

REPORT TITLE: Early Years Special Education Needs (SEN) Centre procurement

Cabinet Date	12 June 2024
Cabinet Member	Stephen Davis Cabinet Member for Early Years & Safeguarding
Key Decision	Yes
Purpose of Report	<p>To seek Cabinet approval to increase the current level of funding from the Dedicated Schools Grant for the purpose of funding the commissioning of Early Years Special Education Needs (SEN) centres for a period of up to 5 years.</p> <p>The Early Years SEN centres will deliver the provision of early education and assessment and intervention for children with SEN as set out in this report.</p> <p>This provision supports our core approach to supporting children to benefit from the wider social benefits of schooling close to their home where this is appropriate and mitigating the rising costs in the High Needs Block by supporting more children and young people to access a mainstream education rather than a higher cost specialist education from the start of their education.</p>
Recommendations	<p>That Cabinet:</p> <ol style="list-style-type: none"> 1. Approves the allocation of £440,000 per year high needs funding for the purpose of funding the commissioning of early years special educational needs centres as described in Recommendation 2. 2. Delegates authority to the Director of Education , in consultation with Cabinet Member for Children’s Safeguarding and Early Years, to: <ol style="list-style-type: none"> a) Conduct a competitive procurement process in respect of a contract for the supply of early years special educational needs centres in Gloucester city and Cheltenham/Tewkesbury locality. The proposed contract shall continue for an initial period of 3 years and include an option to extend its term for a further period of not more than 2 years.

	<p>a) Award such contract to the preferred tenderer; and</p> <p>b) Determine whether to exercise the option to extend the term of the said contract on its third anniversary.</p>
<p>Reasons for Recommendations</p>	<p>The proposed contract for the supply of Early Years Special Educational Needs Centres will replace the current contract for Early Years SEN provision, which is due to end in August 2024. The proposed new contract will support the Council's Childcare Sufficiency Duty, ensuring sufficient, quality early education and childcare provision for children with SEN.</p> <p>Investment in this procurement will support the early identification and provision of appropriate support for young children with SEND, enhancing the opportunity for them to transition effectively into mainstream education in line with the council's Inclusion Strategy 2022-25. This will reduce pressure on the school sector specialist placements and as a consequence reduce the High Needs block overspend.</p>
<p>Resource Implications</p>	<p>The total budget is £440,000 per year for the provision of 2 early years education centres for children with SEN, £220,000 per year per centre, for a 3-year period.</p> <p>Funding to be provided from High Needs Dedicated Schools Grant (DSG) block.</p> <p>Therefore, the total estimated value of the proposed 3-year year contract for the supply of early years special educational needs provision is £1,320,000. If the council elects to exercise its 2-year extension option thereunder, the total estimated contract value is £2,200,000.</p> <p>The High Needs block for 23/24 was £18.5 million overspent. However, alongside meeting our specialist sufficiency requirements, this proposal provides significant cost-avoidance that will reduce the long-term pressure on the High Needs Block. Cost savings are set out in paragraphs 32-36.</p> <p>Government Capital grant funding is available if required, as part of the implementation of the Early Years' Entitlement Expansion Programme.</p>

Background Documents	Officer Decision (19/12/2023): Early Years SEN childcare and assessment centre, implementation of contract extension
Statutory Authority	Childcare Act 2006 (legislation.gov.uk)
Divisional Councillor(s)	ALL
Officer	Name: Sarah Hylton – Head of Early Years Tel. no: 07500570141
Timeline	<p>June 2024: Cabinet to approve the recommendation for recommissioning Early Years SEN centres for a 3-year period.</p> <p>July 2024: Service Specification to be finalised and engagement with providers on the proposed specification.</p> <p>July 2024: Invitation to tender to be published.</p> <p>September 2024: Evaluation of tenders</p> <p>November 2024: Award of Contract</p> <p>January 2025 – new service delivery commenced</p>

Background

1. There are currently 606 Early Years' (EY) providers across Gloucestershire. All EY providers are within the private, voluntary, charity and independent sector; there is no Local Authority/council maintained Early Years' provision in the county.
2. The Local Authority has a statutory duty to ensure that it has sufficient childcare provision so that all children can access their entitlement of early education, including sufficient provision for children with special educational needs.
3. Until 2014, 50-60 children aged 2-5yrs were allocated a nursery placement in the county's special schools each year without the requirement of a statutory plan (Education, Health, and Care Plan, formerly SEN Statement). At that time, decisions to allocate special school nursery placements were made by a panel chaired by an education lead; the key criteria were that the child had a formal diagnosis or disability.
4. For the following 3 years (until 2017), the council introduced a system of non-statutory inclusion funding and the provision of training, advice, guidance, and support for EY settings to enable safe and positive experiences of inclusion in mainstream settings.

5. By 2016, the number of children requiring a special school nursery placement (without a statutory plan) had reduced to 10-15 per year. All these children remained in the special school system.
6. For the past 6 years, commissioned places in special schools are available only for children with an Education Health and Care Plan (EHCP) due to the severe pressure on special school places; this is reflected in the commissioning brief for each school.
7. Early Years children without a statutory plan can access special school provision if the school have space, in addition to the commissioned places, and with additional funding allocated to support this from the EY Inclusion budget. No child without a statutory plan (EHCP) has been allocated a place in a special school Early Years class in the past 2 years due to the lack of available places.
8. From 2019 – 2021, nine children were allocated an EY assessment placement in one of the county's special schools and remain there with an EHCP. This option has not been available since 2021/22 due to lack of commissioned places and space to take additional children with additional funding.
9. Due to the additional support and funding available to mainstream EY settings, most children access their EY education entitlement in a local setting. For some children with complex needs, however, this is not an entirely positive experience and only enables the child to access a setting but does not facilitate robust assessment and understanding of the child's additional needs.
10. Some children have complex needs that mean they are unable to access their EY entitlement and/or a multi-agency assessment in a mainstream setting. This may be due to significant behavior challenges, sensory difficulties, complex health needs and/or high anxieties.
11. Research undertaken by Dingley's Promise in October 2023 found that 79% of settings have seen a significant rise in the number of children with SEND (Special Educational Needs and Disabilities). Overall, 95% have seen a rise in the number of children with SEND. 27% of providers said they had no more spaces for children with SEND and that once the new entitlements come into place, this will rise to 57%.
12. National research evidences that parents report significant difficulty in finding early years provision for children with SEN and disabilities and that settings are finding it increasingly difficult to support children with SEN.

13. One in five parents that responded to the survey reported being turned away from a setting. In line with the Equalities Act, every setting is required to make reasonable adjustments to provide a place for a child regardless of their needs. However, in reality some settings are turning children away as the number of children with SEND increases and the low funding rates and increased costs add pressure to an already fragile business sector.
14. 80% of settings felt that the recently introduced ratio changes will make it harder to support children with SEND.
15. As a consequence of these factors, developmental progress for these children can be limited by an environment that is not conducive to the child's needs and/or by a lack of expertise and specialist knowledge of the setting staff.
16. Subsequently, some children experience a difficult transition to school without effective planning and resources in place. For some children this has resulted in school entry deferral or reduced attendance hours pending completion of an EHCNA (Education, Health, and Care Needs Assessment) and the subsequent issuing of statutory EHC plan and allocation of additional resources.
17. In Gloucestershire, in the current academic year 2023/24, 132 EHCPs (Education, Health and Care Plan) have been issued for children aged 5 years and under. At least 29 of these are late EHCPs that should have been issued in academic year 2022/23. Adjusting for this, brings the total for 2022/23 to 206 and for the year 2023/24 to date to 103. If this trend continues, it is likely the figures for 2023/24 will be similar to those of 2022/23.
18. In the current academic year 2023/24, it is too early to determine how many children with EHCPs will defer school entry. In 2022/23 there were 10 children who remained in EY provision, solely because a special school was agreed and named on their EHCP, but no places were available.
19. In Gloucestershire, although all registered EY provision is mainstream, we have a small number of providers who actively promote themselves as supporting children with SEND. These providers operate in the Cotswolds, Stroud, and the Forest of Dean and currently the Early Years' Service has commissioned Dingley's Assessment Provision in Gloucester city.
20. Cheltenham and Tewkesbury at present do not have any SEND targeted provision. The Dingley's Promise provision in Gloucester is not on a direct bus route to/from Cheltenham meaning that parents who do not drive would have to catch two buses (minimum) to access the centre.
21. Data evidences that 19% of all EHCPs for EY children over the past 3 years include requests for special school placements. Of these, 40% were for children living in the Cheltenham/Tewkesbury areas.

22. To reduce the number of children moving straight to specialist school, an EY assessment provision is required in the Cheltenham/Tewkesbury area. Data from the Gloucester Dingley's Promise provision evidences 80% of children transitioned to mainstream provision after attendance at the EY targeted SEND provision.
23. The lack of assessment placements in special school and lack of effective support for children with complex needs in mainstream provision has been mitigated through the provision of an Early Years SEN Assessment Provision as a 2-year pilot (from January 2023), which has supported at least 80% of children that accessed the centre to transition into mainstream EY provision/school.

Outcome of EY SEN Centre pilot

24. The EY SEN provision pilot was launched in January 2023, and is currently delivered by Dingley's Promise, a national charity supporting early years children with SEND.
25. The core purpose of an Assessment Provision is to:
- Ensure that all children can access their entitlement of early education.
 - Improve outcomes for young children.
 - Reduce inequalities between children in greatest need and their peers.
 - Enable successful transition to mainstream education.
26. Dingley's Promise SEN EY Centre:
- Provides Early Years Education/Childcare entitlement for eligible children, whose needs cannot be met in mainstream provision.
 - Facilitates multi-agency assessments and evidence-based interventions to support child development.
 - Informs planning for the next stage of the child's education.
 - Provides an outreach service to support successful transitions to the child's next setting.
 - Provides support to mainstream settings to increase confidence in supporting children with SEND.
 - Supports parents to build confidence in supporting their child's needs and, where appropriate, builds parental confidence in mainstream early years provision.
27. Over the pilot period, Dingley's Promise Gloucester has supported 147 children. This includes family support and "learning through play" sessions.
28. All but 4 children live in the Gloucester city area. 4 children travel from the Stroud locality. Referrals have been made for other children living outside of the locality, but parents made the decision that it was not feasible to access a setting so far away.

29. Whilst the council will always seek to provide specialist provision for all children where this is the most appropriate to meet their needs, the pilot Early Years SEN Centre offers the earliest identification of need and early intervention downstream. It has demonstrated that with the right support for children, parents and settings, children can transition to mainstream settings successfully, promoting educational inclusion and ensuring specialist sufficiency is targeted for those where it is essential and children can benefit from remaining amongst their peers in a school close to where they live.
30. The impact of the work by Dingley's Promise Gloucester has been effective in achieving its intended objectives, with 80% of children that accessed a placement having transitioned to mainstream school provision. This is important for both children's outcomes, but also in reducing pressure on high-cost specialist placements and reducing the need to place children out of county in non-maintained or independent special schools at higher cost.
31. The average cost of a specialist placement in 2023/24 was £20,760, which is £13,063 a year higher than a mainstream placement (£7,697). The average cost of an independent special school place is £55,502; £47,805 higher than a mainstream placement. Whilst the core purpose of this provision is to meet the needs for children in the county and to deliver sufficient high quality specialist placements for Early Years children, there is a clear benefit in reducing pressure on the school sector specialist placements and as a consequence reducing the High Needs block overspend.
32. The additional funding required to support the continuation and expansion of this procured provision will be delivered by the High Needs Block (HNB) of the Dedicated Schools Grant (DSG). DSG was £45.7m in deficit by the end of the 2023/24 financial year with the in-year High Needs deficit being £18.5 million. This provision supports our core approach to mitigating the rising costs in the High Needs Block by supporting more children and young people to access a mainstream education rather than higher cost specialist education.
33. The sufficiency of special school places is currently under significant pressure, with more and more children and young people accessing a specialist education. As such, the success of this early years' provision in supporting children to successfully access mainstream education, will reduce the need for more independent special school placements. As such we expect the majority of successful placements to mitigate an additional cost to the High Needs block of approximately £48,000 a year. Over the course of statutory education (12 years), this is approximately £580,000 per child.
34. The forecast cost avoidance is based on the assumption of 60 children and young people benefitting from formal placements at the centre and it assumes that the provision enables 50% of the children attending to progress to mainstream, when they might otherwise have transitioned to specialist provision. Based on these assumptions this would mitigate costs of just under £1 million per year (after allowing for the £440k cost of the service) for each annual cohort over the length of the contract. These savings would continue

for each child throughout their 12 years of education if they remained in mainstream education.

35. To meet the costs of the provision, there would only need to be 10 successful placements in the first year. Owing to the cumulative impact of savings, these would mitigate the costs of provision in future years.
36. Dingley's Promise Gloucester (DPG) report out of 60 referrals since opening, 23 were for children not accessing any EY provision and 16 of those where mainstream provision was not meeting the child's needs or children, were placed on reduced timetables and at risk of placement breakdown. This totals 65% of all referrals received.
37. These children were supported with either a placement at the centre or outreach provision to support the mainstream placement setting. These children now attend regular early education sessions at the centre or mainstream setting, where they are making good progress across all areas of the early years' foundation stage and within social and communication skills.
38. This evidences that the centre model is significantly reducing the number of children with SEND who do not access any EY provision based on the data available from last year. This is important to support positive outcomes for children and to deliver the council's early education/childcare sufficiency duty.
39. DPG have measured, on entry and exit to the centre:
 - Parental confidence in mainstream setting
 - Child's developmental stage and progress
40. Parents of children that have accessed learning through play sessions are asked to complete a questionnaire on entry to the setting and upon exit (the term after their transition). The entry information captures how parents are feeling about their mainstream early years' experience and how confident they are that mainstream provision is able to meet their child's needs.
41. On arrival at DPG, 100% of parents reported a lack of confidence in a mainstream setting being able to meet their child's needs. For those children that transitioned back to a mainstream setting, parents reported an increase in confidence that their child's needs would be met. This has been achieved through well supported transition from DPG and training and outreach support for mainstream practitioners, delivered by DPG staff. All parents felt their child had made good progress during their placement at DPG. 70% of parents responded that the support they had received at DPG was "outstanding" and the remaining 30% felt it was "Good/Satisfactory".
42. Each child that has attended Dingley's Gloucester has made progress across 2 terms and all children are anticipated to continue this trajectory when Spring term 2024 assessments are completed.

43. In the current academic year to date, 84% of EHCNA (EHC Assessment) requests for EY children were agreed. This is compared with 88% of requests in 2022/23. It should be noted that the rate of decisions overturned outside of Request to Assess (RTA) Panel in 2022/23 was 27% and so far in 2023/24 is 14% which indicates that more EHCNA requests for EY children are robust and appropriate.
44. Visiting professionals from speech and language and educational psychology services have commented on the “wonderful interactions” observed between children and staff members and “significant improvement” in children’s development and skills.

Case studies

45. The following case studies are based on experiences from the pilot service and have been adapted to protect identities.

Case study 1

46. Child A was referred to Dingley’s Promise by a mainstream provider. The setting had made referrals to other agencies for support. They were concerned that the child was presenting with behaviours that significantly challenged and needed support to maintain attendance at the early years provision.
47. Child A attended DPG and a mainstream setting as a dual placement. Needs were identified from a baseline assessment.
48. DPG worked alongside the mainstream setting, attending regular multi-agency meetings, and provided support with writing MyPlan+ and graduated pathway assessment. The DPG manager visited sessions at the mainstream setting to observe and offer some support, including approaches to behaviour and a visual timetable, stressing the importance of consistency across all settings.
49. Through observation, DPG practitioners established child A’s strengths and interest in different forms of play. This allowed them to engage the child in activities that provided support to meet their identified needs and to provide Child A with a personalised curriculum that targeted areas of need.
50. Over time, incidents of dysregulation and distressed behaviour reduced significantly. Child A has developed the skills to regulate

and calm and transition between activities and skills are starting to increase.

51. Child A has successfully transitioned back to their mainstream setting full time and moved to a larger group now that they are able to be supported in a higher staff to child ratio.

Case study 2

52. Child B is on the social communication/autism pathway. Prior to attending Dingley's Promise, the child attended an independent nursery and was due to transition into Reception in September 2023. The mainstream setting and mainstream school both felt they were unable to meet needs. A referral was made to Dingley's Promise and the decision made to defer entry into school.
53. Initially, the child was cared for on a 1:2 staffing ratio and attended for 2 hours only. During periods of dysregulation, they would display behaviours that challenged, these periods resulted in injuries and were distressing the for staff and child.
54. To better support the child's needs and to keep them and others safe, the child was supported on a 1:1 staff ratio. The intent of this was to help the child to feel safe and secure so they could then take part in a full 3-hour session with little/no dysregulation. The aim was to increase their enjoyment of the settings and decrease harmful behaviours.
55. An individualised timetable was implemented, this included allocated time/routine in a quiet space to support eating. The 1:1 practitioner was able to provide intensive interaction and role modelling of play, in addition she was able to redirect unsafe, challenging, or inappropriate behaviours.
56. Child B created a secure bond with their key person. The child had consistent routines and boundaries. There was a decrease in challenging behaviours. The child became more vocal within the session, engaging with not only the key person but other members of staff in the room. They are now able to engage with different resources and makes full use of the inside and outside space. They show an awareness of other children and will play alongside them, allowing others to come into their space. When the child is tired, they are now comfortable enough in the setting to fall asleep.

57. At times of any dysregulation, the child is now much less heightened. The child can now communicate when they need quiet time. Practitioners have seen a very positive impact on development, behaviour, and ability to engage. The child is happy, settled and thriving at the centre such that they have been able to transition back to a 1:2 ratio and continue to make progress.

Options

Option 1 (recommended)

58. That Cabinet:

1. Approves the allocation of £440,000 per year in high needs funding for the purpose of funding the commissioning of early years special educational needs centres as described in Recommendation 2.
2. Delegates authority to the Director of Education, in consultation with Cabinet member for children's safeguarding and early years, to:
 - a) Conduct a competitive procurement process in respect of a contract for the supply of early years special educational needs provision. The proposed contract shall continue for an initial period of 3 years and include an option to extend its term for a further period of not more than 2 years.
 - b) Award such contract to the preferred tenderer; and
 - c) Determine whether to exercise the option to extend the term of the said contract on its third anniversary.

Risks

59. The DSG High Needs Block for 2023/24 had an in-year deficit of £18.5 million, However, alongside meeting our specialist sufficiency requirements, this proposal provides significant cost-avoidance that will reduce the long-term pressure on the High Needs Block, as set out in paragraphs 32-35.

Option 2

60. Do not commission Early Years SEN centres and end current provision at end of current contract, end August 2024.

Risks

61. If the current contract for early years SEN centre ends in August and is not replaced with a new contract as proposed there is a risk that:

- a) There will be a lack of sufficient early education and childcare provision for children with SEND which would impact on the Council's duty to ensure sufficient childcare provision for all eligible children and could therefore lead to legal challenge.
- b) The opportunity for identification and appropriate support for young children will be missed and may result in escalation of need which would impact on the ability of mainstream provision to meet need and likely result in a need and demand for more special school places and access to specialist services and provision. This would further impact on DSG deficit.
- c) A lack of parental confidence in mainstream early years and education provision may lead to an increase in parental requests for special school.

Option 3

62. Maintain current level of funding and re-commission one EY SEN centre in Gloucester city only.

Risks

- d) This would create an inequitable provision across the county; children living outside of the Gloucester city area would be unable to access a specialist provision. This would also put the council's sufficiency duty at risk, leading to potential legal challenge.
- e) Children living outside of the Gloucester city area, who are unable to access specialist early years provision are likely to experience escalation of need and require higher levels of support when transitioning to school. This is likely to impact on the High Needs Budget in the ways set out in paragraph 32-35.
- f) This option would only offer specialist support to approximately 30 children. Using the financial model and cost savings set out in paragraph 32-35, 30 children would not benefit from a placement and the opportunity to progress to mainstream school and diversion from specialist provision may be missed, resulting in only 50% of the cost savings set out.

Financial implications

63. As set out in paragraph 32, assuming that 60 children and young people will benefit from formal placements at the centre and that this enables 50% of the children attending to progress to mainstream, when they might otherwise have transitioned to specialist provision, commissioning of 2 Early Years SEN centres would mitigate just under £1.million a year of increased spend.

Climate Change and Ecological implications

64. Has the Climate Impact Assessment Tool (CIAT) been completed? Yes, A CIAT has been completed and areas flagged. Commitments should be made where possible to reduce negative impact on climate, e.g encouraging parents and to travel in a sustainable manner or travel actively, utilise reusable nappies services and opt to purchase items second hand etc where possible. Further assessment of climate impact will be assessed should the decision be made to commission EY SEN centres, if any new build or building extension be required. Any new build would be situated within the communities it serves and therefore impact on travel and subsequent traffic pollution would be positively impacted.
65. Has an Ecological Impact Assessment (EclA) been produced, or will one be undertaken at a later stage? No, this will be completed should the decision be made to commission EY SEN centres to assess the impact should any new build or building extension be required.
66. The provision of Early Years centres for children with SEND will have a positive impact on ensuring equity of access to early education and childcare and will enable parents/carers to seek employment.
67. Two centres will be located in the Gloucester city and Cheltenham/Tewkesbury localities of the county. These areas have been identified as having insufficient early education provision for children with SEN; creating new provision in these areas will minimise the need for families to travel further to access appropriate provision. This will help to reduce the carbon footprint.
68. Should any new build or building extension be required to accommodate the provision in the Cheltenham/Tewkesbury area, climate and ecological implications will be assessed and considered before finalising building/accommodation plans.

Equality implications

69. Has an Equalities Impact Assessment (EqIA) been completed? Yes

70. Cabinet Members should read and consider the Equalities Impact Assessment in order to satisfy themselves as decision makers that due regard has been given.
71. The service supports to children with special educational needs and includes those from underrepresented communities. The service will collect and analyse data relating to SEN, disability, race, and ethnicity to ensure that services are accessed and effective for all families.
72. The service will continue to work inclusively with parents and carers.
73. Gender reassignment, religion and or beliefs and sexual orientation data is currently not collected. We will work with the Information Management Service and providers to explore the need for this data, and how we can collect this data in the future to address consent/Privacy Notice issues. As part of the co-production work with parents, we will identify and understand barriers and effective approaches which will enable us to continually understand and address barriers to the engagement of services.

Data Protection Impact Assessment (DPIA) implications

74. DPIA checklist has been completed and concluded that a DPIA will be a legal requirement should early years SEN provision be commissioned due to the sensitivity of the information involved. If the decision is granted to proceed with procurement of Early Years provision for children with SEND, an information risk assessment will be completed, and the security of the supplier will be reviewed, and the necessary measures put in place as part of the procurement process.

Social value implications

75. Any procurement undertaken to deliver the programme will include social value as one of the criteria that will be considered when evaluating tender submissions and will be worth a minimum of 15% of the evaluation score. GCC is committed to a performance and evidence-based approach to Social Value. Based on the National TOMs (Themes, Outcomes and Measures) that the council uses to evaluate social value, tenderers will be required to propose credible targets against which their performance will be monitored in contract delivery.
76. Commissioning new provision such as this will offer new employment opportunities to deliver the contracted service. It is well researched that often parents of children with special educational needs/ disabilities experience financial difficulties and parents unable to gain employment, at least in part due to the lack of appropriate childcare provision. The delivery of provision

that offers early education experiences for children otherwise unable to access childcare may have a positive impact for parental employment opportunity.

Consultation feedback

77. Parents of children that access or have accessed Dingley's centre were asked what the impact would be if the centre was not available.

Response themes included:

- Children would have to stay at home and miss opportunities to mix with peers and miss taking part in learning experiences.
- 'Battling' mainstream provision for more hours (funding entitlement)
- Accessing more support from the council
- The whole family would not thrive. They would not have support in implementing outcomes/professional targets.
- Children would be unregulated as no knowledge or support is given on sensory processing in mainstream provision.

78. Special School Head Teachers have consistently reported over the past few years that many of the young children allocated a place with them are likely to have not needed specialist provision had there been a specialist assessment and intervention at an earlier stage with a planned and supported transition back to mainstream EY/school provision. At a recent meeting with Special Schools Heads, they were fully supportive of the continuation of a commissioned EY SEN provision and agree that this is best delivered by an independent provider rather than through special school nursery provision.

Officer recommendations

79. It is recommended that Cabinet:

- (a) approves the proposed allocation of £440 per year in high needs funding for the purpose of funding the commissioning of early years special educational needs centres as described in Recommendation 1; and
- (b) delegates authority the Head of Early Years, in consultation with the Lead Member for children's safeguarding and early years, to implement the recommendations described in Recommendation 2,

on the basis set out in the “Recommendations” section of this report.

Performance Management/Follow Up

80. The procurement process will include a requirement for potential providers to submit evidence of how they will deliver the service specification and the intended outcomes.
81. Quarterly contract monitoring meetings will be held with the commissioned provider. The provider will submit data reports to evidence the number of children accessing the provision, and the impact of the interventions delivered.
82. Parent surveys will be completed to evidence satisfaction with the service delivered and to monitor parental confidence in mainstream provision.
83. The confidence of mainstream providers that have been supported by the commissioned provider, will be monitored to ensure that support has been effective in reducing the number of young children that need a special school placement.
84. In addition, the Early Years service will monitor the number of requests for EHCPs and for special schools termly, to measure the effectiveness of early intervention and support provided through the commissioned Early Years SEN centre.