

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM Wednesday, 15th January 2020

REPORT OF THE CORPORATE DIRECTOR FOR CHILDREN

Special Educational Needs and Disabilities (SEND) and Inclusion brief update

1. EXECUTIVE SUMMARY

A report for information and a steer is requested from the Schools Forum on the three options for High Needs Funding.

2. BACKGROUND

This paper serves as an update on 'High Needs' as requested by the Schools' Forum via Principal Officer LMS & Finance on 11 December 2019.

3. Special Educational Needs and Disabilities (SEND) Review by Premier Advisory Group

There was an Invitation to Tender for External Review of Mainstream Provision for Special Educational Needs and Commissioning of Specialist and Special School Places Phase 2 & 3. The closing date for tender submissions was 12 noon 20 December 2018. Premier Advisory Group (PAG) were successful in their tender.

Premier Advisory Group (PAG) attended:

- High Needs working group on Monday 4th November 2019 at Birkenhead Town Hall
- School's Forum (special meeting) on Tuesday, 26th November 2019 (1.30 p.m.) at Pensby High School
- SEND Workshop for elected members of the Council Tuesday, 26th November 2019 (6.00 p.m.) at Wallace Town Hall
- Parent Carer Participation Wirral (PCPW) on Friday, 29th November 2019

SEND Review: Final Report

Premier Advisory Group (PAG) sent the local authority a SEND Review: Final Report on Friday, 13th December 2019. The local authority received the following six documents:

- The Main Report
- Option Appraisal 1 – Development of the Kingsway Site
- Option Appraisal 2 – SEMH Secondary Schools
- Option Appraisal 3 – Wirral Hospitals' School
- Option Appraisal 4 – Expansion of Resourced Bases
- Option Appraisal 5 –PMLD/SLD Secondary Schools Reconfiguration

Premiere Advisory Group (PAG) informed the local authority that these six documents in their totality constitute the 'Final Report'. On Tuesday, 17th December 2019 Premiere Advisory Group (PAG) contacted the local authority and requested an "...update..." on the six documents sent. On Wednesday, 18th December 2019 Premier Advisory Group (PAG) contacted the local authority and requested "...checking on progress...". The local authority

responded on the same day stating that there is not, as such, an update from the local authority. Two comments were shared about the six documents:

- I. The 'Final Report' contained a very small number of typographical and or grammatical errors.
- II. A senior colleague would have preferred the 'Final Report' in one document, not six.

Other than the above two minor points, the local authority has progressed the 'Final Report' into its senior leadership and elected members decision making processes. The 'Final Report' in one document, not six, has since been received by the local authority.

4. Locality Special Educational Needs and Disabilities (SEND) Coordinators (SENDCo) Boards

Headteachers have supported and encouraged their SENDCos to volunteer to participate in the SENDCo Locality Boards. The Local Offer Communication Officer will lead this initiative. The arrangements are as follows:

Birkenhead: Chair – Bedford Drive Primary School
Vice Chair – Mersey Park Primary School

Wallasey: Chair – The Oldershaw Academy
Vice Chair – New Brighton Primary School

Wirral South: Chair St. Andrew's CE Primary School
Vice Chair Wirral Grammar for Girls

Wirral West: Chair Pensby High School
Vice Chair Heswall Primary School

The chairs and vice chairs have met and draft terms of reference for the Boards made. The first SENDCo Locality Board is expected to be held in January 2020. The proposed time for the meeting is 3.00 p.m. – 4.30 p.m. So that SENDCos could be released slightly early to attend. Some of the SENDCo system leaders informed the local authority that there are some existing meeting forums in some localities, so where possible these will be used. The Chair of each SENDCo Locality Board will email school SENDCos to invite them to the meeting.

It is likely that the agenda for the first meeting will cover the following:

Agree terms of reference

Discuss the current priorities in the SEND Local Area Strategy and suggest future priorities

Suggestions for SEND survey for parents and young people

The local authority asks leaders of schools to support this venture by encouraging SENDCo to attend as they will have the opportunity to influence and shape strategy for SEND young people moving forward.

5. Review of Pilot Provision

The educational settings under review are indicated to be:

- The Co-op Academy Woodslee
- The Observatory School
- The Oldershaw Academy (review ongoing)
- Hilbre High School Humanities College

- Ridgeway High School
- The Mosslands School.

The substantive Head of Special Educational Needs and Disability and Inclusion is working with Assistant Director, Education and 'system leaders' headteachers and SENCOs to establish an infrastructure whereby there will be a review of pilot provision through an 'educational-sector' led process to the local authority. The SENCO System Leaders and or the Local Area Panel (headteachers) will make a recommendation to the local authority on pilot provision. For example, agree, disagree, amend, decline, maintain or propose to cease.

6. Individual Pupil Funding Agreements (IPFA)

A Review of Individual Pupil Funding Agreements (IPFA) (also known as pupil funding agreements (PFA) was notified in writing to primary and secondary schools on 21st October 2019 by the Assistant Director, Education. A request has been made to Wirral Association of Secondary Headteachers (WASH) to re-send the letter to secondary schools. The request was made by a Principal of a local Academy.

The review is of the whole process around Pupil Funding Agreements (PFAs). A comprehensive baseline is being established to monitor the evaluation of impact of IPFAs. The emerging themes include:

- Legacy requests remain to be processed by the local authority
- How to request an IPFA is not well understood and or straightforward when understood
- IPFA need to be closely linked to improving and or supporting the outcomes for children and young people.
- Ensure that the approaches used and resourced by IPFA are based on the best possible evidence and are having the required impact on progress and outcomes for children and young people.

Moving forward there remains a plan to establish a Local Area Board with significant representation by headteachers, who will make recommendations to the Local Authority to (i) approve, (ii) maintain, (iii) amend (iv) propose to cease, or (v) decline IPFA budget allocations. The Assistant Director, Education is looking for headteacher representatives for this Board. If you wish to volunteer, please could you email the Assistant Director, Education directly. It is understood that some volunteers have contacted the local authority.

7. Group Pupil Funding Agreements (PFAs)

No new or additional extra Group Pupil Funding Agreements (GPFA) were agreed by the local authority in the autumn term 2019. As reported previously at Schools Forum a Group Pupil Funding Agreement (PFA) has been agreed for Egremont Primary School for Social, Emotional and Mental Health (SEMH) Base Support in Key Stages 1 and 2. This was from February 2019 and will end 31st August 2020.

8. Inclusion funding including 1st day exclusion funding

The educational settings under review for Emotional Behavioral Difficulties (EBD) Outreach / 1st Day Exclusion are:

- Kilgarth School
- The Observatory School
- Gilbrook School

- Hayfield School
- Clare Mount Specialist Sports College
- Orrets Meadow School
- Meadowside School
- Foxfield School
- Elleray Park School
- Stanley School

Inclusion funding January 2020:

	Base Funding (£)	EBD Outreach / 1st Day Exclusion (£)	Specialist School (£)	Total (£)
Kilgarth	33,470	60,566	0	94,036
The Observatory	33,470	0	0	33,470
Gilbrook	33,470	209,578	0	243,048
Hayfield	33,470	0	0	33,470
Clare Mount	33,470	0	119,560	153,030
Orrets Meadow	33,470	0	0	33,470
Meadowside	33,470	0	0	33,470
Foxfield	33,470	0	0	33,470
Elleray Park	33,470	0	0	33,470
Stanley	33,470	0	0	33,470
	334,700	270,144	119,560	724,404

The local authority is proposing a significant change to Inclusion funding specialist school (status) from 1st April 2020. This would have a significant financial effect for Clare Mount Specialist Sports College only. The proposal is to re-allocate £119,560.00 from Clare Mount to a management equivalent level post(s) within Special Educational Needs and Disabilities (SEND) and Inclusion Services in Wirral Council's Children's Services. It is envisaged that this post(s) would be a fixed term secondment opportunity for a senior teacher(s) from a local school. The role of this proposed management level post would be to undertake a review of the Inclusion funding (above), whilst at the same time continuing to provide outreach and first day exclusion support for children/young people (CYP). The review would present options and recommendations for Inclusion funding, which would include all ten schools listed above.

Previously in October 2010 The Secretary of State announced changes to the specialist schools programme. Funding for specialist schools, including for High Performing Specialist Schools (HPSS), would be mainstreamed from April 2011. The funding, approximately £450 million for 2010-11, was not being removed from the schools system and would continue to be routed to schools through the Dedicated Schools Grant.

The Secretary of State decided that from April 2011 funding for specialism should no longer take the form of a dedicated grant, so that all schools can decide how to develop their specialisms in the light of the total resources available to them. It was stressed that funding was not being removed from schools: money currently paid as specialist schools grant will continue to be routed to schools through the DSG.

9. Kids In Need of Development (also known as KIND Team)

There is an ongoing local authority review of the Kids In Need of Development (KIND Team). The review is being assisted by the Kids In Need of Development Team and colleagues from social care and inclusion services as some of the children/young people (CYP) known to the Kids In Need of Development Team are also being supported by other local authority services. The Consultant Clinical Psychologist who leads and manages the Team has returned to work after a period of absence.

The Kids In Need of Development Team has been focusing on behaviour in school that challenges. Behaviour in school is seen as inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. The focus has been from a clinical perspective (colloquial medical and or health). There has been a shift in thinking recently within the local authority away from a clinical approach to behaviour that challenges in schools, towards an 'educational' approach to behaviour that challenges in school.

There are preliminary discussions ongoing within the local authority Special Educational Needs and Disabilities (SEND) and Inclusion services to identify whether or not it is feasible to shift the focus of support for children/young people (CYP) with behaviour that challenges from a clinical approach to an educational approach. The educational approach would be led by (local) teachers in practice, sometimes conversationally referred to as 'specialist teachers social, emotional and mental health (SEMH)'.

The aim(s) of these specialist teachers social, emotional and mental health (SEMH) would be to identify, assess and meet the special educational needs of children/young people (CYP) whose behaviour challenged in school. The specialist teachers would work to an agreed protocol, in collaboration with Wirral schools and aim to keep the children/young people (CYP) within mainstream education provision if possible and only if appropriate. The age range of the children/young people (CYP) would initially be compulsory school age. The specialist teachers would provide evidence-based services to children/young people (CYP) to improve and or support their outcomes whilst in school.

10. High Needs Funding in Wirral

The current systems in place to allocate High Needs Funding are being reviewed by the local authority. There are several ways to request/access high needs funding in Wirral for children/young people (CYP) with identified and assessed special educational needs.

Option 1

The current system (also known as **Option 1**)

1. Education Health and Care (EHC) plans
 - a. Banding Model for Top Ups for Specialist SEN and Alternative Provision
 - b. Units of Resource (mainstream)
 - c. Exceptional Needs Funding
 - d. 'Out of Borough' funding and sometimes 'joint' funding with health and social care
2. Individual Pupil Funding Agreements (IPFA)
3. Early Years Funding Entitlement (EYFE) – Inclusive Practice Fund

(a) Banding Model for Top Ups for Specialist SEN and Alternative Provision

Band	Cognition and	Communication and Interaction	Behaviour Emotional	Physical, Medical and
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	Learning		and Social Difficulties	Sensory
Band One Resourced Provision £0 Special School £1,100				
Band Two Resourced Provision £3,100 Special School £6,100				
Band Three Resourced Provision £6,000 Special School £7,100				
Band Four Resourced Provision £7,000 Special School £8,100				
Band Five Resourced Provision £10,000 Special School £16,100				

The grouping of profound and multiple learning difficulties (PMLD) pupils in the main will be placed in Band 4. However, in the most extreme cases when a pupil meets the criteria of being permanently in the P-Scale 1-3 assessment range, requires gastrostomy feeding and is unable to sit unaided and walk even with assistance, then such pupils will be placed in Band 5

(b) Units of resource (mainstream)

Unit	Amount
One unit =	£1,090.00
Two units =	£2,180.00
Three units =	£3,270.00
Four units =	£4,360.00
Five units =	£5,450.00
Six units =	£6,540.00
Seven units =	£7,630.00
Eight units =	£8,720.00
Nine units =	£9,810.00
Ten units =	£10,900.00
Eleven units =	£11,990.00
Twelve units =	£13,080.00

(c) Exceptional Needs Funding:

Exceptional Needs funding remains available to Special Schools, Alternative Provision, and Mainstream Resource Provision where an assessed pupil's needs indicate that enhanced staffing is necessary.

Previously applications for exceptional needs were assessed on an individual basis by a panel consisting of a special school Headteacher, and mainstream resource provision Headteacher, and the manager of SEN, using a clear set of criteria. However, there has not

been an Exceptional Needs panel meeting since summer 2018, with the former Interim Strategic Commissioner, Special Educational Needs and Disability intending to review the awards process.

The substantive Head of Special Educational Needs and Disability and Inclusion is working with Assistant Director, Education and 'system leaders' headteachers and SENCOs to establish an infrastructure whereby requests for exceptional needs will progress through a 'educational-sector' led process to the local authority. The SENCO System Leaders and or the Local Area Panel (headteachers) will make a recommendation to the local authority on requests for exceptional needs. For example, agree, disagree, amend, decline, maintain or propose to cease exceptional needs awarded funding.

The local authority is seeking advice and information from the educational settings with exceptional needs on the:

- (i) impact of the support on the outcomes for children with Special Educational Needs and Disabilities (SEND).
- (ii) outcomes and experiences of children and young people with Special Educational Needs and Disabilities (SEND).

Provision maps

Requests for Exceptional Needs Funding are evidenced through, amongst other things, individual costed Provision maps. Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Provision mapping takes into account the full scope of provision, including high quality, whole class teaching, guided and group work and individual interventions in order to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting.

- (d) 'Out of Borough' funding and sometimes 'joint' funding with health and social care
Requests for Out of Borough funding and joint funding arrangements are evidenced through individually costed provision, providers fees and joint funding arrangements with adults' social care, children's social care and health authority.

Individual Pupil Funding Agreements (IPFA)

Requests for Individual Pupil Funding Agreements (IPFA) are evidenced through, amongst other things, individual costed Provision maps. Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

Early Years Funding Entitlement (EYFE) – Inclusive Practice Fund

Early Years Providers can apply for additional funding to support the inclusion of children with additional needs in early education and childcare. This fund is intended to support children in receipt of 2, 3 or 4-year-old funding to access their free entitlement. The Inclusive Practice Fund can be used to enhance staffing or allow staff to access Continued Professional Development (CPD) opportunities.

Option 2

Cost of providing any additional extra educational or training interventions, oversee by a qualified teacher, using individual provision map, (also known as Option 2)

The local authority is in preliminary discussions around changes to top-up funding for children with Special Educational Needs and Disabilities (SEND) attending mainstream schools in Wirral.

There are no proposed changes to:

Element 1: Core education funding which is used to make general provisions for all pupils in the school including pupils with Special Educational Needs and Disabilities (SEND)

Element 2: The notional Special Educational Needs and Disabilities (SEND) budget – mainstream schools still need to provide for pupils with additional needs up to £6,000, beyond the basic entitlement level. This includes all high-level pupils' needs who are receiving Special Educational Needs Support and those with an Education Health and Care (EHC) Plan.

Proposals under discussion to Changes to Element 3 - Top-up funding for high needs

Additional funding can be accessed for pupils in mainstream settings with the most complex needs. Funding would be allocated with recommendation from Wirral's Local Area Panel (Headteachers). Discussions centre around from 1 September 2020; the current funding system being phased out. The replacement funding would be applications for top-ups should be based on the cost of providing any additional teaching interventions using a costed Provision Map. If the application is recommended to the local authority by the Local Area Panel, and subsequently agreed by the local authority, the school would receive the exact amount of money required to meet the child's needs. Pupils currently receiving top-ups which have been allocated in line with the current funding systems would move to the new arrangement at their next Annual Review.

Option 3

Funding Pupil Based Need – the 7 Ranges Model (also known as option 3)

The local authority is in preliminary discussions around changes to top-up funding for children with Special Educational Needs and Disabilities (SEND) attending mainstream and special schools in Wirral.

The Wirral 7 Ranges Model, shown below, would be used to assign pupils into categories of need for funding purposes. Each range would have an applicable level of funding, and every pupil assigned to a range is allocated the set value of funding, regardless of setting. This Wirral 7 Ranges Model has been applied in the same way to both pre and post 16 students.

The local authority's intention using this Model would be to establish a single uniform framework for calculating 'Plus' funding. The authority's expectation is that this framework will categorise the vast majority of pupils and will thus ensure consistency in the approach to the funding of high needs in mainstream and specialist settings. It is accepted that there will be a small number of children or young people that will sit outside the Ranges framework; most of whom will be placed in specialist independent provisions.

The values of funding per pupil set for each range in 2020/2021 are, for illustrative purposes only:

Wirral 7 Ranges Model				
Plus Funding (annual value)				
Range	1	£0 illustrative amount only not actual	+	*Element 2 funding
Range	2	£0 illustrative amount only not actual	+	Element 2 funding
Range	3	£0 illustrative amount only not actual	+	Element 2 funding
Range	4A	£900 illustrative amount only not actual	+	Element 2 funding
Range	4B	£1,000 illustrative amount only not actual	+	Element 2 funding
Range	4C	£2,000 illustrative amount only not actual	+	Element 2 funding
Range	4D	£3,000 illustrative amount only not actual	+	Element 2 funding
Range	5	£4,000 illustrative amount only not actual	+	Element 2 funding
Range	6	£5,000 illustrative amount only not actual	+	Element 2 funding
Range	7	£6,000 illustrative amount only not actual	+	Element 2 funding

*mainstream maintained schools are funded at £6,000 per place for one element (sometimes referred to as element 2) of their high needs funding allocation.

HIGH NEEDS PROVISION: FUNDING CATEGORIES, BANDS & AMOUNTS 2020/2021 illustrative only *

Range 1	Range 2	Range 3
Place Funding	Place Funding	Place Funding
		£0
		MLD
mainstream	mainstream	mainstream

Range 4	Range 4	Range 4	Range 4	Range 5	Range 6	Range 7
Band A (16.5-21.5 hours)	Band B (22-27 hours)	Band C (27.5-34.5 hours)	Band D (35+ hours)			
Primary Need	Primary Need	Primary Need	Primary Need	Primary Need	Primary Need	Primary Need
Additional "Plus" Funding	Additional "Plus" Funding	Additional "Plus" Funding	Additional "Plus" Funding	Additional "Plus" Funding	Additional "Plus" Funding	Additional "Plus" Funding
£900 illustrative amount only not actual	£1,000 illustrative amount only not actual	£2,000 illustrative amount only not actual	£3,000 illustrative amount only not actual	£4,000 illustrative amount only not actual	£5,000 illustrative amount only not actual	£6,000 illustrative amount only not actual
		SLCN	ASD		ASD+	ASD++
MLD	MLD+	SLD	PMLD	SLD+	PMLD+	PMLD++
			PD		PD+	PD++
		HI/VI		HI+/VI+		
			SEMH		SEMH+	SEMH++
mainstream	mainstream	mainstream	mainstream	Specialist	Specialist	Specialist

Mainstream funding is within colour coded Bands (mainly range 4)

Funding is determined by actual Primary Need and is shown as text

* Values excluding any allocation of one off monies

NB: Bands & amounts 2020/2021 illustrative only not actual

RECOMMENDATIONS

- 1. Forum Notes the Report and provides a steer on the which of the three options for High Needs Funding to progress.**

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