

Southwark  
Schools Forum  
High Needs Sub Group

Report to the Schools Forum  
November 2020

DRAFT - CONFIDENTIAL

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High Needs Deficit Recovery Plan

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## **Executive Summary**

The past two years of the deficit recovery plan have concentrated on ensuring costs do not escalate. Containing costs and balancing the budget in-year was the first stage. The budget will be balanced next year. Despite the best of endeavours, the financial challenges remain. We must now fundamentally re-think how services are provided to ensure the very best outcomes for children and young people as well as provide the best possible use of resources whilst the incidence of special needs continues to rise. The re-thinking of services incorporates the main areas of growth over the past few years, 16 to 25 year olds and Autism Spectrum Disorder (ASD). In addition, we need to consider the LA position on exclusions and how the work of inclusive schools provides better outcomes for children. These work streams are not a short-term strategy with quick wins but a longer term reshaping of services that require upfront investment in order to deliver the outcomes and provide the better use of resources and cost reductions.

### **1. Introduction**

Like many Local Authorities Southwark has faced considerable challenges around the funding for Children with Special Educational Needs and Disabilities (SEND). This has arisen through a combination of reasons, although mainly from the legislation changes to extend the age range of young people who are supported through this funding, but also the increased growth in the number and complexity of children and young people with SEND. This demand has created pressure on services.

Southwark is fully committed to achieve the very best outcomes for children and young people with SEND as well as working in partnership with all stakeholders. This will mean that broader work streams will be needed and various invest to save projects developed that will need both capital and revenue investment to ensure they are delivered.

We have identified three areas of invest to save projects that will need revenue and capital investment and are outlined in section 6: Pathways to adult life beyond education for 16 to 25 year olds; Promoting Inclusion and reducing exclusions and ASD Education Provision Review.

This is not a short-term strategy with quick wins but a longer term reshaping of services.

### **2. Context**

The London Borough of Southwark is provided with funding for children and young people with SEND through the high needs block of the Dedicated Schools Grant (DSG). The high needs block allocation for the financial year 2020/21 is £50.0m.

The financial pressures started in 2017/18 when the DSG went into deficit of £4.1m, this grew to £11.5m in 2018/19 and £18.5m in 2019.20. Despite extra pressures of Covid, the rate of deficit has slowed: the cumulative deficit at the end of this year financial year (2020/21) is expected to be £21.8m.

This financial challenge is not just a local issue and is mirrored across both London and England.

In order to slow the growth in expenditure, the Local Authority has worked with the sub group of the Schools Forum as well as setting up a Budget Recovery Board. The Board was supported by external consultants in the form of independent auditors. Their reports can be found in Appendix 5 and 6. They confirmed and evidenced the areas of difficulty we had already identified namely the 19 to 25 year olds provision and ASD. Not surprisingly these are the areas of focus in the work going forward.

The work streams now proposed are looking at

- Wider and more integrated provision for 16-25 year olds
- Developing new approaches to early intervention and escalation of cases to avoid exclusions and support inclusions
- Autism Provision Strategy

### **3. Our Vision**

Our vision is to meet needs of Children and Young People across the local area in high quality provision that is local and cost effective.

It is based on ensuring that all stakeholders are listened to and are involved in the re-designing of services, particularly parents and carers who are an integral part of the team supporting the child or young person.

This local provision must be designed to meet the needs of the child or young person and is focused on the best possible outcomes or order to provide a successful transfer into adulthood.

The offer for our children, young people and families in the SEND Local Area must work together with social care and health for the best possible outcomes.

#### **4. Working with Stakeholders**

The various stakeholders and the current work with these groups is provided in Appendix 1.

Going forward we expect to enhance this in the following ways

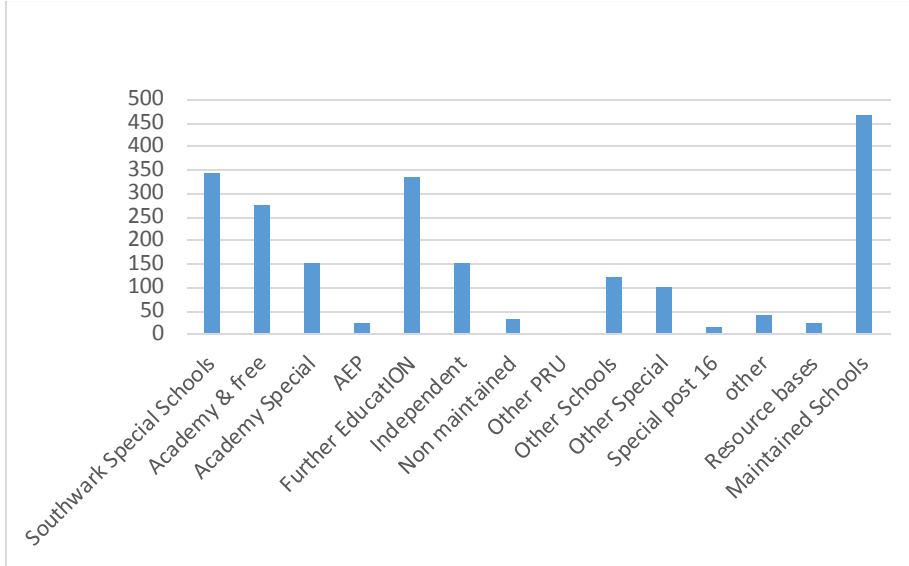
- Continued and focused co-ordination with our local Parent Carer Forum, known as Southwark Independent Voice, on our strategy, approach and any developments we want to make.
- Work with our young people, facilitated by our schools, on our strategy, approach and any developments we want to make.
- The SEND Board to be fully aware and steer our strategy, approach and the outcomes we want to achieve (this group enables consultation/co-production with social care and health colleagues)
- ensure that our school and setting leaders are fully involved in the development of any proposals for change

#### **5 Service Data Mapping**

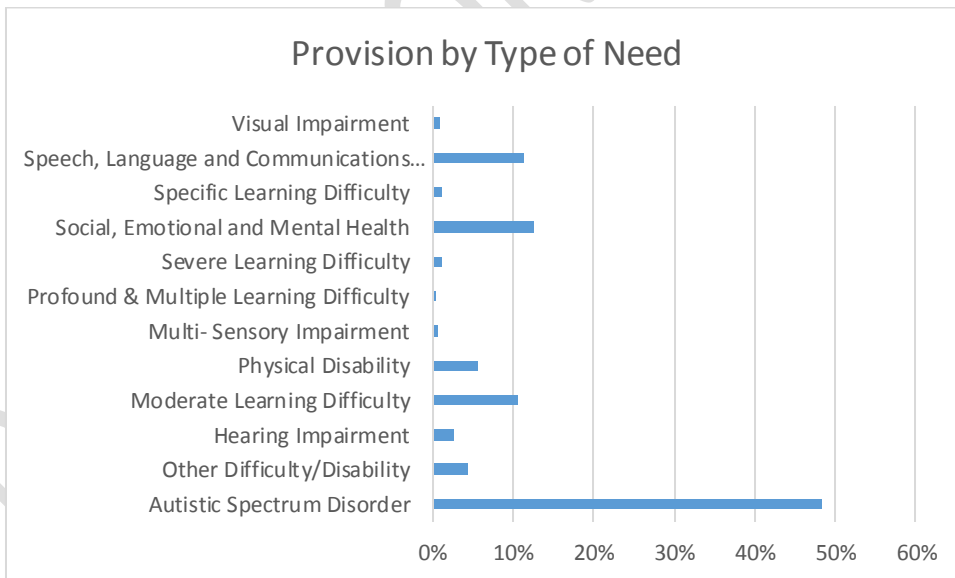
The Local Authority, in order to slow the growth in expenditure, worked with the sub group of the schools forum as well as setting up a Budget Recovery Board. The Board was supported by external consultants in the form of independent auditors and chaired by the Strategic Director of Finance. The consultant's reports can be found in Appendix 3 and 4. These reports have a full analysis of the data, but some of the graphs from the report have been reproduced below with updated data.

The external consultants identified the areas of difficulty as the 19 to 25 year old cohort and ASD. Not surprisingly, these are the areas of focus in the work going forward.

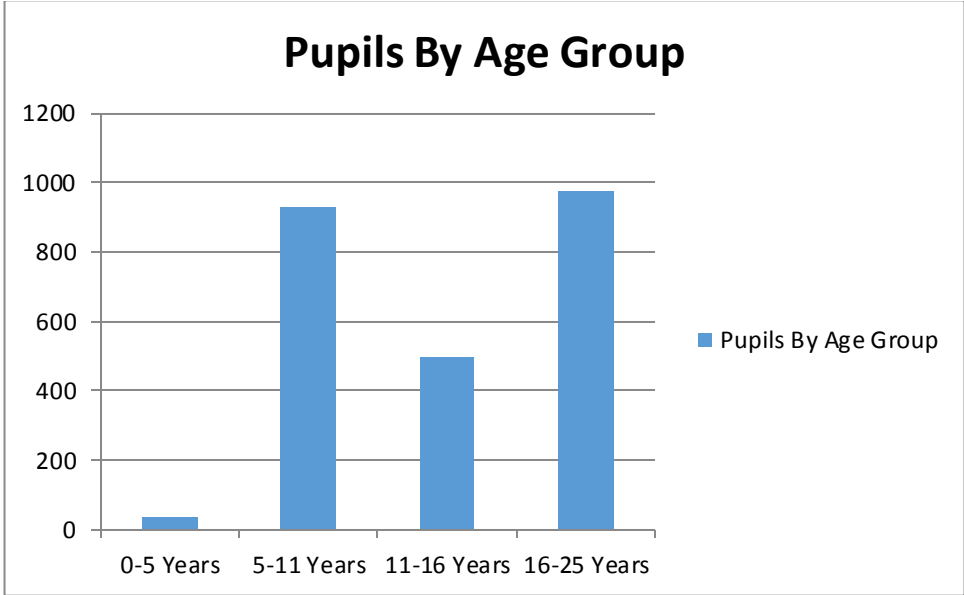
The number of children in each type of placement is shown in the graph below.



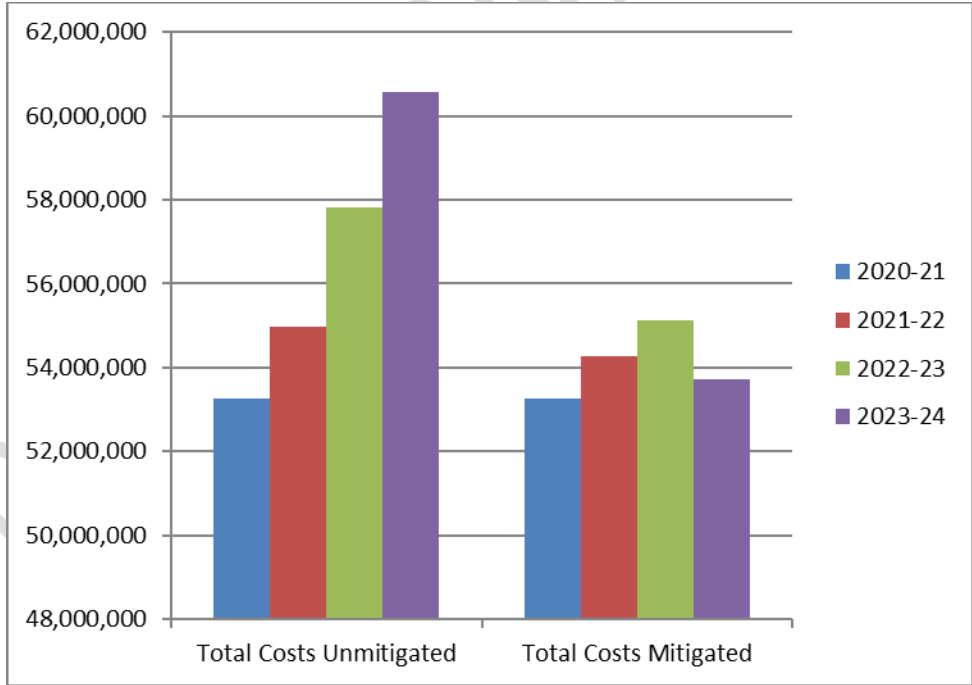
The graph below analyses our current cohort by type of primary need.



The following graph shows the age ranges of the children with EHCP's.



High Needs Costs if no management action taken over the next four years and if management action is taken



Appendix 4 looks at the detail financial trajectory by type of placement



## **6a - Workstream 1 - Educational Provision for Southwark resident young adults with SEN and disabilities between 16 and 25 years of age: Pathways to adult life beyond education.**

### **6a 1.1 Summary**

We want our young people with SEND to live fulfilling, purposeful and happy lives, supported by their families and friends, and integrated into their local community. We expect that those who parent, teach, care and support them as children will prepare them for their adult lives. Where they need support as adults, professional services and their community must understand the value of the contribution they make as adults to the community and to respect their entitlement to lives that include constructive, stimulating and enjoyable experiences.

### **6a 1.2 Work objectives**

Most young adults now remain in education until 18/19 years old. With the extension in the participation age, many of those with special educational needs opt to extend their time in education beyond 19 years of age. Too often this extended education is not leading to tangible employment or work-related activity, or indeed adding meaningful value. Too many young adults with SEND have not developed the skills they need to be able to live and/or work independently. We believe that this is not good enough. It means that services are not delivering what is needed, and pathways to life after education are not realistic given the severity and complexity of the young adult's needs.

### **6a 1.3 Governance Arrangements**

This will be through the SEND Board. This will bring together professionals, parent representatives and young people from across Southwark to provide oversight and direction to our ongoing journey to improve provision and outcomes for children and young people with SEND.

### **6a 1.4 Expected Impact**

The impact of the work stream will be to see many more 16 to 25 years olds with SEND able to leave education and live and work independently.

The outcomes will ensure:

- a well-planned transition into Further Education that looks at all aspects of the Young People's life and plans for their social, health and educational needs
- this will include looking at where the Young People are likely to live as they mature and the options open to them. This will include exploring how they access resources and support not just for their education but for their living costs.

- Transition plans ready to implement which will provide the professional support, guidance and financial support needed in the next stages of their lives.

Through joint working, good planning and strategic oversight we also expect to make a cost saving.

### 6a 1.5 Success Measures

The success will be measured on whether when children and young people leave education they will be able to live and work independently and that families are working together with the services and sharing a common goal.

There will be agreed protocols and process with the All Age Disability Team for determining pathways.

At individual student level, we will monitor:

- I. the Transition Process to ensure families and young people have confidence in the process
- II. the arrangements in place when the young person leaves education
- III. the young person's situation 6, 12 and 24 months after they leave education.

### 6a 1.6 Financial Impact

<b>Worksteam 1 - Pathways to adult life beyond education for 16 to 25 year olds</b>						
		2021/22	2022/23	2023/24	2024/25	Total over 4 years
		£'000	£'000	£'000	£'000	£'000
<b>Savings</b>						
	Early transfer of young people to adults		-94	-319	-483	-896
	Post 19 non ASD Provision in-borough		-107	-363	-550	-1,020
	Assessment of Post 16 provision		-149	-507	-768	-1,424
<b>Investments – Revenue</b>						
<b>Staffing Supporting children, families and Schools</b>						
	1 Project co-ordinator	100	75	75	75	325
	2 Training skills centre hub and commissioning	100	75	75	75	325
	3 Professional agencies to work with families	150	150	150	150	600
<b>Impact on DSG</b>		<b>350</b>	<b>-50</b>	<b>-889</b>	<b>-1501</b>	<b>-2090</b>
<b>Impact on core funding</b>						
	Adults –shortbreaks?	0	150	300	300	750
	Savings on Transport		-100	-200	-200	-500
<b>Investment – Capital</b>						
	Repurpose building	100	200			

## **6b - Workstream 2 - Educational Provision for Southwark resident young adults with SEN and disabilities between 16 and 25 years of age: Promoting Inclusion and reducing exclusion**

There has been a growing need to re-model the way in which we support our children and young people to remain in education. There has potentially been an over reliance on traditional models and methods of alternative provision and use of pupil referral units. The need and call to review our current practice and provision is depth culminated in the Southwark Inclusion conference in January 2020. Following this a task and finish group of school leaders and partners convened to explore new models. There was a consensus from the conference that the needs of our children and young people are best served on the whole, in mainstream settings with a full curriculum offer. Unfortunately this work was halted by COVID 19 but we are now reconvening. Our work in this area will be informed in part by the outcomes of a year-long scrutiny commission (2019/20) into school exclusions led by council members.

### **6b 1.1 Summary**

Exclusions are a major concern as they lead to children missing out on many of the benefits of a good education and are associated with a wide range of negative life outcomes for children. Southwark recently set up a Commission to look at the educational attainment of children attending core alternative provision in Southwark.

There is a national exclusions crisis. The number of permanent exclusions has increased from 4,630 in 2012/13 to 7,900 in 2017/18, an increase of nearly 71%. Fixed term exclusions have followed a similar trend, increasing from 267,520 in 2012/13 to 410,800 in 2017/18, a rise of nearly 54%. Approximately 80% of fixed term and permanent exclusions happen in secondary schools. Southwark has largely followed the national trend of rising exclusions with rates of exclusion doubling since 2012/13.

### **6b 1.2 Work objectives**

The commission brought out a number of issues Southwark Council should champion including a 100% inclusion commitment in conjunction with schools, embodied in a mutually agreed Charter and an annual inclusion report to track progress against its 100% inclusion target. The commission recommended that the Council should conduct an action-focused review into the disproportionate representation of BAME and SEN children in Southwark's exclusion statistics. A further recommendation was the Council needs clearer

procedures in place for identifying off-rolling and be more ready to challenge bad practice by schools. Sitting alongside this will be work to prevent the perverse financial incentive for schools to exclude pupils. It is now these issues that the work stream are considering.

Work will be joined up with public health to align with support on mental health.

### **6b 1.3 Governance Arrangements**

There are the following boards

- An Inclusion Board chaired by a Lead Member and the Director of Education. (This commenced in February 2020 but was paused due to COVID but has now reconvened.)
- Commissioning AP board

### **6b 1.4 Expected Impact**

In order to support full inclusion and to help Young People to reach their potential, we will in the future take a 3-tiered approach and the LA will work in conjunction with schools and external partners to co-ordinate and deliver it. (This is not the same as current provision).

Tier 1. By early identification, we hope to be able to provide targeted support and therapeutic intervention that reduces the likelihood of exclusion of Young People from school. These Young People in Year 7 will have been identified by primary schools for transition support (in moving from primary to secondary school). Older Young People (in Year 8 or above) will be identified by the school, in conjunction with the Single Point of Contact member of Local Authority staff assigned to the school.

Tier 2. In addition, those Young People who have had at least one exclusion will receive additional bespoke support, devised and delivered in collaboration with the school to avoid repeat exclusions.

Tier 3. Young People who are at risk of permanent exclusion (PEX) will receive appropriate therapeutic intervention, high-level teaching, and a new IT-enhanced curriculum as well as bespoke careers advice.

SILS is the Local Authority alternative provision in Southwark. It comprises two buildings – where KS3 and KS4 students follow appropriate programmes according to the length of stay of the Young People. SILS have a key part to play in this process. Significant levels of students arrive at SILS who have

unidentified needs and without an Education, Health and Care Plan. SILS will have fewer students arriving without appropriate support because of unidentified needs due to more rigorous accountability of primary (and secondary) schools by the LA. This will reduce both the number of students who arrive at SILS and the length of time they remain there. This will in turn lead to a reduction in the total number of reserved places that the Local Authority commissions on an annual basis from SILS, leading to further savings. Also, SILS will, as a result of a review and re-purpose exercise enter into a new more rigorously defined contract with the Local Authority which will include Key Performance Indicators for reintegration of SILS students to mainstream education as well as academic outcomes. To support this the Local Authority will support SILS by providing enhanced IT resources including laptops and technology to support remote working. This means that schools will be able to provide appropriate curriculum work that students can complete as if they were working remotely at school. This will increase the ability of the older Young People to achieve formal, recognised certification for their work and prevent Young People from falling behind. The ability to work remotely will also allow follow up therapeutic work with Tier 1 and Tier 2 Young People, facilitated by SILS with the minimum of disruption to schooling. SILS over time should develop its skills and ability to deliver bespoke intervention support to become a centre of excellence partly supported by Local Authority and external staff. This expertise could be income-generating by supporting schools outside the Local Authority.

### **6b 1.5 Success Measures**

The measures will be judged by the monitoring and evaluation of effectiveness of whether individual placements provides quality and meets needs.

### **6b 1.6 Financial Impact**

The ambition of this to reduce the current spend in this area of £5m by 40%.

Worked will be joined up with public health to make the best possible use of their £2m support for mental health.

<b>Worksteam 2 - Promoting Inclusion and reducing exclusion</b>						
		2021/22	2022/23	2023/24	2024/25	Total over 4 years
		£'000	£'000	£'000	£'000	£'000
<b>Savings</b>						
	PRU /summerhouse / special school offer		-214	-726	-1100	-2040
	Reduce costs of out-of borough statements through inclusion strategy		-39	-132	-200	-371
	Key Stage 5 AP provision		-49	-165	-250	-464
	Shorter days remote access provision providing a extended reach of provision		-78	-264	-400	-742
<b>Investments – Revenue</b>						
	<b>a Staffing Supporting children, families and Schools</b>					
	1 Family Early Help – Working with families	75	150	150	150	525
	2 Support for staff in schools	100	300	300	300	1000
	3 Remote learning set up- virtual learning platform	250	300	300	300	1150
	<b>b Incentive scheme</b>	400	250			650
	<b>c Create a Centre of Excellence</b>	250	250	250	250	1000
<b>Impact on DSG</b>		1075	870	-287	-950	708
<b>Investment – Capital – sils 4 energy efficiencies</b>						
	Repurpose building at to co-use space – to change to hub facility to include other services, therapeutic hub.		100			
			300			

## 6b 2.1 Inclusion Support to schools

The work regarding exclusions is sitting alongside another aspect looking at encouraging schools to be more inclusive and avoid the position where there is a financial incentive to exclude pupils.

Inclusion covers a wide range of pupils who may have be marginalised or excluded from mainstream settings in the past. Some of these pupils may have ended up in special schools previously. The number of pupils at risk are increasing due to more pupils being diagnosed with more severe and complex needs, whilst there is an overall decline in the school population.

Generally the view is positive towards the principle of inclusion, although there is some concern of providing for the needs where there is are number of these children within one class. This is partly through the constraints of the funding system, where the first £6,000 of support over and above the basic entitlement has to be found within the overall schools budget, before the EHCP top up funding is received from the Local Authority.

The more children the school has with EHCP's the more £6,000's the school has to find. With tightening budgets this has become difficult for some schools and almost impossible for others. It is the latter that we are concerned about, as the funding system is dictating the provision for the child and provides a

perverse incentive to schools not to be inclusive. This is a national problem and not just a local problem. This will potentially worsen outcomes for the child and the overall costs to the funding system grows in the long term.

It was always the intention of the Schools Forum to include some form incentive funding for schools to encourage them be inclusive, originally it was felt that this would be implemented when our EHCP banding transition was in place. That time will be reached in the coming year. With the extra pressure continuing on the high needs block as well as the schools budgets the time is now right to implement a funding support mechanism for inclusive schools.

The original model proposed in 2018 is detailed below.

- An overall average percentage of EHCP's to the total school roll (excluding nursery and post 16) for Southwark schools is calculated at the October census prior to the financial year.
- Each school percentage is compared with the average.
- If the schools average is higher than the Southwark average + 1% then the school qualifies for extra funding.
- The number of pupils with EHCP's above the Southwark average plus 1% will be funded at £6,000.
- There will be in-year adjustments made with each census.

It is thought that this model is still fit for purpose and the impact on each school is shown in Appendix 3.

With the existing constraints of the high needs budget, there is no funding available to put this policy in place despite its outcome being to reduce the overall funding in the long term.

The lack of flexibility to transfer money to the high needs block exacerbates this problem, as there are insufficient funds to proactively address the expenses incurred by more inclusive schools, or support interventions that might address the cycle of spiralling costs.

	2021/22	2022/23	2023/24
	£'000	£'000	£'000
School block transfer over three years for incentive fund for inclusion, net	400	250	0

## **6c - Workstream 2 - Educational Provision for Southwark resident young adults with SEN and disabilities between 16 and 25 years of age: ASD Education Provision Review**

### **6c 1.1 Outcomes Desired**

- Clarity about the offer from each provider/range of need that can be met
- Identification of gaps.
- To work towards providing a continuum of provision to meet a continuum of need.
- To be able to offer the majority of families a place for their Child/Young Person with ASD. This will include increasing the capacity of mainstream schools to meet the needs of ASD pupils.
- To ensure that the transition of pupils with ASD from primary to secondary school is well planned and families have confidence in mainstream secondary schools to meet the needs of their child.
- To increase parental/YP's confidence that local provision is high quality and can meet need.

### **6c 1.2 Scope**

- All Educational provision in Southwark that might admit or educate a child with ASD from 0-25 years
- Out borough provision is out of scope for this review
- Social care and health provision will be considered but this is primarily a review of educational provision

### **6c 1.3 Stakeholders:**

Our Schools and settings across the age range, our specialist services, health partners, social care partners, parents, carers and young people.

### **6c 1.4 Methodology**

1. Core Group to lead work:
  - Each Task and Finish group lead
  - Project Coordinator/admin
  - Independent advisor (if possible)



2. Task and Finish Groups as required:
  - Group lead
  - Main Educational Provision reps: nursery/HTs/SEN co-ordinators
  
3. Reference Group of stakeholders:
  - Parents/Carers/YP/health/social care etc.

### 6c 1.5 Project Timeline

Suggested meeting schedule:

- All meetings will take place by the end of March 2021
- Write up will be done in April and Consultation in May 2021
- Implementation for Sept 2021

### 6c 1.6 Financial Impact

Worksteam 3 -ASD Education Provision Review						
		2021/22	2022/23	2023/24	2024/25	Total over 4 years
		£'000	£'000	£'000	£'000	£'000
<b>Savings</b>						
	Post 19 ASD Provision in-borough		-253	-858	-1300	-2,411
	Schools being more inclusive		-309	-1049	-1589	-2,947
<b>Investments – Revenue</b>						
<b>Staffing Supporting children, families and Schools</b>						
	Project Lead	150	75	75	75	375
	Social Works, CAMHS	200	200	200	200	800
	Professional agencies to work with families	150	200	200	200	750
<b>Impact on DSG</b>		<b>500</b>	<b>-87</b>	<b>-1432</b>	<b>-2414</b>	<b>-3433</b>
<b>Impact on core funding</b>						
	Adults –shortbreaks	0	150	300	300	750
	Savings on Transort		-100	-200	-200	-500

## 7 Overall Finance Impact

	2021/22	2022/23	2023/24	2024/25	Total over 4 years
	£'000	£'000	£'000	£'000	£'000
<b>Savings</b>					
Work stream 1	0	-350	-1189	-1801	-3,340
Work stream 2	0	-380	-1287	-1950	-3,617
Work stream 3	0	-562	-1907	-2889	-5,358
<b>Total Savings</b>	0	-1292	-4383	-6640	-12,315
<b>Investment</b>					
Work stream 1	350	300	300	300	1,250
Work stream 2	1075	1250	1000	1000	4,325
Work stream 3	500	475	475	475	1,925
<b>Total Investment</b>	1925	2025	1775	1775	7500
<b>Total Revenue</b>	1925	733	-2608	-4865	-4815

### Appendix 1 – Inclusion incentive scheme

Overleaf

Schools Forum  
26 November 2020  
Item 4 Appendix A

Inclusion incentive scheme model based on October 2020 census (Academies in red are from the 2019 census)							
			October 2020		2.64%		6000
		R-11 Rc	Number of children with EHCP <sup>1</sup>	%	Average number EHCP's + 1	If greater than the average	Funding at £6,000
2102003	Maintained	Albion Primary School	403	8	2.0%	11	0
2102038	Maintained	Bellenden Primary School	196	5	2.6%	5	0
2102085	Maintained	Camelot Primary School	339	12	3.5%	9	18000
2102100	Maintained	Charles Dickens Primary School	420	9	2.1%	11	0
2102116	Maintained	Cobourg Primary School	274	6	2.2%	7	0
2102123	Maintained	Comber Grove School	213	5	2.3%	6	0
2102138	Maintained	Crampton Primary	208	5	2.4%	5	0
2102142	Maintained	Crawford Primary School	452	8	1.8%	12	0
2102161	Maintained	Dog Kennel Hill School	313	9	2.9%	8	1
2102257	Maintained	Goodrich Community Primary Scho	556	7	1.3%	15	0
2102263	Maintained	Grange Primary School	343	8	2.3%	9	0
2102293	Maintained	Heber Primary School	364	10	2.7%	10	0
2102308	Maintained	Hollydale Primary School	176	6	3.4%	5	1
2102323	Maintained	Ilderton Primary School	296	8	2.7%	8	0
2102328	Maintained	Ivydale Primary School	481	9	1.9%	13	0
2102339	Maintained	John Ruskin Primary School and La	415	10	2.4%	11	0
2102351	Maintained	Keyworth Primary School	308	9	2.9%	8	1
2102365	Maintained	Dulwich Wood Primary School	339	3	0.9%	9	0
2102392	Maintained	Lyndhurst Primary School	394	9	2.3%	10	0
2102411	Maintained	Michael Faraday School	395	12	3.0%	10	2
2102514	Maintained	Riverside Primary School	294	8	2.7%	8	0
2102516	Maintained	Robert Browning Primary School	190	11	5.8%	5	6
2102526	Maintained	Rotherhithe Primary School	361	13	3.6%	10	3
2102560	Maintained	Snowfields Primary School	193	7	3.6%	5	2
2102562	Maintained	Southwark Park Primary School	389	11	2.8%	10	1
2102607	Maintained	Tower Bridge Primary School	179	9	5.0%	5	4
2102609	Maintained	Townsend Primary School	161	6	3.7%	4	2
2102621	Maintained	Victory Primary School	124	1	0.8%	3	0
2102848	Maintained	Phoenix Primary School	598	11	1.8%	16	0
2102852	Maintained	Pilgrims' Way Primary School	183	5	2.7%	5	0
2102853	Maintained	Alfred Salter Primary School	372	16	4.3%	10	6
2102855	Maintained	Oliver Goldsmith Primary School	340	4	1.2%	9	0
2102856	Maintained	Bessemer Grange Primary School	543	15	2.8%	14	1
2102858	Maintained	Brunswick Park Primary School	364	11	3.0%	10	1
2103313	Maintained	Boutcher Church of England Primar	200	5	2.5%	5	0
2103337	Maintained	Dulwich Village Church of England I	267	8	3.0%	7	1
2103341	Maintained	English Martyrs Roman Catholic Pri	290	4	1.4%	8	0
2103399	Maintained	St James the Great Roman Catholic	194	11	5.7%	5	6
2103435	Maintained	St Francis RC Primary School	371	5	1.3%	10	0
2103445	Maintained	St George's Church of England Prim	147	3	2.0%	4	0
2103447	Maintained	St George's Cathedral Catholic Prim	188	4	2.1%	5	0
2103452	Maintained	St James' Church of England Primar	450	11	2.4%	12	0
2103460	Maintained	St John's and St Clement's Church o	373	2	0.5%	10	0
2103468	Maintained	St John's Walworth Church of Engl	150	4	2.7%	4	0
2103475	Maintained	St Joseph's Roman Catholic Primary	307	7	2.3%	8	0
2103476	Maintained	St Joseph's Catholic Primary School	202	5	2.5%	5	0
2103484	Maintained	Saint Joseph's Catholic Primary Sch	190	8	4.2%	5	3
2103492	Maintained	St Jude's Church of England Primar	86	2	2.3%	2	0
2103508	Maintained	St Mary Magdalene Church of Engl	141	3	2.1%	4	0
2103516	Maintained	Peter Hills with St Mary's and St Pa	150	5	3.3%	4	1
2103586	Maintained	St Peter's Church of England Primar	169	3	1.8%	4	0
2103593	Maintained	The Cathedral School of St Saviour	204	3	1.5%	5	0
2103669	Maintained	St John's Roman Catholic Primary S	202	4	2.0%	5	0
2103670	Maintained	Rye Oak Primary School	269	4.33333	1.6%	7	0
2104680	Maintained	St Saviour's and St Olave's Church o	627	6	1.0%	17	0
2105200	Maintained	St Francesca Cabrini Primary Schoo	231	5	2.2%	6	0
2105201	Maintained	St Anthony's Catholic Primary Scho	378	5	1.3%	10	0
2105203	Maintained	St Joseph's Catholic Junior School	225	3	1.3%	6	0
2105204	Maintained	St Joseph's Catholic Infants School	156	1	0.6%	4	0
2105205	Maintained	Friars Primary Foundation School	174	6	3.4%	5	1
2105207	Maintained	Charlotte Sharman Primary School	186	5	2.7%	5	0
2105209	Maintained	Surrey Square Primary School	414	12	0.036232	11	1
2105402	Maintained	The St Thomas the Apostle College	791	23	2.9%	21	2
2105404	Maintained	Notre Dame Roman Catholic Girls' S	571	17	3.0%	15	2
2102001	Academy	Harris Primary Free School Peckhar	242	6	2.5%	6	0
2102002	Academy	Judith Kerr Primary School	335	4	1.2%	9	0
2102004	Academy	Harris Primary Academy East Dulw	398	6	1.5%	11	0
2102005	Academy	Angel Oak Academy	410	8	2.0%	11	0
2102006	Academy	The Belham Primary School	410	8	2.0%	11	0
2102007	Academy	Galleywall Primary	227	5	2.2%	6	0
2102008	Academy	Goose Green Primary and Nursery	310	5	1.6%	8	0
2102009	Academy	John Keats Primary School	106	2	1.9%	3	0
2102010	Academy	St Paul's Church of England Primar	218	3	1.4%	6	0
2102169	Academy	Dulwich Hamlet Junior School	360	10	2.8%	10	0
2102335	Academy	John Donne Primary School	389	9	2.3%	10	0
2102500	Academy	Redriff Primary School	505	12	2.4%	13	0
2102857	Academy	Harris Primary Academy Peckham f	287	8	2.8%	8	0
2104000	Academy	Compass School Southwark	398	11	2.8%	11	0
2104001	Academy	Ark All Saints Academy	604	15	4.3%	16	0
2104002	Academy	University Academy of Engineering	689	14	2.0%	18	0
2104003	Academy	The Charter School East Dulwich	779	33	4.2%	21	12
2104005	Academy	Bacon's College	870	15	1.7%	23	0
2104006	Academy	Haberdashers' Aske's Borough Aca	356	9	2.5%	9	0
2104265	Academy	Kingsdale Foundation School	1978	35	1.8%	52	0
2104318	Academy	The Charter School North Dulwich	909	26	5.1%	24	2
2105403	Academy	St Michael's Catholic College	725	18	2.5%	19	0
2105405	Academy	Sacred Heart Catholic School	654	20	3.1%	17	3
2106905	Academy	City of London Academy (Southwa	1169	23	2.9%	31	0
2106906	Academy	Harris Academy Peckham	1073	8	1.4%	15	0
2106907	Academy	Harris Academy Bermondsey	846	5	0.6%	22	0
2106908	Academy	Harris Girls' Academy East Dulwich	732	9	1.2%	19	0
2106909	Academy	Ark Walworth Academy	892	16	1.8%	24	0
2106912	Academy	Ark Globe Academy	1130	23	2.0%	30	0
2106913	Academy	Harris Boys' Academy East Dulwich	739	10	1.4%	20	0
			37719	846.3333	2.2%		408000

## Appendix 2 –Financial projections no management action being implemented – unmitigated costs

Growth in EHCPs per year					150	175	100	75	75
		Avg Placemen	FTE as of Aug 20	Forecast Excluding Mitigated Action					
Place Led Funding				2020-21	2021-22	2022-23	2023-24	2024-25	
ER55X	Southwark Special Schools			3,964,800	3,964,800	3,964,800	3,964,800	3,964,800	3,964,801
	Southwark RB/Unit places			741,000	741,000	741,000	741,000	741,000	741,000
Top-up Costs									
Post Centre	Name								
ER55X	Southwark Special Schools		371	6,213,781	6,876,389	7,162,109	7,376,400	7,585,390	
ER800	SEN Academy & free	9,133	329	3,909,028	3,414,243	3,563,249	3,675,004	3,860,675	
ER801	SEN-Academy Special	20,243	160	3,234,495	3,560,686	3,707,051	3,816,825	3,906,866	
ER802	SEN - AEP	16,808	131	2,204,930	2,439,818	2,541,175	2,617,192	2,691,116	
ER803	SEN - Further Educat	14,372	347	4,988,828	5,548,594	5,781,496	5,956,172	6,151,784	
ER804	SEN - Independent	38,212	139	5,296,176	5,761,055	5,991,976	6,165,167	6,243,272	
ER805	SEN- Non maintained	43,881	38	1,680,625	1,824,946	1,897,821	1,952,476	1,974,059	
ER806	SEN - Other PRU	27,988	2	61,853	67,615	70,354	72,408	73,654	
ER807	SEN - Other Schools	12,914	128	1,653,636	1,846,491	1,924,613	1,983,204	2,055,364	
ER808	SEN - Other Special	26,890	107	2,880,176	3,150,846	3,278,680	3,374,555	3,434,915	
ER809	SEN-Special post 16	75,181	17	1,300,630	1,405,376	1,460,897	1,502,537	1,512,286	
ER810	SEN - other	19,623	42	832,802	917,521	955,298	983,632	1,007,548	
ER811	SEN - Maintained Schools	9,497	29	277,034	313,686	327,321	337,548	353,987	
	Alternative Provision & Central			9,598,757	9,598,757	9,598,757	9,598,757	9,598,757	
EX462	Statements	9,767	554	5,411,135	6,118,178	6,383,402	6,582,321	6,894,527	
<b>Total Expenditure</b>			2,396	54,249,686	57,550,000	59,350,000	60,700,000	62,050,000	

## Appendix 2 - Financial projections management action being implemented – mitigated costs

Growth in EHCPs per year					150	175	100	75	75
		Avg Placemen	FTE as of Aug 20	Forecast Including Mitigated Action					
Place Led Funding				2020-21	2021-22	2022-23	2023-24	2024-25	
ER55X	Southwark Special Schools			3,964,800	3,964,800	3,964,800	3,964,800	3,964,801	
	Southwark RB/Unit places			741,000	741,000	741,000	741,000	741,000	
Top-up Costs									
Post Centre	Name								
ER55X	Southwark Special Schools		371	6,213,781	6,876,389	7,565,847	7,725,800	7,585,390	
ER800	SEN Academy & free	9,133	329	3,909,028	3,414,243	3,921,939	3,985,419	3,860,675	
ER801	SEN-Academy Special	20,243	160	3,234,495	3,560,686	3,880,996	3,967,360	3,906,866	
ER802	SEN - AEP	16,808	131	2,204,930	2,439,818	2,683,984	2,740,782	2,691,116	
ER803	SEN - Further Educat	14,372	347	4,988,828	5,548,594	4,782,043	3,959,937	3,828,514	
ER804	SEN - Independent	38,212	139	5,296,176	5,761,055	5,199,209	4,704,017	4,651,541	
ER805	SEN- Non maintained	43,881	38	1,680,625	1,824,946	1,939,516	1,988,560	1,974,059	
ER806	SEN - Other PRU	27,988	2	61,853	67,615	72,760	74,491	73,654	
ER807	SEN - Other Schools	12,914	128	1,653,636	1,846,491	2,064,015	2,103,845	2,055,364	
ER808	SEN - Other Special	26,890	107	2,880,176	3,150,846	3,395,286	3,475,468	3,434,915	
ER809	SEN-Special post 16	75,181	17	1,300,630	1,405,376	1,479,730	1,518,836	1,512,286	
ER810	SEN - other	19,623	42	832,802	917,521	1,001,501	1,023,616	1,007,548	
ER811	SEN - Maintained Schools	9,497	29	277,034	313,686	359,077	365,031	353,987	
	Alternative Provision & Central			9,598,757	8,098,757	7,011,757	6,348,757	6,348,757	
EX462	Statements	9,767	554	5,411,135	5,418,178	6,286,538	6,404,283	6,194,527	
<b>Total Expenditure</b>			2,396	54,249,686	55,350,000	56,350,000	55,092,000	54,185,000	