

York Schools Forum

19th October 2023

Report of Assistant Director, Education and Skills

Safety Valve Year 2, Quarter 2 monitoring report

Summary

1 This paper provides the members of the School Forum with an update on the progress being made to deliver the Safety Valve High Needs recovery plan. The Year 2, Quarter 2 monitoring report was submitted to the Department for Education on 15th September 2023.

Progress on the Safety Valve Recovery Plan

2. The council remains **on track** to meet the deficit reduction targets set out in the Safety Valve agreement.
3. Year 2 of the plan is the most challenging phase as there has been an increase in demand for specialist provision, particularly in the early years post pandemic. This has had an impact of the sufficiency of places in our primary special school and there is a need to address this through commissioning additional places and completing capital works to accommodate this from September 2024.
4. The financial pressures being experienced by schools and enhanced expectations re: provision in mainstream is creating a challenging environment when promoting inclusion in mainstream.
5. A number of schools/multi-academy trusts are in the process of developing nurture and intervention bases to more effectively target support, particularly for children with layered needs e.g. autism, ADHD, SEMH.
6. The table below summarises the operational activity that has taken place in Quarter 1 of Year 2 against each of the priorities in the Safety Valve agreement:

Safety Valve Priority	Activity in Year 2 Quarter 2 (June 2023-September 2023)
Manage demand appropriately by supporting more children and young people in mainstream settings and appropriate and timely ceasing of Education, Health and Care plans.	Decisions in resource allocation panel are being rigorously linked to the specificity of provision in EHC plans. Number of plans ceased in Qtr 1: 37

<p>Reduce the costs of SEND transport and support independence by improving strategic and individual commissioning and contract management. This will include reductions in the costs of out of city placements, a review of banding and SEND transport.</p>	<p>The DSG element of the transport savings have been delivered.</p> <p>The York Independent Living and Travel Skills (YILTS) model is being revised to enable closer working relationships with schools and colleges to encourage more young people to travel independently. The YILTS model is to include more of a strategic focus to enable the promotion of the YILTS service to encourage more young people and their parents to opt for travel training. The emphasis will also be a requirement of 16+ young people to undergo an assessment as part of an overall review of the 16+ policy.</p> <p>From September larger capacity buses are being used for our specialist SEMH provision to bring more young people out of taxis to reduce overall costs. This contributes to overall savings for transport budgets and once larger vehicles are running to maximum this will reduce costs even further.</p> <p>Work with the All Age Commissioning team is on-going and has resulted in the development of an all age commissioning framework which is being applied to commissioning and contract management for SEN placements</p>
<p>Support the inclusion of children and young people with SEND in mainstream settings to improve outcomes and reduce requests for specialist provision, including the development of pre-and post-diagnosis support pathways.</p>	<p>The Autism social prescriber post is being recommissioned following a DfE funded pilot project coming to an end. This is a jointly commissioned post with health. The recommissioning of the post is being co-produced with parents to build on and extend the learning from the pilot project.</p> <p>Evaluation of the Learning Support Hub has been completed. In Year 1 there were 572 requests for targeted support.</p>

	<p>Of the 572 requests, many had more than one area of need:</p> <ul style="list-style-type: none"> • 37% with significant Social Communication Needs • 49% described difficulties with Emotional Regulation • 21% working well below their peers • 15% whose attendance is impacted by their SEN <p>The Year 1 evaluation report has provided useful data which hasn't previously been available and is demonstrating the impact of the specialist teaching teams and is also providing information about emerging trends e.g. complexity of need in the early years, the correlation between requests for support and schools serving areas of disadvantage.</p>
<p>Create more enhanced resource provision in mainstream schools to support the transition of children with a primary need of autism and associated social, emotional and mental health needs to reduce out of city placements.</p>	<p>The new primary and secondary enhanced resource provision has been developed.</p>
<p>Increase the number of young people with SEND in employment in the 19-25 age range by preparing post 16 and post 19 for adulthood, with a focus on routes to employment post 19.</p>	<p>An Events and Engagement Project Officer is being recruited to develop a network of inclusive employers who are ambitious about employment for all and provide opportunities for young people with SEND.</p> <p>NEET Cohort with EHCPs & SEN Support end of August 2023</p> <p>No of NEET with EHCP = 4 No of NEET with SEN Support = 11</p> <p>As of 11th September 2023:</p> <p>No of NEET with EHCP = 2 No of NEET with SEN Support = 4</p> <p>There are 0 known NEET young people with EHCP in the 18-25 cohort at present, although there are some cases</p>

	<p>where students are 'between provision', or where there are significant challenges that may see them become NEET from September 2023, or, who are changing their destinations. There are also cases where there are potential proposals to cease their plan, and these may face appeal.</p> <p>One essential feature of this positive picture is the effective working interface between the SEND Casework, Virtual School and SLEA teams. Communication about individual cases is swift and efficient, and colleagues are clear about where there is a function/role for particular professional advice and intervention.</p>
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Next Steps

- 6. The Quarter 2 monitoring report has demonstrated that the local authority is on track to achieve an in-year balance in 2023-24.
- 7. Actions in Quarter 3 are focusing on sustainability post Safety Valve. This includes:
 - Implementing the Inclusion Capital Grant of £300K per year. Schools will be able to bid for capital to support reasonable adjustments in mainstream;
 - Costed provision maps to be included in Education, Health and Care plans. This will make clear the use of element 1, 2 and 3 funding in the plans;
 - Work with the ADHD Foundation to develop neuro-affirming settings and schools.

Recommendations

- 6. Note the progress on the Safety Valve recovery plan between the Department for Education and the council which forms the basis of the grant agreement that the council has signed up to.

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