



**Agenda Item  
9**

**Report Status**

For information/note   
For consultation & views   
For decision

Report to Haringey Schools Forum – date 13.7.2017

**Report Title:** Schools forum Update High Needs Block – post 16 high needs funding

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**Purpose:** Information and planning

**Recommendations:**

For information only

## 1. Report

### 1.0 SEND Reforms:

The SEND reforms 2014 have changed the legislation over duties to provide support to children. The key features of the reform agenda are:

- A requirement for the Authority and local Schools to publish their 'Local Offer' for Families and Young People with SEN and Disabilities on their websites
- Education, Health and Social Care Plans (EHC plans) to replace statements, but the threshold to remain as the child's significant learning need. These to be issued within 20 weeks
- The use of a personal budget for services within the Education, Health and Care Plan
- Extension of the EHC plan to 25 years for Young People in Education
- The extension of the duty to include children and young people in Youth Offending Services
- Joint Commissioning between Health, Education and Social Care
- Collaboration and Co-production with families and children

The reforms have increased the need for resources for an extended age range of children and young people to be assessed for, and provided with support in education, potentially up to the age of 25 years.

This report will focus on the population, funding and educational outcomes for young people aged 16- 25 years

### 1.1 Population of children with SEN and Disabilities:

1.1.1. In April 2016 Haringey had 1600 children and young people with Statements of SEN and Young People with Learning Difficulty Assessments, this is an increase of 91 children from 2014-2015 where there were 1414 with statements and 100 with LDA's. In April 2017 this had increased to 1790, an increase of 9% over the previous year.

Year	No. of children with statements	% increase from previous year
2009	1,262	
2010	1,284	1.7%
2011	1,300	1.2%
2012	1,354	4.2%

2013	1,393	2.8%
2014	1,451	4.2%
2015	1,455	0.03%
2016	1,600	10%
2017	1790	9%

The majority of the increase has been in the upper age ranges, as a result of fewer young people leaving education.

### 1.1.2. Numbers of EHC's/statements from March 2013 to March 2017

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
Pre-School/Nursery	14	4	8	19
Reception	54	61	63	61
Year 1	72	64	90	80
Year 2	75	86	76	112
Year 3	82	88	101	86
Year 4	104	92	93	111
Year 5	122	116	99	105
Year 6	130	121	126	106
Year 7	118	139	122	133
Year 8	117	117	138	128
Year 9	137	118	128	140
Year 10	125	138	115	127
Year 11	130	124	134	117
Year 12	41	37	120	132
Year 13	22	32	82	120
Year 14	8	8	69	79
Year 15			29	70
Year 15 plus			7	64
	1351	1345	1600	1790

The table above shows that the largest increase has been in the numbers remaining in education over year 15. This is young people aged 20-22 approximately.

### 1.2 Placement in or out of borough

The increased demand in this age range means that it is challenging to place this volume of young people in Haringey provision, with the result that the majority are attending out borough provision, and of those, many are in independent provision. There is also a rise in the use of residential placements, joint funded by adult social care or adult health services. The majority of these residential places are used by young people with Autism and mental health needs.

Breakdown by Post 16 provision

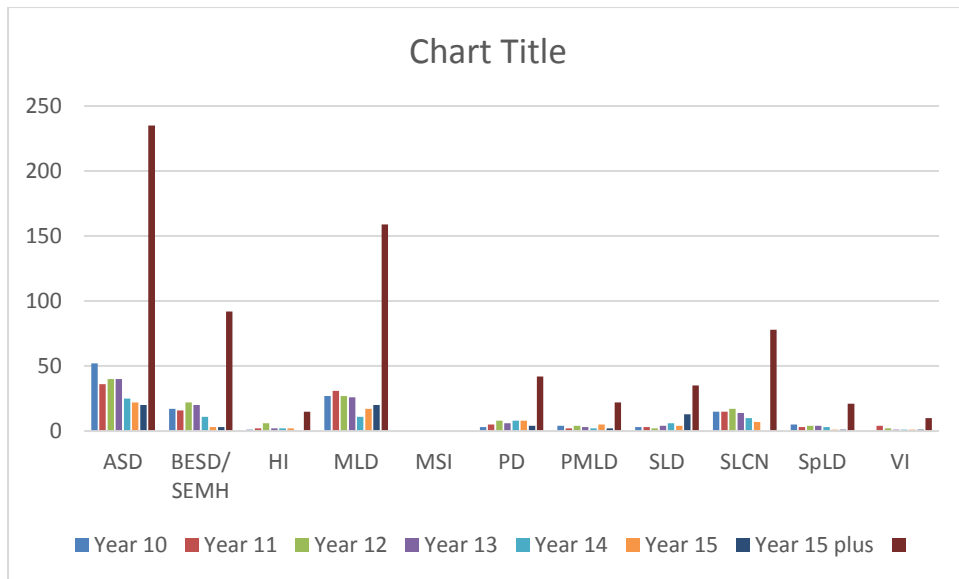
	Haringey Sixth Form Centre		Colleges		Special Post 16 Institution - Day		Special Post 16 Institution - Residential		Other day places*	
	In	Out	In	Out	In	Out	In	Out	In	Out
March 2017	108		47	83	22	2		7	5	22
March 2016	114		10	39	5	5		2	2	2

## 2 Profile of needs in the older age groups

2.2. The Young People with Statements of SEN or EHC's in Haringey have identified on their statement the following primary needs:

	ASD	BESD/ SEMH	HI	MLD	MSI	PD	PMLD	SLD	SLCN	SpLD	VI	
Year 10	52	17	1	27		3	4	3	15	5		127
Year 11	36	16	2	31		5	2	3	15	3	4	117
Year 12	40	22	6	27		8	4	2	17	4	2	132
Year 13	40	20	2	26		6	3	4	14	4	1	120
Year 14	25	11	2	11		8	2	6	10	3	1	79
Year 15	22	3	2	17		8	5	4	7	1	1	70
Year 15 plus	20	3		20		4	2	13		1	1	64
	235	92	15	159	0	42	22	35	78	21	10	<u>709</u>

## 2.3 Chart to show year group and needs



Our largest cohort is the year 12 group, with the predominant needs being Autism or moderate/severe learning disabilities for those remaining in education.

### 3. Placements by Average Cost and Types of needs met

Budget for the post 16 group is spent across two budget lines due to the type of placement: Higher education and out borough independent.

As can be seen from the above chart there are increasing numbers of students using out borough and independent due to limited local capacity.

The total spend on this age group is £2,528,951.23, across the two budget lines, the majority of this is on non-maintained provision.

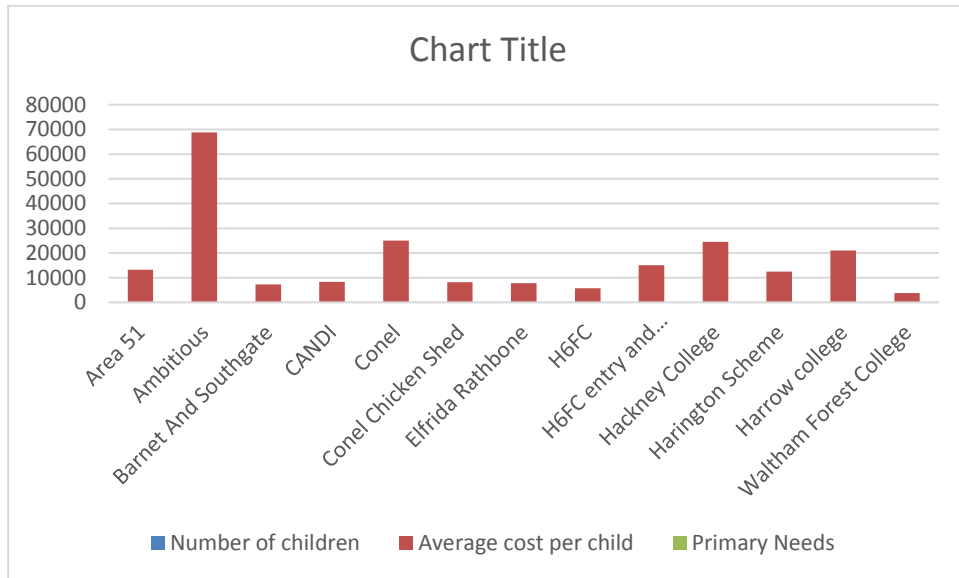
#### 3.1 Average costs of placement and types of needs

The following is the most commonly used settings and their average costs.

College Name	Number of children	Average cost per child	Primary Needs
Area 51	22	13,263.36	PMLD/ASD
Ambitious	7	68,797.98	ASD
Barnet And Southgate	25	7,241.88	ALL
CANDI	4	8,301	SLD
Conel	30	2,5017	MLD
Conel Chicken Shed	4	8,201.25	SLD
Elfrida Rathbone	4	7,800.00	SLD
H6FC	37	5,722.91	MLD

H6FC entry and Foundation	65	15,000	PMLD/ASD
Hackney College	8	24,482.91	PMLD/ASD
Harington Scheme	6	12,402.83	MLD
Harrow college	5	21,000.00	HI
Waltham Forest College	11	3,797.96	SLD

Chart to show provision by average costs:



Harington scheme is proportionately more costly given the profile of young people attending. Conel has the lowest cost top up per course but tends to offer courses to less complex young people in the main college, with their franchises becoming more expensive (Ambitious and Chicken Shed). The specialist college for young people with Hearing Impairment is proportionately higher cost (Harrow) but there are limited numbers of providers who can meet these children's needs. The most effective college offer is Haringey 6<sup>th</sup> form centre, although this college is finding it difficult to maintain the range of courses to attract young people.

There is no collated data on the courses attended and topics of interest at this stage.

There is a provision map available for students when preparing for transition into college from school (newly published).

4.0 Outcomes for young people between 16 and 19 years.

The following is a table to show the employment Education and Training attendance of young people with and without SEND.

16-19 Yr Olds with SEND - Monthly Totals													
	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17
Total 16-19 Yr Old Cohort	8058	8051	8053	8039	8022	7892	7965	7940	8033	8027	8019	7990	7970
16-19 Yr Olds with SEND - Monthly Totals	363	350	341	333	327	406	404	396	386	374	371	358	346
% 16-19 Yr Olds with SEND	4.5%	4.3%	4.2%	4.1%	4.1%	5.1%	5.1%	5.0%	4.8%	4.7%	4.6%	4.5%	4.3%
Number with SEND in EET	304	302	298	288	217	51	212	225	258	285	280	272	270
% with SEND in EET	83.7%	86.3%	87.4%	86.5%	66.4%	12.6%	52.5%	56.8%	66.8%	76.2%	75.5%	76.0%	78.0%
Number with SEND NEET	19	20	19	20	20	18	19	20	18	31	37	40	40
% with SEND NEET	5.2%	5.7%	5.6%	6.0%	6.1%	4.4%	4.7%	5.1%	4.7%	8.3%	10.0%	11.2%	11.6%
Number with SEND with situation not known	38	26	22	23	88	337	173	151	110	58	54	46	36
% with SEND with situation not known	10.5%	7.4%	6.5%	6.9%	26.9%	83.0%	42.8%	38.1%	28.5%	15.5%	14.6%	12.8%	10.4%
Custody	2	2	2	2	2								

The proportion of young people with SEND attending education employment and training is increasing over the year but tends to show seasonal variation. The number of YP with SEND with a known situation is increasing, however there are still high numbers of children who are NEET. There are a range of initiatives to increase participation and to improve outcomes. These include an apprenticeship co-ordinator who links young people into apprenticeships.

#### 4.1 Apprenticeships

Currently there are 44 young people with SEND in apprenticeships. Approximately 50% of these young people have a EHC or statements.

ACTIVATE LEARNING	1
APPRENTICESHIPS & TRAINING SERVICES CONSORTIUM LIMITED	1
BE TOTALLY YOU	1
CAPEL MANOR COLLEGE	3
COLLEGE OF HARINGEY, ENFIELD AND NORTH-EAST LONDON, THE	5
EALING, HAMMERSMITH & WEST LONDON COLLEGE	1
ECONOMIC SOLUTIONS LIMITED	2
FIRST4SKILLS LIMITED	1
GP STRATEGIES TRAINING LIMITED	1
HAWK MANAGEMENT (UK) LIMITED	2
HIT TRAINING LTD	2
ICON VOCATIONAL TRAINING LIMITED	2
JOBWISE TRAINING LIMITED	1
LEARNDIRECT LIMITED	1
LEARNING CURVE (JAA) LIMITED	2
LEWISHAM SOUTHWARK COLLEGE	1
M I T SKILLS LIMITED	2

MARDELL ASSOCIATES LIMITED	1
MERCEDES-BENZ UK LIMITED	2
POSITIVE OUTCOMES LTD	1
RATHBONE TRAINING	1
REDBRIDGE COLLEGE	1
SKILLS TEAM LTD	1
TESCO STORES LIMITED	1
THE INTRAINING GROUP LIMITED	1
WEST NOTTINGHAMSHIRE COLLEGE	4
WKCIC GROUP	2
<b>Grand Total</b>	<b>44</b>

Conel is offering a specific course mainly accessed by young people with EHC's.

#### 4.2 Encouraging Young people into employment

There is a new initiative with Mencap who are supporting young people into employment who have an EHC or statement.

We have referred 26 young people to Mencap to date. The outcomes are as follows:

- 7 are in employment/traineeship
- 1 is in full time education having been NEET
- 4 are job ready
- 14 need support to be job ready

We have referred another 68 young people into Mencap for job carving and support into work, in the last 6 weeks.

#### 4.3 Referral to adult services for those require support in their independence

We referred 56 young people to the adult learning disabilities combined team in 2016, and 75 in April 2017. There is a cohort of young people who have autism and no learning disabilities who are entitled to assessment for adult services under the Care Act 2014. There were 6 referrals last year, with an increasing identification of this cohort of young people. 17 were referred this year.

#### 5.0 Development of services to improve outcomes and demonstrate impact.

5.1. We are working with Early Help and School Improvement teams to look at how we can track young people's courses, and their progression.

5.2. We are looking at how we can support colleges to assess, differentiate and make the best use of resources made available to them. This will be done



through the re-structure of the advisory teachers, and encouragement of trading for educational psychology services into the local colleges.

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