



Shropshire Council
Legal and Democratic Services
Shirehall
Abbey Foregate
Shrewsbury
SY2 6ND

Date: 17 June 2024

**Committee:
Schools Forum**

Date: Thursday, 20 June 2024
Time: 8.30 am
Venue: MS Teams

You are requested to attend the above meeting.
The Agenda is attached

Tim Collard
Assistant Director - Legal and Governance

Members of Schools Forum

Mark Rogers
Marilyn Hunt
Stephen Matthews
Reuben Thorley
Sandra Holloway
Alison Ashley
Georgia Moss
Mark Cooper
Bill Dowell
Carla Whelan
Sue Lovecy
Sarah North

Sarah Finch
Lisa Henshall
Rachel Williams
Sarah Godden
James Pearson
James Staniforth
John Hitchings
Shelly Hurdley
Sian Lines
Charles Thomas
Andrew Smith

Your Committee Officer is:

Jo Jones DSG Funding Co-Ordinator, Learning and Skills – People Directorate
Tel: 01743 254343
Email: Jo.Jones@shropshire.gov.uk

AGENDA

1 Apologies

2 Minutes and Matters Arising - 14 March 2024 (David Shaw) (Pages 1 - 8)

Paper A attached.

3 Dedicated Schools Grant Monitoring 2023/24 (Stephen Waters)

Paper B attached.

4 SEND Sufficiency update (Karen Levell & Andy Nicholls)

Verbal update.

5 Special School Top Up Bandings 23/24 and 24/25, including an overview of all current High Needs Banding levels (Karen Levell & Stephen Waters)

Presentation.

6 Update on the development of the new SEND Hubs (Andy Nicholls) (Pages 9 - 18)

Paper C attached.

7 SEND and AP Strategy and Outcomes Framework (David Shaw) (Pages 19 - 78)

Papers D, E and F attached.

8 Schools Forum Work Programme & Membership (David Shaw) (Pages 79 - 80)

Paper G attached.

9 Future meeting dates

Thursday 12 September 2024	8.30 – 10.30	Microsoft (MS) Teams
Thursday 7 November 2024	8.30 – 10.30	Microsoft (MS) Teams
Thursday 5 December 2024	8.30 – 10.30	Microsoft (MS) Teams

Thursday 9 January 2025 (Provisional)	8.30 – 10.30	Microsoft (MS) Teams
Thursday 23 January 2025	8.30 – 10.30	Microsoft (MS) Teams
Thursday 20 March 2025	8.30 – 10.30	Microsoft (MS) Teams
Thursday 19 June 2025	8.30 – 10.30	Microsoft (MS) Teams

10 **Presentation** (Pages 81 - 116)

Presentation attached.

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Date: 20 June 2024

Time: 8:30 a.m.

Venue: Via MS Teams

A

Public

MINUTES OF SCHOOLS FORUM HELD ON 14TH MARCH 2024 – HELD VIA MS TEAMS**Present****School Forum Members**

Bill Dowell (Chair)
John Hitchings – (Vice Chair)
Shelley Hurdley- Early Years
Mark Rogers – Primary Headteacher
Sian Lines – Diocese of Hereford
Andrew Smith – Independent Post 16
Sandra Holloway – Primary governor
Carla Whelan – Executive headteacher
Sarah Finch – Marches Academy Trust
Sarah Godden - TrustEd
Alison Ashley- Special School Representative
James Pearson - TMBSS
Reuben Thorley – Secondary headteacher
Marilyn Hunt – Primary Headteacher
Sue Lovecy - Headteacher
John Boken – NEU
Rachel Williams – Primary Headteacher

Members

Kirstie Hurst-Knight

Officers

David Shaw
Andy Nicholls
Stephen Waters
Jo Jones
Neville Ward
Helen Owen

Observers

Roger Evans
Nick Bardsley

The chair welcomed all to the meeting.

1. Apologies

Apologies had been received from James Staniforth, Stephen Matthews, Gwilym Butler, and Sarah North. Sarah Godden advised that she would be leaving at 9.45 am.

2. Minutes and Matters Arising

The minutes were accepted as a true record.

3. New Childcare Offers

Neville Presented his paper.

- **A summary of**

- Wraparound childcare grant funding.
- New entitlement and wraparound capital grant funding.
- Increases to free EY entitlement funding.



- Delivery support Grant.

4. **Dedicated Schools Grant Monitoring 2023-24**

Stephen Waters presented his paper.

- The 2023-24 forecast outturn position for the DSG is a £3.929m in-year deficit.
- This deficit needs to be added to the £2.181m DSG surplus carried forward from 2023-24 resulting in a forecast cumulative DSG deficit of £1.748m

Early Years Block

- The forecast outturn position for the Early Years Block is showing a £0.270m overspend against a provisional budget of £17.868m.
- Forecast pressure of £0.332m on the SEND Support against a budget set of £0.600m
- This position on the Early Years budget is provisional and could change once the final 2023-24 Early Years DSG allocation is published in July 2024

High Needs Block

- The forecast outturn position for the High Needs Block is an in-year deficit of £3.232m against a centrally controlled High Needs Budget of £29.100m. This budget excludes the place funding element of the High Needs Block totalling £9.412m.

Independent Special schools

- Increase in demand shown by increase in numbers.
- Increase in average termly cost per placement.
- Increase in value of, and number of contributions to complex, Joint funded placements with social care and the Shropshire Clinical Commissioning Group (CCG)

Top Up Funding to Special Schools

- A Forecast overspend £0.99m relates to top-up funding paid to Shropshire's special schools.
- The Forecast expenditure of £5.037m on top-up funding to Shropshire special schools is higher than previously forecast.

Top Up Funding to Mainstream Schools

- A Forecast overspend £0.226m relates to top-up funding paid to mainstream schools where forecast expenditure totals £5.926m in 2023-24. These



figures include the Graduation Support Pathway payments as well as top-up funding.

○

SEN Support Services

- There is a forecast overspend of £0.665m against this budget totalling £1.898m in 2023-24. The majority of the overspend relates to one-off staffing overspends, but there is also a pressure identified of £0.067m on the Speech & Language Therapy team in relation to use of external therapists reflecting increase in demand.

David Shaw provided context to the paper.

- On a chart identifying the percentage of pupils with special educational needs (SEN) in mainstream schools Shropshire is ranked 138th out of 150 LAs in 2022/23.

DBV in SEND: Insights by Charles Sladdin

The thematic opportunities for improvement include:

- Ensuring a greater proportion of children with SEND receive appropriate special educational support for their needs in their mainstream schools through ordinarily available provision.
- Ensuring that children are placed appropriately in local schools and receive high quality, effective provision.
- Ensuring that EHC plans deliver effective outcomes, and that an increasing number of post-16 young people with SEND are able to continue into further education, employment or training through ordinarily available provision.

Sarah Finch asked for the slides to be sent out to members so that Schools forum members could view them and whether this information could be put alongside the information from the last meeting to see the effect on Shropshire Schools and that lobbying needed to be done in order to get our voices heard.

David Shaw replied that he will bring together the information and see if the F-40 group have new modelling that will give a comparative view.

Sarah Godden made the point that School budgets are under pressure and so there can't be an assumption that SEN provision can be offset by schools doing more.

David Shaw said he would take action for the June meeting to have the forecasting work and also the overall picture with regards to High Needs from school budgets and also the relative national position.

JJ

DS

DS



5.

Reuben Thorley reiterated that it was unrealistic to expect mainstream schools to deliver special educational support without effective funding.

Mark Rogers added that he was already having to cut teaching assistance and asked whether it would be possible to have benchmark F-40 schools added to the graph next time.

John Boken brought in the union perspective and asked that people ask their unions to push on funding issues and brought up the idea that there may be a new incoming government soon that will be bringing new ideas.

The chair commented on the large amount of lobbying that Schools Forum has done and continues to do.

Carla asked if ESFA were aware of the requirements.

David Shaw replied that they are aware.

Alison Ashley commented that she was going to give a presentation at the Teaching School Council and if anybody would like to contact her with anything that she could bring up to do so.

The chair said that there is a lot of work to be done through F-40, that local MPs need to be briefed and more information is needed to support the lobbying.

SEND Sufficiency update.

Andy Nicholls presented the paper.

SEND and AP the vision:

“Shropshire Children and young people with SEND to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life. We want them to have, and to expect the same opportunities in life as other children and young people. We want them to thrive and live their best life.

To develop sufficient local, high quality and inclusive provision across the system.

- **Actions taken so far.**
 - Mapping.
 - Met with DFE.
 - Visited existing hubs.
 - Expressions of interests.
 - Shared with SEND Sufficiency Group.
- **Next Steps**
 - Identify new need (type and location).
 - Create scoring system for hub Expressions of Interests.
 - Visit hubs/arrange presentations.
 - Map hubs to location/need.

**Schools
Forum
Members**



- Meet with DFE.
- Commission works as necessary.

Marilyn Hunt asked if the Mapping exercise will be shared with Forum.

Andy replied that it would once he had worked out a way of dealing with the sensitive nature of the document.

John Boken asked how the Hubs would be funded and what criteria needed to be met to set up a hub.

Andy replied that initially it would capital funding and then the hubs have ongoing funding through the High Needs Block and that at the moment it was just expressions of interest that are being sought and then a scoring system will be put in place.

SEND Sufficiency and Funding Reference Group (SSFRG)

- Executive leaders across maintained schools/Federations, MATs and SATs, including specialist providers.
- Existing links – members of SEND and AP Partnership Board, SEND Hub providers, special school providers, etc...
- Expertise and knowledge – evidence-based approach combined with local knowledge across multiple systems (health and social care will also be involved)
- Shown interest and commitment in promoting inclusive practice.

SSFRG intended outcomes:

6.

- Identify the opportunities to build capacity and confidence of the mainstream workforce, along with parents and CYP, to enable a greater proportion of CYP's needs to be successfully met in mainstream schools through ordinarily available provision (SOAP)
- To develop a continuum of SEND (and AP) provision from mainstream to the most complex special.
- To develop a sufficiency plan to enable CYP to access the right provision, at the right time, and as local to them as possible so that CYP can be appropriately placed in local, high quality and effective state funded provision.
- To develop a sustainable funding model (mainstream to special) that successfully enables the continuum of provision to operate across Shropshire and removes the need for almost all INMSS provision.

Schools Forum Work Programme & Membership

Jo Jones presented the paper.



7.

20 June 2024	<ul style="list-style-type: none"> • 3 Year High Needs Forecast and Draft DSG recovery Plan. • Updated Dedicated Schools Grant 2024-25. • Growth Fund Allocations 2023-24 and 2024-24 • Early Years Block Allocations 2023-24 and 2024-25 • Final Dedicated Schools Grant Monitoring 2023-24
12 September 2024	<ul style="list-style-type: none"> • Final Dedicated Schools Grant Update 2023-24 • Updated Dedicated Schools Grant 2024-25 • Schools Revenue Funding Update 2025-26 • Dedicated Schools Grant Monitoring 2024-25
7 November 2024	<ul style="list-style-type: none"> • Central Retention of Dedicated Schools Grant from April 2025 • Dedicated Schools Grant Monitoring 2024-25
5 December 2024	<ul style="list-style-type: none"> • School Funding arrangements 2025-26 • Consultation on the Central retention of Dedicated Schools Grant from April 2025 • Central Schools Services Block 2024-25
9 January 2025 (provisional)	<ul style="list-style-type: none"> • Extraordinary meeting if needed to make decisions on APT submission
23 January 2025	<ul style="list-style-type: none"> • School Revenue Funding Settlement 2025-26 • Shropshire Schools Forum Constitution
20 March 2025	<ul style="list-style-type: none"> • Dedicated Schools Grant Monitoring 2024-25 • High Needs Block 3 Year forecasting

Jo Jones shared the list of members of Schools Forum Members and commented on the improved amount of people that have now joined.

John Boken mentioned someone who would like to join Schools Forum and Jo said that she would look into it and get back to them.

Communications

8.

Bill Dowell shared the news that this will be Jo Jones' last School Forum Meeting and thanked her for all the work she has done.

Kirstie Hurst-Knight said that she is arranging a meeting with Leslie Picton and Shropshire MPs and will need to clarify some figures with David Shaw.

Schools Forum Members were invited to contact Kirstie with anything they would like to raise.

**Schools
Forum
Members**



Bill Dowell reiterated the idea of the AP vision, that the Schools Forum is a place to be champions of our children and to Lobby on their behalf.

Future Meeting Dates

20th June 2024
12th September
7th November
5th December

Meeting was closed at 9.48 am



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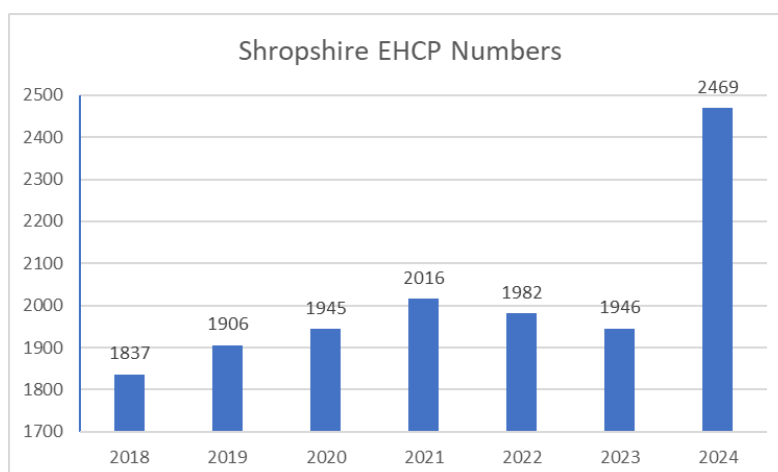
Shropshire Council SEND Capital Funding

In 2022, the Council approved The Shropshire Plan which sets out its vision and key priorities for the coming years – this is based around the four ‘Healthies’.

To ensure that these healthies are addressed, one key priority is the development of Special Educational Needs provision across Shropshire. Over the last 2 financial years Shropshire has been awarded circa £3.95m to address this vital area of need:

Year	Amount (£)
2023/24	2 805 949
2024/25	1 141 006
Total	3 946 945

Across the country there is a recognised need to increase the number of special school places to meet current demand – Shropshire is no different. The national average of Children and Young People (CYP) with an Education, Health and Care Plan (EHCP) is 4.3 %. In Shropshire there are currently 2469 Children and Young People with an Education and Health Care Plan (see below) this equates to around 7% of the CYP population. There are currently 3 Special schools in Shropshire who offer 550 places and 10 hubs that cater for 108 CYP.



As above, the growth of CYP who require additional support has grown at an unprecedented rate with latest figures showing that we currently have 2469 CYP with an EHCP – this is an increase of 26.9% in the last year, compared to a national increase of 9.5% in 2023.

Broken down into 'phases' this increase can be seen below:

Phase	Number 2023	Number 2024	% increase
Early Years	43	74	83.7
Primary	628	917	46
Secondary	699	845	20.9
Post 16	576	633	9.9
Total	1946	2469	26.9

The % of CYP who are supported through SEND support in mainstream schools varies depending upon settings, the range of support is as follows:

Primary 2.7% - 38.7%

Secondary 4.6% - 18.5%

This gives a school age average of 14.7% compared to a national average of 13.5%

There are a number of pathways that are followed in order to support Shropshire's CYP who have been identified as needing some additional support. The support starts in school through reasonable adjustments to support the CYP's needs at the earliest stage. Then, where necessary, increasing support through SEND support and finally when all strategies have been tried over a reasonable period of time an EHC Needs Assessment may be requested where the CYP may have longer term and significant SEND needs. In order to support schools in this process, Shropshire's Ordinarily Available Provision (SOAP) has been developed to identify what support should be available through high quality teaching and SEND support before an EHCP is considered. Where this fits within the continuum of support can be seen below:



Shropshire Ordinarily Available Provision (SOAP)					Alternative Provision (Tiers 2 and 3)							
		Targeted Response	Additional Support/ Nurture Principles	Professional Involvement								
Provision	Mainstream School High quality teaching, engaging curriculum and positive behaviour management	Mainstream with appropriate modifications / reasonable adjustments	In school Nurture Provision	Use of LA / external agencies to assess need	In School AP	External AP	IAF/FAP to oversee offers of Tier 2 and 3 placements at TMBSS / Cornerstone	TMBSS intervention placement	EHCP	Mainstream Schools		
			External Nurture / Therapeutic providers		Could be curriculum pathways, engagement support, more intensive nurture/therapeutic support, central MAT support, etc...	Placements used to secure full time education through a combination of school & external AP 4 days school / 1 day AP	Greater level of expertise to support CYP. In school/external AP has been unsuccessful in improving outcomes.	Mainstream Hubs				
			Graduated response – SEN Support									
			Cornerstone Outreach (YES Trust) – Specialist Support and Advice to Mainstream Schools – Tier 1									
			Development of the AP Task Force – multi agency specialist support/advice for mainstream schools – Tier 1									

Despite appropriate support in mainstream provision, including where an EHCP has been issued, it will be appropriate to place a proportion of CYP into specialist provision. Council officers are currently undergoing an evaluation of need to ensure that capital funding is allocated to ensure that CYP and families needs are met at the Right Time and in the Right Place.

So that need can be met locally, it has been recognised that there needs to be an expansion of specialist provision across the county – this will be achieved through the expansion of the Hub Resource Base offer – these are bases attached to mainstream schools. Currently across the county there are 10 Hubs that cater for 108 CYP as well as 3 special schools that cater for 550 CYP.

Nationally the percentage of all pupils with an EHC plan who are in mainstream schools (state-funded primary and secondary) increased to around 53% in 2023. The percentage of Shropshire CYP who have an EHCP and attend mainstream provision is around 49%, which is below the national figure.

In addition to expanding our Hub provision there is a need to work closely with schools through SOAP to ensure that schools are able to support more CYP with increasing complexity of SEND in mainstream settings – thus, overtime, enabling greater transition from Hub to mainstream, special school into Hubs, independent specialist provision into state funded specialist provision.

In order to have the greatest impact on as many CYP and their families as possible various costs have been factored in, the main educational pathways that we offer in Shropshire are mainstream, mainstream with a Hub, special school and independent special school. The current total average cost per CYP of the three specialist provision offers is as follows:



Hub: £17k

Special School: £21K

Independent Special: £53k

This can be further broken down as follows:

Mainstream	Hub	Keystone	Severndale		Woodlands	
Level 1 £1000	£17 000	£22 585	Band A	£11 000	Pathway 1	£22 585
Level 2 £2000			Band B	£14 314	Pathway 2	£29 500
Level 3 £3000			Band C	£21 696	Pathway 3	£36 000
Level 4 £4000			Band D	£28 628		
Level 5 £5000						
Level 6 £6000						
Level 7 £7000						
Level 8 £8000						
Level 9 £9000						
Level 10 £10000						
Level 11 £11000						
Level 12 £12000						
Level 13 £13000						
Level 14 £14000						
Level 15 £15000						

The actual rate funded is dependent upon the needs of the CYP.

As an example, the table below shows the difference in costs over the educational lifetime of a child starting in reception 2024. Please note that if all special school places are filled in Shropshire we are left with consulting with the costly alternative of independent special schools, when specialist provision is necessary to meet the needs of the CYP. Parental preference and confidence in the state-funded special school sector is also a key factor with parents increasingly requesting independent placements.

Different costs to support a child starting reception September 2024:

Setting	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Diff
Mainstream (L15)	15	30	45	60	75	90	105	120	135	150	165	170	-
Hub (£k)	17	34	51	68	85	102	119	136	153	170	187	204	-
Independent (£k)	53	106	159	212	265	318	371	424	477	530	583	636	432
Special (£k)	21	42	63	84	105	126	147	168	189	210	231	252	48



Orange=tipping point to life cost in a Hub compared to other provision.

The funding costs of placing a child in a Hub to the Dedicated Schools Grant (DSG High Needs Block) that has an intake of 12 children has been modelled below – the cost reduction compared to independent and state-funded specialist provision over the short, medium and long term have been highlighted.

A review will take place of the current funding model for Hubs and mainstream schools, in line with the SEND and AP Change Programme Bands and Tariffs review, in order to further promote and enable these provisions to support more CYP with increasingly complex SEND needs.

12 Students

Year	Hub (cumulative)	Independent (cumulative)	Difference* (cumulative)	Special School (cumulative)	Difference* (cumulative)
1	£204k	£636k	£432k	£252k	£48k
3	£712k	£1.908m	£1.296m	£756k	£144k
5	£1.02m	£3.18m	£2.16m	£1.26m	£240k
10	£2.04m	£6.36m	£4.32m	£2.52m	£480k

***Difference = cost reduction compared to hub**

Developing new Hub Provisions

Expressions of interest have been sought from all educational settings across the county in order to ensure that the funding allocated can be used in such a way as to meet as much need as possible.

In total we received an encouraging 27 expressions of interest. These have been evaluated and split into 2 categories (refurbishment and build), phase 1 will focus upon settings that could be operational relatively quickly (from Autumn term 2024).

Phase 2 will focus on settings that will require infrastructure works – this will take longer – but envisage commencing the exploration of these projects during the Summer term 2024 so that clear timelines can be identified for each project.

All settings will go through a period of due diligence that will involve the LA as well as the DfE, due to DfE approval being required for academies through the Significant Change Process. The due diligence will include aspects such as (but not limited to) looking at the school's capacity and expertise in SEND, vision and ethos for establishing a Hub and the wider support that can be drawn upon from within the Trust, Federation or School.

It is envisaged that between 30 – 50 new places will be created in Phase 1 with an ambition to create around 120 places by the end of the 2 phases.



This work will be overseen by a newly created SEND Sufficiency Group – this group consist of Executive SEND leads from Shropshire maintained and academy schools as well as LA officers, it is co-chaired by Shropshire school leads. Oversight of this group belongs to the Shropshire Education Place Planning Board, previously known as the School Placed Planning Board, but has been rebranded to cover all stages of Education (Early Years, Primary, Secondary, Post 16, SEND and AP).

To progress the projects in a timely manner the capital sign off levels within the Council scheme of delegation will be followed. All funding is expected to be drawn from the High Needs Capital grant allocated to Shropshire.

Developing Local Provision and Promoting Independence

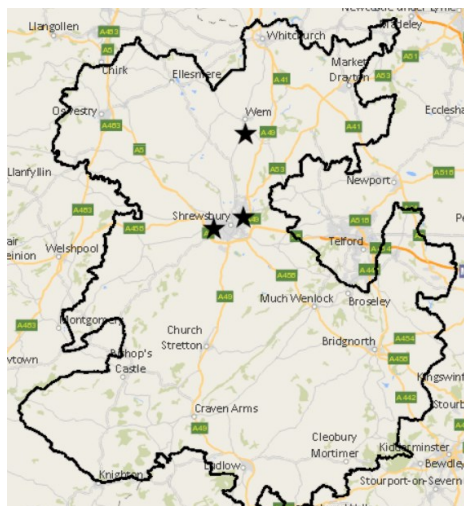
There is a recognition that in order to have the greatest positive impact on outcomes for CYP and families, the development of provision should be kept as local as possible to a CYP's community – this will also then create the ability to promote independence, in line with the Shropshire plan, whilst also reducing transport costs.

The current average cost to the LA is £7 033 PA to transport CYP to their specialist provision. We have one CYP that has to travel 52 miles from Tenbury Wells each day to their placement school – that is the approximate equivalent of having to travel to Birmingham Airport each day from Shirehall (and return).

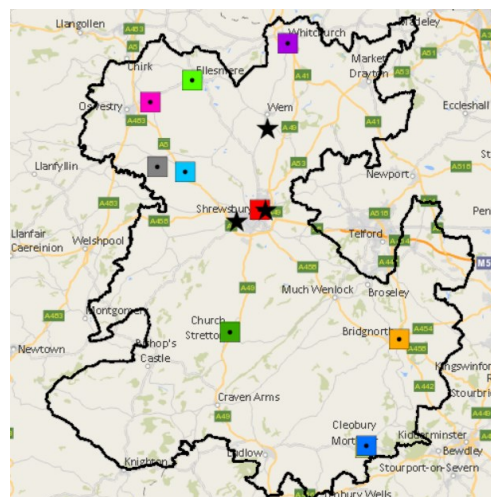
The maps outlined below show the location of current provision in Shropshire – special schools are identified with a star, Hubs as squares. The third map shows the locations of schools that have expressed an interest in developing a Hub as well as current provision.



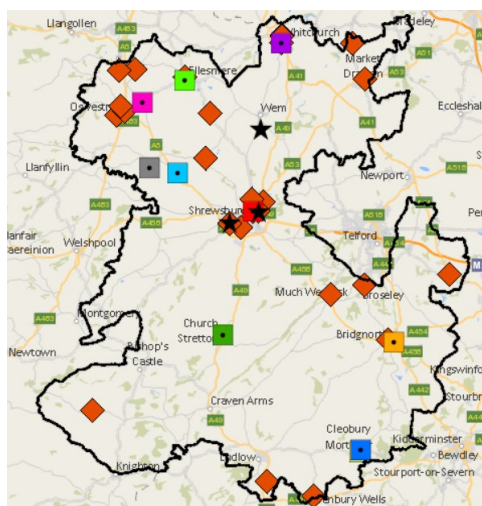
Special Schools



Special schools AND current Hubs



Possible future provision

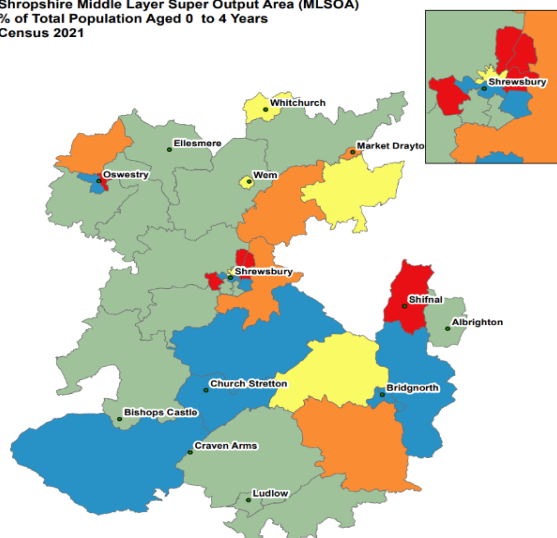


The maps below show the current population density for all children in Shropshire aged 0 – 17. The current round of expression of interest has resulted in interest being expressed from schools in the areas of highest areas of population density. This data will be revisited on an annual basis to ensure that provision is located in areas of need, this may then, where necessary, lead to new rounds of expression of interest to ensure provision is kept as local as possible, whilst being mindful of not creating overcapacity.



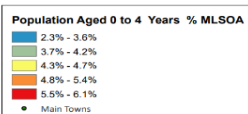
Population Density 0 – 4 Years old

Shropshire Middle Layer Super Output Area (MLSOA)
% of Total Population Aged 0 to 4 Years
Census 2021



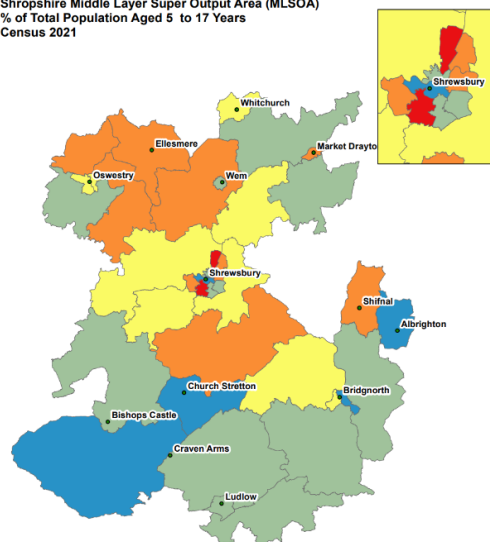
Business Improvement: Data Analysis and Intelligence
Team, Research and Performance
Resource Directorate

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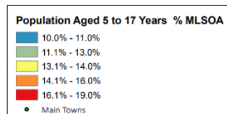
Population Density 5 – 17 Years old

Shropshire Middle Layer Super Output Area (MLSOA)
% of Total Population Aged 5 to 17 Years
Census 2021



Business Improvement: Data Analysis and Intelligence
Team, Research and Performance
Resource Directorate

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Where are we now?

June 2024

The commissioning of new hubs for the Autumn term has started, there are currently 5 projects in the pipeline. These will be based at the following schools:

- Bowbrook
- Bridgnorth St Marys
- Ellesmere
- Morda
- Whitchurch Infants

The table below gives a more detailed overview including envisaged cost reductions that will be made to the Higher Needs budget, on top of these reductions there will also be a reduction to the transport budget – currently each child who attends a specialist setting costs the LA an average of £7033 per annum – by reducing the distance and time a child spends travelling the average cost per child will reduce.

Location	Key Stage	Number of Places	Capital Cost (approx.) £k	Cost to HN Budget (PA) Currently £17k* PP £k	Potential cost reduction vs Special School £21k* PP (1yr) £k	Potential cost reduction vs Special School (5yr) £k	Potential cost reduction vs Independent Special School (1yr) £53k PP £k	Potential cost reduction vs Independent Special School (5yr) £k
Bowbrook	Rec	3 - 6	60	102	24	120	216	1.08m
Bridgnorth	KS2	8	40	136	32	160	288	1.44m
Ellesmere	KS2	12	50	204	48	240	432	2.16m
Morda	1 / 2	8	55	136	32	160	288	1.44m
W'church I	Rec	16	35	272	64	320	476	2.38m
Total		50	240	850	200	1m	1.70m	8.5m

*please note these funding amounts are will be reviewed in the near future



Running alongside this workstream we have recently completed a recruitment process employing 3 new Education Quality Advisors (SEND and AP) positions. These roles will have the specific responsibility to ensure that the current, and new, provisions are of high quality and effectively support Shropshire's CYP through their quality assurance and development work.

Andy Nicholls,

Education Place Planning and Sufficiency Manager

Andy.Nicholls@shropshire.gov.uk

01743 254792



SEND and AP Strategy and Outcomes Framework – Timeline

The draft SEND and AP Strategy and Outcomes Framework have been developed based on a wide variety of contributions, engagement and development sessions during 2023, including Developing Inclusive Practice days, Headteacher Briefing Sessions, Early Help drop-in sessions, direct feedback from children, young people and families to services and via public consultation activities. Plus 24 hours of self-evaluation focus group activity during the Autumn term 2023 and a final self-evaluation workshop session with SEND Partnership Board members in January 2024.

The SEND and AP Strategy has also been informed by the national launch of the SEND and AP Improvement Plan in April 2023 and the participation of Shropshire Local Area Partnership in the SEND and AP Change Programme.

The Outcomes Framework has been informed by national good practice in the development of similar frameworks by the Council for Disabled Children, whilst recognising local priorities.

The draft documents have already been, or will be, shared with the following groups / partners for developmental review/feedback prior to a formal 6 week public consultation commencing at the end of June 2024.

- Quality and Assurance Group (QAG) – 22nd April
- Maintained Headteacher Forum – 2nd May
- Local Authority Leads – Public Health, CSC/ASC, commissioning, etc...
- SEND and AP Partnership Board – 15th May
- Headteacher Briefings – from 16th May onwards
- SEND health operational group on 21st May
- Shropshire Health and Integrated Place Partnership (SHIPP)
- Informal Cabinet and Elected Members
- Early Help Partnership Board Members
- Central Policy Group (CPG) - 6th June
- Schools Forum – 20th June

The feedback received from these groups will be considered and used to adapt and refine the strategy and Outcomes Framework, in preparation for a 6 week public consultation at the end of June 2024.

Following the public consultation, consideration will be given to the feedback and final versions of both documents will be presented to the SEND and AP Partnership Board at the September meeting for approval.

Following approval from the SEND and AP Partnership Board, a baseline position will be collected for all indicators included in the strategy and Outcomes Framework. This will include the creation of a 'Big SEND Survey' to capture the views of children and young

people, parent carers/families and professionals. It is anticipated that the 'Big SEND Survey' baseline will take place around October 2024 and repeated annually to inform evaluation and improvement planning activity.

David Shaw

8th May 2024



Shropshire SEND & Alternative Provision (AP) Strategy 2024 - 2029

This strategy sets the direction and commitment from the Area SEND Partnership to develop an inclusive system where everyone can thrive. We are committed to improving outcomes for children and young people aged 0-25 in Shropshire with special educational needs and disabilities (SEND) and those accessing alternative provision (AP). It builds upon the SEND Strategy co-produced with children, young people, families and professionals in 2021, incorporates feedback from the Ofsted/CQC Area SEND re-visit inspection from November 2022, the work completed to date through the Accelerated Progress Plan (APP) and the national SEND and AP Improvement Plan published March 2023.

A wide variety of engagement and development sessions during 2023 included Developing Inclusive Practice days, Headteacher Briefing Sessions, Early Help drop-in sessions, direct feedback from children, young people and families to services, 24 hours of self-evaluation focus group activity and a final self-evaluation session with SEND Partnership Board members in January 2024.

We recognise that many children and young people who access AP will have SEND, and we have therefore included AP within this strategy. Our commitment is to create a well-integrated, complementary and effective SEND and AP system in Shropshire.

Special educational needs and disabilities (SEND)

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or disability that means that they need special education, care and health support.

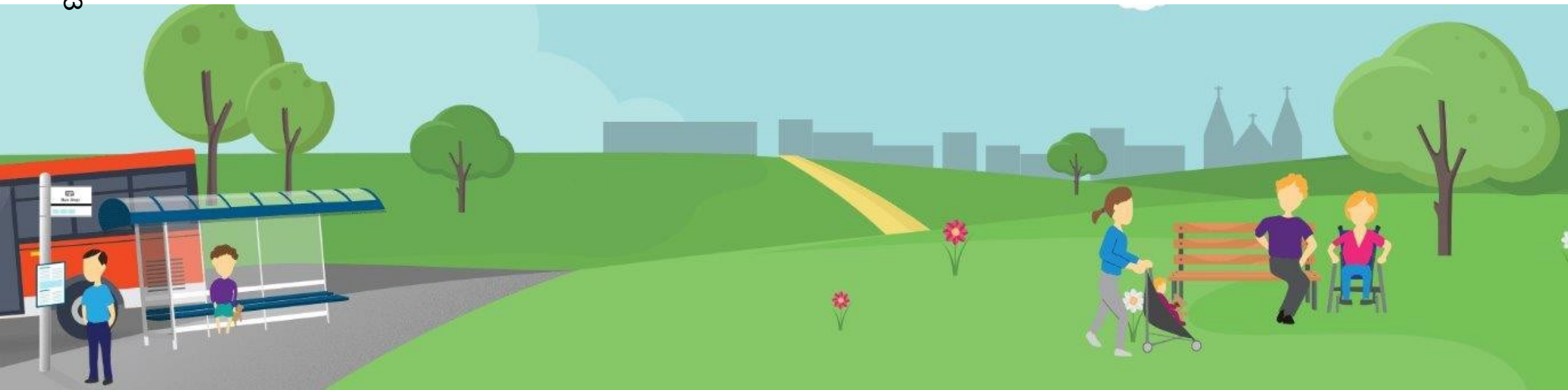
Alternative Provision (AP)

Alternative provision helps children who need extra help to stay in and enjoy learning at their mainstream school or provides specialist places and support for those who would benefit from spending time away from their mainstream school.

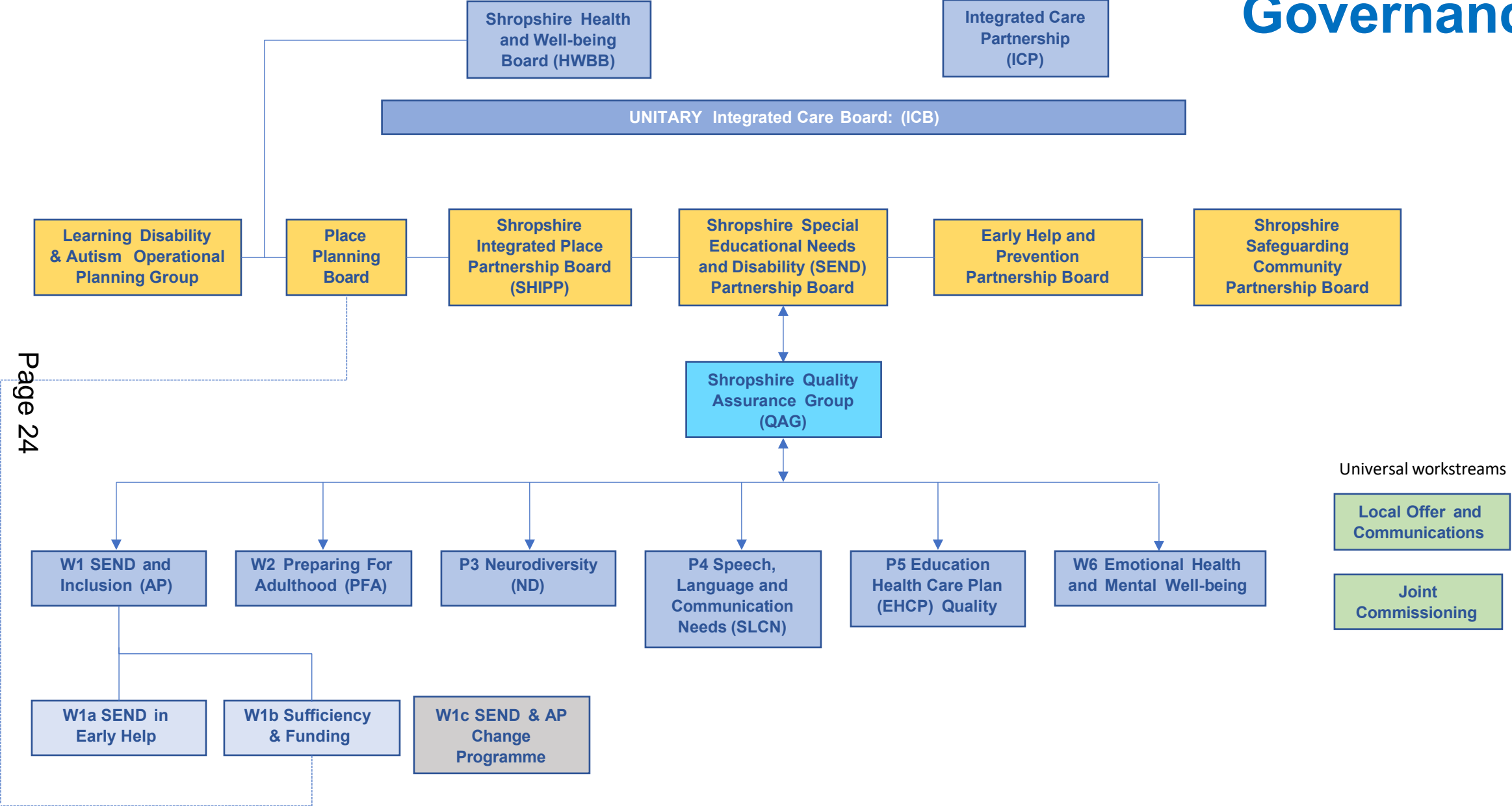
How have we developed the strategy?

The strategy has been co-produced with the Parent and Carer Council (PACC) our parent carer forum, SEND Independent Advice Support Service (SENDIASS), alongside children and young people with lived experience, early years settings, schools, colleges, frontline practitioners, the voluntary and community sector, and the NHS Shropshire, Telford & Wrekin Integrated Care System. Public consultation is due to take place during June/July 2024.

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A child and young person guide to the strategy can be found on the [Shropshire Local Offer](#) and will be available in an easy read format.



Governance



Local details/national comparison

(Shropshire data on school age population with SEND, % of CYP attending specialist provision, mainstream, have an EHCP, primary need profile (EHCP and SEND Support)).

83,145

CYP 0-25
25.7% of the population
(census 2023)

34,077

In schools

7,447

With SEND
21.8% of pupils

5,011

SEND support
14.7% of pupils
13% national figure

2,640

EHC plans

32%

CYP with
EHCPs attend special
schools
39.9% national figure

2,504

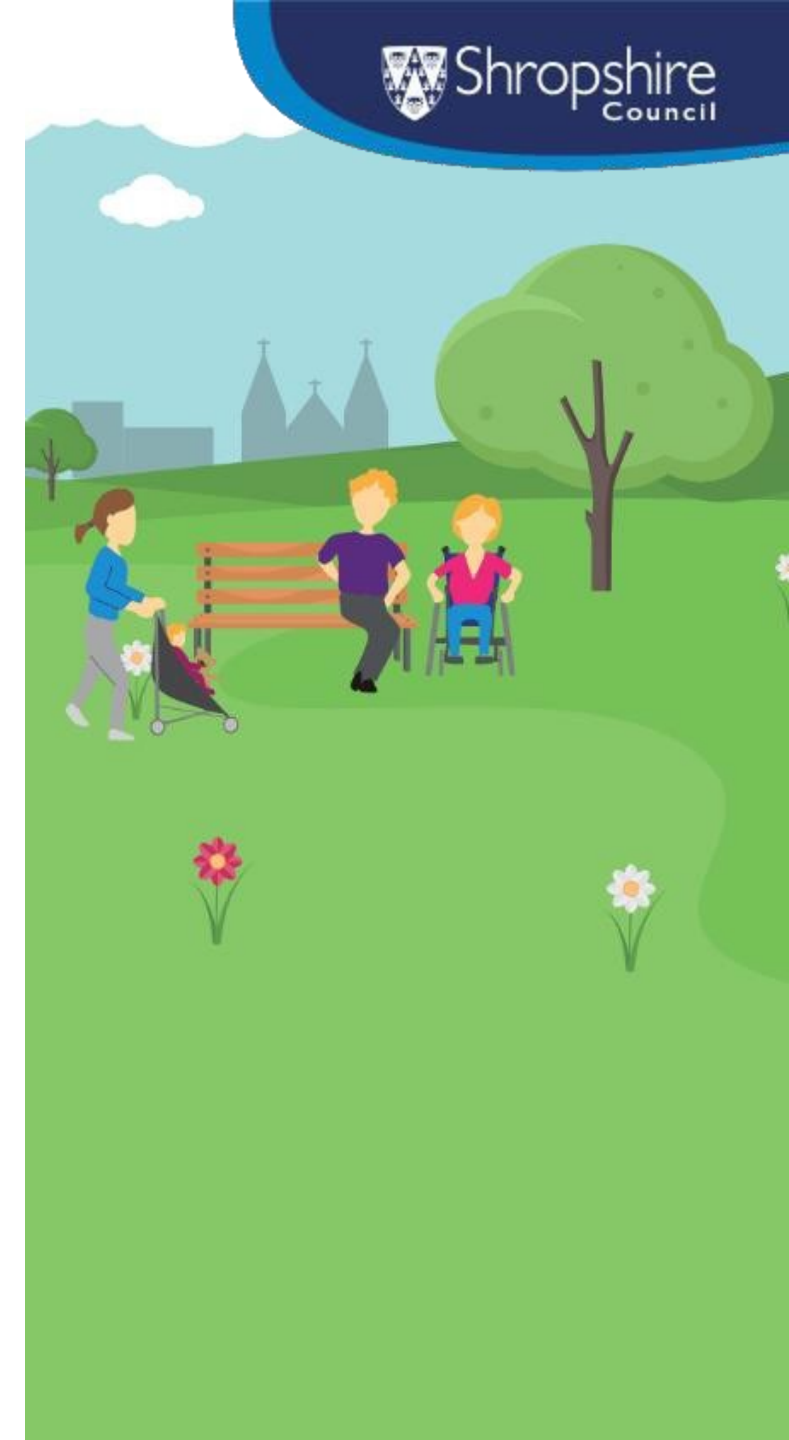
Children with SEND
known to children's social care.
704 with EHCP

Our shared commitment to the SEND and AP Vision

“Shropshire children and young people with SEND to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life.

We want them to have, and to expect, the same opportunities in life as other children and young people.

We want them to thrive and live their best life.”



How will we work together?

Our success in delivering this strategy will be based on effective co-production and trust between partners.

Following a system wide co-production workshop with the National Development Team for Inclusion (NDTi) in January 2023, we have committed to develop co-production standards that all partners will be expected to commit to in delivering and demonstrate that co-production is at the heart of all services in Shropshire.

[Embedding Co-Production in Shropshire](#)



The draft proposed system wide priorities will enable the implementation of our vision and address the themes emerging from our self evaluation;

1. Develop local, high quality, inclusive provision across the system. Including strengthening the graduated response and ordinarily available provision (SOAP) whilst ensuring consistency and effectiveness of the emotional health and mental wellbeing offer in mainstream education settings, across all phases.
2. Enable early identification and the right help at the right time, including reducing waiting times for speech and language therapy and neurodiversity assessments.
3. Enable children and young people to communicate confidently, contribute to decisions, and feel visible and valued members of their community.
4. Develop a proactive, supportive, and clear alternative provision offer.
5. Develop a system that makes sense and works together, improving co-production, communication and engagement with families and professionals from all services. Including Improving the quality and timeliness of EHC plans, annual reviews, and transition pathways.
6. Develop a data informed and intelligence rich approach.
7. Enable children and young people to feel visible and valued members of their community, ensuring they are supported to be as socially and economically independent as possible to achieve their next steps in life.

Develop local, high quality, inclusive provision across the system. Including strengthening the graduated response and ordinarily available provision (SOAP) whilst ensuring consistency and effectiveness of the emotional health and mental wellbeing offer in mainstream education settings, across all phases.

Ambition

We will develop a continuum of high-quality local provision in Shropshire across education, health and social care, to better meet the needs of children and young people with SEND and those requiring AP.

Delivery

- We will continue to develop a continuum of provision to integrate skills and knowledge between mainstream and special schools, including further development of SEND hubs in mainstream schools. This will include early years, schools and post 16.
- We will focus on building capacity within provisions to strengthen children and young people's participation in decision making. This will involve a focus on supporting mainstream provision to keep children and young people in their local communities through wrap around health and care support.
- We will maximise outreach and community services, such as those from alternative providers, special schools or community organisations, to strengthen our local provision offer.
- We will develop our social prescribing and other community support offers for families to support early identification, inclusion and participation building on the development of the Early Help Hubs across Shropshire. We will build a thriving market for short break provision and encourage the use of personal budgets to support respite opportunities.
- We will establish a multi-agency forum to share best practice around inclusive education, health and care. This will include high quality professional development for staff.
- We will develop the Shropshire Ordinarily Available Provision (SOAP) framework from early years, schools and Post 16 so that all education professionals and families know what will be universally available for children and young people with SEND, wherever you live in Shropshire. This will enable all education providers to play a key role in ensuring all children and young people with SEND are able to access excellent provision delivering a broad and balanced curriculum.

Impact

- Most children and young people with SEND will successfully and regularly attend mainstream school. There will be further reduction in persistent/severe absence and a reduction in suspensions and exclusions. Children and young people in need of additional support from AP will be supported in mainstream, or return to and be successful in, mainstream provision.
- Fewer children and young people are placed out of Shropshire for their education placement because their education, health and care needs are met locally.
- There will be an increase in the proportion of providers rated outstanding or retaining good judgements from Ofsted.
- We will ensure specialist and alternative provision is in the right locations, high quality and accessible across Shropshire without long journey times.
- More early years settings, schools and Post 16 providers will have a consistent and effective emotional health and mental wellbeing offer, including a trained Senior Mental Health Lead in their senior leadership teams.
- There will be an improvement in attainment and progress outcomes across all phases, as high-quality teaching, curriculum and inclusion enable children and young people's needs to be met whichever mainstream early years, school or post 16 setting they attend in Shropshire.

Ambition

We will work in partnership across education, health and care to provide the right help at the right time to prevent challenges escalating.

Delivery

- We will work with early years settings and schools to support the earliest identification of SEND, including supporting them to utilise evidence based strategies to confidently and effectively meet the presenting needs of children and young people with SEND in mainstream. We will enhance the community and early help offer to complement this work.
- We will work together, guided by our Integration Model, to coordinate our support offers and direct responses with all relevant partner agencies to support children, young people and families. We will work together to deliver the Early Help strategy consistently across Shropshire, so that we are focussed on a 'family approach' to support.
- We will provide access to a high-quality training and professional development offer for our workforce, including early years settings, schools and Post 16 providers.
- We will support a well integrated local public health and primary care network, including strengthening good health promotion and disease prevention. We will work with early years settings, schools and Post 16 providers to promote a consistent and effective emotional health and mental wellbeing offer, ensuring there is a trained Senior Mental Health Lead in all schools.
- We will work together to ensure children and young people with SEND and those in AP are appropriately protected from safeguarding risks, whilst also building capacity to self-manage/reduce risk to themselves, particularly around exploitation. We will develop the capacity of short break offers with a particular focus on Personal Assistants (PAs) to enable access to a wider range offers.
- We will ensure that our Local Offer website helps children, young people and their families find the local information and support they need, whether online or face to face.

Impact

- Children and young people with SEND will experience equitable opportunities to lead healthy lives. There will be full access to health services and support to maintain good physical and mental health.
- Children and young people with SEND are provided with appropriate personalised support at all stages of need and at key transition points.
- More mainstream early years, school and post 16 settings will be confident that they can meet the presenting needs and behaviour of children and young people with SEND. Children and young people whose needs do not require an education, health and care plan (EHCP) receive high quality SEND Support whichever early years setting, school or Post 16 provider they attend.
- More families, children and young people with SEND tell us they are able to find and engage with services through better online local offer 'self-support' advice or face to face where necessary.
- There will be fewer admissions into A&E for mental health support. There will be a reduction in referrals to specialist service pathways, e.g. respite/short breaks, therapies especially SALT, ASD/ADHD.

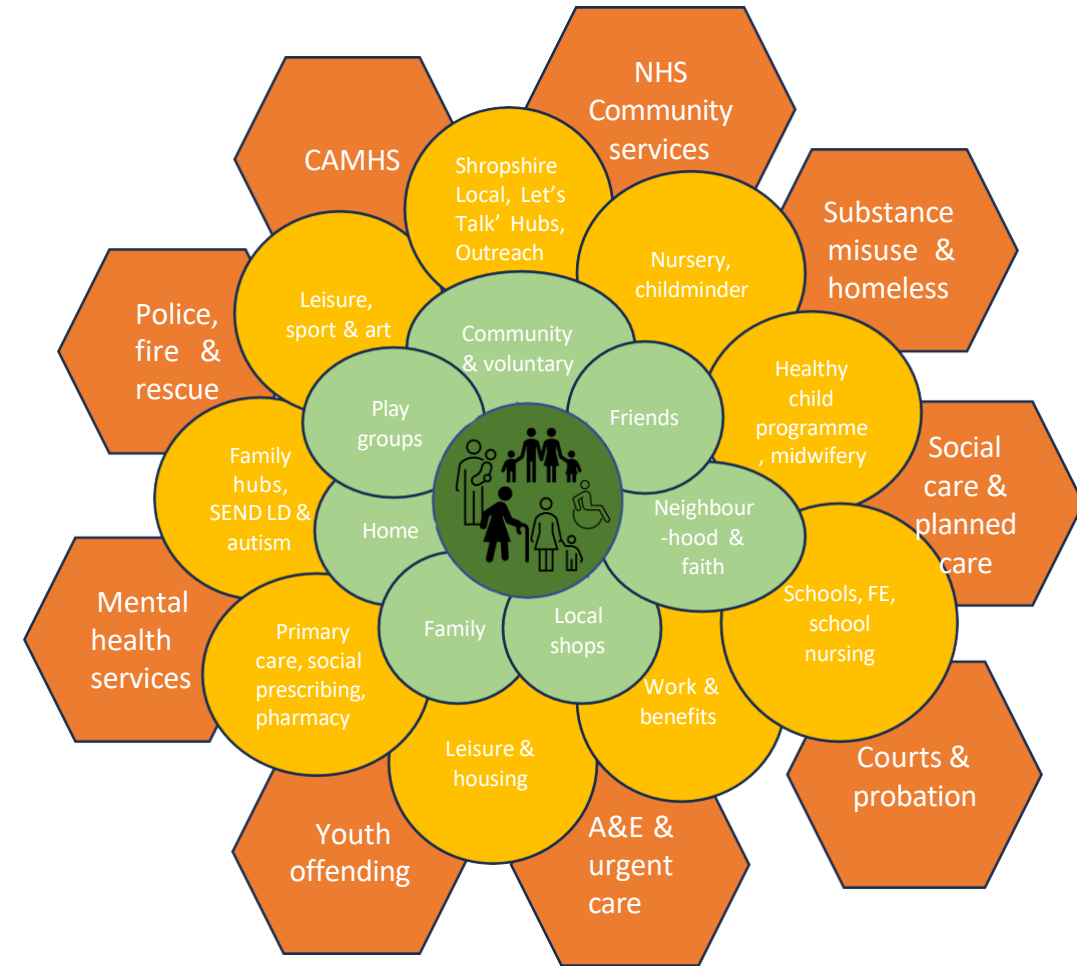
Shropshire's Integration Model

Strengths based (people and communities).

Initial focus on supporting people to help
themselves

Supported by :-

- high quality, integrated, easily understood universal services for people to access when they need it
- high quality, integrated, easily understood specialist services available when they are needed.



Priority 3

Enable children and young people to communicate confidently, contribute to decisions, and feel visible and valued members of their community.

Ambition

We will enable all children and young people to communicate confidently to the very best of their ability, build trust in sharing their lived experiences, encourage innovative ideas from them and their families to shape and improve long term outcomes for children and young people with SEND across Shropshire.

Delivery

- We will ensure that early identification of communication needs will be supported with timely access to evidence informed strategies, interventions and advice to reduce the longer-term impact of communication needs. This will include early years, schools and Post 16 providers. Supporting parents, carers, settings and schools to provide support at the earliest opportunity.
- We will use creative approaches to listen to the voices of children, young people and families so we know whether we are making a difference. Acting on this feedback to plan, develop, redesign and commission services. Utilising the 'you said we did' feature of the local offer.
- We will co-produce, implement and embed a participation strategy to ensure that the views of children and young people are routinely incorporated into the decision making processes across the Area SEND Partnership.
- We will communicate effectively with families via newsletters, social media and ensuring the local offer is up to date.
- We will support all EYS, education and Post 16 provisions to adopt a total communication approach.

Impact

- Children and young people with SEND will have the skills and opportunities needed to confidently communicate to the very best of their ability and influence decisions on the support they receive as an individual.
- The SEND workforce and providers, including mainstream early years and post 16 settings and schools, will have the skills to co-produce with children, young people and their families so that they influence commissioning and support decisions.
- The views and direct input from children, young people and families are involved in the decision making processes across the Area SEND Partnership, including strategic, operational and individual co-production. There is even stronger engagement and communication with families, supported by representative groups including PACC and SENDIASS, who routinely participate in strategic activity on behalf of families.
- Evidence and lessons learned from complaints/disagreements will inform feedback and training to the workforce. This will enable a reduction in conflict and tribunal action with families as evidenced through dispute resolution and mediation.
- Feedback from children, young people and families will show improvement in satisfaction rates for our communication, engagement in influencing decision making and quality of our services.

Priority 4

Develop a proactive, supportive, and clear alternative provision offer.

Ambition

We will develop a continuum of support, including targeted support in mainstream schools, local AP and time limited intervention placements, to enable those young people to be successful in mainstream schools or secure a sustained post-16 destination.

Delivery

- We will develop a well integrated, complementary and effective SEND and AP system, including mainstream education, outreach services, SEND Hubs, specialist provision, early help, social care and local health services. This will form part of the Local Area Inclusion Plan to ensure AP providers are responsive to need Shropshire wide, through the AP Improvement Plan.
- We will work with schools to develop a complementary continuum of AP and/or intervention offers, including increasing the resilience of mainstream schools within the local area to effectively identify and meet SEND need at the earliest opportunity. This will include an expectation that 'targeted support in mainstream' is available and used before placement into AP.
- We will work with early years settings, schools and Post 16 providers to support the development of relational/restorative approaches, including behaviour policies, in addition to high quality teaching, to effectively meet the needs of all children and young people in mainstream provision.
- We will ensure transparent accountability for the outcomes, mobility and destinations of individual pupils, including equitable access to AP, oversight and quality assurance of this provision across Shropshire.

Impact

- Targeted support in mainstream schools will be available across early years, primary and secondary phases, including access to this before AP placement is used. Children and young people accessing AP on time limited placements will successfully return to mainstream school and/or secure a sustained Post-16 destination.
- More children and young people are supported effectively in mainstream provision, achieve well and progress successfully into employment, further education or training.
- There will be a reduction in the rising number of children and young people accessing home education, particularly at secondary.
- Most children and young people with SEND will successfully and regularly attend mainstream school.
- There will be a reduction in persistent/severe absence and a reduction in suspensions and exclusions, particularly at secondary and for those supported through SEND Support.

Develop a system that makes sense and works together, improving co-production, communication and engagement with families and professionals from all services. Including Improving the quality and timeliness of EHC plans, annual reviews, and transition pathways.

Ambition

We want our children, young people and their families to have a positive experience when navigating our services provided by our area SEND and AP partnership.

Delivery

- We will ensure that joint commissioning underpins our work, which includes a robust needs assessment and demonstrates an understanding of how the whole system is working collectively to meet families' needs as early as possible while also supporting the management of long-term conditions.
- We will strengthen our local practice and across services recognising the value of the voluntary and community sector and maximising the opportunity to address contextual safeguarding needs for children and young people with SEND. This means clarifying how to access services and ensuring high quality information and advice is available to all families regardless of whether their child has an emerging or identified need. It means a dedicated support pathway for children and young people that are vulnerable and struggling to access education, a neurodevelopmental and speech and language pathway that offers support while children and young people wait to be seen.
- We will clarify and better communicate the criteria for access to services and support from the local offer.
- We will develop, implement and embed rigorous quality assurance processes to ensure that service provision is consistent across Shropshire and meets the needs of children and young people. This includes the quality and timeliness of producing new EHC plans and completing annual reviews.
- We will focus on coherent communications and approach to all interactions with families and each other; further developing a culture of effective listening and talking between professionals and families.
- We will deliver the actions identified in the Accelerated Action Plan (APP) and the wider SEND Action plan approved by the SEND Partnership Board.
- All staff across our Area SEND Partnership will know and understand their role in supporting children and young people with SEND, and the role of other professionals in the partnership.

Impact

- Children, young people and their families will tell us that we have a clear and well networked system of consistent and easy to access support services across education, health and care.
- All Shropshire professionals will be able to and be encouraged to access online and face to face learning programmes focusing on inclusion.
- Children and young people and their families tell us that things are improving for them and that our plans to support them are of a good quality, meet their needs and are jointly produced with them. New EHC plans are produced on time, to a good quality and annual reviews are completed and updated/acted upon.
- We will receive positive feedback on the Local Offer.
- Where specialist services are required, they are accessed within the required timescale dependent on need.

Priority 6

Develop a data informed and intelligence rich approach

Ambition

We will ensure that data systems enable key information (outcomes, waiting times, compliance, etc) to be available to all partner services to inform forecasting and commissioning decisions, understand gaps in services and improve quality and performance where necessary.

Delivery

- We will implement robust tracking and data systems to ensure that provision evolves with changing cohorts and that we are at the forefront of strategic planning.
- We will develop our SEND and AP Data Dashboard that will draw on robust multi-agency data to help leaders across the SEND Partnership make better decisions and put our seven outcomes at the heart of strategic planning and review. We will generate and share reports so that all stakeholders better understand local need.
- We will co-produce and publish a set of Key Performance Indicators (KPIs), aligned to the SEND and AP Strategy and Shropshire Plan, and regularly report on progress against these, so that we know that we are making a difference.
- We will work towards integrating data from the NHS Dynamic Support Register and Care (Education) Treatment Reviews to make sure our health and care services support people with a learning disability (and autistic people), so they are only admitted to hospital if they really need to.
- Our multi agency approach will link information from education, social care and NHS management information systems to better protect our children and young people with SEND who are vulnerable.

Impact

- Our SEND Partnership service providers will tell us that they are secure in their use of evidence; which will inform the forecasting and commissioning of provision and/or services for our children and young people with SEND and those accessing AP.
- Our stakeholders help develop the data dashboard to ensure it is fit for purpose.
- We will have a data dashboard that we can use to report to our stakeholders and governance bodies on our performance and forecast future trends.
- There is clear evidence that data is being used for forecasting joint commissioning requirements; recognising changing needs of the population.
- Our data dashboard indicates that performance across partner services is improving (outcomes, waiting times, compliance, etc...) and is better than national benchmarks.

Enable children and young people to feel visible and valued members of their community, ensuring they are supported to be as socially and economically independent as possible to achieve their next steps in life.

Ambition

We want all children and young people with SEND and those in AP settings to feel welcomed, valued and well supported by their education setting, including preparing well for adulthood and being able to live independently, where possible, in their communities.

Delivery

- We will ensure that the needs of children and young people with SEND are always considered in local initiatives such as transport, sports facilities, public buildings and swimming pools. Engaging children and young people with SEND so they are confident to socialise, be as independent as possible and enjoy their recreation time.
- We will build on the work of the Shropshire Virtual School to develop a strategy that encourages effective relational practice and belonging in all education settings so that the vision of 'strong schools, built on love' is realised for all children and young people, including those with SEND or accessing AP.
- We will strengthen our work with charities and voluntary organisations, such as PACC, Actio and the Shropshire Youth Association (SYA), to ensure there is a vibrant range of high quality specialist activities and facilities in the community, for example local social care short breaks activities, local inclusive swimming lessons, Horse riding and other opportunities for children and young people with SEND in the community, wherever you live in Shropshire. Supporting young people with SEND to develop a network of friends so they are confident to socialise and enjoy their recreation time.
- We will ensure that facilities across Shropshire are working to be more accessible for a range of physical and sensory needs.
- We will encourage and empower our children and young people to increase their independence, listening to families and young people as we further develop our preparation for adulthood offer. This could include increasing the use of personal transport budgets, independent travel training or practical activities to prepare them for living independently.
- We will work with young people, local businesses, training providers, colleges and schools to create opportunities to experience the world of work with the long-term aim of securing employment and/or meaningful work related activity. Increasing participation in Supported Internships that lead to paid employment and/or meaningful work.

Impact

- Children and young people with SEND tell us that they have developed a network of friends and they are confident to socialise and enjoy their recreation time.
- Children and young people with SEND, including their families, tell us that their experiences in mainstream schools are positive; they feel welcomed, valued and well supported.
- Increasing participation in Supported Internships that lead to paid employment and/or meaningful work. More young people with SEND progress to further and higher education, employment, training or meaningful work
- More children and young people remain in Shropshire, including accessing more local provision that retains their connections with their community.
- Children and young people participate in all aspects of early years settings, schools or Post 16, including spending most or all of their time learning in mainstream activities with their peers.
- Young people tell us their choices have been heard so that they can live in sustainable, safe and appropriate accommodation and, where possible, live independently.

There are two reasons to develop an agreed outcomes framework.

1. We need to measure our performance by focusing clearly on how our work is impacting on outcomes for children and young people with SEND.
2. We need to ensure that we have a framework of consistent, regular measurements that we can apply year on year to see how our impact on children and young people is changing over time.

Each of the top-level outcomes on the right is broken down to reflect what good looks like in each area, where applicable, for children and young people, parent carers and professionals.

For each of these, we aim to devise a measure to track progress towards these good outcomes.

Our [Draft Outcomes Framework](#)





Schools

**Children and
Young People
with SEND**

**EY/FE
Settings**



**SHROPSHIRE
Parent
And
Carer
Council**



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Shropshire SEND Outcomes Framework 2024 - 2029

Our shared commitment to Young People with SEND

“We want all Shropshire children and young people with SEND to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life.

We want them to have, and to expect, the same opportunities in life as other children and young people.

We want them to thrive and live their best life.”

An **outcomes framework** outlines a range of things that children and young people themselves, families and professionals would like all children in Shropshire to **do**, to **have**, to **feel** and to **achieve**, for them to be living the **best life** they can.

There are two important reasons to develop an agreed outcomes framework.

1. We need to measure our performance by focusing clearly on how our work is impacting on outcomes for children and young people with SEND.
2. We need to ensure that we have a framework of consistent, regular measurements that we can apply year on year to see how our impact on children and young people with SEND is changing over time.

Each of the top-level outcomes on the right is broken down to reflect 'what good looks like' in each area, for children and young people, parent carers and professionals.

Wherever possible, we aim to apply a measure to track progress towards these good outcomes.




Outcomes framework



Children and young people

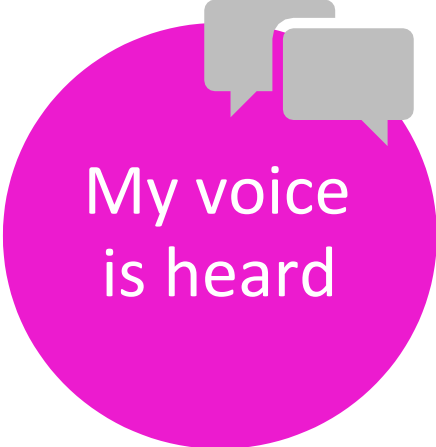
- My feelings, thoughts and wishes are heard, understood and respected by everyone that supports me
- I am able to communicate in my preferred way and given a range of ways to express my needs.
- I am given an opportunity annually to review my EHC plan
- I understand my options, and they are explained clearly to me. I am supported to make informed decisions. My views are used to make decisions, there is 'no decision about me, without me'.



My voice
is heard

Parent carers


- I give my full attention to my child; make eye contact and stop other things I am doing, get down on my child's level, and reflect or repeat back what they are saying and what they may be feeling to make sure I understand.
- I am given an opportunity annually to review my child's EHC plan
- My children know that I am going to listen to them, this makes it more likely they will talk with me about their hopes and problems when they are older.
- I support my child or young person to make their decisions, working with them to explain options and review support.
- I work with my child and their setting to find the best support available



My voice
is heard

Partners - (Education, local authority, health, social care, community partners)

- I think about young people with SEND or attending Alternative Provision as 'experts by experience'.
- I make sure that all children and young people I work with feel listened to, respected and valued.
- I take time to listen to their feedback and act on what they say.
- I have an understanding of the Mental Capacity Act



My voice
is heard

Outcome measures

- % CYP with SEND who report that **the people who look after them care about their opinion**
- % CYP with SEND who report that **they feel that people understand them and what helps them**
- % of EHC plans reviewed by the child and their parent carer or the young person
- % CYP meeting their outcomes in EHC plans
- % CYP and families receiving feedback on how their views have been used
- % CYP with SEND who report that **'My career aspirations are central to any decisions made in my annual review'**
- % CYP with SEND who report that **'I am aware that decisions about my EHCP and future lie with me when I finish my year 11'** (1.8 in COP)



Outcome measures

- % of requests for EHC needs assessment submitted by parents
- Reduction in conflict and tribunal action with families as evidenced through dispute resolution and mediation
- % of Parent carers who feel listened to and included by the professionals involved in your child /young person's assessment/review
- % of Parent carers who report that, when the Education, Health and Care Needs Assessment (EHCNA) or review was requested, their child/young person's wishes and aspirations for the future were recorded and captured in the application
- % of Parent carers who report that they feel listened to and included by the professionals involved in their child /young person's assessment/review
- % of Parent carers who report that, if their child/young person already has an Education, Health and Care Plan (EHCP), there has been an annual review in the last 12 months?



Outcome measures

- % of Parent carers who report that when they received their child/young person's Education, Health and Care Plan (EHCP), were their wishes and aspirations for the future reflected in the plan?
- % of Parent carers who feel that their child/young person's Education, Health and Care Plan (EHCP) accurately describes them?
- % of Parent carers who report that their child /young person's Education, Health and Care Plan (EHCP) or Amended Plan was delivered on time, within the expected timeframe we committed to.



Children and young people

- I am working towards realistic goals in my future. I have a good work/life balance
- I have a range of career or education options, my education/qualifications are not limited
- All of my achievements are recognised, no matter how small they may seem to others.
- I have a sense of success and I know it is okay to make mistakes or fail.



Parent carers

- I get support from school to help my child or young person to study well and at the same time balance their academic work with all the other important things in their life.
- I help my child or young person focus on their goals without putting too much pressure on them.
- My child or young person has a clear pathway to achieving their goals and knows who will help them on this journey.
- My child or young person feels accepted, valued and equal.



Partners - (Education, local authority, health, social care, community partners)

- I encourage my pupils to achieve their goals by acting on what they learn in and outside class.
- I am ambitious for all children and young people that I work with.
- I recognise what an appropriate level of challenge looks like for each individual child or young person.
- I make sure that I adapt and tailor learning opportunities and support for individuals
- I motivate children and young people to achieve their goals.



Outcome measures

- Increased % of CYP with SEND who report that **they are moving toward career goals that are important to them**
- Increased % CYP with SEND who report that **they are learning new things every year**
- Increased % CYP with SEND who tell us that **their experiences in mainstream schools are positive; they feel welcomed, valued and well supported.**
- Reduced % CYP with SEND who have been suspended or excluded from school (suspensions or permanent exclusions)
- Improvement in Phase transfers Y2 Y6 Y11 Y14 timeliness
- % of CYP with SEND who regularly attend a mainstream school



Outcome measures

- Reduction in # children are placed out of Shropshire for their education placement
- Reduction in # of young people with SEND who are not in education, employment (including apprenticeships and internships) or training
- Reduction in # of young people with SEND who are accessing home education
- Increasing participation in Supported Internships that lead to paid employment and/or meaningful work
- Increased # young people with SEND who progress to further and higher education, employment, training or meaningful work
- increase in the proportion of providers rated outstanding or retaining good judgements from Ofsted.



Outcome measures

- Reduction in % CYP with SEND on a reduced timetable
- Increase in # of children and young people that access more local provision that retains their connections with their community
- % Children and young people accessing AP on time limited placements that successfully return to mainstream school and/or secure a sustained Post-16 destination.
- improvement in attainment and progress outcomes for CYP with SEND across all phases
- % of CYP with SEND who make progress when supported by SLT, OT, Physio, CAMHS and other health services
- Targeted support available in all mainstream schools across early years, primary and secondary phases, before AP placement is used



Outcome measures

- Increase in # of children and young people who participate in all aspects of early years settings, schools or Post 16, including spending most or all of their time learning in mainstream activities with their peers.
- Reduction of CYP receiving SEND Support being suspended and excluded
- Reduction of CYP receiving SEND Support with persistent/severe absence
- Improvement in EHCP and Annual Review timeliness
- % Yes and No to EHC Needs Assessment
- % of Shropshire professionals that report they are able to access online and face to face learning programmes focusing on inclusion.
- Increase in # of mainstream early years settings and schools that report they are confident that they can meet the presenting needs and behaviour of children with SEND



Children and young people

- I am well enough to have a fulfilling life, including carry out activities I enjoy and accessing the community.
- I understand my health condition and/or disability and understand why I have been prescribed my medication.
- My physical and mental health are supported, and things are improving or not deteriorating.
- I make good choices about my diet, sleep and exercise.
- I have access to appropriate services when I need them, without having to wait for long periods of time.



Parent carers

- I have trust and faith in the professionals who are supporting my child or young person and my family.
- I understand my child or young person's health condition and/or disability and understand why my child or young person has been prescribed medication and what it is for.
- I ensure my child attends health appointments
- I help my child to meet physical activity goals



Partners - (Education, local authority, health, social care, community partners)

- I understand and action continuing care packages.
- I feel confident to support the needs of children and families with their physical and mental health and wellbeing and
- I have a clear understanding of how to make links and referrals to services as appropriate, to support health and wellbeing.



Outcome measures

- # School days missed by CYP with SEND missing school due to their health (ill health and health appointments)
- % CYP with SEND who report that **they know how to stay healthy and have the support they need to do so**
- # CYP with SEND attending A&E because of poor mental health, including self-harm presentations
- % CYP with SEND who are a healthy weight
- % YP aged 14-25 on the LD register with an up to date (annual) health check
- % CYP with SEND meeting the PHE Physical Activity Level[1] (physical activity for at least an hour a day, with vigorous physical activity three times a week)
- Health partner waiting list metrics
- Reduction in # CYP with SEND referred to specialist service pathways, e.g. respite/short breaks, therapies especially SALT, ASD/ADHD



Children and young people

- I find it easy to be happy
- I am loved and feel appreciated.
- I am able to access activities and have fun.
- I have good self-esteem and feel confident.
- I enjoy learning, and I understand my lessons. I feel satisfied that I can achieve my aspirations (dreams).



Parent carers

- I think happy and I laugh often with my family.
- I explain to my child or young person the importance of resilience, failure is a stepping-stone to success - to get good at something you have to start out being bad.
- I let them know that it's OK not be great at everything, some things are not their superpowers and that's OK
- I encourage them to follow their passion and find their 'super power'
- I encourage a love of learning and I know that the learning attitude that my child arrives at the school gates with each day can directly improve their performance.



Partners - (Education, local authority, health, social care, community partners)

- I encourage children and young people to be resilient, to support good emotional, mental and physical health.
- I take time to get to know the children and young people I work with, not only their names but their likes and dislikes and what is going on in their lives.
- I make sure that education is provided at the right level for each child, that it is accessible and enjoyable. I use humour when it's appropriate to do so and make the lessons fun and engaging.



Outcome measures

- % CYP who report that **they enjoy their life (most of the time)**
- % CYP with SEND who report that **they have the support they need to cope when life feels hard**
- % CYP with SEND who are **involved in a club, group or hobby they enjoy**
- % CYP with SEND reporting **an improvement in their anxiety levels after accessing mental health support**
- increase in # schools with a trained Senior Mental Health Lead in their senior leadership teams.
- # of CYP with SEND missing school because of anxiety



Children and young people

- I have a friend/friends or trusted person who I can talk to
- I feel welcomed and included by other people
- I feel that my strengths are recognised and celebrated
- People who support me receive enough knowledge and training to know how to really care for me.
- I am provided with the information I need to be able to make decisions and plan for my adulthood
- All my needs are considered and met.
- My physical and mental health is taken seriously, and I feel supported.
- I am given opportunities to access activities and short breaks
- I understand that I can ask for an advocate to speak for me, if I am unable to do so.





Parent carers

- I know that my child has someone trusted who they can talk to
- I value and celebrate my child's strengths
- I keep my child informed about the choices they have available
- I know who to contact to get the support my child needs
- I support my child to access short breaks and activities

Partners - (Education, local authority, health, social care, community partners)

- I am always welcoming towards CYP
- I look for and use the strengths of CYP
- I actively seek and complete training that will make me more effective in my work supporting CYP
- I ensure that CYP have the full range of information and choices they need to be able to make informed choices
- I provide accurate and up-to-date information about health, care and support services via the Local Offer website
- I ensure that short breaks are available when needed
- I work with the child, young person and their family to access assessments and services that they require, including support through transition and accurate referrals.



Outcome measures

- % of CYP with SEND who report that **they have a friend/friends or trusted person who they can talk to**
- % of CYP with SEND who report that **they feel welcomed and included by other people**
- % of CYP with SEND who report that **their strengths are recognised**
- % of CYP who **give a high rating to the support they have received**
- % of CYP who report that **they have been provided with the information to be able to make decisions and plan for their choices for their adulthood**
- % of parent carers who stated that they know who to contact to get the support they need for their child
- % CYP with SEND who report **knowing where to go to access help and support for their physical or mental health or disabilities**
- # of CYP with SEND accessing short break activities



Outcome measures

- % of children and young people (11+) who report that **they have been supported to think about and prepare for their future**
- % of families, children and young people with SEND who tell us **they are able to find and engage with services through online local offer 'self-support' advice**
- % of SEND Partnership service providers who tell us that they are secure in their use of evidence; which will inform the forecasting and commissioning of provision and/or services for our children with SEND and those accessing AP.
- Clear evidence that data is being used for forecasting joint commissioning requirements; recognising changing needs of the population.
- Improvement in performance across partner services (outcomes, waiting times, compliance, etc...) and is better than national benchmarks.
- % of Parent carers who agree that professionals involved in the assessment/review process accurately reflect your child/young person's needs in their reports?



Children and young people

- there is someone at my school, college or education setting I can go to if I feel worried
- I feel like I belong in my community, at school and when I go out to activities. I can get to school safely
- My school/college are safe environments. I can move around on my own.
- My physical and mental health is taken seriously
- I feel safe at school, and I am supported if I feel bullied.



Parent carers

- My child or young person is never excluded, isolated or discriminated against because of their special education needs or disability.
- I understand how to access advice and support if I feel my child or young person is being discriminated against.
- I've spoken with my child's nursery/ school/college and am confident they have systems in place to identify my child(ren)'s special education needs and that there is appropriate support for them with their education and with taking part in activities.





Partners - (Education, local authority, health, social care, community partners)

- There is a designated safeguarding lead teacher responsible for dealing with child protection and I know what to do if I need to raise a concern including to children's social care or to the police
- I encourage community participation
- I work in a safe environment for children and young people with robust safeguarding practices.
- I provide education for children and young people that teaches them to be safe
- All staff are trained, know how to respond to concerns and keep up-to-date with policy and practice.
- There are effective procedures in place so that staff and team members, including volunteers, don't pose a risk to children.

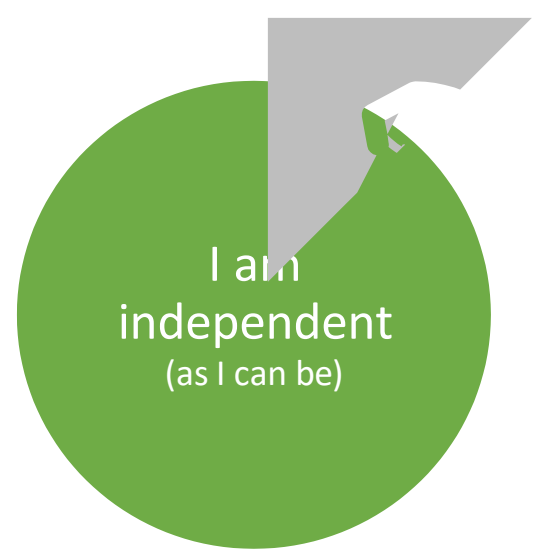


Outcome measures

- % of CYP with SEND who report that **there is someone at their school, college or education setting they can go to if they feel worried**
- % of CYP with SEND who **feel safe and like they belong in their local community**
- % of CYP with SEND who **feel safe and like they belong in their education setting**
- % of Parent Carers who agree that the professionals who care for their child safely meet their health needs
- % of CYP with SEND **who reported bullying to education staff who say the that the bullying has now stopped.**
- # of MASH referrals for CYP with SEND
- # of CYP who are CiN/CP/CSE/CCE

Children and young people

- I have a choice about my future. I have a range of options for education, employment and where I would like to live.
- I can talk about my aspirations for the future, including my career aspirations and where I would like to live and my choices are respected.
- I am ambitious and want to achieve my goals, such as higher education and employment.
- I have opportunities to develop skills to live as independently as I can.
- I can get to school or college on my own or with friends.
- I am living life to the best of my ability. I understand how to live a healthy lifestyle, I know how to save and manage my money and my personal hygiene is good.



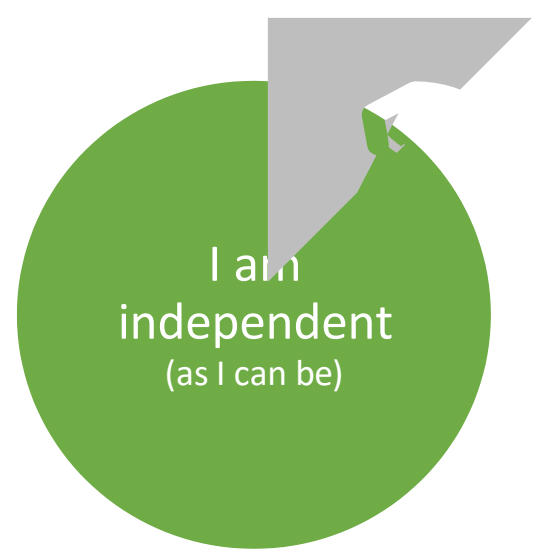
Parent carers

- I feel secure about our support options and after having met with our education, health and care providers.
- I encourage my child or young person to think about how they can prepare to live independently
- I think about the skills I can support to help my child to meet their independent living goals.
- I encourage my child or young person to consider their aspirations and talk about their future career options including higher education, volunteering and employment.
- I feel confident in the support available to my child or young person and in their ability to support my family with appropriate resources available to them should my child or young person's needs change.
- I encourage my child or young person to think about how they can build relationships, friendships and access support in their local community.



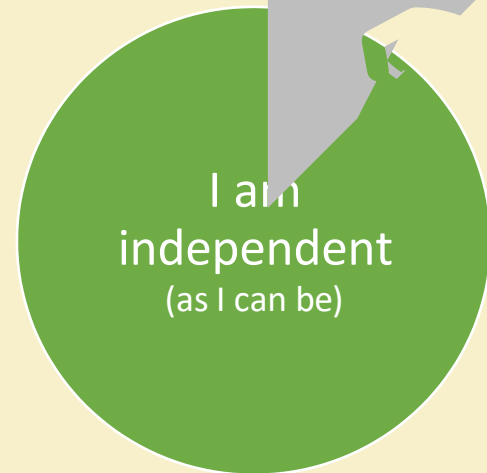
Partners - (Education, local authority, health, social care, community partners)

- I encourage children and young people to be ambitious, talk about their aspirations and to prepare for adulthood, including looking for opportunities in paid employment, volunteering and higher education.
- I know the support team around the child or young person and their family and ensure that their voice is clearly heard and respected.
- I input into the transition to adult services for young people with SEND to reduce the possibility of a “cliff-edge”.
- I actively coordinate next steps with families, particularly for those with the most complex needs.



Outcome measures

- %/# of young people with SEND (18-25) in paid employment
- %/# of young people with SEND (16-25) undertaking a supported internship or apprenticeship
- %/# of young people with SEND (18-25) volunteering
- % of 18-25 year olds with SEND who report their living environment reflects their choices
- % CYP with SEND who report that they are able to safely and confidently access public transport
- % CYP with SEND who report that they are able to safely and confidently access community activities



Schools Forum

Date: 20 June 2024

Time: 8:30 a.m.

Venue: Via Microsoft
(MS) Teams

Paper

G

Public

Schools Forum Work Programme 2024-25

Please see below an indicative programme for 2024-25. Other reports will be added on topical issues and/or commissioned by Schools Forum.

Meeting	Report
13 June 2024	<ul style="list-style-type: none"> Dedicated Schools Grant Monitoring 2023-24
12 September 2024	<ul style="list-style-type: none"> Final Dedicated Schools Grant update 2023-24 Updated Dedicated Schools Grant 2024-25 Schools Revenue Funding Update 2025-26 Dedicated Schools Grant Monitoring 2024-25 Updated Dedicated Schools Grant 2024-25 Growth Fund Allocations 2023-24 and 2024-25 Early Years Block Allocations 2023-24 and 2024-25
7 November 2024	<ul style="list-style-type: none"> Central Retention of Dedicated Schools Grant from April 2025 Dedicated Schools Grant Monitoring 2024-25
5 December 2024	<ul style="list-style-type: none"> School Funding Arrangements 2025-26 Consultation on the Central Retention of Dedicated Schools Grant from April 2025 Central Schools Services Block 2024-25
9 January 2025 (provisional)	<ul style="list-style-type: none"> Extraordinary meeting if needed to make decisions on APT submission
23 January 2025	<ul style="list-style-type: none"> School Revenue Funding Settlement 2025-26 Shropshire Schools Forum Constitution
20 March 2025	<ul style="list-style-type: none"> Dedicated Schools Grant Monitoring 2024-25 High Needs Block 3 Year forecasting

SCHOOLS FORUM – June 2024

Member Category	Name	School/Trust/Organisation	Term to
Schools representation (21 members – 75%)			
Primary Headteachers (3 members)	Mark Rogers Marilyn Hunt Stephen Matthews	Oxon Kinnerley St Laurence	31/03/27 31/03/25 31/03/26
Secondary Headteachers (1 member)	Reuben Thorley	Community College	31/12/23
Primary Governors (3 members)	Sandra Holloway Vacancy Vacancy	Meole Brace Primary	31/08/24
Special Schools (1 member)	Alison Ashley	Learning Community Trust	11/01/27
Academies (12 members)	Georgia Moss Mark Cooper Bill Dowell Carla Whelan Sue Lovecy Sarah North Sarah Finch Lisa Henshall Rachel Williams Sarah Godden Vacancy Vacancy	Diocese of Hereford MAT The 3-18 ET TrustEd Schools Empower Trust 3-18 Education Trust Empower Trust Marches Academy Trust St Barts Multi Academy Trust Collective Vision Trust TrustEd Schools	31/12/23 31/08/24 27/01/25 17/03/25 17/03/25 30/11/27 11/01/27 11/01/27 14/03/27 11/01/27
Pupil Referral Unit (1 member)	James Pearson	TMBSS	31/01/26
Further Education	James Staniforth	Shrewsbury Colleges Group	16/06/25
Non-schools representation (8 members – 25%)			
SSGC Early Years & Childcare Diocese Association of Secretaries 16-19 Education Sector	John Hitchings Shelly Hurdley Vacancy Sian Lines Vacancy Charles Thomas Andrew Smith	Little Explorers Lichfield Hereford Shrewsbury National Education Union Derwen College	

Schools Forum

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Thursday 20 June 2024

Via MS Teams

Agenda Item 10

Schools Forum online meeting

- In order to facilitate the smooth operation of the meeting:
- Please mute your microphones when not speaking
- Officers will briefly present their reports, using a PowerPoint presentation to get across the key aspects
- Use the 'Raise your hand' facility if you would like to raise a question or comment
- Alternatively use 'Chat' to advise the Chair that you would like to speak
- Turn off your video if bandwidth becomes an issue
- Please note that this meeting is being recorded and will be posted on YouTube



Paper A

Minutes and Matters Arising

14 March 2024

(Bill Dowell)

Minutes and matters arising - 14 March 2024

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	Action	Name	Update
4	Schools Forum Slides including the link to the Delivering Better Value (DVB) resource pack to be circulated.	Jo Jones	Completed by Jo Jones.
4	Link to the Shropshire Ordinarily Available Provision (SOAP) framework to be circulated.	David Shaw	The framework is now available on the Local Offer website here SEN support Shropshire Council
4	Comparative finance information and benchmarking, including High Needs and Notional SEND funding, to be identified and presented to Schools Forum.	David Shaw	Postponed to September meeting.
5	Identify any challenges/training needs related to SEND and supporting the increased range of SEND needs in mainstream. These should be shared with Alison Ashley to raise with the national Teaching School Council during the presentation.	School Forum members and Alison Ashley	Ali Ashley to update.
8	Raise challenges regarding school and SEND funding with MPs and the DfE to increase awareness of the challenges being experienced.	Kirstie Hurst-Knight/David Shaw	<p>MP briefing drafted and completed in April 2024 with comparative funding information included for reference. The briefing has also been shared with Bill Dowell.</p> <p>The matter has also been raised formally with the DfE, who have confirmed they have shared the information and examples provided with the ESFA.</p>

Paper A

Minutes and Matters Arising

14 March 2024

(Bill Dowell)

Paper B

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Dedicated Schools Grant Monitoring 2023/24 (Stephen Waters)

Dedicated Schools Grant Monitoring

- The 2023-24 outturn position for the DSG is a £4.486m in-year deficit.
- This deficit needs to be added to the £2.181m DSG surplus carried forward from 2022-23 resulting in a cumulative DSG deficit of £2.304m

	£ m'
DSG Surplus carried forward from 2022-23	(2.181)
Outturn 2023-24	4.486
DSG deficit to be carried forward into 2024-25	2.304

- 2023-24 outturn by block:

	2023-24 DSG Allocation £ m'	2023-24 Expenditure £ m'	2023-24 Variance £ m'
Early Years Block	17.868	17.954	0.087
Centrally controlled or retained High Needs Block	28.997	33.125	4.128
Additional High Needs Funding	1.644	1.263	-0.382
Central Schools Services Block	2.378	2.647	0.268
De-Delegated Items from Schools Block	0.451	0.485	0.034
School Growth Fund from Schools Block	0.303	0.654	0.351
Total	51.641	56.127	4.486

Dedicated Schools Grant Monitoring

- **Early Years Block**

- The outturn position for the Early Years Block is a £0.087m overspend against a provisional budget of £17.868m.
- The overspend is explained by a £0.287m budget pressure on SEND Support against a budget set of £0.600m. The demand experienced on this budget has grown in recent years with Shropshire seeing a growing number of children presenting with a range of development and emotional difficulties which require support.
- This position on the Early Years budget is provisional and could change once the final 2023-24 Early Years DSG allocation is published in July 2024.

- **High Needs Block**

- The outturn position for the High Needs Block is an in-year deficit of £4.128m against a centrally controlled High Needs Budget of £28.997m. This budget excludes the place funding element of the High Needs Block totalling £9.515m.

Dedicated Schools Grant Monitoring

- High Needs Block

High Needs Budget Area	2021-22 Outturn £ m'	2022-23 Outturn £ m'	2023-24 £ m'	2023-24 Variance £ m'	Reason for Variance
<div>Page 89</div> Post 16 FE College Placements	1.844	1.662	1.685	- 0.475	Increase in expenditure of £0.023m compared to 2022-23 outturn position. The number of EHC Plans in the 16-25 age range, indicates that the % increase in EHC plans is increasing significantly so you would expect large expenditure growth in this budget area. Instead, there is a higher proportion of post 16 pupils attending Independent Special Schools or independent alternative providers
Independent Providers	6.666	8.466	13.982	3.910	Expenditure for 2023-24 is 64% higher than 2022-23. The overspend relates to the Independent Special Schools budget where we have seen a large increase in numbers since September. The average termly cost of a placement has also increased in 2023-24 reflecting price inflationary pressures, plus demand for additional staffing support (LSA's). More frequent use of independent alternative providers, particularly in relation to post 16 as well as an increase in numbers attending out of county, independent special schools
% Increase in Independent Providers Expenditure		27%	64%		Higher % increase than anticipated due to increased demand for this type of placement

Dedicated Schools Grant Monitoring

- **High Needs Block**
- **Independent Special Schools**
- Increase in demand shown by increase in numbers
- Increase in average termly cost per placement (both due to price inflation pressures and additional staffing support – increasing complexity). Typical placement cost at our most frequently used provider is £60,000 to £72,000 per annum which is over double the cost of a Shropshire Special School.
- Increase in value of, and number of contributions to complex, joint funded placements with social care and the Shropshire Clinical Commissioning Group (CCG)
- To counter this increase in demand for Independent Special School placements we have increased top-up funding to mainstream schools, building capacity in SEND Hubs attached to mainstream schools, increased top-up funding through an increase in banding levels and capacity in our 3 Special Schools and are providing robust challenge around any placement decisions through the SEND teams's Commissioning and Procurement panel.
- **Top Up Funding to Special Schools**
- An overspend £0.097m relates to top-up funding paid to Shropshire's special schools. 3 Special Schools have received significantly more top-up funding since the start of the academic year
- Expenditure of £6.347m on top-up funding to Shropshire special schools is higher than previously forecast

Dedicated Schools Grant Monitoring

- **High Needs Block**
- **Top Up Funding to Mainstream Schools**
- £0.258m overspend relating to top-up funding paid to mainstream schools where expenditure totalled £5.943m, representing an 18% increase compared to 2022-23.
- An increase in demand for top-up funding in mainstream settings mirrors the national picture. This could be attributed to a growth in new EHC plans and growth in the SEND hubs attached to mainstream schools. This figure includes the Graduation Support Pathway payments as well as top-up funding.
- **SEN Support Services**
- An overspend of £1.610m against this budget totalling £1.898m in 2023-24. The majority of the overspend relates to one-off staffing overspends where additional staff have been employed, sometimes as agency workers to support the wider increase in demand.

Dedicated Schools Grant Monitoring

- **High Needs Block**

- The Council's DSG financial position is moving from a cumulative surplus carried forward figure of £2.181m at the start of this financial year to a cumulative deficit of £2.304m at the end of this financial year
- The 2024-25 provisional High Needs Block DSG allocation (before deductions) has been published. Shropshire's allocation is £42.188m representing a 5% increase compared to the 2023-24 allocation of £40.156m. Given that expenditure in 2023-24 on the High Needs Block increased by 26% or £9.048m compared to the 2022-23 figure of £34.854m, it can be seen that future expenditure growth is likely to outstrip future growth in High Needs Block DSG allocations.
- The High Needs Block DSG 3 year forecasting exercise undertaken in early 2023 forecasted that the Council would move to a DSG deficit position due to this shortfall in funding relative to increase in expenditure. There is an ongoing review of this 3 year forecast exercise to assess the extent by which future expenditure is likely to exceed future High Needs Block DSG income. This exercise will explore the plans that can be put in place to mitigate this, and the timescale for delivery of these mitigations.

Presentation

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Special School Top Up Bandings 23/24 and 24/25, including an overview of all current High Needs Banding levels (Karen Levell & Stephen Waters)

Purpose and Background

- To inform Schools Forum of the work that has been undertaken to align the top –up banding levels for children and young people with SEN attending Shropshire Special Schools
- Special school places not only offer a lower cost alternative to independent places, but also allow pupils to be educated in their community. It is recognised that special schools are facing significant financial pressure due to increasing numbers of pupils with ever greater levels and complexities of need
- Special schools are funded from the High Needs Block - £10,000 per commissioned place plus a top up for each child placed
- 3 special schools in Shropshire – Severndale (415), Woodlands (82) & Keystone (90 rising to 120)
- Current funding arrangements for Severndale and Woodlands have been in place since 2014. Commissioned Place Funding & Top-up rates remained unchanged
- Different approaches across special schools – Severndale = banded. Woodlands & Keystone single flat rate.

Banding Levels

Severndale – 4 levels

- Band A £1,000
 - Band B £4,314
 - Band C £11,696
 - Band D £18,628
-
- Woodlands & Keystone flat rate £12,585

Severndale

- Concerns raised over insufficient funding to provide specialist provision, including level of staffing required to safely deliver the provision outlined in EHC Plans. Challenges in managing school budgets within the current funding bands
- Agreed action necessary between Local Authority and Trust to work together to ensure school was financially sustainable and able to provide good quality education to the Children and Young people. Two stage process
- Firstly, working through annual review process with each individual pupil to confirm needs and appropriate banding for each CYP using Banding Criteria and back dating resulting banding changes to September 2023
- Secondly review banding rates in line with local/ regional and national benchmarking to ensure school is safe and secure

Severndale Review

- Full audit of school
- Agreed minimum guarantee of staffing to keep school safe
- Findings – too many children on wrong band and value of banding insufficient

Proposed Funding for 2023-24

Row Labels	2324 Numbers	% Split	Current	
			Banding Value	Sum of Banding Value
Band A	0	0%	£1,000	0
Band B	84	21%	£11,696	£982,464
Band C	204.5	50%	£11,696	£2,391,832
Band D	51.5	13%	£18,628	£959,342
Band E	69.5	17%	£25,650	£1,782,675
Grand Total	409.5			£6,116,313
Commissioned	415		£10,000	£4,150,000
TOTAL Top Up & Place				£10,266,313

Woodlands

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- Concerns raised over insufficient funding to provide necessary staffing levels for 82 commissioned places and safely increase numbers of students from 60 (September 2023) to 82 (April 2024). Challenge of managing school budgets in single flat rate top –up. Too many students requiring bespoke arrangements leading to lack of stability in staffing arrangements.
- Agreed action necessary between Local Authority and Trust to work together to confirm number of commissioned places at 82 & move from flat rate top – up funding system to a 3 Band model reflective of pupil need.
- Firstly developing banding descriptors for each level. Followed by alignment of pupils to the appropriate bands based on individual need resulting in pupils being placed on one of 3 bands.
- Secondly –providing additional top –ups within the banding – identification of pupils through SEN panel – working closely with Woodlands admissions team

Woodlands Review

Top up funding to be provided on a three band pathway model (further detail of the three band descriptions has been provided)

Banding rates:

- Pathway 1: £12,585 34 students
- Pathway 2: £19,500 24 students
- Pathway 3: £26,000 24 student

Findings – disproportionate level of pupils at Pathway 3



New Shropshire top up banding rates 23/24

Mainstream Schools

Level	Amount per year
Level 1	£1,000
Level 2	£2,000
Level 3	£3,000
Level 4	£4,000
Level 5	£5,000
Level 6	£6,000
Level 7	£7,000
Level 8	£8,000
Level 9	£9,000
Level 10	£10,000
Level 11	£11,000
Level 12	£12,000
Level 13	£13,000
Level 14	£14,000
Level 15	£15,000

SEN Hubs	(Plus £10,000 place funding)
	Top- Up Amount per year
Level 7	£7,000
	Total Per Pupil Funding (Place and Top-Up)
	£17,000

Special Schools	(Plus £10,000 place funding)
	Amount per year
	Total Per Pupil Fun
Severndale	
Band A	£1,000
Band B	£4,314
Band C	£11,696
Band D	£18,628
Band E (proposed)	£26,650
Woodlands	
Pathway 1	£12,585
Pathway 2	£19,500
Pathway 3	£26,000
Keystone	
Pathway 1	£12,585

New top up rates - 24/25

Shropshire top up banding rates and total per pupil funding from September 2024

Mainstream Schools		SEN Hubs (Plus £10,000 place funding)			Special Schools (Plus £10,000 place funding)		
Level	Amount per year		Top- Up Amount per year	Total Per Pupil Funding (Place and Top-Up)		Top- Up Amount per year	Total Per Pupil Funding (Place and Top-Up)
Level 1	£1,000	Pathway 1	£7,000	£17,000	Severndale		
Level 2	£2,000		Pathway 1	£12,585	£22,585		
Level 3	£3,000		Pathway 2	£19,500	£29,500		
Level 4	£4,000		Pathway 3	£28,645	£38,645		
Level 5	£5,000						
Level 6	£6,000		Woodlands				
Level 7	£7,000		Pathway 1	£12,585	£22,585		
Level 8	£8,000		Pathway 2	£19,500	£29,500		
Level 9	£9,000		Pathway 3	£26,000	£36,000		
Level 10	£10,000						
Level 11	£11,000		Keystone				
Level 12	£12,000		Pathway 1	£12,585	£22,585		
Level 13	£13,000						
Level 14	£14,000						
Level 15	£15,000						

Conclusion

- New banding rates reflective of continuum of provision and level of need
- Impact Forecast overspend on HNB from £4.5m to £6m
- Reduced supply staff – more stability
- Seeing increasing confidence – more capacity to meet needs of complex pupils – reducing reliance on INMSS sector
- Leading to prevention of external placements and increased scope for bringing pupils back

Verbal Update

**Outline of the EHCP Placement process,
including challenges and opportunities of
moving CYP (Karen Levell)**

Paper C

Update on the development of the new SEND Hubs (Andy Nicholls)

Update on the development of new SEND Hubs

To Summarise (as of June 2024):

- 4 new hubs created (Bowbrook, Ellesmere, Whitchurch, Morda)
- 1 Hub expanded (Bridgnorth)
- 50 additional places (up 47%)
- 3 new Education Quality Advisors (SEND and AP) appointed
- Projected 5 year cost reduction to HN budget of £8.5m v's placing in independent.

Next Steps:

- Expand provision further - rebuilds not just refurbishments
- Co-production / collaboration
- Keeping the focus upon local provision where ever possible

Papers D, E and F

SEND and AP Strategy and Outcomes Framework (David Shaw)

Purpose

This strategy sets the direction and commitment from the Area SEND Partnership to develop an inclusive system where everyone can thrive. We are committed to improving outcomes for children and young people aged 0-25 in Shropshire with special educational needs and disabilities (SEND) and those accessing alternative provision (AP). It builds upon the SEND Strategy co-produced with children, young people, families and professionals in 2021, incorporates feedback from the Ofsted/CQC Area SEND re-visit inspection from November 2022, the work completed to date through the Accelerated Progress Plan (APP) and the national SEND and AP Improvement Plan published March 2023.

A wide variety of engagement and development sessions during 2023 included Developing Inclusive Practice days, Headteacher Briefing Sessions, Early Help drop-in sessions, direct feedback from children, young people and families to services, 24 hours of self-evaluation focus group activity and a final self-evaluation session with SEND Partnership Board members in January 2024.

We recognise that many children and young people who access AP will have SEND, and we have therefore included AP within this strategy. Our commitment is to create a well-integrated, complementary and effective SEND and AP system in Shropshire.

Special educational needs and disabilities (SEND)

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or disability that means that they need special education, care and health support.

Alternative Provision (AP)

Alternative provision helps children who need extra help to stay in and enjoy learning at their mainstream school or provides specialist places and support for those who would benefit from spending time away from their mainstream school.

Our priorities

The draft proposed system wide priorities will enable the implementation of our vision and address the themes emerging from our self evaluation;

1. Develop local, high quality, inclusive provision across the system. Including strengthening the graduated response and ordinarily available provision (SOAP) whilst ensuring consistency and effectiveness of the emotional health and mental wellbeing offer in mainstream education settings, across all phases.
2. Enable early identification and the right help at the right time, including reducing waiting times for speech and language therapy and neurodiversity assessments.
3. Enable children and young people to communicate confidently, contribute to decisions, and feel visible and valued members of their community.
4. Develop a proactive, supportive, and clear alternative provision offer.
5. Develop a system that makes sense and works together, improving co-production, communication and engagement with families and professionals from all services. Including Improving the quality and timeliness of EHC plans, annual reviews, and transition pathways.
6. Develop a data informed and intelligence rich approach.
7. Enable children and young people to feel visible and valued members of their community, ensuring they are supported to be as socially and economically independent as possible to achieve their next steps in life.

Priority 1

Develop local, high quality, inclusive provision across the system. Including strengthening the graduated response and ordinarily available provision (SOAP) whilst ensuring consistency and effectiveness of the emotional health and mental wellbeing offer in mainstream education settings, across all phases.

Ambition

We will develop a continuum of high-quality local provision in Shropshire across education, health and social care, to better meet the needs of children and young people with SEND and those requiring AP.

Delivery

- We will continue to develop a continuum of provision to integrate skills and knowledge between mainstream and special schools, including further development of SEND hubs in mainstream schools. This will include early years, schools and post 16.
- We will focus on building capacity within provisions to strengthen children and young people's participation in decision making. This will involve a focus on supporting mainstream provision to keep children and young people in their local communities through wrap around health and care support.
- We will maximise outreach and community services, such as those from alternative providers, special schools or community organisations, to strengthen our local provision offer.
- We will develop our social prescribing and other community support offers for families to support early identification, inclusion and participation building on the development of the Early Help Hubs across Shropshire. We will build a thriving market for short break provision and encourage the use of personal budgets to support respite opportunities.
- We will establish a multi-agency forum to share best practice around inclusive education, health and care. This will include high quality professional development for staff.
- We will develop the Shropshire Ordinarily Available Provision (SOAP) framework from early years, schools and Post 16 so that all education professionals and families know what will be universally available for children and young people with SEND, wherever you live in Shropshire. This will enable all education providers to play a key role in ensuring all children and young people with SEND are able to access excellent provision delivering a broad and balanced curriculum.

Impact

- Most children and young people with SEND will successfully and regularly attend mainstream school. There will be further reduction in persistent/severe absence and a reduction in suspensions and exclusions. Children and young people in need of additional support from AP will be supported in mainstream, or return to and be successful in, mainstream provision.
- Fewer children and young people are placed out of Shropshire for their education placement because their education, health and care needs are met locally.
- There will be an increase in the proportion of providers rated outstanding or retaining good judgements from Ofsted.
- We will ensure specialist and alternative provision is in the right locations, high quality and accessible across Shropshire without long journey times.
- More early years settings, schools and Post 16 providers will have a consistent and effective emotional health and mental wellbeing offer, including a trained Senior Mental Health Lead in their senior leadership teams.
- There will be an improvement in attainment and progress outcomes across all phases, as high-quality teaching, curriculum and inclusion enable children and young people's needs to be met whichever mainstream early years, school or post 16 setting they attend in Shropshire.

Our shared commitment to Young People with SEND

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“We want all Shropshire children and young people with SEND to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life.

We want them to have, and to expect, the same opportunities in life as other children and young people.

We want them to thrive and live their best life.”

An **outcomes framework** outlines a range of things that children and young people themselves, families and professionals would like all children in Shropshire to **do**, to **have**, to **feel** and to **achieve**, for them to be living the **best life** they can.

Outcomes framework

There are two important reasons to develop an agreed outcomes framework.

1. We need to measure our performance by focusing clearly on how our work is impacting on outcomes for children and young people with SEND.
2. We need to ensure that we have a framework of consistent, regular measurements that we can apply year on year to see how our impact on children and young people with SEND is changing over time.

Each of the top-level outcomes on the right is broken down to reflect 'what good looks like' in each area, for children and young people, parent carers and professionals.

Wherever possible, we aim to apply a measure to track progress towards these good outcomes.



SEND and AP Strategy and Outcomes Framework

A summary of:

- ***Feedback is welcomed from Schools Forum Members by the 1st July 2024.***
- Feedback is also being gathered from a range of other people and groups, including CYP directly.
- Public consultation on the SEND and AP Strategy and Outcomes Framework is now planned for w/c 8th July and will run for 6 weeks.

Paper G

**Schools Forum Work Programme &
Membership**

(David Shaw)

Schools Forum Work Programme

Meeting	Report
20 June 2024	<ul style="list-style-type: none"> Dedicated Schools Grant Monitoring 2023-24
12 September 2024	<ul style="list-style-type: none"> Final Dedicated Schools Grant update 2023-24 Updated Dedicated Schools Grant 2024-25 Schools Revenue Funding Update 2025-26 Dedicated Schools Grant Monitoring 2024-25 Updated Dedicated Schools Grant 2024-25 Growth Fund Allocations 2023-24 and 2024-25 Early Years Block Allocations 2023-24 and 2024-25
7 November 2024	<ul style="list-style-type: none"> Central Retention of Dedicated Schools Grant from April 2025 Dedicated Schools Grant Monitoring 2024-25
5 December 2024	<ul style="list-style-type: none"> School Funding Arrangements 2025-26 Consultation on the Central Retention of Dedicated Schools Grant from April 2025 Central Schools Services Block 2024-25
9 January 2025 (provisional)	<ul style="list-style-type: none"> Extraordinary meeting if needed to make decisions on APT submission
23 January 2025	<ul style="list-style-type: none"> School Revenue Funding Settlement 2025-26 Shropshire Schools Forum Constitution
20 March 2025	<ul style="list-style-type: none"> Dedicated Schools Grant Monitoring 2024-25 High Needs Block 3 Year forecasting

Schools Forum future dates

Thursday 12 September 2024	8.30 – 10.30	Microsoft (MS) Teams
Thursday 7 November 2024	8.30 – 10.30	Microsoft (MS) Teams
Thursday 5 December 2024	8.30 – 10.30	Microsoft (MS) Teams
Thursday 9 January 2025 (Provisional)	8.30 – 10.30	Microsoft (MS) Teams
Thursday 23 January 2025	8.30 – 10.30	Microsoft (MS) Teams
Thursday 20 March 2025	8.30 – 10.30	Microsoft (MS) Teams
Thursday 19 June 2025	8.30 – 10.30	Microsoft (MS) Teams



Communications (Bill Dowell)