



North Tyneside Council

# Children, Education and Skills Sub Committee

Wednesday 31 August 2022

**Thursday, 8 September 2022** 0.02 Chamber - Quadrant, The Silverlink North, Cobalt Business Park, North Tyneside, NE27 0BY **commencing at 6.00 pm.**

<b>Agenda Item</b>	<b>Page</b>
<b>1. Apologies for absence</b>	
To receive apologies for absence from the meeting.	
<b>2. Appointment of substitutes</b>	
<b><i>To be informed of the appointment of any substitute members for the meeting.</i></b>	
<b>3. To receive any declarations of interest</b>	
You are invited to declare any registerable and/or non-registerable interests in matters appearing on the agenda, and the nature of that interest.	
You are also requested to complete the Declarations of Interests card available at the meeting and return it to the Democratic Services Officer before leaving the meeting.	
You are also invited to disclose any dispensation from the requirement to declare any registerable and/or non-registerable interests that have been granted to you in respect of any matters appearing on the agenda.	
<b>4. Minutes</b>	<b>7 - 12</b>
To confirm the minutes of the meeting held on 7 July 2022.	
<b>5. Children and Young People's Mental Health</b>	
To receive an overview of the whole system work being undertaken in relation to children and young people's mental health in the Borough.	

Members of the public are entitled to attend this meeting and receive information about it. North Tyneside Council wants to make it easier for you to get hold of the information you need. We are able to provide our documents in alternative formats including Braille, audiotape, large print and alternative languages.

6. **North Tyneside SEND Inclusion Strategy and the High Needs Recovery Plan** **13 - 24**

To receive an update on the North Tyneside Special Educational Needs and Disability (SEND) Inclusion Strategy and the High Needs Recovery Plan

**Circulation overleaf ...**

## **Members of the Children, Education and Skills Sub Committee**

Councillor Liam Bones	Councillor Muriel Green
Councillor Val Jamieson	Councillor Chris Johnston
Councillor Jim Montague (Chair)	Councillor Josephine Mudzingwa
Councillor Martin Murphy	Councillor Andy Newman
Councillor Rebecca O'Keefe (Deputy Chair)	Councillor Erin Parker-Leonard
Councillor Matthew Thirlaway	Councillor Matt Wilson

Mr Stephen Fallon  
Rev Michael Vine  
Miss Fiona Burton

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## Children, Education and Skills Sub-Committee

7 July 2022

Present: Councillor J Montague (Chair)  
Councillors L Bones, V Jamieson, C Johnston, J  
Mudzingwa, M Murphy, A Newman, R O'Keefe and E  
Parker-Leonard.

Rev M Vine - Church Representative

Apologies: Councillors M Green, M Thirlaway, M Wilson  
and Mr S Fallon.

### **CES1/22 Substitute Members**

There were no substitute members

### **CES2/22 Declarations of Interest**

Declarations of interest were reported as follows;

Councillor M Murphy – Item 4 – Non registerable personal interest as his wife is employed by a Learning Trust Special School and has been trained as a Mental Health First Aider

Councillor E P Leonard – Item 4 – Non Registerable personal interest as her wife is employed by Mind.

### **CES3/22 Minutes**

**Resolved** that the minutes of the previous meeting held on 24 March 2022 be confirmed and signed by the Chair.

### **CES4/22 Children and Young People's Mental Health**

The Sub-Committee received a report which provided members with an update on the universal mental health offer and the impact of this to date.

Two years of pandemic living had exacerbated the demand for an effective and impactful approach to positive mental health in Education settings. A team of Local Authority Officers devised a project to enhance the universal offer across education settings by embedding a whole school approach to promoting good mental health. Taking an evidence-based

approach to equip senior leaders with practical and sustainable approaches, that would put mental health at the heart of strategic school improvement.

The ambition in the first phase was to upskill, support and train all adults who work in schools with children and young people to have competence and confidence to discuss mental health and to better listen, reassure and respond to children, young people and their families.

Education North Tyneside were successful in bidding for funding from the Barnardo's Strategic Alliance to fund a universal mental health offer to schools in North Tyneside over a three year period.

Support would include early identification of needs and the ability to signpost to local support to achieve early intervention. Key to the success of the approach was the change in language used to tackle the stigma associated with mental health disorders.

A successful pilot was completed with 15 schools between October 2020 and July 2021 which drew from a range of types of settings in North Tyneside.

In Year 1 of the Project, trainers from MHFA England were used to deliver the training, they were both current senior leaders and had excellent advice on how to develop the approach in settings.

Impact evidence was collected through the mental health surveys, network meetings and school visits. The Local Authority drew on the evidence to inform how they recruited schools and how to sustain their engagement with the approach.

Staff from schools completed the Mental Health Awareness half day and MHFA first aid two day training courses and many schools went on to access further mental health training from other charities such as Anna Freud to have more skilled staff on site.

Three schools have contributed to network meetings for subsequent cohorts.

In Year 2, Cohort 2 began the project in September 2021 in 16 schools. They have completed School Audits, Baseline Surveys, initial training, action plans, 6 network meetings and a review of progress.

Cohort 3 began the project in November 2021 in 13 schools. They have completed School Audits, Baseline Surveys, initial training, action plans and 3 network meetings.

The project will be offered out to schools for Cohort 4 in September 2022.

The Baseline Surveys for the pilot group identified the need to work on Active listening skills and improve communication about the mental health offer in schools. This was a key finding for surveys completed by Cohort 2 and 3

In year 2 of the Project from September 2021 – July 2022, Education North Tyneside officers have delivered:

- Half day Mental Health awareness online for Cohort 2 and 3 staff.
- Bespoke in school sessions to have a wider impact on Mental Health awareness with 3 Secondary, 1 Special and 4 Primary Schools
- Adapted the course to meet the needs for Nursery and Childminders - 102 adults trained.

- Two day MHFA course has been delivered by Education North Tyneside Staff to 5 groups of 16 adults.

Impact evidence from Cohort 2 was collected and schools from cohort 2 have repeated surveys to have impact evidence. This has been challenging for schools to meet the timeline, 5 out of 16 schools will complete the surveys by the end of term.

The current data from 11 schools show:

- A 25% increase in staff being confident in identifying signs that a child is struggling with mental health
- 72% of staff plan opportunities to increase resilience and wellbeing in children
- 14% of staff can definitely recognise their own wellbeing and know what to do
- A 16% increase in Parents knowing what their child needs to do in school
- A positive increase in Parents knowing that their child has someone to talk to in school
- A 9% increase in pupils knowing that there was a quiet space they can go to in school.

The pilot schools have continued to develop their practice around positive mental health and supporting both emerging needs and those with a diagnosis of mental ill health or disorder.

The Next Steps would be to recruit schools for the last funded cohort to start in September 2022 start. They will follow the same project protocol with termly network meetings for all North Tyneside schools to share good practice, and develop a peer review model for mental health in schools, to develop excellence hubs and signpost schools to access further training

The Sub-Committee considered an update by Mrs Kate Wankowicz, Deputy Headteacher at Spring Gardens Primary School who took part in the initial Mental Health pilot. It was noted that:

- Spring Gardens Primary School has a high level of children of Key Workers
- At the beginning of the pandemic the children were frightened and the key priority was to keep the children safe
- The School were part of the initial pilot to train Mental Health First Aiders and there are now five First Aiders and four Mental Health Champions in school.
- The initial training has empowered the staff and given them a deep understanding of mental health and the impact it has on children, families and staff within the school community.
- The understanding of mental health has significantly improved in the School. There is an openness and it is discussed regularly in meetings, conversations and discussions both personally and professionally in school.
- The training has significantly impacted the School in terms of the language they use and the ethos that they instil and embed
- The school has a dedicated Wellbeing Group of staff which meet regularly with the Headteacher and they have used the audit from the Anna Freud Mental health national centre.
- Feel Good Friday emails are sent to all staff with a range of top tips to support mental health and wellbeing
- A holistic therapist came into the school over a half term to offer massage therapy to staff

- The School has a Wellbeing rescue kit in the staffroom and a calm room which is specifically for children who are struggling to self-regulate and need a calm safe space.
- A Happy Head Hub has been developed which is a multi-purpose room that can be accessed by anyone in need and two staff have been certified as Thrive Practitioners
- The school's website has a dedicated area for mental health and wellbeing which includes signposts to services and agencies where families can access support
- A Wildlife for Wellbeing club is held in the wildlife garden every week after school and the School has become a link school to the Mental Health Support Team and are running a Happy Children, Happy Families - Friends Resilience group in the autumn for children and their parents/carers.
- The School hold solution circle meetings every two weeks and has introduced a personal development 'RESPECT' element of the school behaviour policy and empathy and self-awareness is promoted and celebrated
- The School has secured a place with the Anna Freud Centre for Senior Mental Health Lead training in the autumn and has secured funding from the Department for Education DFE to do this
- Spring Gardens Primary School was part of the School Development Partner programme and shared practice at network meetings in secondary and primary schools

A Member referred to support offered to a child impacted by bullying and it was noted that schools will have a wellness recovery action plan and policies on peer on peer abuse, safeguarding, relationships and behaviour. The Senior School Improvement Officer explained that the Mental Health Project was about improving children's well-being, confidence, self esteem, belonging and self worth and the ambition was for all schools in North Tyneside to be part of the Project.

Members noted that in response to parent complaints regarding behaviour at a school, the school improvement team would discuss behaviour in the school with the School Leaders.

Reference was made to the support offered in schools for child refugees from Syria, Afghanistan and Ukraine and the Senior School Improvement Officer stated that via the Fair Access Protocol, information on a child prior to starting school would be gathered to determine what support the child might need. If a child had been through a traumatic experience fleeing a country the school could receive support for the child from the Psychology Service.

The Deputy Headteacher at Spring Gardens Primary School reported that the situation in Ukraine was openly discussed at assembly and positive messages given to welcome refugees and uniform and food packages offered to make the transition into school as smooth as possible

The Assistant Director Safeguarding and Children's Services commented that the Council were currently caring for 15 unaccompanied/separated children whose support included access to therapeutic services.

Members welcomed the report and the Chair thanked the Senior School Improvement Officer and Deputy Headteacher at Spring Gardens Primary School for the informative report and for attendance at the meeting.

**CES5/22 Ofsted Focused Visit to the Front Door**

The Committee considered a report on a focused visit carried out by Ofsted to North Tyneside's Children's services in April 2022 in line with the inspection of local authority children's services (ILACS) framework. Two Inspectors looked at the local authority's arrangements for the 'front door' through the Multi-Agency Safeguarding Hub (MASH) and Social Work Assessment Teams (SWAT).

The inspection visit concluded that there is a good range of early help support for children and their families. Stringent efforts are made to work with families at an early stage by social care and the wider partnership which is providing support to children and their families as soon as problems start. This enables families to become involved in the decisions which affect them at the earliest opportunity. When families no longer need interventions from social care, decisions to step down to early help are timely and appropriate. When needed, families continue to receive support that meets their needs at the right level. This means that families are not subject to statutory interventions for unnecessary periods of time and for many families this prevents concerns re-emerging.

The Assistant Director Safeguarding and Children's Services gave an outline of the main findings of the Report. There is a clear commitment to working with families and their support networks. Social workers effectively analyse risk and protective factors to inform future planning and have a good understanding of children's identity and cultural needs. When child protection concerns are identified, strategy meetings are timely and are well attended by the relevant agencies. Multi-agency information sharing is highly effective and leads to a good understanding of risks and children's lived experiences. Direct work captures what children think is working well for them and their family and what worries they have. This provides social workers with a good understanding of children's experiences and influences planning and interventions.

The Designated Local Authority Officer (LADO) service provides a robust response to concerns and allegations about individuals working with children and young people.

Strong and effective senior leadership has led to sustained improvements in both the quality, and impact of social work practice at the front door. A wide range of performance data is used effectively to monitor and scrutinise 'front door' activity. This assists senior managers to understand children's experiences and improve practice.

The inspectors made no recommendations for improvement to practice with regard to the Front Door arrangements in North Tyneside. However, Front Door arrangements are a critical part of the system for meeting the needs of children and keeping them safe. As such the senior manager team continue to meet every fortnight to review and analyse data, performance information and quality of practice. This enables the team to continue to be responsive to issues and understand the practice and areas for improvement

A Member asked how social work staff were supported in their demanding and stressful roles and it was noted that many teams had arranged informal breakfast meetings to support

teamwork during the pandemic and a social work supervision meeting was about workload and an opportunity to ensure staff health and well-being. Staff had been impacted by two recent bereavements and had taken up the offer of counselling and a forum such as Schwartz rounds used in the health service to support staff well-being, to come together and reflect on experiences was being explored.

Members welcomed the report and the Chair thanked the Assistant Director Safeguarding and Children's Services and Service Manager for the informative report and for attendance at the meeting.

### **CES6/22 Work Programme 2022/2023**

The Sub-committee received a report which asked Members to consider and agree a work programme for the municipal year 2022/2023.

Members of the Sub-committee were invited to raise any other topics relevant to the remit of the Sub-committee that they thought should be included in the work programme and the following were suggested:

- How are social work staff supported to fulfil the professional and organisational requirements placed upon them by their work roles and what support is provided for the emotional, health and well-being of staff
- Independent review of children's social care led by Josh MacAlister and implications for social care
- Update on the outcomes of the Children, Education and Skills Working Group recommendations to Cabinet in June 2017 in relation to Elective Home Education
- How are Foster Carers coping with the cost of living crisis
- How are schools dealing with gender-specific and gender-neutral toilets provision

It was agreed that these topics would be scheduled accordingly in consultation with the Chair and Deputy Chair.

**Meeting:** CES Committee

**Date:** 8 Sep 2022

**Title:** Update on the North Tyneside SEND Inclusion Strategy and the High Needs Recovery Plan

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**Author:** Mark Mirfin, Assistant Director SEND /  
Mark Taylor, Strategic Commissioning Manager

**Service:** Special Educational Needs and Disability (SEND) Support Service /  
Commissioning Service

**Wards affected:** All

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## 1. Purpose of Report

The purpose of this report is to:

- Outline the strategic context for Special Educational Needs and Disability (SEND) 0-25 at a national level, including the government's SEND Green Paper;
- Describe the local context including the findings from our Local Area SEND Inspection (Nov 21), the SEND cohort and current budget pressures;
- Highlight the key areas of progress and next steps in delivering the North Tyneside SEND Inclusion Strategy;
- Highlight the opportunity to join the Department for Education's (DfE) Safety Valve Programme.

## 2. Introduction

### 2.1 National Context

The Local Government Association (LGA) Education Funding Report (June 2019) highlighted the significant national increase since 2014 in the number of children with Education, Health and Care Plans (EHCPs) and the proportion educated in special schools. Local authorities continue to be concerned about the level of High Needs funding to meet this increasing need.

## 2.2 Green Paper – ‘SEND Review – Right Support, Right Place, Right Time’

The reforms to the national SEND system introduced in 2014 had the right aspirations: an integrated 0-25 system spanning education, health and care, driven by high ambition and preparation for adulthood.

The system is driven by a hard-working and dedicated workforce who are committed to delivering excellent support for children and young people with SEND.

Despite examples of good practice in implementing the 2014 reforms, this is not the norm and too often the experiences and outcomes of children and young people are poor.

The government commissioned the SEND Review in 2019 in response to growing concern about the challenges facing the SEND system in England and the future of the children and young people it supports.

The SEND Review committed to examining how the system has evolved since 2014, how it can be made to work best for families and how it can ensure the effective and sustainable use of resources.

For too many children and young people, the SEND system is not working well enough:

- Children and young people with SEND and those in alternative provision have consistently poorer outcomes than their peers;
- Experiences of the SEND and alternative provision system are negative;
- The SEND and alternative provision system is financially unsustainable;
- There is too much inconsistency across the SEND system in how and where needs are assessed and met.

Therefore, as a result, the Green Paper focuses on ensuring there is a system where every child and young person can access the right support in the right place at the right time, with the following being the key areas for change:

### (1) A single national SEND and Alternative provision system

The review has concluded that there is a need for greater consistency in how needs are identified and supported. Therefore, the government's proposal is to:

- establish a new national SEND and alternative provision;
- review and update the SEND Code of Practice;
- establish new local SEND partnerships and produce a local inclusion plan;
- introduce a standardised and digitised EHCP process;
- support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings;
- streamline the redress process, making it easier to resolve disputes.

### (2) Excellent provision from early years to adulthood

The government's proposal is to:

- increase total investment in schools' budgets by £7 billion by 2024-25, compared to 2021-22;
- consult on the introduction of a new National Professional Qualification (NPQ) for school SENCOs (Special Educational Needs Co-Ordinators);
- commission analysis to better understand the support that children and young people with SEND need from the health workforce;

- improve mainstream provision, building on the ambitious Schools White Paper;
- fund more than 10,000 additional respite placements;
- invest £2.6 billion, over the next three years, to deliver new places and improve existing provision for children and young people with SEND or who require alternative provision;
- set out a clear timeline that, by 2030, all children will benefit from being taught in a family of schools;
- invest £18 million over the next three years to build capacity in the Supported Internships Programme.

### (3) A reformed role for alternative provision

The government's proposal is to:

- make alternative provision an integral part of local SEND systems;
- give alternative provision schools the funding stability to deliver a service focused on early intervention;
- build system capacity to deliver the vision through plans for all alternative provision schools to be in a strong multi-academy trust;
- develop a bespoke performance framework for alternative provision;
- deliver greater oversight and transparency of pupil movements;
- launch a call for evidence, before the summer, on the use of unregistered provision.

### (4) System roles, accountabilities and funding reform

The government's proposal is to:

- deliver clarity in roles and responsibilities with every partner across education, health, care and local government having a clear role to play, and being equipped with the levers to fulfil their responsibilities;
- equip the Department for Education's (DfE) new Regions Group to take responsibility for holding local authorities and MATs to account;
- provide statutory guidance to Integrated Care Boards (ICBs) to set out clearly how statutory responsibilities for SEND should be discharged;
- introduce new inclusion dashboards for 0-25 provision;
- introduce a new national framework of banding and price tariffs for funding;
- work with Ofsted/Care Quality Commission (CQC) on their plan to deliver an updated Local Area SEND Inspection Framework. Ofsted and the CQC are consulting on proposed changes to the way they jointly inspect area SEND arrangements from 2023: [A new approach to area SEND inspections - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/a-new-approach-to-area-send-inspections).

### (5) Delivering change for children and families

The government's proposal is to:

- take immediate steps to stabilise local SEND systems by investing an additional £300 million through the Safety Valve Programme and £85 million in the Delivering Better Value programme;
- task the SEND and Alternative Provision Directorate within DfE to work with system leaders;
- support delivery through a £70 million SEND and Alternative Provision change programme;
- publish a national SEND and alternative provision delivery plan;
- establish, for implementation of the national delivery plan, a new National SEND Delivery Board.

### 3. Local Context

#### 3.1 Findings from the Ofsted and CQC Inspection of SEND in North Tyneside

Partners across Education, Health and Care in North Tyneside were involved in a joint five-day inspection in November 2021. Inspectors spent time speaking to children and young people with SEND, parents and carers, school and college leaders, as well as council and local NHS teams.

Inspectors found that outcomes for children and young people with special educational needs and disabilities (SEND) in North Tyneside are 'strong', noting there is a positive picture for attendance, exclusions from school and the number of young people with SEND who progress to further education, employment or training.

With a focus on strategic leadership across the partnership (Appendix 1), inspectors said that leaders of education, health and social care are 'united in their mission to improve the experience and outcomes of children and young people with SEND'. Adding, 'leaders are determined to know what is working and what needs changing and are looking at detailed information and identifying priorities that chime with the issues raised by children and young people with SEND and their families'.

Inspectors identified that joint commissioning arrangements between the Authority and Health Commissioners are well established. It was noted that there is an increased demand for specialist provision and, in response, health services and leaders have agreed plans for long-term investment in places and people.

Inspectors also highlighted the influential roles of the North Tyneside Parent and Carer Forum and the SEND Youth Forum, making sure the voices of children, young people and their families are heard.

Key strengths outlined in the report include:

- How the Authority's health visitors and early help teams work alongside NHS midwives and community nursing teams to identify and provide support to babies and families with SEND from the earliest opportunity;
- Early years providers were found to receive "highly effective" specialist support and a programme of training to increase awareness of SEND in mainstream schools has "changed practice in schools for the better."
- Specialist education and health practitioners work together in the pioneering Health, Information and Advice, Virtual School and Emotional Well-being (HIVE) team. The HIVE team runs training for practitioners in schools, health and social care roles and recently led the launch of the borough's first Mental Health Support Team for schools. It is also working with children's charity Barnardo's to run youth groups for children and young people with social, emotional, and mental health (SEMH) needs;
- The Designated Clinical officer (DCO) worked with the SEND Youth Forum to improve the uptake of annual health checks from 35% to 68% in a year;
- The personalised approaches of the Speech and Language Therapy (SALT), physiotherapy and occupational therapy teams were praised;
- As children and young people prepare for adult life, Connexion's advisers work closely with them to provide advice on a wide range of post-16 programmes and inspectors commented on the high number of young people with SEND who are in education, employment, or training.

### 3.2 Understanding the SEND cohort in North Tyneside

North Tyneside, like many local authorities both regionally and nationally, is experiencing an increase in the number of children with SEND. There has been a notable increase locally in the number of children with primary needs relating to Autism Spectrum Disorder (ASD), and those with Social Emotional and Mental Health (SEMH) and Speech, Language and Communication Needs (SLCN).

The following provides an overview pertaining to the presentation of SEND in North Tyneside and the subsequent financial position of the High Needs Block within the Dedicated Schools Grant:

- In January 2022, there were 5,218 pupils in North Tyneside schools with identified special educational needs and/or disabilities; 3,769 were supported with an SEN Support Plan and 1,449 had an EHCP;
- At the same point, North Tyneside maintained a total of 2,047 EHCPs for children and young people aged 0-25;
- For children and young people with an EHCP, this figure (2,047) represents a 10.9% increase between January 2021 and January 2022, in line with national comparators. This is, however, a reduction in year-on-year increases in the Authority, which were 15% between January 2020 and January 2021 32% between January 2019 and January 2020. This reduction has been sustained; in July 2022 there were 2,128 children and young people with an EHCP, representing a 6.7% increase compared to 12 months ago;
- The Authority continues to place a higher proportion of our children and young people in special school provision than is seen nationally (38.3% compared to 34.8%);
- The most prevalent need recorded by schools for SEND pupils in North Tyneside is Speech, Language and Communication Needs (SLCN), at 32%, which is higher than the national average (30%). This is followed by Social, Emotional and Mental Health needs (SEMH), 22%. The Authority is aware that the proportion of different primary needs is changing over time.

### 3.3 Budget and Spend Pressures

The High Needs Block of the Dedicated Schools Grant (DSG) ended 2021/22 with a pressure of £13.512m.

At 31st May 2022, the initial forecast of the budget position for 2022/23 indicates an anticipated in-year pressure of £3.413m reflecting a further rise in demand for special school places, producing a cumulative deficit balance of £16.924m.

The main reasons for the overspend are attributed to:

- An increase in the number of requests from education settings and parents/carers for Education, Health and Care Needs Assessments (EHCNAs), which can, at their conclusion, result in an EHCP. Rising from 262 during 2018, to 410 in 2019, 353 in 2020 and 359 in 2021. Currently in 2022 there have been 280 requests and if the rate of requests continues we could expect this figure to be over 400 by the end of the 2022;
- Of those requests for EHCNAs, the Authority has seen an increase in the number for children under 5 years of age; rising from 23% in 2019 and 2020 to 32% in 2021 and currently in 34% in 2022. Though this reflects the Authority's strength in

identifying need early, this also may commit the Authority, where their needs do not reduce, to a spend for those children for most of their childhood once an EHCP is agreed;

- An increase in the number of children and young people with SEND and Educational, Health, Care Plans (EHCPs). EHCPs identify educational, health and social needs and set out the additional support required in order to meet those needs. In North Tyneside, as of the end of July 2022, there are 2,128 children and young people with an EHCP, an increase of 93% since January 2018;
- The Authority and its partners are experiencing an increase in the complexity of children and young people’s presentations. Compounded by Covid 19, we have observed an increase in those with needs relating to their mental health and emotional wellbeing, which has also contributed to an increase emotionally based school avoidance. Identifying education settings with the right multi-agency support framework which sits around them to meet this complexity of need has become more problematic;
- A national extension in the length a young person can have an EHCP, increased from 18 to 25-years-old, with no extra funding to support this;
- Additional children and young people within specialist provision and not enough places in special schools;
- Increase in the number educated in non-maintained and independent specialist placements, which cost the Authority more;
- The way funding is allocated to the Authority, meaning limited flexibility to transfer money from one area to another. Previously the Authority had flexibility to determine how much money was allocated to different provision, but now there are four blocks of funding ringfenced to schools, high needs, central school services and early years. The Authority needs the permission of Schools Forum to transfer funding to high needs, limited to 0.5%;
- A large proportion of the funding allocated by DfE for high needs is based on historical spending patterns;
- The cost of funding the support for those with special educational needs and disabilities is not fixed. This is a demand-led service where costs can and do change considerably depending on the specific needs of the individual.

### 3.4 Delivering the North Tyneside Inclusion Strategy – progress update

<b>Priority</b>	<b>Action undertaken and next steps</b>
<p>1. Ensuring that our annual reviews of Education, Health and Care Plans are more effective in identifying the needs and provision for our children and young people. These regularly reviewed plans need to be timelier and focus more on the voice and ambitions of the children and young people.</p>	<p>Annual reviews: we have developed a dedicated Phase Transfer Team and an Annual Review Team, with increased capacity and focus from an additional Senior SEND Officer.</p> <p>Statutory deadlines for phase transfers between school key stages were met this year for the vast majority of children.</p> <p>Next steps: we are strengthening our performance management systems to improve our monitoring of annual reviews.</p>
<p>2. Whilst we know that the number of young people who are not in education, employment or training remains low, we want to</p>	<p>Preparation for Adulthood: we have an established post-16 SEND work-based learning programme ‘Ignite Your Potential’. This is delivered by the Authority’s Employment and</p>

<p>ensure this continues to improve by enhancing vocational opportunities through participation in volunteering opportunities; work tasters, work experience; supported internships; apprenticeships; job coaching; and paid employment. We also want to increase the range of local opportunities for our young people to remain in borough whilst in education.</p>	<p>Skills Team and provides vocation pathways through supported internships and traineeships. A dedicated post-16 officer is in post to promote schools and business/industry partnership.</p> <p>Next steps: we will be establishing a 'Post 16 Charter' and Information Hub for North Tyneside. Headteachers have met with senior officers to establish a charter and have reached an agreement to signpost the post-16 offer on the corporate website to create a one stop information hub for parents and pupils. In addition, we will be preparing a business case for a SEND Preparation for Adulthood Team.</p>
<p>3. Children, young people and their families tell us that we should look to increase opportunities for participation. Where engagement and opportunities exist, they can be enhanced for children and young people with additional needs.</p>	<p>Participation and Engagement: extensive work has been undertaken by the Authority's Participation and Engagement Team. We have a SEND Engagement Strategy and a joint funded SEND Engagement post with the CCG. Additional opportunities are available for SEND children via the Holiday Activity and Food (HAF) Programme.</p> <p>We have an established SEND Youth Forum and strong linkages with our SEND Parent Carer Forum. Through these groups we have updated the SEND Local Offer and are communicating via a new monthly SEND newsletter for families.</p> <p>Next steps: we are consulting with families and providers about our children's short break offer, in advance of a procurement exercise later this year.</p>
<p>4. Supporting all schools to offer an enhanced and consistent educational offer for children and young people with additional needs. Parents and professionals are clear that they see inconsistency in the provision in different schools. We need to understand this more clearly and, where needed, look to support and challenge this.</p>	<p>Consistent Provision Offer – our priority has been to support schools post-COVID with children and young people's mental health and emotional wellbeing. This has included partnership wide mental health provision mapping and dissemination via a local conference. We have delivered mental health first aid training for schools and employed new Mental Health Support Teams in schools, plus enhanced transition programmes and 'Route 16' programmes for children at risk of becoming NEET.</p> <p>Next steps: we will deliver a programme of whole school inclusion audits to challenge and support schools with their graduated response and provision offer. We will expand our existing Secondary School Support Team to strengthen</p>

	<p>our multi-professional approach into primary provision. We are commencing a new multi-agency Emotionally Based School Avoidance (ESBA) programme.</p>
<p>5. Where provision is not matched to need or available when it is needed, we should look to reposition resource. This also means we need to use the information we have more effectively to support us in planning for the needs of our community. This will help us be more dynamic in our use of resources.</p>	<p>Planning and commissioning: we are working with our Education Review Team to strengthen our SEND school place planning and provision mapping. We have been reviewing our education funded High Needs Commissioned Services, including jointly commissioned services with Health. For example we have accessed additional Health funding to deliver Cygnet Training for parents with a newly diagnosed child with autism.</p> <p>Next steps: Further changes to commissioned services will be required though our new Joint SEND Commissioning Strategy and as a result of the DfE Safety Valve programme. This will ensure a greater focus on those services that can maximise inclusion and meet the needs of key cohorts, including children with social, emotional and mental health needs and those with autism.</p>
<p>6. Recognising that early intervention can often lead to the best outcomes for children, young people and their families, finding more and improved ways of getting help to them at the earliest possible opportunities.</p>	<p>Early Intervention: We have an established Early Years Inclusion Fund for supporting early and emerging SEND needs. We have a dedicated Early Years SENCO post in the School Improvement Service to support early years providers including nurseries and childminders. There is an established training programme for early years SENCOs to improve their understanding of SEND needs.</p> <p>Next steps: we will be exploring a new model that will seek to better integrate services as part of a multi-agency Early Years Assessment Centre.</p>
<p>7. Families tell us about their experiences of being a fight and that the systems don't work well together and as a result they have to share their stories repeatedly. We should aim for families to truly 'tell us once' and at the same time improve their perception of how well services work together.</p>	<p>Experience of families: through our SEND Quality Assurance Group we have audited EHCPs to establish how well families voice is reflected in the plans. Further guidance and training has been offered to professionals who provide advice for EHCPs.</p> <p>Next steps: we are undertaking a review of our information and case management systems to see where there are opportunities to better integrate the information we maintain. We will be working as part of the Authority's Customer Service Programme to ensure we offer the best</p>

	<p>support to families who are involved in the SEND system. We will be continue to work with the SEND Youth Forum and Parent Carer Forum to listen to their feedback and improve their experience. We will prepare our next Local Offer 'You said, we did report' in the Autumn.</p>
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### 3.5 DfE Safety Valve Intervention Programme

In July 2022, the Authority was formally invited by the Department for Education (DfE) to take part in the 'safety valve' intervention programme, commencing in September 2022, with the aim of agreeing a package of reform to the Authority's high needs system that will bring our Dedicated School Grant overspend under control.

The safety valve intervention programme commenced in 2020-21 and continued with further Authorities in 2021-22, targeting Authorities with the highest DSG deficits. The DfE signed 14 agreements during 2020-21 and 2021-22 and after the provision of an additional £300 million in the Spending Review, are expanding the programme to 20 further Authorities in 2022-23, which includes North Tyneside Council.

The programme requires the Authority to develop a Dedicated Schools Grant (DSG) Management Plan which describes how we will reform our high needs systems, with support and challenge from the DfE. If the Authority demonstrates sufficiently that our DSG Management Plan creates lasting sustainability and is effective for children and young people, including reaching an in-year balance as quickly as possible, then the DfE will enter into an agreement with the authority, subject to Ministerial approval.

The Authority is undertaking significant work to develop the DSG Management Plan, setting out:

- How we will control our deficit and reach an in-year balance (as a minimum) and how quickly;
- How we will contribute to the reduction of the historic deficit through use of DSG surpluses, in addition to reaching an in-year balance;
- How we will ensure that the DSG Management Plan is deliverable, how it will be managed as it is implemented and how this plan will continue to ensure the appropriate support for children and young people with SEND. This includes agreeing who will be responsible for the ongoing monitoring of progress towards the agreement.

The Authority is required to submit to the DfE an initial proposal consisting of a DSG management plan and accompanying narrative by 13 January 2023 for review. The final submission is required by 3<sup>rd</sup> February 2023 and, if the agreement is approved by Secretary of State, the Authority will be notified by March 2023.

## 4. Background Information

The following documents have been used in the compilation of this report and may be inspected at the offices of the author.

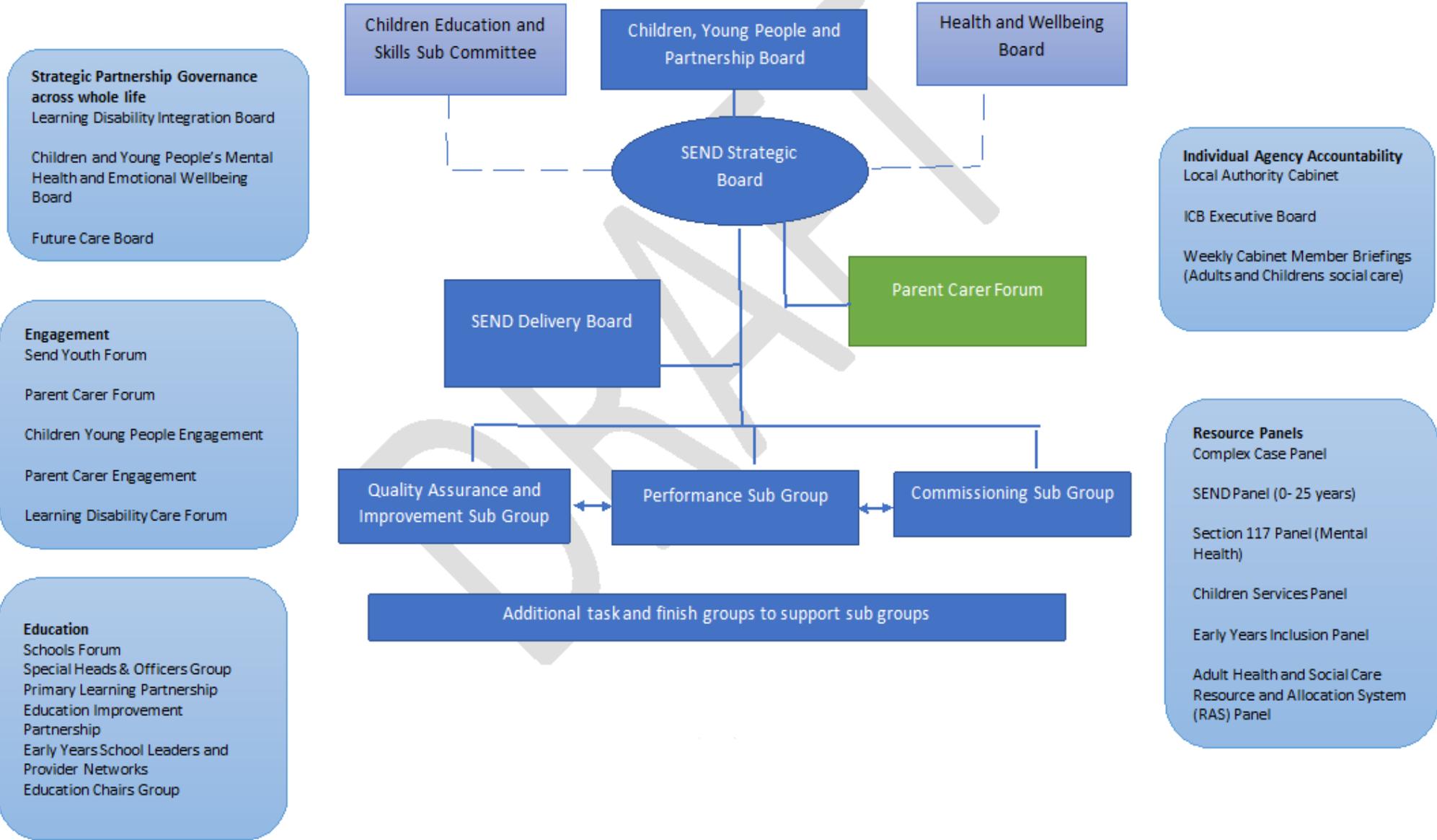
- (1) [The Local Government Association \(LGA\) Education Funding Report \(June 2019\)](#)

- (2) [Green Paper – SEND Review: Right Support, Right Place, Right Time](#)
- (3) [Report to Cabinet, 1 August 2022 Title: 2022/23 Financial Management Report to 31 May 2022](#)
- (4) [SEND Inclusion Strategy 2021 - 2024](#)

## **5. Appendices**

Appendix 1: North Tyneside SEND Strategic Partnership Governance

# Appendix 1: North Tyneside's SEND Strategic Partnership Governance



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