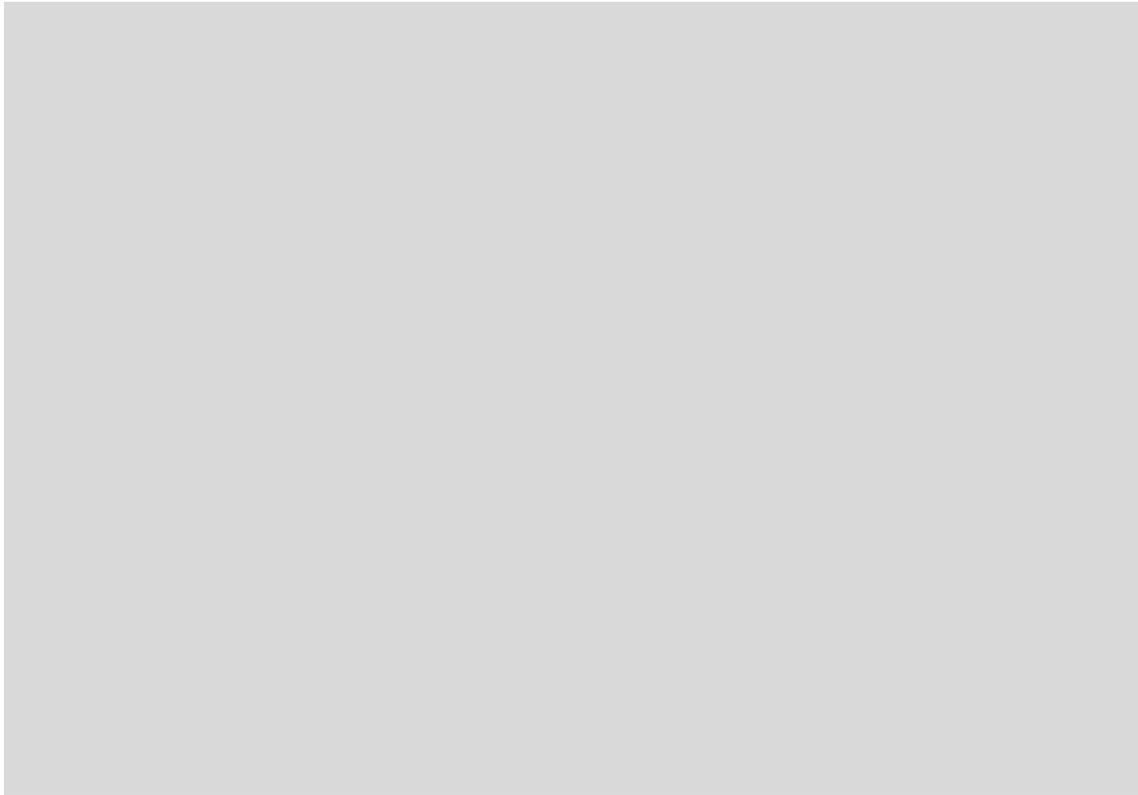


**North Tyneside
High Needs Strategic Plan
2018 - 2021**



May 2018



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1. Background

The Department for Education (DfE) has asked each local authority to undertake a review of high needs provision funded through the Dedicated Schools Grant (DSG) and to create a strategic plan responding to local needs. DfE specifies that the plan the plan should include:

- Special educational provision offered by early years providers.
- Mainstream and special schools (including academies, and non-maintained and independent special schools).
- The range of post-16 institutions (including further education and sixth form colleges, and special post-16 institutions).
- The way in which those mainstream and special schools and other institutions access training and workforce development relating to SEN and disabilities.

DfE also request that strategic plans are developed in consultation with neighbouring authorities, particularly where children with SEN and disabilities from one local authority area receive their special provision in another.

From 2018-19 the Dedicated Schools Grant (DSG) will comprise of four blocks: schools, high needs, early years and a new central school services block. Each of the four blocks has their own funding formula. In 2018-19 and 2019-20 the local authority will receive its funding based on the DfE's national funding formula for each block. During the transition period to full implementation of the national funding formula for schools, local authorities will continue to set a local formula to distribute funding to individual schools.

2. Purpose

This plan responds to the DfE's brief and sets out the priorities for North Tyneside in respect of children and young people whose needs are supported with funding from the High Needs Block of the Dedicated Schools Grant for the period 2018- 2021. The annual value of the High Needs Block will be circa £19m.

The purpose of this plan is to ensure that there is:

- An attractive offer for parents and young people funded by the High Needs Block which will meet the needs of future cohorts, at a cost that is sustainable.
- Effective collaboration between North Tyneside Council and other local authorities to secure efficient delivery of specialist provision for more complex needs.
- More standardised approaches to high needs top-up funding that facilitate better cost control and reductions in bureaucracy.
- Value for money in special schools and specialist provision.

3. Strategic Context

The High Needs Strategic Plan takes account of the broader strategic context for planning provision and responding to the changing needs of children and young people with SEND in North Tyneside and the collaborative arrangements already in place with other local authorities in the North East. This ensures that action taken in relation to provision, services and support funded by the high needs block is aligned with other key developments to enhance educational provision and outcomes in North Tyneside.

Children and Young People's Plan

North Tyneside's Children and Young People's Plan sets out the strategic framework for planning, commissioning and delivering children's services in North Tyneside. The plan describes how North Tyneside's Children, Young People and Learning Partnership work together to address the biggest challenges facing the borough's children, young people and their families. The partnership brings together schools, public and voluntary sectors organisations responsible for children services, with the aim of integrating services to improve the lives of children, young people and their families. The three key priorities of the Children, Young People and Learning Partnership are:

Priority 1: Ready for School

- A Healthy Early Childhood
- Children Are Ready to Start School

Priority 2: Ready for Work and Life

- Narrow the gap in Educational Attainment
- Ready for Employment
- Reduce Risk Taking Behaviour

Priority 3: Safe, Supported and Cared For

- The Most Vulnerable Children and Young People are Protected
- Improved Outcomes for Looked After Children
- The Right Support for Children and Young People with Disabilities and Additional Need

Three pledges to children and young people

The Partnership has also made three pledges to children and young people in North Tyneside. The pledges are that the local authority and partners will:

- Keep children and young people safe at home and connected to their local communities.
- Intervene early with evidence based, family focussed services.
- Work in partnership with schools to keep children in school.

To achieve the goal of needs-led services and the integrated SEND system required to deliver the partnership's priorities and pledges the Local Authority and partners are committed to maximising inclusion. The themes of participation; promotion and prevention; and personalisation underpin the joint approach to commissioning services for children and young people with SEND.

SEND Peer Review

The SEND Peer Review of North Tyneside took place in January 2018. The work undertaken on the Self Evaluation Framework (SEF) in preparation for the review included an overview of effective provision and practice along with areas for development in relation to high needs provision. The SEF reviewed how effectively:

- Children and young people with SEND are identified.
- The needs of children and young people with SEND are assessed and met.
- Outcomes for children and young people with SEND are improved.

The SEF is a key element of the review work and evidence base underpinning this plan. The findings of the Peer Review highlighted these strengths:

- Strong local authority leadership resulting in positive educational outcomes for children with SEND.
- Good early identification and intervention in the early years.
- Well-resourced provision, including extensive Special School provision, generous numbers of specialist nurseries and a strong Connexions offer.
- Robust and accurate self-evaluation of strengths and areas for development.

The headline areas for consideration identified were:

- Greater engagement of health and social care.
- Better use, across the system, of data analysis and intelligence to inform strategic thinking, planning and activity.
- Improving the presentation, appearance and navigation of the Local Offer website.
- Clarifying the place of Early Help Assessments (EHA) in the Education Health and Care Plan (EHCP) process.
- Strengthening the input of health and social care to EHC Plans.

The findings from the Peer Review are reflected in an over-arching SEND Improvement Plan and the priorities for high needs funding are aligned with that plan.

Keeping Children in School

The problem of children moving around the education system in North Tyneside was identified as an issue by Head Teachers in October 2016 and a Keeping Children in School work stream was established. The Keeping Children in School initiative involves primary, middle, special and secondary school Head Teachers. During 2017 a Head Teacher and an educational psychologist analysed the factors resulting in

children moving across schools, often into alternative education provision. As a result of this work changes were made to practice to identify needs and improve the provision for pupils who display challenging behaviour, many of whom have social, emotional and mental health difficulties. The work included an audit of student movement around the educational system, a review of the way behaviour is managed, improvements to information sharing, better support for staff in schools, reviewing alternative provision and improving decision making. The High Needs Strategic Plan will support the work of keeping children in school by ensuring that appropriate changes are made to provision, services and support.

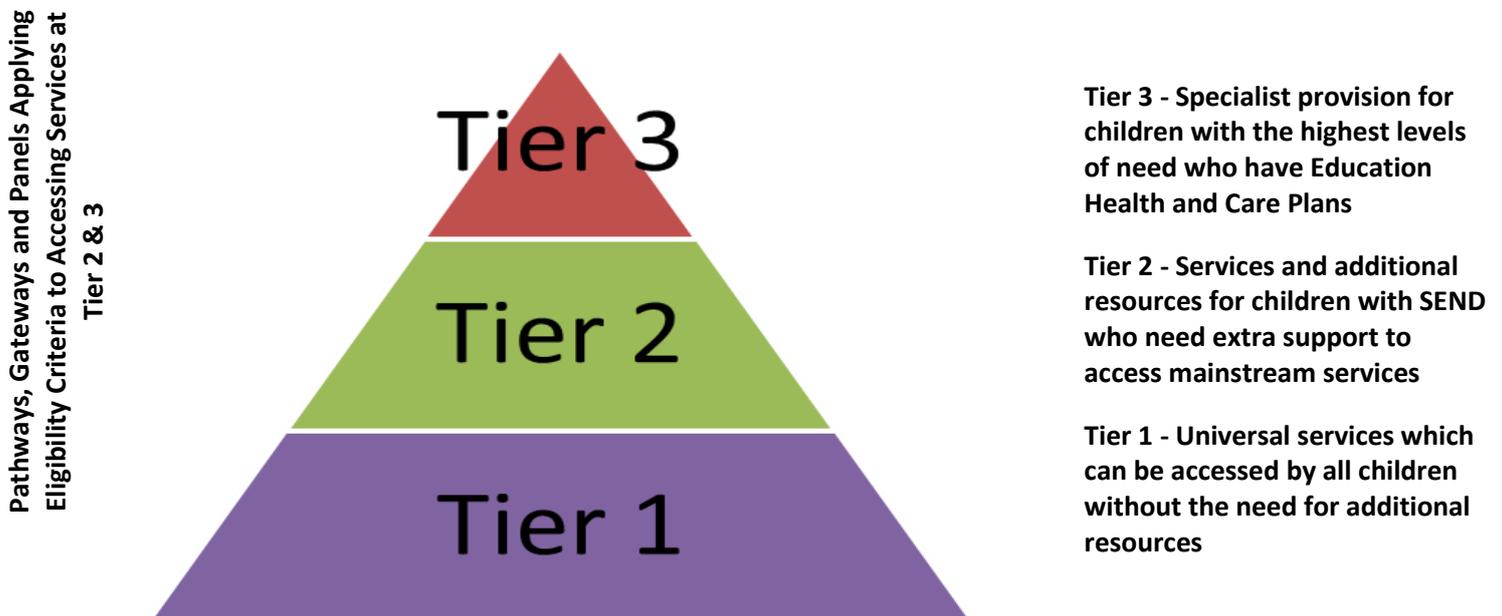
Target Operating Model

The Council's Target Operating Model (TOM) provides a tiered framework to categorise SEND services in light of reducing finances and increased demand. This approach is underpinned by the following intentions:

- Enabling people to support themselves
- Targeting resources where they are most needed
- Analysing need and managing demand
- Identifying opportunities for change and innovation

The diagram below shows how services funded by the high needs block map onto the TOM model.

Figure 1. Target Operating Model



The needs of each child determine which tier of provision and support is most appropriate. All young people aged 0 to 25 with SEND will benefit from education and health care and most will access universal services. A smaller number require targeted services and those with the highest levels of need access bespoke packages of support comprising specialist education, health and care provision.

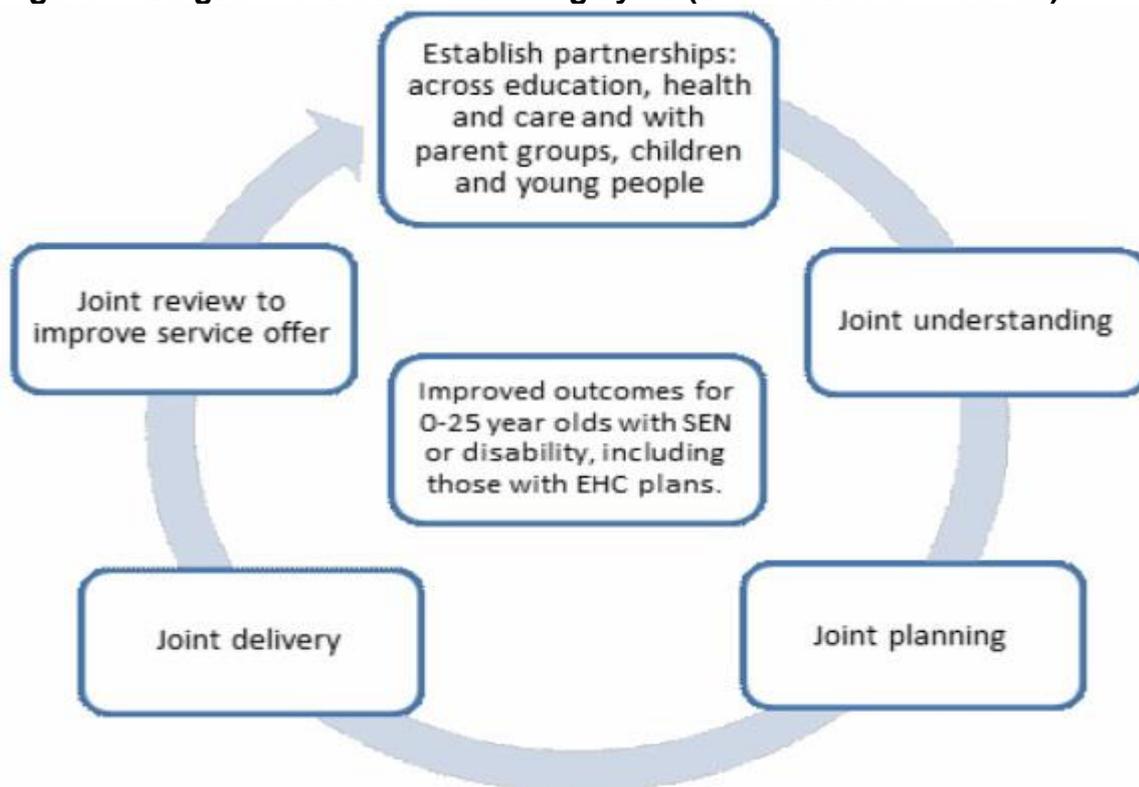
4. Commissioning High Needs Provision

The commissioning cycle for High Needs provision, involves understanding the needs of children and young people with SEND 0-25, planning and delivering high needs commissioned provision, services and support and reviewing how effectively needs are being met and outcomes achieved. This work includes:

- At the strategic level, looking across the education system and taking a medium to long term view of needs and the changes required to high needs commissioned services, provision and support.
- At the level of commissioned services, provision and support taking a focused view of short term, medium term and long term needs and the implications for planning and delivery.
- At the locality level, ensuring that where appropriate, services and support funded by the high needs block are appropriately delivered and integrated to meet local needs.
- At the individual level, micro-commissioning tailored services and support for individual children and young people may include support from the high needs block. These are children and young people who have the most complex needs and who require bespoke packages involving education, health and care.

These levels are interdependent and need to be properly connected and mutually reinforcing, with the annual high needs commissioning cycle at the heart of the approach. The key stages in the commissioning cycle of identifying needs, planning services, delivering, reviewing and establishing arrangements for joint working are set out in the SEND Code of Practice and illustrated in the diagram below.

Figure 2. Stages in the commissioning cycle (SEND Code of Practice).



The work plan of the High Needs Commissioning Group is aligned to the annual planning cycle of Schools Forum: e.g. September to December to consider the high needs budget for the next financial year; February for financial monitoring; and June / July to consider out-turn and an updated needs analysis.

For joint commissioning arrangements to work successfully as envisaged in the SEND Code of Practice, research by the Council for Disabled Children highlights the importance of integrating educational and training provision with health and social care provision and having a shared understanding of the education, health and social care provision required by children and young people, how it will be secured and by whom. This was also a theme identified by the Peer Review in January 2018. The need for this integrated approach is reflected in work on high needs services and provision.

5. The Local Offer

The Local Offer plays an important role in commissioning arrangements and has two key functions. The first is to provide up-to-date, accessible information about educational, health and care provision and how parents, carers and young people with SEND can access it and navigate through the system. This includes information about high needs provision and support in North Tyneside. Having an accurate and comprehensive directory of high needs services and sources of advice and support is therefore an important element of the Local Offer.

As well as providing information, the Local Offer is a tool to measure how well services are meeting local need and achieving outcomes. Local authorities have a duty to publish comments from children, their parents, and young people about the Local Offer and any actions they intend to take in response. These views and comments can then be used to inform commissioning decisions.

The Local Offer therefore has a key role in making provision more responsive to the needs of parents, carers and young people a dynamic system of commissioning. The outcome expected is that the portfolio of services and support evolves to reflect the changing needs of children and young people with SEND and their families. This aspect of the Local Offer is part of the local authority's broader responsibility to keep under review all the educational and training provision and social care provision for children and young people with SEND.

6. Leadership, Governance and Planning Structure

Leadership challenges

The leadership challenges facing the Local Authority, schools and Schools Forum in maintaining adequacy and sufficiency of high needs provision, services and support are significant. Demand for services is increasing in an environment of reducing resources. The introduction of the high needs funding formula and restrictions on the ability to move funding between blocks within the Dedicated Schools Grant mean it is even more important to manage the budget effectively.

Improvements in health care mean that the conditions with which children and young people are now living are more complex and capacity, especially in services supporting statutory assessment, is stretched. These trends are placing increasing pressure on all SEND services.

The challenges can only be met successfully with strong leadership and effective co-ordination at all levels of the SEND system. At the strategic level leaders need to offer challenge and support to bring about whole-system change, ensure sufficiency of provision and hold all partners to account, at the organisational level effective leadership is needed to ensure an integrated approach between all partners in the system and at service level, leaders need to ensure quality, responsiveness and operational integration.

High Needs Commissioning Group

The High Needs Commissioning Group is responsible for reviewing, reshaping and monitoring high needs provision funded by the high needs block of the Dedicated Schools Grant so that it meets the needs of children and young people, is of high quality and is sustainable. The terms of reference and membership are shown at Appendix 1.

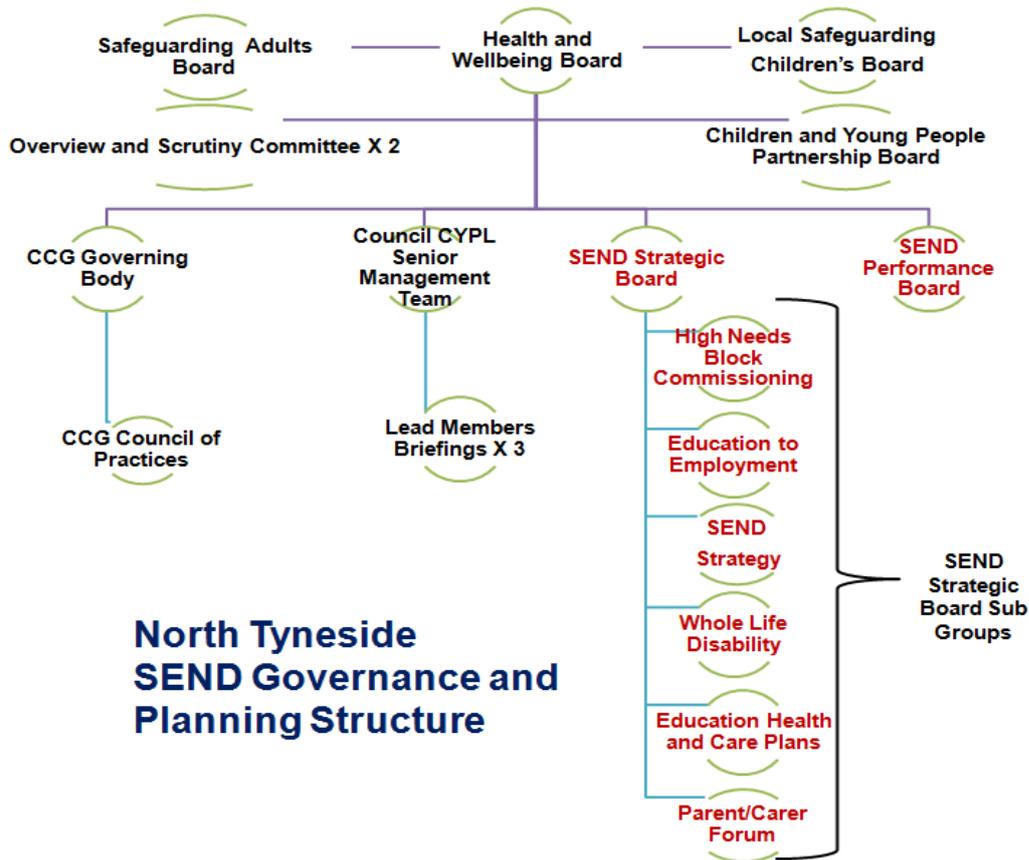
The evolution of high needs provision, services and support will be aligned to the SEND Strategy and Action Plan and to the ongoing work to keep children in school. This alignment will ensure that all resources are being deployed in an integrated and coherent way.

Where appropriate, to ensure strategic alignment, reports from the High Needs Commissioning Group will be taken to the SEND Strategic Board and the Children Young People Partnership Board. As well as 'vertical' reporting through the governance structure illustrated at Figure 3 below, 'horizontal' links are also in place, e.g. with the work of the Education to Employment Group to ensure integrated planning and delivery.

Governance and Planning Structure

The diagram below shows the position of the High Needs Commissioning Group in the broader SEND governance and planning structure.

Figure 3. SEND Governance & Planning Structure



Alongside the High Needs Commissioning Group, the following strategic groups also have key commissioning responsibilities:

- The Children and Young People’s Mental Health and Emotional Wellbeing Strategic Group has oversight of implementing the Local Transformation Plan and the Children and Young People’s Mental Health and Emotional Wellbeing Strategy 2016-2021.
- The Education to Employment Task Group, with representation from Social Care, Schools, College, Parents, Voluntary Sector, Learning Trust, Health, DWP, and Employers is developing pathways to employment for young people with complex needs.

Measures to improve the quality of SEND services are informed by the work of the North Tyneside Council's Children Education and Skills Scrutiny Sub Committee and the Regional Quality Assurance Group.

Panel arrangements

Five panels are in place as follows:

- The Local Authority / CCG Complex Case Panel is responsible for the micro commissioning of individual packages of support for children with very high levels of need at Tier 3. The panel considers the needs of children and young people who are eligible for either: children's continuing care; non-commissioned pathways of health and care or; joint care between the CCG and the local authority. The panel is part of the local arrangements to improve implementation of the National Framework for Children and Young People's Continuing Care.
- The Commissioning Panel plays a pivotal role in the EHC assessment pathway by dealing with requests for statutory assessment and the placement and provision for children and young people with SEND. The panel includes representation from health, social care and schools.
- The LEAPS Panel allocates support through monthly multi-agency meetings which include portage staff, educational psychology, speech and language therapists, head teachers from specialist provisions and the Senior Manager for SEND. Trust representation on this panel ensures that health advice and services are linked into collaborative working within the early years.
- The Resource and Placement Panel (RAP) is responsible for managing and monitoring placements of children who are either in or entering the LAC system.
- The Section 117 Panel, which is all age, is responsible for agreeing and reviewing jointly commissioned individual care packages for people who have been detained under section 3 or section 37/41 of the Mental Health Act.

Alignment with Health and the Clinical Commissioning Group

The Designated Clinical Officer plays a key role in supporting planning to meet the needs of children and young people receiving SEND support. Strong links between Northumbria Health Care Trust and the Local Authority enable the Designated Clinical Officer to identify and share good practice and for training needs to be identified and shared with the Commissioning Panel described above.

A Joint Commissioning Strategy is in place with the CCG to improve outcomes for children and young people with SEND aged 0-25 and to make best use of finite resources by taking a whole system approach across education, health and care. The task of improving outcomes involves the Local Authority and CCG

working with health partners, including NHS England, Northumbria Health Care NHS Trust, Northumberland, Tyne and Wear NHS Foundation Trust and Health Watch; schools and the range of other stakeholders who have a duty to co-operate under the SEND Code of Practice.

Information, advice and support

Information, advice and support is provided to parents, carers, children and young people by North Tyneside Information, Advice and Support Service (SENDIASS) and Family Gateway, an independent charity. Independent SEN mediation about the health and social care elements of EHC Plans is also available to parents, carers and young people. SENDIASS has seen a steady increase in the numbers of children and young people who are being referred for direct IAS work since 2014. The number of complex case referrals has also been increasing. The service agrees realistic actions, aims high and is driven by individualised, person centred outcomes. Children and young people with ASD, ADHD and SEMH continued to make up a significant proportion of the caseload during 2016-17.

7. Collaborative Procurement Arrangements - NE12 Phase 2

Since September 2014 the NE12 Group has worked collaboratively to strengthen the quality of provision by developing a framework of independent special schools and colleges and; day and residential placements. The framework commenced in February 2016. The second phase of the NE12 arrangement, effective from February 2018, includes placements in children's homes and residential short breaks services for children with disabilities, as well as the independent schools and colleges originally included. Planning for this development began in July 2016 and included a review of Phase 1, an assessment of need across the region, provider engagement events and consultation with children and young people. The model was co-produced with parent/carers through members of the local parent/carer forum attending officer's group meetings and participating in the tender evaluation.

The scope of the NE12 collaborative procurement arrangements which began in February 2018 include:

- Placements in DfE registered non-maintained and independent special schools and colleges for children and young people 0-25 years; day, boarder and full residential placements;
- Placements in Ofsted registered, independent children's residential homes for children and young people 0-18 years;
- Residential short-break services for children and young people with disabilities.

The services of the providers on the NE12 framework are only required when internal provision is unable to meet the specific needs of a child or where there is insufficient capacity within internal services. The benefits arising from the NE12 arrangements include a standardized pricing structure, providing greater value for

money and aiding forecasting, as well as a standardized contract that supports monitoring and evaluation.

Under the NE12 arrangements North Tyneside will contribute during 2018/19 to the development of a regional Market Position Statement which will outline long term strategic objectives incorporating any applicable outcomes that arise from the High Needs reviews that each Authority is conducting in line with the National Funding Formula and other legislative changes for schools.

8. Sufficiency of High Needs Provision

The Peer Review in January 2018 found that the needs of children and young people are met predominantly within North Tyneside, with very few needing to access provision beyond their own communities. The High Needs Strategic Plan will contribute to the goal of maintaining that position. The three pledges of keeping children and young people safe at home and connected to their local communities; intervening early with evidence based, family focussed services and; working in partnership with schools to keep children in school provide the strategic intent to underpin this ambition.

The Peer Review commented on the rich local area offer to children with SEND in North Tyneside across services and specialist provision and the fact that SEND services are of very high quality and are responsive in helping schools and settings to address the needs of children. The proactive approach of SENCOs was highlighted, with lead SENCOs acting as mentors and providing outreach support. The Peer Review also highlighted the commitment to a graduated approach to meeting needs and that the system which intervenes early, and in a differentiated way, is becoming more embedded. Evidence of innovative practice was noted e.g. locating midwives in children's centres to support early identification of needs and a comprehensive workforce programme to improve the ability of early help staff to support families. Good joined up working across the early years system was noted. SEN Support Plans were also recognised as being used effectively in supporting a graduated response and staff had been trained in how to use them. In summary, there is a rich local area offer, with examples of innovative practice in responding to needs.

The School Census is an important source of information about the types and prevalence of special educational needs and disabilities. Work was undertaken with schools during 2016 to ensure that needs are recorded accurately. Analysis of trends in Primary Needs identified through the Schools Census is one of the key sources of information used to consider sufficiency of provision, to inform the commissioning of SEND services funded from the High Needs Block and to help identify commissioning priorities.

Section 13 summarises the SEND needs analysis including key findings from analysis of the 2017 school census.

9. Services, provision and support funded by the high needs block

Special Schools and the Pupil Referral Unit	Planned Places 2016-17	Planned Places 2017-18	Planned Places 2018-19
Beacon Hill School	138.8	159	159
Benton Dene Special School	104.6	113	113
Silverdale School	56	56	56
Southlands School	106	106	106
Woodlawn School	100.2	100.2	100.2
Moorbridge Pupil Referral Unit (PRU)	87	87	87
Total Planned Places	592.6	621.2	621.2

Additionally Resources Provision (ARPs)	Planned Places 2016-17	Planned Places 2017-18	Planned Places 2018-19
Burnside Business & Enterprise College - Moderate Learning Difficulties (MLD)	13	13	13
George Stephenson High School - MLD	10	10	10
Grasmere Academy - MLD	6	6	6
John Spence Community High School- MLD	10	10	10
Valley Gardens Middle School - MLD	10	10	10
Whitehouse Primary School - MLD	10	10	10
Whitley Bay High School - MLD	10	10	10
Whitley Lodge First School - MLD	5	5	5
Benton Dene Special School - Language and Communication	12	12	12
Norham High School - Language & Communication	25	25	25
Waterville Primary School - Language & Communication	10	10	10
Longbenton High School, Melrose – Autistic Spectrum Disorder (ASD)	25	25	25
Monkseaton High School – Physical Disabilities – (PD)	4	0	0
Total Planned Places	150	146	146

ARPs - Numbers of Planned Places By Primary Area of Need			
Primary Areas of Need	Planned Places 2016-17	Planned Places 2017-18	Planned Places 2018-19
Moderate Learning Difficulties (MLD)	74	74	74
Speech Language and Communication Needs (SLCN)	47	47	47
Autistic Spectrum Disorder (ASD)	25	25	25
Physical Disability (PD)	4	0	0
Total Planned Places	150	146	146

Non Place-led Commissioned Provision

TRAX – Churchill Community College

PALS - Churchill Community College

Moorbridge PRU First Day Response Service

Dyslexia Service – Southlands School

Primary SEMH – Silverdale School

Assessment Unit SEMH, 3 year-olds - Langley First School

Language & Communication Team - Benton Dene School

Sensory Peripatetic Service - Beacon Hill School

Moorbridge – Hospital / Home Tuition

Special School Outreach Work

Education Other Than At School (EOTAS) Provision

Portage / Local Early Intervention And Prevention Support (LEAPS) - Beacon Hill School

Independent Travel - Beacon Hill School

Moving on Project – Southlands School

Occupational Therapy Support – Woodlawn School

Motor Skills Support – Woodlawn School

Support for Disabled Holiday Play Scheme

Other High Needs Support Funded From the High Needs Block

Statement Support Top-up Funding pre and post-16

Education costs of out-of-area placements

10. Priorities for Action

The following priorities will guide the work of the Local Authority and the High Needs Commissioning Group to ensure that there is a good range of commissioned services, provision and support which meets the needs of children and young people, minimises the need for out of borough placements and supports inclusion of high needs learners in mainstream schools. These priorities will be reflected in an annual work plan for the High Needs Commissioning Group.

Priority 1: Ensuring that needs are met within the high needs budget.

Increasing demand and the introduction of the funding formula mean that maintaining services and provision within the high needs budget is a significant challenge. This will be carefully managed by the Local Authority working with the High Needs Commissioning Group. Addressing this priority requires effective needs analysis and systematic implementation of the annual planning cycle. The analysis will include health and social care data where it is relevant to informing use of the high needs block. This analysis of needs and performance will inform the strategic planning of high needs provision, services and support in the short, medium and longer term and will include a strong focus on how the high needs block is helping to achieve SEND outcomes. This work will be overseen by the High Needs Commissioning Group and will result in recommendations being made to Schools Forum about the use of high needs funding for the year ahead.

Priority 2: Monitoring, reviewing and developing high needs provision and support.

The outcomes and performance of specific provision, services and support funded by the high needs block will be considered by the group. This will enable the necessary level of challenge and support to be provided to schools, providers and, where needed, to the wider SEND system. The approach will be fully aligned to the work on Keeping Children in School. The High Needs Commissioning Group will consider data and intelligence to understand needs and improve the planning of high needs provision, influencing delivery to support preparation for adulthood from Year 9 and achieving better outcomes post-16. Monitoring and evaluation data may inform the decision to decommission services in the event that needs have changed, are not being met effectively or can be delivered through a different approach. The High Needs Commissioning Group will also inform the use of grant and capital funding allocations from DfE, including the SEND Capital Allocation 2018-2021 of £500k for North Tyneside.

Priority 3: Developing the SEND Local Offer for high needs provision.

A key task is to ensure that the high needs block continues to support a portfolio of SEND services which are of high quality and are responsive and effective in helping schools and settings to address needs. Information about these services is made available through the Local Offer website. Users must be able to navigate seamlessly between the Local Offer and other service websites. Arrangements for gathering and analysing feedback from parents and carers about the experience of

services will be gathered through the Local Offer and the High Needs Commissioning Group will be kept informed about this work.

Priority 4: Co-producing high needs provision and support.

Children and young people with SEND, and their parents, will be involved in reviewing special educational provision to ensure that they feel they have participated fully in the process and have a sense of co-ownership or 'co-production'. Effective parent participation is important because it can lead to better outcomes for children and young people: a better fit between families' needs and the services provided; higher satisfaction with services; reduced costs (as long-term benefits emerge); better value for money, and better relationships between those providing services and those using them.

Priority 5: Maintaining an oversight of workforce development.

The High Needs Commissioning Group will maintain an oversight of workforce development across the SEND system, to be assured that the workforce has access to training and development to be able to implement the SEND reforms and the SEND Code of Practice.

11. High Needs Commissioning Group Annual Work Plan 2018-19

There are two key areas of work in the annual plan: monitoring and planning the high needs budget and undertaking a programme of review work.

Monitoring and Planning the High Needs Budget

The High Needs Commissioning group will consider the out-turn of the high needs block for 2017-18 in June/July 2018 and consider the size of the high needs budget for the 2019-20 financial year between September and December 2018.

Review work

The plan for 2018-19 includes work on the following themes:

- Considering the needs analysis, incorporating school census data and health and care data, to inform strategic planning.
- Considering funding pressures and requests for additional resources.
- Reviewing Additionally Resourced Provisions.
- Exploring the options for meeting an increase in need for early years provision.
- Improving the local offer to meet the needs of post-16 high needs learners.
- Receiving and considering the annual reports from commissioned services.
- Ensuring that high needs proposals are aligned with the Keeping Children in School work programme, including the principle that funding should follow the learner.
- Preparing the draft SEND Capital Fund Statement.
- Considering support for travel and transport and offering advice on policy and practice.

- Considering the current and future needs of the SEND workforce.
- Contributing to the NE12 regional Market Position Statement (NE12 is the collaborative commissioning arrangement in the North East)

12. Monitoring Implementation and Impact of the High Needs Strategic Plan

Key measures of impact are:

- Inclusion in schools. This will be measured by the number of exclusions, movement of children between schools and numbers in alternative provision.
- Educational Attainment. Key indicators for measuring performance will be narrowing the gap in attainment at Early Years Foundation Stage; Key Stages 1 & 2: Progress from end of primary to the end of secondary school; and Key Stage 4.
- Sufficiency of provision. The use of out of borough placements is a key indicator.
- Quality of the SEND Local Offer measured by awareness and satisfaction of parents, carers young people and professionals and levels of usage of the website.
- An evolving portfolio of high needs-led services. This will be measured by changes in the provision funded by the high needs block.
- Availability and use of information to inform commissioning of high needs provisions, services and support. This will be measured by the scope and quality of data and intelligence.
- Preparation for Adulthood measured by the effectiveness of transition planning from Year 9 onwards, the experience of moving from Children's to Adult services and the numbers of young people in employment and reduction in numbers of young people with SEND who are NEET at 18+.
- Effective co-production measured by the level of involvement of parents, carers and young people in service design.

13. Needs Analysis

This section summarises the education, health and care needs of children and young people with SEND in North Tyneside. In addition to the Joint Strategic Needs Assessment and Multi-Agency Dashboard it draws on three key sources. Information about educational needs is drawn from the Analysis of School Census Data 2012-2016 and Post-16 High Needs data; health data from the NHS North of England Commissioning Support Unit's Pre-Inspection Baseline Report about children with SEND; and information about care needs from the Analysis of Care Needs of Children with Disabilities.

Demographic trends & characteristics.

- The number of children and young people in North Tyneside is projected to increase by 9.4% by 2030. The largest increase is projected to be in the 5-19 age group which is expected to grow by 12% by 2030.
- By 2025 there are expected to be 47,000 children and young people aged 0-19 in North Tyneside, representing 21.7% of the total population, compared to 44,700 children and young people, representing 22% of the population in 2014.
- The percentage of babies being born with a low birth weight is slightly higher than the England average.
- In 2013 18.3% of children under the age of 16 were living in poverty compared to 23.3% regionally and 18.6% nationally.
- 33.9% of pupils with EHC plans / Statements are in receipt of free school meals, compared to 31.4% nationally. 25.7% of those receiving SEN Support receive free schools meals, compared to 25.4% nationally.
- The BME population with SEN in North Tyneside is reflective of the wider BME population. 8% of the school population is from a BME group and 7% of those with SEN are from a BME group.
- A higher percentage of children in North Tyneside have Statements or Education, Health and Care Plans than is the case nationally. In 2017 there were 1,105 pupils with EHC Plans, 3.6% of all pupils, compared to 2.8% of all pupils nationally.
- In 2017 3,116 pupils receiving SEN Support, 10.1% of all pupils compared to 11.6% of pupils nationally.
- A lower proportion of pupils from North Tyneside are placed in Independent Special Schools and Academies than is the case nationally and there are few out-of-borough placements.

Special Educational Needs and Disabilities of Children and Young People.

- 13.6% of children in North Tyneside schools have SEN. This is 1.1% lower than the national average.
- The percentage of Children in Need in North Tyneside who have a disability increased from 5.7% in March 2014 to 11.5% in March 2016, compared to 12.7% nationally.
- Comparatively high proportions of pupils in North Tyneside had Speech, Language and Communication Needs (SLCN) identified as their Primary Need in the School Census in 2016. The majority were in mainstream schools. Of the 12 different Primary Needs SLCN was the most prevalent in North Tyneside in 2016.
- The percentage of children with SLCN in North Tyneside in 2016 was approximately 10 percentage points higher than the position nationally, in the North East or compared to statistical neighbours. However, there was a 9% reduction, accounting for 115 pupils, between 2016 and 2017.
- Moderate Learning Difficulty (MLD) was the second most prevalent Primary Need in 2016. The majority of children with MLD were in mainstream schools. Between 2016 and 2017 there was 21% reduction, accounting for 166 pupils.
- Social Emotional and Mental Health (SEMH) was the third most prevalent Primary Need in 2016 and the proportion of pupils in North Tyneside with SEMH was higher than the national picture. This need was particularly prevalent in children of primary school age. Between 2016 and 2017 there was an increase of 48%, accounting for an additional 211 pupils.
- Specific Learning Difficulty was the fourth most prevalent Primary Need in 2016. Almost all of these pupils were in mainstream schools. Between 2012 and 2016 the numbers had been increasing in line with the national trends.
- The numbers of pupils with Primary Needs classified as 'Other' reduced between 2015 and 2016, reflecting the trajectory for the period from 2012 to 2014. This was the fifth most prevalent Primary Need in 2016.
- Autism Spectrum Disorder (ASD) was the sixth most prevalent Primary Need in 2016. Between 2012 and 2016 the rate of ASD in North Tyneside was lower than in comparator areas, with the rate in primary schools being particularly low. However, between 2016 and 2017 there was a 46% increase, accounting for an additional 98 pupils. This reflects the impact of work undertaken with schools to ensure accurate recording of needs in the School Census.
- Severe Learning Difficulty was the seventh most prevalent Primary Need in 2016 and the majority of these pupils were in Special Schools and at Moorbridge Pupil Referral Unit.

- There were relatively low numbers of pupils with Physical Disabilities in mainstream schools, with higher numbers in Special Schools in 2016 and overall rates had fallen over the previous two years. This was the eighth most prevalent Primary Need in 2016.
- Hearing and Visual Impairments were respectively the ninth and tenth most prevalent Primary Needs in 2016. The numbers were relatively low and the majority of these pupils were in mainstream schools.
- There were 20 pupils with a Primary Need of Profound and Multiple Learning Difficulty in 2016, the eleventh most prevalent need. All of these pupils were in Special Schools.
- Multi-Sensory Impairment (MSI) ranked twelfth in order of prevalence in 2016 and there were only 5 pupils with this Primary Need.

Mental health needs.

- In 2013, North Tyneside's estimated prevalence of any mental health disorder in the population aged 5-16 was lower than most other areas in the North East and below the average for England.
- In 2013/14 North Tyneside had a lower rate of hospital admissions for mental health conditions compared to England as a whole.
- Around 9.5% of children and young people aged 5 to 16 years in North Tyneside are estimated to have mental health problems.
- Around 15% of children and young people in North Tyneside (7,200) are expected to require general advice about mental health and wellbeing at some point.
- Around 7% (3,400) will require support for low level mild to moderate emotional health issues.
- Around 1.85% (900) will require specialised services for more severe, complex or persistent disorders and a very small proportion (<50) will require highly specialised care.
- A larger group of young people without a specific mental health diagnosis will experience low levels of wellbeing, e.g. nationally one in five young people experience high levels of anxiety.
- Hospital admissions as a result of self-harm by those aged 10-24 years in North Tyneside are higher than the England average. The admission rate for substance misuse is also higher than England average.
- Rates of alcohol-related admissions in young people under the age of 18 are higher in North Tyneside than the average for England.

Children with the highest levels of need and the uptake of social care.

- There were 165 children with the highest level of need under the care of the Children with Disabilities Team in July 2017.
- 97 of these children were receiving planned or emergency overnight support. 63 of these children (65% of the total), received this support from either the Local Authority's Short Breaks provision at Addison Street or Heatherfield Mews Residential and Short Break Service. The average age of the children accessing the two services was 13.
- These children also accessed a range of other services, including outreach, family support, 1:1 in home/community, holiday play schemes and out of school clubs. On average each of 165 children accessed 2.3 services.
- 38 children with the highest levels of need were receiving Continuing Care in February 2018. The average age of these children was 13 and a third of them were aged 16-18.

Educational attainment at Early Years Foundation Stage.

- The percentage of SEN pupils without a Statement who reached a Good Level of Development at the end of the Early Years Foundation Stage Profile (EYFSP) increased by 10% between 2014 and 2015. This was significantly better than comparator groups. Despite a 1% reduction in 2016, North Tyneside's performance still remains in-line with comparator groups.
- In 2017 31% of SEN support pupils reached a Good Level of Development. The gap between SEN support pupils and all pupils nationally is smaller than it is nationally. The performance of pupils with a Statement/EHC plans rose to 4% in 2016 from 0% in the previous years and was the same as national performance. This fell again in 2017 to 0%.
- In 2017, 9% of pupils with EHC plans and 51% of pupils with SEN Support reached the Phonics threshold compared to 18% and 47% nationally. 81% of all pupils in North Tyneside reached the expected level and this mirrors the national position.

Educational attainment at Key Stages 1 & 2.

- At Key Stage 1 SEN support pupils compare well with their peers both regionally and nationally. Compared to all pupils in North Tyneside and nationally, the gap is smallest in Maths. The performance at Key Stage 1 of pupils with EHC plans is lower than the national position.
- In 2016 the percentage of Key Stage 2 SEN Support pupils and those with Statements/EHC plans who reached the Expected Level in Reading, Writing and Maths was in-line with their peers in comparator groups.

- The progress made by SEN pupils between Key Stage 1 and Key Stage 2 is lower than that for all pupils nationally (i.e. all value added scores are below zero). The value-added score is 'best' for both groups in Reading and 'worst' in Writing.

Educational Progress from the end of primary to the end of secondary school.

- Attainment 8 performance of SEN pupils, measuring progress from the end of primary to the end of secondary school, compares favourably with their peers regionally, nationally and amongst statistical neighbours. Performance is in line for those with EHC plans and significantly better for those at SEN Support.
- The Progress 8 score for SEN pupils without a Statement / EHC plan is significantly above that of their peers nationally and is in line with all pupils nationally. The Progress 8 score for those with a Statement/ EHCP is in line with their peers nationally.

Preparation for Adulthood.

- At Key Stage 4 the numbers of young people with EHC plans engaged in Education, Employment or Training is the same as the national picture, whilst the position is slightly lower for those with SEN Support. At Key Stage 5 the proportion is slightly higher than the national position.
- Achievement of Level 2 (including English and maths) by age 19 is lower than the position nationally for both young people with EHC Plans and those with SEN Support.

Learning difficulties.

- The percentage of adults with learning difficulties in settled accommodation and in paid employment are both higher than the national position.
- Children with learning disabilities have higher rates of mental health, emotional and behavioural problems, yet they have lower referral and less access to mental health and physical health care services.

Looked after Children with SEND.

- At March 2016, 155 children in North Tyneside had been looked after for at least 12 months. Of this group 55 (34.6%) had SEN but no Statement or EHC Plan and 35 (22.2%) had either a Statement or an EHC Plan.
- The prevalence of mental health problems is significantly higher in Looked after Children, care leavers and those adopted from care.
- About 42% of children aged 5–10 years who have been in care develop mental health problems compared with 8% who have not been in care; the

figures for young people aged 11–15 years are 49% (in care) and 11% (not in care).

14. Appendices

Appendix 1

Role and Remit of the High Needs Block Commissioning Group

1. Introduction

This note sets out the terms of reference of the High Needs Block Commissioning Group. The creation of the Group is a response to changes in DfE policy, (see the summary at section 8), including the introduction of a new national funding formula and changes to the scope for moving funding between blocks within the Dedicated Schools Grant. It also responds to changes at the local level arising from the establishment of the Keeping Children in Schools Working Group.

2. Purpose

The purpose of the Group is to plan, review, reshape and monitor high needs provision funded by the high needs block of the Dedicated Schools Grant so that it meets the needs of children and young people, is of high quality and is sustainable.

3. Terms of Reference

The Group will:

- Act as a clearing house for high needs policy and decision making.
- Plan high needs provision across North Tyneside.
- Advise Schools Forum about the size and use of the high needs block.
- Optimise quality and outcomes for children and young people.
- Ensure that, where appropriate, provision and services are co-produced in partnership with North Tyneside Parent Carer Forum.
- Take account of DfE funding and policy requirements e.g. the introduction of the national funding formula in 2018-19.
- Support the Local Authority to discharge its responsibilities for the high needs block.

4. Membership

Members will be drawn from schools, the college and the Local Authority.

Schools:

1 representative from each of:

- Special Heads Operational Group (SHOG)
- Primary Learning Partnership (PLP)

- Education Improvement Partnership (EIP)
- Tyne Met College

Local Authority:

- Strategic Commissioning Manager (Chair)
- Senior Manager SEND
- Policy, Performance and Research Officer
- School Finance Adviser
- Commissioning Manager

A substitute will be nominated when the main representative is unavailable.

Representatives from Health and Social Care will be invited to meetings when there are relevant items for discussion.

5. Typical Agenda Items

The Group will maintain strategic oversight of the high needs block so that provision is aligned to need and presents value for money. Agenda items will include:

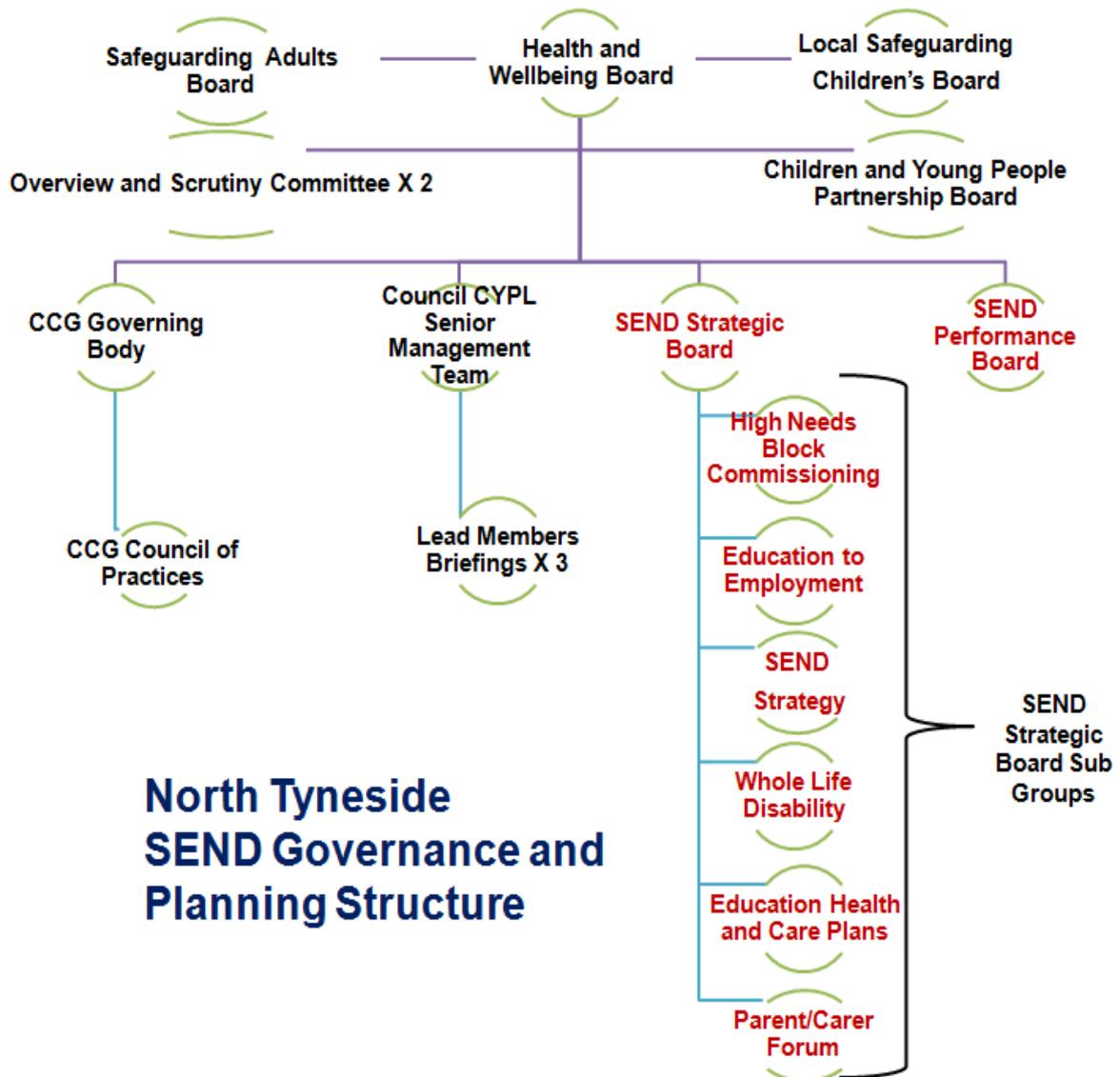
- Developing and implementing a strategy for use of the high needs block
- Needs analysis
- Monitoring commissioned services
- Realigning provision
- Co-production of provision and services
- Addressing funding pressures
- Performance
- Maximising inclusion in mainstream schools
- Use of capital funding
- Thematic reviews and progress of working groups
- Preparing for SEND Area Inspection
- Collaborative commissioning arrangements (e.g. NE12)
- Responding to DfE policy and funding requirements

6. Frequency of Meetings

- It is expected that the group will meet once or twice per term.
- The schedule of meetings will be aligned to the annual planning cycle of Schools Forum: e.g. September to December to consider the high needs budget for the next financial year; February for financial monitoring; June / July to consider out-turn and an updated needs analysis.

7. Governance Framework

The Commissioning Group will feed into Schools Forum. The Commissioning Group will act as a clearing house for high needs block-related issues identified for example by the Keeping Children in School Working Groups and the Funding Following Group. The Commissioning Group may identify the need for task and finish groups to address particular themes which would then report back to the group. The diagram below shows the group within the broader governance arrangements.



8. DfE Requirements of Local Authorities

DfE require a local strategic review of special and other high needs provision to be carried out, with partners and parent/carers/young people and in conjunction with neighbouring LAs.

The review should lead to three outcomes:

- a. A strategic plan, which is published, for high needs provision that makes sure there is an attractive offer for parents and young people which will meet the needs of future cohorts, at a cost that is sustainable.**

This plan may include:

- i. measures to support mainstream schools in meeting the SEN of a wider range of pupils, for example through workforce training or clear routes to access specialist expertise;
- ii. changes to the focus of existing specialist places, to cater for different or more complex needs;
- iii. the creation or expansion of specialist provision attached to mainstream schools (special units or resourced provision);
- iv. identification of the need to create or expand special schools, and
- v. strategic engagement with specialist providers in the non-maintained and independent sector, to make sure that the places they are offering reflect the changing needs of children and young people.

- b. More effective collaboration between local authorities to secure efficient delivery of:**

- i. SEN assessment and support services;
- ii. specialist provision for more complex needs;
- iii. more standardised approaches to high needs top-up funding that facilitate better cost control and reductions in bureaucracy.

- c. Better value for money in special schools and other specialist institutions.**

For example, where an institution is operating with empty places, the review may secure better value through a change to commissioning; or where a school is not as efficient as it could be, the review may support better procurement of utilities, benchmarking of costs and other measures that release more resources that can be focused on improving the quality of provision and outcomes.