

## SUMMARY: FINANCIAL / CHILDREN AND YOUNG PEOPLE SUMMARY

### Financial plan narrative:

- *This is a brief description for managing the pressures on the DSG:*

The key priority for 20-21 focused on addressing a number of significant weaknesses identified in the 2019 inspection of SEND. The delivery of key milestones in the Written Statement of Action (WSOA), particularly in relation to statutory plans, has created significant pressures in the High Needs Block, within a relatively short period of time.

The deficit in High Needs at the end of 2019-20 was £3.5m. The provisional in-year closing position for 2020-21 is £9.1m making a total of £12.6m at the end of 2020-21. At the current trajectory, it is most likely that the deficit will increase further in 2021-22 as full year support costs are met for the additional pupils supported in 2020-21, and as yet more children and young people are newly assessed as in need support in 2021-22 too.

Core deliverables within the WSoA and wider Education Transformation Programme focus on improving inclusive provision across the education sector, strengthening early identification and support and developing a needs-led model for provision. In addition, reviewing current models of funding for alternative provision aims to drive out historic inequitable practice, create consistency across the sector, which is not only responsive and transparent but also delivers best value. Capital investment in SEND provision has been committed. This expands the existing education estate through a number of smaller project and larger programmes to significantly increase capacity in the system.

### High needs trends:

- *Strategy for managing the number of CYP receiving individual funding from the high needs block:*

Demand for statutory plans continues to increase and use of provision outside of mainstream settings remains high. Training and support to effectively deliver a robust 'graduated approach', consistently across Bristol's schools and settings is key and central to the current improvements. Ensuring effective support and resources are routinely available, through the use of Element 1 and 2 funding, is fundamental. Integrated, multi-agency models for early help and support is being strengthened through several programmes in the WSoA and wider Education Transformation Programme with the aim to provide timely and effective intervention and reduce escalating needs.

A matrix is being developed based on individual need and provision to meet needs. Funding will be directly related to need and systems will be transparent. There are two parts to the Top Up funding model, the early intervention Top Up funding and the EHCP funding. Early intervention funding will be time specific with a clear focus on outcomes, value for money and the impact of the intervention evaluated.

### Outcomes:

- *How the management plan will ensure the best possible outcomes for CYP with SEND in the local area:*

The management plan summarises the key priorities and deliverables from Bristol's SEND Written Statement of Action and wider Education Transformation Programmes. It not only identifies the areas for improvement, but also articulates the associated cost pressures and inter-connectivity across the system. System-wide transformation has already started and focuses on an end-to-end reform from early identification and intervention through to statutory support. The work to date is built on a strong model of partnership working and shared outcomes across education, health, care and third sector organisations, to ensure improvements are aligned and integrated models for working are maximised.

The transformation is placing views and experiences of children and young people at the front and centre and creating increased opportunities for co-production with Bristol's families. Inclusion is at

the core of the education development work with schools and settings, to ensure needs can be met earlier and the right support provided to reduce escalation of need. The ambition to provide timely, needs-led support is underpinning the changes. It is based on ensuring staff across all sectors have the key knowledge, understanding and skills to meet the duties outlined in the SEND Code of Practice and effectively assess the impact and outcome of targeted support. Robust quality assurance measures are being developed to ensure standards are high.

Although these reforms will take time to be fully delivered, the long-term impact of this will be significant and sustainable. Not only in securing improved outcomes for Bristol's children and young people with SEND, but also ensuring funding is appropriately used to deliver best value.

## LOCAL AUTHORITY (LA) SPECIFIC NARRATIVE

### Key risks and mitigations:

- *Key risks and mitigations are detailed below:*

The key risks are:

1. Insufficient Grant Funding to meet demand or adequately fund the 0-5 (where investment in early help and needs led support is key) and 17-25 year olds where investment in preparation for adulthood is key. Mitigation: lobbying for sufficient funding.
2. Insufficient capital investment by the DfE in local SEN provision. Mitigation: Bristol's short-term specialist sufficiency strategy and £28.7m approved investment in SEND capital programmes.
3. Inclusion of children with SEND in mainstream settings. Mitigation: delivery of WSoA, Education Transformation Programme and launch of the Belonging in Education Strategy.
4. Ongoing increased demand for specialist provision and alternative learning provision. Mitigation: delivery of WSoA, Education Transformation Programme and launch of the Belonging in Education Strategy.

### Management Plan support:

- *What support is needed to ensure the Management Plan is delivered effectively:*

To be confirmed (support from the DfE and associated partners is already being provided to deliver key elements of the WSoA).

### Overall EHCP data and projected trends:

- *Main drivers statistically regarding all Bristol EHCP rates are as follows:*

Projections derived from a growth model for EHC Plans together with JSNA, school census and other data, indicate numbers of EHC Plans will continue to increase.

Significant rise in requests for EHC Needs Assessments over the last four years (64.7% rise between 2017 and 2020). As at 14 January 2021, 3124 EHC Plans which is an increase of 15.7% over the last year (equating to an increase of 102 EHC Plans) and a 42.5% change over the last four years (increase of 286).

Nationally EHC Plans are increasing with a 10% increase between 2018 and 2019 as shown in the DfE published data.

### Strategy and approach to workforce:

- *How education establishments are being supported to meet the needs of CYP with SEND and to promote inclusive practice:*

A programme of transformation is underway within the Education and Skills directorate in Bristol. A key part of that transformation is the local area approach to special educational needs (SEND), arising from the local area CQC/Ofsted SEND inspection in October 2019 and set out in a Written Statement of Action (WSoA) for example:

Capacity and skills gaps identified are being addressed:

- The work of specialist teachers (Autism) was refocussed to early intervention and training to increase knowledge and understanding of ASC, supporting inclusive practice in schools.

- SEND workforce development programme for education frontline staff for example, SENDCOs/ LSAs teachers and leaders (including governors)
- Improved leadership and governance capabilities
- “Belonging Strategy” for the city.
- Project to ensure consistent approach to allocating SEND funding to individual children.
- Ordinarily Available Provision document to articulate what should be available in local schools.
- Co-produced Time for Change project to deliver radical improvements to the EHCP process.
- Support system and workforce development plan for the local area to enable all to understand their responsibilities under the SEND CoP.
- Children and Young People’s Outcomes Framework to ensure provision to meet CYP needs is outcomes focused and effectiveness is measurable.
- Development of a SEND School Improvement Offer.
- Develop the Local Offer website as an information and social media hub.
- Making better use of SEND SLEs to develop mainstream expertise

**Strategy and approach to EHCP rates:**

- *How we are ensuring we have the provision in place for all CYP with different needs:*

Large scale system change has been undertaken and is on-going in this area. Three key projects are described below.

1. Workforce development programme and ongoing support for mainstream schools to better meet the needs of SEND pupils. Guidance on ordinarily available provision to meet the needs of pupils in schools within schools-based elements of the SEND code of practice.
2. The WSoA sets out the steps being taken *ensure specialist provision is used effectively and there are sufficient appropriate places to meet need*. The programme of work includes reviewing the use of Alternative Learning Provision (ALP) and resource bases, as well as working with schools to develop additional specialist capacity on existing school sites. The planned new placements for September 2020 were delayed due to COVID. Work continues to develop circa 200 new placements for September 2021.
3. The co-produced ‘Time for Change’ programme is designed to transform the EHCP assessment and review process in Bristol, with the new system and approach expected to be in place from September 2021. In parallel, quality standards have been developed and a robust quality assurance process implemented to ensure that high quality plans are being produced routinely. The local area has adopted a person-centred planning approach (PATH) from the start of the needs assessment process. Panels have been reviewed and systems updated to ensure consistent decision making. Further development work is planned for panels.

**Managing demand pressures:**

- *What is being done to manage demand pressures and the overall increase in numbers requiring support from the high needs block, including the demand from the 20-25 cohort of YP. How is the threshold for EHCP numbers assessed?*

The work with schools is aimed at enabling more children to have their needs met earlier within their mainstream settings by upskilling staff and increasing access to early support:

- Ongoing training and support for teaching staff and SENDCOs to help them meet the needs of children and young people with SEND.
- The appointment of a SEND School Improvement Officer to work directly with schools providing support and challenge where needed and develop outreach from specialist settings.
- Training and support to effectively deliver a robust ‘Graduated Approach’, consistently across Bristol’s schools and settings, is key and central to the current improvements.

- A matrix is being developed based on individual need and provision to meet needs. Funding will be related to need and systems will be transparent.
- Working with Health and Social Care to support CYP and families as needs arise.

**Sharing best practice and effective practices:**

- *How is best practice and effective practices being shared (including how this is done alongside other local authorities):*

Best practice is shared through the delivery of the WSoA and a commitment to partnership working and coproduction:

- Development of SENDCO networks, (e.g., recent creation of a SEMH group), clusters, SEND surgeries.
- SENDCO and headteacher bulletins and briefings
- Training, including governor training based on the 'every leader a leader of SEND' approach.
- Development and sharing of resources via online technology (YouTube, webinars etc.)
- Working with partners across BNSSG CCG to develop and share best practice e.g., CYP Outcomes Framework
- Engaging in regional networks collaboratives (e.g., commissioning specialist places)
- Accessing support from national experts e.g., Whole School SEND and CDC (Council for Disabled Children)

**Assumptions:**

- *How have the projected numbers been arrived at? What formula was used to arrive at the calculations and assumptions made (including why these assumptions have been made?):*

The template is for the gross DSG but HNB Recoupment is not included in the pre-populated 18/19 figures, recoupment figures have been added into the 'Other' financial data tab.

Provisional Outturn figures has been used for 2020/21 – this is the last available unaudited financial position. To get 2020/21 data into s251 return format some pro-rata allocations have been used so drilling into the detail might not give true position e.g. the split of top-ups between settings/phases.

For 2021/22 onwards in High Needs, P9 2020/21 has been used as a starting point. The forecast has used statistical trend (using previous years and 2020/21 figures) to forecast for 2021/22 and future years. The following are to be noted:

- Resources & SEN Units tab were kept at the same level as 2020/21
- Historic figures for NMSS or Independent are inconsistent. Therefore, an increase of 24% was applied to 2020/21 figures and then maintained at that level for future years.

**Block movements and disapplications:**

- *The plan around block movements and disapplications for future years and how these fit into the overall strategy:*

Prior to 2019-2020 funding was moved from Schools Block to HNB to alleviate some of the financial pressure in the HNB. Following discussions at Schools Forum, from 2020/21 onwards the maximum transfer has continued to be made from Schools Block to HNB. This funding, however, has been ringfenced to contribute to the Education Transformation programme not to add to the general funding of High Needs. It is likely that any future transfers would be treated in the same

way and a disapplication request would not be made unless the maximum transfer amount changed.

Previously, any spare money has been moved from CSSB to the HNB (this has been historical funding for prudential borrowing), and this will continue. However, the amount is reducing due to the reduction in historic funding and, in 2021/22, it is likely there could be a shortfall in the CSSB. This funding has been subsumed into the general HNB funding.

The only disapplication that would usually be requested would be for technical reasons (e.g. when schools changing year groups or new schools to ensure MFG values are not artificially inflated).

#### **Population:**

- *Assumptions regarding population growth within the local authority and how we have arrived at these calculations, including why we have made these assumptions:*

Bristol's population is projected to increase by 6% over the next decade (2020-30), higher than the England projection of 4%. The number of children living in Bristol will remain stable over the next decade, with some increase in the under 5s offset by a decrease in the over 5s. The number of children is projected to increase from 2030 onwards. The young person population (16-24) is projected to increase by 15% over the next decade.

After a period of unprecedented growth, the reception intake for Bristol peaked in 2016 and has been slowly falling since. This is a result of falling birth rates. Large scale new housing, particularly in south Bristol, has been slower to complete than originally projected and is not yet influencing school intakes.

The 2021 Reception is forecast to be around 5,200. Secondary school numbers continue to increase, with the Year 7 intake projected to peak in 2024/25 at round 4,800.

#### **Governance and commissioning arrangements:**

- *Approach to jointly commissioning services for CYP with SEND. How we are using and will continue to strengthen our jointly commissioning arrangements for CYP with SEND.*

Governance and commissioning arrangements are assured through a number of strategic groups and action plans. Bristol North Somerset and South Gloucestershire (BNSSG) Clinical Commissioning Group (CCG) 'Healthier Together' programme includes a Children and Families strand with SEND and Exploring Joint Commissioning operating as work streams. The programmes report to the Executive Board ensuring oversight and buy-in at the most senior level of the CCG. In addition, the CCG and other partners are represented on the SEND Improvement Board to deliver improvements required through the WSoA.

The impact of these arrangements has been the development - with the CCG – of a Bristol Children and Young People's Outcomes Framework which is being embedded into practice and will be translated into performance outcomes through joint commissioning work. There is also agreement through Bristol's SEND Improvement Board to delegate joint commissioning where scale and need allows to the STP commissioner's group which works on a CCG wide footprint.

Arrangements have led to the development of new areas of work relating to Learning Difficulties (LD) and Autism, transition and joint funding to support an earlier intervention approach for children with complex care needs, including those with SEND.

#### **Capital:**

- *Plans regarding capital investment and how this will support the overall high needs strategy*

A total of £28.7m in Capital works has been identified to deliver additional capacity and ensure sufficiency for CYP with SEND in the city. The projects will enable CYP to be educated in local provision and avoid high cost external placements which will help to control costs in the High Needs Block. A summary of proposals is set out below:

1. Project Rainbow Phase 3 – £3.05m
2. Redland Green refurbishment - £0.25m
3. Elmfield School for Deaf Children – redevelopment of the BEC – £6.51m
4. Claremont temporary accommodation (decant) - £2.26m
5. Claremont School redevelopment (demolition, refurbishment, new build) – £13.02m
6. Demolition of Elmfield School (to enable land sale) - £0.2m
7. Sensory Support Services (relocation/ refurbishment TBA) - £TBC
8. Tranche 1 minor works in various schools – £0.30m
9. Tranche 2 minor works in various schools – £0.60m
10. Tranche 3 minor works in various schools – £2.51m

The total cost of delivering the projects is £28.7m and funding of £15.6m has already been identified (£11.8m Capital Grant funding and £3.7m in the capital programme already). In order to secure the balance of funding options will be explored with the DfE for the £13.1m remainder of the project cost. This could be utilisation of future capital grant funding or the ability to borrow against the Dedicated Schools Grant as an invest to save proposal.

The SEND minor works tranches will provide a phased response to the need, bringing forward quick wins and high priority projects that will allow the council to place young people with EHCP's in local provision over which the council has a high level of control and influence. This will facilitate a reduced call on the High Needs Block, the ability for the council to deliver on its statutory obligation to provide the places and to ensure that those places are of a high educational quality.

### **Early Years:**

– *These are our key strategies to support early years:*

Key strategies to support early years include:

- Early Years SEN Panel funds providers to ensure children are able to access their early years provision, all age groups 0-4 years and to cover all their hours of attendance.
- Portage Home Visiting Service providing visits to children who meet the criteria – needs in two areas of development.
- Inclusion Team providing support to all early years providers (6 visits a year)
- CPD Programme for all providers including Childminders
- Makaton Training for all providers including Childminders and parents either free or subsidised.
- Joint funded posts with Health – Early Support Practitioners
- Commission with Bristol Autism Team to provide support for children with ASD diagnosis in early years.
- Commission with Educational Psychology Service to provide EP support for children in early years
- Speech and Language Therapy Contract
- Inclusion Officer personal contact made with parents from the DWP list of 2 year olds with Disability Living Allowance (DLA) – currently 84% of these children accessing early years services.
- Consistent support from pre school to end of reception year

The impact of the SEN inclusion fund being retained centrally underpins the ability to plan strategically year on year as a clear framework of support is in place. This ensures:

- funding is targeted to build capacity and support individual need
- a high level of inclusion within early years settings
- capacity to identify and support needs early

- Integrated working between EY and specialist/health services

**SEN transport costs:**

- *A year-by-year breakdown of SEN travel costs. Please include any breakdown of any costs charged to the DSG.*

Children with SEND represent 80% of those eligible for travel support in Bristol. The cost of providing travel has increased alongside the rate of children with a statutory plan (EHCP) and children are travelling further due to a lack of local provision.

Significant work is underway to ensure that the service provided is as safe and efficient as it can be and a recent Deep Dive has ensured Executive scrutiny of the challenges and opportunities which will continue as we develop a full project with links into the SEND transformation programme.

There are no travel costs charged to the DSG.

**SEN other costs:**

- *This free text box should provide a summary of other costs charged to the high needs block of the DSG:*

All spend charged to the DSG satisfies the appropriate regulations; the S251 and High Needs Block guidance is adhered to.

## PLACEMENTS

### **Mainstream (mainstream schools or academies placements):**

- *These have been/are the key pressures and issues in mainstream and the reasons behind the changes in the data and projected trends for the next 5 years:*

Rising level of need of children with SEND is the LA's key pressure. In addition, historic inconsistencies in the approach to the allocation of funding has further pressurised LA finances.

The high rate of fixed term exclusions and use of alternative learning provision, adds to pressure on the system.

Across the city, parental confidence, in mainstream schools being able to meet the needs of children with SEND is inconsistent and is driving preference for specialist provision. The programmes of work within WSoA are addressing these issues but will take time to have significant impact on demand.

- *Summary of the current strategy and approach to mainstream provision including the proposals to invest long term to meet a wider range of needs:*
- *The approach for managing the demographic demand pressures are:*

Bristol's ongoing commitment to improving local area assessment and support services, as well as targeted and preventative work (within specialist services) in conjunction with improving inclusive practice, particularly within mainstream schooling, is a continued focus for system intervention.

To enact, such system intervention, the following key principles underpin current service initiatives:

- An invest to save approach to provide a range of available provision.
- Developing and improving inclusive practice in which supports learners, with SEND, in mainstream schooling by preference.
- Supporting schools through challenge discussions and encouraging professional development to help shape workforce development and in turn the quality of provision available.
- Early identification of learner needs, so that these are addressed through a city-wide graduated response. As well as developing appropriate and early intervention support.
- A greater focus on placing parents and carers at the centre, through person-centred planning, within the development of commissioned services and provision; quality assurance, self-assessment and feedback cycles will assist to drive improvement across service areas.
- Reviewing statutory services through feedback and quality assurance to improve and integrate provision and promote the health, wellbeing, development and learning of children and young people with SEND.

- *The current initiatives being trialled in mainstream provision and how these are going:*
- *The reasons these initiatives have been chosen:*
- *Level of confidence levels that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

Capital investment bringing additional specialist and resourced provision capacity, will strengthen localism and choice. Choice within a range of mainstream, resourced provision, alternative learning provision, early intervention bases, specialist provision and joint services (school and LA) providing an in-reach offer for pupils, within mainstream schools will enable a system that can respond to the need of the learner; sharing skills and expertise across the city to offer bespoke support. In turn, the expectation is that this will drive down exclusion rates and reliance on high-cost out of county placements, delivering real value to be reinvested.

The Education Transformation Programme maps investment and commitment to improving early identification of learner needs and inclusive practice through:

- Identifying learner need at the earliest point, linking with SEND statutory services to inform city sufficiency and ensure early support for learners to access school.
- Encouraging learners and their families to look beyond their concept of community and place and 'own' the whole city (Belonging Strategy)
- Supporting a city-wide graduated approach (Ordinarily Available Provision and CYP Outcomes Framework)
- Support for schools, enacting challenge discussions and a focus on staff training and development (School Improvement commission), in both mainstream and specialist provision.

All will ensure school staff have the training, support, flexibility, and resources to nurture, encourage, and respond to the needs of all learners, across the city whilst supported by a responsive (person centred) system. Furthermore, the review and redesign of Element 3 funding mechanisms and review of ALP and early intervention bases will ensure schools can access preventative support to successfully include learners, avoid exclusion and further embed inclusive practice.

#### **Resourced provision or SEN Units placements:**

- *These have been/are the key pressures and issues in resourced provision or SEN Units placements and the reasons behind the changes in the data and projected trends for the next 5 years:*

A continued and significant rise in the number of EHCPs and parental preference continues to place considerable pressure on existing specialist provision. This sustained pressure has resulted in widespread capacity issues, within local specialist provision, across all categories of need, more notably within both Autism Spectrum Condition (ASC) and Social, Emotional and Mental Health (SEMH) cohorts. This trend is prolonged and continues on an upward trajectory. Therefore, a focus has been placed on city sufficiency, through capital investment, to increase places within both special school and resourced provision.

- *Summary of the current strategy and approach to resourced provision or SEN Units placements including proposals to invest long term to meet a wider range of needs:*
- *Approach for managing the demographic demand pressures is:*

Capital investment will strengthen Bristol's commitment to providing local, high-quality specialist provision with quality teaching, learning and positive outcomes for learners, as the primary focus. This investment will aid localism and increase choice for learners and their families reducing the reliance on and demand for high cost, out of city placements.

The ongoing revision of data recording and capture systems, will be key to enable effective mapping of CYP needs, thus giving the ability to better project city demand and allow timely and advanced planning, for CYP with SEND. This coupled with continued investment to develop and improve early identification systems, specialist services targeted and preventative work, a whole city approach to a graduated response and supporting schools through challenge discussions and a focus on staff training and development (mainstream and specialist provision) will be key to enact system change, to meet need across the city in the longer term.

- *The current initiatives being trialled in resourced provision or SEN Units placements and how those are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

In development. Detail to be included in iteration 2.

#### **Maintained special schools or special academies placements:**

- *These have been/are the key pressures and issues in maintained special schools or special academies placements and the reasons behind the changes in the data and projected trends for the next 5 years:*

The rise in the number of Statutory Assessment requests, EHCP's and parental preference for a specialist education is placing pressure on all specialist provision, within the city, resulting in widespread capacity issues across all categories of need, but more notably within ASC and SEMH cohorts.

In the last three years the number of issued EHCP's has risen by 37%, in each given year and given the national trend it is likely this will continue.

To address this upward trajectory building parental confidence, within the system, will be crucial. Across the city, parental confidence, in mainstream schools being able to meet the needs of children with SEND is inconsistent and is driving preference for specialist provision. The programmes of work within WSoA are addressing these issues, but will take time to have significant impact on demand.

- *Summary of the current strategy and approach to maintained special schools or special academies placements including proposals to invest long term to meet a wider range of needs:*
- *The approach for managing the demographic demand pressures is:*

Capital investment underpinned by our commitment to continuous development and improvement through the Education Transformation Programme is a timely investment supporting both specialist sufficiency and to facilitate an increase in learners, with EHCP's, accessing mainstream schooling through preference, in the longer term. This invest to save approach will bring real value for Bristol, in the longer term.

- *The current initiatives being trialled in maintained special schools or special academies placements and how those are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

The influence of this approach will not be immediate and therefore pressure on specialist provision is expected to continue, at least over the next three years.

Therefore, ongoing capital support will be critical to support the increasing demand, the range of provision available and thus choice across the city in the short term.

### **INMSS or independent (non-maintained special schools or independent (NMSS or independent) placements):**

- *These have been/are the key pressures and issues in NMSS or independent and the reasons behind the changes in the data and projected trends for the next 5 years:*

The ongoing rise in the number of issued EHCPs resulting in either a preference or an assessed need for a specialist education, continues to place significant pressure on local specialist provision resulting in insufficient capacity, across all need areas, city wide. In turn, this is driving requests for INM specialist placements. In addition, an increase in the complexity of learner need (most notably in both ASC and SEMH cohorts) is adding pressure to already stretched local services and provision resulting in frequent placement breakdowns. Therefore, with limited local specialist services and provision exhausted there has become an increasing reliance on INM provision.

Over the past 12 months, complexity of need and lack of sufficiency for all types of social care placement has resulted in the need to look further afield (out of city) for planned and emergency placements. Many of the receiving local authorities are also experiencing insufficient specialist provision so there is an emerging national picture of complex needs learners either accessing local INM provision, education attached to a care provider or a local tutor services where there is no available local specialist education provision. This means learners are classified as CME over prolonged periods of time, until an appropriate specialist provision can be secured within the placing area. This picture also sees the placement of children and young people in Ofsted registered INM provision requiring high level of monitoring.

The high use of INM placements, including out of city, combined with the LA's increased dependence creates a "seller's market" whereby there is high competition for places driving up expenditure and making it increasingly difficult to negotiate costs or utilise alternative options.

The highest current demand for specialist provision lies in the primary age group with parental expectation that INM placement will continue to either the end of KS2 or KS3. This places additional financial pressure upon the local authority over an extended period.

- *The current initiatives being trialled in NMSS or independent provision and how these are going.*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

A redesign of children's commissioning services, into a combined commissioning team, has facilitated improved joint partnership working and collaborative planning across education, health and care; accompanied by a strengthened focus on improving standards of delivery and outcomes for CYP.

A recommissioning of a framework has commenced within a consortium of LAs giving increased negotiating ability within this market, through a larger combined purchasing power. In addition, costs can be better managed through set uplift processes, setting minimum quality standards at point of tender, which are maintained through the life of the contract, through joined up quality assurance.

The revision of data capture systems enables more effective mapping of CYP needs and gives the ability to better project city demand allowing timely and advanced planning. A dedicated team broker in INM placements, works alongside social care colleagues, to produce outcome-based contracts and monitor effectiveness, through robust quality assurance systems, allowing best value to be asserted

Capital investment, informed by known and projected area need demand, is committed to bring 204 additional specialist education places over the next 2 years. Additional schemes under evaluation could realise another 227 placements over the same time period and will strengthen localism and choice. When considering the average difference in an INM placement against a local provision, at scale, this will deliver real value to be re-invested.

#### **Hospital schools or AP (hospital schools or alternative provision (AP) placements):**

- *These have been / are our key pressures and issues in hospital schools or AP and the reasons behind the changes in the data and projected trends for the next 5 years:*

##### **Bristol Hospital Education Service (BHES)**

There continues to be a sustained demand for access to provision/tuition by Bristol Hospital Education Service, within a static funding envelope. Additionally, the service is under continued pressure due to increased demand for services. Most referrals to the service are made by clinicians and are not subject to any formal wider strategic planning (joint Health and Education) to reflect increase in demand. Learners with Social, Emotional and Mental Health Difficulties (SEMH) and Autism (ASC) whose needs are not being met in mainstream schools is also having a causal effect on demand.

##### **Alternative Learning Provision (Schools and part time)**

There is a sustained increase in the demand for AP school places 2016 – 2019 driven by inconsistent approaches to inclusion in mainstream schools and settings, complexity of need and gaps in sufficient specialist provision across the city.

- *Current strategy and approach to hospital schools or AP provision including our proposals to invest long term to meet a wider range of needs:*
- *The approach for managing the demographic demand pressures is:*

Following an Independent Review of AP/ALP and Report commissioned by the LA in November 2020 (due for publication March 2021), there is significant development planned.

The Action Plan is primarily focussed on the need to define the role of Alternative Provision (AP Schools) and Alternative Learning Provision (ALP part time provision) within Bristol, as part of Bristol's Inclusion

service offer. The plan will hone the development and improvement of planning and management of finances and costs, data, interagency and service collaboration in addition to stakeholder experience will be the forward focus. The ALP Strategy will complement and be complemented by Bristol's Key Strategic Plans.

Approaches for managing the demographic demand pressures for AP/ALP are interlinked with the Action Plan. Work-streams and delivery from this are envisaged as being 12-24 months duration, dependent on resources and as part of the Education Transformation Project.

BHES needs further consideration and will therefore, be subject to a separate review.

- *The current initiatives being trialled in hospital schools or AP provision and how these are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

The initiatives outlined in the Action Plan are at a very early stage. They are underpinned by a clear understanding of the need for joint services and strategic approach to presenting difficulties/challenges, as well as a recognition that cost effectiveness, service quality assurance; good outcomes for vulnerable children and cost effectiveness are integral and essential in equal measure.

#### **Post 16 and FE (Post 16 and further education (FE) placements):**

- *These have been/are the key pressures and issues in post 16 and further education and the reasons behind the changes in the data and projected trends for the next 5 years:*

Legislative change has seen an increase of YP, post 19, with EHCPs remaining in education; prolonging financial pressure on the LA.

General Further Education (GFE) College admissions have risen for learners with either an EHCP or who fall within the definition of a High Needs learner. Therefore, increased access to element 3 funding to raise participation, support inclusive practice and meet individual needs is adding further financial pressure.

- *Summary of current strategy and approach to post 16 and further education provision including proposals to invest long term to meet a wider range of needs:*
- *Approach for managing the demographic demand pressures are:*

Raising participation (16-17) and supporting positive post 16 destinations continues to be a priority for the LA. Bristol has demonstrated commitment, through partnership working with local FE colleges, to strengthen the local offer in which encourages learners to remain in the local community reducing need and request for high cost, out of city placements. This is an area of continued development.

- *The current initiatives being trialled in post 16 and further education provision and how these are going:*
- *The reasons those initiatives were chosen:*
- *Level of confidence that the overall cost of these initiatives will be less than the expenditure and of the value they will add:*

Partnership working with local GFE providers to strengthen the local offer has made local FE placements increasingly more attractive to learners and their families, including the Project Rainbow initiative (a live-in centre for learners aged 16-18), planned transition support between secondary and local FE colleges, emphasis on travel training and developing a wider range of education based courses, and a planned sensory course to accommodate YP with increasingly complex needs. This enables learners to remain in the local community, reducing the need and request for high cost out of county placements; delivering real value to re-invest.

In addition, the inception of the Participation Team to provide a reach out service to YP not in education, training or employment to offer direct advice, guidance and support, CEIAG (careers education Information, advice and guidance) good practice network that is open to operational careers staff in the city to share ideas, events, opportunities and closely linked to the career's enterprise company offer whilst aligning with the Gatsby benchmarks for schools/colleges. In addition, focussed tracking of YP across the city and assistance to facilitate a 'September Guarantee' in which a YP (aged 16-17) are given support to access a local FE college place. The post 16 website updated with apprenticeship vacancies, new courses, events and resources and a virtual learning network group that encourages practitioners who have a cohort of young people and post 16 providers to network and find positive pathways those YP who are not engaging in any 'education, employment, and training' (EET).

This work demonstrates Bristol's commitment to both strengthening the Local Offer as well investing in services promoting opportunities and supporting YP to actively engage. Therefore, increasing EET with the goal of supporting YP to improve their outcomes.

### **Health, Social Care (health, social care, therapy services and care provision)**

- *A summary of the inputs made by partners and the proportion of current costs which are covered for health and social care needs of children and young people (CYP):*

To be developed for iteration 2

- *Initiatives to ensure there are appropriate contributions from health and social care services to ensure the needs of CYP are met:*

To be developed for iteration 2

- *A brief outline of current and future demand for therapy services and arrangements that are in place with health services to manage and meet this demand, including LA input into this service:*

There has been a significant increase in demand for therapy services which are frequently over and above the 'core services' provision commissioned by the CCG.

To meet need, BCC is buying a menu of therapies through the Children's Community Health Partnership (CCHP) contracted provider. BCC is part of the contract management team for CCHP services and monitor the core contract, while the SEND operational team is a link with the provider for additional usage and the framework. A therapies framework, to ensure quality for children and compliance in our processes, is in place.