

NORTH LINCOLNSHIRE COUNCIL

SCHOOL'S FORUM

HIGH NEEDS DSG

1. OBJECT AND KEY POINTS IN THIS REPORT

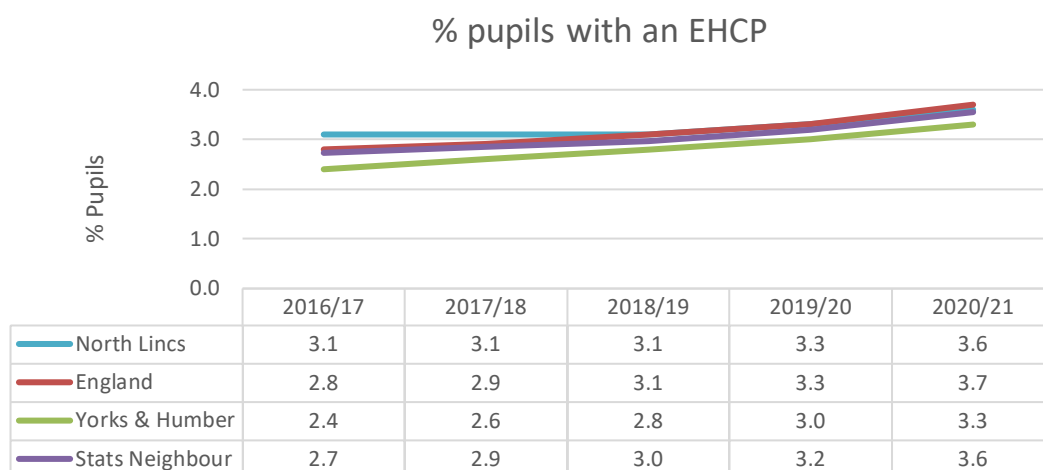
- This report provides an update on SEND and High Needs DSG

2. BACKGROUND INFORMATION

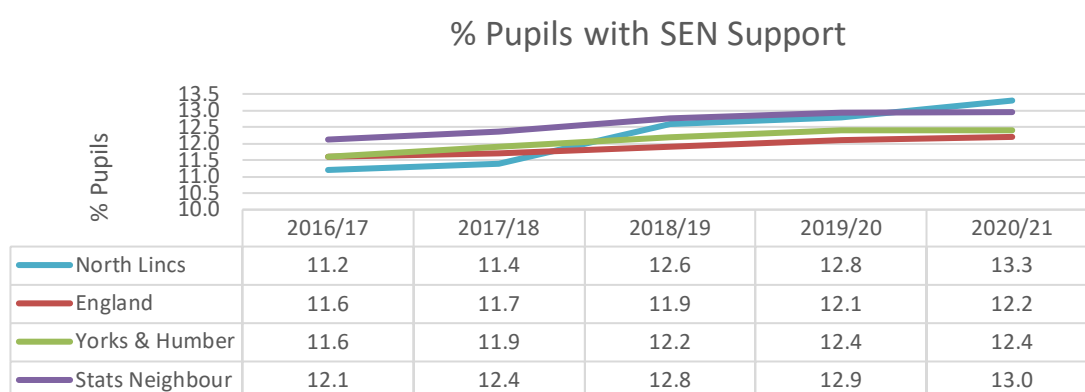
EHCP / SEND Support

- National benchmarked data for 2021/22 will be released in May and will be shared at the next School's Forum meeting.
- The percentage of pupils who have an EHCP increased by 0.3 percentage points from 3.3% in 2020 to 3.6% in 2021. Currently there are 1210 children and young people with an EHCP, which is stable from the previous School's Forum report in January, as EHCPs have been ceased for those who have left formal education following EHCP reviews in the autumn.
- Nationally, 3.7% of pupils have an EHCP which was an increase of 0.4 percentage points from the previous year.

- The figure for North Lincolnshire is 0.1 percentage points below the national average and 0.3 percentage points above the Yorkshire & Humber average.



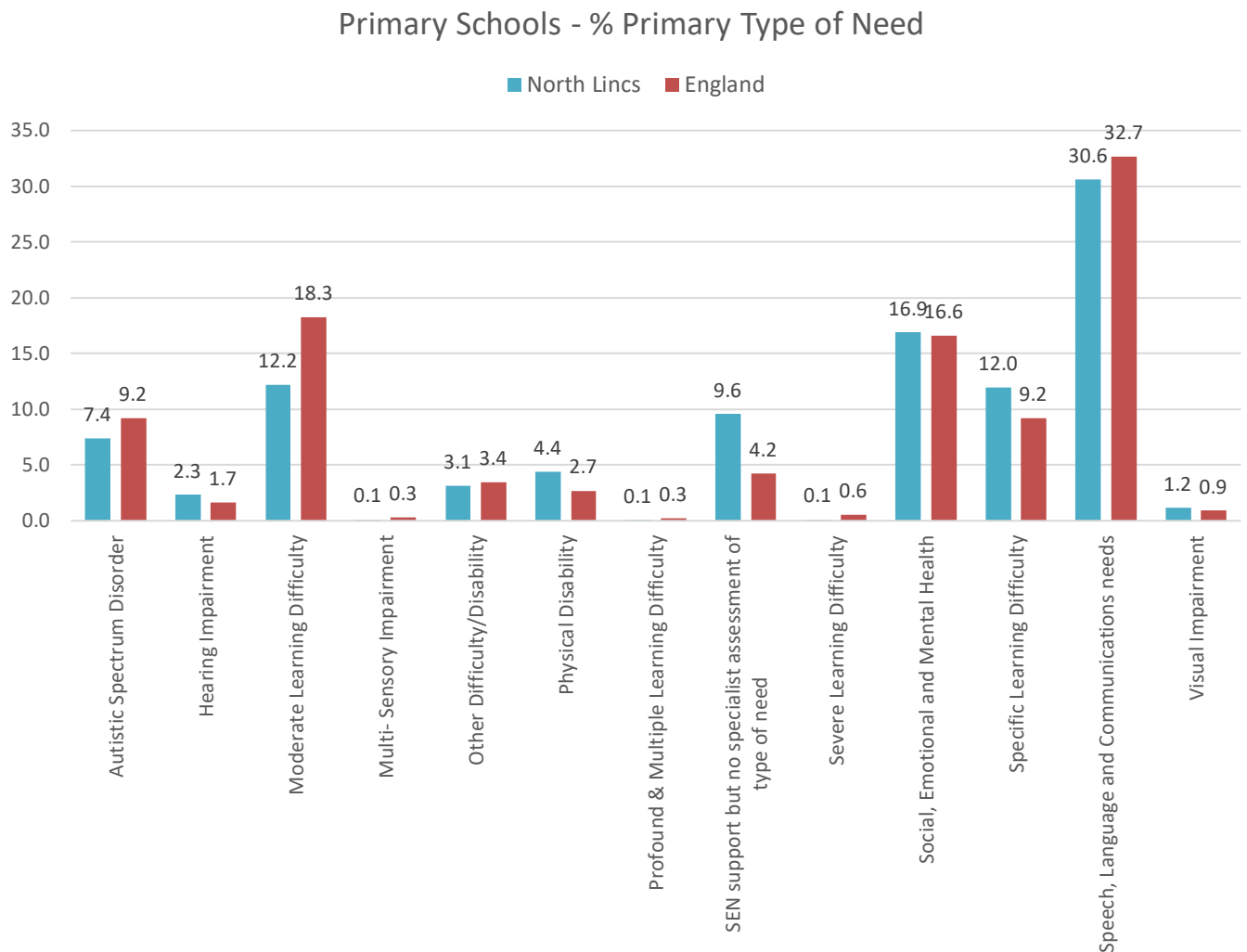
- The percentage of pupils who have been identified with SEN support has increased by 0.5 percentage points from 12.8% in 2020 to 13.3% in 2021. As of April 2022 there are 3971 children and young people identified at SEN Support which is an increase from 3763 in January 2022.
- Nationally, 12.2% of pupils have SEN support which was an increase of 0.1 percentage points from the previous year.
- The figure for North Lincolnshire is 1.1 percentage points above the national average and 0.9 percentage points above the Yorkshire & Humber average.



SEN Primary Need

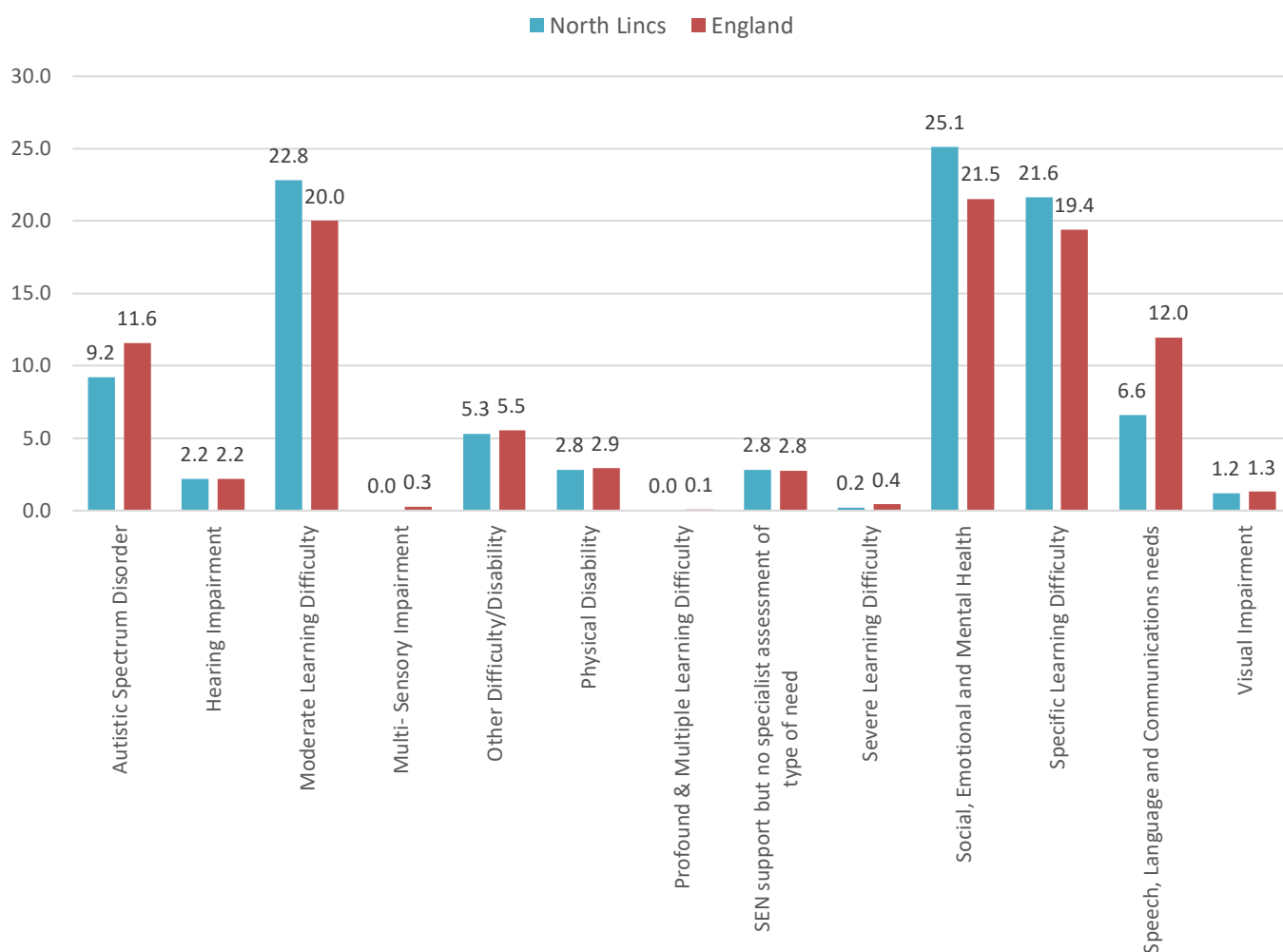
- The most common Primary Need recorded in North Lincolnshire primary schools is Speech, Language and Communication Needs with 30.6% of pupils, however this is 2.1 percentage points below the national average of 32.7%.

- Within North Lincolnshire primary schools 12% of pupils have a Primary Need of specific learning difficulty. This is 2.8 percentage points above the national average of 9.2%.



- In North Lincolnshire Secondary schools, the most common Primary Need is social, emotional and mental health with 25.1% of pupils. This is 3.6 percentage points above than the national average of 21.5%.
- Moderate learning difficulty is also a common within North Lincolnshire's secondary schools with 22.8% of pupils having this as their Primary Need, 2.8 percentage points above the national average.

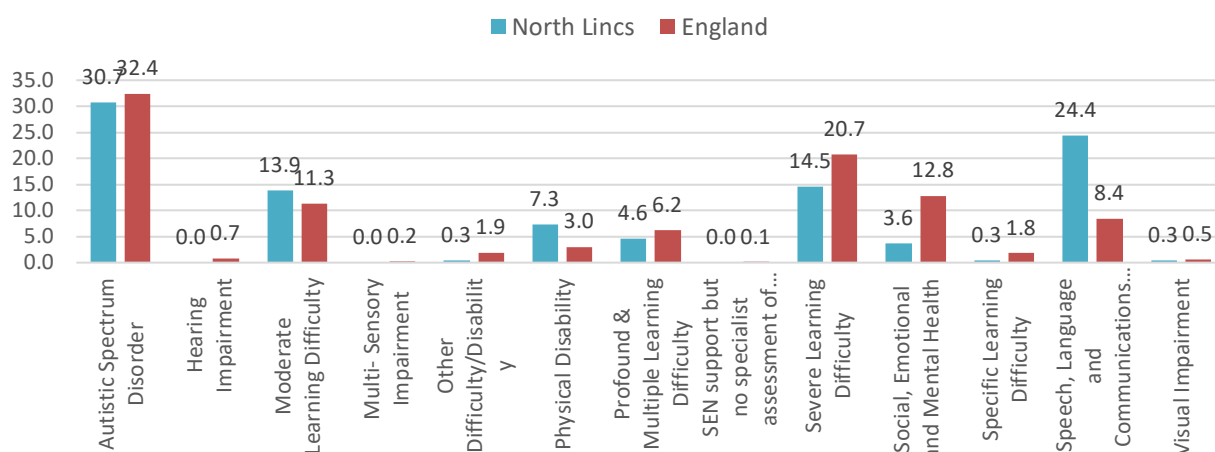
Secondary Schools - % Primary Type of Need



Special schools

- 30.7% of pupils who attend Special schools within North Lincolnshire have Autistic Spectrum Disorder as their main Primary Need. This is 1.7 percentage points below the national average of 32.4%.
- 24.4% of pupils who attend a Special school within North Lincolnshire have speech, language and communication needs as their Primary Need. This is 16 percentage points above the national average of 8.4%.
- 7.3% of pupils who attend a Special school within North Lincolnshire have a physical disability as their Primary Need. This is 4.3 percentage points above the national average of 3.0%.

Special Schools - % Primary Type of Need



Independent special schools

Currently 133 of our children and young people with an EHCP attend an independent special school – this is a reduction from 147 in January. This reflects a number of factors including ceasing plans for those leaving formal education or training.

As of 31st March 2022 we have 21 children and young people with an EHCP in the process of transitioning into/between an independent special school. For some there have been multiple consultations reflecting challenges in the capacity of our independent providers.

Developing local provision

We will be undertaking next steps and priorities for inclusion meetings with headteachers to identify where the focus needs to be as we move forward and to include revenue funding for inclusion bases within schools. Currently the SEND Capita grant is for buildings only. First meeting date anticipated early May for secondary headteachers, invites to go out shortly.

There remains pressure around SEMH needs and TAMNET are identifying with increased referrals for this area, although turnaround and back into mainstream is identified as a strength for the service. A nurture/wellbeing specialist within the team has been crucial in this work. Moving forward there may be a need for larger premises as referrals have significantly increased for TAMNET.

We have Baysgarth Headway and Frederick Gough Inclusion Base open to young people to support SEMH identified needs, however it is anticipated Winterton will be officially open by May half term, with keen interest and agreement for St Lawrence and Sir John Nelthorpe to develop provision. There are further discussions with primary headteachers to identify primary schools who may wish to open a similar base to support need and earlier support.

There is ongoing work on reducing suspensions in schools whilst keeping young people in mainstream where possible. Funding opportunities provided to secondary schools to support this area, eg Prison Me No Way, Human Utopia etc.

Overall Financial Position and Projections (HNB)

Year	HNB Allocation (£)	HNB Allocation after deductions (£)	Value of any transfer from other blocks (£)	Actual or Projected Spend (£)	Over (Under)-spend (£)
(a)	(b)	(c)	(d)	(f)	(g) = (f) – (e)
2021-2	2021-2022	21,476,491	21,075,824	20,775,824	-900,000
2022-3	2022-2023	24,688,267	24,180,267	23,443,560	736,707

Overall, DSG High Needs shows a projected underspend, this will enable a potential £500,000 return into high needs reserves.

The Alternative Provision budgets at year end were underspent for the first time in a number of years. This was partly due to covid and the reduction in permanent exclusions together with a keen focus to keep young people in mainstream wherever possible.

Uplift in DSG for 2022-23 will support the development of the Post 16 Free School and a potential funding model for SEND /vulnerable children and young people attending Inclusion Hubs in mainstream schools. Independent provision budgets required an in year uplift in 2020/2021 as provider costs increased along with higher numbers requiring specialist independent provision. This is likely to increase further in 2022.

There is ongoing work to mode uplifts in mainstream top up funding within the forecast budget.

5. FINANCIAL AND OTHER RESOURCE IMPLICATIONS (e.g. LEGAL, HR, PROPERTY, IT, COMMUNICATIONS etc.)

- 5.1 The recommendations and actions in recent years have enabled High Needs pressures to be kept to a minimum.
- 5.2 Efficient use of High Needs resources (ALP and SEND) now and into the future – supporting improved outcomes for our children and young people.

6. OTHER RELEVANT IMPLICATIONS (e.g. CRIME AND DISORDER, EQUALITIES, COUNCIL PLAN, ENVIRONMENTAL, RISK etc.)

6.1 High Needs funding changes take into account child/young person level data (disability, FSM, attainment).

7. OUTCOMES OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)

7.1 Not Applicable

8. OUTCOMES OF CONSULTATION AND CONFLICTS OF INTERESTS DECLARED

8.1 Ongoing consultation via the Education Inclusion Partnership, SEND Partnership and SEND Standards Board

9. RECOMMENDATIONS

- 1) Head Teachers / Principals / LA to continue to work together to implement and embed the area-wide solutions ensuring that children and young people's needs remain central.
- 2) Head Teachers, Principals and LA Officers to look at funding models for Inclusion Hubs and explore opportunities for specialist units/resourced provision within primary and secondary mainstream schools.
- 3) Review top up funding for mainstream EHCPs

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