

Appendix B: SEND & Inclusion Strategy Delivery Plan: Efficient use of resources

Activity	Measure	Expected change	Rationale	Savings	Benefits realisation	Lead (including capacity/resource)
Promoting Inclusion						
To ensure we are identifying need and promoting inclusion from an early age, by working with our early years settings to achieve best practice	Number of early years settings awarded kitemark (WInCKS)	To increase	The more early settings meet best practice standards the better we will be at identifying support before school	Low Avoiding placements in specialist nurseries; most savings already achieved	Now	IDS 0-5 Manager IDS 0-5 team in place- no additional capacity required
To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs	SEND Provision Matrix reviewed and re-published	To complete	The SEND Provision Matrix provides clear guidance on how needs should be met locally	Medium Better use of school funding to deliver a graduated response and avoiding requests for EHC top-ups	3-5 years	Principal Educational Psychologist & SENDAR Lead Commissioned from EPS – additional resource for web capability required
To encourage schools to participate in the Inclusion Quality Mark (launched April 2019)	Number of schools/groups of schools achieving the award	To increase	To recognise and share best practice across groups of mainstream schools	Medium Reduce demand on specialist provision	3-5 years	Specialist Teaching Service Launched in April 2019
To establish more resourced provisions and/or specialist partnerships in mainstream settings, providing a bridge between mainstream and specialist provision	Number of places at Resourced Provisions or Partnerships	To increase	A broader spectrum of educational provision is required to meet local needs	High An RP place costs approx. £18k, creating space in special schools, which cost up to £27k, who can then accommodate learners going out of County, average of £54k	Each provision takes 2 years to set up and should be full by end of Year 1 (3 years in total)	SEND & Inclusion Commissioner plus time of Strategy & Commissioning Manager – additional capacity would increase number of projects that could be worked on
As part of the Nuneaton Strategy to embed best practice in SEND	SEND & Inclusion practice included in Nuneaton Strategy plan	To deliver	To ensure that in a drive to improve standards, learners with SEND are included	Low Avoid impact of schools referring for specialist placements	Now	Strategy & Commissioning Manager: Education and Early Years Part of Nuneaton Strategy project

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Getting it Right for Learners with High Needs (School Age)						
To expand state-funded specialist provision where possible (including specialist partnerships)	Number and % of learners with EHC plans in mainstream, specialist and independent specialist settings	To increase the number in mainstream and state-funded specialist settings, reducing the number of learners in independent specialist settings	If the local offer is meeting demand, the percentage of learners in mainstream and settings should increase. Whilst the number of state-funded specialist places will increase, the overall proportion of learners in specialist education should decrease, as a result of fewer learners in independent settings	High Special schools places cost up to £27k, who can then accommodate learners going out of County, average of £54k	Business case for Pears shows expected savings from avoiding ISP	SEND Board Development Manager & SEND & Inclusion Commissioner – additional capacity in discussion
To ensure robust management of ISP contracts	Data from contract monitoring and QA visit reports	Compliance with contract monitoring and quality assurance visits	Ensure value for money from placements	Low Previous exercises have delivered savings; improved contract framework; major savings delivered by avoiding ISP placement	Now	Senior Integrated Commissioner: people with Disabilities Limited capacity for QA visits; contract monitoring with People Group

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Improving health and social care for learners with SEND						
To agree a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer of education, health and social care services	Joint commissioning plan published	To complete	Joint working can only take place if the local offer of education, health and social care services meet local needs. A joint plan is needed to address current gaps in provision.	Risk Gaps in provision are currently leading to private reports, often paid for by LA. Better joint commissioning would consolidate in SLA, but could lead to increased costs under Section F.	Now-2 years	Assistant Director Education & Assistant Director People Requires escalation and decision rather than additional capacity
To develop further the joint processes for the delivery of support, particularly for those requiring support at Early Help	Early Help Strategy delivery plan published and monitored	To complete	Better support and joint working through early help should prevent children and their families escalating to crisis support	Medium Better use of early help should avoid requests for EHC top-up funding and CIN plans	1-3 years	Service Manager Initial Response and Early Support With Early Help teams
To deliver improved support for social, emotional and mental health through in-school support and the delivery of commissioned mental health services (eg. Rise)	% of referrals to Rise with a first appointment within 18 weeks	To increase	This is one of a collection of measures for the Rise service	Medium Better use of Rise should avoid requests for EHC top-up funding	1-3 years	Strategy & Commissioning Manager: All Age Targeted Support Within Rise contract

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Preparing for Adulthood						
Maximising the use of local specialist provision at post-16 and differentiating that provision	Number and % of post-16 learners with EHC plans in local and independent specialist settings	To increase the percentage in local settings, reducing the percentage of learners in independent specialist settings	If the local offer is meeting demand, the percentage of learners in local post-16 provision should increase with a reduction of learners in independent specialist settings	Low Low numbers in ISP post 19, but further development of FE college provision will deliver further savings	Partnerships can be set up within a year	Principal Educational Psychologist & SENDAR Lead & Post 16 Senior Plan Coordinator Additional capacity welcomed
To improve transition planning from year 9 onwards for learners with an EHCP	Number of EHC plans amended following the Year 9 review	To increase	The more EHC plans are reviewed in Year 9 and amended, the more likely it is that planning has taken place for life after school.	Medium Better planning from Year 9 allows outcomes to be achieved and plans to be ceased	Now	Principal Educational Psychologist & SENDAR Lead & Post 16 Senior Plan Coordinator Post 16 team in place, no additional capacity required
To work with employers, schools and colleges to increase the offer of supported internships	Number of supported internships offered	To increase	The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs	Medium More learners going into employment results in positive outcome for young person, ceasing of EHC plan and savings to adult social care	Now	SEND Board Development Manager Covered from combination of 3 roles; may require more resource from April 2020 when grant runs out

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SEND Transport						
To improve the quality of specialist transport by undertaking risk assessments for learners with high need and for learners with newly issued EHC plans (as per the Home to School Transport Policy) and ensuring timeliness of decision-making	Number of transport risk assessments taken for learners with EHC plans	To increase	The use of risk assessment will improve the quality of transport for our learners with high needs and ensure the implementation of the local home to school transport policy	Medium Risk assessment leads to more moves from single occupancy taxis to multi-occupancy vehicles. Can also lead to additional costs for equipment. So far has delivered savings.	Now – further risk assessors recruited in Summer 2019 so savings should accrue	Transport Operations Manager Risk assessor team in place – no additional capacity required
Review of existing policy with focus on clarifying eligibility and arrangements for SEND	Consultation and subsequent policy proposals	To publish	Ensure clear and effective policy on direct travel payments, passenger assistants, post 19 transport	Medium Savings could be delivered (but risk of challenge)	Likely to be phased implementation from September 2021	Covered by SEND Board Development Manager – project officer capacity would speed up process
To review delivery of Independent Travel Training	Number of learners successfully trained	To increase	Discussions regionally suggest bringing this in-house could reduce costs whilst improving outputs and PfA outcomes	Medium Possible savings on post 19 travel through ITT	5 years	SEND Board Development Manager Potentially savings from external contract could be recycled to afford

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Workforce development						
To work with school leaders to embed ethical leadership practice	Number of permanent exclusion and learners with Elective Home Education	Reduction of exclusions, EHE and off rolling of SEND learners and increased parental confidence.	More ethical leadership will lead to better equipped to deliver a graduated response to needs	Medium Better use of school funding to deliver a graduated response and avoiding requests for EHC top-ups	3-5 years	Assistant Director Education supported by Educational Entitlement Team
To work with schools to develop a 'whole school' approach to supporting learners with SEND, so that the workforce is suitably trained and confident	Approach to workforce development agreed with schools.	To complete	A more confident workforce will be better equipped to deliver a graduated response to needs	Medium Better use of DSG funding to deliver a graduated response and avoiding requests for EHC top-ups	3-5 years	Strategy & Commissioning Manager: SEND Await outcome of proposals
To work with WCC staff to develop a 'whole school' approach to supporting learners with SEND	Approach to workforce development agreed with schools.	To complete	A more confident workforce will be better equipped to deliver a graduated response to needs	Medium Better use of DSG funding to deliver a graduated response and avoiding requests for EHC top-ups	3-5 years	Strategy & Commissioning Manager: SEND Await outcome of proposals
To propose recommendations to Schools Forum regarding capacity building	Agreed DSG allocation for capacity building	To be agreed	A more confident workforce will be better equipped to deliver a graduated response to needs	Medium Better use of DSG funding to deliver a graduated response and avoiding requests for EHC top-ups	3-5 years	Strategy & Commissioning Manager: SEND Await outcome of proposals

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Making it Happen						
Renewed commissioning and contract management practice model. We will review all through SEND commissioning (including transition to adulthood) with People Services.	New model and reviewed contract management capacity, to ensure that there is a cyclical review of contracts and provision starting with the highest cost placements.	To complete	A well proven approach in similar projects across the country.	Medium Contract management model Medium Renewal and streamlining of commissioning model across education, social care and health.	Now 1-3 years	Await outcome of proposals.
Communications & engagement: We are refreshing our approaches to communications and engagement with Children and Young People and Parents and Carers. in relation to a substantial change programme ahead. <i>(Specific recommendation: That all Warwickshire schools publish annually on their website how they have spent their SEN Notional Funding, in the same way as they are required to account for pupil premium).</i>	New formats for communications and engagement with Children and Young People and Parents in relation to a substantial change programme ahead.	To complete/ embed	More understanding and less risk in the change programme through early engagement and coproduction with stakeholders. Less anxiety and concern for stakeholders themselves through early knowledge and support through change processes.	Risk mitigation and model improvement	1-3 years	No additional capacity anticipated. Change of approach from a range of people including senior officers on social media and open fora etc.