SEND: Meeting the Challenge of Cost and Support

Nathan Caine, Head of ISEND Provider Services
Emily Taylor, Senior Assessment and Planning Manager
Beth Armstrong, Intervention and Support Manager
Introduction

The position around provision for children with SEND across East Sussex has, now, reached unsustainable levels:

• Levels of statutory assessments are higher than national
• Number of statutory assessments have increased over the last 2 years at a greater rate than nationally
• Schools are frequently saying that they are unable to meet the needs of children with SEND
• The number of children on school support plans has reduced
• Local Special Schools and PRUs are full and, as a result, we are placing more children in independent special schools

The result of this is that we are experiencing unprecedented pressure on the High Needs Block this year
ESCC Comparative Data

Percent of 0-25 year olds with Maintained Statements/EHC Plans

<table>
<thead>
<tr>
<th>Statements</th>
<th>Statements</th>
<th>Statements</th>
<th>Statements</th>
<th>Statements + EHC Plans</th>
<th>Statements + EHC Plans</th>
</tr>
</thead>
</table>

- **East Sussex**
- **SN Group inc. ESCC**
- **SN Group exc. ESCC**
- **South East**
- **England**
Pupils (all phases) on SEN support

% of Pupils with Special Educational Needs (SEN) Support

% all pupils with SEN Support

% all pupils with SEN Support


> East Sussex
> Statistical Neighbours
> England

eastsussex.gov.uk
ESCC Requests for statutory assessment

Total requests for Statutory Assessment
(cumulative across the year)
What does this tell us?

Comparatively, across East Sussex:

• Some schools feel less able to support children with SEND
• Some schools are not identifying children with SEND early enough
• Some schools are referring far more children for EHCPs than should be the case
• Fewer children with EHCPs are placed in mainstream schools.
• Too greater focus on external provision than internal provision

All of the above are combining to increase costs.
Projected Costs to HNB

- £0 (2016/17)
- £736,868 (2017/18)
- £1,613,768 (2018/19)
- £2,832,366 (2019/20)
- £4,027,110 (2020/21)
- £5,322,925 (2021/22)
## The Cost of Provision

<table>
<thead>
<tr>
<th>Special Need Category</th>
<th>Average Number of Children in M/S Schools</th>
<th>Average Cost Per Place</th>
<th>Average Number of Children in M/S Facilities</th>
<th>Average Cost Per Place</th>
<th>Average Number of Children in Special Schools</th>
<th>Average Cost Per Place</th>
<th>Average Number of Children in INMSS (non-boarding)</th>
<th>Average Cost Per Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autistic Spectrum Disorder</td>
<td>184</td>
<td>8,272</td>
<td>52</td>
<td>22,828</td>
<td>260</td>
<td>18,273</td>
<td>62</td>
<td>32,346</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>16</td>
<td>8,252</td>
<td></td>
<td></td>
<td>3</td>
<td>18,397</td>
<td>4</td>
<td>41,216</td>
</tr>
<tr>
<td>Moderate Learning Difficulty</td>
<td>120</td>
<td>8,388</td>
<td>12</td>
<td>18,022</td>
<td>147</td>
<td>17,924</td>
<td>9</td>
<td>25,313</td>
</tr>
<tr>
<td>Multi-Sensory Impairment</td>
<td>1</td>
<td>7,422</td>
<td></td>
<td></td>
<td>1</td>
<td>19,617</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical Disability</td>
<td>69</td>
<td>8,582</td>
<td>16</td>
<td>19,105</td>
<td>29</td>
<td>19,086</td>
<td>20</td>
<td>25,618</td>
</tr>
<tr>
<td>Profound &amp; Multiple Learning Difficulty</td>
<td>2</td>
<td>10,267</td>
<td></td>
<td></td>
<td>40</td>
<td>19,657</td>
<td>12</td>
<td>27,183</td>
</tr>
<tr>
<td>Severe Learning Difficulty</td>
<td>3</td>
<td>8,529</td>
<td>1</td>
<td>23,298</td>
<td>102</td>
<td>19,245</td>
<td>17</td>
<td>23,288</td>
</tr>
<tr>
<td>Social, Emotional &amp; Mental Health</td>
<td>135</td>
<td>8,061</td>
<td>1</td>
<td>20,426</td>
<td>149</td>
<td>19,424</td>
<td>35</td>
<td>33,881</td>
</tr>
<tr>
<td>Specific Learning Difficulty</td>
<td>26</td>
<td>7,793</td>
<td>5</td>
<td>17,952</td>
<td>8</td>
<td>18,546</td>
<td>14</td>
<td>20,819</td>
</tr>
<tr>
<td>Speech, Language &amp; Communication Needs</td>
<td>220</td>
<td>7,977</td>
<td>48</td>
<td>16,808</td>
<td>132</td>
<td>17,657</td>
<td>34</td>
<td>26,556</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>15</td>
<td>21,149</td>
<td></td>
<td></td>
<td>3</td>
<td>23,930</td>
<td>7</td>
<td>52,458</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>792</td>
<td>8,431</td>
<td>139</td>
<td>19,647</td>
<td>874</td>
<td>18,542</td>
<td>215</td>
<td>28,779</td>
</tr>
</tbody>
</table>
The Current Model

Department for Education

- Early Years Block
- Schools’ Block (DSG)
- High Needs Block

East Sussex County Council

Non-SEND Funding (places etc)

- Special School Places
- Top-up
- INMS
- Some ISEND Services
DSG and HNB Management

DEDICATED SCHOOLS GRANT (DSG)

HIGH NEEDS BLOCK BUDGET
## The Ongoing Pressures

<table>
<thead>
<tr>
<th>Pressures (£m)</th>
<th>2017/18</th>
<th>2018/19</th>
<th>2019/20</th>
<th>2020/21</th>
<th>2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>With no action</td>
<td>0.737</td>
<td>1.614</td>
<td>2.832</td>
<td>4.027</td>
<td>5.323</td>
</tr>
</tbody>
</table>

### Average Case Costs

<table>
<thead>
<tr>
<th></th>
<th>15/16</th>
<th>Current 16/17</th>
<th>Increase: 15/16 to 16/17</th>
<th>Pupil numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agency (SEN Agency)</strong></td>
<td>£</td>
<td>£</td>
<td>£</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>31,482</td>
<td>36,654</td>
<td>5,172</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Post 16 HN Top Up - Agency Placements</strong></td>
<td>£</td>
<td>£</td>
<td>£</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>27,826</td>
<td>30,305</td>
<td>2,480</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Post 16 HN Top Up - College Placements</strong></td>
<td>£</td>
<td>£</td>
<td>£</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>6,447</td>
<td>7,539</td>
<td>1,092</td>
<td>17%</td>
</tr>
</tbody>
</table>
The Financial Implications

The current trend of increasing costs is unsustainable. In order to balance the budget for 2017/18, we will need to take at around £4m from the schools’ DSG.

<table>
<thead>
<tr>
<th>Primary School Size</th>
<th>Potential financial impact on individual Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small – up to 150 pupils</td>
<td>£2,400 p.a.</td>
</tr>
<tr>
<td>Medium – 151 to 400 pupils</td>
<td>£7,300 p.a.</td>
</tr>
<tr>
<td>Large – 401+ pupils</td>
<td>£17,300 p.a.</td>
</tr>
</tbody>
</table>

This could increase if numbers do not go down.
ISEND Strategy 5
Aspirations

- Improve the outcomes of children and young people with SEND
- Provide high quality education, services and wider support to meet the needs of children with SEND
- Build capacity and improve inclusive practice in education settings
- Improve the engagement and influence of young people and the voice of the child
- Support families to be able to make decisions and have greater choice or influence in how services are delivered
- Ensure young people have a successful transition to adulthood
How do we do this?

• Key Priorities:
  – Keep more children in their local school
  – Support families to have greater confidence in their local mainstream school
  – Ensure that delegated SEND budgets are used effectively
  – Ensure the right support is in place for children, including effective use of the Matrix
  – Ensure that QFT is consistently in place with a strong focus on SEND
  – Ensure that external support is used in a timely way and is focused on
East Sussex County Council

Special Educational Needs and Disabilities Matrix of provision and need

Guidance on making provision for all pupils with SEND and funding arrangements for those in receipt of High Needs Top Up Funding

Emily Taylor Senior Manager Assessment and Planning, ISEND
ISEND Championing Change for Children

Relentlessly pursuing positive outcomes for children and young people, enabling them to thrive in their local community

‘Keep on Keeping on’
“Be relentless in pursuit of those goals, especially in the face of obstacles. Along the way, make no excuses and place no blame.”

Ray Bourque
There’s nothing notional about it

• Funding for pupils with SEND:
• Element 1
• Element 2
• Element 3
Funding directly paid to schools designated for the support of pupils with SEND

• Which staff know how much it is?
• Who has authority to decide on how it’s spent?
• Who has representation at senior leadership level to make strategic decisions about how it is spent?
• Is pupil premium and SEND cohort cross over recognised?
• Who monitors the impact of its spend?
• Who evaluates impact and uses this to inform future use of monies?
Cut to the chase

New Matrix funding arrangements *do not* represent the result of LA cuts to high needs funding
Cut to the chase

• High numbers of Education, Health and Care Plans (EHCPs- formerly statements) in East Sussex

• Continuing requests for EHCPs for pupils whose needs do not meet criteria for a statutory assessment

• Data= high number plans/low number on SEN support
Other pressures

• Requests for increased funding
• Requests for change of placement to a special school
• Breakdown of parental confidence in meeting SEND need (Code of Practice 2015)
• Increased number of appeals: refusal to assess/ refusal to issue a plan/ request for special independent school
Who will pay?

community
needs
statutory
support
confidence
independent
offer
cost
funding
voice
change
person
needs
local
special
high
young
pressure
breakdown
increased
placement
What happens next?

- £4M overspend 2016-17 generated on funding needed to support all pupils with SEND in East Sussex
- Maintaining high numbers of plans
- Increased banding
- Tribunal costs
- Cost of independent special schools £30K-£200K per annum, per pupil + transport costs - now up to age 25
Working together to meet challenge

Code of Practice SEN 2015 – FOCUS ON OUTCOMES

Relentlessly pursuing positive outcomes for children and young people, enabling them to thrive in their local community

Be healthy
Stay safe
Enjoy life
Achieve independence
Make a positive contribution
Achieve economic well being
**Physiological needs:**
food, water, warmth, rest

**Safety needs:**
security, safety

**Belongingness and love needs:**
intimate relationships, friends

**Esteem needs:**
prestige and feeling of accomplishment

**Self-actualization:**
achieving one’s full potential, including creative activities

**Self-fulfillment needs**
Facing Challenge Together

- Increased need
- Complexity of need
- Environmental/social factors
- Inter-generational problems
- Reduced health and mental health service
- Migration and transience
- Fragmentation of education system-whose responsibility is it?

- Adaptation
- Adjustment
- Flexibility
- Fluidity
- Commitment
- Intensive
- Early intervention
- Learning
- Relationships
How is ISEND responding to this challenge?

- Revised EHC Plan format
- Non Statutory Transition Funding
- School Based Plan Review
- Annual Reviews overhaul
- Preparation for Adulthood Plans
- Increasing special provision
- Broadening designation of special schools and facilities
- Reviewing outreach and facility
Elementals

- Relationships are key
- All teachers are teachers of special educational needs
- There will always be pupils with SEN
- The next pupil will be more complex than the previous one
- Teaching and learning pedagogical knowledge; technology; psychology and understanding about learning situations continually increase in complexity and scope
- In education we will always be rising to meet new challenge- this is now
What is the solution?
What is the solution?
Understand need

• Attachment and nurture
• Early childhood development
• Impact of deprivation and trauma
• Personal and self development
• Emotionally literate school
• Lead with confidence
• Relate with parents - *if you can’t relate with your parents’ experiences then find someone to work with you who can*
• Draw on every available support
An appeal for appeals

Independent Placements pose the highest cost:

- Financially
- Use of Resources

What are the outcomes?

Are we generating an industry?
Why is a school?
A final thought

We allow our ignorance to prevail upon us and make us think we can survive alone, alone in patches, alone in groups, alone in races, even alone in genders.

Maya Angelou
Building capacity to support schools to succeed

Beth Armstrong
Intervention and Support Manager, ISEND
ISEND Strategy 5

Aspirations

Build capacity and improve inclusive practice in education settings

Improve the outcomes of children and young people with SEND

Provide high quality education, services and wider support to meet the needs of children with SEND

Support families to be able to make decisions and have greater choice or influence in how services are delivered

Ensure young people have a successful transition to adulthood

Improve the engagement and influence of young people and the voice of the child
Celebrate difference

Learning disability has been invisible for too long. It’s time to see people with a learning disability for all they are and all they can be. Join the Here I Am campaign, spread the word and help change the future.

I'm not a learning disability

https://www.mencap.org.uk/
6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEND Code of Practice January 2015
Quality First Teaching

Wave 1 – inclusive quality first teaching

- **Wave 1** is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

http://my.optimus-education.com
Building Capacity

6.58 Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

6.59 Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

SEND Code of Practice January 2015
ISEND Provider Services

Head of ISEND Provider Services
Nathan Caine

Intervention & Support Manager
Beth Armstrong

Provision Manager
Sue Marsh

Business Unit & Service Development Manager
Nick King

Principal Educational Psychologist
Ceris Edwards

Early Years Service (EYS)
Senior Coordinator Specialist Support: Heather Sharp Coordinator: Anna Collins

Educational Psychology Service (EPS)
Senior Educational Psychologists: Andrew Puddiford, Daphne Hosie, Jennifer Shevlin

Communication Learning, Autism Support Service (CLASS)
Senior Coordinator Specialist Support: Heather Sharp Coordinator: Allison Marsden

Education Support Behaviour and Attendance Service (ESBAS)
Senior Coordinator: Adam Brazier Coordinator: Angela Good

Teaching & Learning Provision (TLP)
Senior Coordinator: Chloe Cushing Area Coordinators: Genevieve Wood, Jessica Holliday, Rhiannon Gordon

English as an Additional Language Service (EALS)
Coordinator: Tanya Mason

Sensory Needs Service (SNS)
Coordinator: Liz Beatty

Service offer:
• Statutory, core, and/or traded
• Front Door Phone: 01273 337660 ISENDfrontdoor@eastsussex.gov.uk
Matching service to need

• Early intervention is key
• Services will be flexible and create an intervention that meets your needs, provided the primary objective of ‘Build capacity and improve inclusive practice in education settings’ is being met
• Schools do not have to use ISEND services, they can use any Tier 3 Educational Specialist Service
• The specialist must provide a report with strategies, that must be used and reviewed over time
• Benefits of using ISEND services include the focus on the ISEND strategy outcomes, access to the full range of expertise within ISEND, and strong links and pathways to health providers and Early Help.
Being Creative

• Services will be flexible
• Where inclusion is most successful, schools are being creative with their delegated SEN funding and thinking beyond the 1:1 model
• Sharing experience and best practice between local schools, schools in similar positions, and Education Improvement Partnerships – better together
Thoughts and Questions?

Activity

10 minutes to talk on tables and record any questions and thoughts on post-its.

These will be collected and either responded to this morning or at the Inclusion Conference (30th November 2016).