

END SPECIALIST PROVISION ACTION PLAN

**School Forum
9th March 2022**

Specialist Provision Review Group - Update

1. Purpose of report

1.1 To provide Schools Forum with an update on progress made by the Specialist Provision Review Group.

2. Recommendations

2.1 That Schools Forum note the work undertaken by the Specialist Provision Review Group.

3. Detail

Leads: Rob Thomas, Kate Bargh & Cathy Draper Updated: February 2022

The work of the special provision review group aims to improve current processes and reorganise current provision to support better outcomes for children and young people (CYP) with SEND in Walsall. The work within this action plan aims to offer short, medium and long-term solutions. The expectation is that this work encompasses all sectors; education, health and social care and is co-produced with CYP and families working to the 'better together' principle.

The revised action plan is divided into clear themes that all interweave and have equal importance to the overall vision of improving outcomes for CYP with SEND:



Each of these key strands of work can to support inclusive practice and the

be grouped into two themes - the protocols review of specialist settings.

Inclusive Practice:

The equity of inclusive practice across the Borough is the highest priority. This is essential for the whole the education sector from EYFS to Post 16 ensuring we are preparing our CYP adequately for adulthood. Much of this work will involve reinforcing the SEND Code of Practice (CoP) and establishing clear protocols, support and pathways for all partners, including Education, Health and Social Care to support mainstream settings with the full inclusion of CYP with SEND. Working collaboratively with partners will allow greater opportunities to work in a more coordinated and efficient way.

Review of Specialist Settings:

Whilst our inclusive vision and the legal presumption is that all children including those with SEND have a right to mainstream education, we must ensure that children with significant and complex SEND have the opportunity to attend a specialist setting in a timely way. A review of current specialist places (special schools and resourced provisions) will focus on the immediate and future needs. An accurate picture of the data will enable provision to support the needs of CYP in the short, medium and long term. This will also include a full review of out of borough places that are used for SEND placements.

Key Area	Key area description	Key Priorities	Timeline
1	<u>SEND Specialist Provision Group:</u> Re-establish Specialist Review Sub Group/ Project Group	<ul style="list-style-type: none"> Establish working groups linked to key actions within this plan. Develop stakeholder engagement and communication plan. Ensure all information gleaned from this work 	Group re-established in January 2022, work will be ongoing during 2022 -2023.
2	<u>Data:</u> Share 'Gap Analysis' Establish a central point for all sources of data.	<ul style="list-style-type: none"> Refine Gap Analysis (refine baseline and projections) Share the most recent gap analysis with the group as the basis for next steps. Establish a central data point e.g. SEND, Census, EYFS Head Count, admissions, etc. for great efficiency. 	Ongoing data analysis during 2022-2023 to plan resources, training and places.
3	<u>Inclusive Practice:</u> Support inclusive practice across the education sector- EYFS- Post 16	<ul style="list-style-type: none"> Establish clear protocols through SENCo Forums, SEND briefings for Headteachers via virtual Headteacher meetings to reinforce the SEND Code of Practice (CoP). Offer an overview of support to settings, to be updated regularly and shared with all settings to support mainstream settings to support children with SEND. Using the expertise within schools offer a range of central training opportunities to further support schools. 	<p>Overview of support for school shared in Jan '22 and developed further with schools and re-shared Feb' 22.</p> <p>Central course menu developed by Summer Term 2022.</p>
4	<u>High Needs Funding:</u> Re-establish the HNF Working Group work plan for 2022/23.	<ul style="list-style-type: none"> Review HNF 12 months in. Re-establish moderation and review processes. Explore funding options in Early Years and Post 16 Needs update on success and pitfalls of funding and implications for future spend from High Needs Block. 	Ongoing work during 2022-2023. Work in Spring/Summer 2022 will impact on funding in April 2023.
5	<u>Contributions from Health:</u> Review current Health issues and contributions towards EHCPs.	<ul style="list-style-type: none"> Review CCG SLAs with schools/LA and contributions to medical needs as identified in HNF Review. 	Initial discussions to commence during February/March 2022 with Education, Health and Social Care Commissioning.
6	<u>0-25 Service Pathways:</u> Establish clear service pathways and provision across education, health and social care to enable an all age disability service.	<ul style="list-style-type: none"> Compilation and challenge of existing service pathways with all partners (education, health and social care). Audit and compile existing pathways. 	Working group established and work streams to create a flow chart to show clear service pathways from February – April 2022.

7	<p><u>Specialist Inclusion Support Service (SISS):</u> Explore opportunities of developing a specialist inclusion support service (SISS).</p>	<ul style="list-style-type: none"> Review existing provision and commissioned services utilised by education settings. Explore options of a commissioned and traded services model or as de-delegated service plus traded. Using the 'School Support Overview' document develop a traded service offer to supplement developments in specialist inclusion support services, through our specialist provisions. Evaluate current HI/ VI provision and assess whether multi-sensory provision could be developed as part of a wider outreach support offer. 	<p>Using information gleaned from 'Inclusive Practice' and the '0-25 Service Pathway' work streams as SISS to be developed over Summer Term 2022 ready for implementation in Autumn Term 2022.</p>
8	<p><u>Review of EYFS and Post 16 transition arrangements</u></p>	<ul style="list-style-type: none"> Establish review of processes and capacity in both EYFS and Post-16 <p>EYFS:</p> <ul style="list-style-type: none"> EYFS Inclusion Planning Group (G consisting of education and health) to map out 0-5 plan – including HNF, quality assurance, training, EYFS toolkit. <p>Post -16:</p> <ul style="list-style-type: none"> Map out current pathways and develop gap analysis. Review the provision for young people 'not in education, employment and training' (NEETS) and educational progression with adult Social Care and Health. 	<p>EYFS: Working group via the Early Years Inclusion Planning Group commenced in Summer Term 2021 and will be ongoing during Spring and Summer Terms 2022.</p> <p>Launch of 0-5 EYFS Toolkit, with associated training to be launched from May 2022.</p> <p>Post -16: Working group established in February. Work ongoing during Spring and Summer Terms 2022.</p>
9	<p><u>Primary to Secondary transition - Team Around the Child</u> Pilot a TAC type model to support transition for children with SEND from Year 6 to Year 7/8/9</p>	<ul style="list-style-type: none"> Establish a primary to secondary transition 'Team Around the Child' (TAC) model as a pilot to support children with SEND in their transition from Year 6 to Year 9. 	<p>Working group established. Initial data collected to establish the pilot.</p> <p>Transition of Year 6 pupils to begin in April 2022 to new secondary school with education, Health, Social Care and families ready for September 2022. This support will continue until 2025.</p>

10	<u>Reduce the number of out of borough (OOB) placements.</u>	<ul style="list-style-type: none"> Establish a multi-agency project team (with reps from Health and Social Care) to provide a detailed programme for reducing OOB specialist placements and feed into an invest to save business proposal to increase sustainable Walsall provision. 	Working group established. Data collection and next steps will be a focus during February –April 2022.
11	<u>Establish Capacity of Existing Specialist Provision</u>	<ul style="list-style-type: none"> Review capacities of all special schools and alternative provision (AP) utilising conversations, assessment and BB104 building bulletin. 	Work commenced in 2021 and will be ongoing during 2022-2025 to meet short, medium and long term needs.
12	<u>Evaluate Options to meet identified need</u> Explore increasing commissioned numbers. Explore the development of the satellite/hub model.	<ul style="list-style-type: none"> Review of surplus capacity in school estate accommodation Review of available properties/ potential capacity Prioritised proposals to deal with short term requirements 	Work commenced in 2021 and will be ongoing during 2022-2025 to meet short, medium and long term needs.
13	<u>Review Designations of existing Special Schools, including AP and Specialist provision</u>	<ul style="list-style-type: none"> Commence a review of special school provision in Walsall. Re-designation of special schools as identified in gap analysis. Develop short, medium and long term solutions. 	Work with special schools regarding review of places and designation to take place from February 2022 ready to meet immediate need in Autumn Term 2022.
14	<u>Review Designation and provision of ARP, PRU & AP provision</u>	<ul style="list-style-type: none"> Commence a review of current ARPs/PRU provision in Walsall. Re-designation process of schools identified and setting up on new Satellites/Hubs/Unit provisions (pilot initially) in light of gap analysis. Review of SLAs, financing and charging arrangements etc. including entry and exit procedures and quality assurance. Explore the current alternative providers (AP) providers – ongoing quality assurance. 	Review of current ARP/PRU provision commenced in 2021. Work in establishing new resourced/unit provisions to be begin following data gap analysis. Expressions of interest during February/March 2022 ready for opening in Autumn Term 2022.

4. Financial implications

4.1 The financial implications cannot be predicted at this time as this will be dependent on ongoing work through Spring and Summer Term 2022 and beyond.

5. Legal Implications

5.1 The working group shall adhere to the Department for Education's Schools Revenue Funding 2021 to 2022 operational guide and High Needs Funding Operational Guide 2021/2022.

6. School Improvement

6.1 As part of making any decisions regarding possible changes to the funding formula, the potential impact on the desired outcomes of the Walsall school improvement programme should be considered.

7. Members eligible to vote

7.1 There are no matters arising from this report that require voting.