

SOUTHWARK SCHOOLS FORUM

REMOTE

Thursday 26st November 2020 2pm to 3.15pm

CONTENTS SHEET

| | |
|--|---------------|
| AGENDA | Page 2 |
| Schools Forum Covering Report | Page 3 |
| Appendix 1 - High Needs Group Report | Page 7 |
| Appendix 2 - to High Needs Group Report | Page 27 |
| Appendix 3 - SEND Data for High Needs Report | Page 28 |
| Appendix 4 - Budget review for High Needs Report | Page 76 |
| | To Page 121 |

**SOUTHWARK CHILDREN'S SERVICES
SCHOOLS FORUM**

Members are requested to attend a meeting to be held by a video conference link

REMOTE

Thursday 26st November 2020 2pm to 3.15pm

Clerk: David Cross Email: xdavidcross@yahoo.co.uk

ITEM

1. Apologies for Absence and quorum
2. Confirmation the meeting is quorate
3. Declaration of interests – the Education (Schools Government) Regulations 1989 (as amended) oblige members with a pecuniary interest in a contract or other matter to disclose the fact, to withdraw from the meeting when it is being discussed and not vote on it.
4. High Needs Working Group Annual Report - Request for Block Transfer
5. AOB
6. Dates of Further Meetings for 2020/21

10th December 2020, 14th January 2021, 11th March 2021, 13th May 2021,
8th July 2021 (If remotely then 2pm start)

| | | |
|---|---|---------------------------------------|
| Date: 26 November 2020 | Item 4 | Type of report: Information |
| Report title: | High Needs Working Group Report | |
| Author name and contact details: | Dave Richards Dave.Richards@southwark.gov.uk | |
| Officer to present the report: | Dave Richards | |

1. Executive Summary

This report is to consider the report of the Schools Forum High Needs group and to consider the proposals of the Local Authority regarding the high needs funding block of the 2021-22 Dedicated Schools Grant and the introduction of the National Funding Formula.

2. Schools Forum Actions

1) The Schools Forum are asked to note that the LA will be consulting schools and academies regarding the block transfer of £3.1m in 2021-22 from the Schools Block to the High Needs Block of the Dedicated Schools Grant . This will be made up of:

- a) The block transfer up to 0.5% of the DSG i.e. £1.2m which the Schools Forum has the authority to agree
and
- b) Making a disapplication request for the balance of £1.9m from the Schools Block to the High Needs Block of the Dedicated Schools Grant for the Secretary of State to agree

2) To note that as a consequence of 1b) above the Local Authority will report back the outcome to the Schools Forum for a final decision of the Schools Forum in January 2021.

3) To note that the LA will need to carry out an equalities impact assessment of 1) above with the relevant stakeholders.

4) To note and support the Local Authority's proposal to consult schools and academies on implementing the national funding formula in 2020-21(concurrent with 2) above).

5) The Schools Forum thanks the Headteachers for their work on the sub-group

3. Background

3.1 Originally the High Needs Group was set up at the request of the LA to review the costs of funding high needs pupils. Specifically, the Group were asked to consider how the spending in the High Needs Block could be brought back in line with the allocation from the

Department for Education while maintaining the outcomes for children. The Group were asked to

- Review all funding within the High Needs block to ensure it is delivering value for money funding.
- Consider the capacity and funding of resource bases
- Consider the capacity and funding of Special Schools
- The funding levels of Education, Health and Care plans
- Consider the capacity and funding of Alternative Provision
- Review the funding of early years and post 16 places to assess the level of needs and resources.
- Review of centrally managed items
- Secure the support of the Schools Forum for its proposals.

4. High Needs Sub-Group Proposals

- 4.1 The work of the sub group over past two years has largely been around the scrutiny of costs to ensure that the LA has an in-year budget balance. The LA reports that the budget will be balanced next year.
- 4.2 However, financial challenges remain and it is time to fundamentally rethink how services are provided by the LA to ensure the very best outcomes for children and young people as well as provide the best possible use of resources.
- 4.3 The incidence of special needs continues to rise. The rethinking 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, 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 up front investment in order to deliver the outcomes and provide the better use of resources and cost reductions.
- 4.4 The current work of the Group has brought the annual deficit of the High Needs block down by £6 to £7m to £3.2m. This year it would have balanced but part of the high needs block transfer proposed last year was not agreed by the Secretary of State. There has also been an increase in growth in the number of children with EHCP's increasing costs. The savings have been largely achieved through reducing the central Local Authority costs of the High Needs block and bringing children back to Southwark from outer borough placements. The strategy to date has worked well while maintaining support to SEND children.
- 4.5 The Deficit Recovery Plan is appendix B of the attached Appendix 4 and it is not the purpose of this report to reiterate it. The plan though is based on upfront investment in three projects to deliver savings in the long term. These savings are needed to address the continued growth in the number of children and young people with EHCP's and need support.

4.6 This proposal specifically relates to the transfer of £3.1m from the schools block, in 2021-22 and move this to the high needs budget (In 2020-21 a transfer of £3.2m was made). The funding transfer keeps the status quo and does not ask schools to provide more funding.

4.4 Of the £3.1m, £1.2m can be agreed by the Schools Forum (this will be officially considered at the January 2021 meeting), the remaining £1.9m under the school operational guidance will need the approval of the Secretary of State, although the opinion of the Schools Forum is also needed for this application.

5 Impact

5.1 It is important to say that the funding is not currently within each individual schools' budget due to the transfer last year. Under these proposals no school will see their funding reduced from this year, although some schools will receive more funding as one of the projects incorporates an incentive scheme for schools to be inclusive. An extra £400k will be distributed to schools from April 2021. As this will be dependant on the number of children each school has with an EHCP, an overall summary cannot be brought together but the school by school analysis is shown in Appendix A of the attached Group report.

5.2 The trajectory of the savings and medium-term financial plan show shows that in the following year the investment need is lowered to £0.7m meaning £1.2m extra funding can be given to schools. Further savings are then generated as the projects become operational, some of which will be passed to schools. The table below expands on this

| | 2021/22 | 2022/23 | 2023/24 | 2024/25 | Total over 4 years |
|--|---------|---------|---------|---------|--------------------|
| | £'000 | £'000 | £'000 | £'000 | £'000 |
| Savings | | | | | |
| Worksteam 1 - Pathways to adult life beyond education for 16 to 25 year olds | 0 | -350 | -1189 | -1801 | -3,340 |
| Worksteam 2 - Promoting Inclusion and reducing exclusion | 0 | -380 | -1287 | -1950 | -3,617 |
| Worksteam 3 -ASD Education Provision Review | 0 | -562 | -1907 | -2889 | -5,358 |
| Total Savings | 0 | -1292 | -4383 | -6640 | -12,315 |
| Investment | | | | | |
| Worksteam 1 - Pathways to adult life beyond education for 16 to 25 year olds | 350 | 300 | 300 | 300 | 1,250 |
| Worksteam 2 - Promoting Inclusion and reducing exclusion | 1075 | 1250 | 1000 | 1000 | 4,325 |
| Worksteam 3 -ASD Education Provision Review | 500 | 475 | 475 | 475 | 1,925 |
| Total Investment | 1925 | 2025 | 1775 | 1775 | 7500 |
| Total Revenue | 1925 | 733 | -2608 | -4865 | -4815 |

5.3 Part of the savings going forward will mean the current amounts de-delegated from schools will reduce. The target built into the financial projections amount to £500k, this would mean the block transfer would be returned to schools plus a further £500k. This would be on-top of the £400k mentioned in 5.1

- 5.4 If no transfer was made it would be not possible to start these invest to save projects, the financial projections on growth would suggest that the high needs cumulative deficit would grow from the current forecast of £22m to £28m by March 2022 and then to £34m by the end of March 2023.
- 5.5 The Department for Education has asked the LA to consider whether to implement the national funding formula, due to the fact most schools are now on the minimum funding guarantee this will have no impact. It is suggested we consult schools on this and bring back the results to the Schools Forum in January 2021.

6 Statutory Responsibility

- 6.1 Under the current regulations the central spend on high needs block is a decision for the Local Authority but the regulations say it is good practice for the Local Authority to inform their Schools Forum.
- 6.2 The procedure for transferring of funding from the schools block and the high needs block is slightly different. Local authorities wishing to make a transfer should consult with all local maintained schools and academies, and the Schools Forum should take into account the views of the schools responding before giving their approval. The Schools Forum can agree a block transfer up to 0.5% of the DSG. Any amount over and above this the Local Authority must then submit a “disapplication request” using the disapplication pro-forma to the Secretary of State, to give final approval. This application has to considered by the Schools Forum to see if they are in agreement.
- 6.4 If the Schools Forum agree in principle to the transfer then officers would undertake a consultation with schools and bring the results back to the Forum in January 2021.

For financial issues relating to arrangements for pupils with special educational needs, in particular the places to be commissioned by the Local Authority and schools and the arrangements for paying top-up funding, the Local Authority must consult annually with the Schools Forum, who must give a view and inform the governing bodies of all consultations.

7 Conclusion

- 7.1 The financial constraints that the public sector are operating under are not expected to ease over the short to medium term period. The problems faced by the High Needs block is that the growth in expected pupil numbers is higher than the changes in the pupil population. The proposals in the report if they are all taken would balance the High Needs block over the medium term including the growth in numbers.

Southwark
Schools Forum
High Needs Sub Group

Report to the Schools Forum
November 2020

DRAFT - CONFIDENTIAL

Task Group Members

| | |
|-------------------|---|
| Kate Wooder | Primary School (with a Resource Base) |
| Simon Eccles | Academy Special School (Joint chair) |
| Teresa Neary | Special School |
| Catherine May | Secondary school |
| Eleanor Prestage | Primary School |
| Lisa Butcher | Special School |
| Yomi Adewoye | Pupil Referral Units |
| Lydia Frankenburg | Primary school |
| Lynne Cooper | Nursery School |

Officer Support

| | |
|---------------|---|
| Yvonne Ely | Assistant Director, SEND (Joint chair) |
| Nina Dohel | Director of Education |
| Genette Laws | Director of Commissioning |
| Ian Morris | Senior Advisor SEN/Inclusion |
| Tim Jones | Departmental Finance Manager |
| Dave Richards | Finance Manage |

High Needs Deficit recovery Plan

Content

Executive Summary

1. Introduction
2. Context
3. Our vision
4. Working together
5. Service mapping
6. Transforming services

| | |
|------------------|---|
| | |
| 6a Work Stream 1 | Pathways to adult life beyond education for 16 to 25 year olds. |
| 6b Work Stream 2 | Promoting Inclusion and reducing exclusion |
| 6c Work Stream 3 | ASD Education Provision Review |

7. Overall Financial Summary

Appendix 1 = Inclusion Model

Appendix 2 = Overall Detailed Financial Impact

Appendix 3 = RSM – SEND Data analysis

Appendix 4 = RSM – Budget Review

Executive Summary

The past two years deficit recovery plan has largely been built around ensuring costs do not escalate. Containing costs and balancing the budget in year was the first stage. The budget will be balanced next year. In spite of best endeavours the financial challenges remain. We must now fundamentally rethink 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 rethinking 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 risen through a combination of reasons although arising mainly from the legislation changes to extend the age range of young people who are supported through the 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 to appear 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, although the rate of deficit has been 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 but is also reflective of the situation across both London and England

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. 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 redesigning of services particularly parents and carers who are an integral part of the team supporting the child or young person.

Local provision is 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

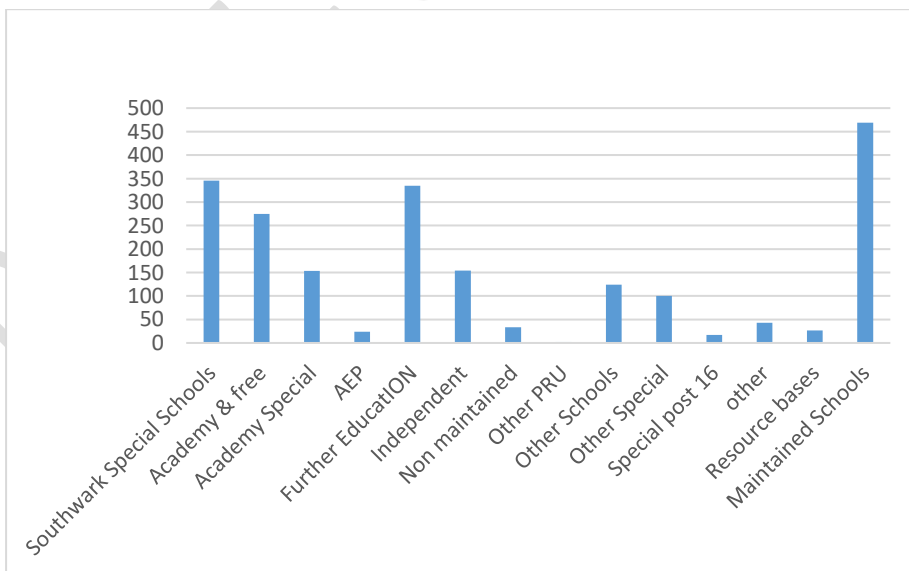
- Continued and focused co -production with our local Parent Carer Forum known as Southwark Independent Voice on our strategy, approach and developments we want to make
- Work with our young people, facilitated by our schools, on our strategy, approach and developments we want to make
- the SEND Board 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 for any proposals for change

5 **Service Data mapping**

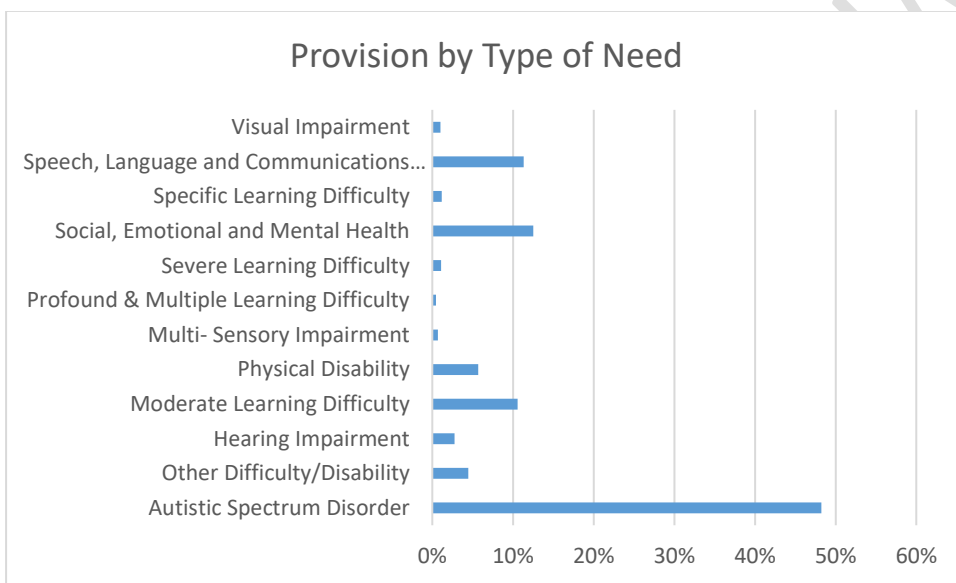
The Local Authority, in order to slow the growth in expenditure, worked with the sub group of the schools forum as well as setting up a Budget Recovery Board. The Board was supported by external consultants in the form of independent auditors and chaired by the Strategic Director of Finance. Reports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

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

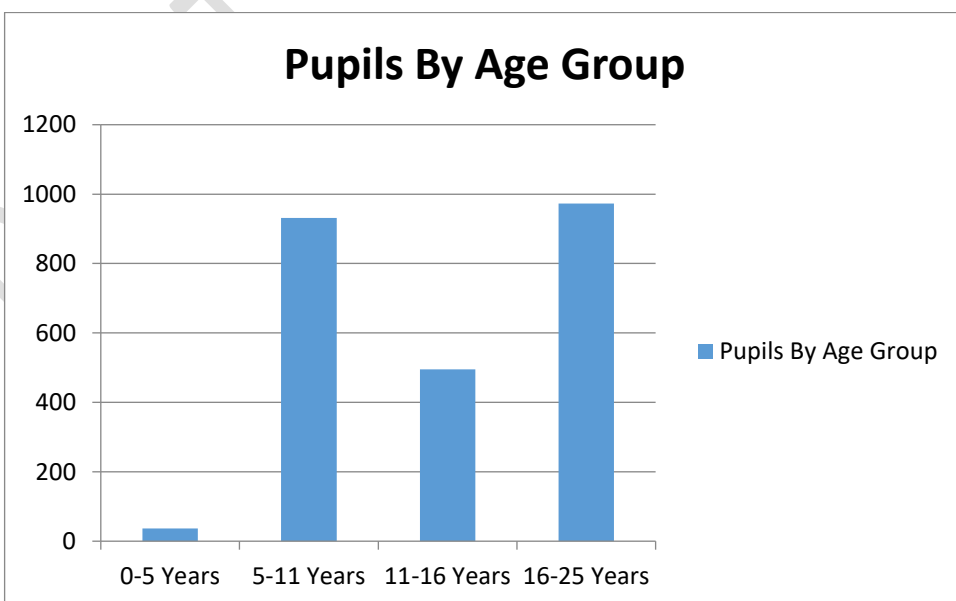
The number of children in each type of placement is shown in the graph below



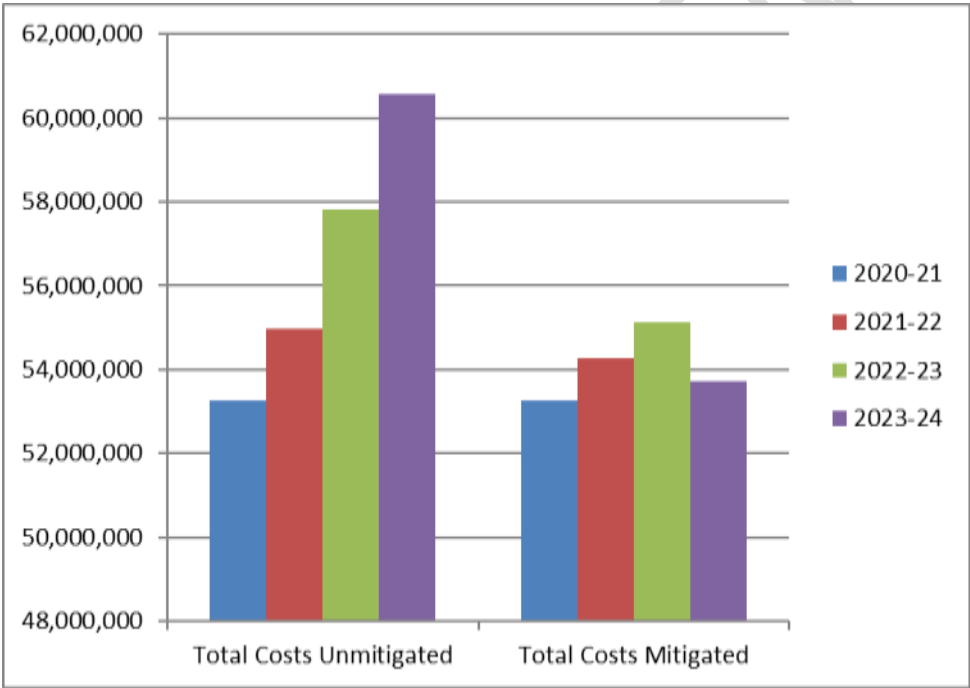
The graph below analyses our current cohort by type of primary need



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 aim to ensure that factors are in place so that they have:

- 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's is 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 will be ready to implement and 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 would 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. What the situation is for the young person 6, 12 and 24 months after they leave education.

6a 1.5 Financial Impact

| Worksteam 1 - Pathways to adult life beyond education for 16 to 25 year olds | | | | | | |
|---|--|------------|------------|-------------|--------------|--------------------|
| | | 2021/22 | 2022/23 | 2023/24 | 2024/25 | Total over 4 years |
| | | £'000 | £'000 | £'000 | £'000 | £'000 |
| Savings | | | | | | |
| | 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 |
| Investments – Revenue | | | | | | |
| Staffing Supporting children, families and Schools | | | | | | |
| | 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 |
| Impact on DSG | | 350 | -50 | -889 | -1501 | -2090 |
| Impact on core funding | | | | | | |
| | Adults –shortbreaks? | 0 | 150 | 300 | 300 | 750 |
| | Savings on Transort | | -100 | -200 | -200 | -500 |
| Investment – Capital | | | | | | |
| | Repurpose building | 100 | 200 | | | |

6a 1.6 Risk Analysis – to be added

6b Works stream 2 – Promoting Inclusion and reducing exclusion

There has been a growing need to remodel 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 and 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. Numbers of permanent exclusions have increased from 4,630 permanent exclusions 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, and 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 the 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 helping all of the 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 in 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 Indicator 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, recognise 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 is 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 for mental health to make the best possible of their £2m support for mental health.

| Worksteam 2 - Promoting Inclusion and reducing exclusion | | | | | | |
|---|--|---------|---------|---------|---------|--------------------|
| | | 2021/22 | 2022/23 | 2023/24 | 2024/25 | Total over 4 years |
| | | £'000 | £'000 | £'000 | £'000 | £'000 |
| Savings | | | | | | |
| | 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 |
| Investments – Revenue | | | | | | |
| a Staffing Supporting children, families and Schools | | | | | | |
| | 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 Incentive scheme | 400 | 250 | | | 650 |
| | c Create a Centre of Excellence | 250 | 250 | 250 | 250 | 1000 |
| Impact on DSG | | 1075 | 870 | -287 | -950 | 708 |
| | | | | | | |
| Investment – Capital – sils 4 energy efficiencies | | | | | | |
| | | | 100 | | | |
| Repurpose building at to co-use space – to change to hub facility to include other services, therapeutic hub. | | | | | | |
| | | | 300 | | | |

6b 1.7 Risk Analysis

6b 2.1 Inclusion Support to schools

This is sitting alongside an aspect of looking at encouraging schools to be more inclusive and avoid the position where there is a financial incentive to exclusion of pupils.

Inclusion covers a wide range of pupils who may 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. While there is overall declining 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 a 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 top up from is received, via the Local Authority for the EHCP.

The more children the school has with EHCP's the more £6,000s the school has to find, with tightening budgets this has become difficult for some schools and almost impossible for others. It is the later 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) if or 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 constraints of the high needs budget this is impossible to find funding without this policy being in place 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 were 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 |

See Appendix 3 for the school by school modelling

6c Work stream 3 - **ASD Education Provision Review**

Outcomes desired:

- Clarity about the offer from each provider/range of need that can be met
- To identify 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/YPs confidence that local provision is high quality and can meet need

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

Stakeholders:

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

Methodology

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

Project Timeline meeting suggested 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

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 |
| Savings | | | | | | |
| | Post 19 ASD Provision in-borough | | -253 | -858 | -1300 | -2,411 |
| | Schools being more inclusive | | -309 | -1049 | -1589 | -2,947 |
| Investments – Revenue | | | | | | |
| Staffing Supporting children, families and Schools | | | | | | |
| | 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 |
| Impact on DSG | | 500 | -87 | -1432 | -2414 | -3433 |
| Impact on core funding | | | | | | |
| | 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 |
| Savings | | | | | |
| 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 |
| Total Savings | 0 | -1292 | -4383 | -6640 | -12,315 |
| Investment | | | | | |
| 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 |
| Total Investment | 1925 | 2025 | 1775 | 1775 | 7500 |
| Total Revenue | 1925 | 733 | -2608 | -4865 | -4815 |

Appendix 1 – Inclusion incentive scheme

Schools Forum
 26 November 2020
 Item 4 Appendix 1

| Inclusion incentive scheme model based on October 2020 census (Academies in red are from the 2019 census) | | | | | | | |
|---|------------|--------------------------------------|--------------------------------|---------|---------------------------|-----------------------------|-------------------|
| | | | October 2020 | | 2.64% | | 6000 |
| | | | Number of children with EHCP's | % | 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 | Snowsfields 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 l | 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 c | 373 | 2 | 0.5% | 10 | 0 |
| 2103468 | Maintained | St John's Walworth Church of Engla | 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 Engli | 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 c | 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' | 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 | 573 | 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 Waltham 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 |

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 | 3,964,801 | |
| | 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 | 7,162,109 | 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 | |
| Total Expenditure | | | 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 | |
| Total Expenditure | | | 2,396 | 54,249,686 | 55,350,000 | 56,350,000 | 55,092,000 | 54,185,000 | |