

Cabinet Meeting on Wednesday 20 September 2023

SEND Accelerated Progress Plan: Enhanced Assess-Plan-Do-Review Pathway, Strategy for Special Provision and the Staffordshire Children and Young People's Framework



Cllr Jonathan Price, Cabinet Member for Education and SEND said,

"As a county council, we are dedicated to ensuring that every child receives the best education possible. We are committed to continuously enhancing support for children and young people with Special Educational Needs and Disabilities, embracing inclusivity and nurturing the potential of every student.

"I am thrilled about the direction set forth in this report, as it lays the foundation for new and more effective ways of working to drive positive changes for children.

"The new proposals focus on supporting mainstream schools to more effectively help children who may have SEND as well as putting support in place earlier to help children to reach their full potential.

"Local working is at the heart of this proposal, with schools, Local Authority and Health Services uniting in district teams to ensure that children and young people receive the personalised care and support they need to thrive on their educational journey".

Report Summary:

This report sets out the two major strategies designed to deliver outcomes related to the SEND Accelerated Progress Plan (Ofsted/CQC). The proposed Strategy for Special Provision sets out plans to significantly enhance the support mainstream schools can access to support their work to meet the needs of children with SEND. The model proposes an Enhanced pre-statutory support pathway (before Educational, Health and Care Plan), designed to target, and focus intervention for children with SEND. This pathway builds on existing best practice and the well-established District Model. To deliver this enhanced and targeted support, the strategy proposes to develop 8 district Staffordshire Enhanced District Inclusion Teams. It is proposed that teams will comprise of school providers working with Local Authority and Health Services. Within the Strategy for Special Provision, additional work has already commenced to enhance and increase

capacity in existing special schools in line with a detailed countywide gap analysis. It is recognised some children and young people may require pre-statutory support which is beyond the scope of what the Staffordshire Enhanced District Inclusion Teams can offer, therefore the creation of a Staffordshire Children and Young People's Framework is proposed. The Framework would operate as a means of securing the provision required for children and young people to continue accessing the curriculum whilst supporting a greater equality of access, a consistent approach to monitoring outcomes and a more transparent procurement process.

Recommendations

I recommend that Cabinet:

- a. Continue to endorse the actions set out in the Accelerated Progress Plan.
- b. Endorses the proposed Enhanced Assess-Plan-Do-Review Pathway and Strategy for Special Provision.
- c. Approve delegated authority to the Director for Children and Families for allocating funding for the 8 Staffordshire Enhanced District Inclusion Support Teams (SEDIS).
- d. Authority is agreed to enter into contractual agreements with schools to deliver the SEDIS Model.
- e. Endorses the proposal to develop a Children & Young People's Framework to enable Officer's to procure timely, value for money pre-statutory support where required:
 - i. Approval be given to conduct an open tender process in line with Staffordshire County Council's Procurement Regulations and the Public Contract Regulations
 - ii. That the award of the Staffordshire Children and Young Peoples Framework be delegated to the Director for Children and Families and that the award of call-off contracts under the Framework be sub-delegated in line with the Council's procurement Regulations
 - iii. If appropriate, delegated authority for alternative approval of 'high' volumes of call-off contracts will be sought as per D13.5 of the Council's Procurement Regulations.

Cabinet – Wednesday 20 September 2023

SEND Accelerated Progress Plan: Enhanced Assess-Plan-Do-Review Pathway, Strategy for Special Provision and the Staffordshire Children and Young People's Framework.

Recommendations of the Cabinet Member for Education (and SEND)

I recommend that Cabinet:

- a. Continue to endorse the actions set out in the Accelerated Progress Plan.
- b. Endorses the proposed Enhanced Assess-Plan-Do-Review (EAPDR) Pathway and Strategy for Special Provision.
- c. Approve delegated authority to the Director for Children and Families for allocating funding for the 8 Staffordshire Enhanced District Inclusion Support Teams (SEDIS).
- d. Authority is agreed to enter into contractual agreements with schools to deliver the SEDIS Model.
- e. Endorses the proposal to develop a Children & Young People's Framework to enable Officer's to procure timely, value for money pre-statutory support where required
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Local Member Interest:

N/A.

Report of the Director for Children and Families

Reasons for Recommendations:

1. The Staffordshire Local Area SEND revisit inspection took place between 18 and 20 January 2022.
2. The purpose of the re-visit inspection was to determine whether the local area had made sufficient progress in addressing the areas of significant weakness detailed in the Written Statement of Action (WSOA).
3. Ofsted and the Care Quality Commission published the re-visit inspection report in March 2022 which detailed that sufficient progress had been made in 6 of the 8 areas of significant weakness. Two remaining areas, Quality of Education Health and Care Plans and the quality of coproduction were deemed to require accelerated progress. The Local Authority were required to submit an Accelerated Progress Plan (APP) to address these two remaining areas.
4. Ability to better meet the needs of children and young people within the existing financial envelope.

SEND Accelerated Progress Plan (APP)

5. On 20 April 2023, DfE and NHS England revisited Staffordshire for the 12 month progress review of the SEND Accelerated Progress Plan. On 9 May 2023, Jason Henderson Regional Lead, West Midlands Vulnerable Childrens Unit, Department for Education (DfE) concluded that;

"The local area's collective determination to making sustainable improvements to SEND services and to the lives of children and young people continues to be clear. Evidence was also available to demonstrate that progress is being made to improve coproduction, the Education Health and Care (EHC) needs assessment pathway and special provision." (p.1)

6. The Enhanced Assess-Plan-Do-Review (EAPDR) Pathway and the Strategy for Special Provision are two of the three key workstreams in the Accelerated Progress Plan. They set out ambitious and purposeful plans to address the special educational needs of children and young people with the most complex additional needs whilst holding to the aspiration that education in their local mainstream school is the right place for most of them. To achieve this aspiration, there is a recognition that whilst capacity in special schools needs to grow and readjust, it is our mainstream schools that require a significant an innovative strategy to support them to meet the needs of children and young people.

Overview of Context

7. Our Vision is "all children and young people with SEND are given the opportunity to achieve everything that they can. They engage with the right support at the right time from their parents/carers, the community and the professionals that work with them to make this happen."
8. In 2018/19, only 16,300 pupils required SEN Support or an EHCP. As of 2023, 16% of children (21,000) in Staffordshire schools currently require SEN Support or have an Education, Health, and Care Plan (EHCP). The overall SEN population has therefore increased by almost 30% over the past five years. In total, Staffordshire currently maintains over 7,250 EHCPs for children and young people aged between 0-25, and 44% currently attend a special school.
9. If this trajectory continues, it is estimated that Staffordshire will be maintaining circa 9800 EHCPs for children and young people aged between 0-25 by 2027/28.
10. When it comes to supporting children and young people with special educational needs or disabilities to learn and achieve, there are many examples of excellent practice across the county, and we have and continue to learn from and build on these.
11. Not all children and young people who have a special educational need or disability require an EHCP or need to attend a special school. The level and type of support a child or young person needs to reach their full potential can vary hugely and many can be well supported in their local mainstream schools.
12. We currently see fewer children and young people with an EHCP attend mainstream schools in Staffordshire than elsewhere in the country, (currently 30% in Staffordshire and 40.5% nationally). Children and young people with special educational needs and disabilities also do not achieve as well as other children in Staffordshire and parents and schools tell us they are frustrated with the lack of consistency of support across the county.
13. This has made us question what we can do with the resources we've got to improve the way children and young people with SEND are supported to learn and achieve in their local schools, and to have friends and live and grow in their home communities.
14. Achieving this aspiration is highly complex; children and young people have a wide range of different needs, the county is big and different areas face different challenges, the way schools and education works is

changing and there are continuing financial pressures for all public sector partners.

15. That is why Staffordshire County Council has been working with our partners over the last 12 months to develop the proposed EAPDR Pathway and a Strategy for Special Provision that ensures equality of access to education which meets the individual needs of our children and young people in their local community to give them the best start in life and a chance to achieve their potential.
16. As part of the developments of the EAPDR Pathway and Strategy for Special Provision it was recognised that mainstream schools through the SEND and Inclusion District Model look to source provision for children and young people who may have additional needs so they can continue to access the mainstream curriculum.
17. In recognition of the need for these services, the creation of a Staffordshire Children and Young People's Framework (contract) would operate flexibly to support these needs with tailored packages of support that look to maintain mainstream placements. The Framework would include a number of 'lots' including, but not limited to, Mentoring, Pre-Statutory AP and Therapy/Counselling. The flexibility of the Framework would ensure that Officers have access to a number of 'approved' providers per 'lot', that additional 'lots' could be added to the framework over time, (according to identified need and not necessarily solely in regard to SEND & Inclusion), and the framework could be re-opened for new / additional providers to submit tenders.
18. Utilising the framework will support the County Council in its ambitions of ensuring each package of support agreed is quality assured, demonstrates clear outcomes and achieves value for money.
19. If we do nothing:
 - a. We will continue to have a limited binary choice between mainstream and special schools.
 - b. Children and young people will continue to be educated outside of their local communities.
 - c. Children and young people will continue to travel significant distances for education.
 - d. We will continue to experience challenges in planning for placement decisions.

- e. We will continue to encounter delays in placing children and young people.
- f. Spending on independent provision will increase, which will have a detrimental impact on the HNB.

The Enhanced Assess Plan Do Review Pathway (EAPDR)

- 20. Staffordshire already has a clear framework for meeting SEND needs at SEND support (before an Educational Health and Care Plan). This is called the Graduated Response [Graduated response toolkit - Staffordshire County Council](#) and forms a key part of the SEND Code of Practice (2015). Schools and educational settings will understand this approach as the 'Assess, Plan, Do, Review' (APDR) cycle.
- 21. The current national educational, economic and social context is challenging. This situation has been amplified by the impact of COVID. Staffordshire County Council recognises that schools and educational settings require additional and enhanced support to meet these challenges. The EAPDR has been co-produced with schools, education settings, Parent Carer Forum, Health, Social Care and Educational professionals in order to support schools and educational settings meet this challenge.
- 22. The EAPDR Pathway will enhance the educational setting's capacity to meet a child or young person's SEND needs by accessing the right support, in the right place, at the right time.
- 23. The EAPDR Pathway sets out a clear methodology to ensure schools and educational settings are supported to access further additional advice, support and resources in order to meet the needs of children and young people in their setting. The enhancement is a focused APDR process that places outcomes at the centre of the work undertaken to support the child or young person and makes resources available to schools and settings so that they can meet needs quickly and effectively. The primary purposes of the pathway are as follows:
 - a. Support settings to meet the needs of children and young people in their local mainstream school.
 - b. Ensure children and young people have their needs met earlier.
 - c. Improve co-production in how we work with children, young people and families.
 - d. Improve multi-disciplinary working and partnerships.

- e. Improve the 'tell it once' approach by reducing duplication of information.
- f. Improve the quality and timeliness of EHCNAs.
- g. Improve the quality of EHCPs (if they are required).
- h. To record pre statutory interventions in a centralised document, capturing assessment and learning about the child over time, accessible by all professionals involved, along with parents / carers.
- i. Place holistic outcomes at the very start of the graduated approach to meeting children and young people's need.
- j. Ensure equity of practice across the county and place the child, young person, and family at the centre of discussions, planning and decision making within the context of their learning environment.

Accessing the Enhanced APDR Pathway

- 24. The EAPDR pathway will build on the current model of Graduated Approach. The EAPDR Pathway is a need driven model so children and young people will not require a formal diagnosis or Educational Health and Care Plan (EHCP) to access this enhanced support.
- 25. A fundamental principle of the EAPDR Pathway is that the current provision in the child or young person's mainstream school will be enhanced to improve the quality of the support available. This will increase the schools or educational settings' capacity to ensure that where possible, children and young people are educated within their local community.
- 26. In order to access the EAPDR Pathway, schools and educational settings will be asked to evidence their existing efforts of APDR and their graduated approach. This should include evidence of implementing quality APDR cycles that has advice from the SEND & Inclusion HUB and other relevant specialist support services.

Who is the Enhanced APDR cycle for?

- 27. This EAPDR Pathway is available to all Staffordshire schools / educational settings who may require additional support and resources in order to support children and young people with special educational needs.

The EAPDR Process

28. The decision to request to access the EAPDR pathway is made by the school or educational setting in consultation with parent, carers and other professionals who may be involved at the review stage of their current APDR cycle. If EAPDR is considered appropriate, the school or setting may make a request to the District SEND & Inclusion Hub. The Hub will consider the request and refer to the Locality Management Group who will determine whether the request will be agreed. This level of scrutiny will ensure equity of decision making and ensure that all schools and settings have implemented the requirements of the graduated approach before seeking the EAPDR Pathway. Schools and parents/carers will receive specific feedback and signposting should a request for EAPDR be declined.

Strategy for Special Provision

29. The Strategy for Special Provision has been informed by the conclusions drawn from a detailed gap analysis of current need and existing provision and the views and ideas of representatives from Health, Social Care, educational settings including Pupil Referral Units, The Virtual School, and parents and carers.

30. The Strategy sets out the methodology by which Staffordshire County Council will ensure that all children and young people can access education which meets their individual needs in their local community to give them the best start in life and a chance to achieve their potential.

31. The Strategy comprises two major components:

- a. The creation of additional provision in Staffordshire special schools based on a detailed analysis of need.
- b. A pre-statutory Staffordshire Enhanced District Inclusion Support Model (SEDIS) accessed via an Enhanced Assess-Plan-Do Review Pathway to provide mainstream educational settings with the resources and support to deliver the graduated response.

Creation of Additional Special School Provision

32. As part of the Accelerated Progress Plan, Local Authority Officers conducted a Detailed Gap Analysis (DGA) of SEND in relation to special school provision. The DGA suggested key areas of unmet need were specifically found in relation to social emotional mental health needs (SEMH) and Autism. More specifically, the DGA highlighted the paucity

of provision for females who experienced needs in both the aforementioned areas of SEND.

33. In order to address these gaps in provision, Local Authority Officers have worked closely with Staffordshire's special schools in order to explore where and how they might be supported to develop additional capacity and provision.
34. This work has resulted in 16 proposals from Staffordshire's special schools that are being considered in light of the DGA. It is proposed that those proposals which meet the demands of the DGA and are viable from a physical building's perspective are developed and progressed as individual projects.
35. Funding for these projects will be secured from existing capital funds that is specifically set aside for developments in our special schools. It is not expected that any additional capital funding will be required in this matter.

Staffordshire Enhanced District Model

36. The proposed SEDIS Model will build upon the current Staffordshire graduated response for special educational needs (SEND). It will also further develop the existing district model and locality working. This will ensure children and young people of Staffordshire can access high quality provision which meets their individual needs, when they need it, in their local mainstream educational setting without the need for a formal diagnosis or Educational Health and Care Plan (EHCP).
37. At the heart of the SEDIS Model are five core principals.
 - a. Supporting inclusion in local mainstream schools
 - b. Earlier evidence-based intervention.
 - c. Removing barriers to accessing support
 - d. Equity of access to support across the county
 - e. Building restorative and relational educational settings
38. The aim of the proposed SEDIS Model is to:
 - a. Ensure timely, equitable and sustainable placements, which meet the individual needs of our children and young people

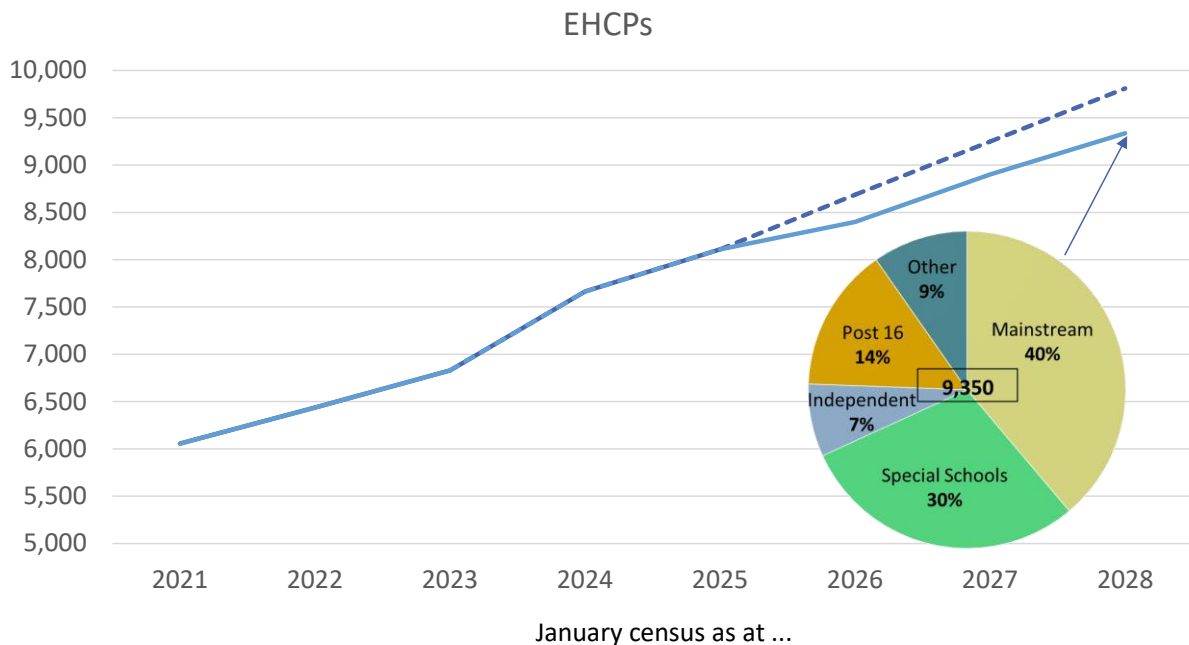
- b. Enable children and young people to be educated in their local community, to give them the best start in life and a chance to achieve their potential.
 - c. Prevent school exclusions and reduce the need for in year changes of placement.
 - d. Reduce the time our children and young people spend travelling to and from their educational setting.
 - e. Improve outcomes for children and young people.
 - f. Support, enhance and develop capacity to meet SEND in our mainstream settings.
 - g. Support our special schools to utilise their places efficiently and effectively and enable them to plan proactively for transition.
 - h. Enable the Local Authority and educational settings to manage continued pressure around funding.
39. The model proposes a district-based Enhanced Outreach and Enhanced In-Reach offer for mainstream educational settings based upon the presenting needs of the child/young person. Provision will be 'time limited' and will seek to address unmet SEND needs using an 'ecosystemic' approach drawing on expertise from across Health, Social Care and Education.
40. The provision is designed to be predominantly an Enhanced Outreach approach however, it is recognised some children and young people may require an 'Enhanced In-Reach' placement. Where this is the case, there is expectation that the referring mainstream setting will have engaged with the support offered from the SEDIS Outreach provision. The child or young person will remain dual registered with their home school who will retain responsibility for their academic progress and safeguarding.
41. Following an 'Enhanced In-Reach' placement there is an expectation that the child or young person returns to their home school after the intervention has taken place. All 'Enhanced In-Reach' placements will be followed by a period of Enhanced Outreach support using a 'laddered' approach to reintegration by the SEDIS staff.
42. SEDIS provision is first and foremost a model of proactive early intervention for children and young people as well as a way of developing sustainable capacity in mainstream educational settings. SEDIS is not a process of 'last resort' prior to exclusion, placement breakdown or a

primary method for creating evidence for a referral for an Education Health Care Needs Assessment.

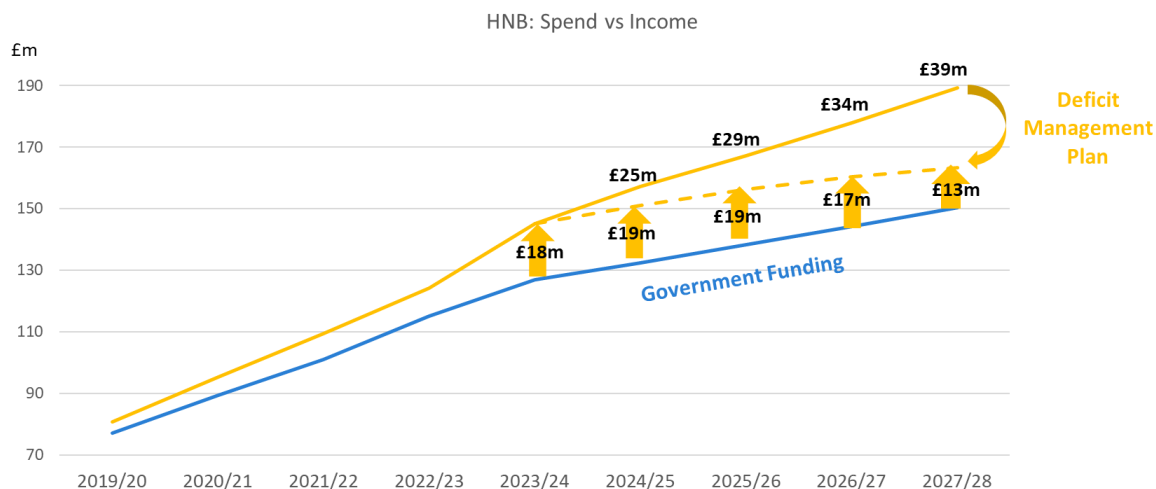
43. SEDIS is for all children and young people (0-25) and is needs based rather than diagnosis led.
44. It is proposed that mainstream educational settings will request SEDIS via the District SEND and Inclusion Hubs where they are experiencing challenges in meeting the SEND needs of a child or young person.
45. The proposal is to implement SEDIS teams in each of the eight districts, although some larger districts may require additional teams. The Local Authority proposes to seek expressions of interest from educational settings to develop SEDIS teams across the 8 districts.
46. It is hoped that proposals will be forthcoming from groups of educational settings that represent all key stages of education. Expressions of interest will be especially welcomed from groups of mainstream educational settings in collaboration with special schools and Pupil Referral Units.
47. SEDIS teams will be comprised of professionals from educational settings, Local Authority Officers (e.g., Educational Psychologists, Specialist Teachers), colleagues from Pupil Referral Units, Health and Social Care. Teams will require a base of operations with capacity to make provision for In Reach.

Outcome of the EAPDR Pathway and Strategy for Special Provision

48. The EAPDR Pathway and Strategy for Special Provision have been developed so that all children and young people can access education which meets their individual needs in their local community without the need for a formal diagnosis or Educational Health and Care Plan (EHCP). This will also reduce the time our children and young people spend travelling to and from their educational setting.
49. Utilising these two workstreams will support the County Council in its ambitions so that children and young people with special educational needs and disabilities achieve as well as other children in Staffordshire, with a similar proportion attending a mainstream school as nationally. Similarly the proportion of children requiring SEN support, rather than an EHCP, will be similar to the national average.
50. This will result in fewer requests for EHCPs, so that by 2027/28 Staffordshire will be maintaining circa 9350 EHCPs for children and young people aged between 0-25.



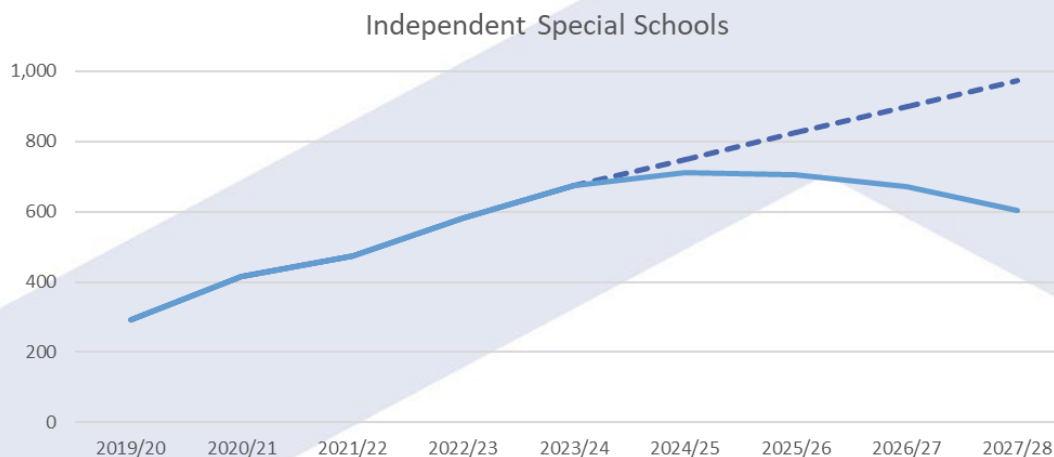
51. More children and young people will be educated in their local school or setting, reducing the reliance on 'out of county' SEND provision. Doing this will reduce the financial pressures on high needs spending by circa £18m by 2027/28.
52. SEND provision is funded from ringfenced DSG money (High Needs Block). There has been a significant year on year overspend which, left unaddressed will see the overspend increase annually to c £40m by 2027/28. The Government has put in place a 'statutory override' requiring accumulated DSG deficits remain ringfenced separate to the Council's other reserves; as at the end of 22/23 the accumulated deficit is c £14m and we forecast will be over £150m in deficit by end of 2027/28 (the 'statutory override' has been extended through to end of 2025/26; it is unclear how the Government will expect local government to deal with accumulated deficits beyond that time).
53. Proposals within this paper are a key part of the Council's Deficit Management Plan aimed to mitigate – as far as possible – the accumulated DSG deficit over the next four years. This is currently being updated (in consultation with ESFA) and going forward will be monitored and reported as part of the Council's performance reporting cycle.
54. It is unlikely that the existing gap can be bridged completely without additional Government support:



55. The £18m saving identified above is part of a wider package of proposals targeted to reduce costs by 27/28. Anticipated financial savings will increase gradually over the time and, over the next four years 2024/25 – 2027/28, are forecast to deliver c £34m cash reductions:

	2024/25 £m	2025/26 £m	2026/27 £m	2027/28 £m
Reduce / Reprofile EHCPs to increase mainstream provision and reduce Independent provision	0.9	4.2	10.3	18.6
Review non-statutory provision	0.9	2.3	2.8	2.8
Alternative funding / partner contributions	0.8	0.8	0.8	0.8
0.5% funding switch (from Schools block to High Needs)	3.4	3.5	3.6	3.7
	6.0	10.8	17.5	25.9

56. There is a significant risk that savings will not be achieved in full. Through the early intervention strategies outlined in this paper, it is anticipated that there will be a reduction in the number of EHCPs overall and, importantly, a greater proportion of children educated within their local school setting. This will reduce the dependency on 'independent' provision which we anticipate to gradually stabilise and then reduce over the next few years:



57. Linked to the year on year rise in EHCPs, the Council has also seen a significant increase in the cost of SEND transport. By increasing the proportion of children educated within their local school setting – and thereby reducing the dependency on Independent and/or Special School provision – it is anticipated that this will also help limit the extent of further year on year rises in the demand and cost of SEND transport.

Staffordshire Children and Young People's Framework

58. It is proposed that any provision which falls outside of the scope of the SEDIS model, and which cannot be sourced via any other existing contracts or frameworks, will be sourced via the Staffordshire Children and Young People's Framework.

59. For those children and young people who are known to their District SEND and Inclusion Hubs with a primary need of inclusion, these needs are currently being met through District Locality Management Groups (LMG) but are subject to a broad range of commissioning arrangements.

60. The current commissioning arrangements sometimes mean that there is an inequitable offer for children and young people to access this pre-statutory support that contributes towards them maintaining their mainstream placement.

61. The framework would ensure there is still choice and control over the provision required, whilst allowing competition amongst a large supplier market.

62. The framework could be utilised for either individual or groups of children and young people who share a similar need.

63. The framework would have 'lots' (categories) of provision some of these include Mentoring, Therapy / Counselling, Pre-Statutory Alternative Provision and Assessment & Training.

Funding the Model

SEDIS

64. The Local Authority proposes to fund and support the development of the SEDIS Teams through the SEND District SEND and Inclusion Hubs.

65. Existing capital resources are available for projects to develop building spaces to provide bases for SEDIS teams and In-Reach provision.

66. Funding arrangements for schools seeking support from their local SEDIS team will be provided through existing resources that are held by the District Model. Funding will only be provided for children and young people who the District SEND and Inclusion Hubs and Local Management Groups (LMGs) have determined meet the criteria to enter the new Enhanced Assess Plan Do Review Pathway (EAPDR). Where this criteria is met, it is proposed that any provision that is required will be part and equally funded by the LMG and setting itself.
67. SEDIS Teams will have the capacity to meet the need of a broad range of children's needs. However, a specific model of service delivery has been set out in the Strategy in recognition of the importance of speech, language, and communication needs (SLCN). An ambitious strategy to roll out a universal SLCN is set out in the strategy. This will be delivered in partnership with Health professionals. Further proposals are set out that include the development of four SLCN centres in recognition of the importance of this need for all children and young people.

Current and Future Funding Arrangements

Current	Future
Pot1. Strategic Pot (used for themes and trends identified via hubs) £80,000 per district	District allocations of £80,000 will be combined to create £640,000 available to fund provision through the Staffordshire Children and Young People's Framework.
Pot2. Specialist Outreach Pot (used for accessing support from special schools and pupil referral units) £640,000 countywide	Pot 2 and 3. Will be combined to create £1,200,000 to support the SEDIS model and any internal provision required through cycles of EAPDR such as support from the Educational Psychologist team.
Pot 3. Individual Needs Pot (used for individual children and young people up to a maximum of 3k) £80,000 per district	
Other. Budget earmarked as a contingency of overspend £80,000 countywide	Other. Budget earmarked as a contingency of overspend £80,000 countywide
Total Budget to support model £2,000,000	Total Budget to support model £2,000,000

Staffordshire Children and Young People's Framework

68. It is proposed the framework will be financially supported by the current financial model that supports the District SEND and Inclusion Hubs as set out in point 59. Current and Future Funding Arrangements.

69. It is proposed the framework contracting period is 4 years and we anticipate a start date between April and September 2024.
70. Support for children and young people will only be available where they are known to their SEND and Inclusion Hubs and has been approved by the Locality Management Group (LMG) and/or Inclusion SEND Partnership Board (ISPB).

Contract Value for Framework

Year 1	£1,000,000 - £1,500,000
Year 2	£1,000,000 - £1,500,000
Year 3	£1,000,000 - £1,500,000
Year 4	£1,000,000 - £1,500,000
Total Contract Value	£4,000,000 - £6,000,000

71. To allow for the framework to be flexible and capture the provision that is needed to meet the needs of children and young people across the system, there will be an option for other teams to use the framework for call-off's, for example social care or the virtual school. There are plans to consult with colleagues to ensure their requirements are considered when developing the framework
72. Due to the nature of a Framework, it will operate on a no volume guarantee basis.

Formal Consultation

73. Staffordshire County Council invited educational settings, Health and Social Care professionals, parent/carers and children and young people to share their views on the proposed EAPDR Pathway and SEDIS Model. The consultation ran over a seven-week period, opening on the 17 May 2023 and closing on the 5 July 2023. Consultation was through an electronic survey and consultation meetings with parents, carers, and professionals. The consultation meeting with professionals took place virtually on Wednesday 14 June at 4.00pm. The consultation meetings with parents and carers took place on Wednesday 28 June and there were two sessions, 12.00pm and 6.00pm. These sessions were face-to-face.
74. We analysed the responses of 344 participants who shared their thoughts on the proposals during the consultation period. The feedback received from parents, carers, health care professionals, schools, and colleges has also been carefully considered in the decision-making process. The responses to the consultation were largely favourable (agree/strongly agree) with only 25.5% (average for EAPDR) and 21.9% (average for

SEDIS) of respondents selecting unfavourable responses (disagree/strongly disagree).

75. In accordance with the SEND Accelerated Progress Plan, The SEND & Inclusion Partnership Group continue to oversee the implementation of the APP and will provide regular updates to ensure that partners are kept fully aware and informed of actions and progress.

Legal Implications

76. The proposed strategies are focused on SEND support at a pre-statutory stage, before a request for an Educational Health Care Plan (EHCP). Therefore, relevant implications here rest in the sphere of the SEND Code of Practice (2015) and Children and Families Act (2014).

77. Advice was sought from Nick Moran, Locum Solicitor, Legal Services Unit on 10 May 2023 and the 22 June 2023 in respect of the proposed SEDIS Model and Enhanced EAPDR Pathway.

78. Advice concluded that the models aligned well with central government's plans for educational provision and early identification of needs ensuring appropriate early intervention is delivered. No concerns were raised.

Resource and Value for Money Implications

79. The strategy proposes the re-tasking of existing budgets already held within the district model. Therefore, no new resource is being sought.

80. The strategy is designed to provide a clearer oversight and more focussed deployment of these existing resources. Furthermore, this strategy will provide the district Locality Management Groups (LMGs) and Local Authority with a stronger governance arrangement and oversight of these resources. This should increase accountability in how schools and the Local Authority deploy these resources.

81. Within the proposed model is a clearer and more efficient commissioning strategy that is centrally maintained. This will provide increased oversight and analysis of trends.

Climate Change Implications

82. The proposed strategy aligns with the Staffordshire County Council Strategic Plan to tackle climate change, enhance our environment, and make Staffordshire more sustainable. The strategy is specifically designed to work towards reducing the carbon footprint associated with

children and young people travelling to schools outside their local community.

83. The strategy will support the aspiration that children and young people should have their needs met in local mainstream and special schools.

List of Background Documents/Appendices:

Appendix 1: Twelve-month progress review against the Accelerated Progress Plan (APP) Department for Education. 9 May 2023

Appendix 2: Proposed EAPDR Pathway Consultation Document

Appendix 3: Proposed SEDIS Model V1.0

Appendix 4: Strategy for Special Provision Timeline

Appendix 5: EAPDR Pathway and SEDIS FAQs

Community Impact Assessment

Contact Details

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