High Needs Programme 2017/18

Design principles for a new model for high needs

The objectives of the high needs programme i.e.

- Improving outcomes

And

- Containing spending within budget – ensuring value for money

will be met if:

Needs are really understood and plans are good

- Assessments of individual need start with the child and are made on a whole-child basis
- There is a single approach for all 'additional needs'
- Parents have confidence that the support available to support their child will meet his/her needs without the need for escalation
- Decisions on the deployment of resources for a child are made by those that know the child best and are accountable for achieving the outcomes
- Input of resources is short term and geared to meet a specified range of outcomes unless needs are clearly long term
- Planning for adult life and independence starts early

Schools and other providers are confident and able to meet additional needs

- Early years settings, schools and colleges have the capacity (resources and skills) to proactively manage a wide range of additional needs so that individual needs do not escalate
- Schools are accountable for their actions and are able to hold each other to account
- There is a low reliance on statutory process i.e. resources are directed at addressing needs rather than on the process
- Needs are met in the local community wherever possible
- Early years providers, schools and colleges are able to work effectively with LA support services

The countywide system effectively supports children in their local communities and those with the most complex needs

- There is good long term strategic needs analysis and planning
- Needs are met in-county wherever possible

- Support services connect; there are no professional jealousies or boundary issues
- Systems are in place to assess impact
- All provision and support services are commissioned and are accountable for the delivery of their brief, ultimately to the Schools Forum or successor body
- There is collective accountability for the system as whole and schools can 'own' the system