

SCHOOLS FORUM – London Borough of Hammersmith & Fulham
REPORT BY TRI-BOROUGH ASSISTANT DIRECTOR FOR SEN & VULNERABLE CHILDREN

HIGH NEEDS – FUNDING ARRANGEMENTS FOR Autumn Term 2015

This report;

- * Provides an update on resources allocated through Local Authority statement of SEN or EHC resource allocation agreements; signals pressures on HNB as a result of new legislation.
- * Proposes re-establishing HNB Reference Group to adopt a joint approach to management of HNB pressures – for decision.
- * Provides an update on the implementation of an enhanced SEN Early Years local offer through implementation of block HNB contingency funding – for comment

Introduction

1. The Local Authority has high aspirations for children with SEN and as such the strategic approach to High Needs Funding that has been adopted to date has been based on the premise that there is a continuum of local provision for local children funded from the High Needs Block, which, in the long term, supports young people with SEN in gaining employment and becoming independent in or near their local community.
2. The London Borough of Hammersmith & Fulham is keen to support early years settings, schools and FE providers in having a well resourced Local Offer to meet children's additional learning needs.

Funding for Children with a statement of SEN or an EHC Plan

3. The premise underpinning High Needs Funding is that the majority of children have their additional learning needs met in mainstream schools from available resources (notional SEN budget Element 2) and interim SEN contingency funding (Element 3) with provision for the children with complex needs such that they have an Education, Health and Care Plans (EHCPs) or statement of SEN funded through Top Up.
4. The London Borough of Hammersmith & Fulham is responsible for maintaining approximately 800 statements of SEN or Education, Health and Care Plans for children with special educational needs. This is an increase of approximately 50 young people for whom the LA is now responsible for maintaining an EHC Plan or

Statement of SEN; the increase is attributable to a number of factors associated with the introduction of the Children and Families Act, not least the widening of the age range from 0-25, with high expectations of parents of young people with complex SEN that education will continue beyond 19 years of age. As a consequence of these changes and increased demand there is a forecast overspend for the LBHF High Needs Block.

HNB	Forecast Spend	Budget	Variance
Total	£18,451,471.27	£16,467,000.00	-£1,984,471.27

5. The LA is of the view that it is important head teachers and LA officers work in partnership to manage this pressure together. The proposal is to re-establish the HNB reference group to undertake this work. The schools forum is asked to consider this proposal and to make a decision in this regard.

Funding for Early Years Enhanced SEN offer

6. It has been identified by the Early Years Sector that upfront and early intervention achieves better outcomes for children.
7. To enable the Local Authority to offer enhanced SEN provision in a small number of Early Years settings which act as hubs of expertise for other settings within a wider geographical area Early Years High Needs Block Reference Group members have developed a set of criteria for four EY settings in WCC to deliver an enhanced SEN local offer over a three year period (see Appendix i). Key expectations are that these early years settings are champions for and promote the following with regard to children who have learning needs and/or delayed development:
- Speech, language and communication
 - Partnership with parents
 - Integrated assessment
 - Transition to primary school
8. At the nursery heads strategic planning meeting on 30th March 2015, it was agreed that the following nurseries would receive annual funding of £40K for three years to deliver Westminster's enhanced Early Years SEN offer:

James Lee & Bayonne – Pat Logan
 Vanessa Nursery – Michele Barrett
 Randolph Beresford – Michele Barrett

9. The Early Years High Needs Block Reference Group will be developing the model of practice and expectations of an enhanced SEN offer during the coming year.

High Needs Block Top Up Payments

10. Top Up Payments are made termly. Schedules are sent to schools two weeks before half term with a two week period for schools to return schedule corrections. Please note schools need to ensure that returned updates to the schedules include children

who are resident in other Boroughs and have removed children who are no longer on the school roll.

APPENDIX i

Criteria for provision of:

Special Educational Needs and Disabilities Enhanced Local Offer

The provision of an SEN Enhanced Local Offer delivered in Maintained Nursery Schools, Children's Centres or PVI settings which have been judged good or outstanding by Ofsted has been approved by Schools' Forums (March-June 2015).

The enhanced SEN Local Offer will be funded through High Needs Block contingency funding at a value of £40K for three years.

The enhanced SEN offer will be provided by EY Settings which:

- Have high aspirations for children with special educational needs and disabilities
- Make sure that children with SEN get the support they need so that they achieve outcomes agreed with parents and, as appropriate specialist practitioners
- Ensures SEN children have time to engage with children who do not have SEN.
- Has a designated teacher and/or other practitioner responsible for SEN (the SENCo)
- Include parents in the planning of SEN provision and the review of progress

EY Settings will:

- Publish an SEN Policy
- Make reasonable adaptations and provide a welcome to support the admission of disabled children and/or those with SEN
- Take steps to ensure SEN children have equal opportunities
- Provide facilities to enable access to all learning and the broad range of activities
- Publish an Accessibility plan

Maintained nursery schools, Children's Centres or PVIs work in partnership with the local authority to review provision that is available locally, and develop a Local Offer that meets requirements set out in the following:

- Equality Act 2010
- Early Years Framework
- Special Educational Needs & Disabilities Code of practice 0-25 2015
- Children and Family Act 2014

Maintained Nurseries, Children's Centres or PVIs:

- Take account of the views of the parents/carers and children with SEN about the SEN offer
- Monitor and track progress and development of pupils with SEN. All practitioners maintain records of children under their care as required under the EYFS framework and these records are available to parents

- Support professional development of staff so that practitioners feel confident in working with children with SEN
- Engage with the LA in relation to Education, Health and Care single assessments, joint commissioning and implementation of personal budgets
- Has arrangements in place for involving outside agencies/specialists in planning collaboratively to meet children's SEN
- Completes a progress check between the ages of 2 and 3, where possible as an integrated review with health visitors, covering the prime areas of the Early Years Foundation Stage.
- All settings must have a graduated approach to children with SEN with four stages of action: assess, plan, do and review.
- SEN support includes planning and preparation for transition, before a child moves to another setting or school. The current setting agrees with parents the information shared as part of this planning process.

EY Settings will also ensure that;

- They provide affection, stability and a purposeful and structured experience
- They build a child's sense of mastery and competence
- They give children opportunities, responsibilities and trust in an environment which is both stimulating and educational
- In short, they must put the child at the centre of everything they do and have high aspirations and expectations of achievement

Enhanced SEN Local Offer:

Allocation of block contingency annual funding of £40K for 3 years to deliver an enhanced Early Years SEND Offer is dependent on the Early Years Setting having confident practice in the areas set out above and below.

:

- Ofsted rating of good or outstanding;
- Location within or near an area of socio-economic deprivation (given the high correlation between SEN, poor educational outcomes and socio-economic deprivation)
- Demonstrable experience of meeting the needs of children with a range of SEN
- Capacity to demonstrate fulfilment of the following.

Early Years Setting that are:

A champion for early identification of special educational needs.

A champion EY setting demonstrates effective practice in their own setting and has capacity to champion practice in other settings and/or for practitioners who deliver in other settings.

- Providing integrated assessment within 6 weeks of admission
- Identifying groups of children whose development is dependent on their learning
- Planning and delivering intervention matched to individual and/or group need

- Monitoring progress of children whose learning is significantly different to age related expectation
- Reviewing plans of intervention and revising the SEN support programme to support continued progress

A champion for the development of children’s speech, language and communication:

- Has an identified language and communication champion who has enhanced training and/or experience in speech, language and communication development and/or interventions
- Applies the principles of Every Child a Talker
- Provides and supports other EY settings in providing Drop In sessions for parents and group ‘learning to talk’ sessions
- Holds termly surgeries for practitioners from local EY settings

A champion for working in partnership with parents

- Provides evidence-based approaches to support parents in their parenting of children of SEN
- Supports other settings/practitioners in ways to encourage and develop parental engagement further
- Preparing helpful up-to-date information about the child’s needs

A champion for supporting transition to school

- Actively engages parents and the SENCo/teachers of local schools in transition planning
- Supports planning for primary transfer taking a pro-active approach to supporting parents engagement with the Local Authority and schools

Safeguarding

Having due regard to children’s safe-guarding, including ensuring the early years setting makes arrangements with a view to safeguarding and promoting the welfare of children.