

Schools Forum
21st June 2017

High Needs

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High Needs – a quick refresh

- January 2017 consultation on the introduction of a national funding formula for high needs alongside the NFF for mainstream schools
- Outcome of the consultation unknown but
- *Whatever happens we are facing rising demand with a strictly limited resource and very limited flexibility*
- *The position may be better but still not good if:*
 - *The NFF doesn't go ahead at all*
 - *There is greater flexibility on the allocation of DSG*

The High Needs formula

Formula factors

Basic entitlement: basic unit of funding for pupils and students in specialist SEN institutions	
Population factor	
Health and disability factors:	Disability living allowance
	Children in bad health
Low attainment factors:	Key stage 2 low attainment
	Key stage 4 low attainment
Deprivation factors:	Free school meals
	IDACI
Historic spend factor	

Other formula factors and adjustments

Area cost adjustments (ACA)
Import/export adjustments
Funding floor factor
Hospital education factor

High Needs – the basics

For 2017/18 the High Needs block totals £57.2m and covers:

- Top-ups in mainstream
- Special schools
- Specialist placements
- Alternative provision
- SEND in the early years
- Post 16
- Specialist services e.g. the Virtual School

Budget doable for 2017/18 but not beyond

Some key data

- EHCP or statement: April 2015 = 2,425; June 2017 = 3,134
- But children identified as being on SEN support declining
- 167 children in independent placements. Stable but costs rising
- 119 permanent exclusions in 2015/16 academic year. Higher again this year
- 745 children on Elective Home Education Register
- 1,116 special school places. All schools full in September

Permanent exclusions

	2015/16	2016/17 to 16 th June
Primary	28	25
Secondary	89	97
Special/AP	2	1
Total	119	123

The Impact on the budget

- £2m overspend in 2016/17 (after managing spend without transfers from the Schools Block)
- 2017/18 – balanced budget thanks to £1.3m additional DSG grant and fall-out of Coln costs
- But on current trends the high needs budget will overspend from 2018/19 onwards
- By 2020/21 the overspend will be **£8.3m**.
- The overspend could be contained by cutting top-ups across the board but that would be likely to lead to:
 - Funding not targeted according to need
 - Poor value for money
 - Current concerns about outcomes worsen
 - Increase in out of county placements
 - Deficits/unviable provision

The programme

- Data and Performance Management
- Alternative Provision and Exclusions
- In-County (complex needs)
- Inclusion in mainstream (Additional needs)
- Financial Management
- Post 16
- Capital investment strategy
- Inter-authority and partnership working
- Consultation and Engagement

Some initial thoughts

If the programme is successful ...

(from the design principles):

- Needs are really understood and plans are good
- Schools and other providers are confident and able to meet additional needs
- The countywide system effectively supports children in their local communities including those with the most complex needs

So what will that mean?

- More high level needs will be met in-county
- Special school places will be prioritised for those that need them most
- Intervention in mainstream will be early and effective
- We will have a new model for Alternative Provision geared to individual needs

Inclusion

- EHCPs – high level only?
- Time-limit?
- Use the RAS and cease all reference to 1:1?
- Devolve funding to schools, via RAS, for needs as a whole?
- Devolve to groups of schools?

In-county

- Key areas are SEMH and ASD
- Extend IRIS/AP approach – individualised packages and connect across education, social care, health etc
- Be prepared to invest

AP - the vision

- Significant reduction in permanent exclusions (to nil?)
- Bedrock of good, inclusive in-school provision (behaviour and relationship management)
- Schools to 'own'/direct AP provision
- Revised offer for students that don't fit mainstream or who need intensive support

The AP offer

- Two streams:
 - Preparing for reintegration
 - Needing alternative provision through to the end of KS4
- The offer – individualised package of:
 - Core curriculum (at AP or mainstream school)
 - Vocational (at AP, college etc)
 - Therapeutic interventions
 - Work-based learning/training (geared to local skills shortages?)
- Separate KS1/2 and KS 3/4 provision (or year 9 →)

Enablers

- IRIS
- Resource Allocation System
- The restorative approach

Issues for the Forum

- Are we focusing on the right things?
- What are the critical things we must get right?
- How should we be engaging schools?
- What is the Forum's role?

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