

## READING BOROUGH COUNCIL

### REPORT BY CHILDREN, EDUCATION AND EARLY HELP SERVICES

<b>TO:</b>	Reading Schools Forum		
<b>DATE:</b>	24 <sup>th</sup> May 2018	<b>AGENDA ITEM:</b>	6
<b>TITLE:</b>	High Needs Block (HNB) update		
<b>SERVICE:</b>	Children, Education & Early Help Services	<b>WARDS:</b>	All
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#### 1. PURPOSE AND SUMMARY OF REPORT

- 1.1 To provide an update to Schools Forum on the progress made on delivering the SEND Strategy

#### 2. RECOMMENDED ACTION FOR SCHOOLS FORUM

- 2.1 To note the progress made in delivering the SEND Strategy.  
2.2 To provide feedback on any further actions needed to progress the delivery of the strategy

#### 3 POLICY CONTEXT

- 3.1 The Council has strategic aims to establish Reading as a learning city and a stimulating and rewarding place to live and visit, to promote equality, social inclusion and a safe and healthy environment for all. Education and the funding of education is a key factor in the achievement of this aim.

#### 4 BACKGROUND

- 4.1 It was agreed at the meeting on 19<sup>th</sup> October 2017 that the Schools Forum would receive an update at each meeting regarding the progress of the SEND Strategy.

4.2 A number of actions were agreed to be taken forward by the Strand 1 Working Group of the SEND Strategy Board, some of which have been completed and reported to previous meetings.

4.3 This report provides an update on the following actions.

- 1) Review specialist provisions including funded projects taking into account occupancy, and alternative models of delivery.
- 2) Strand 3 of the SEND Strategy are focusing on operational models for outreach and school to school support, starting with ASC and SEMH, taking account of current gaps, including those identified in secondary.
- 3) Review all external placements and consider development/changes to Reading provision to meet needs more locally.

## **5 UPDATE ON PROGRESS MADE**

5.1 Further visits have taken place to schools with a specialist provision to meet with parents, talk to students and see different elements of the provision.

5.2 The numbers of places required from Blessed Hugh ASC Resource from 2019 have been agreed, subject to the building being complete.

5.3 The number of places required from the Avenue School for September 2018 have been increased to align with forecast demand. Building works will be carried out over the summer at the Avenue to provide additional classroom space, and a further increase in places will be submitted to the ESFA for September 2019.

5.4 Strand 3 of the SEND Strategy has developed some proposals regarding ASC provision for the future (attached as Appendix 1) which takes into account the summary report of findings from the visits and pupil tracking work carried out through Strand 1.

5.5 This will be added to, taking account of recent parental feedback and the further visit to Prospect to broaden the proposal for consideration by the SEND Strategy Board in July 2018.

5.6 The proposal includes recommendations for developing 3 locally based smaller specialist provisions designated to meet the needs of children with EHCPs with a primary need of ASC/Social Communication Difficulties. The role of specialist provisions is proposed to include provision of outreach and targeted support to other schools in the local area and to families.

5.7 Cranbury College is developing ideas to provide support to schools as part of a school to school support offer, and the Headteacher is a key member of the SEND Strategy Board.

5.8 The data report and additional information on out of authority placements has been considered to identify gaps in local provision. The SEND Strategy Board have agreed that the SEND Capital Grant should be focused on contributing towards filling these gaps, particularly focused on Phoenix being relocated to ensure it can meet a broader range of needs, including girls; and supporting delivery of other recommendations

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from the SEND Strategy Board related to specialist provision requirements. Other sources of funding are also being considered to support proposals. The LA has been successful in meeting the requirements of drawing down the first year

- 5.9 The data report will be updated with the national and statistical neighbour comparisons in July 2018, and a workshop is being set up for September to use this to identify next actions for the SEND Strategy Groups.
- 5.10 A survey was carried out with schools between January and the end of March to help identify the specialist services that schools commission directly. It was hoped that by establishing what schools are directly commissioning/funding, we will be able to consider whether there is a more effective and efficient way of commissioning these services with schools and across schools. A full report has gone to the Strand 1 Workstream Group.
- 5.11 27 schools responded to the survey: 1 nursery school; 18 primary schools; 6 secondary schools; and 2 special schools.
- 5.12 The table below sets out the numbers of schools that responded that are buying in therapies and counselling services, and the amount being spent each year.

Therapies	15/16	Cost	16/17	Cost	17/18	Cost
SALT	8	£89,052	7	£99,492	7	£82,040
Art Therapy	2	£38,795	3	£24,859	3	23,365
Play Therapy	9	£76,888	11	£100,253	12	£106,580
OT	1	£8,400	1	£11,184	2	£9,260
Massage Therapy	3	£14,040	5	£23,400	5	£23,400
Music Therapy	1	£18,200	1	£18,200	1	£18,200
Psych-Dynamic Therapy	1	£2,735	1	£2,700	1	£500
Counselling	2	£7,000	4	£32,000	4	£50,900
<b>TOTAL</b>	<b>25</b>	<b>£253,110</b>	<b>29</b>	<b>£285,088</b>	<b>31</b>	<b>£268,345</b>

- 5.13 In addition 4 of the schools that responded are buying in Family Support Workers, at a cost of £54,150 in 2015/2016, £37,314 in 2016/2017 and £59,792 in 2017/2018. 1 school was employing a Children’s Welfare Officer at a cost of £24,500 per year, and another school was buying in an intervention teacher and 2 additional ELSAs at a cost of £33,676 per year.
- 5.14 Some schools reported that they had stopped buying in some therapies and additional support due to budget challenges, and others indicated that they would buy certain therapies in to support their pupils if they had the budget.

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- 5.15 11 of the schools that responded indicated that they were buying in EP Services, and 4 schools indicated that they were or had services and support from Cranbury College, 2 of which indicated this was funded through de-delegation of their budget.
- 5.16 Next steps that are being considered by the Strand 1 Workstream Group in relation to the therapy services being commissioned are set out below and may be added to at their meeting on 22<sup>nd</sup> May 2018.
- 5.17 Review what support is in place or required as an earlier intervention to CAMHs and link it into a mental health pathway. This could form part of the further development of the graduated response guidance that includes broader services.
- 5.18 Review Local Offer information on where to access therapy and other support.
- 5.19 Share this report with the commissioning team, CCG and SEND Strategy Board to consider more efficient ways of jointly commissioning services and support.
- 5.20 Proposals are being developed for use of the Inclusion budget of the High Needs Block to support meeting exceptional needs and develop support for inclusion. This will be reported to the July meeting.