

<b>Report To:</b>	Schools Forum	For Decision	<input checked="" type="checkbox"/>
<b>Group:</b>	People / Communities	For Discussion	<input checked="" type="checkbox"/>
<b>Business Unit / Team:</b>	Children's Commissioning / Vulnerable Learners Service	For Information	<input checked="" type="checkbox"/>
<b>Report Title:</b>	Business Case – Dedicated Schools Grant High Needs Block Action Plan	Confidential	<input checked="" type="checkbox"/>
<b>Report Author:</b>	Jonathan Wilding		
<b>Date:</b>	14/10/2014		
<b>Version:</b>	1.iv		
<b>Approval:</b>	Draft approved for discussion by Nigel Minns, Head of Education & Learning	Yes	<input checked="" type="checkbox"/>

**Purpose of Report:**

- i. To provide analysis of the current budget overspend in High Needs Block (HNB) funding, part of the Dedicated Schools Grant, stemming from spending on Independent Specialist Provision for pupils with high levels of Special Educational Needs (SEN).
- ii. To identify the causal factors driving increases in the proportion of pupils with Statements of SEN in such placements. These factors are underpinned by a wider tendency in some parts of the current system towards non-inclusive practice.
- iii. To highlight the scale of the current challenge both in financial terms as well as in the scope of the whole-system change required to address the current position. This identifies that the most recent attempt to address this issue (introduction of the High Needs Panel) has failed to reduce the proportion of placements with an *increase* since its introduction in July 2013.
- iv. To note the identified drivers for change other than the obvious financial pressures, including the poor outcomes for many vulnerable learners alongside the current statutory reforms of SEN & Disability (SEND) legislation.
- v. To seek approval for a programme of reforms to Warwickshire's current SEND system through introduction of an SEND commissioning cycle that will provide better understanding of the County's needs, more effective management of demand for services, clearer boundaries and thresholds for specialist support, alongside development of a more diverse and flexible range of provision to address needs.

**People Group Outcomes Framework;**

**Note : Please identify the outcome(s) which you will be delivering.**

- |   |  |
|---|--|
| <input type="checkbox"/> People Are Safe        | <input type="checkbox"/> People are healthy      |
| <input type="checkbox"/> People are independent | <input checked="" type="checkbox"/> People learn |
| <input type="checkbox"/> People are Cared for   | <input type="checkbox"/> People contribute       |
| <input type="checkbox"/> People enjoy life      | <input type="checkbox"/> People are poverty-free |

**Key Points:**

1. Warwickshire has comparatively high levels of identification of Special Educational Needs (SEN). Of this cohort a high proportion (almost 10% of those with statements of SEN) are placed with Independent Specialist Providers costing an average of £48k p.a. This is the key factor driving the current projected overspend of between £3.5 to £4.1m in 2014-15.
2. The contributory factors are identified as follows;
  - i. Growth in pupil numbers
  - ii. Increased prevalence / diagnosis of SEN
  - iii. A lack of suitable provision (within mainstream as well as special schools)
  - iv. Inconsistency in inclusive practice throughout the SEN System

The report argues that the first two factors do not adequately explain the growth in ISP placement numbers; consequently the report focuses attention on the latter two causes.
3. The report summarises recent statutory changes to school funding (DSG High Needs Block 'Place Plus' model) and the SEN Code of Practice highlighting that schools are resourced to address the vast majority of SEN without recourse to additional funding. There is currently a lack of clarity regarding the boundaries and respective responsibilities for SEND learners between learning providers and the Council. The paper identifies a historical culture of expectation in Warwickshire that, in some quarters, sees the local authority as responsible for pupils and students with SEN rather than learning providers (although clearly there are many settings demonstrating excellent inclusive practice).
4. Section 6 sets out detail regarding the size of the overspend and provides a quick illustration of the scale of the change required, indicating that there are no 'quick fixes' to address the underlying issues. The report argues that it will take significant change across a number of areas, including a wholesale review of the effectiveness of provision funded by the High Needs Block and that this will take time to achieve.

**Recommendation(s):**

- Proposals for change are recommended in Section 12 as Warwickshire's 'To Be' model, implemented through a programme of activities under three themed headings:
- i. **Managing demand for services** – through clear communication to schools and parents setting out respective responsibilities of schools and the local authority, changes to criteria for specialist support and more effective targeting of resources to those most in need.
  - ii. **Developing capacity** – introducing a diverse range of new provision and enhancing the capability of existing provision through the identification, promotion and support for models of best practice and professional development of staff.
  - iii. **Implementation of an SEND Commissioning Cycle** – to better understand Warwickshire's needs, more effectively manage the market and implement a comprehensive review and reshaping of Warwickshire Council's High Needs Block funded provision to better address the needs of vulnerable learners.

The report concludes by identifying the timetable for implementation of the initial stages and provides an early estimate of the potential financial benefit & associated risks.

**Implications for and sign off from :**

<b>Legal</b>	TBC
<b>Financial</b>	Approved by Brian Smith.
<b>Contractual</b>	N/A at present
<b>ICT</b>	No immediate ICT issues.
<b>Other; eg Properties</b>	N/A at present

**Equality Impact Assessment (EIA)**

**Completed/attached**



# Business Case – Dedicated Schools Grant High Needs Block Action Plan

DRAFT FOR DISCUSSION

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**Report For:** Schools Forum  
**Author:** Jonathan Wilding  
**Date:** 14/10/2014  
**Version:** 1.iv

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## Contributors

This report draws on analysis carried out by Julie Robottom (Business and Commissioning Intelligence Team). It also includes data provided by Andrew Cartledge and Tracy Herranz-Sanchez (SENDAR - formerly Assessment, Statementing and Review Service)

## **1. Introduction**

- i. In an era of diminishing resources for all Councils, Warwickshire County Council (WCC) is facing unprecedented constraints on funding and has agreed and published its intended response to the challenging financial conditions; the One Organisational Plan (OOP's) sets out WCC's commitments to deliver c. £92 million in savings by 2018.
- ii. Against this challenging back-drop too many of Warwickshire's children and young people with the most severe and complex special educational needs and disabilities are unable to access local education provision to meet their needs. The consequent over-reliance on expensive Independent Service Providers (ISP), where there is a projected overspend of between £3.5 to £4.1m in 2014-15, is driving the overspend in the High Needs Block (HNB) budget. The HNB is a key component of the Dedicated Schools Grant (DSG) which funds additional support for pupils with the most complex needs. The overall DSG budget for 2014-15 is provided in Appendix 1.
- iii. Despite the high levels of expenditure on these pupils, outcomes for these most vulnerable individuals remain poor across a wider range of measures, such as in the significant proportion of young people not in education, employment or training ('NEET') also having Special Educational Needs.
- iv. Although the Dedicated Schools Grant is ring-fenced and therefore out of scope for the Council's wider savings programme, it is important that the broader financial context is understood as any continued overspend on Special Educational Needs (SEN) creates unsustainable pressures in other areas. Therefore urgent action is required to address the current position.
- v. The context for this position is that nationally the SEN system is in the midst of the most significant overhaul for over 30 years. The introduction of the 2014 SEN Code of Practice has significantly shifted expectations with regards to provision for 0-25 year olds with special educational needs and disabilities, with expectations of increased integration between education, health and social care services through joint commissioning of services.

## **2. Project Summary and Objectives**

- i. This project has the aim of addressing the overspend in the High Needs Block of the Dedicated Schools Grant by designing and implementing an effective commissioning process governing the use of High Needs Block DSG funding to better understand the needs of the County, ensure the sufficiency of provision to address these needs and thereby reduce the placement of pupils in independent sector, high cost provision freeing up resources to invest in earlier intervention and support.

## **3. Background**

- i. WCC issues statements of SEN for a higher than average proportion of students – currently 3.3% of all pupils compared with 2.8% nationally.
- ii. The number and proportion of Statements has increased steeply in the past few years – see Table 1 below. The rate of increase is three times faster than statistical neighbours.
- iii. A breakdown of the number of pupils with statements of SEN or at School Action Plus by their primary type of need in Warwickshire, nationally and across Statistical Neighbours is provided in Appendix 2. More recent figures from the 14<sup>th</sup> August 2014 are also

## Business Case – Dedicated Schools Grant High Needs Block Action Plan

included setting out the primary category of need for Warwickshire’s pupils with a statement of SEN in Appendix 3.

- iv. Of those pupils with Statements of SEN a significantly higher than average proportion are placed with high-cost, non-maintained Independent Specialist Providers (ISPs) – see Table 2 below for details. Although there is as yet no comparative data for 2014 on other Authorities, every indication is that the gap between WCC and comparators is widening. The average cost of these placements is £47,936 p.a. A more detailed breakdown of ISP placements is included in Appendix 4.

**Table 1 - Trends in Warwickshire’s SEN Population and ISP Placement**

Census Date	Total Student Population		Total Student Population with an SEN (SA, SA+, Statement)			Total with a Statement of SEN			Number placed in ISP or Independent School		
	No.	Trend	No.	%	Trend	No.	%	Trend	No.	%	Trend
Jan-14	83,510	↑	14,494	17.4%	↓	2723	3.26%	↑	259	0.32%	↑
Jan-13	82,908	↑	15,265	18.41%	↓	2633	3.18%	↑	230	0.28%	↑
Jan-12	82,327	↑	15,565	18.91%	↓	2514	3.05%	↑	186	0.23%	↑
Jan-11	81,962	↑	15,626	19.06%	↓	2458	3.00%	↑	151	0.18%	↑
Jan-10	81,280	↑	15,978	19.66%	↓	2469	3.04%	↑	127	0.16%	↑

**Table 2 - Comparisons on Placement of Pupils with Statements of SEN 2013**

	Total children with a statement of SEN	Maintained Mainstream Schools, Academies & Free Schools		Maintained Special Schools, Academies and Free Schools		SEN Units / Resourced Provision in Mainstream		Non-maintained independent specialist provision		Other	
	No.	No.	%	No.	%	No.	%	No.	%	No.	%
ENGLAND	233,430	110,450	47.32	89,975	38.54	13,420	5.75	13,950	6.0	5,640	2.42
STATISTICAL NEIGHBOURS	34,440	15,381	44.66	14,079	40.88	2,380	6.91	1,820	5.28	773	2.24
W. MIDLANDS (EXCL WARKS)	24,795	10,464	42.20	11,569	46.66	1,166	4.70	1,051	4.24	529	2.13
WARWICKSHIRE	2,635	1,286	48.80	1,070	40.61	15	0.57*	230	8.7*	31	1.18

\* These figures have been highlighted in amber as they are significantly different to the comparable averages for regional and statistical neighbours.

## 4. Contributory Factors

### a. Growth in pupil numbers

- i. WCC's pupil population is increasing faster than comparators with an increase in pupils numbers of 3% over the past 5 years as opposed to 1% in regional neighbours.
- ii. There is further population growth forecast in the coming years with plans to build over 50,000 additional homes across Warwickshire by 2031. The 5-18 year old population is expected to rise by 10% up to 2021.
- iii. There will undoubtedly be a challenge in addressing the needs of the County for school places going forward, *but the increasing number and rate of statements being issued by WCC out-strips what can be explained by population growth alone.*

### b. Increasing prevalence / diagnosis of SEN and changes to the profile of need

- i. Since 1975 there has been a steady increase nationally in the reported numbers of disabled children. This is partly associated with medical advances enabling severely disabled children to live longer as well as increases in the likelihood of diagnosis and/or prevalence of both Autistic Spectrum Disorders and mental health issues in children.
- ii. It is important in the context of this report, however, to highlight Ofsted's 2010 review of the SEN System<sup>1</sup> that identified widespread over-reporting:

*At present, the term 'special educational needs' is used too widely. Around half the schools and early years provision visited used low attainment and relatively slow progress as their principal indicators of a special educational need. In nearly a fifth of these cases, there was very little further assessment.*

- iii. It is also significant to note that the level of identified special educational needs in schools in England is *five times* the European Union average. This suggests that England's SEN system has distorted assessment and skewed incentives by providing additional funding that encourages schools to over-classify children. Warwickshire identifies a higher-than-average proportion of pupils with SEN in a national context that could already be said to be over-identifying needs.
- iv. There is plentiful evidence of significant changes in the *profile* of the needs of children and young people with SEND, particularly in the increased incidence of autism, the complexity of needs associated with the increasing numbers of children born prematurely who survive into later life and increasing diagnosis of other conditions such as Foetal Alcohol Syndrome.
- v. Whilst these changes present significant challenges for the education sector nationally in ensuring they are adequately prepared to meet the changing needs of vulnerable learners, available evidence does *not* suggest that any increase in prevalence or complexity is more pronounced in Warwickshire than in regional or statistical neighbours (see Appendix 2 for comparison and trend data).
- vi. The increasing number and rate of statements being issued by WCC and the soaring rates of young people placed in ISPs again out-strips that which can be explained by the changing profile of the SEND population alone.

### c. Lack of suitable provision

- i. WCC has comparable levels of special school places to statistical neighbours in terms of the proportion of pupils placed in these settings. However there are currently major challenges in making placements in special schools due to lack of space and lack of

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<sup>1</sup> <http://www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review>



ability to accommodate pupils with complex needs ... these two apparently contradictory facts raise a question as to the profile of the current cohort of pupils placed within WCC Special Schools.

- ii. The vast majority of Warwickshire's Special Schools are generic in that they provide for pupils across a broad spectrum of needs as opposed to being specialist in any particular category. This can present challenges to the integration of pupils with a very wide range of needs, particularly those with challenging behaviours and would explain the capacity issue above.<sup>2</sup> (i.e. any shortfall is not in the total number of places but in the type of provision available, or the capability of that provision to meet the needs of Warwickshire's pupils).
- iii. WCC has very little designated specialist provision or SEN units attached to mainstream schools (there are a handful of places in SLCN units in Primary schools). This is in stark contrast to the national average (5.75% of all pupils with statements with SEN are placed in this type of provision nationally) or the Statistical Neighbour average (6.9%). There are many different models of SEN provision including; resourced provision where places are reserved mainly within classes at a mainstream school with additional support; SEN unit provision within a mainstream school, where children may be taught within separate classes; or satellite provision managed by a Special School but based on a mainstream school site.

### d. Inconsistency in inclusive practice throughout the SEN System

There are a number of background factors that impact on the above position that are evidenced in a number of case studies of Warwickshire's pupils and students placed with ISPs, as follows:

- i. In some cases, poor identification of need and / or a lack of appropriate support in earlier years in mainstream settings (although it must be highlighted that there are also plenty of examples of schools providing over and above what might reasonably be expected).
- ii. A lack of mainstream schools' confidence & ability to provide appropriate support, which can be exacerbated by a lack of timely support from specialist services, e.g. schools report challenges in accessing support from Child & Adolescent Mental Health Services (CAMHS) that can lead to escalation of needs due to lack of appropriate intervention.
- iii. Pressure on schools to attain strong academic results; the education of vulnerable learners in this context in some schools can be seen as an unwelcome burden on school performance rather than a core element of every school's role.
- iv. A lack of parents' confidence in mainstream school's ability to meet the needs of vulnerable learners, leading to active pursuit of specialist placements.
- v. A lack of challenge to settings where there is evidence of a failure to adequately respond to the needs of vulnerable learners.
- vi. Poor information about the SEN provision available.
- vii. Inconsistency with which the SEN system moves challenging young people into alternative placements, some of which are inappropriate; at times placements are made before the alternatives have been fully explored.
- viii. In some cases a lack of coordination, collaboration and flexibility between services to consider how else needs could be addressed.

This project proposal sets out a number of options to address these shortcomings in meeting vulnerable learner's needs whilst addressing the unsustainable budget position.

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<sup>2</sup> It should be noted that this issue is not particular to Warwickshire, as evidenced in the Policy Exchange Briefing Note 'Teacher Expertise for Special Educational Needs - Filling in the gaps' pub. July 2010.



## 5. Financial Position

- i. There were 265 pupils in independent provision at the January 2014 school census date at an average unit cost of c. £48k. This represents a projected overspend (in September 2014) of between £3,552,297 & £4,115,299 in 2014-15, as follows (cost centre HC607<sup>3</sup>):

Approved Budget 2014-15	Projected Spend 2014-15	Projected Overspend 2014-15	Projected Overspend %
£10,934,383	Between £14,486,680 & £15,049,682*	Between £3,552,297 & £4,115,299*	Between 32.49% & 37.64%*

\*Depending on the number of pending placements actually made.

- ii. It must be stressed that these figures exclude the considerable transport costs associated with these placements, which are currently running at £1.7m p.a. and are not funded from the DSG.

## 6. The Scale of the Challenge

- i. Earlier attempts have been made to address this position in Warwickshire; most recently in July 2013 the introduction of the High Needs Panel (HNP) was intended to reduce the volume of cases being approved for 'top-up' funding increases and ISP placements: This has proved ineffective with the volume of placements significantly *increasing* between July 2013 - July 2014 when 102 new ISP placements were approved. Arguably this scrutiny comes too late in the process with many cases presented to Panel at the stage of irreparable relationship breakdown between school, pupil and parent.
- ii. The scale of the overspend cannot fully be addressed through negotiating discounts or driving down unit costs with ISPs alone; providers are in a powerful position with few alternative options available. Nor will it easily be remedied solely by developing more specialist provision because at the current rate of expansion this would be full within a matter of months.
- iii. The anticipated overspend in 2014-15 represents over 60 'average' ISP placements, but finding or developing alternative provision is not cost neutral; e.g. an Independent Learner Package (ILP) with WCC's own SEBD School River House costs around £28k. If an ISP placement could be transferred to an ILP this would yield a £20k saving; in order to address the overspend this would require 149 such placements to be transferred, or 56% of the current total. This capacity does not currently exist and will require development of a diverse range of provision as needs within this cohort is so variable.
- iv. School placements tend to be long-term and it is not within the Authority's gift to make such changes unilaterally; it is not straightforward to change a pupil's school without willing cooperation from parents and appropriate alternative provision. Parents will need to be persuaded that more suitable placements for their child are available closer to home; given the battles many have fought to secure the placement originally, they will not be easily persuaded to change.
- v. In recent years WCC has been increasingly making ISP placements and this will have created a sense of expectation with schools and families that the option is fairly readily

<sup>3</sup> It must be noted that this Cost Centre includes expenditure **not** related to ISP placements including flexible learning packages provided by the Council's own internal services and expenditure related to placements in maintained schools in neighbouring local authorities

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available. Changing this perception and the behaviours that underpin it requires a significant shift in the way the system responds to vulnerable learners, particularly those with challenging behaviour. This will take time and may face significant resistance.

- vi. From this simple analysis it is clear that changing the current position will take a sustained effort on a number of fronts in order to reduce the numbers coming through the system. There are few quick fixes and no single solution to reducing the numbers currently taking up such high levels of resource. This will require changes throughout the education system; to increase capability and capacity in the maintained schools, academies, free schools and colleges; to increase capacity within specialist services by developing new provision; to reduce costs in ISP provision; to ensure that current placements are appropriate and if not to take steps to change these and to conduct a wholesale review of High Needs Block funded provision to ensure these are meeting Warwickshire's needs and are providing value for money.

### 7. SEND Reforms

- i. Nationally the SEN system is in the midst of the most significant overhaul for over 30 years. This is driven by statutory changes in the Children & Families Act 2014.
- ii. Expectations on mainstream schools have changed in relation to the funding they are allocated to provide for Special Educational Needs; these changes were implemented in April 2013 in advance of the broader statutory reforms.
- iii. These education funding changes introduced a 'place-plus' approach, in which mainstream schools and Academies receive £4,000 of DSG ('Element 1 - core education funding') to provide a standard offer of teaching and learning for all pupils, including those with additional needs. Schools also receive a notional SEN budget designated as 'Element 2: Additional support funding' or 'notional funding'<sup>4</sup>, from which they will contribute the first £6,000 of the additional support costs of high needs pupils.
- iv. High needs pupils and students are defined as those requiring provision costing more than this total delegated funding of £10,000 per year.
- v. The DfE selected a financial threshold as opposed to an assessment-based threshold (such as having a Statement) since linking statutory assessment to additional funding was seen to create perverse incentives by making assessments an end in themselves.
- vi. It is expected that by embedding resources at the front-line, support will be provided more quickly rather than be tied up in expensive and bureaucratic systems.
- vii. Requirements above this £10k level are to be accessed through the statutory assessment process as set out by respective local authorities and paid in the form of a 'top-up' from the High Needs Block.
- viii. From September 2014 the new SEN Code of Practice took effect. This replaces the previous categories of in-school SEN support (School Action and School Action Plus) with a new single category called 'SEN Support'. Schools are expected to take a 'graduated approach' to SEN providing resources and support as required to meet individual needs.
- ix. The vast majority of pupils with SEN are therefore expected to be provided for in mainstream schools using the above funding of up to £10k per pupil.
- x. Each Local Authority is required to set out its expectations as to what SEN provision schools and other learning providers should provide from the above funding. This is to be set out as part of the SEND Local Offer to ensure parents and professionals are clear as to what to expect from mainstream settings.

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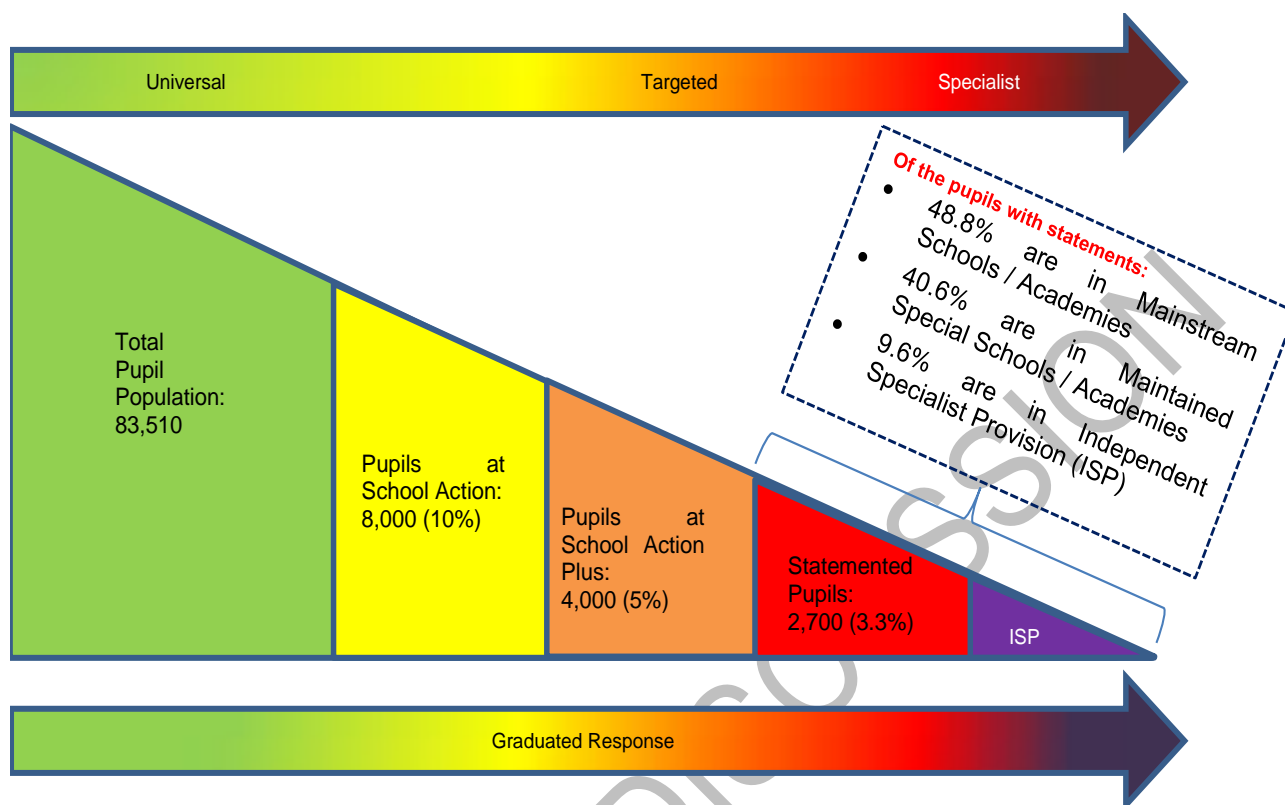
<sup>4</sup> School's notional SEN allocation is made up of 1.5% basic entitlement (Age Weighted Pupil Unit) + 100% deprivation (Free School Meals) + 100% low cost, high incidence SEN (Prior attainment) factors that are in the school budget.

- xi. Once mainstream settings have applied the SEN provision at their disposal and can demonstrate spend up to the £10k threshold, if a pupil continues not to make expected progress the school or setting may seek statutory assessment that may result in an Education, Health and Care ('EHC') Plan supported through 'Element 3 top up' DSG funding held by the Council.

## **8. Warwickshire's SEN System 'As-Is' (up to September 2014)**

- i. WCC SEN procedures historically have issued Statements according to 'bands' of need between A – D, with A being the least severe. Statements at Bands A and B in Warwickshire do not qualify for element 3 'top-up' funding.
- ii. Despite the changes introduced in April 2013 to school funding for SEN, WCC has not reviewed its criteria or thresholds for Statements since 2001 and up until July 2014 continued to issue Statements at this lower level of need banded as 'delegated funding'. This level of need is now the responsibility of schools who may choose to commission additional support as required. This has contributed significantly to the higher than average proportion of statements being issued. It is worth noting that in 2001 the cost of issuing a statement was calculated as £2,500; with inflation this now runs to at least £3,000.
- iii. From September 2014 these cases will be categorised at the level of in-school 'SEN Support' (the replacement for School Action and School Action Plus) with the expectation that schools should be able to meet these needs without additional element 3 'top-up' funding and would not qualify for statutory intervention.
- iv. Arguably a level of expectation remains with schools that the Local Authority should be supporting pupils at a relatively low threshold of need and with parents that they are entitled to (and need) statutory plans.
- v. Currently Warwickshire's document clarifying respective responsibilities for SEND provision on schools, other learning settings, health providers and the local authority remains under consultation. There is currently a lack of clarity as to these boundaries.
- vi. Without clear coordinated communication to parents, schools and other learning providers there may well be misunderstandings as to the respective roles of the local authority and the educational setting.
- vii. The changes to legislation represent an ideal opportunity to address some of the issues WCC faces; there is a genuine opportunity to achieve better outcomes for vulnerable learners at lower cost to the authority.

Figure 1 - Overview of SEN Categorisation and Provision in Warwickshire – January 2014 Census



## 9. Drivers for Change

- i. There is a clear financial imperative to address the overspend in the High Needs Block budget, but this is not the only relevant driver.
- ii. WCC's (draft) Vulnerable Learners Strategy sets out a clear vision of the Council's role as Champion for the Learner, committed to giving all of the children and young people in our schools and settings, especially those most vulnerable and disadvantaged, the best possible start in life.
- iii. Some of Warwickshire's most vulnerable pupils are currently not well-served by the County's education system. Case studies of a number of young people in ISP placements reveal a history of a lack of accurate diagnosis and appropriate intervention exacerbated by a lack of assessment of impact. This lack of appropriate support leads to an escalation of need as the pupil falls further behind their peers.
- iv. A lack of appropriate challenge of mainstream provision accompanied by a lack of choice of suitably flexible provision to meet the diverse needs of Warwickshire's pupils can lead to unsuitable placements being made. In some cases there is evidence that these placements are not in the best interests of learners.
- v. Despite the high cost of ISP placements, there is no evidence that outcomes for the vulnerable children and young people placed there are any better than their peers in maintained settings.
- vi. Where these placements are made, there is evidence that a lack of focused scrutiny through effective annual review processes can allow a lack of progress to go unchallenged. There is also evidence of a lack of joint working between agencies involved in the most complex cases such as Social Care and CAMHS. This results in poor value for money in expensive placements that do not meet the needs of learners.

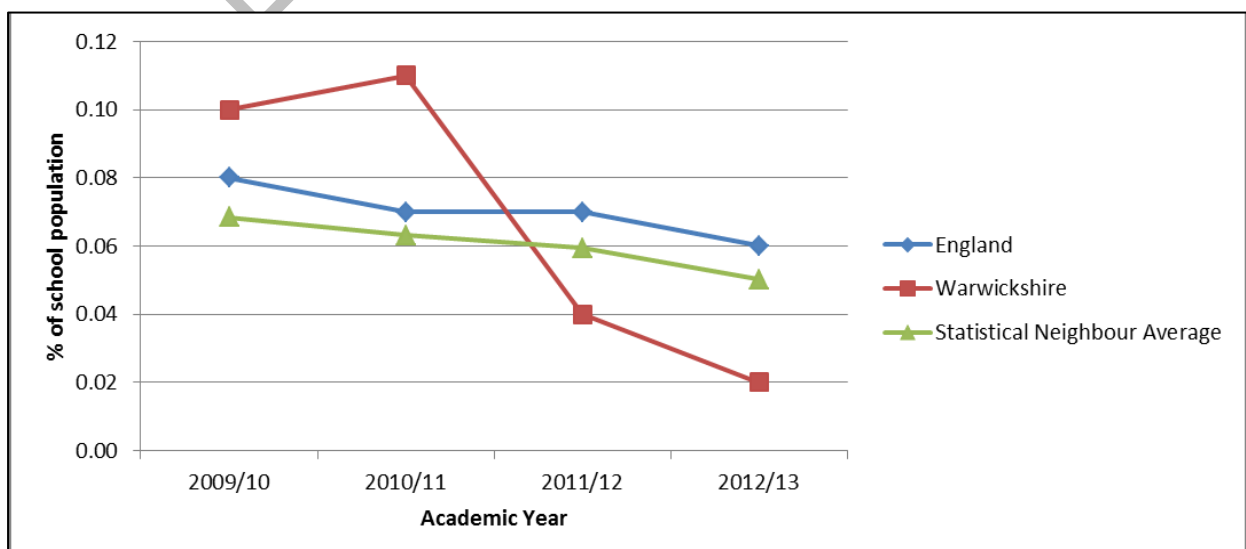
## Business Case – Dedicated Schools Grant High Needs Block Action Plan

- vii. Clearly this is not always the case and there will be a continued need for some level of high quality specialist provision, but this should be in a smaller proportion of the most complex cases where specialist knowledge and skills are essential; currently in Warwickshire this is not the case and too many pupils are placed inappropriately.
- viii. Another undesirable and expensive feature of the current system are the distances travelled by vulnerable pupils, wasting precious time and money travelling across (and outside) the County. This may also provide an additional barrier to the full inclusion of these learners in their own communities alongside their siblings and peers and does not necessarily prepare them for independent living beyond their educational career.

### 10. Interdependencies with Warwickshire’s model of behaviour support in schools

- i. In recent years WCC has implemented radical reforms to the delivery of behaviour support for schools and pupils across the County with the disestablishment of Pupil Referral Units and the introduction of Specialist Inclusion Support Groups (SISG) in the primary phase and Area Behaviour Partnerships (ABPs) in the secondary phase, both of which have been developed in close partnership with schools. These structures are funded through High Needs Block funding and there is significant interdependency and overlap between this provision and SEND support.
- ii. These measures have proved very effective at reducing permanent exclusions to below the national average (see Figure 2 below) but it must be noted that these decreases have been mirrored by increases in ISP placements, where the primary need is identified as BESD. There may be a direct relationship between these two trends.
- iii. Many pupils with challenging behaviour have unmet mental health needs and there is increasing recognition of this in the new SEN Code of Practice, which has removed the label of ‘behaviour’ as a category of need, instead requiring more accurate diagnosis of the underlying causes.
- iv. This report recognises that individual school responses to SEND and behavioural issues are likely to become increasingly blended as schools innovate and develop flexible responses to vulnerable pupil’s needs. It follows that any proposed reforms to SEND provision will need to include within their scope other aspects of High Needs Block funded provision.

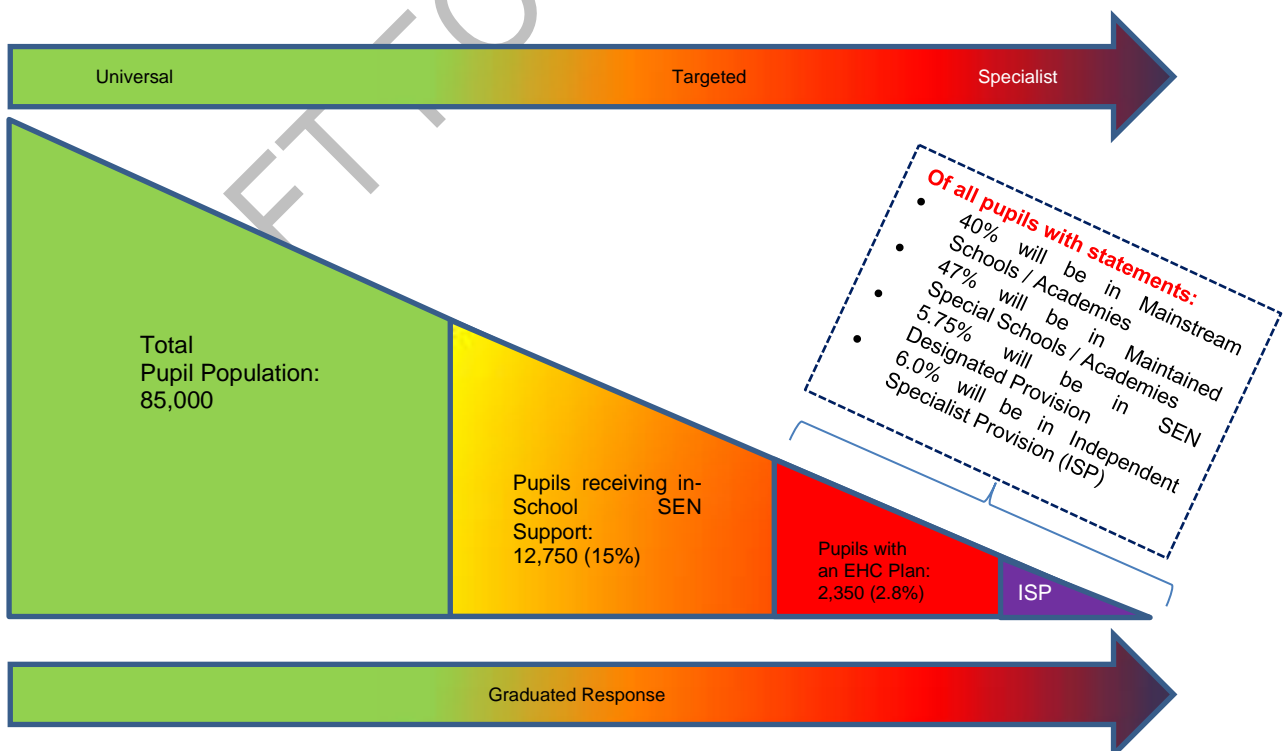
Figure 2 – Comparative trends in Permanent Exclusion



## 11. Warwickshire’s Strategic Vision for Vulnerable Learners

- i. Warwickshire County Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life by providing every opportunity to enjoy, achieve and live independently.
- ii. A key strategic intention of WCC is for pupils with a Statement of SEN or an Education Health & Care Plan to attend good quality, local education provision. A key aspiration is to make all appropriate school placements of pupils with SEND within LA maintained schools, academies and free school settings within the County by September 2016 so the development of new capacity (including developing the capabilities of existing provision as well as the development of new) and the development of the external market are key priorities.
- iii. In support of this intention the County is planning to take actions expected to reduce the number of pupils with SEND whose needs are met in independent schools and to increase the proportion of pupils whose additional needs are met in LA-maintained schools, academies and free school settings as part of a broad continuum of provision. Where appropriate and reasonable to do so, the Council will make adaptations and alterations, provide equipment and other such support as pupils need, to enable them to flourish alongside their peers.
- iv. These measures will ensure that the SEND system is more proactive in understanding, responding to and thereby shaping demand, not simply reacting to demands for support as they emerge. This will require more collaborative work with schools and other settings as partners in reshaping the system.
- v. This change will not simply require investment in additional provision; it also requires a step change in the way education settings currently meet the needs of vulnerable pupils with SEND.

Figure 3 - Proposed Model of SEN Categorisation and Provision Mix in Warwickshire by 2018





## 12. Warwickshire's Proposed 'To Be' Model

The required changes will be achieved through the following measures:

### a. More effectively managing demand for services

- i. The new single assessment and EHC Plan process must clarify expectations on schools prior to any request for statutory assessment. These boundaries must be understood and reinforced by officer behaviour, panel decision-making and all communications to schools and parents.
- ii. Review thresholds for access to high needs block funding to ensure these better reflect duties on all schools and that statutory assessment is only available where schools have met their duties *before* seeking additional support. This will reduce the proportion of statements / EHC Plans issued to bring this into line with the national average of 2.8%.
- v. Delivery of a comprehensive, multi-pronged communication strategy to ensure Warwickshire's SEND reforms are understood by all stakeholders including parents with literacy difficulties and busy schools with, in some cases, high staff turnover.
- iii. Where possible and appropriate pupils with Band A or B or 'Delegated Funds' statements will be de-statemented at the review stage rather than being converted to EHC Plans. *There is a caveat on the impact of this as it is likely to face significant parental resistance. It must also be acknowledged that the Government have stated that the SEND reforms are not intended to raise thresholds for specialist support. This decision must be 'owned' at a local level rather than attributed to the legislative changes.*
- iv. In order to navigate this challenging process and mitigate the risks of legal challenge WCC would benefit from commissioning specialist legal advice to ensure robust decision making around individual cases.

### b. Develop capacity and capability within the County

- i. Development of the new ASD / BESD special school on the Manor Park site.
- ii. Proactive development of designated resourced provision on school sites or satellite SEN provision elsewhere as well as development of other evidence-based preventative models such as Nurture groups.
- iii. Review the role and function of special schools – consider models of special school-led outreach to support and develop practice in the mainstream. Review whether the current model of generic special schools best meets the needs of the County, or whether re-designation as schools specialising in particular conditions may better serve needs.
- iv. Training and professional development for all schools – to support implementation of new single category of SEN support and to develop inclusive practice to ensure needs are met early through appropriate intervention.
- v. Identification and development of models of best practice – identify schools exemplifying best practice and encourage / sponsor / support the wider implementation of these models and approaches. Examples include County-wide adoption and implementation of the Autistic Spectrum Disorder (ASD) Audit Tool based on Autism Education Trust national standards to ensure school-readiness for pupils with ASD.
- vi. Ensure easier access to information about the SEND provision currently available across the County through the Local Offer so that all stakeholders are aware of the support that is available.
- vii. Reduce the proportion of pupils with statements / EHC plans placed with ISP providers to the national average of 6% (equivalent to 0.17% of all pupils). This will be achieved through transfer to maintained provision closer to home. Realistically it must be understood that many placements, even those that are deemed inappropriate, may need

to remain due to parental resistance. In these cases the process of natural ‘wastage’ will mean that the new pupils with the highest levels of need are placed appropriately and that the number of ISP placements reduces over time.

### c. Implementation of an SEND Commissioning Cycle

#### i. At the Macro Level

- Aspects of Warwickshire’s current model still embody the local authority’s role as a service provider rather than a commissioner, with a significant proportion of resources allocated to direct service delivery. Given that responsibility for outcomes for the vast majority of pupils including those with SEND is clearly a school responsibility there may be models that better reflect, support and promote this, e.g. Special School-led outreach services?
- Review the current High Needs Block-funded SEND support offer – Although the budget pressures in the DSG are particularly concentrated on spend on ISP placements, this is partly a reflection of the changing profile of the needs of Warwickshire’s pupil population. It follows therefore that a broader review of the way High Needs Block resources are deployed is required rather than a single-minded focus on ISP spending.
- This will encompass a review of High Needs Block funded provision including Area Behaviour Partnerships, Specialist Inclusion Support Groups (SISGs), and the Integrated Disability Service Teaching and Learning Services. All HNB spending will be subject to the discipline and rigour of WCC’s commissioning cycle.

#### ii. At the Systems Level

- Design and implement new organisational procedures and appropriately resourced structures to ensure efficient and effective resource management.
- Clear and robust criteria for Education, Health & Care Plans and a strong, strategic commitment to uphold these under pressure.
- Redesign of SEND assessment, review and planning processes, which will inform the required restructure of the SENDAR Team, and clearly define the respective roles of all stakeholders including education providers, parents and carers, specialist education support services, colleagues in health and social care, commissioners, etc.
- Ensure a particular focus on improving the effectiveness and impact of the annual review process for Statements / EHC Plans, and that this is integrated with contract review, schools improvement and other relevant functions.
- Support development of a West Midlands Regional Framework for SEND Commissioning with agreed service specifications, pricing structure, contractual framework, etc.
- In recognition of the number of placements WCC currently makes, volume discounts with ISP providers will be negotiated wherever possible.

#### iii. At the Micro / Individual Case Level

- Conduct comprehensive review and, as appropriate, reassessment of all cases placed in ISP (*note - this process is already underway*).
- This process will identify pupils whose needs could be better met in maintained provision with the appropriate package of support.
- This review process will provide evidence to renegotiate costs of individual placements by identifying lack of pupil progress, inappropriate packages of support (either through over-provision or inadequacy of provision), or lack of evidence of provision.

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- In the longer term revisions to the annual reviews process to be more closely aligned with contract negotiation and school improvement ensuring that information gathered is used to drive improvements in performance.

### 13. Benefits

Stakeholder	Benefits
Customer	By taking a strategic approach to the problem of costly and potentially over used ISP provision, more Children/Young people will be able to stay in their local school/ community for their education, through the commissioning of a range of options that makes this possible, depending on need.
Organisational	Clarity about the client pathway, levels of interventions dependent on specific need, sufficient provision at the right level, clear assessment/allocation/monitoring and review processes will breed confidence in SEND processes both internally as well as with schools and parents/carers.
Financial	<p>Robust commissioning arrangements with ISP's where required, in addition to ensuring that children and young people are educated as close to home as possible by ensuring adequate capacity will deliver financial savings within the HNB.</p> <p>The scale of these savings is difficult to quantify at this point in time but the review of 30 ISP cases by December will provide more robust information as to the required actions and the potential savings available and the timescale for realisation of these benefits.</p> <p>As stated elsewhere in this report implementing wholesale changes to school placements will face challenges and the timescales identified below are very ambitious, but over the longer term these changes are achievable through the natural 'wastage' as pupils move on and the new cohort coming through are placed more appropriately. The changes identified below could deliver a total of £2.978m between 2015-19, although this is an early estimate and will be recalculated and reprofiled once more data is available.</p>

#### d. Potential Financial Impact of Proposed 'To Be' Model

a. Managing Demand For Services			
De-statementing of Bands A&B unlikely to produce savings as these have no resources attached. Reductions in administrative workload through reduced proportion of EHC Plan cases – unlikely to provide cashable savings due to increases in total numbers and additional burdens from SEN reforms.			<b>£0 (tbc)</b>
b. Develop capacity within the County			
Develop alternative placement options	Places	£ per place	Sub Total £
<b>Current Costs:</b>			
Current cost in ISP	123 <sup>5</sup>	£48,000	<b>£5,904,000</b>

<sup>5</sup> This reduction in ISP placements would bring the proportion of pupils with Statements of SEN placed in ISPs into line with the national average.

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<b>Proposed / potential cost of alternative placement options:</b>			
60 places in new Special School	60	£35,000	£2,100,000
30 Individual Learning Package places	30	£28,000	£840,000
33 Places in SEN Resourced Provision	33	£20,000	£660,000
<b>Sub total – cost of alternative placements</b>			<b>£3,600,000</b>
<b>Potential saving through alternative placements 2015-19</b>			<b>£2,304,000<sup>6</sup></b>
<p>Potential full year saving by 2016-19 phased as follows:</p> <ul style="list-style-type: none"> <li>• 2015-16 – Development of provision</li> <li>• 2016-17 – Transfer 25% of cases - £576,000 saving</li> <li>• 2017-18 – Transfer 37.5% of cases = £864,000 saving</li> <li>• 2018-19 – Transfer remaining 37.5% of cases = £864,000 saving</li> </ul>			
<b>c. Implementation of SEND Commissioning Cycle</b>			
i. Review of current High Needs Block funded provision can't provide cashable saving, but redirecting funding could fund the costs of developing the SEN provision required above.			
ii. Drive down costs of individual placements through implementation of revised SEND review process	2014-15 – review 30 cases, achieve average 3% reduction (full benefit of £43.2k not realised until subsequent year) 2015-16 – Review 230 cases, achieve 3% reduction (benefit of £331.2k realised between 2016-18) <b>Potential saving from driving down current placement costs 2016-18 = £374,400</b>		

### 14. Key Milestones / Time Scales

The table below outlines the short term milestones for **Phases 1-3** of the project. Detailed timescales for implementation will be set out as a comprehensive project plan to follow.

Milestone	Action
<b>Phase One – by end of December 2014</b>	<ul style="list-style-type: none"> <li>• Develop systematic review processes that ensure value for money for all ISP placements. This forms part of a broader redesign of the EHC Plan Review process, including a framework for prioritising reviews according to level of risk and value of contract</li> <li>• To have commenced review of 30 ISP Placements using the above procedure</li> <li>• To develop a Matrix of Need aligned with the pricing matrix</li> <li>• To develop a robust learner pathway that sets clear learning objectives, meets needs, and monitors progress</li> <li>• To contribute towards production of WCC's Transition Plan including a timetable for review of all ISP placements</li> </ul>
<b>Phase Two – by end</b>	<ul style="list-style-type: none"> <li>• To complete the review of 10% of all ISP placements</li> <li>• Negotiation of fair prices for pupils currently in ISP's where the LA is not achieving value for money, through an agreed pricing model</li> </ul>

<sup>6</sup> This potential saving excludes the considerable current spending on transport costs, which is in scope for a separate efficiencies project and is therefore excluded from this report.

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Milestone	Action
<b>of February 2014</b>	<ul style="list-style-type: none"> <li>• Identification of the likely impact of such a review across all placements</li> <li>• To understand the educational needs of our SEND cohort</li> <li>• To understand the social care and health needs of this cohort</li> <li>• To understand the above needs projected into the future</li> <li>• To understand the local provision of services for SEND pupils including evidence as to any gaps or duplication</li> <li>• To explore what effective models / systems of SEND provision look like including gathering examples of good practice in the delivery of SEND provision from statistical neighbours</li> <li>• To ascertain information about the evidence base regarding models of SEND provision including developing a better understanding of the risks and benefits associated with each model</li> <li>• Consideration of the strategic commissioning of evidence-based early intervention approaches for pupils in mainstream settings (if appropriate) to reduce the number of pupils requiring ISP placements.</li> <li>• To initiate a process of reshaping the current system in accordance with the above learning</li> <li>• To clearly articulate the provisions available to meet different pupil's needs thereby assisting in the development of a robust SEND Local Offer</li> </ul>
<b>Phase Three – by April 2015</b>	<ul style="list-style-type: none"> <li>• Redesign of SEND Assessment, Review and Planning Processes</li> <li>• This will inform required structure of ASRS (SENDAR) Team, Role of EPs, role of Strategic Commissioning, resource requirements, etc.</li> </ul>
<b>Longer Term Aims - by 2018</b>	<ul style="list-style-type: none"> <li>• To facilitate market development in providing a range of SEND provision to meet demand across the full spectrum of need whilst remaining within tight financial constraints</li> <li>• To establish a wide range of high quality educational opportunities for pupils with special education needs</li> <li>• To improve outcomes for pupils with SEND</li> <li>• To ensure that provision prepares learners with SEND to achieve their potential</li> <li>• To ensure that the commissioning processes delivers value for money and targets resources towards those most in need</li> </ul>

### 15. Project Resources

- i. The majority of this project work will be undertaken by existing commissioning and operational staff as outlined above. Additional commissioner capacity to be contracted for 3/6 months - other DSG savings projects will be undertaken by this individual.
- ii. Costs of contracting additional capacity for 3/6 months to be met by the HNB.
- iii. Commissioning Educational Psychologists to conduct a review (with operational staff) of 30 ISP placements, to get a clear understanding of the individual needs of pupils.
- iv. Budget for this is £36,250, which has been approved by the Head of Learning & Attainment.
- v. Further project costs will be determined subject to the outcome of phase 1.



16. Risks

Who	Risk	Mitigation/Action
Customer – individual pupils	Implementation of EHC Plans and replacement of School Action and Action Plus with single category of SEN Support Category leaves some learners to the vagaries of individual school responses to SEND without scrutiny or challenge from LA. Leads to 'postcode lottery' of provision with outcomes for some learners deteriorating.	Ensure training and support programme (including promotion of models of best practice) for education providers is comprehensive and taken up by all Schools and Academies in Warwickshire. Ensure information from SEND Annual Review process is shared with School Performance and that causes for concern trigger appropriate action to support schools in need of improvement with regards to SEND.
Customer - Parents	That parents may interpret proposals simply as a reduction in resource and do not understand the need to change current inefficient, inequitable and unsustainable use of resources. This could lead to significant distrust of the SEND reforms agenda and significant resistance to proposals	Effective communications plan setting out the case for change and the benefits to families. Ensure where possible parent representatives are involved in co-production of the change proposals and process. Publication of Local Offer setting out the full range of provision in Warks.
Organisational	Scale of change is too great or impact of Project activity is too slow to reduce spend in ISP placements quickly enough and overspend continues to increase.  Development of new SEN provision without a comprehensive change in the overall SEND System may stimulate increased demand and discourage inclusive practice rather than address the fundamental issue of non-inclusive practice.	Ensure effective communications as to the scale of the change required to address spend in ISP placement is understood, and identify contingencies to reduce spend in other areas of HNB as part of wider SEND Commissioning Cycle  Broader cultural change needs to be reinforced and strongly supported at every level throughout the Authority in the face of significant challenge. Too many concessions to challenges will undermine the whole change programme.  Recommend commissioning specialist legal advice to minimise risk of legal challenges to some of the changes proposed, particularly around individual cases.
Schools / learning providers	Scale of challenge in addressing a broader spectrum of SEN has a significant impact on school performance – either on vulnerable learners or on whole-school performance	Ensure effective mechanisms are available in order to: - identify schools / learning providers in need of additional support - ensure effective challenge and support mechanisms are in place to address potential performance issues.



## Appendices

### 17. Appendix 1 – WCC Dedicated Schools Grant Budget 2014-15

<b>Cost Centre / Service Description</b>	<b>Approved Budget £</b>
<b>DSG Grant Receiving</b>	<b>243,602,573</b>
<b>Allocated to....</b>	
<b>Maintained Schools - ISB's</b>	<b>168,588,475</b>
<b>Nursery schools, classes and special schools</b>	<b>5,848,652</b>
<b>Special school places (pre 16)</b>	<b>7,490,000</b>
<b>Moving savings / loss from Academy Conversions</b>	<b>23,796</b>
<b>DE-DELEGATED ITEMS</b>	
School Performance Manager	242,994
EIS Behaviour Panels	38,657
Ethnic Minority & Traveller Achievement Serv.- EAL	181,860
Ethnic Minority & Traveller Achievement Serv.- GRT	110,954
FSM Admin	28,271
Union Cover & Related Activities	114,431
Central Establishment Charges On De-delegated Items	204,647
<b>HIGH NEEDS BUDGET</b>	
SEN - Mainstream Schools & Academies	4,185,000
SEN - WCC Special Schools & Academies	8,738,978
SEN - Independent & OLA Special Schools	10,934,383
Post 16 Funding	4,000,000
Commissioning For Vulnerable Children	380,794
IDS TL Management	327,000
IDS TL Early Years	828,518
IDS TL SLCN - Outreach & Provisions	1,501,585
IDS TL Sensory Complex Needs	219,640
IDS TL Sensory Physical Disability	126,074
IDS TL Sensory Hearing Impairment	463,162
IDS TL Sensory Visual Impairment	180,602
ECOS - Ill Health Team	521,141
ABP Management	98,170
Northern ABP	1,053,000
Southern ABP	338,000
Central ABP	502,000
Eastern ABP	399,000

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<b>Cost Centre / Service Description</b>	<b>Approved Budget £</b>
Complex & Acute Needs	125,000
Head of Service - Early Intervention/ Commissioning	150,000
Early Intervention Service	1,037,027
Central Establishment Charges On HNB	1,285,397
<b>EARLY YEARS BUDGET</b>	
Nursery Education Funding 3&4 Yr Olds	12,000,000
Funded 2 Yr Olds	5,076,696
Commissioning	268,000
EY Management - Other	300,000
2 Yr Olds Trajectory Funding	596,606
Every Child a Talker	89,836
Outcomes, Quality & Inclusion	132,164
Family & Parenting Support	348,030
Family Support Workers	307,754
Central Establishment Charges on Early Years Budget	317,215
<b>CENTRAL PROVISION WITHIN SCHOOLS BUDGET</b>	
Taking Care	51,952
Child Protection	141,702
Childrens Mental health	150,000
Directorate Retained HR	222,793
Heads Termly / SACRE	18,007
DSG SF Allocation	2,225,833
Learning and Achievement	40,000
Admissions	428,843
Admissions Appeals - Community Schools	55,923
Secondary National Tests	28,737
IYFA - In Year Fair Access	57,851
School Forum Operations	25,000
CYPF Finance retained	52,296
Central Establishment Charges on central provision	224,959
<b>Group Overheads Re-allocated</b>	
Business Support	105,709
Directorate Wide CEC/SLA charges	69,459
<b>Total Central DSG</b>	<b>61,651,650</b>
<b>Total DSG Allocated</b>	<b>243,602,573</b>

**DRAFT FOR DISCUSSION**

**18. Appendix 2 – Comparisons and Trends 2010-14 – Primary Categories of Special Educational Need**

This data is drawn from the School Census January 2014<sup>7</sup>.

Pupils at Primary, Secondary and Special Schools	Year	Pupils with statements of SEN or at School Action Plus by their primary type of need <sup>(1)(2)</sup>																									
		Specific Learning Difficulty		Moderate Learning Difficulty		Severe Learning Difficulty		Profound & Multiple Learning Difficulty		Behaviour, Emotional & Social Difficulties		Speech, Language and Communications Needs		Hearing Impairment		Visual Impairment		Multi-Sensory Impairment		Physical Disability		Autistic Spectrum Disorder		Other Difficulty/Disability		Total <sup>(3)</sup>	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
ENGLAND	2010	79,610	11%	168,580	24%	28,770	4%	9,480	1%	158,000	23%	113,410	16%	15,530	2%	8,570	1%	870	0%	26,480	4%	56,250	8%	31,020	4%	696,550	100%
Warwickshire	2010	668	11%	1,887	31%	351	6%	76	1%	1,325	22%	834	14%	87	1%	85	1%	0	0%	191	3%	521	8%	138	2%	6,160	100%
Stat Neighbour Average	2010	929	12%	2,139	27%	377	5%	100	1%	1,700	21%	1,191	15%	167	2%	101	1%	5	0%	336	4%	592	7%	304	4%	7,956	100%
ENGLAND	2011	78,135	11%	160,750	23%	29,270	4%	9,895	1%	158,015	23%	120,610	17%	15,980	2%	8,775	1%	935	0%	26,970	4%	61,575	9%	30,475	4%	701,390	100%
Warwickshire	2011	600	10%	1,829	30%	397	6%	81	1%	1,268	21%	886	14%	93	2%	91	1%	0	0%	209	3%	588	10%	111	2%	6,155	100%
Stat Neighbour Average	2011	913	11%	2,087	26%	397	5%	104	1%	1,695	21%	1,226	15%	175	2%	104	1%	6	0%	344	4%	622	8%	296	4%	7,975	100%
ENGLAND	2012	74,575	11%	149,520	22%	29,935	4%	10,255	1%	151,150	22%	125,635	18%	16,135	2%	8,900	1%	965	0%	26,620	4%	66,200	10%	29,485	4%	689,380	100%
Warwickshire	2012	557	9%	1,771	28%	392	6%	102	2%	1,342	21%	917	15%	85	1%	86	1%	0	0%	212	3%	651	10%	146	2%	6,270	100%
Stat Neighbour Average	2012	884	11%	2,012	26%	419	5%	106	1%	1,597	20%	1,273	16%	173	2%	107	1%	8	0%	326	4%	663	8%	285	4%	7,858	100%
ENGLAND	2013	70,655	10%	138,350	20%	30,440	4%	10,525	2%	143,050	21%	132,205	19%	16,270	2%	9,070	1%	1,025	0%	26,685	4%	70,780	10%	29,020	4%	678,080	100%
Warwickshire	2013	604	9%	1,827	28%	428	7%	99	2%	1,286	20%	983	15%	75	1%	78	1%	3	0%	232	4%	750	11%	178	3%	6,545	100%
Stat Neighbour Average	2013	859	11%	1,883	24%	426	6%	108	1%	1,516	20%	1,341	17%	167	2%	112	1%	9	0%	326	4%	701	9%	282	4%	7,732	100%
ENGLAND	2014	67,555	10%	129,830	19%	31,040	5%	10,590	2%	138,655	21%	138,905	21%	16,470	2%	9,115	1%	1,115	0%	26,760	4%	76,015	11%	29,040	4%	675,100	100%
Warwickshire	2014	576	9%	1,714	26%	538	8%	109	2%	1,296	20%	999	15%	77	1%	79	1%	5	0%	230	4%	734	11%	143	2%	6,515	100%
Stat Neighbour Average	2014	832	11%	1,769	23%	434	6%	106	1%	1,432	19%	1,409	18%	166	2%	111	1%	9	0%	332	4%	772	10%	266	3%	7,641	100%

<sup>7</sup> DfE Statistics Website: <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

## Business Case – Dedicated Schools Grant High Needs Block Action Plan

Points of interest to note:

- Moderate Learning Difficulty - Whilst the numbers in this group are falling in Warwickshire from 31% (1887 children) in 2010 to 26% (1714 children) in 2014, these percentages have remained higher than our statistical neighbours and those nationally. Currently (Jan 2014), the national percentage is 19% and our statistical neighbours stand at 23%.
- Speech, Language and Communications Needs - The trend in Warwickshire for this group is one of a steady increase year on year. In 2010 the number in this group was 834 (14%) rising to 999 (15%) in 2014. Whilst this is an upward trend, currently it is lower than that of our statistical neighbours and nationally that stand at 18% and 21% respectively.
- Autistic Spectrum Disorder - The past 5 years has seen a continual increase in the number of children in this group both in Warwickshire, our statistical neighbours and nationally. In 2010 there were 521 (8%) children with this primary need in Warwickshire rising to 734 (11%) in 2014. Similar increases must have occurred in other Local Authorities too as the national trend, as well as our statistical neighbours show comparable growth.

### 19. Appendix 3 – Primary Categories of Need in Warwickshire’s Statemented pupil population

These figures are taken from WCC’s Share Care database on the 14/8/2014 when Warwickshire’s population with Statements of SEN had increased to 2,907.

<b>KEY: Nature of pupil’s special educational need</b>	
ASD = Autistic Spectrum Disorder	PD = Physical Disability
BESD = Behavioural, Emotional & Social Difficulties	PMLD = Profound & Multiple Learning difficulty
HI = Hearing Impairment	SLCN = Speech Language & Communication Needs
MLD = Moderate Learning difficulty	SLD = Severe Learning Difficulty
MSI = Multi-Sensory Impairment	SPLD = Specific Learning Difficulty
NA= Not Yet Assessed	VI = Visual Impairment
OTH = Other difficulty / Disability	

**Business Case – Dedicated Schools Grant High Needs Block Action Plan**

**Primary Need**

<b>Area</b>	<b>ASD</b>	<b>BESD</b>	<b>HI</b>	<b>MLD</b>	<b>MSI</b>	<b>OTH</b>	<b>PD</b>	<b>PMLD</b>	<b>SLCN</b>	<b>SLD</b>	<b>SPLD</b>	<b>VI</b>	<b>Total</b>
Bedworth	82	63	3	49	1	15	21	2	42	15	12	6	<b>311</b>
Central	210	99	8	112	0	12	32	4	105	54	24	15	<b>675</b>
N. Warwickshire	60	48	6	35	0	12	12	3	33	16	11	1	<b>237</b>
Nuneaton	161	126	13	112	1	16	33	6	96	41	24	11	<b>640</b>
Rugby	112	141	14	84	0	9	32	4	119	51	14	4	<b>584</b>
South	176	60	7	72	0	13	25	4	55	31	12	5	<b>460</b>
<b>Total</b>	<b>801</b>	<b>537</b>	<b>51</b>	<b>464</b>	<b>2</b>	<b>77</b>	<b>155</b>	<b>23</b>	<b>450</b>	<b>208</b>	<b>97</b>	<b>42</b>	<b>2907</b>
<b>Percentages</b>	27.55%	18.47%	1.75%	15.96%	0.07%	2.65%	5.33%	0.79%	15.48%	7.16%	3.34%	1.44%	100.00%

<b>Phase of Education</b>	<b>ASD</b>	<b>BESD</b>	<b>HI</b>	<b>MLD</b>	<b>MSI</b>	<b>OTH</b>	<b>PD</b>	<b>PMLD</b>	<b>SLCN</b>	<b>SLD</b>	<b>SPLD</b>	<b>VI</b>	<b>Total</b>
Pre-School	15	0	2	3	0	3	2	0	6	1	1	1	<b>34</b>
Key Stage 1	158	34	11	42	1	21	21	9	103	25	0	10	<b>435</b>
Key Stage 2	247	165	13	123	1	34	37	7	134	55	14	15	<b>845</b>
Key Stage 3	207	176	13	143	0	13	39	2	94	53	48	9	<b>797</b>
Key Stage 4	105	132	5	108	0	4	31	2	79	37	32	3	<b>538</b>
Post-16	69	30	7	45	0	2	25	3	34	37	2	4	<b>258</b>
<b>Total</b>	<b>801</b>	<b>537</b>	<b>51</b>	<b>464</b>	<b>2</b>	<b>77</b>	<b>155</b>	<b>23</b>	<b>450</b>	<b>208</b>	<b>97</b>	<b>42</b>	<b>2907</b>

**DRAFT FOR DISCUSSION**

**20. Appendix 4 – List of Warwickshire’s Special Schools, Academies, Colleges and Independent Specialist Providers**

See attached document

**21. Appendix 5 – Detailed breakdown of Warwickshire’s ISP Placements in January 2014**

Placement start date	Provider/School	Primary Need <sup>8</sup>	Annual_Fee
10-Apr-13	APPLEFORD SCHOOL	Other difficulty / Disability	£16,290.00
23-Apr-14	APPLEFORD SCHOOL	Specific Learning Difficulty	
14-Dec-09	ARC SCHOOL		£47,046.00
13-Apr-10	ARC SCHOOL		£47,046.00
06-Sep-07	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
06-Sep-07	ARC SCHOOL		£47,046.00
01-Sep-07	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
14-Jun-10	ARC SCHOOL	Speech Language & Communication Needs	£47,046.00
02-Sep-09	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
10-Oct-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
01-Sep-07	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
02-Sep-09	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
02-Sep-10	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
02-Sep-10	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
20-Sep-10	ARC SCHOOL	Autistic Spectrum Disorder	£47,046.00
02-Sep-10	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
17-Jan-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
17-Sep-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
25-Jan-10	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
17-Dec-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
05-May-09	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
07-Mar-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£46,000.00
01-Sep-07	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
05-Sep-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
13-Sep-10	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
30-Jan-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
15-Apr-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
01-Sep-13	ARC SCHOOL	Autistic Spectrum Disorder	£47,046.00
23-Sep-09	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
04-Oct-10	ARC SCHOOL		£46,000.00
30-Nov-10	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£46,000.00

<sup>8</sup> Financial data is recorded separately from Statementing Data - this list has been combined from these two sources. Where there was a clear data match the Primary Need information has been imported. Where there were gaps or any discrepancies in recording this field will appear blank.



**Business Case – Dedicated Schools Grant High Needs Block Action Plan**

<b>Placement start date</b>	<b>Provider/School</b>	<b>Primary Need<sup>8</sup></b>	<b>Annual_Fee</b>
04-Sep-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
04-Sep-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
13-Jul-09	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
17-Jan-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
04-Sep-12	ARC SCHOOL		£47,046.00
12-Sep-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
07-Jun-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
24-Jun-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£47,046.00
11-Jun-12	ARC SCHOOL	Autistic Spectrum Disorder	£45,762.00
24-Sep-12	ARC SCHOOL	Autistic Spectrum Disorder	£45,762.00
29-Nov-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
19-Mar-12	ARC SCHOOL	Speech Language & Communication Needs	£45,762.00
08-Jul-13	ARC SCHOOL	Moderate Learning difficulty	£47,046.00
21-May-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
09-Sep-13	ARC SCHOOL	Autistic Spectrum Disorder	£47,046.00
08-Oct-10	ARC SCHOOL		£45,762.00
20-Sep-10	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
27-Jun-11	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
11-Jun-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
25-Jun-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
06-Feb-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
26-Nov-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
11-Mar-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
23-Sep-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£50,160.00
30-Apr-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
19-Mar-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
17-Jun-13	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
17-Sep-12	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£45,762.00
27-Jan-14	ARC SCHOOL	Behavioural, Emotional & Social Difficulties	£50,160.00
01-May-11	ARNOLD LODGE SCHOOL		£15,000.00
30-Apr-14	AVON PARK SCHOOL	Autistic Spectrum Disorder	£63,882.00
04-Mar-14	AVON PARK SCHOOL	Behavioural, Emotional & Social Difficulties	£63,822.00
04-Nov-13	AVON PARK SCHOOL	Autistic Spectrum Disorder	£63,822.00
05-Nov-13	AVON PARK SCHOOL	Autistic Spectrum Disorder	£56,682.00
08-Jan-14	AVON PARK SCHOOL	Behavioural, Emotional & Social Difficulties	£56,682.00
02-Apr-14	AVON PARK SCHOOL	Behavioural, Emotional & Social Difficulties	£56,682.00
07-May-14	AVON PARK SCHOOL	Autistic Spectrum Disorder	£56,682.00
21-Jan-14	AVON PARK SCHOOL	Autistic Spectrum Disorder	£56,682.00
07-Nov-13	AVON PARK SCHOOL	Behavioural, Emotional & Social Difficulties	£56,681.00
10-Dec-13	AVON PARK SCHOOL	Autistic Spectrum Disorder	£56,682.00
05-Sep-13	AVON PARK SCHOOL	Behavioural, Emotional & Social Difficulties	£63,822.00
15-May-14	AVON PARK SCHOOL	Behavioural, Emotional & Social Difficulties	£56,682.00
24-Jun-14	AVON PARK SCHOOL	Speech Language & Communication Needs	£66,816.00

**Business Case – Dedicated Schools Grant High Needs Block Action Plan**

<b>Placement start date</b>	<b>Provider/School</b>	<b>Primary Need<sup>8</sup></b>	<b>Annual_Fee</b>
08-Jan-14	AVON PARK SCHOOL	Autistic Spectrum Disorder	£63,822.00
10-Dec-13	AVON PARK SCHOOL	Behavioural, Emotional & Social Difficulties	£56,682.00
06-Jan-13	BARFORD CARE	Behavioural, Emotional & Social Difficulties	£15,600.00
01-Sep-13	BLADON HOUSE SCHOOL	Autistic Spectrum Disorder	£153,173.00
10-Jan-13	BLADON HOUSE SCHOOL	Autistic Spectrum Disorder	£76,326.00
03-Sep-10	BLADON HOUSE SCHOOL	Behavioural, Emotional & Social Difficulties	£86,447.00
25-Jun-12	BLADON HOUSE SCHOOL	Autistic Spectrum Disorder	£86,298.00
12-Apr-10	BREDON SCHOOL		£15,755.00
29-Aug-08	BREDON SCHOOL		£24,532.49
01-Sep-10	BREDON SCHOOL		£19,650.00
04-Sep-09	BREDON SCHOOL		£23,928.63
03-Sep-12	BREDON SCHOOL		£12,180.00
26-Sep-11	CCVEFL PARKSIDE ANNEXE		£24,300.00
27-Jun-11	CCVEFL PARKSIDE ANNEXE	Behavioural, Emotional & Social Difficulties	£24,300.00
07-Jun-11	CCVEFL PARKSIDE ANNEXE	Behavioural, Emotional & Social Difficulties	£22,500.00
12-Oct-11	CCVEFL PARKSIDE ANNEXE	Behavioural, Emotional & Social Difficulties	£22,500.00
06-Oct-11	CCVEFL PARKSIDE ANNEXE	Behavioural, Emotional & Social Difficulties	£24,300.00
07-Jun-11	CCVEFL PARKSIDE ANNEXE	Behavioural, Emotional & Social Difficulties	£22,500.00
06-Sep-11	CCVEFL PARKSIDE ANNEXE	Behavioural, Emotional & Social Difficulties	£22,500.00
14-Nov-11	CEDAR HOUSE SCHOOL		£79,179.00
07-Sep-10	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£47,655.00
04-Jan-07	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£47,655.00
04-Mar-08	CHILWORTH HOUSE	Moderate Learning difficulty	£47,655.00
06-Jan-11	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£56,682.00
10-Nov-10	CHILWORTH HOUSE		£49,548.00
31-Mar-11	CHILWORTH HOUSE	Autistic Spectrum Disorder	£56,682.00
24-Feb-14	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£63,822.00
08-Sep-10	CHILWORTH HOUSE		£56,682.00
23-Oct-12	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£56,682.00
15-Jan-13	CHILWORTH HOUSE	Autistic Spectrum Disorder	£56,861.00
03-Oct-11	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£56,682.00
01-Sep-13	CHILWORTH HOUSE	Autistic Spectrum Disorder	£56,681.00
07-Jan-11	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£49,548.00
04-Jun-13	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£56,681.00
19-Jan-12	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£56,682.00
10-Jul-13	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£63,822.00
05-Sep-13	CHILWORTH HOUSE	Behavioural, Emotional & Social Difficulties	£56,681.00
01-Mar-11	CRUCKTON HALL SCHOOL	Specific Learning Difficulty	£98,130.00
09-Jan-06	DAWN HOUSE SCHOOL	Physical Disability	£38,852.86
01-Sep-11	DAWN HOUSE SCHOOL	Speech Language & Communication Needs	£42,000.00
25-Feb-13	FOREST HOUSE SCHOOL	Autistic Spectrum Disorder	£65,500.00
07-Jan-14	FOREST HOUSE SCHOOL	Autistic Spectrum Disorder	£63,825.00
07-Jan-14	FOREST HOUSE SCHOOL	Autistic Spectrum Disorder	£74,925.00

**Business Case – Dedicated Schools Grant High Needs Block Action Plan**

<b>Placement start date</b>	<b>Provider/School</b>	<b>Primary Need<sup>8</sup></b>	<b>Annual_Fee</b>
28-Oct-13	FOREST HOUSE SCHOOL	Autistic Spectrum Disorder	£65,550.00
21-Mar-11	GRYPHON	Behavioural, Emotional & Social Difficulties	£46,000.00
29-Aug-13	GRYPHON	Behavioural, Emotional & Social Difficulties	£61,250.00
03-Sep-12	GRYPHON	Behavioural, Emotional & Social Difficulties	£46,679.37
02-Jun-14	GRYPHON	Behavioural, Emotional & Social Difficulties	£54,332.00
22-Feb-10	HEATH FARM SCHOOL	Behavioural, Emotional & Social Difficulties	£31,366.59
18-Feb-08	LEWIS CHARLTON SCHOOL		£80,105.73
01-Sep-08	LEWIS CHARLTON SCHOOL		£47,736.33
01-Apr-09	LEWIS CHARLTON SCHOOL		£43,485.71
25-May-10	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£43,152.00
13-Feb-12	LEWIS CHARLTON SCHOOL	Visual Impairment	£51,588.00
14-Oct-13	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
07-Sep-11	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£43,152.00
01-Oct-13	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
27-Sep-10	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£43,152.00
12-Mar-12	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£43,152.00
07-Sep-11	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£43,152.00
03-Sep-13	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
05-Nov-12	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
16-Apr-12	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£59,850.00
03-Feb-14	LEWIS CHARLTON SCHOOL		£43,152.00
24-Mar-14	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£5,188.00
01-Nov-11	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£43,152.00
07-Sep-11	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
07-Sep-11	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
07-Sep-11	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
21-Jan-13	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£43,152.00
02-Jul-12	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
17-Dec-12	LEWIS CHARLTON SCHOOL	Speech Language & Communication Needs	£51,588.00
26-Sep-12	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
03-Sep-12	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
06-Sep-12	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
01-Sep-13	LEWIS CHARLTON SCHOOL	Autistic Spectrum Disorder	£51,000.00
01-Sep-13	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
01-Sep-13	LEWIS CHARLTON SCHOOL	Behavioural, Emotional & Social Difficulties	£51,588.00
06-Oct-12	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£38,252.00
17-Sep-12	LONGDON HALL SCHOOL		£38,295.00
03-Sep-12	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£40,000.00
25-Feb-13	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£35,423.00
08-May-12	LONGDON HALL SCHOOL		£38,295.00
11-Jun-12	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£38,295.00
22-Jan-14	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£34,466.00
14-Jan-13	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£35,423.00

**Business Case – Dedicated Schools Grant High Needs Block Action Plan**

<b>Placement start date</b>	<b>Provider/School</b>	<b>Primary Need<sup>8</sup></b>	<b>Annual_Fee</b>
21-Jan-13	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£35,423.00
05-Sep-12	LONGDON HALL SCHOOL	Autistic Spectrum Disorder	£44,850.00
22-Apr-13	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£34,446.00
28-Apr-14	LONGDON HALL SCHOOL	Specific Learning Difficulty	£34,466.00
03-Jun-13	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£34,446.00
05-Sep-12	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£38,295.00
27-Jan-14	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£34,466.00
15-Oct-12	LONGDON HALL SCHOOL	Autistic Spectrum Disorder	£44,000.00
05-Sep-13	LONGDON HALL SCHOOL	Autistic Spectrum Disorder	£34,466.00
06-Nov-12	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£38,380.00
02-Sep-13	LONGDON HALL SCHOOL	Behavioural, Emotional & Social Difficulties	£23,666.00
14-Apr-08	MAPLE HAYES	Behavioural, Emotional & Social Difficulties	£12,780.00
01-Mar-10	MAPLE HAYES	Moderate Learning difficulty	£12,696.00
	MAPLE HAYES	Specific Learning Difficulty	£17,685.00
30-Apr-12	MAPLE HAYES	Specific Learning Difficulty	£17,211.00
11-Sep-13	MAPLE HAYES	Specific Learning Difficulty	£13,484.85
11-Sep-13	MAPLE HAYES	Specific Learning Difficulty	£13,484.85
01-Sep-07	MARY HARE SCHOOL		£31,951.58
07-Apr-06	MARY HARE SCHOOL	Hearing Impairment	£28,377.00
05-Sep-11	MARY HARE SCHOOL	Hearing Impairment	£32,628.00
03-Sep-11	MARY HARE SCHOOL	Hearing Impairment	£32,628.00
03-Sep-12	MARY HARE SCHOOL	Hearing Impairment	£34,551.00
03-Sep-12	MARY HARE SCHOOL	Hearing Impairment	£34,182.00
01-Sep-13	MARY HARE SCHOOL	Hearing Impairment	£29,721.00
07-Jan-14	MARY HARE SCHOOL	Hearing Impairment	£34,773.00
12-May-14	MEADOW VIEW FARM	Speech Language & Communication Needs	£48,000.00
28-Apr-14	MEADOW VIEW FARM	Behavioural, Emotional & Social Difficulties	£48,000.00
28-Apr-14	MEADOW VIEW FARM	Behavioural, Emotional & Social Difficulties	£48,000.00
02-Sep-13	NORTHLEIGH HOUSE SCHOOL		£23,100.00
25-Oct-13	NORTHLEIGH HOUSE SCHOOL		£23,100.00
01-Sep-13	NORTHLEIGH HOUSE SCHOOL		£23,100.00
05-Nov-12	NORTON COLLEGE	Autistic Spectrum Disorder	£52,400.00
01-Sep-13	NORTON COLLEGE	Autistic Spectrum Disorder	£32,400.00
07-Feb-11	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£21,280.00
28-Mar-11	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£44,637.00
26-Mar-12	NORTON COLLEGE	Autistic Spectrum Disorder	£32,400.00
03-May-11	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£26,600.00
17-Apr-12	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00
25-Feb-13	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00
12-Mar-12	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00
15-Oct-12	NORTON COLLEGE	Specific Learning Difficulty	£32,400.00
26-Jun-12	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00
23-Jun-14	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00

**Business Case – Dedicated Schools Grant High Needs Block Action Plan**

<b>Placement start date</b>	<b>Provider/School</b>	<b>Primary Need<sup>8</sup></b>	<b>Annual_Fee</b>
29-Apr-13	NORTON COLLEGE	Moderate Learning difficulty	£32,400.00
06-Sep-11	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00
06-May-14	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00
06-Sep-11	NORTON COLLEGE	Behavioural, Emotional & Social Difficulties	£32,400.00
01-Oct-12	OAK WOOD PACKAGE	Behavioural, Emotional & Social Difficulties	£70,720.00
01-Sep-13	PEGASUS SCHOOL		£85,092.00
12-Apr-10	PENN SCHOOL	Autistic Spectrum Disorder	£46,251.00
07-Nov-12	RNIB THE PEARS CENTRE	Profound & Multiple Learning difficulty	£85,823.00
01-Sep-13	RNIB THE PEARS CENTRE	Severe Learning Difficulty	£66,590.00
22-Apr-13	RNIB THE PEARS CENTRE	Visual Impairment	£42,902.00
02-Sep-05	ROYAL SCHOOL FOR THE DEAF, DERBY	Hearing Impairment	£44,175.00
01-Sep-08	ROYAL SCHOOL FOR THE DEAF, DERBY	Hearing Impairment	£46,215.00
01-Apr-11	ROYAL SCHOOL FOR THE DEAF, DERBY	Hearing Impairment	£33,474.00
01-Jan-09	ROYAL SCHOOL FOR THE DEAF, DERBY	Hearing Impairment	£21,622.00
05-Jan-11	ROYAL SCHOOL FOR THE DEAF, DERBY	Hearing Impairment	£21,696.00
05-Jan-09	ROYAL SCHOOL FOR THE DEAF, DERBY		£21,696.00
02-Sep-02	RUSHTON SCHOOL AND CHILDREN'S HOME	Autistic Spectrum Disorder	£64,289.20
04-Nov-13	SHAPWICK SCHOOL		£27,480.00
15-Jun-09	SIBFORD SCHOOL		£60,000.00
06-Sep-10	SIBFORD SCHOOL		£17,419.00
05-Sep-11	SIBFORD SCHOOL		£15,483.00
01-Sep-11	SIBFORD SCHOOL		£15,483.00
27-Jun-08	SKETCHLEY HORIZON		£70,021.00
16-Jan-12	SKETCHLEY HORIZON	Behavioural, Emotional & Social Difficulties	£65,550.00
10-Mar-08	SKETCHLEY HORIZON	Autistic Spectrum Disorder	£68,533.00
09-Jan-12	SKETCHLEY HORIZON	Behavioural, Emotional & Social Difficulties	£66,000.00
27-Jun-08	SKETCHLEY HORIZON	Behavioural, Emotional & Social Difficulties	£70,021.00
29-Aug-13	SKETCHLEY HORIZON	Autistic Spectrum Disorder	£66,500.00
23-Apr-14	ST JOHNS SEAFORD	Speech Language & Communication Needs	£145,606.00
21-Sep-10	SWALCLIFFE PARK	Other difficulty / Disability	£98,000.00
22-Sep-08	SWALCLIFFE PARK	Autistic Spectrum Disorder	£74,643.00
15-Sep-09	SWALCLIFFE PARK	Behavioural, Emotional & Social Difficulties	£88,989.00
27-Jun-12	SWALCLIFFE PARK	Autistic Spectrum Disorder	£75,000.00
02-Nov-10	THE GRANGE THERAPEUTIC SCHOOL		£67,692.00
12-May-11	THE ISLAND PROJECT SCHOOL	Autistic Spectrum Disorder	£47,001.00
21-May-12	THE ISLAND PROJECT SCHOOL	Speech Language & Communication Needs	£42,500.00
03-Jan-13	THE ISLAND PROJECT SCHOOL	Autistic Spectrum Disorder	£42,500.00

**Business Case – Dedicated Schools Grant High Needs Block Action Plan**

<b>Placement start date</b>	<b>Provider/School</b>	<b>Primary Need<sup>8</sup></b>	<b>Annual_Fee</b>
01-Nov-10	THE LINNET INDEPENDENT LEARNING CENTRE	Behavioural, Emotional & Social Difficulties	£72,450.00
19-Nov-12	THE LINNET INDEPENDENT LEARNING CENTRE	Behavioural, Emotional & Social Difficulties	£72,450.00
02-Jul-12	THE LINNET INDEPENDENT LEARNING CENTRE	Behavioural, Emotional & Social Difficulties	£72,450.00
04-Sep-13	THOUGHTS OF OTHERS	Autistic Spectrum Disorder	£114,920.00
01-Sep-11	THOUGHTS OF OTHERS	Speech Language & Communication Needs	£55,100.00
26-Mar-12	THOUGHTS OF OTHERS	Autistic Spectrum Disorder	£55,100.00
04-Sep-13	THOUGHTS OF OTHERS	Autistic Spectrum Disorder	£83,980.00
28-May-12	THOUGHTS OF OTHERS	Behavioural, Emotional & Social Difficulties	£55,100.00
03-Jun-13	THOUGHTS OF OTHERS	Behavioural, Emotional & Social Difficulties	£55,100.00
07-Feb-11	THOUGHTS OF OTHERS		£55,100.00
29-Feb-12	THOUGHTS OF OTHERS	Behavioural, Emotional & Social Difficulties	£55,100.00
02-Jul-12	THOUGHTS OF OTHERS	Behavioural, Emotional & Social Difficulties	£55,100.00
24-Feb-14	THOUGHTS OF OTHERS	Autistic Spectrum Disorder	£83,980.00
05-Nov-12	THOUGHTS OF OTHERS	Behavioural, Emotional & Social Difficulties	£83,980.00
07-Apr-14	THOUGHTS OF OTHERS	Behavioural, Emotional & Social Difficulties	£83,980.00
04-Oct-10	TRELOAR'S	Physical Disability	£102,725.34
31-Mar-14	VALUES ACADEMY	Behavioural, Emotional & Social Difficulties	£24,105.00
12-May-14	VALUES ACADEMY	Behavioural, Emotional & Social Difficulties	£26,307.00
07-Apr-14	VALUES ACADEMY		£24,105.00
31-Mar-14	VALUES ACADEMY	Behavioural, Emotional & Social Difficulties	£26,907.00
10-Feb-14	VALUES ACADEMY	Behavioural, Emotional & Social Difficulties	£26,307.00
10-Feb-14	VALUES ACADEMY	Behavioural, Emotional & Social Difficulties	£25,786.50
10-Feb-14	VALUES ACADEMY		£25,486.50
03-Nov-10	WINGS EAST		£102,930.00
10-Jun-08	WINGS EAST		£102,929.17
22-Oct-13	YOUNG OPTIONS COLLEGE	Behavioural, Emotional & Social Difficulties	£83,429.00

**Total** **£12,702,950.69**  
**Average** **£47,935.66**