

Schools Forum Meeting Agenda

Thursday, 14 October 2021 at 9.00 am
to be held via Zoom Meeting - Virtual (meeting joining details can be found on the agenda
frontsheet or agenda reports pack)

Membership

Stewart Biddles (*Chair & Primary Academy Head*)
Ken Kies (*Primary Academy Head*)
Maurice Codd (*Primary Maintained Governor*)
Adam Morris (*Primary Maintained Head*)
Steve Margetts (*Secondary Academy Head*)
Sally Timmins (*Secondary Academy Governor*)
Jayne Jones (*Early Years*)
Dan Hallam (*Post 16*)

Lisa Finn (*Vice-Chair & Secondary Academy Rep*)
Tim Stephens (*Primary Academy Governor*)
Jim Piper (*Primary Academy Deputy Head*)
Alex Newton (*Secondary Maintained Head*)
Clive Star (*Secondary Academy Governor*)
Mike Lock (*Special Schools Head*)
Steven Hulme (*PRU Head*)

1. **Apologies/Changes to Membership**
2. **Minutes of the last meeting** (Pages 3 - 6)
3. **Financial Report** (Pages 7 - 10)
4. **Feedback on ESFA meeting**
Verbal update
5. **Feedback on Overview and Scrutiny Presentation** (Pages 11 - 36)
6. **Future Budget Indications** (Pages 37 - 39)
7. **Covid Impact Report** (Pages 40 - 51)

For information relating to this meeting or to request a copy in another format or language please contact:

Mike Freeman, Schools Forum Clerk
01803 208261
Michael.freeman@torbay.gov.uk

8. Items for next meeting

- De-delegation
- Deficit Recovery Plan
- Post 16 report

9. Future meeting dates

- Thursday 25th November, 09:00
- Thursday 20th January, 09:00
- Thursday 10th March, 09:00
- Thursday 5th May, 09:00
- Thursday 16th June, 09:00



Minutes of the Schools Forum

17 June 2021

-: Present :-

Stewart Biddles (Chairman), Primary Academy Head; **Lisa Finn (Vice-Chair)** Secondary Academy Rep; **Adam Morris**, Primary Maintained Head; **Ken Kies**, Primary Academy Head; **Tim Stephens**, Primary Academy Governor; **Alex Newton**, Secondary Maintained Head; **Steve Margetts**, Secondary Academy Head; **Clive Star**; Secondary Academy Rep; **Jim Piper**, Primary Academy Deputy Head; **Mike Lock**, Special Schools Head; and **Jayne Jones**, Early Years Rep

-: Also in attendance :-

Rachael Williams, Assistant Director for Education, Learning and Skills; **Rob Parr**, Principal Accountant; **Dan Hamer**, Head of Vulnerable Pupils; **Hannah Spencer**, Senior SEN Casework Officer; **Michael Freeman**, Clerk

1. Apologies/Changes to Membership

Apologies were received from Martin Phillips and Dan Hallam, who announced that he would be stepping down Schools Forum with immediate effect. Rachael will liaise with Post 16 colleagues to source a replacement for Dan. Members gave their thanks to Dan for his hard work over the years and wished him well for the future.

The forum welcomed Hannah Spencer, Senior SEND officer, to the meeting.

2. Minutes of the last meeting

Members were shown the minutes of the previous meeting held on 6th May 2021, these were agreed as a true and accurate reflection of the meeting.

3. Financial Report

Rachael presented to members an updated financial report, containing information on both the Early Years and Higher Needs Blocks and the forecast outturn position for 2021/22.

Dedicated Schools Grant funded activities are now forecast to be overspent by £2.745m.

The COVID pandemic continues to have an impact on the Early Years Sector, with the take up of Torbay's 2 year old offer significantly below the national average.

Rachael stressed to members that work is ongoing on identifying the children affected and returning them to provisions. The Early Years Sufficiency strategy, aimed at reviewing the impact on provisions and the requirements of parents as we move out of lockdown, will be completed by September 2021.

Torbay continues to have a greater number of children requiring additional support up to and including a special school place than the funds available in the higher needs block can meet. The Forum heard from Hannah Spencer, who explained that in the first 5 months of 2021 the LA has received 149 Requests for Statutory Assessments, of which 82% have been approved, leading to greater pressure on the Higher Needs Block. This increase in demand is in line with national levels, however Torbay is also experiencing more demand for bespoke packages following the return to schools after lockdown. The SEN team are attempting to reduce the need of these bespoke packages where possible, by the continued rigorous monitoring of Alternative Provisions. Hannah also explained that the pandemic has had an impact on Job opportunities, therefore some bespoke packages are being continued as students wish to remain in education Post 16.

Element 3 top ups formed part of the banding review agreed by Forum members. Rachael announced that funding has been agreed for a new banding review officer to join the LA, and they will be in Post by October Forum. The advert for this post will be advertised from next week.

Members noted the volatile deficit position, and thanked Rachael and Hannah for their findings.

4. ESFA Visit feedback

Rachael shared with Forum feedback from the Education, Skills and Funding Agency visit on 18th May. It was pleasing to note that the increase in EHCPs in Torbay is now in line with that of national colleagues, as steps taken by Torbay to manage this are now taking effect.

As voted for by Forum Members at May's meeting, the LA enquired about a Safety Valve Agreement, which has been provided to 5 LAs across the country. However, The ESFA made it clear that the purpose of the meeting was not to discuss securing a safety valve, but how Torbay was going to achieve a balanced budget. The ESFA have asked that this be provided within 6 weeks by way of a balanced budget recovery plan, the LA restated that a balanced budget will not be possible within this timeframe.

A follow up meeting with the ESFA to discuss the budget and the completion of the recovery plan template has been arranged for the 9th August. Rachael will provide further feedback to members after this meeting.

5. Deficit Recovery Plan Template

Rob Parr, Principal accountant, then shared figures from the current deficit recovery

plan with members. The deficit budget has been set at £2.6m this year. Factoring in the Higher Needs allocations uplift, there will be an increase of 8% next year, before an increase of 5% the following two years.

Improved commissioning arrangements, the EHCP banded review set for 2023/24 (Officer has not been appointed yet), and the 2% virement each year will lead to a deficit of £1.3m by 2024/25. In turn, this will lead to a cumulative deficit of £13.131m by 2024/25, linked largely to the expected increase in pupil numbers, the growth of Post 16 and an increase in bespoke packages.

Members noted the findings, and discussed whether this is the recovery plan that they want submitted to the ESFA. Concerns were also raised that the SEND consultation due to be published by the ESFA 18 months ago is still not out. A vote was held as follows:

To submit the current deficit recovery plan to the ESFA as outlined above:

For: 12 Unanimous
Against: 0
Abstain: 0

Whilst in favour, members requested that this decision be reviewed at Forum each year, to look at the impact it has had on schools budgets.

6. Elective Home Education recharge and EHE spend

Dan Hamer, Head of Vulnerable Pupils, presented to Forum an updated paper EHE costs and provision, outlining the duties placed on the LA and the associated costs. The number of children moving into EHE had been falling prior to lockdown, however, the pandemic has seen an increase in parents saying their child's needs cannot be met in mainstream school. This has in turn led to more referrals in to the educational psychology service, more EHCPs, and greater demand for alternative provision.

Staffing costs to meet this demand currently stands at £82,971, with an additional £3,296 allocated to educational psychology support. Measures taken to reduce this pressure on the Higher Needs Block include linking with South Devon College, Early Intervention and support from the Mediation Service and Social Care colleagues. The new charging process for recouping AP costs, agreed by Schools Forum, will also help. Total pressure on the EHE service to fulfil statistical duties is expected to be £66,779.

Members noted the findings of this report. Discussion then moved on to the EHE recharging procedure proposed by Dan. Members were shown a paper clarifying the principles and were asked to consider whether the LA should backdate charging schools from the 1st January 2021, by including both Spring and Summer 2021 terms in the Summer term invoices sent to schools.

Members asked about the legal basis for charging schools, as it is not a statutory or contractual agreement. It was explained that Schools Forum has the legal power to make this decision, but that further advice from the LAs legal team is being sought and will be communicated shortly. It was also asked whether officers have looked at the approaches of other LAs, it was noted that those LAs spoken to are having similar difficulties.

A vote was held on the proposals as follows:

Does Schools Forum accept the EHE charging proposals, subject to valid legal basis:

For: 9 Motion Carried
Against: 0
Abstain: 2

please note that Tim Stephens left the meeting prior to this vote

Whilst members supported the initial rationale of the proposals, and that getting children back into mainstream schools was in children's best interests, it was felt that the mechanism for doing this needed looking at further.

7. Items for next meeting

- Element 3 banding
- Elective Home Education update

8. Future meeting dates

- Thursday 14th October, 09:00
- Thursday 25th November, 09:00

Given the length of time until the next meeting, Members asked whether we could have an interim meeting to be kept up to date with ongoing developments. Rachael agreed to this, and will get back to members with possible dates in September, after the LAs meeting with the ESFA.

Financial Report -School Forum 14th October 2021

Introduction

The following report contains a detailed breakdown of the projected position of the Local Area for 2021/2022. The report enables members to note the projected outturn position and the significant factors contributing toward the spend. The report covers the following items:

- Projected Outturn Position 2021/2022
- Contextual information regarding Early Years Block
- Contextual information regarding Higher Needs Block
- Position and Recommendations

Projected Outturn Position 2021/2022

Dedicated Schools Grant (DSG) funded activities are currently forecast to **overspend by £2.992m**.

The following table details the main areas of both over and under spend. Many of these budgets are demand led and will be monitored during 21/22 and revisions reported accordingly.

Budget Heading	Budget	Actuals to date	Projected Outturn	Over / (Under) Spend
Early Years 2, 3 & 4 yr old payments – PVI's & Academies	£5.784m	£2.983m	£5.784m	£0
Early Years – ALFEY	£270k	£187k	£285k	£15k
Early Years – Pupil Premium & Disability Access Fund	£133k	£36k	£100k	(£33k)
Early Years – 5% retained element	£345k	£159k	£340k	(£5k)
Joint Funded Placements	£550k	£296k	£520k	(£30k)
Recovery of funding from schools for Excluded Pupils, Medical Tuition Service and Elective Home Education	(£250k)	(£76k)	(£200k)	£50k
Independent Special School Fees	£3.100m	£1.070m	£3.172m	£72k
Other packages for EHCP pupils and SEND personal budgets	£1.407m	£638k	£1.498m	£91k
Payments to / recoupment from other authorities for Special School places	(£260k)	£0k	(£265k)	(£5k)
Medical Tuition Service / Virtual School / Hospital Tuition / Vulnerable Students Team	£1.500m	£629k	£1.394m	(£106k)
School contingencies (Rates, planned pupil growth, NQT induction etc)	£308k	£256k	£276k	(£32k)
EHCP in-year adjustments (see separate paper for details)	£340k	£712k	£856k	£516k
Special Schools / High Needs in-year adjustments (see separate paper for details)	£600k	£355k	£600k	£0
School Intervention / Commissioning (includes School Improvement Grant)	£145k	£46k	£105k	(£40k)
Business Support	£195k	£98k	£184k	(£11k)
Other – including Admissions, EAL / Travellers, Advisory Teachers, SEN contracts				(£90k)
Deficit DSG budget set for 21/22	(£2.6m)			£2.6m
Total – Forecast Outturn Position 21/22				£2.992m

The previous cumulative Dedicated Schools Grant deficit at the end of 2020/2021 was an overspend of £5.826million

The two areas of significant volatility are within the Early Years Block and Higher Needs Block.

Early Years Block

The Early Years Census is currently taking place and School Forum Members will be given details of the take up and breakdown of funding in the November 2021 report.

Higher Needs Block

Torbay continues to have a greater number of children requiring additional support up to and including a special school place than the funds available in the higher needs block can meet.

The following table demonstrates the final position on the EHCP allocation of funding above £6k.

Education, Health & Care Plan Funding for 20/21 & 21/22			
	20/21	21/22	Increase / (Decrease)
Number of pupils with EHCP	470	463	(7.00)
Number of FTE's with EHCP	429	407	(22.00)
	£	£	£
Funding below £6k allocated through school formula elements	2,554,879	2,426,210	(128,669)
Funding above £6k allocated as a top-up per eligible pupil	2,122,040	2,206,696	84,656
EHCP Contingency	350,000	340,000	(10,000)
In-Year adjustments			
April	16,946	214,516	197,570
May	(104)	92,973	93,077
June	(11,737)	76,491	88,228
July	4,062	52,297	48,235
August	42,398	32,649	(9,749)
September	115,109	242,698	127,589
October	72,833	72,833	0
November	50,539	50,539	0
December	16,915	16,915	0
January	(11,583)	(11,583)	0
February	15,276	15,276	0
March	0	0	0
Total - In-Year adjustments	310,654	855,604	
Projected (underspend) / overspend	(39,346)	515,604	
Notes			
Based on April 21 - Sept 21 in-year adjustments, and the same allocation for the remainder of the financial year as 20/21, it is anticipated the EHCP contingency will underspend by			515,604

The following table demonstrates the numbers of Special School Commissioned Placements and Adjustments.

Financial Report -School Forum 14th October 2021

Special School and other High Needs funding adjustments for 21/22										
	Combe Pafford	Combe Pafford	Mayfield School	Mayfield Chestnut	Mayfield Total	Brunel SEMH	Burton AP	B & B Total	Totals	Totals £
Number of places - January 21	262		231	32	263	56	55	111.00	636.00	
Number of pupils - January 21	255		225	32	257	50	50	100.00	612.00	
Number of places - September 21	262		231	32	263	56	55	111.00	636.00	
Initial Place led funding		2,620,000			2,630,000	560,000	550,000	1,110,000		6,360,000
Initial Pupil led funding		1,256,417			2,621,345	790,050	577,250	1,367,300		5,245,062
Initial pupil specific additional funding		40,134			71,198	60,270		60,270		171,602
Previously Teachers Pay & Pension Grants		172,920			173,580	36,960	36,300	73,260		419,760
Other funding - Outreach / 6th day provision / rent					289,174			0		289,174
Pupil Premium		140,515			168,830	32,470	35,335	67,805		377,150
Total initial funding		4,229,986			5,954,127	1,479,750	1,198,885	2,678,635		12,862,748
In-Year adjustments	Pupils	Funding £	Mayfield Pupils	Chestnut Pupils	Funding £	SEMH Pupils	AP Pupils	Funding £	Pupils	Funding £
April	257	91,257	228	32	24,375	51	51	27,346	619	142,978
May	257	(3,618)	229	34	50,238	54	53	64,619	627	111,239
June	253	(14,830)	228	32	(29,004)	54	56	37,196	623	(6,638)
July	252	(5,303)	228	31	(10,005)	54	35	(181,834)	600	(197,142)
August	252	0	228	31	0	54	35	0	600	0
September	269	65,829	233	32	34,927	51	32	(47,856)	617	52,900
October									0	0
November									0	0
December									0	0
January									0	0
February									0	0
March									0	0
Total In -year pupil / place led adjustments		133,335			70,531			(100,529)		103,337
Enhanced Provision (in-year changes in pupil top-ups)										29,179
Enhanced Provision (in-year increases in place numbers)										39,167
Excluded Pupils / 6th Day Provision (Sept - Dec) - Mayfield										38,000
Excluded Pupils / 6th Day Provision (Jan - Mar)										28,500
Ocombe House - additional rent - Mayfield										12,336
In-year pupil specific additional funding		10,766			104,850			(10,800)		104,816
Total - In-Year adjustments		144,101			175,381			(111,329)		355,335
Special School / High Needs contingency budget										600,000
Current balance (under) / over										(244,665)

Position

The final outturn position of the Local Area continues to be of significant concern. The budget for 2021/2022 remains volatile and we need to continue to take all actions to mitigate spend.

The cumulative overspend of the DSG is now £5.826m

The projected cumulative outturn position at the end of 2021/2022 would be £8.818

Recommendation and Decisions

It is requested that Schools Forum:

1. Note the final outturn position and continue to work with the Local Authority through the mechanism of the Higher Needs Recovery Group to enact mitigations to reduce budget spend in the year 2021/2022..

Rachael Williams

Divisional Director Education, Learning and Skills

Overview and Scrutiny Meeting Higher Needs Funding

13th October 2021

Rachael Williams – Divisional Director for Education, Learning and Skills

Nancy Meehan - Director of Children's Services

Martin Phillips – Head of Finance

TORBAY COUNCIL

Dedicated Schools Grant Higher Needs Funding

- The Higher Needs Block is part of the Dedicated Schools Grant received by the local area and managed through the statutory School Forum.
- The Dedicated Schools Grant is made up of three blocks – Early Years Block, Schools Block and Higher Needs Block.
- The spend within the Higher Needs Block currently exceeds the allocation that is received. Leaving a deficit position on the Dedicated Schools Grant budget.
- A statutory override is currently in place that places this deficit on the Dedicated Schools Grant with no expectation that this is addressed by the Local Authority. The statutory override is in place until 2023.
- The Local Authority has been meeting with representatives of the Education Skills and Funding Agency to review the current spend and mitigating actions.
- The Education Skills and Funding Agency request that all Local Authorities that are in deficit positions work to secure a balanced budget and then work to address the deficit.

Overall Budget Position

DSG Deficit from previous years	£2.655m
19/20 DSG overspend	£1.186m
20/21 DSG overspend	£2.048m
Total deficit at end of 20/21	£5.825m

Unmitigated Budget Position

	2021/2022	2022/2023	2023/2024	2024/2025
Pressures	4,546,000	4,358,592	3,382,706	3,176,009
Reductions	(1,946,000)	(2,060,551)	(1,177,350)	(1,236,218)
Deficit Budget Unmitigated	2,600,000	2,298,041	2,205,356	1,939,791
Cumulative DSG deficit brought forward from previous years	5,825,259	8,425,259	10,723,300	12,928,655
Cumulative mitigated deficit DSG position	8,425,259	10,723,300	12,928,655	14,868,446

Notes

Estimated High Needs Block allocation	21,486,457	23,547,008	24,724,359	25,960,577
Estimated High Needs Block allocation uplift %		9.59%	5%	5%
Deficit DSG budget as % of estimated HNB allocation	12.10%	9.76%	8.92%	7.47%

Mitigated Budget Position

	2021/2022	2022/2023	2023/2024	2024/2025
Pressures	4,546,000	4,358,592	3,382,706	3,176,009
Reductions	(1,946,000)	(2,169,111)	(1,406,751)	(1,245,124)
Deficit Budget Mitigated	2,600,000	1,761,746	1,439,660	1,165,189
Cumulative DSG deficit brought forward from previous years	5,825,259	8,425,259	10,187,005	11,626,664
Cumulative mitigated deficit DSG position	8,425,259	10,187,005	11,626,664	12,791,853

Notes

Estimated High Needs Block allocation	21,486,457	23,547,008	24,724,359	25,960,577
Estimated High Needs Block allocation uplift %		9.59%	5%	5%
Deficit DSG budget as % of estimated HNB allocation	12.10%	7.48%	5.82%	4.49%

SEN Statistics – Torbay Headlines

Number of EHCPs 1507

Up from 1416 (+6.4%) in 2020

England: EHCPs increased by 10% in 2020

Initial Requests for an EHCP 201

Down from 307 (-34.5%) in 2019

England: Initial requests down -10% in 2020

Number of new EHCPs 159

Down from 188 (-15.4%) in 2019

England: New EHCPs increased by 11% in 2020

EHCPs excluding exemptions issued within 20 weeks 53%

Up from 23% in 2019

England down from 60.4% to 58% in 2020

The total number of Torbay EHCPs has continued to rise

- There were 1507 children and young people with EHCPs in Jan 2021. This has increased every year since 2014

The number of new EHCPs made in the calendar year has decreased for the first time

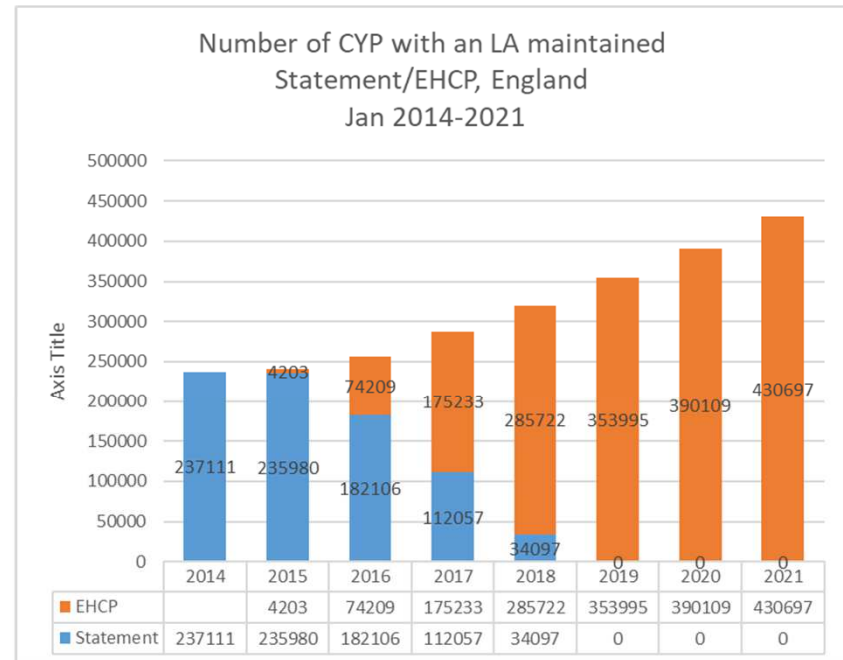
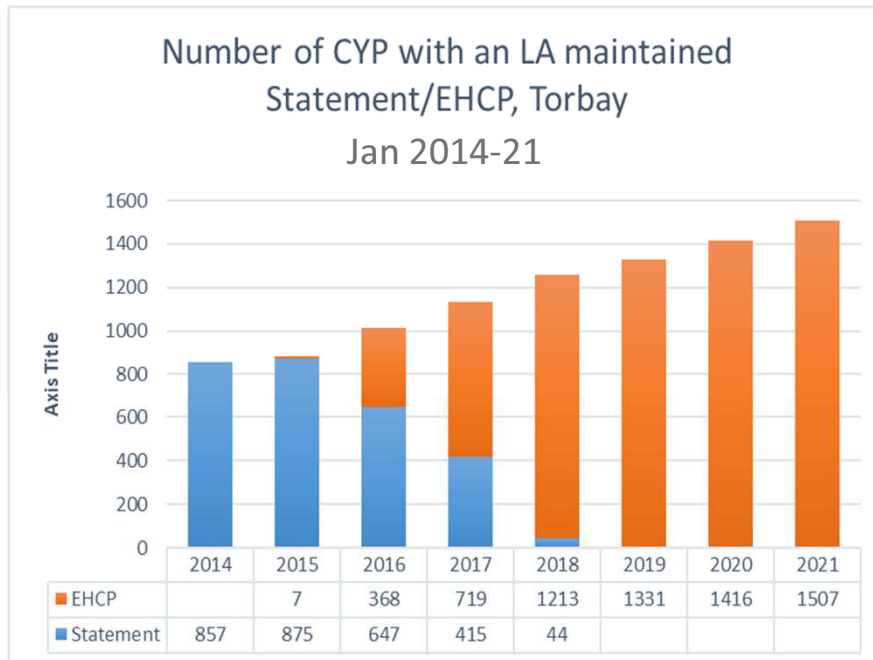
- There were 159 new EHCPs issued in 2020 as opposed to 188 in 2019. This is the first decrease since EHCPs were introduced in 2014
- There were 201 requests for EHCPs in 2020 as opposed to 307 in 2019. This is the first decrease since EHCPs were introduced in 2014.

The performance in meeting the 20 week timescales has improved

- Significant improvements in timeliness have been made since 2019 (23%), with 53% on time in 2020 and current figures in 2021 showing 88% (Capita).

<https://explore-education-statistics.service.gov.uk>

SEN Statistics –Statutory Plans



The number of Torbay statutory plans has increased from 857 in 2014 to 1507 in 2021 (+76%). Nationally the number of plans has increased by 82% for the same period.

<https://explore-education-statistics.service.gov.uk>

SEN Statistics – Statutory Plans

Children and young people with an EHC plan issued by local authority (Source: National SEN2 2021)

Group	2015	2020	2021	% Increase since 2015
Torbay	882	1,416	1,507	71%
Stat. Neighbours	12,711	20,636	n/a	62% (2020)
National	240,183	390,109	430,697	79%

The total number of plans issued by Torbay has grown by 71% since 2015 compared to 79% nationally.

Number of pupils with a statement or EHC plan in Torbay Schools (Source: School Census Spring 2021)

Group	2015	2020	2021	% Increase since 2015
Torbay	833	910*	1127	35%
Stat. Neighbours	12,057	14,263	n/a	18% (2020)
National	236,165	294,615	n/a	25% (2020)

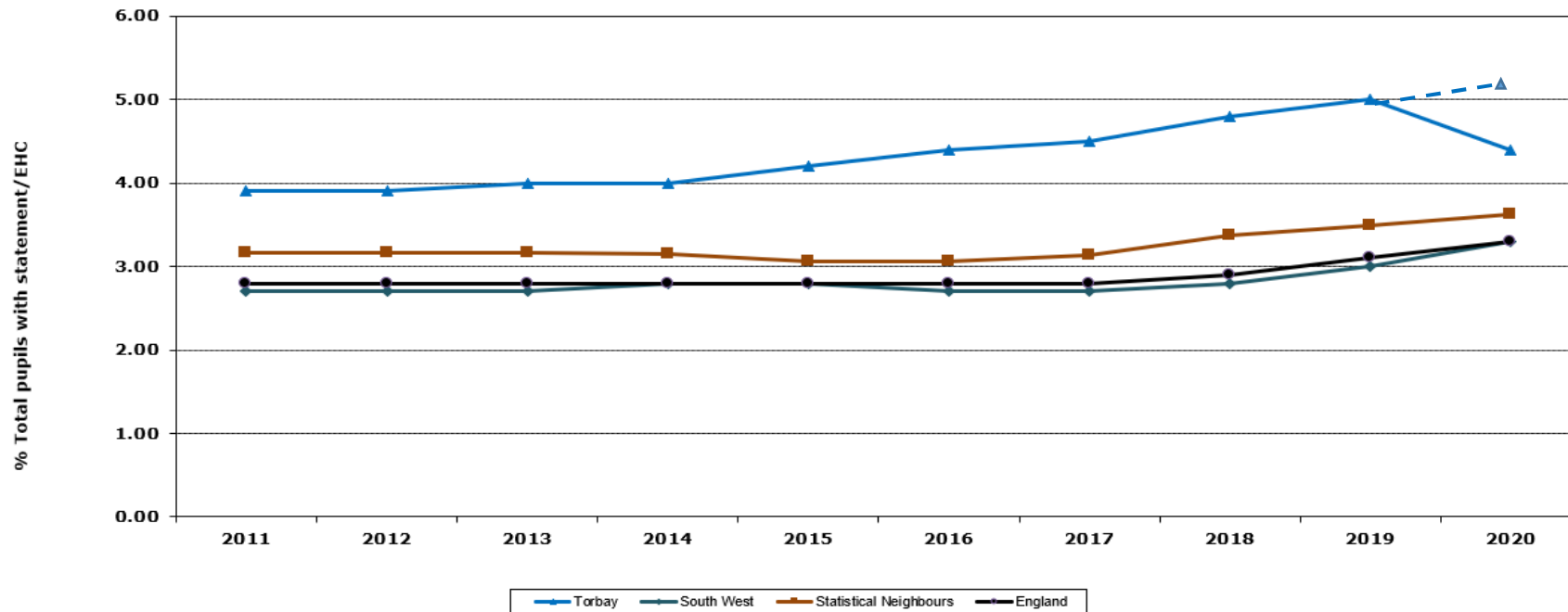
The number of Torbay plans issued in mainstream schools has increased by 35% compared to 25% nationally.

Note: * Actual EHCP total 1040, due to an error in school census submission Spring 2020 . N/A data not available.

SEN Statistics – Statutory Plans

% of Pupils with Statement of (SEN) or (EHC) Plans

	2020	Change from previous year
Torbay	4.40	-0.60
South West	3.30	0.30
Statistical Neighbours	3.63	0.14
England	3.30	0.20



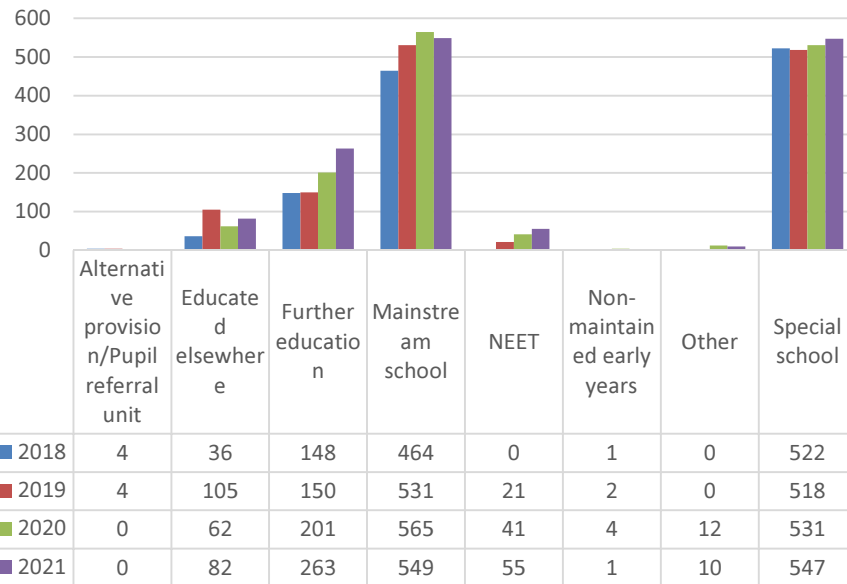
Provisional: Jan21 School Census, 5.5%, a 0.4% increase over 2020 actual below

Note: - - - indicates LA actual due to a incorrect submission on Spring20 school census. Actual number is 5.1% (a 0.1% increase)

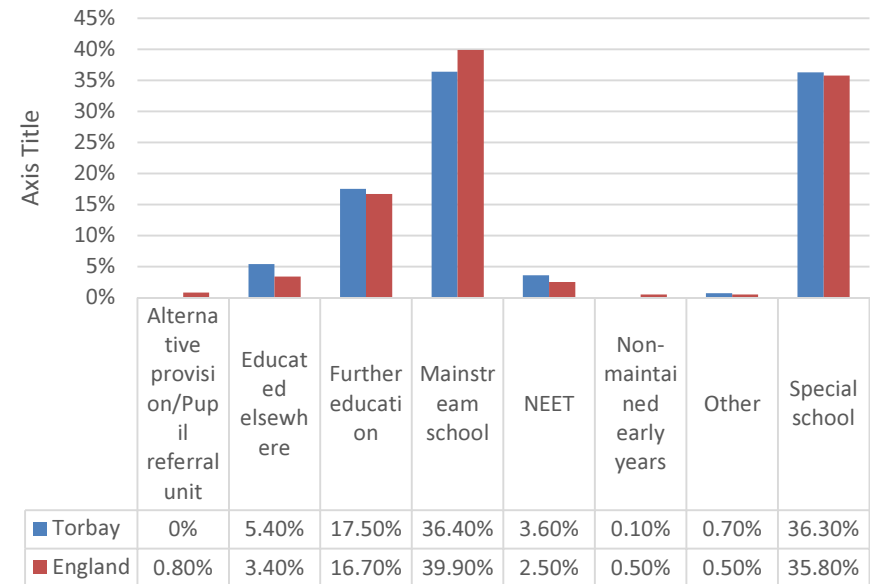
The Torbay % of pupils with a statement or EHCP has risen each year since 2014. Torbay remains significant outlier compared to national, regional and statistical neighbours groups.

SEN Statistics – Statutory Plans

EHCPs by Establishment Type



% EHCPs by Establishment Type - 2021

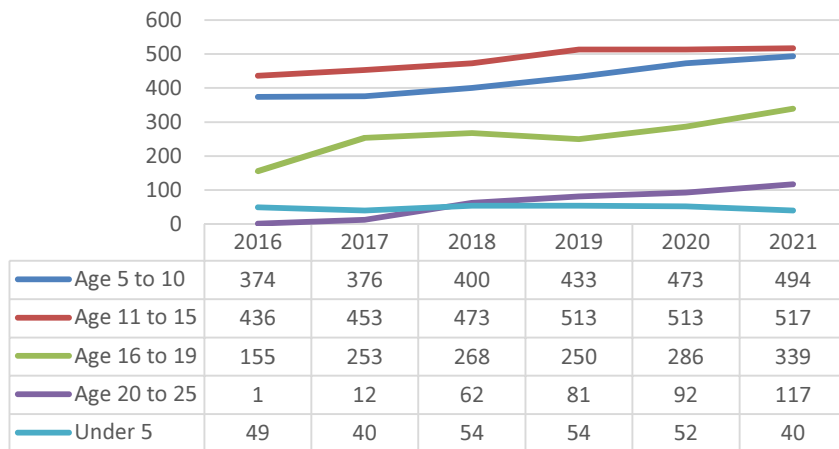


When comparing Torbay figures in 2021 to 2020, the most significant change was the number of children in Further Education which increased from 201 to 263 (+31%) and Educated Elsewhere which increased from 62 to 82 (+32%).

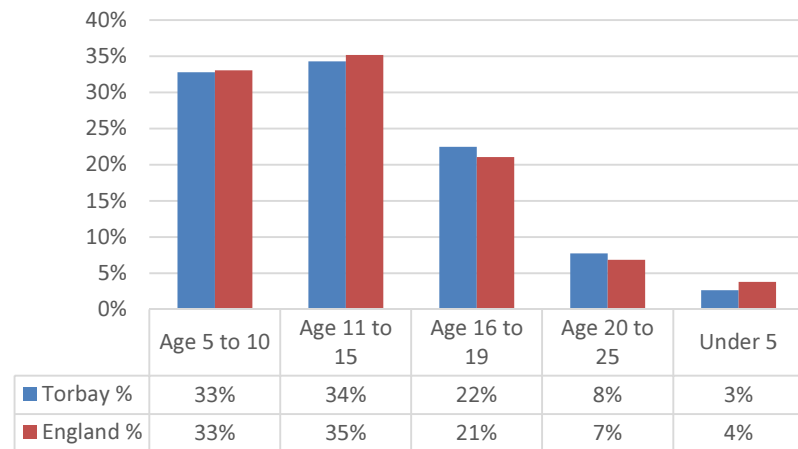
36.4% of Torbay EHCPs are for children in Mainstream Schools compared to 39.90% for England.

SEN Statistics – Statutory Plans

Number of statements and EHC plans combined - by age group - Torbay



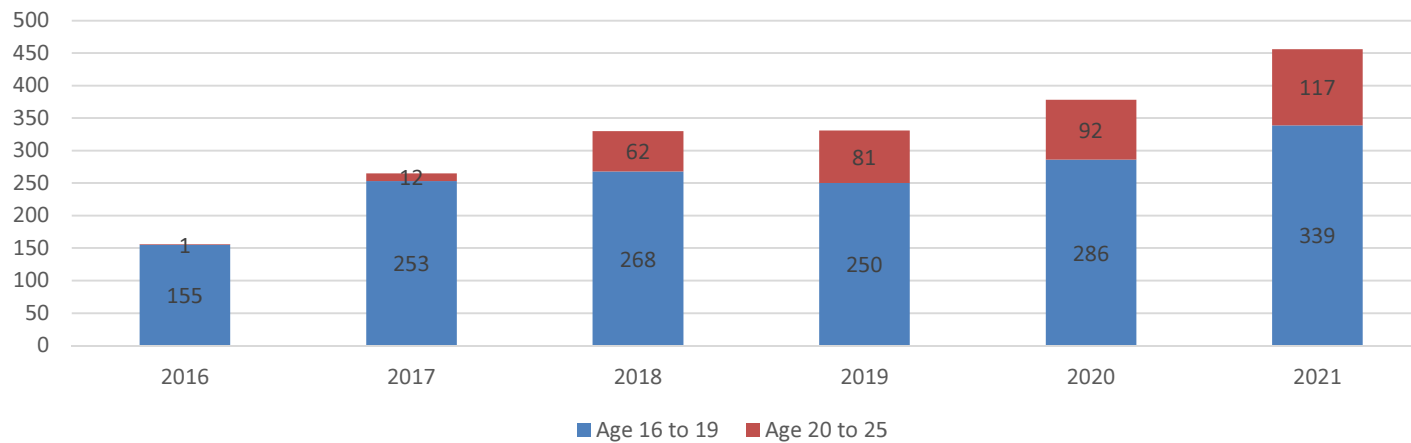
Percentage of EHCP cohort by age group, Torbay and England, May 2021



The number of Torbay EHCPs increased across all age groups except Under 5s in 2021. The distribution of the Torbay EHCP cohort is in line with England.

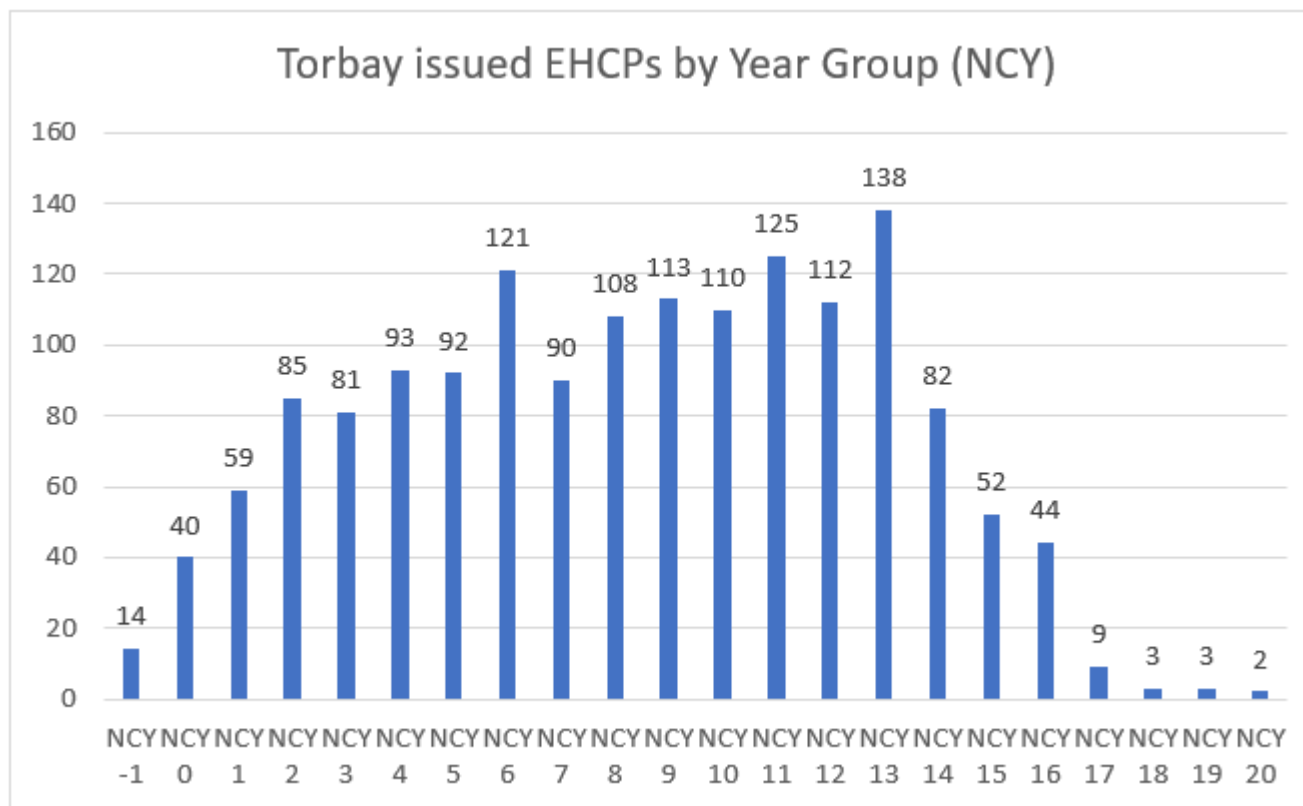
SEN Statistics – Statutory Plans

Number of statements and EHC plans combined - post 16 - Torbay



The number of Post 16 Torbay statutory plans increased by 78 (+21%) from 2020 to 2021 compared to England (+11%).

SEN Statistics – Statutory Plans

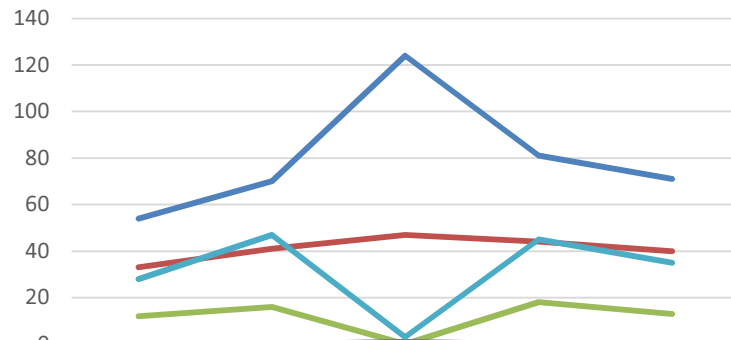


Total: 1576 EHCPs as at 11th May 2021

Source: Capita ONE

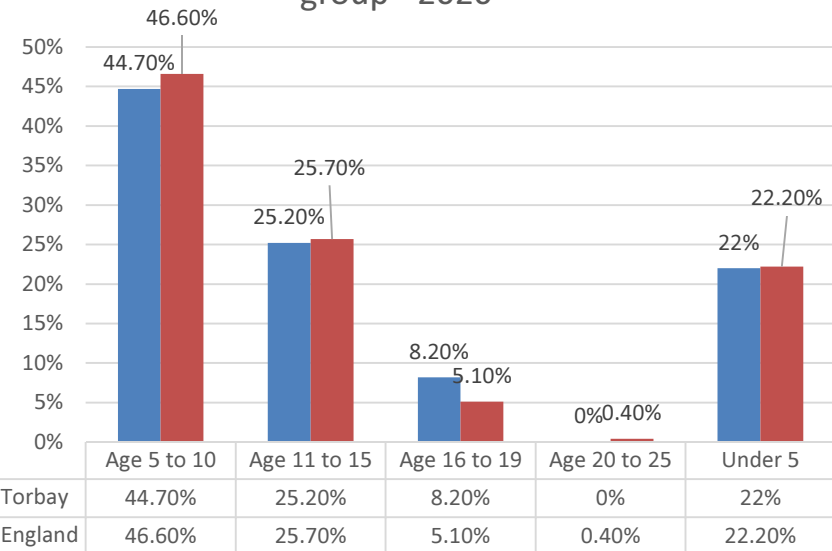
SEN Statistics – New EHC plans

New EHC plans by age group - Torbay



	2016	2017	2018	2019	2020
Age 5 to 10	54	70	124	81	71
Age 11 to 15	33	41	47	44	40
Age 16 to 19	12	16	0	18	13
Age 20 to 25	0	0	1	0	0
Under 5	28	47	3	45	35

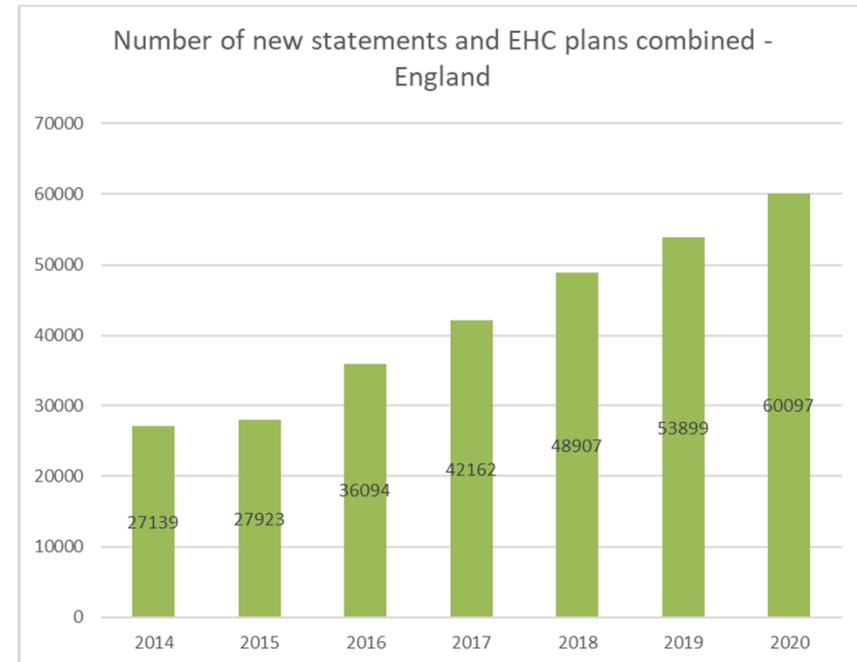
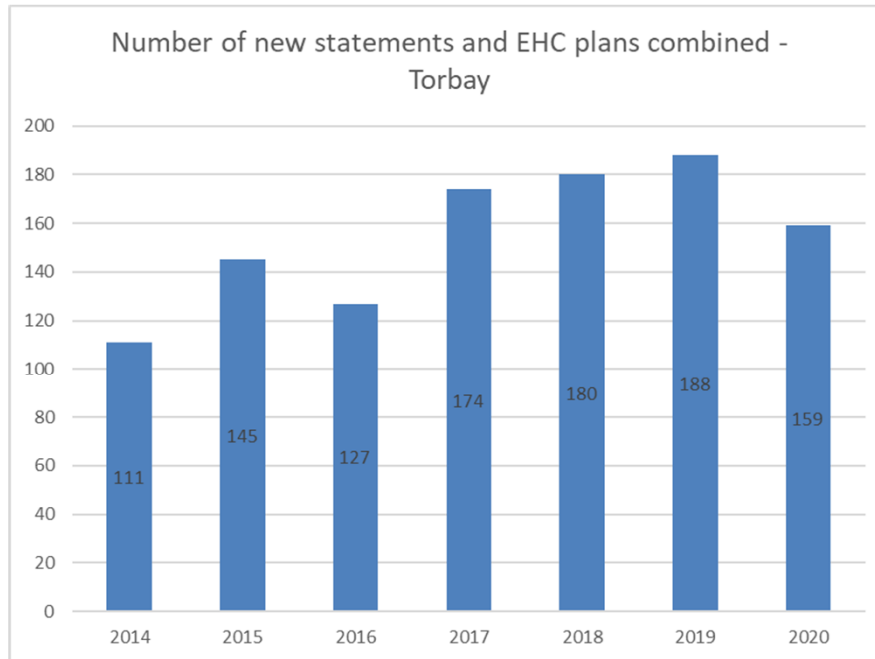
% of First Time LA Maintained EHCPs by age group - 2020



The distribution of newly issued plans in Torbay decreased across each age group at a fairly even rate.

When comparing the proportion of Torbay First Time EHCPs to England the most significant difference is age 16-19 which make up 8.20% of Torbay plans compared to England which is 5.10% for this group.

SEN Statistics – New EHC plans

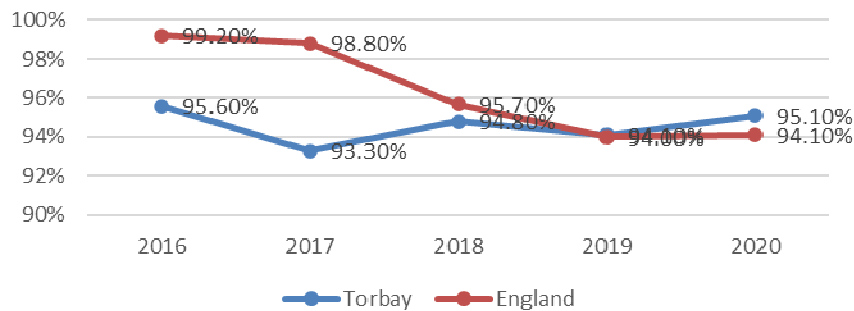


The number of new plans issued within a calendar year has increased from 111 in 2014 to 159 in 2020 (+43%). This compares to an increase of 121% in England.

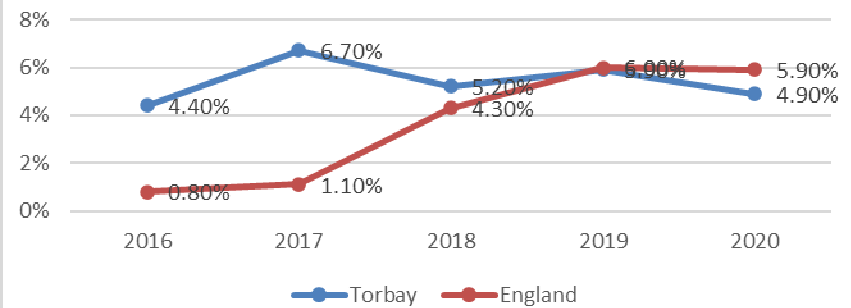
2020 was the first year to see a decrease in new plans since 2016. Based on 2019 figures the above comparison would be Torbay 69%, England 99%.

SEN Statistics – New EHC plans

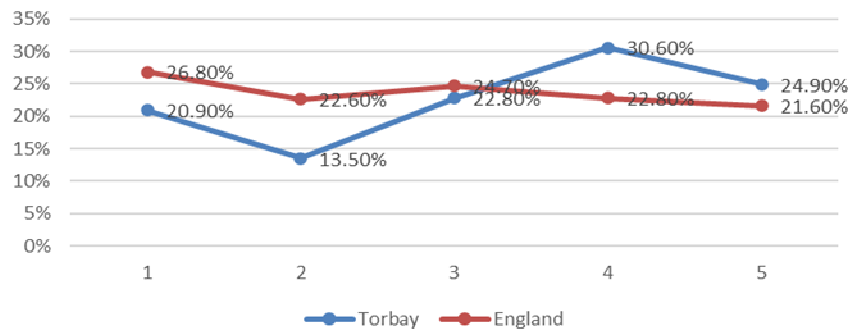
Percentage of children and young people assessed for whom EHC plans were made for the first time during the calendar year



Percentage of assessments during the calendar year where it was decided not to issue an EHC plan



Percentage of initial requests for assessment for an EHC plan that were refused during the calendar year



Torbay did not issue an EHCP for 4.90% of assessments during the calendar year 2020, compared to 5.90% for England.

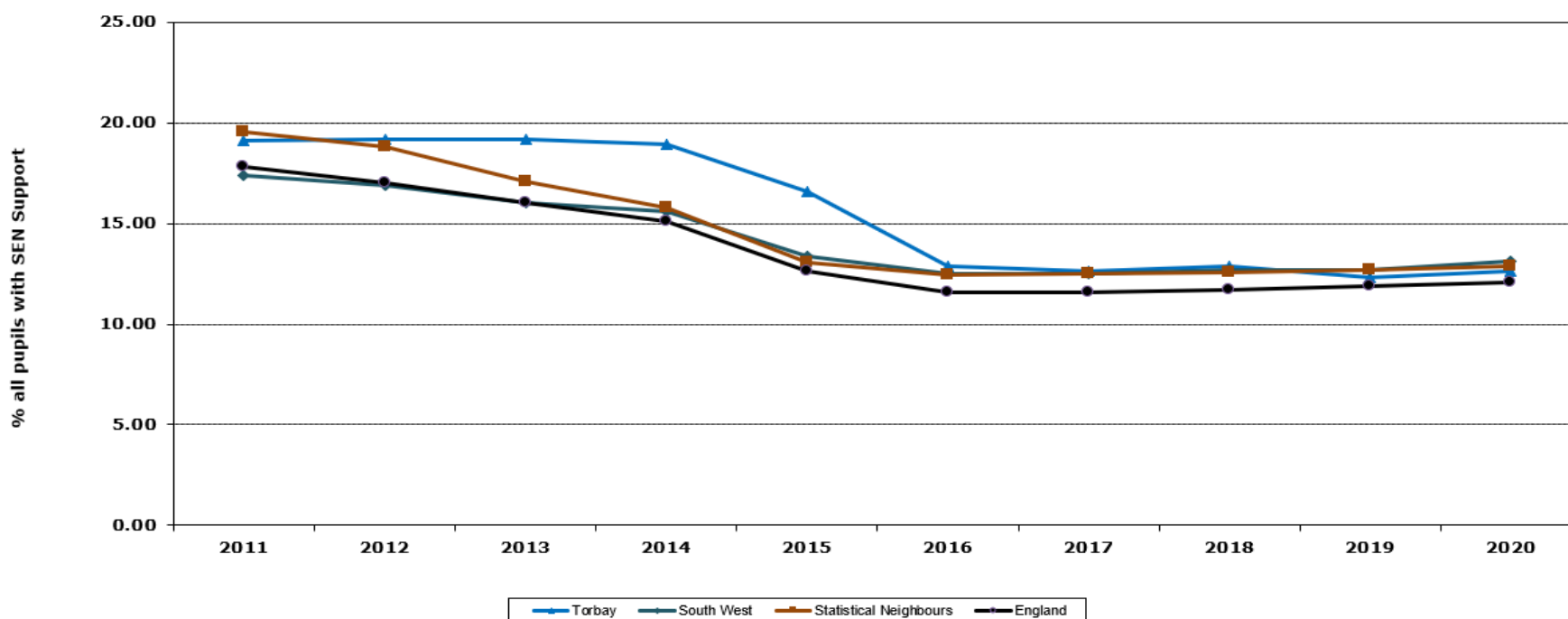
In 2020 Torbay refused 24.90% of initial requests for assessment compared to England at 21.60%. This represents a decrease from 2019 when Torbay refused 30.60%.

SEN Statistics – SEN Support

% of Pupils with Special Educational Needs (SEN) Support

	2020	Change from previous year
Torbay	12.60	0.30
South West	13.10	0.40
Statistical Neighbours	12.85	0.18
England	12.10	0.20

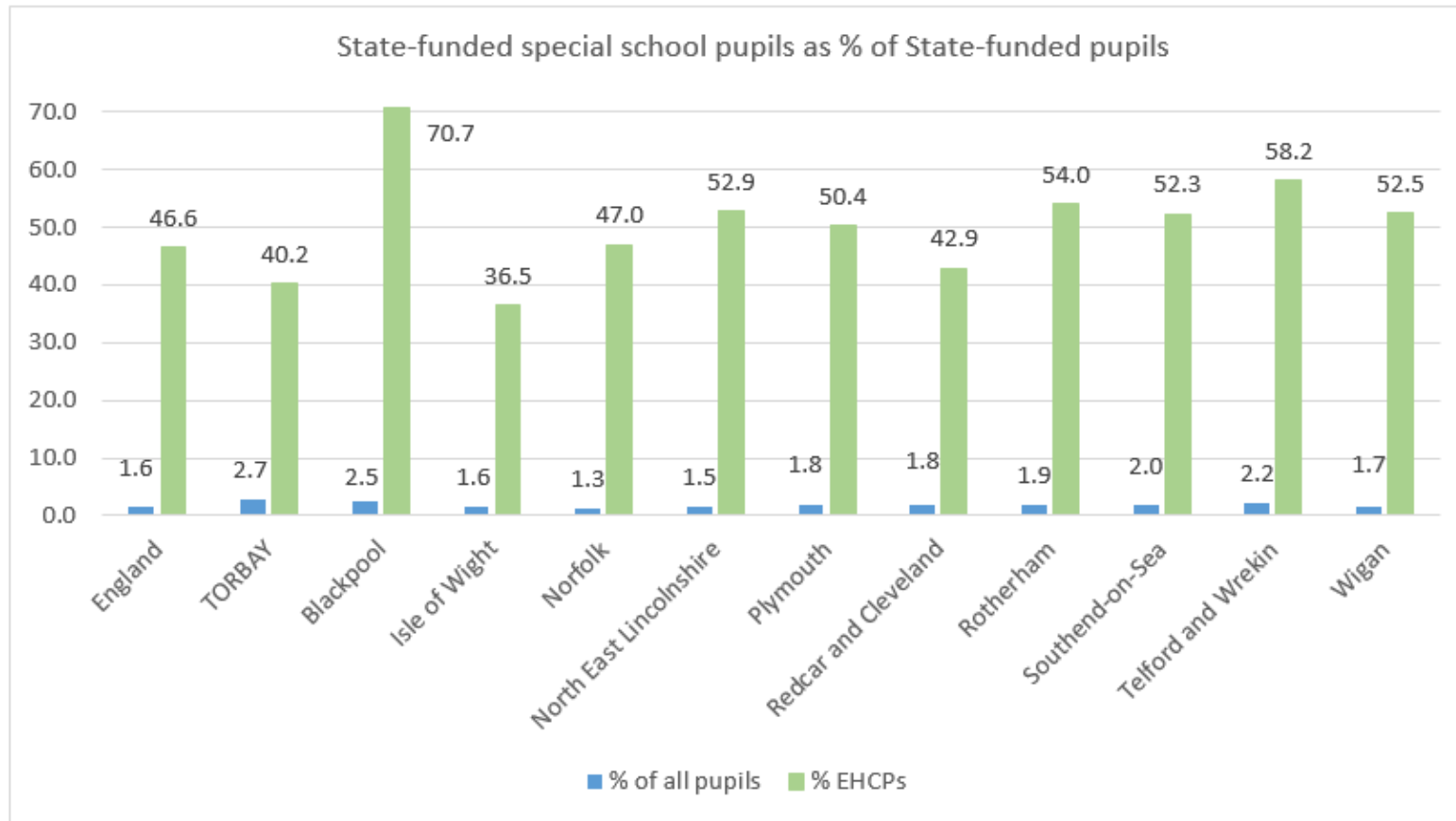
Provisional: Jan21 School Census, 11.8%



Source : LAIT May 21

With 12.6% in 2020 Torbay had a higher % of pupils with SEN Support when compared to England at 12.10%. Torbay is lower than the statistical neighbours group at 12.85%. Provisional figures show this decreasing in 2021.

SEN Statistics - Pupils in Specials Schools



Communicating the issues and the plan . . .

- School Forum Meetings
- School Forum Briefings
- Higher Needs Recovery Group
- SEND Network (including Heads and Governors)
- Individual school conversations
- Joint Funding Panels
- SEND Briefings
- SEND Strategic Board
- Council Corporate Senior Leadership Team
- Elected Members Briefing
- MP Briefing

What have we done to date . . .

Strengthening an inclusive and accountable culture

Action required	Progress to date	Where next?	RAG Rating
<p>Establishment of a Peer to Peer Challenge system</p>	<p>The secondary peer to peer challenge group is well established with regular attendees. The group are pro-actively trying to seek solutions for young people that have vulnerabilities by the use of managed moves and support packages. Young people are being flagged at an earlier opportunity for behavioural needs, allowing a greater amount of planning.</p> <p>It is difficult during this academic year to measure comparator data for exclusions and fixed term exclusions due to the nature of attendance during the pandemic.</p> <p>Managed moves are being used as a successful means of preventing exclusions. They are being overseen by the Pupil Referral Panel and reviewed and managed through the Secondary Peer Group.</p> <p>3 Managed Transfers have been used to prevent Permanent Exclusions. All 3 have been successful to date,</p> <p>5 Permanent Exclusions have been prevented by early work between schools, the SEN team and the Vulnerable Pupils team. 4 of these continue to be successful and one failed as the parents and child refused to attend the new setting.</p> <p>Annual reviews are being better used to establish whether an EHCP can be amended to better meet need and maintain a mainstream school place.</p> <p>Strong evidence of focused work on vulnerable children throughout the pandemic conducted by all schools with a high percentage of vulnerable and SEND pupils still attending throughout all phases of lockdown.</p>	<p>Sharing of data (once available) on exclusions, managed moves back with Heads Forums (Currently shared at the Local Education Board)</p> <p>Primary zero exclusion project</p>	

What have we done to date . . .

Revision of the Fair Access Protocol	The Fair Access Protocol has been revised to better meet the needs of vulnerable students and to clarify the circumstances under which the school can make a fair access representation. This has been used for over 18 months and further versions have been consulted upon and adopted.	Keep under review	
Providing independent advice to parents	<p>The service has been commissioned and operational. The service started in January 2020 so has not had a normal year to operate. The service resources were diverted to support a wider range of children and families struggling with Covid related anxiety.</p> <p>Now that the service has returned to its core role, 57 families have been supported with advice about potential exclusions.</p> <p>19 have received a wider needs assessment leading to support from the Imagine This partnership and/or Early Help.</p>	<p>The service resumed from March 2021 and will be monitored against normal KPIs this year.</p> <p>Staff are moving from a mediation to a solution focussed delivery model to empower all parties and increase the capacity of the service.</p>	
Providing training and information to governors – including an SEND Audit	<p>SEND audits conducted in 100% of Schools and Colleges within Torbay (2019/2020)</p> <p>The audits show a good level of engagement and commitment to SEN children and an increased understanding across leadership. The accountability framework for SEN pupils has improved since the previous audits.</p> <p>The findings of the audit demonstrate that more work is required on SEN Support and a common approach to inclusion. There is evidence of some very strong practice in some schools and MATS that needs to be shared.</p> <p>SENDCO network well attended and offered termly. Agenda is both LA and School informed and is driving forward key changes required. Strong evidence in Ofsted reports that schools are offering good SEND services.</p>	Local Authority Graduated Approach document to be updated and consulted upon.	

What have we done to date

Ensuring children and young people have access to alternative and bespoke provision

Action required	Progress to date	Next steps	Trajectory
Exclusion recovery process	The mechanism for exclusion recovery have been adopted and are being used.	Debt recovery process being enacted	
Cost recovery for placements	Cost recovery activity is in place and invoices issued to schools.	EHE decision is being reviewed by School Forum	
Commissioned placement reductions	<p>The commissioned placement costs are rising due to sector pricing and demand. Individual packages are being reviewed and stepped down where appropriate. The savings on individual packages range between £5 - £25k</p> <p>We are commissioning less out of area placements and using local based provisions where we have secured good value for money. The spend on packages in alternative providers has reduced and children are now taught within the area resource bases created.</p> <p>The commission framework for alternative providers has been fully redesigned and is heavily focused on safeguarding and outcomes. Where outcomes are strong block purchasing has started and this has helped to manage overall costs of placements.</p>	Look at further block purchase opportunities to reduce costs or mitigate demand management.	
Alternative provision within our local area.	<p>The STEPS provision continues to provide for children that have previously been taught in out of area provision or bespoke tutoring. The provision is being well managed by PCSA and there is ongoing work between the school and SEND team to ensure pupils needs can be met.</p> <p>The Post 16 Provision at SDC has been expanded to provide for six young people with considerable SEMH needs. Following a successful pilot year this has increased to include 8 young people. Sixth day provision for children excluded from Primary Schools has been enhanced and interim measures have been put in place to have a dedicated space away from Chestnut.</p> <p>The Post 16 Panel considers Post 16 requests for specialist provisions and high cost bespoke packages. The close scrutiny has enabled local providers to offer creative options which have resulted in better outcomes for students and value for money.</p>	Continue to build upon the infrastructure of area resource bases.	
Appropriate contribution from health and social care.	Work has progressed with Health Colleagues to consider funding of children. An agreement has been reached between the Local Authority and Health Colleagues to jointly fund packages of support for children that do not meet the DST criteria but are requiring bespoke packages. A dedicated panel is established and meets frequently. We are assured that we are only providing the funding for education provision within all joint funded placements.	There will be further work with Health colleagues regarding use of Element 3 funding for health related support in schools.	

What have we done to date . . .

Ensuring the right children, achieve the right level of support, at the right cost

Action required	Progress to date	Next steps	Trajectory
Request for statutory assessment stemming demand	<p>The requests for statutory assessments continues to grow, however the number of issued plans have remained consistent with the previous year. The panel has been challenging the need for an EHCP in a rigorous manner and giving advice where appropriate on how the needs of children and young people can be met through SEN support.</p> <p>The Early Help system and SEND process have been carefully considered to ensure that the right help can be given at the right time. The revised way of working in Early Help will be supportive of children not escalating to EHCP.</p> <p>The demand for EHCP reduced during the pandemic, however following the return of children to school in March 2021 the demand has increased significantly. Work is being conducted to consider if this is an ongoing need or a delay in referrals.</p>	<p>Continue the rigorous challenge process around panel decision making.</p> <p>Work with schools to predict the ongoing need emerging from the pandemic</p>	
Element 3 top up and banding review.	<p>Panel for decision making on the top up has been established. Monitoring officers have taken on the responsibility of allocating the funds to each plan and conducting work on the funding as part of the annual review. This has created greater consistency in the plans that have been reviewed but does not bring about the whole scale change.</p>	<p>The review of the banded funding mechanism has been delayed and will be a focus.</p>	

What in addition have we done for Covid . . .

- Allocated £250k of Covid Outbreak Management Funding to children and young people identified as being at risk of longer term SEND as a result of Covid 19.
- Focused all SEND capacity on new requests and assessments, due to a rise in requests during both March, April and May.
- Created additional training and support materials for professionals to manage Emotional Based School Avoidance.
- Created additional links between education and social care to manage and maintain local placements and escalation.
- Established an extension to Post 16 pathways to enable SEND pupils to access work placements as promptly as possible, reducing longer term reliance on Higher Needs Budget. This comes at a cost. For the period November 2020 – April 2021 the cost of these interventions were circa £400k.

What do we still need to do?

- Continue to develop and embed Early Help
- Continue to reduce the use of bespoke arrangements
- Further create consistency of practice across schools
- Further reduce exclusions – zero exclusions vision
- Create banding system for element 3 funding
- Continue to use SEND capital funding to promote inclusion and cost reduction

External factors that can support

- Clarity on the statutory override is required to enable local areas to plan effectively
- The review of SEND needs to be launched nationally

Future Budget Indication - School Forum 14th October 2021

Introduction

The report is brought to School Forum to give an early overview of the provisional DSG position for 2022/2023. To keep School Forum Members fully briefed on the information we have received to date we have included a provisional allocation table.

The provisional DSG funding allocation:

The report details for members the anticipated increase against each budget line and it is important that the contextual information included in the notes below the chart is considered.

Comparison of DSG funding between 21/22 and provisional 22/23 before academy recoupment					
Funding type	21/22	22/23	Increase / (Decrease)	Increase / (Decrease)	Note
	DSG as at 17/12/20 from ESFA	Provisional DSG as at 19/7/21 from ESFA			
Schools Block	89,401,896	91,746,127	2,344,231	2.62%	1
Central Schools Block	1,168,473	1,092,781	(75,692)	-6.48%	2
Early Years - 3 & 4 Yr Olds	4,242,887	4,242,887	0	0.00%	3
Early Years - 3 & 4 Yr Olds (Increase to 30 hrs)	1,563,301	1,563,301	0	0.00%	3
Early Years - 2 Yr Olds	1,101,889	1,101,889	0	0.00%	3
Early Years Pupil Premium	86,685	86,685	0	0.00%	3
Early Years - Disability Access Fund	46,740	46,740	0	0.00%	3
High Needs Block	21,486,457	23,546,629	2,060,172	9.59%	
Total Initial DSG	119,098,328	123,427,039	4,328,711	3.63%	

Notes

- The pupil growth element has not yet been announced for 22/23 so for comparison the same figure as 21/22 has been assumed £283k.
- Reduction in ESFA funding historic commitments relating to PFI costs.
- The Early Years allocations for 22/23 have not been released and therefore the same value as 21/22 has been assumed for comparison.

Additional information that was shared as part of the school funding information

- The minimum per pupil funding levels have increased for Primary from £4,180 in 21/22 to £4,265 in 22/23.
- The minimum per pupil funding levels have increased for Secondary from £5,415 in 21/22 to £5,525 in 22/23.
- Those schools on Minimum Funding Guarantee will continue to see a 2% increase in 22/23 per pupil funding.
- We are able to transfer 0.5% of Schools Block to High Needs with Schools Forum approval, this would be £459k.
- We are able to submit a disapplication to Secretary of State for movements above 0.5%, deadline for this is 19th November 2021.
- High Needs funding will increase by at least 8% in 22/23, as was the case in 21/22
- Local Authorities must inform schools of their 22/23 allocations by 28th February 2022.
- No date has been set for when ESFA will move towards a 'hard' formula.

Special School Comparison

The following chart shows the comparison information for special schools :

Recommendation and Decisions

It is requested that Schools Forum:

1. .Note the latest announcements on future funding allocations.
2. Receive a future report on the mechanism of distributing funding in line with our agreed school forum principles of meeting minimum pupil guarantees and pupils' needs and characteristics.

Rachael Williams

Divisional Director Education, Learning and Skills

In April 2021 schools received funding from the COMF allocation to support young people to mitigate the impact of coronavirus and lockdowns. School allocations were based on a per pupil basis. Schools were able to use their funding in a way that suited their cohort and circumstances. They were expected to use this funding for specific activities to help pupils catch up on missed learning. Schools were asked to particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.

This report has been compiled using the 15 Impact Reports returned to us detailing what interventions were put in place and how effective they were from some Primary and Secondary schools in Torbay.

Primary Feedback

<u>Intervention</u>	<u>Number of schools</u>	<u>Recorded Number of students</u>	<u>Impact</u>
Small group music session	1	7	Raised self-esteem, ability to access learning in classroom. Children appear more settled. There has been a huge positive impact on the wellbeing of these children.
Small group gardening session	1	7	Raised self-esteem, ability to access learning in classroom. Children appear more settled. There has been a huge positive impact on the wellbeing of these children.
"Positively Awesome" 1:1 session	1	1	Skills developed to manage feelings, raise self-esteem.
Transport to and from school	2	3	Attendance remained poor for some, improved for others. This appeared to have a more positive impact where relationships were strengthened with parents through conversation.
1:1 support	5	10	For some this was successful in securing engagement, providing catch up in core areas and in turn improved attendance. This was also successful when 1:1 session included activities of particular interest specific to the child

			<p>e.g., football. Physical and repetitive play breaks on a 1:1 have been successful in enabling some pupils to be more successful in the classroom.</p> <p>Some reports of continued anxiety for few pupils who had lost all trust in school. Small steps have been made for these children, but the work will need to be ongoing to have a greater impact. For very few children who display high levels of dysregulation there was no improvement despite the 1:1 support.</p>
Lunchtime clubs (football)	1	1	Returned to a full-time timetable
Tablet to support catch up activities	1	1	Returned to a full-time timetable
Family support worker	2	5	Not evidenced
Therapy Dog	2	1 - more in long-term	Incredibly positive, return to full time and increased self-esteem. Has enabled one pupil on a PTT to return to full time and re-engage on site. The intention is for many more children to be positively impacted by the presence of the school dog, particularly those who display regular levels of dysregulation.
Counselling support	2	8	Positive, built up to F/T. Self-esteem increased; anxiety levels decreased.
Animal Care	1	1	Positive, built up to F/T
Daily Check In	1	5	Attendance improvement

A total of 10 Primary Impact Reports were received detailing various interventions which were trialled.

Half of the schools implemented some form of **1:1 support for pupils** with the intention of building resilience, self-esteem and attitude to learning. Some schools did this with increasing their own staff's capacity and others bought in 1:1 intervention programme such as "Positively Awesome" or **extra online tutoring**. For some pupils this was a success and children were able to build positive relationships and re-engage with learning, other reports detail that pupils found it difficult to engage and relationships were not established.

Counselling sessions have had a positive impact for some children, enabling some to better link their thoughts/feelings and relate them to their behaviours.

Two schools introduced **Therapy Dogs**. The impact of this has been hugely positive for many pupils, supporting children who regularly dysregulate to calm and have a positive focus.

Daily emotional check ins have had a positive impact for many pupils, increasing confidence and enabling positive trusting relationships to be established.

In school **small group sessions such as gardening, music and football** have had a huge positive impact on the wellbeing of children, giving them the opportunity to build positive relationships with adults and raise their self-esteem.

Some children who were provided with **transport** due to attendance issues were successful in improving attendance, however, for some children this did not have any impact. This intervention worked best alongside supportive conversations with parents and daily check ins for emotional wellbeing.

Secondary Feedback

Intervention	Number of schools	Number of pupils	Impact
Learning Support Mentoring	2	5	Developed coping strategies
Tutoring	3	11	Good engagement

External AP working within the school (YMCA)	2	1	Positive reports, nurturing relationship established.
Daily Check Ins	3	6	Students felt listened to
Extra online and face to face sessions	2	8	Enabled students to complete assessments required for next steps.
Transport	1	1	Improved attendance
Reward Vouchers for attendance	1	8	Worked in some respects
Engage Psychotherapy	1	4	Improvement to attitude and engagement for some
Engage Lounge 1:1 platform	2	4	Improvement with engagement
Art Therapy	1	1	Helped to re-engage
1:1 Support	1	12	Positive for majority
Thrive Sessions	1	9	Successes were the number of students seen. Some were via google meet with student and parents/carers as lot of anxiety and non-attendance was as a result of parental anxiety and not the students.

Internal Counselling	1	6	Hugely beneficial. They were able to work with students who would otherwise be on the waiting list. To be able to see students at times of crisis rather than after the event is invaluable.
Mindfulness (groups and 1:1)	1	3	Positive - As a result of the success the school are now providing a .b mindfulness course for all incoming year 7 students covering aspects of worry, anxiety, anger, frustration and how to cope in these situations.
Relocating SEND department to a central location	1	All school	Positive for many children - resources and additional staffing time created an environment that some reluctant school attenders have found to be more welcoming and therefore happier to attend.
Home Visits	1	8	Positive - provided the time and opportunity for home visits ensured that the concerns were listened to and addressed directly with anxious parents. Individual plans could then be set up to aid the return to the school building.
LEGO	1	2	Positive - sets of complicated Lego sets which were used as an incentive to get students back into school. This quiet time in the mornings facilitated conversations to reinforce the benefits of being in school and attending.

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A total of 5 Secondary Impact Reports were received detailing a variety of interventions tried.

All schools implemented some form of **1:1 tutoring**, internally or with external agencies. For many children excellent progress has been made. One student successfully achieved a GCSE grade one year early, others were able to secure apprenticeships or places on L2/3 courses following completion of final assessments in school.

Online 1:1 intervention is a strategy that has been positive for students with poor attendance. Schools being able to increase additional staff time has been impactful in many ways, for children to be able to form positive trusting relationships.

Daily check ins for pupils, having a place to touch base with a trusted adult had a positive impact and one school saw a marked improvement in attendance for the 12 out of 14 pupils targeted for supported. For some students they felt cared for and listened to, seizing the opportunity to talk about the issues they would be facing that day and it helped

to get students in on time for the school day. However, some students were already in the routine of not coming to school and it was not always easy to engage a student in conversation first thing in the morning.

One school shared that the funding has allowed them as a whole school to *reflect, think about and implement whole school changes* and improvements that benefit all the students and staff during what a hugely difficult and challenging time it has been. It can be difficult to show hard data on how it has improved the lives of young people but the school report that it is clear to see the impact it has had on pupils and their wellbeing.

External Providers Used

The list below details providers which some schools commissioned for chosen pupils to support catch up.

- Evolve Psychotherapy - Counselling practice offering holistic service to thinking outside of the box to achieve positive outcomes using CBT, mindfulness and adventure therapy to develop healthier thinking habits and behavioural change. Building therapeutic relationships.
- Edulounge – Elearning platform, 1:1 or small group delivery to support learning and interaction so barriers to learning are broken over vast distances.
- Counsellor – Cognitive Behavioural Therapy sessions.
- Adelong – Adventure Therapy. Programmes are built around the principles of Cognitive Behavioural Therapy (CBT), which our integrated into outdoor adventurous activity and mindfulness.
- My Tutor - One to one online tutoring
- YMCA - Programme designed to be tailored to the specific needs of the YP, with the aim of re-integrating them back into their original school.
- Positively Awesome – Intervention focused on building his resilience, self-awareness, self-esteem and emotional regulation.

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Summary

- **The reports received demonstrate a wide range of interventions, giving us insight into the impact the interventions have had at several schools across Torbay.**

- The table below provides numbers across both Primary and Secondary phase where children had either improved attendance, were able to return from a reduced timetable or were able to catch up on lost learning.
- The numbers show us that for many children the premium had a positive impact on their wellbeing and engagement with learning.

Number of children with improved attendance	Number of children who returned/time increased from a reduced timetable	Number of children who were able to catch up with lost learning
29	7	14

The impact of covid has meant that attainment data is not directly comparable with previous years, therefore, schools have used internal progress measures.

Attendance Summary

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- The below table (**Appendix A**) shows children's attendance percentage before and after Covid interventions. This data is only available for some students so does not give the full picture, however, it is clear that for most children and young people the interventions as a collective had a positive impact and attendance figures improved.
- It is therefore assumed that this would have had a positive impact on the child's education progress, personal wellbeing and their resilience.
- A small number did not show an increase in attendance. From the information provided we know that these children experienced difficulties beyond the impact of Covid, which only exasperated this.
- Whilst attendance figures may not have improved, engagement with school is still there. Without these interventions we could assume that engagement could've been lost entirely.
- Small steps and a continuation of support will be necessary over time for these children and young people to measure the impact.
- Some of the limiting factors were not being provided reports from all schools, this means we have not been able to see the full impact across Torbay.
- There was a range of interventions and impact was heavily reliant on context. No one intervention was unsuccessful, but it is not possible to recommend one universal approach.
- We can see that many schools have implemented some form of 1:1 work which overall appears to have been extremely positive, helping young people feel listened to.

Recommendations

This work has been hugely impactful for a great many children. It has also allowed schools to develop their practices in ways that will be useful in more normal circumstances. It is recommended that funding be sought for a second round of support to families to secure a good start to academic year 2021/2022.

Appendix
A - Table of attendance

Starting Point Attendance Figure	End Point Attendance Figure	Difference	Type of intervention
65%	77%	12%	Daily emotional I check ins, safe space, sensory breaks, CBT support.
26%	46%	20%	Transport, daily check ins, CBT.
44%	87%	43%	1 to 1 support - Reward vouchers - Out of lesson support - 1 to1 in lesson check ins.
3%	32%	29%	1 to 1 support - Reward vouchers - Support for parents
15%	47%	32%	Evolve - Personalised Learning - 1 to 1 support -Adapted Timetable
37%	58%	21%	Rewards vouchers - 1 to 1 support - time in LS - Regular check ins and constant contact with parent
33%	28%	-5%	He has had 1 to 1 support, Evolve, time in LS - adapted Timetable - however still serious concerns
22%	21%	-1%	Evolve - 1 to 1 support - Reward vouchers - Support for parents
0%	99%	99%	1 to 1 lesson with teacher - Use of online package Edulounge - Virtual then in person after school - reward vouchers - praise, regular contact with attendance staff and conversations with parent.
10%	91%	81%	Online Edulounge, other pastoral support accessed in school
0%	100%	100%	1 to 1 lesson with teacher - Use of online package Edulounge - Virtual then in person after school - reward vouchers - praise

0%	100%	100%	1 to 1 lesson with teacher - Use of online package Edulounge - Virtual then in person after school - reward vouchers - praise
5%	30%	25%	Art therapy - 1 to 1 lessons with teaching staff - 1 to 1 support with TA, student support sessions
41%	79%	38%	Attendance has gone up since parent meeting - reward incentive - 65% £10 - communication and praise has worked well - student keen to please
21%	41%	20%	Huge support needed, beyond covid intervention - Evolve focus has been key and has helped develop attendance. A transient who joined us with attendance issues. Will always need support and 41% is a success at present
53%	53%	0%	1 to 1 lesson organised, support phone calls made every week - allowances made for her to support. Extra Maths and English after school. English has improved, although did not attend every lesson.
Not provided	Increase of 40%	40%	1:1 Tutoring very successful.
Not provided	Increase of 0.5%	0.5%	1:1 Tutoring, small steps – work needs to continue.
65%	77%	12%	Transport, CBT, daily check in, support groups – positive impact on attainment, time in classroom increased.
57%	75%	18%	Transport, CBT, daily check in, support groups – positive impact on attainment, time in classroom increased.
74.5%	67.58%	-6.92%	Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions
56.72%	55.17%	1.55%	Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions
18.54%	21.95%	3.41%	Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions

87.36%	58.45%	-28.91%	Adelong Evolve, Mentoring with Learning Support Mentor, Daily check-ins, In-class support, My Tutor online tutoring sessions
3.73%	54.58%	50.85%	YMCA AP to build self-esteem and re-engage.
31.06%	40.88%	9.82%	My Tutor online tutoring sessions, In-class support
23%	3%	20%	Daily check ins, home visits, accompanied to police station to support family situation. Mentoring, Mindfulness and in class support.
2%	0%	2%	1:1 SEND support. Lego therapy. 1:1 mentor and adapted timetable
39%	37%	2%	Home visits. Counsellor input. Mentoring 1:1. Facilitated move to another school at request of mum.
76%	10%	66%	Wave - surf school. 1:1 mentoring. Supporting the family. Bespoke timetable.
42%	24%	22%	Emotional support. Thrive, mentoring, counsellor input. Although not an improvement in attendance he has 100% this academic year.
100%	86%	14%	Huge amount of support for TH and family. Home visits 2x a week. Bespoke timetable, mentoring, 1:1, Thrive and 1:1 classroom support.
15%	43%	28%	School refuser - Supported family. Home visits, building up positive relationships. 1:1 support in lesson, bespoke timetable and Thrive.
36%	0%	36%	1:1 SEND support.
71%	86%	15%	1:1 mentoring. Daily check ins, Thrive. Counsellor input. Home/school link. Online provision.
0%	2%	2%	SEND provision. Bespoke timetable. 1:1 mentoring and daily check ins.
94%	72%	22%	Home links. Check in daily. 1:1 mentoring
94%	60%	34%	SEND provision. Online learning as continued to shield. Home check ins and home visits.

0%	0%	0%	Huge anxiety from mum. Continued support but no improvement.
57%	26%	31%	Continued support. SEND area used. 1:1 support, mindfulness, Thrive.
44%	55%	11%	Thrive. Pastoral check ins. Parents anxious so lots of home contact.
26%	0%	26%	Found difficult to engage with parents. Home visits and daily contact
10%	29%	19%	SEND area support. 1:1 in some lessons. Thrive
36%	23%	13%	No info provided.
94%	100%	6%	Anxiety support. Anger management. 1:1 pastoral support. Home contact regularly.
71%	50%	21%	Thrive daily 1:1. Home contact daily, bespoke timetable.
100%	100%	0%	Thrive daily 1:1. Home contact daily, bespoke timetable.
97%	100%	3%	Family support. Use of external support. Thrive, mentoring and school counsellor input.
92%	90%	2%	Mentoring, 1:1 support, daily check ins.
84%	44%	40%	Thrive, counsellor input. Pastoral check ins. In class support.
94%	93%	1%	Thrive, counsellor input. Pastoral check ins. In class support.
0%	0%	0%	No longer on roll.
44%	33%	11%	Bespoke timetable. Lego therapy, SEND input. 1:1 mentoring. Video of school set up to reassure.
0%	50%	50%	No longer on roll.
23%	0%	23%	Counsellor support, Thrive check ins. home contact.