

Budget Heading	Description of service provision	Forecast value	Number of pupils affected	Outcomes from spend in 2012/13	Statutory ?	Priority score	Risk score	Overall score	Other comments
IDS Physical Disability	Small team of Specialists (2.6 fte) supporting schools/pupils with a range of physical and medical conditions. Assessment of need leading to specialist advice on adaptations, equipment, manual handling, H & S, ICT, curriculum modification.	133,000	131 Primary & Secondary Pupils	85% achieving or exceeding expected progress. Evidenced by performance against targets embedded in IEPs. One pupil gained 3 A* & B at A2 now at Uni; another 3As, B,C at A2; another 7 GCSEs A-C; another got a scholarship to Warwick School.	Yes	7	16	23	This is a statutory duty where specialist teacher with PD / manual handling written into Statement of SEN
IDS Autism Team	This allocated budget sits alongside SLAs with ASRS and provides capacity building in all Warwickshire schools. Direct casework support to reduce the risk of placement breakdown. Contributing to statutory advice. Individual teaching and curriculum delivery to our most complex caseload and those not attending school. Intensive support in home settings to reduce the risk of family breakdown and the need to accommodate.	446,147	548	98% satisfaction for school based training. 95% achieving or exceeding expected progress within school settings. With intensive casework 91% of pupils remained within Warwickshire. Autism Parent Training 100% satisfaction. Parents' sensory workshops 100% satisfaction.	Yes	6	16	22	This is statutory where Specialist Teacher with SLCN written into statement of SEN and Local Authority responsibility assessing need for pupils with SEN
IDS Complex Needs	Small team of Specialist Teachers (4.2 fte) with a range of qualifications (including ASD, VI & Hearing) supporting schools/pupils with CLDD / SLD. Ongoing training on assessment and moderation of pupils operating below NC level 1.	225,000	93 Primary Pupils	96% achieving or exceeding expected progress; evidenced / analysed via CASPA.	Yes	6	16	22	This is a statutory duty where specialist teacher with CLDD/SLD written into Statement of SEN
IDS TL Sensory Hearing Impairment	A team of Specialist Teachers (6.6fte) with mandatory additional qualification (QToD) supporting families at home/EY settings/schools/pupils with HI. 0-19 age range. Including those with additional needs. Working with children on developing language, individual direct teaching and supporting the curriculum. Using a combination of communication strategies using BSL, SSE and Makaton. Giving advice to parents/carers/ teachers and all adults working with the child. Use of specialist equipment and analysis of acoustics in the classroom.	484,000	Active cases (receiving regular input as per needs): Pre-Sch 28; Primary 85; Sec 36; Special Schools 44 Total 193 plus 54 Monitoring cases that receive Annual Assessment and Report	93% achieving or exceeding expected progress. Evidenced by performance against targets embedded in IEPs and assessed by teachers in school/QToD and/or by achieving specific goals in specialist HI curriculum delivery (e.g. communication strategies and specific language development). Outcomes measured for those children who are assessed of having a NatSIP score of 50%+.	Yes	6	16	22	This is a statutory duty where QToD written into Statement of SEN; also Quality Standards to visit baby on diagnosis within 48 hours.
IDS TL Sensory Visual Impairment	Small team of Specialist Teachers (3 fte) with mandatory additional qualification (QTVI) supporting families at home/EY settings/schools/pupils with VI. Assessment of children's Functional Vision and individual needs analysis leading to: direct teaching in compensatory skills/detailed and specific advice and training to schools and settings on strategies to support and enable active curriculum participation, meeting H & S needs, use of technology etc.	185,000	Active cases (receiving regular input as per needs): Pre-Sch 17; Primary 50; Sec 11; Specialist Prov 25 Total 103 plus 46 Monitoring cases that receive Annual Assessment and Report	97 % achieving or exceeding expected progress, evidenced by performance against targets embedded in IEPs and assessed by teachers in school/QTVI and/or by achieving specific goals in specialist VI curriculum delivery (e.g. Braille/touch-typing). Outcomes measured for those children who are assessed of having a NatSIP score of 50%+.	Yes	6	16	22	This is a statutory duty where QTVI written into Statement of SEN.
IDS Early Years Birth to Five	Team of qualified EY Specialist Teachers with a range of additional qualifications (including ASD, VI, HI, Manual Handling and Makaton), Child Development Advisers and SEN Childcare Coordinator (with EY, ASD & Portage qualifications). Supporting children aged 0-5 with SEN/D, families, pre-school and childcare settings. Individual casework (teaching, home visiting, assessments and moderation); leading on Early Support, multi-disciplinary assessments, specialist training for pre-school practitioners and parents/carers; allocation and placement of specialist nursery provision for children with highest level of need.	828,182	523	92% achieving or exceeding expected progress, as evidenced by performance against targets embedded in IEPs. 100% satisfaction from parents receiving Portage - recorded through parental evaluations. 100% satisfaction from parents attending Early Bird Autism parent training. Qualitative data collated from individual parents reflecting positive impact and progress in relation to support in homes and nursery settings.	Yes	5	16	21	There is a statutory duty where requirement for assessment by QTVI or ToD, plus the LA responsibility for assessing SEN need. Also SEND Childcare Sufficiency Duty
Allocation to special schools - place funding	£10,000 per place in special schools. Number of places based on Oct census	8,955,000	1082	Schools held accountable by OFSTED inspection	Yes	3	16	19	The £10k place funding is a mandatory funding requirement by the DfE

Statements Top-Up Funding - Special Schools	Indiv top up based on specific pupil needs - under going a review	8,383,808	1,082	Annual Review of statement pupils	Yes	3	16	19	
Early Intervention Service	This budget covers core statutory responsibilities in relation to learning and behaviour support for vulnerable children who have or are at risk of permanent exclusion. The budget incorporates strategy development from Service Manager, Operational Manager direct support for CP,LAC and CAF action planning meetings, plus the majority of the funding is used in direct specialist interventions to schools, the child and family following assessment and reviews.	458,016	In total 1,404 pupils were affected by this service. 197 high level non stated primary and 105 cross phased stated pupils were directly supported to stay in school.	The permanent exclusion rate for pupils directly supported by EIS was 0.11%. Reports are made 3 times a year through WCC performance plus on key performance indicators.	Yes	6	12	18	There is a high cost of independent school placements if permanent exclusions rise which would impact significantly on overspend in this area. There is also the negative impact on learning and safety of pupils in classes if this group is unsupported. Schools fund the cost of Wave 1,2 and 3 provision from their own budgets. They also use Pupil Premium when appropriate but there is not always a correlation.
Primary ABP/ISG	The 405K was the funding for the primary PRU which closed in August 2011. The primary PRU supported 11 - 19 pupils a year. During 2011 -13 the funding has supported the development of 6 Inclusion support Groups involving 46 schools. 240K has funded the action/ development plans of the ISGs with 165K supporting the specialist teacher and specialist TA input from EIS. The ISGs meet the needs for children with social, emotional and behavioural needs at Wave 3 plus .	405,000	85 pupils were supported by ISGs in 12-13	Educational attainment and progress and progress in SEBD needs are measured at 12 weekly intervals. This tracking data is then collected into an annual monitoring and evaluation report. In 2012-13 the outcome for the 85 pupils were that 76% made satisfactory or above academic progress , 86% improved attendance and 86% had satisfactory and above BESD progress.	As above	6	12	18	There is a high cost of independent school placements if permanent exclusions rise which would impact significantly on overspend in this area. There is also the negative impact on learning and safety of pupils in classes if this group is unsupported. Schools fund the cost of Wave 1,2 and 3 provision from their own budgets. They also use Pupil Premium when appropriate but there is not always a correlation.
SLA EIS	Funds direct STA interventions into non pilot primary schools also covers the cost of guidance on the criteria and process for commissioning EIS commissioned support . This is supported by EIS core funding.	178,000	Over the 2 year period 307 cases where EIS have provided advice , 86 supported reintegrations and 21 supported managed transfers.	KPIs are reported into the Primary Task and Finish Group and Access to Education Officers Group.	As above	6	12	18	There is a high cost of independent school placements if permanent exclusions rise which would impact significantly on overspend in this area. There is also the negative impact on learning and safety of pupils in classes if this group is unsupported. Schools fund the cost of Wave 1,2 and 3 provision from their own budgets. They also use Pupil Premium when appropriate but there is not always a correlation.
ABP Virtual Head	Administration of the ABP service	£100,000	As below	Embedded implementation of the ABP programme in Warwickshire	Yes	5	12	17	
Acute and complex needs ABP	As above but for pupils with complex and acute needs coming to Warwickshire from other Authorities or elective home education have not been allocated a school place.	£365,211	23	Reduction in permanent exclusions from 88 in 2011, 33 in 2012 to 19 in 2013. Report to O & S Nov 13	Yes	5	12	17	
County wide ABP	Reduce permanent exclusions and meet our statutory responsibility to make provision for permanently excluded pupils (secondary age); meet our statutory responsibility to educate all secondary aged pupils who have applied for a school place, are not suited able to attend a mainstream school but do not have a statement of SEN	£2,292,000	188 in alternative provision and approx 500 supported in schools	Reduction in permanent exclusions from 88 in 2011, 33 in 2012 to 19 in 2013. Report to O & S Nov 13	Yes	4	12	16	A risk to budget reductions would be that we would fail to meet our statutory responsibility to educate all pupils which may lead to legal action. Outcomes for vulnerable pupils could be worse
SLA EPS AUTISM	The team of autism specialists that 1. contribute to multi professional diagnosis of ASD in keeping with NICE guidelines 2. support children, young people and schools to maintain inclusive placements 3. developing capacity within schools 4. supporting families in crisis	40,000	1. 120 2.100 3. 20 directly and many more indirectly 4. 24 children in families (intensive work)	1. NICE guidelines compliant diagnosis in 100% cases 2. Where intensive work in school is carried out, pupils at risk of permanent exclusion, change of placement or school refusal have remained within the placement and been successfully included. In the 2 cases where a change of placement has been necessary, this was successfully supported. Where support is through discussion/support of colleagues, eg ASD team, professionals report a greater understanding of the C/YP, their wider needs and improved ability to support C/YP families and schools 3. 100% of schools report improvement in their knowledge, understanding and ability to support child with ASD 4. 100%reports from families indicate improvement in family coping and capacity to support child within the home	No	6	9	15	Schools could fund capacity building programmes directly although it is likely that a number of schools would not maintain difficult placements as it would be easier and cheaper to exclude.

IDS - Outreach & Provisions	Team of specialist Teachers and Teaching Assistants with a range of additional SEN qualifications supporting schools/pupils with direct input and capacity building. 7 Countywide Designated Provisions supporting high level needs pupils. As part of IDS subscription support to pupils who may have general SLCN and provide capacity building & signposting.	1,007,442	235 primary and 15 secondary	93% achieving or exceeding on outreach. 90% achieving or exceeding expected progress in Provisions. As evidenced by performance against targets embedded in IEPs. Provision data evidenced / analysed via CASPA. Outcomes measured for those children who are seen more than 5 times in a term. Parental perceptions of support captured and analysed (90 -100% agreeing or strongly agreeing on range of factors).	Yes	6	9	15	This is statutory where Specialist Teacher with SLCN written into statement of SEN and Local Authority responsibility assessing need for pupils with SEN
Commissioning For Support for Inclusion	The Mental health interventions for school children (MHISC) framework operates through the CAF process to provide evidenced based emotional well-being interventions to children and young people on a school roll in Warwickshire. Where a CAF assessment identifies emotional well-being needs for a child or young person, an appropriate provider is chosen from the MHISC framework to deliver a programme of timely interventions.	88,000	95 in 2012/13 and 191 2013/14 YTD	Average SDQ scores (strengths and difficulties questionnaire) YTD for 2013/14: Start of intervention: 17.4 (Emerging clinical issues) End of intervention: 11 (No clinical issues). Emotional Well-being is the second highest reason for a CAF being opened. Schools report that MHISC provides timely access to counselling support and that the communication between CAF Officers and Counsellors enables holistic intervention. Schools have initiated an increase in the number of CAFs because MHISC is available.	No	7	4	11	
Education for Children out of School	The Education for Children Out of School, (ECOS), Ill Health team exists to provide a support service to all county schools for pupils who are unable to attend school for periods of time as a result of ill health. This covers both physical illness and injury and diagnosed mental health conditions. Support is provided in line with the new DfE guidance 'Ensuring a good education for children who cannot attend school because of health needs' 2013. There is a statutory requirement that these pupils should receive education as close as possible to their full entitlement, dependent upon their capacity to engage, as dictated by their medical condition. There is a county policy in place for guidance as to how to proceed.	623,000	260 pupils annually with direct work and advice to schools	158 reintegrated to school/supported to YR11, 98.4% exams A-G / 50.3% Exams A-C. 17 SEN	YES	3	8	11	The risk is that without this funding, pupils will not receive the statutory education offer
SEN Out of Authority	Placements in other provision where Warks mainstream not appropriate	13,535,425	328	Annual review of statement by LA officers and Educational Psychologists to oversee increased academic achievement, improved attendance and behaviours	Yes	2	8	10	Very significant impact on Young people and families and could increase demand on budget for social care. Impact on individual pupils whose needs would not be met as their local placement .has broken down or their needs cannot be met in WCC provision
Statements Top-Up Funding - Mainstream Schools	Additional support to mainstream schools above delegated £6,000	4,557,814	1,278	Annual Review Annual Review of statement with outcomes including increased attendance, reduction of risk of exclusion and increased academic progress	Yes	2	8	10	As per the schools funding regulations, schools are paid top up funding for those pupils whose additional needs costs will exceed £6,000
Top up funding to post 16	To fund educational provision for students aged 16-25 with high level special educational needs - support costs £6k+ who are subject to a learning difficulty assessment.	3,407,041	270	Majority of funds support high needs students aged 19+ placed in independent specialist providers - £2, 665k or 78% of budget but only 110 or 40% of students supported. These students were placed by LA in 12/13 with 23 leavers - educational outcomes; 13 Entry level 1-3 (56%), 7 Level 1 (30%), 3 Level 2 (14%). Progression outcomes; 15 continuing in FE (65%), 3 employment (13%), 5 supported independent living (22%). The students in GFE colleges 160 (60% of students) were funded directly by the EFA in 12/13 so outcome data not accessible.	Yes	2	8	10	There is a risk of legal action against the authority for not meeting statutory duties. Also, a risk of no progression opportunities for high needs students aged 19+
Commissioning For Vulnerable Children	Commission to Educational Psychology Service for existing out of county placement work	65,000	Variable increasing		No	3	6	9	
Commissioning For Vulnerable Children	Commission to Educational Psychology Service for prevention of out of county placements	80,000	Variable increasing		No	3	6	9	

SLA EIS Team Teach	Conflict resolution and restraint training and accreditation to ensure WCC schools compliant and safe.	23,000		Participants (schools and individual staff members) area assessed and accredited with stringent quality assurance in place through the National TT organisation. Any safeguarding issues regarding use of restraints are logged with Education Safeguarding Manager. These are minimal.	Yes	3	6	9	Schools pay for the majority of this training from their delegated budgets.
SLA EPS Incidents & deaths	To provide effective support for schools and communities that have experienced a critical incident, or the ripple effect of a critical incident, for example the death of a member of staff or student.	18,000	20 incidents a year but impact frequently effects all staff in a school so could be in hundreds or thousands	Contributes to LA emergency planning response at regional level. Survey evidence shows that school staff feel supported and enabled to both support each other and the children in their care using evidence informed strategies. Survey responses rate practical guidance given to senior management in a school to enable them to deal with the aftermath of an incident with minimal disruption. Minimises the risk of later mental health issues in children and staff. Increased capacity for dealing with future incidents.	Yes	3	4	7	Risk is increased mental health issues in future years and increased disaffection and under performance
IDS TL Early Years - Training	SLA income from EY to deliver Statutory SEN/D training to pre-school SENCOs; Capacity building around supporting 2 year olds with SEN/D	-65,000	All EY settings in receipt of nursery education funding	100% satisfaction (good or outstanding) recorded on all training delivered for content and delivery. Individual impact measures are recorded by practitioners (measuring confidence and knowledge) at time of training. Qualitative positive data also recorded in relation to individual children, as observed in settings.	No	0	0	0	
SLA Parent partnership		14,000							
Special schools - dual registered funding	Funding previously included in mainstream school budgets to offset costs of TA support for special school integration. This is funded by special schools in 2013/14.	0			No	0	0	0	Original budget of £150,000, identified as a saving
Special schools - centrally retained funding	Funding previously held centrally for support with EAL, GET etc. This was retained for services to special schools but has not been required in 2013/14	0			No	0	0	0	Original budget of £30,000 identified as a saving