

20 April 2016

HIGH NEEDS BUDGET 2016-17

Report of the Director of Children's Services

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1. Purpose

To update the Forum on the elements of the High Needs Budget and the challenges and opportunities facing the budget as the SEND Strategy and workstreams develop.

2. Summary

The paper gives details of the High Needs Budget for 2016-17 including a comparison with the 2015-16 High Needs Budget figures which were presented to the Forum in April 2015. The paper also identifies possible financial issues that may emerge from the strategic workstreams.

3. Recommendation/s

- 3.1 Forum is asked to consider the elements of the High Needs Budget.
- 3.2 Forum is asked to note the possible issues arising from the workstreams.
- 3.3 Forum is asked to support the identified proposals for use of the SEND Development fund at this stage.
- 3.4 Forum is asked to note the summary of the ENF review and the next steps.

4. High Needs Budget

Overall the High Needs Budget has increased by £2.5m between 2015-16 and 2016-17. This is due to an increase in our High Needs DSG allocation and the setting of the High Needs Budget at the level of the High Needs block which has been offset by the net changes in responsibility, in particular with regard to Non-Maintained Special Schools.

The attached annexes set out

Annex 1: High Needs Budget for 2016-17, including a comparison with 2015-16

Annex 2 Description of the elements of the High Needs Budget

Annex 3: Executive Summary – Review of Exceptional Needs Funding

5. Possible Financial Challenges and Opportunities Arising from the SEND Strategy and Workstreams

5.1 These need to be seen in the context of the five key outcomes of the SEND Strategy:

- All schools, early years settings, colleges and services provide quality provision that meets the needs of children and young people with SEND locally
- Short and long term outcomes for children and young people with SEND are improved and there is evidence of their achievements and progress socially, emotionally and academically
- Communication between parents, children and young people, and schools, early years settings and colleges is good, engendering trust, confidence, respect and constructive partnership working
- Available resources for SEN are managed through a transparent approach that is fair, meets local needs and achieves best value for money
- The local authority works proactively and collaboratively with parents, young people, schools, early years settings, colleges and other partners using co-production to improve service planning, design, delivery and review.

5.2 The SEND Strategy and the 10 associated workstream briefs, with reports of progress so far, are published at www.hertsdirect.org/sendstrategy.

5.3 As the Strategy and workstreams develop there will be recommendations and decisions which may have financial consequences for the High Needs Budget. The budget is finite and therefore changes in one area may lead to challenges or opportunities for other aspects of the budget.

5.4 Some of the possible areas of consideration are identified below:

Area	Notes
1. Special Schools	There are implications for more flexibility and different models of provision to meet complex needs. There may be some areas of efficiency where there is relative under use and some areas are likely to require increased expenditure.

Area	Notes
2. Roman Fields	There are implications for developing flexible and integrated personalised provision across other areas of the County, similar to aims of N.Herts Alternative Solutions. There may be a need to 'invest to save'.
3. Independent and Non-Maintained Special Schools	The Strategy aims to achieve further reductions in use of these provisions but there needs to be a contingency for unplanned increase in placements.
4. Mainstream School Units and Bases	
<ul style="list-style-type: none"> • Primary Support Bases/ Locally Commissioned Primary Behaviour Support 	The nature of primary behaviour support is changing and this needs to meet a range of needs, including provision for exclusion from the 6 th day. There may be cost implications in this area.
<ul style="list-style-type: none"> • Speech and Language Units 	There may be implications from the review concerning the current model of provision. There is likely to be more focus on services to mainstream schools to support capacity building and achieve best value for money.
<ul style="list-style-type: none"> • Hearing Impaired Units 	There may be implications from the review concerning need, purpose and equity.
<ul style="list-style-type: none"> • Visually Impaired Unit 	There is under-use of the VI unit. These needs are now successfully met in local schools. There may be efficiencies in this area.
<ul style="list-style-type: none"> • Primary SpLD Bases 	The review has raised issues relating to purpose, value for money and equity. It has queried whether this remains an area of High Needs provision. Efficiencies are expected in this area.
<ul style="list-style-type: none"> • Secondary SpLD 	Proposed closure of this model of service with part year efficiencies of £120k in 2016-17.
<ul style="list-style-type: none"> • PNI Designated Schools 	A review will consider whether this model remains appropriate. Potential efficiencies could be made in this area.
<ul style="list-style-type: none"> • Bushey Meads PNI Unit 	A review will need to identify value for money, purpose, equity and links with other PNI provision. There may be potential efficiencies to be made overall.
5. ESCs and Alternate Provider Academy	The nature of this provision is changing including commissioning arrangements. There is a need to ensure equity of provision and links with other local services and providers for high level behaviour needs.

Area	Notes
6. Hospital Education – Forest House and ESTMA	A review would need to evaluate organisation, purpose, impact and possible alternative models of delivering these services including consideration of value for money.
7. Exceptional Needs Funding	There may need to be an increase in funding for this area as a result of the review findings.
8. Early Years Provision <ul style="list-style-type: none"> <li data-bbox="240 568 746 604">• Specialist Development Centres <li data-bbox="240 680 676 716">• Ludwick Enrichment Group 	There is a need to identify if this provision is appropriately funded in the light of all Early Years Provision. There is a need to identify the purpose and resourcing arrangements of Ludwick Enrichment Group and consider equity across the County. There may be possible saving in this area.
9. Nurture provision	This budget has been reduced by 50% and is now distributed to DSPL Areas as part of their overall budget.
10. Post 16 High Needs – Colleges	This area needs to be more broadly understood as part of overall 0-25 funding arrangements.
11. Other Provision for Individual Pupils	The purpose and impact should be reviewed to identify purpose and impact of these elements.
12. Countywide Initiatives <ul style="list-style-type: none"> <li data-bbox="240 1234 564 1270">• DSPL Area Groups <li data-bbox="240 1487 772 1523">• DSPL Budget for Special Schools <li data-bbox="240 1599 740 1635">• Speech and Language Therapy <li data-bbox="240 1861 799 1897">• Keeping Children in Local Provision 	This budget has been reviewed for 2016/17 to support local strategic developments linked to the workstreams. Better monitoring and accountability procedures are in place. Funding for the leadership of DSPL locally has been modelled with revised role descriptions. The use of this development budget may need to be more closely aligned with DSPL Area Groups funding This contract has been extended for a further year to allow work to take place concerning provision, equity and value for money and commissioning arrangements across all DSG funded speech and language services/provision. It is possible that efficiencies can be made in this area. This budget has been significantly reduced as this approach has become embedded.
13. Support and Outreach Services <ul style="list-style-type: none"> <li data-bbox="240 2002 644 2038">• Special School Outreach 	This is currently under review. These services may expand if the impact is

Area	Notes
<ul style="list-style-type: none"> • Physical and Sensory Impairment (Low Incidence) Team • Communication and Autism Team • Area Early Years Teams SEND • Accredited SpLD training and advice 	<p>appropriate. There may be additional investment in this area.</p> <p>This service will be reviewed as part of the Physical and Physical workstream. The service supports a range of needs, some of which may offer potential efficiencies or require additional investment.</p> <p>This service will be reviewed in the light of the Autism Strategy. Investment is being made in services for autism and it is possible there may be additional costs here.</p> <p>The Early Years Specialist Development Centres are part of these teams. The service will need to be reviewed in light of all early years provision for high needs but also alongside the PSI team and CAT team. (see above). It is likely that further resource may need to be made available to PVI settings for early intervention but this may come from savings elsewhere.</p> <p>This is linked to the SpLD review. There are likely to be savings in this area but the workstream will consider whether some provision may still need to be made.</p>
14. Equipment	This area needs to be reviewed to ensure purpose and value for money.
15. Miscellaneous	Savings have been made in this budget with the removal of contingencies.

6. Exceptional Needs Funding Review

- 6.1 An executive summary of the ENF review is attached at Annex 3. Feedback sessions have been arranged for schools, parents and services. It is proposed that a working group will then consider the review, the recommendations and options and develop an appropriate action plan. Forum is asked to note the issues in the summary.

7. SEND Development Fund

The Forum agreed to set aside a dedicated fund to resource developments arising from the SEND Strategy and associated workstreams. Forum is asked to support the following proposals for the use of this fund at this stage.

Autism

The autism workstream has developed a detailed action plan to improve services and outcomes for children and young people with autism. An

investment of funding is required to ensure that schools and settings are supported at County and DSPL level to provide a quality service. The proposals include:

- A DSPL role in each area with a focus on autism. A role description has been developed and includes acting as the area contact for services and support, establishing an early resolution system for placements at risk and assisting all schools and settings to provide a quality offer for autism. Approximately £150k is required to fund these roles for 3 years.
- A County-wide Autism Lead to lead the autism transformation programme, to induct, train and support the DSPL Area autism roles and lead the countywide training and development programme. Approximately £55k is required to fund this role for 2 years.
- The establishment of Hertfordshire as an Autism Education Trust Training Hub and implementation of the associated tiered model of training and development across all schools and settings. Approximately £150k is required for 2 years.

Quality Offer

The quality offer workstream is developing an evaluation tool at school and DSPL level with associated training. Approximately £75k is required for development and roll out.

Monitoring and Evaluation

Activities associated with ensuring outcomes are robustly evaluated and monitored across the strategy in all 10 workstreams to ensure impact and value for money. Approximately £40k is required.

8. Conclusion

Forum is asked to note and comment on the issues in the report and to support the recommendations.