

<b>High Needs Block - Use of funds transferred from Schools Block to HNB 2022-23</b>			
<b>Report being considered by:</b>	Schools Forum 14th March 2022		
<b>Report Author:</b>	Ian Pearson, Jane Seymour, Michelle Sancho		
<b>Item for:</b>	Decision	<b>By:</b>	All Forum Members

## 1. Purpose of the Report

1.1 This report sets out proposals for use of the funds which will be transferred from the Schools Block to the HNB in 2022-23.

## 2. Recommendation

2.1 To agree the use of funds transferred from the Schools Block to the HNB in the 2022-23 financial year

2.2 To request impact reports from Local Authority Officers on the projects funded from Schools Block Transfer in March 2023

2.3 To request impact reports from secondary schools which have received funds from the HNB for EBSA in October 2022 (for 2021-22 financial year) and in March 2023 (for 2022-23 financial year)

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

## 3. Introduction

3.1 Following consultation with schools, it has been agreed that a transfer of 0.25% of the Schools Block will be made to the High Needs Block in 2022-23. This amounts to £300,200.

3.2 Initial proposals for use of this funding were brought to the HFG and Schools Forum in January 2022. It was agreed that the proposals would be worked up in more detail including projected savings for further consideration at the March 2022 meeting.

3.3 It was also agreed that the second proposal for additional support for children with SEND in the early years would be considered by the Early Years Funding Group.

#### 4. Proposed use of Schools Block Transfer 2022-23

4.1 Since these proposals were previously brought to the forum, additional information for proposals 3 and 4 has been added to Table 1 below. Additional information for proposals 1, 2 and 5 has been added in the appendices to this report.

4.2 It should be noted that at the time of the previous report, proposal 2 had not been worked up. A sum for early years and SEND had been notionally allocated with the intention that a proposal would be developed following discussion with the Heads' Funding Group, the Schools Forum and the Early Years Funding Group. Use of these funds was also discussed with relevant stakeholders at the SEND Strategy Early Years Workstream group. The proposal outlined as proposal 2 in the table below and in Appendix 2 is largely based on input from the SEND Strategy Early Years Workstream Group.

4.3 Comments about use of funding for early years and SEND received from the Early Years Steering Group were as follows:

*"I agree that some funding needs to be allocated to train people in strategies to support children with ASC as this is becoming more and more prominent in all early years settings".*

Proposal 2 would support children with autism and those on the pathway for assessment for autism and is therefore consistent with this comment.

*"It would be nice though if some money was allocated to those with physical disabilities. ASC seems to get a lot of attention and although this is needed it does sometimes feel that other disabilities are forgotten about. I'm not sure how the money could be used to support this but there are children with physical needs who are very intelligent but can't attend mainstream settings due to access difficulties and staffing numbers."*

There was no specific proposal for use of funds to support children with physical disabilities. There is funding available through the Early Development and Inclusion Team to ensure that children with SEND including children with physical disabilities can access early years settings.

Table 1

Proposed use of Schools Block Transfer in 2022-23

	<b>ITEM</b>	<b>COST</b>	<b>Success Criteria</b>	<b>Projected savings</b>
1.	EDIT 0.4 post to reduce waiting times and give more support to children with SEND transitioning in to school. (Additional capacity could be absorbed by existing staff on a temporary basis for 12 months).  <i>See also Appendix 1 for more detail</i>	£26,387	Of 126 children known /referred only 107 are allocated (85%). The 19 unallocated to be taken on to caseload. Waiting time for new children	Avoidance of one local maintained special school placement due to improved transition to mainstream school would

			referred in the year before starting school to reduce from 1 to 3 months to 1 month maximum. Waiting time for younger children to be reduced from 3 to 6 months to 3 months maximum. All children referred in the year before transition to have at least 2 terms of intervention prior to transition.	save approximately <b>£26,000</b> including place funding.
2.	Funding for training of early years settings and parents to support children under five who have social communication difficulties and who may be waiting for speech and language therapy intervention and / or for autism assessment. 0.2 FTE speech and language therapist on a temporary 12 month basis.  <i>See also Appendix 2 for more detail</i>	£31,323 (£18,200 for 0.2 speech and language therapist plus possibly additional part time early years teacher).	Parents / carers will report having better understanding of how to support their child's social communication and feeling more confident in using strategies at home. Early years settings will report having better understanding of how to support children's social communication and feeling more confident in using strategies within the setting.	If one child does not need an Education, Health and Care Plan as a result of earlier intervention, this would result in a saving of approximately <b>£10,000</b> per annum. Avoidance of one local maintained special school placement due to earlier intervention would save approximately <b>£26,000</b> including place funding.
3.	SEMH Practitioner to provide a rapid response to children at risk of exclusion in order to avoid exclusions and associated costs. (Temporary 12 month	£41,490	Prevention of permanent exclusions	Avoidance of 3 permanent exclusions @ £20K per

	<p>contract). Following the pandemic suspensions have increased in secondary schools. Pupil at Risk meetings have been established to identify those at risk of exclusion but up until now there has not been a resource available to support pupils identified. The SEMH practitioner would provide interventions for those identified at PAR meetings.</p>			<p>exclusion. Saving of <b>£60,000</b></p>
4.	<p>Extension of I-College Provision £90,000 to extend I-College provision to provide Year 7 and 8 places. Secondary Headteachers were surveyed to gain their view regarding need. 100% of those that responded (5 secondary schools and iCollege) were supportive of such provision. Among the comments were:</p> <p>“I very much welcome the idea of £90k from the high needs block being used for KS3”</p> <p>“I could easily tell you the names of more than 3 students in each of years 7, 8 and 9 who are in danger of permanent exclusion, and I imagine every secondary colleague in the authority could do the same”</p> <p>“Primary schools have some very flexible arrangements in place that cannot be replicated in secondary school, and as such these pupils often struggle despite the very intensive and long term transition work in place”</p> <p>“I support greater provision, if [my school] has on average one per year and then there are 10 secondary schools there may well be at least 10 students who need this each year (more post pandemic)”</p> <p>“My feeling is that with lower literacy and numeracy levels as a result of the remote learning periods in the last two years, this will exasperate the gap between pupils in the coming year or so and it is likely more young people will struggle to settle well into the mainstream learning environment.”</p> <p>Evidence from iCollege admissions to Integration over the last 5 years shows</p>	£90,000	Prevention of permanent exclusions and associated costs and specialist placements	<p>Avoidance of 2 permanent exclusions at £20K per exclusion. Saving of £40,000. Avoidance of one specialist placement at £62,000. Total estimated saving <b>£102,000.</b></p>

<p>that a need has arisen, and is increasing, for provision for lower Key Stage 3 learners. See table below:</p> <table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><b>17/18</b></td> <td>1 PEX</td> <td>0</td> <td>1</td> </tr> <tr> <td><b>18/19</b></td> <td>1 InReach</td> <td>1 PEX</td> <td>2</td> </tr> <tr> <td><b>19/20</b></td> <td>1 InReach 1 EHCP</td> <td>2 InReach 1 EHCP</td> <td>5</td> </tr> <tr> <td><b>20/21</b></td> <td>3 InReach</td> <td>6 InReach</td> <td>9</td> </tr> <tr> <td><b>21/22 (to March 22)</b></td> <td>1 PEX 1 InReach</td> <td>3 InReach 3 awaiting EHCPs</td> <td>8</td> </tr> </tbody> </table> <p>(These figures do not include learners with EHCPs in the 'Pod Plus' Year 7 &amp; 8 provision, currently 12 in number</p>			Year 7	Year 8	Total	<b>17/18</b>	1 PEX	0	1	<b>18/19</b>	1 InReach	1 PEX	2	<b>19/20</b>	1 InReach 1 EHCP	2 InReach 1 EHCP	5	<b>20/21</b>	3 InReach	6 InReach	9	<b>21/22 (to March 22)</b>	1 PEX 1 InReach	3 InReach 3 awaiting EHCPs	8			
	Year 7	Year 8	Total																									
<b>17/18</b>	1 PEX	0	1																									
<b>18/19</b>	1 InReach	1 PEX	2																									
<b>19/20</b>	1 InReach 1 EHCP	2 InReach 1 EHCP	5																									
<b>20/21</b>	3 InReach	6 InReach	9																									
<b>21/22 (to March 22)</b>	1 PEX 1 InReach	3 InReach 3 awaiting EHCPs	8																									
5.	<p>Funding for delegation to secondary schools to support young people with EBSA (which they could use to buy in to the central service if they wish) @ £11,100 per school</p> <p><i>See also Appendix 3 for more detail</i></p>	£111,000	<p>Young people in secondary schools experiencing EBSA show improved attendance Avoidance of specialist placements for young people of secondary age experiencing EBSA</p>	<p>Avoidance of one specialist placement could save £62,000. If two specialist placements can be avoided the saving will be <b>£124,000.</b></p>																								
<b>Total</b>		<b>£300,200</b>																										

## Appendices

1. Additional information re proposal 1
2. Outline proposal from Speech and Language Therapy Service in respect of proposal 2
3. Additional information re proposal 5
4. Equalities Impact Assessment

