

<b>Report to:</b>	<b>EDUCATION ATTAINMENT IMPROVEMENT BOARD</b>
<b>Date:</b>	22 October 2019
<b>Executive Member / Reporting Officer:</b>	Councillor Fairfoull – Deputy Leader and Executive Member for Children’s Services Tim Bowman, Assistant Director, Education
<b>Subject:</b>	<b>SEND FORWARD PLAN</b>
<b>Report Summary:</b>	<p>The following report summarises the key elements and recommendations of the SEND Forward Plan and the priorities for 2019-2020.</p> <p>The Council has a statutory responsibility under the Children’s Act 2014 to keep its special educational provision under review and to make sure there is the right type of provision and enough places to meet the needs of children and young people with SEND.</p> <p>In producing this plan, the Local Authority has worked with parents and carers, schools and other education providers and professionals working in the area of SEND, and children and young people themselves.</p> <p>Through this plan, we want to further improve the good or better offer from our special schools to meet the needs of more Tameside children and young people. It also sets out what we will do to develop and improve education provision for all children and young people with SEND in Tameside. It will be monitored and reviewed regularly so the Local Authority will know things are getting better for children and young people.</p> <p>The document is in the process of consultation, which is likely to result in further development and refinement, to ensure that as an authority we can correctly identify our key priorities and actions for the next twelve months and beyond.</p>
<b>Recommendations:</b>	That the board note the content of the report.
<b>Corporate Plan:</b>	Early identification of high quality support for children and young people with special education needs and / or disabilities is a vital part of our <b>Living Well and Starting Well</b> objectives.
<b>Policy Implications:</b>	None currently identified.
<b>Financial Implications:</b> <b>(Authorised by the statutory Section 151 Officer &amp; Chief Finance Officer)</b>	<p>The priorities outlined in section 7 need to be fully financially assessed to understand the impact of these on the High Needs Budget, which is currently forecasting an overspend.</p> <p>It is recognised that some of the suggestions may be cost avoidance measures, that may increase the DSG overspend before saving begin to materialise. The proposals will be assessed and reported back to the Director of Children’s Services and The Director of Finance prior to implementation.</p>
<b>Legal Implications:</b> <b>(Authorised by the Borough</b>	Failure to comply with this statutory duty will put the Council at risk of Judicial / Ombudsman /Ofsted challenge. There is increasing pressure in relation to two competing statutory duties, to deliver a balanced budget and to comply with SEND

**Solicitor)**

obligations.

**Risk Management:**

There is a risk to future outcomes for our children and young people with SEND in Tameside if the recommendations of this report are not implemented. However, the projections and recommendations have financial implications, which should also be taken into account.

**Access to Information:**

The background papers relating to this report can be inspected by contacting Charlotte Finch, Head of SEND.

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## 1. INTRODUCTION

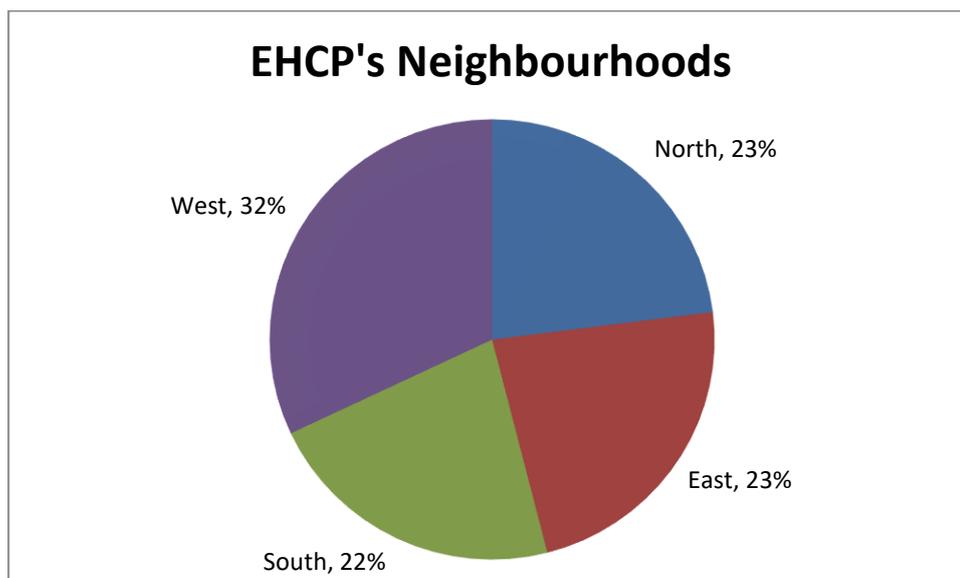
- 1.1 The SEND Forward plan sets out what Tameside will do to develop and improve education provision for children and young people with SEND in Tameside. The plan focuses specifically on educational provision for children and young people with SEND, but we know that in order to meet needs effectively, a number of services including health and social care services must work together. The plan contains **38** recommendations across a continuum of integrated universal, targeted and specialist provision across the Borough for children and young people aged 0-25, designed to ensure that as an authority, we continue our work towards removing the barriers that get in the way of children who have SEN and/or disabilities being fully included in all areas of school life. These recommendations are being collated into a prioritised action grid and a list of immediate priorities for the year ahead can be found in the conclusion of this report.
- 1.2 The structure of the SEND Forward Plan is founded on the Tameside Council strategic Plan, the SEND Development Strategy and the Health and Well Being Board. It is Informed by responses from Parents/Carers, Schools/Provision, Pupils, LA and NHS Staff. It is hoped that in implementing the recommendations of the plan, we can:

Overall outcomes
Improved educational, social, emotional and health outcomes for children and young people with SEND.
All services fully integrated in supporting children and young people with SEND
Increased parental confidence in the continuum of SEND provision in Tameside.
Drivers
Early identification of SEND through high quality, robust assessment of children and young people's needs.
More children and young people with SEND have sustained placements in local settings, schools and colleges that are judged good or outstanding by OFSTED.
All education providers are able to effectively support a range of special educational needs and disabilities.
Effective local area partnership governance arrangements through Neighbourhoods to ensure SEND provision meets local needs and partners are jointly accountable.
Secure Parental Confidence in the SEND system.

## 2. SEND IN TAMESIDE

- 2.1 This report identifies the following trends in SEND in Tameside:
- 2.2 As of January 2019 **14.2%** of the school aged population in Tameside was identified as having a special educational need and/or disability. (approximately **5,200** children and young people).
- 2.3 The figure is likely to rise to between **6,500** and **7,500** in the future.
- 2.4 **12.1%** of our school population is at SEN support, equating to approximately **4,400** pupils. (this number is likely to rise, predominantly in secondary schools).
- 2.5 The number of children and young people with EHCPs in the Borough is rising. There were **1342** in Feb 2019. It is very difficult to predict the future number of EHCPs that may be issued, and various calculations range between an in year growth of anywhere between **338** and **622**. Although there is a wide spread in predictions, none is sustainable and over the next year this would equate to an overspend on the high needs block budget of between **£4.57m** and **£5.2m**.

2.6 Proportion of children and young people with EHCPs resident in each Neighbourhood:



*(See complete report for breakdown of needs by neighbourhood in appendices)*

2.7 If things stay the same we expect to need around **120** extra special school places by 2024, with over **200** places in mainstream and independent schools.

### 3. CURRENT SEN PROVISION IN TAMESIDE

3.1 In Tameside we refer to a 'continuum of provision' for children and young people with SEND. This continuum includes universal, targeted, and specialist provision. In addition to mainstream (universal) provision, we currently have:

3.2 Resource bases in mainstream schools– these are mainstream schools providing a resourced base offer to children and young people with SEND. This is generally an offer of a small base provision.(Targeted)

3.3 Pupil Referral Service (PRS) – this is a school established and maintained by a local authority to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.(Targeted)

3.4 Special School - A special school is specifically organised to make special educational provision for pupils with SEN. Pupils attending a special school have an Education, Health and Care Plan.(Specialist)

3.5 At the moment there are not enough places in our special schools to meet the needs of Tameside children and young people with EHCPs. In addition, there are some particular issues linked to the overall special school offer in the Borough.

3.6 There is special school provision in all neighbourhoods. However, the different Special schools have particular focused provision in different parts of the Borough, which are not well aligned with need.

3.7 181 pupils are attending schools and colleges outside of Tameside. These are attending other local authority Special schools, independent, non-maintained or Special Free schools or Special Academies outside of Tameside. This means a number of pupils are often not

being educated close to their home. This puts more pressure on the budget, both for special school provision and for transport.

- 3.8 There are insufficient Post 16 places in Special Schools for those that need that provision. Attention needs to be given to the provision to meet the needs of certain students as they move into adulthood.

#### **4. PROVISION NEED IN TAMESIDE**

- 4.1 If there are no further increases in assessments of ASC over the next 5 years and none removed there will be the need for 28 further places, mainly at secondary and Post 16.

- 4.2 If new ASC assessments are reduced by 10% and there is a removal of EHCPs of between 15 and 25% after Y12 then there will be a reduction of approx 51 places mainly in primary and post 16. This is optimistic and is likely to be nearer 20 places mainly in upper primary and Post 16.

- 4.3 If there is no change in SEMH referrals and EHCPs then there will be a need for an extra 58 places, mainly in Post 16.

- 4.4 If new assessment for SEMH are reduced by 10% and there is a removal of EHCPs of between 15 and 25% after Y12 then there will be a reduction of approx 86 places mainly in primary and Post 16.

- 4.5 If there is no change in MLD referrals and EHCPs then there will be a need for an extra 155 places, mainly in Post 16.

- 4.6 If new assessment for MLD are reduced by 10% and there is a removal of EHCPs of between 15 and 25% after Y12 then there will be a reduction of approx 71 places mainly in primary and Key Stage 3.

- 4.7 If there is no reduction in assessments and EHCPs then there will be the need for an extra 327 places.

- 4.8 If targets for reduction are achieved then there will be a total reduction in need for places for EHCPs of 208 places over current provision which would negate the need for much of the out of Borough placements. However, it would be more realistic to expect around 100 fewer places via EHCPs. There will still be the need of provision for pre-statutory support and low level EHCPs. It is here where resource provision would be required and therefore 12 resource centres (3 per neighbourhood) of approximately 8-10 places would meet this demand.

#### **Funding Implications**

- 4.9 Over time the monitoring of placements, funding levels and the review of the efficacy of the funded placements has been inconsistent. We are on a trajectory of improvement in this area, but there remain risks to the efficient delivery of SEND provision across the 0-25 age range.

- 4.10 Unless significant moves are made to reduce the movement of pupils out of the mainstream schools and into specialist provision the authority will suffer greater demands on its central budget. In order to make for the efficient use of education funding in the future, Tameside should be considering capital investment to create provision within the neighbourhoods.

## 5. SEND IN TAMESIDE – WHAT WE ARE PLANNING TO DO?

- 5.1 This strategic plan will deliver support for children and young people with SEND across the continuum of universal, targeted and specialist provision.
- 5.2 **38 recommendations** have been identified in this plan; **13 across Universal Provision, 15 across Targeted Provision and 10 across Specialist Provision.** (See appendices for full details of these recommendations in the complete SEND Forward Plan).
- 5.3 Whilst all these recommendations have merit, and should be considered for implementation over time, they been distilled down to 8 immediate priorities for 2019/2020.

## 6. FEEDBACK FROM STAKEHOLDERS

- 6.1 The SEND Forward Plan was shared in summer term with key stakeholders including, Health commissioners, Tameside's Parent Carer Forum, Special school Head teachers, Mainstream school Head teachers and SENCOs. A summary of the feedback is below.

### 6.2 Key Areas of Agreement

- Main focus, intention and vision broadly welcomed.
- Main focus of recommendations broadly welcomed.
- Plan needs to be shorter!
- Top up funding needs to be reviewed and access to funding looked at.
- Funding for provision welcome, but need to understand how it links to statutory planning.
- Focus on early identification of SEND welcome.
- More work needed on transition.
- Important that all post 16 providers work together on future model (College, Special Schools).
- That closer alignment between health and education services is vital (esp. therapy services).
- Introduction of charter mark welcomed.
- More training needed for all. Importance of quality first teaching.
- School leaders (SENCO and Heads) keen to be engaged in next steps. A steering group should be established.
- Agreement on the importance of area SENCOs.
- Teaching Schools need to be engaged in next steps of delivery.

### 6.3 Key Areas of Challenge

- There are differences in practice between phases – different interpretation of identifying and meeting need.
- More focus needed on assess, plan, do, review.
- Work to do on areas of need SEMH, MLD in particular.
- Support from the LA needs to improve (services).
- Need to work with Health and Wellbeing Board to look into rising identification of SEMH and its implication for schools and colleges.
- Post 16 plans need more discussion and planning.
- More needed on nurture and specialist support for “behaviour”.
- There is a need for more training in the proper identification of SEND based on the definition given in the 2015 Code of Practice.
- Can there be a more collaborative approach to writing plans?

## **7. CONCLUSION- IMMEDIATE PRIORITIES FOR 2019/2020**

- 7.1 Consider the allocation of a budget to neighbourhood panels to “buy-in” specific support at pre-statutory level.
- 7.2 Reorganise central SEN support services into neighbourhood based teams for early intervention.
- 7.3 Create **12 resource centres** (3 per neighbourhood) of approximately **8-10 places**, with a focus on the main areas of need **SEMH, ASC AND MLD**. Consider capital investment to create provision within the neighbourhoods.
- 7.4 Produce request for expression of interest for schools for hosting Resource bases.
- 7.5 Review the designation of our special school and modify if required, as provision is developed and other recommendations are implemented.
- 7.6 Covert Thomas Ashton SEMH school from KS 2&3 to KS 3&4 and create satellite provision for KS1&2, including short stay nurture provision, supporting a realistic return to mainstream. Utilise Birch Lane.
- 7.7 Create satellite provision for Communication and Interaction in each of the neighbourhoods, with pupils on roll at Hawthorns and Samuel Laycock Schools.
- 7.8 Create Post 16 provision in Cromwell and Samuel Laycock Schools for students with more complex needs.

## **8. RECOMMENDATIONS**

- 8.1 As set out at the front of the report.