



Haringey Council

The Children and Young People's Service

Report to Haringey Schools Forum –

Agenda Item

8

Report Status

For information/note
For consultation & views
For decision

Report Title:

Financial Arrangements – Children and Young People with Special Educational Needs

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1. Executive Summary.

This report provides an up to position date on the funding arrangements for children and young people with special educational needs in mainstream schools.

2. Recommendations:

It is recommended that members note the funding arrangements for special education needs in mainstream schools.

3. Background and Introduction

National context

- 3.1. The principles behind supporting children and young people with special educational needs (SEN) is contained within the Education Act 1996 and reinforced by the SEN Disability Act 2001. They state that the special educational needs of children will normally be met in mainstream schools or settings where possible. The statutory guidance for Local Authorities and schools set in the SEN Code of Practice reflects this.
- 3.2. The general advice from the DCFS to all Local Authorities (LAs) is that the development of their funding schemes for schools should involve the increasing delegation of Special Educational Needs (SEN) resources to schools.
- 3.3. The delegation of funding does not change the statutory responsibilities of the LA or of schools, either in terms of their respective responsibilities for provision for pupils with SEN or to their parents. These are set out in the SEN Code of Practice.

Haringey context:

- 3.4. In Haringey, the Council's cabinet, in December 2007, agreed a number of adjustments to the School Funding Formula for 2008 – 09. The most significant change was the targeting of the full amount for deprivation and additional needs funding, received through the Dedicated Schools Grant (DSG), via relevant factors in the distribution formula. The change has been slower than hoped for due to pupil numbers not rising as expected.
- 3.5. The factors used in distributing AEN/SEN Funding are:
 - Eligibility for Free School Meals.
 - a prior attainment factor to be calculated from end of Key Stage attainment data in Maths, English and Science.
 - a mobility factor.
 - a factor to increase the rate of progress of underachieving groups.
- 3.6. The School's Forum agreed the following principles underpinning the funding arrangements:
 - Support early intervention;
 - Be flexible;
 - Meet the needs of children at all levels of intervention;
 - Support achievement and the raising of standards;
 - Ensure a fair and equitable distribution of resources both between the funding blocks and between schools;

- Ensure transparency by providing clear information about how resources are calculated;
- Ensure stability in resource allocations, avoiding sudden shifts of resources between schools where possible.

3.7. It was also agreed that the threshold for receiving funding for specific statements should be raised by 2.5 hours to 15 hours of Teaching Assistant support costed at Scale 4, funding permitting, (or a mixture of support of equivalent value) for new statements.

3.8. The increased delegation of funding to schools over the past years has continued to demonstrate that Head teachers, Governors and SENCOs are able to make decisions about curriculum and support arrangements for individuals and groups of children who experience barriers to learning. They are best placed to ensure that resources are used early and proactively to address learning needs as they arise. This has reduced the reliance on statements as a way of triggering additional resources for high incidence needs. Children and young people with complex low incidence needs, including disabilities, continue to receive full funding for their support needs through their individual statements of special educational needs.

3.9. Children and young people with special needs, including those with statements continue to make satisfactory and better progress in nearly all schools. Their overall progress continues to be tracked as well as their response to targeted interventions. SENCOs have received regular training on identifying needs and analysing the children and young people's responses to specific programmes. Progress of children and young people continues to be monitored by the Annual Review process which is managed by the SEN panel.

3.10. The following table shows the number of children and young people with statements with in mainstreams schools.

Table A

No of Children in mainstream schools with statements

	Haringey	Out of Borough	Total
Academy	14	5	19
Independent Mainstream	2	19	21
Maintained Mainstream	612	102	714
	628	126	754

3.11. The following table shows the trend in the number of new statements issued each year.

Table B

Number of Statements issued during financial year

2009 - 2010	135
2008 - 2009	136
2007 - 2008	125
2006 - 2007	121
2005 - 2006	153
2004 - 2005	140
2003 - 2004	182

3.12. Although the overall trend since 2003 -04 is downward, the reduction year on year is not consistent. The contributing factors are an increase in the pupil population, the increase in the numbers of children moving in borough and the success of the Early Support programme in the early identification of children with complex needs.

3.13. There has been a 64% reduction in the number of statements with resources under the threshold since 2006-07. There has been a 48% increase in the number of children with 15 hrs above. This reflects the complexity of needs of the children and young people in mainstream schools, particularly in primary schools. This data is shown in Table C.

Table C

	No of Statements (in borough, mainstream only)	No of new statements issued	No of statements ceased (including lapsed)	Total No of statements under 15 hrs (under threshold)	No of statements with 15 hrs & above or equivalent
2006 - 2007	651	121	80	303	348
2007 - 2008	641	125	119	233	408
2008 - 2009	633	136	142	154	479
2009 - 2010	626	135	110	110	516

4. Early Support Programme

4.1. The Early Support programme was introduced in 2008 and provides co-ordination of multi agency services and support for children aged 0-5yrs with disabilities following diagnosis. The programme identifies a Key Worker and uses a Team Around the Child approach to plan assessments and interventions. It also enables Children Centres and Schools to have early notification of children with complex needs in their community and therefore organise training, resources and adaptations. In 2008 there were 28 pre-school children known to specialist services. In 2009 this number increased to 54 and in 2010 73 children. The approach now includes children and young people who move in borough and those with acquired disabilities. Further development include a single point of entry for children and young people with additional needs

and disabilities aged 0 – 19 yrs and the co-ordination of services from education, social care and specialist health services. This programme has been very successful in building parental confidence that their child's needs are identified and being addressed. It has greatly reduced parental anxiety that they have to fight for assessments and services.

4.2. Table C shows the number of children and young people with statements that have moved in borough over the past four years.

Table C Moved in borough

2006 - 2007	42
2007 - 2008	48
2008 -2009	49
2009-10	52

4.3. The majority of children move in from a wide range of other boroughs and a small number from other countries. For example in 2009-10 of the 52 children who moved in borough, 40 were from other boroughs.

5. Building capacity in schools:

5.1. In addition to the funds delegated to schools there are also a range of services provided centrally including:

- Educational Psychology Service
- Speech, Language and Communication Service (comprising Speech and Language Therapists, Language Support Teachers, Advisory Service for Autism)
- Behaviour Support Service (Primary and Secondary)
- Advisory services for hearing and visual impairment
- Advice and support from Special Schools
- Parent Partnership Service
- Early Years Inclusion Team
- Home to School transport
- Specialist equipment and communication aids.

5.2. The establishment of the Multi Disciplinary Teams within each Children's Network brings together these teams to ensure a co-ordinated and integrated approach to working with schools. The teams provide targeted support to schools to improve outcomes for children, young people and their families and to strengthen their early intervention and prevention strategies.

5.3. Nearly all schools have well established provision maps which set out their additional and targeted provision, including extended school provision. This approach has been strengthened by the Inclusion Development Programme which is being delivered through the National

Strategies programme. This programme is designed to improve outcomes for pupils and narrow gaps by:

- Promoting early recognition and intervention
 - Increasing the confidence of all practitioners
 - Supporting schools and settings to become more effective at strategic approaches to support and intervention.
- 5.4. Phase 1 covered Speech, Language and Communication and Dyslexia. Phase 2 covered Autistic Spectrum Disorders (ASD) and future elements will cover Behavioural, Emotional and Social Difficulties (BESD), and Moderate Learning Difficulties (MLD).
- 5.5. The programme provides guidance and information for teachers and others in the workforce about early signs of:
- Dyslexia
 - Other Specific Learning Difficulties (SpLD)
 - Speech Language and Communication Needs (SLCN).
- 5.6. It also includes information on teaching and learning strategies and approaches known to be effective and materials will be aimed at all mainstream teachers and support staff.
- 5.7. The SENCO forum and Conferences have included detailed training on these programmes and all have been lead by the author of the specific programme.
- 5.8. Detailed work has also been undertaken to support schools in setting appropriate and challenging targets for children and young people with SEN and supporting them with assessments tools in particular for children working at P scales and below National Curriculum levels.

6. Parental Involvement

- 6.1. Considerable work has been undertaken to increase parental confidence in schools' capacity to meet a wide range of needs at School Action and School Action Plus including statements.
- 6.2. Information sessions have been held for parents/carers of children entering reception classes each September and of children preparing for secondary transfer. In November there will be a meeting for parents/carers for young people preparing for transition from school to work, further education and training. The Parents/Carers' Forum – Haringey Involve- has been established and will provide a framework for parent groups and opportunities for sharing information as well as conferences and themed focus groups.
- 6.3. The Forum has held its first Conference for parents and their next event in November will enable parents/carers to hear about the work of a wide range of professionals from schools, social care, health, housing and benefits. The Forum is also developing a bank of trained parents/carers

who will be available to join decision making groups as well as providing feedback on consultations.

- 6.4. The reduction in the number of appeals to SENDIST has been maintained as shown in Table D. All requests for statutory assessments are now made within the Common Framework Assessment (CAF) and are considered by the multi agency SEN Panel. Where a statutory assessment is not agreed, parents/carers are offered a meeting with a panel member as well as given information on Parent Partnership, disagreement resolution and appealing to SENDIST. Meeting with individual parents/carers has been particularly effective and provides an opportunity to discuss the arrangements in schools to meet high incidence needs.

Table D Appeals to SENDIST

	No of Tribunals
2010 - 2011	9
2009 - 2010	23
2008 - 2009	25

7. New provision

- 7.1. The number of children and young people with autism has continued to increase and most recent figures show over 600 with a diagnosis. The majority of children with autism attend mainstream schools. However there is considerable pressure on special school places and Haringey has needed to place children and young people out of borough in independent special schools.
- 7.2. In order to provide for these children in Haringey new provision has been identified through the development of resourced provision at Heartlands secondary school and the Inclusive Learning Campuses.
- 7.3. Heartlands will provide 25 places for young people with complex needs in relation to their autism. In September 2011 there will be up to 10 places and the provision will grow as the school increases its intake.
- 7.4. There will also be additional capacity at the newly established Brooke primary special school and Riverside secondary Special School. These schools have been formed through the amalgamation of WC Harvey and Moselle schools and they will form a campus with Broadwater Farm and Woodside schools respectively.
- 7.5. This new provision will enable the Local Authority to provide for children and young people with complex needs to attend schools in borough at reception and secondary transfer stages and thereby reduce travelling times and provide more efficient use of resources.

- 7.6. Parents/carers of children and young people currently placed out of borough have been contacted to inform them of the new provision and support transition to in borough provision as appropriate.
- 7.7. A summary of the current pattern of special school placements in and out of borough is attached at Appendix B

Appendix A

The percentage allocation of the SEN/AEN factors is:

Phase	FSM	IMD	Prior Attainment	Mobility	Targeted Ethnic Minority Groups
	%	%	%	%	%
Nursery		50	0	20	30
Infant	50		0	20	30
Junior	40		20	20	20
Secondary	30		30	20	20

Appendix B Pattern of placement in special schools in and out borough

All Children (Nursery age - Year 13 plus)

	Haringe y	Out of Borough	Total
Independent Special (Day)	12	36	48
Independent Special (Residential)		37	37
Maintained Special*	344	57	401
	<u>356</u>	<u>130</u>	<u>486</u>

*includes figures for Pupil Support Centre & special places at H6FC

Age 4 - Year 11 students at Special Schools only

	Haringe y	Out of Borough	Total
Independent Special (Day)	12	29	41
Independent Special (Residential)		23	23
Maintained Special*	278	44	322
	<u>290</u>	<u>96</u>	<u>386</u>

*includes figures for Pupil Support Centre & special places at H6FC