

School and Early Years Finance (England) Regulations Local Authority Dedicated Schools Grant Deficit Recovery Plan

Please complete this recovery plan template outlining how you will bring your DSG deficit back into balance within a 3 year time frame. Please complete all relevant fields and return the completed recovery plan to <u>financial.management@education.gov.uk</u>

You may wish to include brief supporting attachments with your request such as forum minutes (if links not available) - these can be added towards the bottom of this page. Spreadsheet calculations should be included on the **Financial Summary** tab.

| Local Authority | Warwickshire |
|---|--------------|
| Local Authority number | 937 |
| Does schools forum agree with this recovery plan and when was it presented to them? | Yes |
| If yes, please provide link(s) to the minutes and action plans from the schools forum agreement | |

| What | plans have | you put in | place to reduce | the deficit in in | ncrements over | the next 3 years? |
|------|------------|------------|-----------------|-------------------|----------------|-------------------|
|------|------------|------------|-----------------|-------------------|----------------|-------------------|

The Council is taking forward a SEND & Inclusion Change Programme including cultural change/behaviour change, the DSG Recovery Plan, a DSG sustainability plan and delivery of statutory duties. The Council is investing funding into the change programme. The programme will work in partnership with the Schools Forum, Parent/carers and all schools aimed at introducing greater value for money in the area of SEND spending. This partnership approach follows a High Needs Task and Finish Group with local Headteachers, SEND Coordinators and other Schools Forum members looking at our current use of resources and what interventions could be made to work within allocated budgets. In addition, we commissioned a review of our system by an organisation with a behaviourial science approach, to identify the cultural changes needed to improve our local SEND system. Together, the recommendations from these strands of work form a local SEND Change Programme. The programme. The programme.

As a system we are facing increased numbers of EHC plans, increased requests for specialist provision, increased numbers of tribunals (often by-passing mediation), increased use of alternative provision, and significant population growth.

A key challenge for us locally is joint leadership across the system. We recognise that we require whole system change, covering: cultural change across all schools and fair and manageable DSG Block Transfers, ensuring mainstream schools are adequately resourced, development of new local provison, matching special school and resource base provison to future need, reviews of the use of alternative provision, and workforce development across the system. All these changes will create positive impact on the deficit but are long term developments that will take much longer than 3 years to build up to maximum impact.

Word count: 287

Can you specify how continuous improvement has reduced the deficit/ is going to reduce the deficit? This could include sharing best practice, new contracts, efficiency savings

In 2015, the Council launched the Vulnerable Learners Strategy. This was driven by forecasting that predicted a £13.7m overspend on the High Needs Block by 2019. It was recognised that there was an over-relaince on independent specialist provision that was driving up costs and as a result the Council expanded existing state-funded specialist provision, opened two new special schools (with a further one closed, redesignated and re-opened), established SEND resourced provision, and worked with local post 16 providers to increase in-County 16-25 provision. As a result the overspend was limited to £3.1m (which was met from Council reserves).

In 2017/18, the Schools Forum agreed a £2.5m savings plan. This focussed on local authority services and provision for children at risk of exclusion/excluded; top-ups to EHC plans were out of scope. Non-statutory provision was de-commisisoned.

In 2019, a new SEND & Inclusion Strategy was launched. Whilst the number of placements in independent specialist provision reduced during 2015-2019, so too did the number of learners with EHC plans in mainstream settings. We have seen a significant increase in the number of learners attending state-funded specilaist provision. Looking to the future, 68,000 homes are expected to be built over the next 10 years, with an expected increase of around 34,000 school age learners.

Our challenge is to 'promote inclusion' in our mainstream settings, giving schools the skills and resources to meet the needs of learners in their local schools, and building the confidence of parents and carers. In addition to this, the Council is also seeking establish further resourced provision and specialist provision in oine with population growth and the changing needs of the cohort.

Word count: 271

Please provide details of any previous movements between blocks, what current cost pressures those movements covered, and why those transfers have not been adequate to counter the new cost pressures

In 2017/18 the Schools Forum voted against moving funds from the Schools Block to the High Needs Block. In 2019/20 the Schools Forum again voted against moving funds to the High Needs Block, a decision upheld by the Secretary of State.

In consultation with schools, many headteachers saw the proposed transfer as not addressing the issue. Rather, transfers from Schools Block to High Needs Block puts more pressure on schools abilities to support pupils with less complex SEND needs, which causes needs to escalate and create further High Needs Block pressures. This situation is further exacerbated by Warwickshire schools being in the F40 group of lowest funded local authorities in the country.

Word count: 112

Please provide details of contributions coming from the health and social care budgets towards the cost of high needs provision
Decisions on residential placements are made jointly with social care, with costs shared appropriately.
NHS CCG contributions to local community services (eg. speech and language therapy) are significant.
Challenges in joint commissioning centre around areas of growing need, where all agencies have budgets already allocated (eg. costs of specialist equipment, growing numbers of children and young people with mental health needs).

Word count: 61

Please explain how the LA has discharged its duties under section 149 of the Equality Act 2010, C&F 2014 and common law to consult with those affected by the changes proposed.

The SEND & Inclusion Strategy was subject to an Equalities Impact Assessment. All major projects are also subject to an Equalities Impact Assessment. Similarly all decisions taken regarding individual cases are taken with due consideration of legislative requirements including the Equality Act 2019 and the Children and Families Act 2014.

Word count: 50

| Please include overspend. | a summary of the savings/and or measure you propose to implement over the next three years which will reduce the |
|------------------------------|--|
| <u>S1</u> | Continued increase in Resourced Provision capacity and utilisation Placements currently in special schools could be catered for in Resourced Provision, creating capacity in special schools and reducing the need for higher costs independent specialist placements |
| <u>S2</u> | Increase in special school capacity at the Pears site The 80 place provision for ASD/SEMH needs will reduce need for higher costs independent specialist placements |
| <u>S3</u> | Increase the timeliness of EHC plans issued in early years (ages 0-4) By ensuring package of support are in place earlier, the demand for special school (more costly) places in Reception Year and Year 1 should be reduced. |
| <u>S4</u> | Align growth in EHC plans with statistical neighbours and population increase (eg. Review current SEND Guidance and clarify thresholds for panel decision-making) Assumed reduction in requests for assessment and slow-down in the increase of EHC plans issued |
| <u>S5</u> | Contracts with Independent Specialist Provision to ensure financial discipline The framework contract limits 1% inflation to stated prices and ensure robust contract management |
| <u>S6</u> | Reduce the use of alternative provision Placements in alternative provision have increased and now match (or sometimes exceed) special school costs. Packages of support in mainstream settings would be a less costly alternative and will ensure children remain in mainstream settings. |
| <u>87</u> | Increase funding to mainstream settings for children with EHC plans Through proposed trials with school consortia from the Impower review, more children should be supported to stay in mainstream settings, reducing costs from specialist placements. |
| <u>88</u> | Supported internships By increasing the number supported internships and ensuring they find employment we can achieve positive outcomes for the young person, the end of an EHC plan and savings for adult social care. |
| <u>89</u> | Service reviews (LA services funded by DSG) The remaining services delivered or commissioned by the LA from DSG to be reviewed to ensure value for money |
| <u>S10</u> | Review the special school funding matrix Review current funding allocations to different types of specialist provision, within the same funding envelope. Cost neutral. |

| <u>s</u> | <u></u> | Joint commissioning Ensuring that we work with our partners so that the system delivers value for money |
|----------|---------|--|
| | | |

Please discuss the local circumstances that have contributed to your deficit. Please provide a brief summary of the pressures in the box

A) mainstream schools; B) state-funded special schools,

C) further education and sixth form colleges, D) independent specialist provision; E) alternative provision

| <u>P1</u> | Increase in number of EHC plans, particualrly at aged 16-25 (school age has risen by 0.1%); coupled with population growth, with a further 68,000 homes to be built in the County over the next 10 years |
|-----------|--|
| <u>P2</u> | Disproportionate increases in placemetns in state-funded specilaist provision. |
| <u>P3</u> | Higher than average placements in independent specilaist provision at school age (although this has been reducing). |
| P4 | Increased use of alternative provision as part of a package for children with SEND. |

Please provide any further detail here if required, including any attachments that support your recovery plan and any disapplication reference number.

| Contact Name | Duane Chappell |
|---------------|--|
| Job Title | SEND & Inclusion: Strategy & Commissioning Manager |
| Email address | duanechappell@warwickshire.gov.uk |
| Date | |

DSG Deficit Recovery Plan

| Ref. Block Type of e.g. special schools Action e.g. increasing special school places 2019-20 2020-21 2021-22 2022-23 DSG Balance bf c | | | | | | Year 1 | Year 2 | Year 3 | |
|--|--------|----------------|------------------------------|---------------------------------------|---------|------------|-------------|-------------|--|
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| Total DSG forecast overspend Image: Constraint of the system | | | | | | | | | |
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| *2019/20 deficit is after the WCC contribution of £2.103m agreed in Januar | | | | | DEFICIT | DEFICIT | DEFICIT | DEFICIT | |

*2019/20 deficit is after the WCC contribution of £2.103m agreed in January 2019 prior to changes in terms & conditions

| Year 4 | Year 5 |
|--------------------------|--------------------------|
| 2023-24 | 2024-25 |
| | |
| £ | £ |
| 30,895,424 | 42,275,380 |
| (771,219) | (757,333) |
| | |
| (3,600,036) | (3,849,563) |
| (249,359) | (555,257) |
| (1,163,528) | (1,804,694) |
| (107,277) | (129,238) |
| (704,574) | (705,032) |
| 0 | 0 |
| (922,680) | (1,052,878) |
| | |
| (7,518,673) | (8,853,994) |
| | |
| 5,385,936 | 5,850,978 |
| 7,099,277 | 8,110,289 |
| 8,473,712 | 9,885,036 |
| 20,958,925 | 23,846,303 |
| 13,440,251 | 14,992,309 |
| 13,440,251 | 14,992,309 |
| (2,060,295) | (2,016,445) |
| 0 | 0 |
| 0 | 12 075 962 |
| 11,379,957 42,275,380 | 12,975,863 55,251,244 |
| DEFICIT | DEFICIT |

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| User entry |
| required |

Education, Health and Care Plans

| | Number of CYP with Statements/ EHCPs | Total HNB | Outturn | Variance | Cumulative |
|------|---|-------------|-------------|------------|-------------|
| 2016 | 2963 | | | | |
| 2017 | 3260 | £41,787,000 | £42,651,000 | £864,000 | £864,000 |
| 2018 | 3509 | £42,984,000 | £45,087,000 | £2,103,000 | £2,967,000 |
| 2019 | 3848 | £50,322,000 | £52,778,000 | £2,456,000 | £5,423,000 |
| 2020 | 4299 | £50,556,000 | £57,899,000 | £7,343,000 | £12,766,000 |
| 2021 | | | | | |

| | 2016 | % against total | 2017 | % against total | 2018 | % against total | 2019 | % against total | 2020 | % against total | 2021 |
|-------------|------|-----------------|------|-----------------|------|-----------------|------|-----------------|------|-----------------|------|
| Under Age 5 | 63 | 2% | 61 | 2% | 194 | 6% | 117 | 3% | 138 | 3% | |
| Aged 5-10 | 1045 | 35% | 1042 | 32% | 1151 | 33% | 1094 | 28% | 1196 | 28% | |
| Aged 11-15 | 1327 | 45% | 1259 | 39% | 1342 | 38% | 1353 | 35% | 1432 | 33% | |
| Aged 16-19 | 499 | 17% | 796 | 24% | 730 | 21% | 1079 | 28% | 1111 | 26% | |
| Aged 20-25 | 29 | 1% | 102 | 3% | 92 | 3% | 205 | 5% | 422 | 10% | |
| Total | 2963 | 100% | 3260 | 100% | 3509 | 100% | 3848 | 100% | 4299 | 100% | 0 |