roles of EP, EYSI LC, LA, head teacher, SENCO and NG staff
 - reference to the importance of parental engagement
 - monitoring arrangements
 - criteria for the allocation of NG funding to a school
- 6.4 There are currently 16 fully funded KS1 Nurture Groups operating and 2 part funded KS2 groups. Each group is funded for no less than 7 but a maximum of 10 pupils for a maximum of 4 terms at which point they will be gradually reintegrated into class.

The table below provides a breakdown of the schools currently centrally funded.

Provision	Type of Provision	Pupils 2014/15 Over academic yr	Places 2015/16	Places 2016/17
Bowes	Full funded KS1	7	10	Discontinued
Brettenham	Full funded KS1	5	10	10
Brimsdawn	Full funded KS1	8	10	10
Carterhatch Infants	Full funded KS1	14 (max 10 at any time)	10	10
Chesterfield	Full funded KS1	17 (max 10 at any time)	10	10
Eldon Infants	Full funded KS1	7	10	10
Fleecefield	Full funded KS1	6	10	10
Hazelbury I	Full funded KS1	13 (max 10 at any time)	10	10
Galliard	Full funded KS1	No data received	10	10
Honilands	Full funded KS1	9	10	10
Lavender	Full funded KS1	7	10	10
Prince of Wales	Full funded KS1	8	10	10
Raynham	Full funded KS1	11	10	10
Southbury	Full funded KS1	9	10	10
Tottenham	Full funded KS1	13 (max 10 at any time)	10	10
Wilbury	Full funded KS1	17 (max 10 at any time)	10	10
Carterhatch Juniors	P/T funded KS2	9	10	10
Eldon Juniors	P/T funded KS2	12	10	10

In addition, there are six schools funded for KS2 groups and five school funded for KS3 groups, all of whom also can access training and support provided by EYSI.

6.3 Evaluation process and arrangements for 2016/17

All centrally funded nurture groups are monitored on a two year cycle against the Operational Policy and Procedure. Other groups can be monitored if they request it. Data regarding the children's background and circumstances is collected annually. This gives an invaluable insight into the greater needs of the children that Nurture Groups serve, and outlines the kind of placements they go on to.

From April 2016, it is proposed that the frequency of monitoring will increase so that it is carried out on an annual basis. Data will be collected more rigorously to ascertain the numbers of pupils on roll in each setting, and it is proposed that outcomes demonstrated by Boxall Profile data be collected by the LA to measure impact.

Due to recent changes in funding from the DSG, EYSI services are to be payable by schools from 1 April 2016. Nurture Group places remain, but training, support and development will be purchasable, whether the group is funded centrally or by the school.

- 6.2 Following the decision by the Forum to reduce the funding provided to EYSI team. They are now working to develop a Service Level Agreement, which will include providing training, support and development to all Nurture groups, that is whether the group is funded centrally or by the school. Officers will also be reviewing the arrangements for commissioning Nurture Groups so that they are closely associated with the operational guidelines and evaluation processes. The Forum will be updated as this work progresses.

7 Autism

7.1 The Strategic Group is continuing to develop and progress the four strands identified for the Autism Action Plan.

The main provision for the delivery of the four strands has been through commissioning Russet House to set up and manage an Advisory Service for Autism (ASA). The ASA is based at Russet House and during the year has:

- developed and delivered training to teachers and other staff to increase knowledge and understanding of AET National Standards and Competencies for autism, as well as provide bespoke training to individual schools;
- supported pupils and staff in schools to ensure placements did not breakdown and pupils were able to meet the outcomes detailed in pupil's individual programmes.

The funding for the ASA has been provided through the outreach funding provided to Russet House School and also some of the additional funding allocated through the contingency held for autism.

The ASA started to operate from September 2014 and has been supported by Russet House School and the initial costs associated with the Unit were not charged against this provision and absorbed by the School. Now the Unit is operational and delivering on outcomes, the School has identified the annual costs required. The funding required totals £365k per annum and £304 will be funded from the outreach provision and the balance from the contingency held for the autism development.

Officers are recommending the School:

- provides a report to the Authority with an expenditure breakdown and also summarising the outcomes achieved, the accreditation achieved by learners, attendance and pupil data;
- continues to provide this commissioned service for the next three year. This will be dependent upon receiving annual reports as detailed above and no changes to the national requirements for funding provision or pupils' high needs.

8 Pupils in Independent and Out-borough Provision

8.1 The table below provides a breakdown of the pupils with ECH Plans or Statements or being assessed placed in independent and out-borough provision.

Provision	Type of Provision	Number on Pupils at Oct-14	Number on Pupils at Oct-15	Variance
Enfield	Independent	10	8	-2
Out-Borough	Independent	3	3	0
Out-Borough	Independent Special	48	71	23
Out-Borough	Mainstream	84	100	16
Out-Borough	Resource Mainstream	4	4	0
Out-Borough	Non-Maintained Special	7	7	0
Out-Borough	Maintained Special	39	58	19
Enfield	Independent	1	1	0
Out-Borough	Independent	15	5	-10
Out-Borough	Mainstream	9	6	-3
Total		220	263	43

- 8.2 From October 2014 and 2015, there has been an increase of 43 pupils (20%) placed in independent and out-borough provision and this has led to the current budget pressure being experienced in the High Needs Block (as reported to The Forum previously).

The strategies outlined the paragraphs above aim to maintain new pupils known to need specialist provision and so are supported by in-borough provision.

Officers are still working on whether and how some of the pupils currently in independent and out-borough provision may be moved back into Enfield.

9 **Post 16 Pupils with High Needs**

- 9.1 In addition, the Authority supports post 16 pupils in non-school provision. The table below provides a breakdown of the pupils in non-school post 16 provision:

Provider	Type of Provision	Number on Pupils at Oct-14	Number on Pupils at Oct-15	Variance
College of Haringey, Enfield & NE London	General FE	54	63	+9
Barnet & Southgate College	General FE and Specialist SEN	34	85	+51
Capel Manor	Specialist land based	2	3	+1
Harrow College	General FE with specialist deaf unit	1	1	0
Harrington Scheme	Independent Training Provider	3	0	-3
Oaklands College	General FE with Specialist SEN	4	2	-2
Learning Skills for Work	Independent training provider	10	13	+3
Sheiling College	Specialist Independent SEN College	1	1	0
Westgate College RSD	Specialist SEN College (Deaf)	2	1	-1
Total		111	169	+58

- 9.2 The change from October 2014 and 2015 has been a significant increase in the demand for SEN places at the new SEN centre at Barnet & Southgate College (Southgate Campus). In line with the introduction of the EHCP the popularity of Barnet & Southgate College's offer (both discrete and supported mainstream) has seen an increase of 51 high needs places. Whilst a number are beneficiaries who would have otherwise applied for out of borough provision, large numbers are now in education who may otherwise have not been placed.

There has been an increase of 60 places filled at the three Enfield based FE colleges. This results from each of those colleges developing provision to meet the needs of SEN learners aged 16-25.

Across the full range of providers it is also the case that learners previously in possession of Learning Difficulty Assessments or statements and now supported by an EHCP are securing education opportunities for a longer period of time. Whereas in the past a post 18 education programme would normally end after three years, it is becoming increasingly common for learners aged 23 and 24 years to continue in education.