

Appendix 2.

SEND and HNB Review Consultation Outcomes

1. Are you from:				
Answer Choices			Response Percent	Response Total
1	Primary		67.50%	27
2	Secondary		20.00%	8
3	Specialist		5.00%	2
4	Parent/Carer		7.50%	3

2. If you are completing this questionnaire on behalf of your school please state your role within school.				
Answer Choices			Response Percent	Response Total
1	Head Teacher		60.98%	25
2	SLT		7.32%	3
3	SENCo		24.39%	10
4	Other		7.32%	3

Proposal 1: Time allocation of Inclusion Support Services to Secondary Schools

Answer Choices			Response Percent	Response Total
1	Option 1.1: Align allocation of Inclusion Support delivery time in secondary mainstream schools with the primary school allocation model. Change delivery hours from a flat rate to all secondary schools to a formula model for similar distribution of time based on need.		53.66%	22
2	Option 1.2: Align allocation of Inclusion Support delivery time to a formula model. Inclusion of specific elements and weightings in the formula to be further		41.46%	17

	discussed and agreed by secondary school steering group.			
3	Option 1.3: Maintain current flat rate so that all Secondary Schools receive the same amount of time allocation to all schools.		4.88%	2
Comments: (9)				
1	I have selected 1.2 but without a more detailed knowledge of the efficacy of the primary model it is difficult to judge			
2	It makes no sense for everybody to have the same allocation. Surely, when resources are scarce, these should be prioritised in areas of most need.			
3	Although I am not secondary it feels right that secondary schools receive hours based on need and for simplicity and clarity it would make sense for the formula to be the same in both primary and secondary.			
4	WE support allocation of hours based on existing pupil population need.			
5	Being part of the primary steering group that looked at the formula, I think this is the best way forward for Secondary schools in order to make things fairer and gives the schools a voice. It is likely that they will want a very similar model to primary but this is something a steering group can look at as they understand both their schools and the needs in Secondary.			
6	<p>The model should reflect the level of need. Some schools have specialised provision and have staffing catered for this (which is great). However, our SAP meeting last week lasted nearly 4 hours and this was the longest SAP according to the staff from inclusion support and that was down to the level of need for our pupils. The consideration being that we don't have the greatest number of EHCP compared to others and receive less hours as a result. The EHCP we receive are with a mixed focus so our staffing reacts to the level of need (which is increasing each year as we continue to grow in size). This is why I would select option 1.1.</p> <p>If we opt for option 1.2, then ALL secondary schools must have a consistent and fair approach to establish a suitable model where there is equal parity to meet the demands placed on each school.</p> <p>I would not go for 1.3 as I personally believe this provides an unbalanced approach for schools receiving hours/support across the borough.</p>			
7	We would like to be part of a discussion about this			
8	It makes sense for the model to reflect the primary formula.			
9	We recognise a formula model could benefit schools who require additional support. Whilst agreeing with this sentiment, the suggested formula could seriously disadvantage schools. This needs reviewing to reflect key indicators impacting on Secondary Schools.			

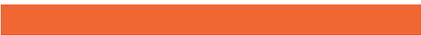
Proposal 2: Determine use of funding being held within SEN Support Service category of High Needs Block for Secondary Preventing Exclusions Team

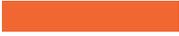
Answer Choices		Response Percent	Response Total
1	Option 2.1. Use HNB funding to employ new Secondary Preventing Exclusion Team	 40.00%	14
2	Option 2.2. Use HNB funding to employ Transition / Integration Team which are currently part of the Fair Access and Exclusion Team	 60.00%	21

	and funded through the Exclusions Levy.		
Comments: (8)			
1	If PEX fall there will be a fall in income available to deliver option 2.2 - therefore is it sustainable and will need funding from HNB in the future?		
2	<p>The primary preventing exclusions team are wonderful and something similar in Secondary, while this is very expensive, in the long term this will save money as students will hopefully be able to stay in their mainstream school without being moved on.</p> <p>As an 'out there' suggestion, maybe a much higher exclusion levy could be placed on primary schools who exclude year 6 pupils? Something more like £20K as this will provide better funds to support these very vulnerable children at transition.</p>		
3	<p>In recent years, we have excluded some Year 7 pupils before the end of the first half term. This should not be happening. What is a major concern is that some have transitioned without the support which the pupil should have received (in many cases EHCP missing). If secondary schools are excluding only weeks into a pupils secondary career, I think the cost should be split with primary schools.</p> <p>We are aware that some primary schools do not buy into inclusion support and that has a detrimental affect when transitioning from KS2 into KS3.</p> <p>In my opinion, managed moves should be managed between staff of the secondary schools and not additional staff. We should monitor which schools successfully engage in managed moves and this would show which schools are consistent and inconsistent with the managed move process. The staffing budget saved would then be on the KS2/3 transition so pupils of concern at primary schools could be raised in advance of the transition and key interventions put in place to support a successful transition into secondary schools.</p>		
4	Surely we should be investing in EYFS for SEMH to save additional high tariff spending at high school?		
5	Would rather it is not funded out of HNB at all		
6	The preventing Primary exclusion team have been successful. The second funding stream is really useful for AP for Year 11 students and we would like this to remain its primary use.		
7	If funding was moved to employ KS3 preventing exclusions officers, I am assuming it would mean the loss of support to primary schools when reintegrating children back into mainstream settings.		
8	This option provides greater flexibility. The impact of the existing roles within the Secondary schools arena has been experienced and appreciated by most schools. It has led to a reduction in exclusions and more Officers will provide greater support in achieving lower exclusion figures across the borough.		

Proposal 3: To determine the level of top up funding allocated to C/YP with an Education, Health and Care Plan.

Answer Choices		Response Percent	Response Total
1	Increase level of top up funding to all pupils each year from 2022/23 onwards.		
2	Option 3.1 – 1% increase	 11.6%	7
3	Option 3.2 – 2% increase	 20.00%	12
	Increase level of top up funding to pupils in mainstream school		
1	Option 3.3 – 1% increase	 8.3%	5

2	Option 3.4 – 2% increase		25.0%	15
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	To maintain current level of top up funding for all pupils			
1	Option 3.5 - Maintain level of top up funding for all pupils		23.0%	14
2	Other (please specify):		11.6%	7

Other (please specify): (7)

1	<p>I cannot decide without listening to fuller description of impacts. Here's a concern: Given the recognised under reporting of some SEND in the LA, and as also shown by the higher numbers of SEND in statistical neighbours, have the growth projections taken into account the under reporting ie could we still be underestimating if we simply scale up?</p> <p>IN the spreadsheet sent with the email there are surplus balances but all show deficit in summary table above. Also what are the proposals for the surplus balances? Will this be redirected into increasing provision? If there are deficits I suggest the primary surpluses should be used to support HNB.</p>
2	<p>I have indicated option 3.2 but, whilst I understand the financial pressures, I still do not agree with the proposal. First of all, the principle that schools have to use all elements of funding available to ensure EHCP provision is not true. As noted in the DfE's Call for Evidence in May 2019, section 3.19:"The concept of the national SEN budget", it is the requirement of local authorities to delegate sufficient funds to meet the costs of SEN support up to £6,000 per pupil, per annum. Therefore, if schools are expected to utilise £6k per pupil then the LA has a responsibility to ensure that notional SEND allocations match that amount based on the number of SEND children on roll.</p> <p>Furthermore, I must point out the section 42 duty of the Local Authority under the Children & Families Act. This duty states that the LA must secure provision allocated in the plan. Therefore, this means that the LA must ensure the provision is in place and that funding is sufficient for the school to maintain that provision. I.e. if a child is allocated 30 hours support, we would expect this to be funded at the actual cost of support rather than a contribution to the cost. As EHCPs are legally required to be quantified and specified, it is not acceptable for generic statements about provision to be included and then a funding allocation based on a banding to be awarded.</p> <p>In other LAs, where parents have challenged this, they have been successful at tribunal and sufficient funding has been awarded. Similarly, where we have raised these points with Walsall LA (who have actually quantified and specified provision, they have provided the actual cost of support rather than a contribution.</p> <p>I know this will give the LA a headache but this is about the children having legitimate access to the right provision so I feel strongly that proposal 3 needs further consideration.</p>
3	<p>Schools are struggling to provide the staffing models / provision required. The funding does not equate to rising staff costs and the SEND allowance in the Pay Policy is not yet resolved. Very big concern is that pupils are not transitioning with the EHCP into the settings that professionals and parents request / recommend. Your consultation document shows 71 consultations were rejected in Sandwell that indicates extreme pressure for primary schools in particular.</p>
4	<p>Due to the complex needs of children in the specialist places (including the PRU) it would be much better to look at increasing funding there rather than mainstream. Mainstream schools have big budgets and a lot of the costs can be absorbed and mainstream schools would prefer that the funding went to specialist places so that you know there is a place for a high needs child. At the moment because there are so few places, mainstream schools are becoming holding pens for vulnerable children. If the children get the RIGHT provision at the RIGHT time (as per the vision statement) then mainstream would not drain so much of the funding.</p>
5	

6	<p>SEN funding in general requires sharp focus. There needs to be more clarity about how the funding is allocated as we have some children with more funding than others with more complex needs. The amount allocated in cases where there are highly complex needs does not cover costs/expenses adequately and as a result this does affect provision. Our EHCP have gone from 3- 11 in a very short space of time with HNB funding top up in addition to the nominal 6K not being enough to cover a fulltime LSA 2 to support some children who need FT support. This is having a impact on the wider budget. I do appreciate financial pressures but the situation in schools for SEN provision is becoming unmanageable.</p> <p>Section 42 duty of the Local Authority under the Children & Families Act. This duty states that the LA must secure provision allocated in the plan. Therefore, this means that the LA must ensure the provision is in place and that funding is sufficient for the school to maintain that provision. I.e. if a child is allocated 30 hours support, we would expect this to be funded at the actual cost of support rather than a contribution to the cost. In many cases, it is a contribution.</p>
7	<p>We need an increase as this currently does not amount to a wage of a LSA. The children that are coming through are more challenging than ever and need 1-1 support. We are really concerned that we cannot meet this ever growing and complex need</p>

Proposal 4. To incrementally increase specialist places for pupils with severe learning difficulties / complex needs and secondary aged SEMH students

Answer Choices		Response Percent	Response Total
1	Option 4.1 – Agree to fund additional places proposed for pupils with severe learning difficulties / complex needs and Secondary aged students with SEMH needs.	 87.50%	35
2	Option 4.2 – Do not agree to fund additional places proposed	 12.50%	5
Comments: (8)			
1	In Sandwell we are desperate for SEMH provision and more places need to become available. There are so many primary aged children who need specialist SEMH support but we have limited resources and provision.		
2	It is really important to consider specialist provision for primary (in particular infant) children.		
3	My concern would be that Primary schools would have high negative impact reduced funding. These binary options are very hard to answer without a specific SEND briefing. Clearly as Primary Head i have to stay focused on managing primary need although understand the secondary pressures.		
4	Absolutely, these children need as much support as possible if they are ever going to go on and lead independent lives.		
5	As long as there is a clear criteria of need, that goes across all schools, to ensure it is a fair and equitable process. Also, for SEMH places encourage an exit plan (where applicable), with the appropriate support provided.		
6	SEMH provision in Sandwell is currently lacking. The numbers of SEMH within Sandwell is on the rise (significantly) and we often do not have any spaces for the appropriate provision for these pupils.		
7	DEFINITELY		
8	There is a shortage of places and children are currently not able to access the right provision to have their complex needs met. It is our duty to ensure they have access to specialist places when required and so extra capacity in the borough must be created		

Proposal 5: Support for developing specialist teaching spaces in mainstream schools

Answer Choices			Response Percent	Response Total
1	Option 5.1 Agree with proposal to use High Needs Capital Allocation Funding to support development of specialist teaching / intervention spaces within mainstream schools		68.29%	28
2	Option 5.2 Disagree with proposal		31.71%	13

Comments: (9)

1	I believe this would add pressure to mainstream schools which are already stretched. I feel the money would be better spent supporting increased funding for EHCPs, outreach teams and specialist places.
2	I agree but the funding option is inadequate £20,000 will not set up a hub. As we already had to create a solution that has cost significantly to install appropriate toilet facilities etc is this retrospective bids. Big issue is no spare spaces in our school can only do this as i have one smaller than normal class in 2 form entry school.
3	For both primary and secondary.
4	As schools are already in this process and have had to buy resources/ furniture to fund this SEND hub from school budgets this year would this be taken into account as these schools would now be at a down fall to this proposal. Also, support from EP/ advisory teachers isn't sufficient enough to set these hubs up to more specialist which the children need.
5	Wholeheartedly disagree with this proposal. This is FP on the cheap and will not support the children. If I can see some research that suggests that this approach will work then I am more likely to support it. Otherwise I am really concerned about how these will be used and how the provision will be quality assured. Who will decide who goes to these 'hubs'? What is to stop head putting SEND children with various needs together, without the right specialist provision? What happens to children who are 'difficult' in a class.... do they get put into a hub to make things easier? I believe this is the exact opposite of inclusion. If children need to go to a 'hub' then they are clearly not mainstream children so they deserve a proper place in a proper provision. ie the RIGHT place at the RIGHT time (as per the vision statement).
6	There needs to be a clear commitment from the school with their vision and plan, and evidence that this money is being used to good effect by the school and for the targeted children. The school must evidence how they will develop their provision in the short, medium and long term for SEND children.
7	If schools have high balances, they should not be able to access this funding. It should be for schools who don't have the budget LA needs to check that spaces created are used for the reason they were built
8	We would welcome the funding so we can train staff in school to match the needs the of the children rather than outsource the specialist teaching
9	We need more specialist schools available for these students - it unrealistic to cater for this within mainstream due to lack of space within certainly our school. Sandwell are really lacking this at present. The well being of these students is paramount and by merely "adding a section" to a school is both difficult and not conducive.

Proposal 6: To provide a limited resource grant through HNB funding to schools establishing specialist teaching spaces

Answer Choices			Response Percent	Response Total
1	Option 6.1 Agree with proposal to fund a limited resource grant to schools establishing a specialist hub		65.00%	26
2	Option 6.2 Disagree with proposal		35.00%	14
Comments: (9)				
1	see previous response.			
2	For both primary and secondary.			
3	£2000 is not enough to fund specialist resources.			
4	As before. I really am concerned about this proposal.			
5	Similar to previous question, the school must evidence how the money will be spent, and checks that this is being spent in the right areas and for complex SEND children.			
6	More places need sensory room quite rooms for children within mainstream			
7	As long as secondary schools were involved in the process of selecting the specialist hub and the location. Communication between inclusion support/send department/secondary schools must be regular and consistent.			
8	See previous comments for proposal 5 -			
9	This is not enough money to provide a specialist hub. It would have to be created, staffed and staff trained in this area. We are supposed to be inclusive and a hub would surely exclude.			