

# Transtions Support Programme - Staff co-funding request

**Report being considered by:** Schools' Forum on 14<sup>th</sup> October 2024

**Report Author:** Hester Collicut, DBV Programme Manager

**Item for:** Decision **By:** All Forum Members

## 1. Purpose of the Report

1.1 The report will outline the progress that has been made in relation to the Transitions Support Programme as part of the Delivering Better Value Programme and outlines rationale for match funding request.

## 2. Recommendation

2.1 The report will detail the request for match funding of two transition support Programme posts that have been identified as necessary for the sustained delivery of this pilot initiative for one year.

Is the Schools' Forum required to make a decision as part of this report or subsequent versions due to be considered later in the meeting cycle?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

## 3. Implications and Impact Assessment

Equalities Impact:	Positive	No Impact	Negative	Commentary
<b>A</b> Are there any aspects of the proposed decision, including how it is delivered or accessed, that could impact on inequality?	X			<b>Appendix A completed</b>

<p><b>B</b> Will the proposed decision have an impact upon the lives of people with protected characteristics, including employees and service users?</p>	x			<p>The purpose of the DBV Programme is improve outcomes for children and young people with SEND by improving timely access to services, interventions, and appropriate levels of funding.</p>
<p><b>Data Impact:</b></p>				<p>NO</p>
<p><b>Consultation and Engagement:</b></p>	<p>Key system partners are members of the <b>SEND Strategic Improvement Board</b> and Implementation/ Task groups.</p> <p>School representation on Task Groups provide operational input and regular updates are provided to Schools' Forum and the Heads Funding Group.</p> <p>The Parent Carer Forum is re-established and a representative sits on the <b>SEND Strategic Improvement Board</b> and DBV Task Group and is supported by the Participation and Engagement Manager and Strategy Officer.</p> <p>West Berkshire has sought to work with children, families, and Local Area partners throughout the DBV Programme. It is important to note that the Parent Carer Forum and Youth Forum have recently been reformed and are in the early stages of activity.</p> <p>A Communications Plan has been launched to support the delivery of the DBV Programme and ensure wider engagement with all sectors of the community.</p>			

#### 4. Introduction/Background

- 4.1 The Delivering Better Value Programme (DBV) identified that children with SEND at points of transition (either primary to secondary, or early years children with SEND entering Reception) are at higher risk of not accessing mainstream provision. Some parents and carers do not have confidence in mainstream to meet need, resulting in significant requests for statutory assessment, or requests -for children with an EHCP- for specialist placements, at point of transition.
- 4.2 The Transitions Support Programme, co-produced with schools, is a key element of the DBV Programme. The objectives of the programme are to:
- a) Provide additional co-produced advice and guidance to schools and settings to support children with SEND at points of transition between phases of education, focusing initially on entry into Reception and again between primary and secondary phases.
  - b) Guidance, co-produced with parents and carers, to support families through phase transition stages.

- c) Identify vulnerable cohorts in Early Years and in Year 6 who would benefit from additional targeted support into mainstream placements at the next phase of education.
- d) Reduce the demand for EHC assessments at points of transition by early identification of need and targeting of appropriate provision.
- e) Reduce the demand for independent non maintained special school placements (INMSS) by building parental confidence in the mainstream system to meet need, and thus reducing the pressure on the High Needs Block, supported through the deficit management plan.

## 5. Supporting Information

5.1 The Newton Europe DBV analysis in December 2023 identified significant cost savings if needs could be met in mainstream rather than in specialist (MSS) or independent non-maintained special school provision (INMSS).

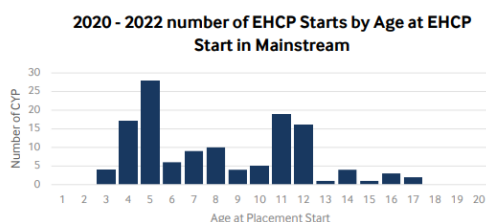
Opportunity	Number of Starts per year	Proportion of CYP affected	Average Duration of Placement	Average cost difference of change (HNB)	Confidence Weightings	Annual, Full Run Rate Cost Avoidance Range
Supporting the goals and aspirations of the child in a Mainstream setting rather than MSS	40 New starts in MSS	34% (14 CYP)	12.6 Years	£27,382 (MSS – Mainstream)	50% - 60% (7 – 8 CYP)	£2.3M - £2.7M
Supporting the goals and aspirations of the child in a Mainstream setting rather than INMSS	10 New starts in INMSS	40% (4 CYP)	6.3 Years	£73,675 (INMSS – Mainstream)	75% - 100% (3 – 4 CYP)	£1.4M - £1.9M

5.2 Newton Europe identified the majority of children and young people with new EHC plans start their provision in mainstream during the primary transition years and secondary transition years.

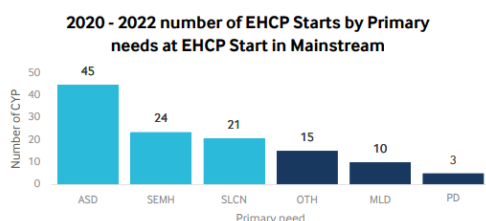
### Mainstream Deep Dive: ASD, SEMH and SLCN account for the primary needs of over two-thirds of new Mainstream starts



Mainstream



The majority of CYP with EHCPs start their provision at Mainstream during the primary transition years and secondary transition years, i.e., ages 4-5 and 11-12. These two groups account for 62% of the new-starts cohort.

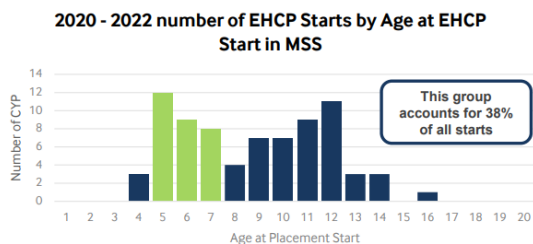


Among all Mainstream starts, ASD, SEMH and SLCN are the main primary needs, accounting for 69% of all starts.

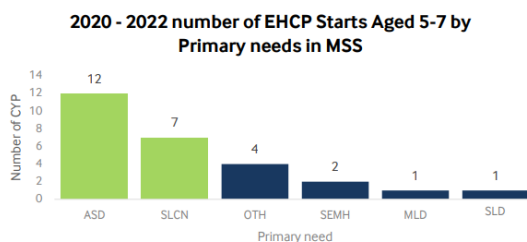
5.3 A high number of children and young people with new EHC plans start in maintained special schools during primary and secondary transition years. These age groups contribute 64% of the MSS new starts cohort.

## MSS Deep Dive: Two out of three MSS new starts aged 5-7 have ASD or SLCN as the main primary need

MSS



A high number of CYP new starts in MSS during the primary and secondary transition years, i.e., ages 5-7 and ages 11-12. These age groups contribute to 64% of the MSS new starts cohort.



66% of CYP who start in MSS aged 5-7 have ASD and SLCN as the main primary needs.

ASD and SLCN are the most common primary needs amongst starts in the primary transition years in MSS, with this cohort alone accounting for half of all MSS starts with SLCN.

By focusing on this cohort of starts, case reviews can understand the needs of a quarter of all starts in MSS and determine whether it's possible to support these CYP in a Mainstream setting.

Sources: Analysis of CYP Data

- 5.4 Co-produced transitions guidance for 6/7 transfer and early years/reception for schools and setting will be published in October 2024.
- 5.5 Co-produced guidance for parents will be developed in the Autumn Term 2024.
- 5.6 The DBV funded Transitions Support Programme Summer Term 2024 supported Early Years transition into Foundation 2, for September 2024. This will be continued into the Autumn Term 2024 to ensure vulnerable children are successfully supported into their mainstream placement. It is expected that it will build the confidence of receiving schools in their ability to meet need.
- 5.7 Approximately 50 Year 6 pupils have been identified who are vulnerable to risk of a failed transition and may require specialist placement. These have been identified by our LA advisory services – Autism Team, Cognition and Learning Team, EBSA, EPS, Exclusions and Therapeutic Approaches.
  - 23 of these pupils have EHCPs
  - 25 are at SEND support
  - 27 have Communication and Interaction as their primary SEN
  - 15 have Social, Emotional and Mental Health difficulties as their primary SEN
- 5.8 A DBV funded post is being recruited to support complex annual reviews for those at point of transition to ensure that parental concerns are addressed in a timely fashion.

## 6. Options for Consideration

- 6.1 It is proposed that two additional one-year FT posts are match funded (50/50) through Schools Forum to support the piloting of the Transitions Programme.

## 6.2 Post 1: Additional HLTA in the Autism Team to support transition (1 FTE)

From 1<sup>st</sup> January 2025 to 31 Dec 2025

Cost of staffing- £35840 (est 25/26)

Cost of a Laptop and phone - £1,000

Rough idea of travel expenses - £800

**Total – £37,640- 50/50 split- cost to Schools Forum: £18820**

### **Brief overview of this role:**

To support transition for the identified pupils who at risk of placement breakdown in mainstream. This would include preparation work in year 6 and support into the first term of year 7. Support is likely to be in the areas of:

- Emotional Regulation
- Reducing anxiety
- Exploring the environment and triggers – unpicking those that cause anxiety
- Developing self-esteem

It would also include training for schools and supporting them to help with transition for autistic pupils.

## 6.4 Post 2 – SEMH Practitioner to support transition (1 FTE)

From 1<sup>st</sup> Jan 2025 to 31<sup>st</sup> December 2025

Cost of Staffing - £45890 (est 25/26)

Cost of a Laptop and phone - £1,000

Rough idea of travel expenses - £800

**Total – £47,690- 50/50 split- cost to Schools Forum: £23,845**

### **Brief overview of this role:**

- To use an adaptable approach to support individuals who are at risk or currently have a number of exclusions with concerns of PEX.
- Offering 1:1 weekly session to unpick behaviour, explore feelings and views on what is and isn't going well in school, providing strategies for support and emotional regulation through play and interventions.
- Provide feedback to school to implement a bespoke support plan.

## 7. Proposals

- 7.1 The request to Schools Forum is a total of **£42,665** from 1<sup>st</sup> January 2025 to 31 December 2025 to provide match funding to the Transitions Programme Pilot. The impact of the pilot shall be evaluated termly throughout the programme and reported to Schools Forum in the Autumn Term 2025.

## 8. Conclusion

- 8.1 If the pilot proves successful in transitioning more children with SEND successfully into their next mainstream provision and thereby supports the Deficit Management Plan for the High Needs Block, consideration should be made to continue the Transitions Programme into the following years with associated funding requests to ensure its sustainability and longevity through an “invest to save” programme.

## 9. Appendices



## Appendix A

### Equality Impact Assessment (EqIA) - Stage One

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	Match Funding For Transitions Support Programme
<b>Name of Service/Directorate:</b>	<b>Education</b>
<b>Name of assessor:</b>	Susan Tanner
<b>Date of assessment:</b>	September 2024

Is this a .... ?		Is this policy, strategy, function or service ... ?	
<b>Policy</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>New or proposed</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>Strategy</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Already exists and is being reviewed</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Function</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Is changing</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Service</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	Support children Transitioning from primary to secondary mainstream schools identified by LA Support Services as having SEND with additional needs that may impact negatively on transition experiences.
<b>Objectives:</b>	Support identified SEND children in Year 6 into secondary mainstream placements.
<b>Outcomes:</b>	Successful Transition into secondary mainstream schools with identified pupils with SEND
<b>Benefits:</b>	<ul style="list-style-type: none"> <li>• Meeting SEND in local mainstream provision</li> <li>• Reduction in placements in maintained special schools and independent non maintained special schools with associated higher costs,</li> </ul>

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>		
<b>Group Affected</b>	<b>What might be the effect?</b>	<b>Information to support this</b>
Age	10-11	Transition Support Programme Pilot - DBV

**Transions Support Programme - Staff co-funding request**

Disability	SEND identified in Code of Practice 2015 at SEND Support or with an EHC plan	SEND Code of Practice 2015
Gender Reassignment	N/A	
Marriage and Civil Partnership	N/A	
Pregnancy and Maternity	N/A	
Race	N/A	
Religion or Belief	N/A	
Sex	N/A	
Sexual Orientation	N/A	
<b>Further Comments:</b>		

<b>(3) Result</b>	
<b>Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Please provide an explanation for your answer:</b>	
<b>Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Please provide an explanation for your answer:</b>	

<b>(4) Identify next steps as appropriate:</b>	
<b>EqlA Stage 2 required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Owner of EqlA Stage Two:</b>	
<b>Timescale for EqlA Stage Two:</b>	

**Name:** Susan Tanner

**Date:** September 2024