

Children and Young People Overview and Scrutiny Committee

6 November 2013

Support for Children in Schools

Recommendations

That the Children and Young People Overview and Scrutiny Committee:

- 1) Consider the options to address the shortage of Additional Needs places in the county and setting out alternative provision for those with Behavioural, Social and Emotional Difficulties;
- 2) Consider how members' comments have been addressed in respect of the Area Behaviour Partnerships in meeting the needs of pupils; and
- 3) Consider and comment on progress working towards implementation of the national Special Educational Needs and Disability (SEND) reforms.

1.0 Options presented to address the shortage of Additional Needs places in the county and setting out alternative provision for those with Behavioural, Social and Emotional Difficulties

- 1.1 The Local Authority has a statutory duty to provide appropriate educational provision for pupils who have a statement of Special Educational Need. The Local Authority recognises that too many children and young people with the most severe and complex special educational complex and disability are unable to access local provision to meet their needs. The over reliance on Out of Authority placements is not appropriate or sustainable. These placements are not necessarily securing the best outcomes for young people. This approach is not supporting investment and capacity building in local provision, nor is it financially viable.
- 1.2 In the absence of appropriate Local Authority places, Out of Authority provision is sought. If we are to make an impact on the Out of Authority budget energy must be directed at reducing the number of pupils taking up new places by intervening early, using evidence of what works well and reducing the need for a statement of special education needs.

- 1.3 There is a projected overspend in the overall High Needs Block Funding for 2013/14 and action needs to be taken to curtail growth and deliver savings targets on Dedicated Schools Grant (DSG) funded areas during 2013/14. The projected overspend is currently £4m which includes the projected overspend on Out of Authority placements as outlined below. A report outlining the overspend was presented to Schools Forum on 11th October 2013.
- 1.4 This report considers the Out of Authority Placements (OLA) allocation within the DSG. There are currently 328 children placed in Out of Authority placements (2013-2014) at a cost of **£13, 535,000** which is a projected overspend of £2,984,525.
- 1.5 This report outlines our proposals as to how we can deliver our services differently in order to address the Local Authority overspend, but also to improve educational outcomes of the most vulnerable children with Special Educational Needs or disabilities within Warwickshire.
- 1.6 It is therefore essential that there are revised systems for responding to requests for statutory assessment and allocating resources for high level needs.
- 1.7 Proposals to reduce the number and cost of Out of Authority Placements**

Our Objectives are to:

- i) Invest in new local provision
- ii) Introduce a system for schools to access High Needs Funding
- iii) Review existing systems and processes
- iv) Enhance existing special school provision
- v) Enhance specialist provision in mainstream school
- vi) Develop a system wide approach that supports investment in effective early intervention
- vii) Ensure commissioning arrangements with independent providers offer high quality, value for money and deliver good outcomes

1.8 Invest in new local provision

- 1.8.1 To achieve this ambition for our pupils and to secure improved outcomes for them, Warwickshire County Council is looking to further develop in-house provision and encourage the development of the external market.
- 1.8.2 As part of the Capital Bid for Targeted Basic Need a bid has been agreed for a new school for 80 pupils in Key Stage 3 and 4 with additional needs. There is considerable demand for places for pupils with Behavioural, Emotional or Social Difficulty (BESD) and Autistic Spectrum Disorder (ASD) in Warwickshire, particularly in the north of the county.

- 1.8.3 A specification document has been completed and bids have been invited from potential providers to be forwarded by 27 September 2013. The preferred sponsor options will be presented to DfE on 17 October 2013. Following on from this a Project Management Framework and workstreams will be established to progress this work.
- 1.8.4 As an academy the new school will control its own pupil admissions and working in partnership Warwickshire County Council will ensure that Warwickshire pupils are considered for priority places. Any surplus additional places could be offered out and income generate for the school.
- 1.8.5 Cost Reduction:

The current average cost of Out of Authority ASD/BESD placements is £45k and new placements can reach up to £55k. Using our current pupils on roll at our 9 special schools we can assume that of 80 places approx. 5 might be taken up by other Local Authority pupils. The profile of the 75 Warwickshire County Council pupils in the new schools would affect the savings. A prudent estimate of savings is around £1m see **Appendix A**.

1.9 Introduce a system for schools to access High Needs Funding

- 1.9.1 In almost all cases out of authority placements start with a Statement of Special Educational Needs (SEN). A number of children and young people move to out of authority places via Warwickshire's special schools, some directly from mainstream and some as an outcome of tribunal. A very small number of pupils start their educational careers in out of authority placements. In 2012–13, the Educational Psychology Service worked with providers to return pupils to local placements but if we are to make a significant impact on the out of authority budget, effort must be directed at reducing the number of pupils taking up new places by intervening early, using evidence of what works best and reducing the need for a statement of special educational need.
- 1.9.2 In recent years there has been a considerable increase in the number of pupils referred for statutory assessment. Over the last three calendar years there has been an increase of 59.4%. Not all referrals proceed to statutory assessment, and not all statutory assessments will result in a statement being issued. However, the high number of referrals inevitably leads to more children with statements, and consequently more funding to mainstream schools, demand on state funded special school provision, or, for some, an independent out of authority placement.
- 1.9.3 In order to reduce the requests for statements Warwickshire County Council will align statement request thresholds with other Local Authorities and re benchmark. The High Needs Funding Panel will provide increased scrutiny regarding which children move to statutory assessment. The Educational Psychology Service will be working with schools to increase their confidence

in managing children with additional needs. The SEND reforms and work towards the implementation of the single Education, Health and Social Care Plan will encourage schools to understand the financial benefit of supporting children rather than processes. The single plan's focus is on children's needs and will this will require a cultural change and shift in the way we currently deliver assessment, statement and review services.

1.9.4 High Needs Funding Panel:

The Top up Funding for Special Education Needs in Mainstream Schools has a Dedicated Schools Grant (DSG) allocated budget for 2013/14 of £5,071,526. Currently it is anticipated that this budget will meet the applications for funding. The aim of top up funding is for Local Authorities to use their high needs budget to meet the individual needs of children and young people with high needs over and above the funding provided to institutions through place led funding.

Warwickshire has established a multi-disciplinary High Needs Funding Panel to oversee the allocation of this top up funding and ensure schools use their delegated resources appropriately. All requests will be evaluated by a panel and the criteria will be clear and transparent. It also offers an opportunity to tighten up expectations around universal and targeted support and ensure that this support has been implemented prior to any request for further funding.

1.9.5 Our objectives will be to:

- i) Improve statutory processes.
- ii) Ensure efficient use of Main School Fund and evaluate school requests for top up funding.
- iii) Reduce the expenditure on new and existing statements and High Needs Funding where these are not considered necessary to support the young person appropriately.
- iv) Ensure there is clear eligibility criteria and equitable resource allocation for Special Educational Needs Children.

1.9.6 The Panel will consider:

- i) Requests for funding above C Band (£3,613) will be reviewed to ensure there is clear and transparent decision making in line with established criteria.
- ii) Applications for statutory assessment and make decisions about issuing a statement and levels of funding.
- iii) Review annually Statements to consider if the funding allocation is still appropriate.
- iv) All requests for out of authority placements.

Baseline data will be gathered in order to evaluate the impact of the High Needs Funding Panel in terms of decisions and allocation of financial resources. Early indications are that the panel is offering increased scrutiny over funding requests.

1.9.7 Cost Reduction:

It is proposed a cost reduction will be brought about through schools being more accountable for the targeted use of their budget to meet the needs of pupils with additional needs (£6,000 per pupil).

1.10 **Review existing systems and processes**

1.10.1 We have identified a number of areas where we can review our systems and processes in order to bring about efficiency savings whilst delivering positive outcomes. We have identified that Educational Psychology Service (EPS) and specialist teachers with the Integrated Disability Service (IDS) Autism Service can support this work, through:

- i) Reviewing existing placements in out of authority independent provision, the objective will be to identify pupils whose needs could be met in local provision with the appropriate package of support
- ii) Be involved in reviewing request for statements- applying more rigour in this process to ensure that all early intervention approaches have been applied
- iii) Work with schools and parents to inform them of the national reforms and prepare for the culture change that will be required
- iv) Work with Assessment Statement and Review Service to identify placements at risk of break down and to support such placements before any referral to specialist provision.
- v) Target transitional Annual Reviews (Yr 5) focussing on staff capacity building and parental confidence.
- vi) Identify two Professional Learning Communities with a high number of young people moving to specialist education and identify contributory factors and associated needs such as school staff confidence / capacity, parental confidence, revised systems or more effective interventions. Provide clearly quantified and specified recommendations to the Professional Learning Communities plus tailored interventions where required and evaluation of impact.

1.10.2 Cost Reduction:

It is proposed that utilising our specialist services to review our systems and processes will bring about operational efficiencies. This will enable savings in time and also the revision of referral pathways and process mapping in response to the new reforms.

1.11 **Enhance existing special school provision (state funded provision)**

1.11.1 The January 2013 census recorded 1074 Warwickshire pupils attending the 9 state funded special schools in Warwickshire, 2 of which are now Academies. A small number of Warwickshire pupils attend state funded special school provision in other Local Authorities.

1.11.2 The number of special school places in existing schools has not increased in line with the increase in the birth rate and despite the increasing numbers of pupils with a statement of Special Education Needs.

1.11.3 The demand for provision for pupils with challenging behaviour and social communication and interaction needs has been evidenced. The Local Authority has 8 places per year for boys at River House for pupils with Behavioural, Emotional and Social Difficulties in key stages 3 and 4. There is no secondary provision for girls. The Assessment, Statementing and Review Service (ASRS) commissions five places at Woodfield Primary School, Coventry and six places at Springfield House School, Solihull. In the last two years the Authority has placed 63 pupils in independent sector BESD provision.

1.11.4 The Local Authority has secured funding for 60 additional special school places at Brooke and Welcombe Hills Schools. The expansion programme will be completed in September 2014.

1.11.5 Cost Reduction:

Developing internal capacity for children and young people with additional needs will benefit children who may otherwise have been placed out of authority placements. The prudent estimated savings/avoidance of increased costs is £1,500m see **Appendix A**.

1.12 **Enhance specialist provision in mainstream schools**

1.12.1 A corporate audit is likely to highlight unmet needs and inform ways to increase local capacity for children with additional needs. A working group is being established to explore where there may be scope for additional capacity building in mainstream schools for pupils with additional needs in particular in relation to primary school age children.

1.12.2 Using expertise within the Integrated Disability Service and Educational Psychology Service we will identify how we could develop such provision to provide outreach support.

1.13 Enhancing local mainstream provision - Primary sector

1.13.1 The Primary Inclusion Support Groups were developed as a model of educational provision that avoid the need for permanent exclusion from the primary phase. This was a response to the closure of the primary section of the Warwickshire Pupil Referral Unit (PRU).

1.13.2 The Dedicated Schools Grant Allocated spend for 2013/14 for Primary Early Intervention is £1,041,000.

1.13.3 Inclusion Support Groups:

The key elements, characteristics and proposed savings are outlined in the 11 October 2013 Schools Forum Report. The number of placements each year is rising. Once placed, few pupils return from independent placements to mainstream school. In 2012/13, 12 pupils from Inclusion Support Groups were placed in Out of Authority provision. A further 11 were placed from non-Inclusion Support Group provision. Based on comparative arrangements in Coventry, officers are confident that the introduction of Specialist Inclusion Support Group provision would reduce the need for some of these pupils to be placed out of the authority.

1.13.4 Cost Benefits

The average cost of an Inclusion Support Group intervention is £6k. Based on a reduction of 4 out of authority placements in one year, a saving of £0.180m is estimated. This excludes additional savings on transport. A prudent future saving/avoidance of increase costs is £0.156m, see **Appendix A**.

1.14 Develop a system wide approach that supports investment in effective early identification and intervention

1.14.1 Early identification and intervention will be a significant part of the revised SEND model. There are a number of existing initiatives that are supporting early intervention approaches with children and young people with SEND. Investment in Early Intervention is also a cost benefit/avoidance strategy which keeps costs the same rather than resulting in an increase in demand on more costly resources.

1.15 Promoting the use of the Common Assessment Framework (CAF) for children with SEND across Warwickshire:

1.15.1 We will continue to promote the use of the Common Assessment Framework (CAF) within Warwickshire to support children and young people and families with Special Educational Needs and disabilities. The aim of Common Assessment Framework is to provide an Early Help Offer and support to families to prevent them requiring specialist support in the future.

- 1.15.2 The use of the Common Assessment Framework is part of the strategy to improve outcomes for children and young people by ensuring integrated working practices with health, education and social care. The Common Assessment Framework supports children and young people who may not meet the thresholds for statutory or specialist services but who, without help are at risk of not achieving good outcomes. The Common Assessment Framework is also an expected step prior to accessing Specialist Inclusion Support Groups (ISG's) as outlined above.
- 1.15.3 Other services such as the Integrated Disability Service (IDS), Schools Early Intervention Service, Education Psychology Service all support the early intervention services. Effective early intervention should demonstrate that needs are met without recourse to costly specialist intervention.
- 1.15.4 The Assessment Statement and Review Service through a Service Level Agreement with the Early Intervention Service is currently supporting children transitioning from primary to secondary level schooling.

1.16 Autism: From Early Intervention to In Authority Mainstream Provision

1.16.1 Integrated Disability Service – Autism service:

Warwickshire has recently undertaken a needs analysis as part of requirements to establish an all age autism strategy. Figures indicate an increasing prevalence of autism within the school age population. The Assessment Statement and Review Service commissions at a cost of £230,000 with the Integrated Disability Service, Autism Service to offer intensive support in school to secure placements. From September 2012 – July 2013 the Autism Service worked with 46 pupils at high risk of placement breakdown, of these 42 remain in local authority schools. If these 42 children had been placed Out of Local Authority then the cost a £45k per pupil may have been £1.89m, see **Appendix A**.

In addition to this the Assessment Statementing and Review Service have a commission of £102,000 with the Integrated Disability Service, Autism Service to co-ordinate and deliver Flexible Learning Programmes (FLP) at key stage 4 for up to 10 pupils who are unable to access local school due to anxiety linked to autism. To meet statement objectives each pupil costs the authority £20,000. If these young people were placed in Out of Local Authority placements the average placement cost would be £45k, therefore the saving is £25k per pupil.

1.17 Autistic Spectrum Disorder (ASD) Friendly School Environment Audits

- 1.17.1 The Educational Psychology Service has developed a unique Autistic Spectrum Disorder Audit Tool based on Autism Education Trust national standards to ensure school readiness for pupils with Autistic Spectrum Disorder. We believe it would promote good early intervention practice in

schools and is one which the Local Authority could adopt as a standard prior to requests for High Needs Funding/statements. The cost of the Autistic Spectrum Disorder Audit is £520. The outcome is to encourage autism friendly environments within schools.

1.18 Specialist Lead Practitioner

1.18.1 Evidence based training for lead practitioners within schools would create an opportunity for early intervention for children on the Autistic spectrum or even prior to diagnosis. These lead teachers could develop hubs of good practice, building into dynamic enhanced provision for the hard to place pupils, those who benefit from a mainstream curriculum but struggle with a mainstream physical and social environment.

1.18.2 Cost Reduction:

In summary 52 pupils have been supported through an investment of £332,000 in the Integrated Disability Service, Autism Service to sustain placements within Warwickshire. The estimated savings/avoidance of increased costs from this intervention is £1,910m, see **Appendix A**.

1.19 Ensure commissioning arrangements with independent providers are high quality, value for money and deliver good outcomes

1.19.1 Through working closely with Special Educational Needs Independent Schools, our commissioning officers will continue to negotiate discount arrangements and savings and evaluate pupil outcomes for those pupils placed. Examples of these negotiations are a cost and volume arrangements with two providers has realised a saving of £51k per year. With three other providers an overall 5% fee discount has been negotiated.

We have also identified other areas where we can improve the commissioning of Out of Authority places. These areas are:

- i) strengthening the brokerage model within Warwickshire;
- ii) ensure robust quality assurance frameworks are in place to review the outcomes of children and young people placed in Out of Authority placements;
- iii) attach outcome measurements such as provider performance targets;
- iv) negotiate better economies of scale with independent placement providers;
- v) monitor contracts with providers outside of the Annual Review process; and

- vi) explore options for working with neighbouring authorities on regional commissioning of placements.

2.0 Progress of the Area Behaviour Partnerships

2.1 This section of the paper provides an update on progress on the new approach adopted by the Council to prevent exclusions and better provide for excluded young people as requested by the Committee. It will look at the following issues:

- i) How the new arrangements for excluded pupils and those at risk of exclusion are working.
- ii) How concerns raised at the Overview and Scrutiny Committee in November 2012 have been addressed.

2.2 The Committee will be aware that Warwickshire County Council has a statutory duty to provide for excluded pupils but the new approach seeks to devolve the operational responsibility for managing provision for excluded pupils to schools organised into four Area Behaviour Partnerships (ABPs). The devolved responsibility and budget also allows Area Behaviour Partnerships to use £2.4m of devolved resources flexibly to prevent exclusion. The principles therefore which underpin the approach are, in summary:

- i) Devolving funding to partnerships of schools
- ii) Schools working collaboratively to:
 - fund early intervention support in order to avoid exclusion (e.g. Learning Support Units)
 - implement the managed transfer process where pupils are supported to make a fresh start at a new school
 - purchase packages of education appropriate to the individual child from a range of approved alternative providers such as Further Education colleges who are subject to the Framework Agreement for Alternative Education Provision which became live on 1 September 2012.

2.3 The Authority has put robust mechanisms into place to monitor the new approach. Arrangements are overseen by the Head of Vulnerable Groups and the Virtual School who provides reports about the impact of the work of Area Behaviour Partnerships every two months to the Access to Education Steering Group, chaired by the Portfolio Holder for Children and Schools.

2.4 The new approach has seen a steep decline in the number of permanent exclusions. In 2010/11 there were 88. This fell to 32 in 2011/12 and in 2012/13 the total was only 20. More detailed figures are given in **Appendix B**.

2.5 Area Behaviour Partnership chairs report that the new approach has enabled more young people at risk of permanent exclusion to gain appropriate qualifications and progress to some form of education, employment or training when they leave school. The overall proportion of 16-18 year olds who are not

in education, employment or training has fallen from 5.2% in 2010, to 4.5% in 2011 and 3.6% in 2012. The numbers of excluded pupils and those at risk of exclusion not progressing into a positive destination has fallen substantially

- 2.6 The use of Alternative Provision increased during 2012/13. This reached a maximum of 188 pupils accessing this through either full-time or part-time placements in June 2013. Full details are provided in **Appendix C**.
- 2.7 The Framework Agreement for Alternative Education Provision currently consists of 23 active part-time providers and five full-time providers. Between November 2012 and March 2013 the Authority carried out visits to all approved providers where pupils have been placed to ensure the quality of provision and that they continue to meet the Framework specification. Further monitoring is scheduled for November and December 2013.
- 2.8 At the Committee on 6th November 2012, members recommended that:
- Alternative provision continues to be rigorously monitored and assessed. The monitoring of Alternative Provision is described above in paragraph 2.7
 - All exclusions are recorded with a clear reason (“reason unknown” is not acceptable) See **Appendix B**.
 - The role of the Area Behaviour Partnerships is understood by all teams working for the Local Authority, particularly the Looked After Children (LAC) team. The role of ABPs has been widely publicised to teams working for the LA. In respect of the Looked After Children (LAC) team, otherwise known as the Virtual School for Children in Care, the role of Headteacher has been combined with the Lead Improvement Manager for Vulnerable Children who works with ABPs to oversee arrangements for pupils at risk of exclusion.
 - The safeguarding issues highlighted in the Northern Area Behaviour Partnership Chair’s report are referred to the Director of Children’s Services and the Lead Member for Children’s Services for immediate investigation.
 - The safeguarding concerns have been considered at the Access to Education Steering group (see paragraph 4.3). It is a requirement of the Framework for Alternative Provision that the person responsible for safeguarding for each of the Alternative Education Providers must have undergone Designated Teacher Safeguarding Training given by the Local Authority’s Education Safeguarding Manager.
 - The Southern Area Behaviour Partnership Chair’s report is provided to members at the next meeting
 - The Southern Area Behaviour Partnership Chairs report was provided as requested.

- A verbal update is provided at the next meeting on the progress of Warwickshire College in seeking to become an approved provider
 - Warwickshire College is now active on the list of approved providers

3.0 Progress on implementing the SEN and Disability (SEND) Reforms

- 3.1 The Children and Families Bill (2013) and Special Education Need and Disability reforms sets new expectations on local authorities in their provision of services for disabled children and families. Families will be given more choice and control over the support they want and there will be greater use of personal budgets in line with the personalisation agenda.
- 3.2 The key elements of the reforms are:
- i) A new integrated assessment and Education, Health and Social Care plan (EHC-single plan) which is person centred, outcome focused and supports a smooth transition to adulthood
 - ii) The publication of a 'local offer' of services
 - iii) That there is more choice and control to families regarding the services they receive including the option of a 'personal budget'
 - iv) That the local offer to be extended from 0 up to 25 years of age
- 3.3 Warwickshire is being supported by Solihull Council as Regional SEND Pathfinder in piloting and working towards implementation. Additional Department for Education funding is being made available to develop the 'local offer' as of the 1 October 2013. The changes required will also be set within the context of the High Needs Funding Block Group and Dedicated Schools Grant savings plan.
- 3.4 The Special Education Needs and Disabilities reforms will require Warwickshire County Council to change how it delivers services to children with Special Educational Needs and disabilities. A new delivery model will need to be developed and significant organisational and cultural change will be required.
- 3.5 The Strategic Special Education Needs Lead will establish a Strategic Board. The Strategic Board will consist of lead professional representation from education, schools, health, social care and parent/carers. Expressions of interest will be invited from lead professionals to attend the board. The Strategic Board will offer the governance arrangements and strategic oversight to ensure the systemic and organisational changes needed to respond to legislative requirements are implemented by 1 September 2014.
- 3.6 There will be a Project Management Framework in place to identify operational workstreams. There will be opportunities for early piloting work around testing out personal budgets and non-statutory Education Health and Care plans. We need to start to work with our partners in schools, health and social care to develop Warwickshire's Local Offer.

4.0 Conclusion

- 4.1 The need to develop cost effective local provision is clear. The growing number of requests for statutory assessment is driving the need for increased resource. This must be tackled through a system wide approach that supports investment in effective early intervention, and a review of the use of special school provision, alongside more robust monitoring and evaluation of pupil outcomes. This must include a cycle for review, with clear timescales for action.
- 4.2 We will be starting to work towards the implementation of the new SEND reforms prior to September 2014. This will require us to change the way in which we deliver services and will need to be supported by a change and transformation agenda. It will also be an opportunity to look at improving service delivery and efficiencies and further cost savings and cost avoidance strategies.

In summary, the Local Authority will:

- i) Ensure that all requests for statutory assessment and/or an increase in provision are considered by a multi-professional panel against clear criteria.
- ii) Ensure that the allocation of funding in the Main School Block will enable schools to meet pupil need through effective early intervention and reduce the number of new statements of special educational need.
- iii) Invest in enhanced provision in local mainstream primary and secondary schools.
- iv) Review existing state funded specialist provision and the need for capital investment where there is evidence of demand.
- v) Cease arranging new placements in out of authority independent provision.
- vi) Review existing placements in out of authority independent provision, with additional investment in Educational Psychology Services to undertake this review. The objective will be to identify pupils whose needs could be met in local provision with the appropriate package of support.
- vii) Start to work towards implementation of the new SEND reforms

Appendices:

- Appendix A – Calculations / Data used to estimate the savings in the report
Appendix B – Permanent Exclusions to date 2012/13
Appendix C – Use of Alternative Provision by ABPs

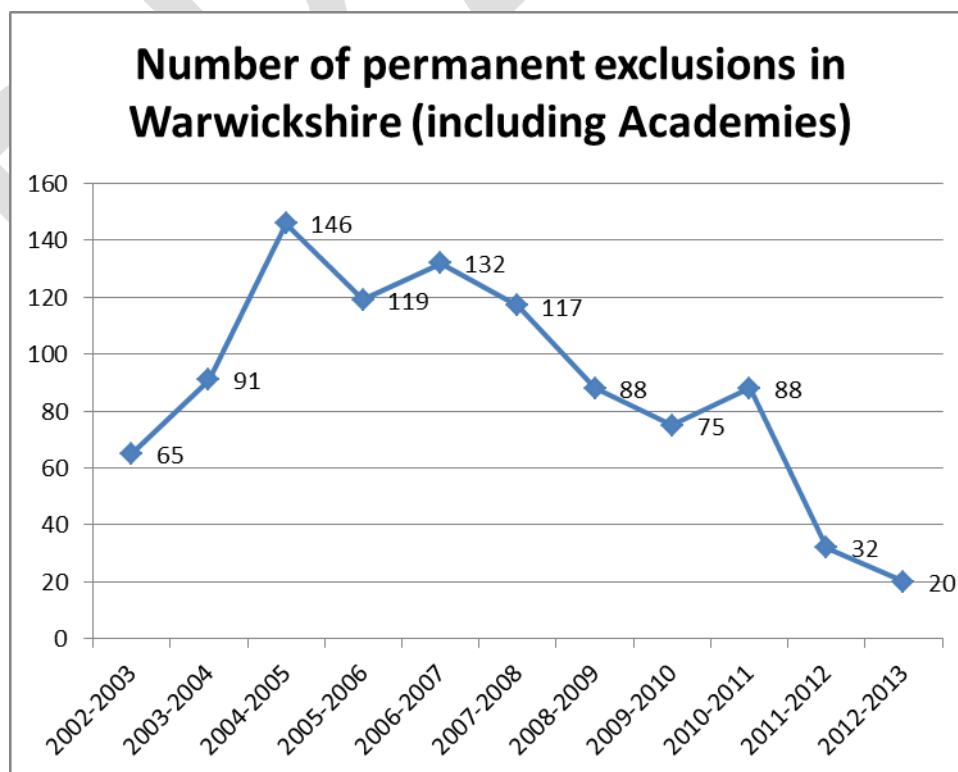
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Calculations / Data used to estimate the savings in the report

Para	Description	Estimated Current Costs	Estimated Initiative Costs	Net Estimated Savings / Avoidance of Increased Costs
1.8	Invest in local provision	75 places in Out of County @ £45k a place = £3.375m	80 places in the new school @ £10k each plus 75 top ups of =£2.3m	£1.075m Future Saving
1.11	Enhanced Warwickshire special school provision	60 places in Out of County @ £45k a place = £2.7m	60 places @ £20k = £1.2m	£1.500m Future Saving
1.13	Enhancing local mainstream primary provision – ISG's	4 places in Out of County @ £45k a place = £0.180m	The average cost of an ISG intervention is £6k. Cost for four pupils = £0.024m	£0.156m Future Saving
1.16	Early Intervention - IDS Autism Service	10 places in Out of County @ £45k a place = £0.450m 42 places in Out of County @ £45k a place = £1.890m	10 pupils with Flexible Learning Programmes @ £20k each = £0.200m A further 42 pupils have been supported to remain in authority through investment of £230,000	£0.250m Current saving / Cost avoidance £1.660m Current saving / Cost avoidance
			Total Estimated Savings	£4.641m

Permanent exclusions to date 2012-2013										
Count of School		Column Labels								
Row Labels	Sep 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Mar 2013	May 2013	Jun 2013	Jul 2013	Grand Total
<input type="checkbox"/> Primary		2		1		1	1			5
<input type="checkbox"/> Primary (LA maintained)		2		1		1	1			5
Outwoods Primary		1								1
Racemeadow		1								1
Newdigate				1						1
Chetwynd Junior						1				1
Shipston Primary							1			1
<input type="checkbox"/> Secondary	1	1	2		1		2	3	3	13
<input type="checkbox"/> Academy	1	1	2				2	2	2	10
Ash Green School		1						1		2
Bilton	1						1			2
Campion			1				1			2
Ashlawn			1							1
Aylesford								1		1
Myton									1	1
Stratford upon Avon School									1	1
<input type="checkbox"/> Secondary (LA Maintained)					1			1	1	3
North Leamington					1				1	2
Kingsbury								1		1
<input type="checkbox"/> Special	2									2
<input type="checkbox"/> Special	2									2
River House	2									2
Grand Total	3	3	2	1	1	1	3	3	3	20

Reason for Exclusions								
EXCLUSIONS REASON	2009-2010		2010-2011		2011-2012		2012-2013	
	PERMANENT		PERMANENT		PERMANENT		PERMANENT	
	Number	%	Number	%	Number	%	Number	%
Physical assault against pupil	7	9.3%	14	15.9%	4	12.5%	4	20.0%
Physical assault against adult	13	17.3%	8	9.1%	5	15.6%	2	10.0%
Verbal abuse / threatening behaviour against pupil	3	4.0%	0	0.0%	2	6.3%	1	5.0%
Verbal abuse / threatening behaviour against adult	5	6.7%	18	20.5%	0	0.0%	2	10.0%
Bullying	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Racist abuse	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Sexual misconduct	0	0.0%	1	1.1%	0	0.0%	0	0.0%
Drug and alcohol related	10	13.3%	4	4.5%	4	12.5%	1	5.0%
Damage to school or personal property belonging to any member of the school community	1	1.3%	1	1.1%	0	0.0%	1	5.0%
Theft	1	1.3%	2	2.3%	0	0.0%	0	0.0%
Persistent disruptive behaviour	23	30.7%	38	43.2%	15	46.9%	9	45.0%
Other	11	14.7%	2	2.3%	2	6.3%	0	0.0%
Total	75	100.0%	88	100.0%	32	100.0%	20	100.0%



Use of Alternative Provision by ABPs

Area	Number of Students in Full-Time AP			Number of Students in Part-Time AP			Total		
	Nov 2012	March 2013	June 2013	Nov 2012	March 2013	June 2013	Nov 2012	March 2013	June 2013
Central	6	3	7	33	29	34	39	32	41
East	10	19	19	0	2	3	10	21	22
North	18	26	35	6	20	19	24	46	54
South	2	2	2	5	10	18	7	12	20
PRU legacy etc.	4	3	36	3	11	15	7	14	51
Total	40	53	99	47	72	89	87	125	188