

## Strategic Review of High Needs Provision Action Plan

	Work streams	Key milestones	Lead	Timescale	Expected outcomes	Resources required
1	<p>To carry out a comprehensive review of the distribution, use and impact of current funding in the High Needs Block in partnership with all Nottinghamshire schools and PVI providers, to determine:</p> <ul style="list-style-type: none"> <li>the most effective use of future funding</li> <li>ensure that future spending is contained within the budget available</li> <li>update the Inclusion Strategy for Nottinghamshire</li> </ul> <p>To report the findings of the review and its recommendations to the Schools Forum to inform decisions on future spending of the High Needs Block Budget</p>	<ol style="list-style-type: none"> <li>To establish the scope and governance arrangements for the High Needs review including representatives from the School's Forum.</li> <li>To share the scope of the review and the overall action plan with the School's Forum in February 2018.</li> <li>To complete consultations on the current Nottinghamshire Inclusion Strategy with all stakeholders, including, schools, colleges, health, social care, early years providers and parents / carers.</li> <li>To carry out a comprehensive review of the effectiveness with all stakeholders of the current use of the High Needs Block funding by district and Family of Schools, across all the current budget lines.</li> <li>To understand the implications of the development of Alternative Provision Free Schools in Nottinghamshire for the High Needs Block Budget.</li> <li>To use the outcomes of the review to identify the most appropriate mixture of provision required to meet the needs of children and young people whilst achieving the best value for the High Needs Block budget.</li> <li>To produce a revised 'Inclusion Strategy and policy' for Nottinghamshire, which addresses the barriers identified during the consultation phase and the review of the High Needs Block funding, taking into account the outcomes of the following keys areas of the Strategic Review: (4, 5 and 6 below).</li> <li>To agree an Alternative Provision Free Schools Policy within a revised and agreed Inclusion Strategy and poli</li> </ol>	Linda Foster / Jill Norman	By July 2018	<ul style="list-style-type: none"> <li>A shared understanding between school, PVI partners and the Local Authority on the best use of the High Needs Block budget including the strategic development of new provisions.</li> <li>Common understanding of inclusion in Nottinghamshire</li> <li>Strategies identified to address barriers to Inclusion.</li> <li>Revised graduated approach in place</li> <li>Young children with high level needs have access to additional support regardless of where they access their Early years entitlement</li> <li>Provide recommendations on the most effective use of future High Needs Block funding to best meet the needs of children and young people with SEND within the allocated budget</li> </ul>	<p>30 days consultancy @ £630 a day = £18,900</p> <p>Travel expenses (24 miles per day @ 45 pence per mile) = £324</p> <p>Venue costs for stakeholder meetings = £6,600 (21 half days))</p> <p>Plus costs to implement the changes needed to Strategy, Policy and for training are not included</p> <hr/> <p>Total cost (excluding any implementation costs) = £25,824</p>

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2.	To review the current Key Stage 4 & Key Stage 5 curriculum offer	<ol style="list-style-type: none"> <li>To complete a mapping exercise of Key Stages 4 and 5 curriculum for children and young people with SEND across school, college and alternative provision settings.</li> <li>To identify gaps in provision, or provision without appropriate pathways.</li> <li>To make recommendations to educational settings to address the issues arising from the mapping exercise.</li> <li>To identify any sub-contract arrangements between schools, colleges, alternative providers and where necessary ensure that any double funding is eliminated.</li> <li>To identify progression routes particularly to internships, apprenticeships or employment, including a partnership bid for newly announced (1 December 2017) national funding for internships.</li> <li>To link with the Post 16 Area Based Review.</li> </ol>	Linda Foster / Jill Norman	Start April 2018	<ul style="list-style-type: none"> <li>Clear understanding of the curriculum offer and pathways to appropriate education, employment or training opportunities for children and young people with SEND across various Key Stage 4 and post-16 settings</li> <li>Development of supported internship pathways across a range of Nottinghamshire providers to enable more young people to transition to employment</li> <li>More young people with complex SEND are accessing the most appropriate curriculum leading to employment.</li> </ul>	Key stage 5 = £12,000 Key Stage 4 = 30 days consultancy @ £450 per day = £13,500  Total cost = £25,600
3.	To develop a regional framework for commissioning	SEN regional project manager to be appointed to complete the following milestones: <ol style="list-style-type: none"> <li>Regional needs assessment including demand, an analysis of the market</li> <li>Review of local authority models &amp; processes</li> <li>Review of other regional examples</li> <li>Development of regional standards.</li> </ol>	Jon Hawketts	By December 2018	<ul style="list-style-type: none"> <li>An options appraisal</li> <li>A specification</li> <li>Models for a regional framework</li> <li>A detailed business case with recommendations.</li> </ul>	Total cost = £10,000 (NB share of the costs with 6 other East Midlands local authorities)
4.	To review develop the provision provided by the HRET and PDSS teams	<ol style="list-style-type: none"> <li>To use the outcomes of the review to confirm the preferred delivery model for the HRET service.</li> <li>To undertake an in-depth review of the PDSS service as part of the High Needs Block review.</li> </ol>	Linda Foster / Jill Norman / Irene Kakoullis	By November 2017	<ul style="list-style-type: none"> <li>Preferred delivery model identified &amp; implemented</li> <li>Future efficiencies in service delivery identified</li> <li>Future funding requirements determined.</li> <li>Early years providers have access to services that deliver cost effective support to children eligible for DAF (Disability Access Fund)</li> </ul>	HRET review no additional cost (carried out by NCC staff) £2000 for HRET & PDSS report writing  Total Cost = £2,000

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5.	To review cases and findings of Tribunals	To review all mediation and Tribunal cases over the last 12 months involving the County Council in order to: <ol style="list-style-type: none"> <li>1. Identify reasons why cases are over turned at internal review stage or mediation.</li> <li>2. Identify issues and patterns in the findings by Tribunals against the Local Authority.</li> <li>3. Review current mediation and Tribunal policies and procedures based upon the review findings.</li> <li>4. Identify strategies for the County Council to adopt in order to defend cases more effectively.</li> <li>5. Review the cost effectiveness of employing a Sensory Occupational Therapist to undertake assessments for the Local Authority.</li> <li>6. Deliver training for key stakeholders based upon the review's findings.</li> </ol>	Jill Norman	By September 2018	<ul style="list-style-type: none"> <li>• Improved confidence and trust in working relationships with parents and carers</li> <li>• Improved success rate for the Local Authority at mediation or Tribunal</li> <li>• Reduced resources required by the Local Authority for Tribunals.</li> </ul>	Total cost = £15,000
6.	To identify and predict future needs regarding provision to inform the SEND section of the JSNA	<ol style="list-style-type: none"> <li>1. Initial scoping meeting arranged for Monday 22 January 2018.</li> <li>2. To complete a review of future provision needs including the development of a prediction model, which will provide a detailed analysis of current and future needs.</li> </ol>	Chris Jones	By July 2018	<ul style="list-style-type: none"> <li>• Sufficient population information including specific needs to be able to plan sufficiency of provision.</li> </ul>	Total cost = £10,000
7.	To revise the approach to support around concerning behaviours currently outlined in the Concerning Behaviours Pathway	<ol style="list-style-type: none"> <li>1. To complete the review of the 'Concerning Behaviours Pathway.</li> <li>2. To implement the changes arising from the review, including any pathway integration with pathway to provision.</li> </ol>	Lucy Peel / Charles Savage.	By April 2018.	<ul style="list-style-type: none"> <li>• Simplified access to consistent support for children with concerning behaviours in and out of school, aligned to graduated response and pathway to provision</li> </ul>	No additional cost identified
8.	To review the transition planning in PVI and schools between Key Stages	<ol style="list-style-type: none"> <li>1. Year 6-7 transfer "Ready for Secondary" hardcopy exemplars – Admin approx. £10/hour for 5 days + materials £250</li> <li>2. ICT Senior Staff to co-ordinate materials in order to finalise transition Wiki and produce resource discs – 12 days</li> <li>3. Supply to release transition to complete tasks and attend head teacher briefings (8 half days) and launch events – 20 days in total</li> <li>4. 10 x ½ day EP time. (8 half days teacher briefing &amp; 2 half days for the launch events.</li> <li>5. Venue costs for 4 launch events – PVI into school x 2 (north &amp; south); school age x 2 (north &amp; south); 1 parent event).</li> <li>6. Support further 15 Families of Schools to implement "Ready for Secondary" – 3 day x teacher time</li> <li>7. Provide materials to Families of Schools that already have good practice in transition, and who can be expected to use these materials without attending a launch event.</li> <li>8. Support for another 15 Families of schools to implement 'Ready for Secondary' – 3 day x teacher time.</li> </ol>	Linda Foster / Simon Ray	<p>By April 2018</p> <p>Jan – Dec 2018</p> <p>Jan 2018 – March 2019</p>	<ul style="list-style-type: none"> <li>• Following outcome of pilot "Ready for Secondary" materials are complete, details are shared at head teacher briefing and launch events for schools.</li> <li>• Wiki and discs are produced that include materials and strategies for 3 key transition stages – "Into School", "Key Stage 2-3 transition" &amp; "Post 16"; to include some specific materials for sensory, Acquired Brain Injury &amp; Autism</li> <li>• Greater awareness of materials and resources amongst target audiences identified through launch events.</li> <li>• Supported implementation of materials for another 30 further Families of Schools to further increase take up and successful.</li> <li>• All Families of Schools will have access to good practice transition materials.</li> <li>• Improved transition practice will reduce the number of pupils entering special and specialist provision at secondary transfer.</li> </ul>	<ol style="list-style-type: none"> <li>1. £750</li> <li>2. £3096</li> <li>3. £5160</li> <li>4. £939</li> <li>5. £2500</li> </ol> <p>Total 1-5 = £12,445</p> <p>6-8 (£774/per Family of Schools + £250 to personalise the materials = £1024)</p> <p>Total for 30 Families of Schools = £15,360</p>

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		9. Production of early years transition guidance, tools and support materials for PVI and schools using local and national good practice. 10. Working with parents of under 5's and Children's Centres to understand concerns regarding transition to F1. To include 3x consultation events and focus groups. 11. Targeted work with childminders to improve practice and increase engagement with schools to support transition. This will include evening and weekend workshops and briefing sessions.		April 2018 – August 2018		9. £1,500 for the cost of design & print and staffing capacity 10. Venue hire & refreshment costs £600 11. Venue hire & refreshment costs £600 <hr/> Total cost = £45,865
9.	To establish an Early Years Inclusion Fund	1. Confirm funding sources for the Early Years Inclusion Fund at Committee 2. Ensure elected members understand the risks associated with the removal of DCATCH funding and the impact on children and families no longer eligible. 3. Review and embed new systems for allocating SEN inclusion funding 4. Develop moderation process for assessments/applications 5. Review training, guidance and support available to early years providers. 6. Produce information for parents and early years providers regarding entitlements	Irene Kakoullis/Jill Norman/Linda Foster	March 2018	<ul style="list-style-type: none"> <li>Young children with SEND are effectively supported to access their early years entitlement wherever they choose to take it.</li> <li>Older children have a clear pathway for available funding to support their access to childcare</li> <li>Parents are clear about their entitlements</li> </ul>	Additional capacity to review and establish robust systems and processes 15 days @ £450 per day = £6750 <hr/> Total cost = £6750
10	To review process for allocating DAF	1. Identify and promote support available for early years providers (schools and PVI settings) when working with disabled 3 and 4 year olds. 2. Review guidance available for providers on use of the DAF 3. Increase uptake of DAF for eligible children who are not claiming this fund.	Irene Kakoullis	March 2018	<ul style="list-style-type: none"> <li>Early years providers are confident and effective in their use of funding available to support eligible children to access provision.</li> <li>Early years providers understand what support is available to them to support children with disabilities.</li> </ul>	<hr/> Total cost = £6750
11	To implement the self-harm guidance in all secondary schools	<ul style="list-style-type: none"> <li>Eight whole day events will be held across the County, with three invitees from each of the secondary schools in each District.</li> </ul>	Charles Savage / Lucy Peel	March 2018	<ul style="list-style-type: none"> <li>All schools will have increased awareness of the self-harm guidance, and will leave the day with a provisional action plan for the implementation of the guidance in their school setting.</li> </ul>	Venue hire & presenter costs to the Educational Psychology Service = £6,800 <hr/> Total cost = £6,800
12	To extend the secondment of an Educational Psychologist to the Integrated Children's Disability Service (ICDS) to further develop and embed	<ul style="list-style-type: none"> <li>Extend the existing secondments for 1.0 fte Educational Psychologist post for a further 12 months until 31 March 2019.</li> <li>Evaluate what has worked well since the secondment began, and use this information to determine how the secondment will work over the additional 12 months.</li> </ul>	Charles Savage / Jill Norman	March 2019	<ul style="list-style-type: none"> <li>All stages of the EHC process are clearly described, with guidance available and used by ICDS staff in carrying through these processes</li> <li>ICDS staff are confident in applying EHC processes, and do so consistently, effectively and in a timely manner, including</li> </ul>	Cost of one FTE Educational Psychologist (Point A10 Soulbury) =

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	good practice in EHC processes	<ul style="list-style-type: none"> <li>Agree a focus for the work of the seconded Eps taking into account the development priorities of the ICDS.</li> </ul>			<p>the facilitation of Next Steps meetings and other multi-agency meetings.</p> <ul style="list-style-type: none"> <li>Greater consistency in the determination of what is 'Specialist Educational Provision', evident in EHC Plans as well as in professional reports for EHC assessments.</li> <li>Fewer EHC assessments being taken to tribunals, and more tribunal cases being found in favour of Local Authority decision-making (linked to priority 5 above)</li> <li>Successful implementation of the new digital hub, evident in reduced bureaucracy, improved communication, and improved timelines being met.</li> </ul>	<p>£68,504 (including on costs)</p> <hr/> <p>Total cost = £68,504</p>
<b>Total cost including project management costs</b>						<b>£237,343</b>

FINAL DRAFT