

INCLUSION & SEND IN SHEFFIELD

Education Sufficiency Plan 2020-24

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EXECUTIVE SUMMARY

This report describes Sheffield's sufficiency plan for inclusion and SEND education provision for 2020-2024. It defines the current strategic context and approach to commissioning.

Sheffield has mirrored national trends in seeing growth for demand in specialist services and provision well above the underlying population growth. The key areas of growth, locally and nationally, are communication & interaction and social, emotional & mental health needs.

The plan describes how the system needs to develop and grow to meet the current demand pressures and enable children and young people in Sheffield with additional needs to reach their potential.

To achieve this, resources must be targeted at:

1. increasing successful mainstream inclusion;
2. more innovative blended packages of mainstream/specialist support;
3. targeted growth within the specialist sector.

This plan will be monitored on a regular basis and subject to an annual refresh to account for any changes in need and demand.

SECTION A: OVERVIEW

A.1. PURPOSE OF THE PLAN

This report describes Sheffield's sufficiency plan for inclusion and SEND education provision for 2020-2024.

This document sets out the current and future needs in Sheffield and how this aligns with the overall strategic direction. It has been produced in partnership with families, schools and professionals.

This provides a context and framework for how we intend to meet current and future demand pressures and fulfil key elements of the Sheffield Inclusion Strategy. It also clearly links joint commissioning and delivery across education, health and care.

This sufficiency plan provides the foundations for the commissioning intentions of the outlined in this document. The focus of this plan is supporting and developing education places, links to wider joint commissioning plans across health and care are identified in the document.

The plan starts by providing the strategic context for the whole inclusion and SEND system, followed by the sufficiency forecast and linked commissioning activity.

A.2. STRATEGIC CONTEXT

One of the key commitments in the co-produced Sheffield Inclusion Strategy centres on commissioning:

- *We (LA and CCG commissioners) will make provision and support easy to find and access*
- *We will give the right support for children and young people at all levels of need*
- *We will provide support as early as possible*
- *We will create sufficient high quality local provision that meets local need*
- *We will work together with services and schools to improve inclusion*

Sheffield has also published its Joint Health & Wellbeing Strategy 2019-24. This covers the entire life course, but relates specifically to SEND in its ambitions around "starting well":

- *Every child achieves a level of development in their early years for the best start in life*
- *Every child is included in their education and can access their local school*
- *Every child and young person has a successful transition to adulthood*

The Written Statement of Action (WSOA) following the Ofsted/CQC Local Area SEND inspection identifies three overarching areas following its publication in April 2019:

- **Understand Needs:** *Develop a full and shared understanding of children and young people's education, health and care needs to inform commissioning planning and decisions, resulting in more effective SEND support*

- **Mapping Commissioning and Provision Requirements:** *Ensure a clear understanding of existing commissioning requirements for children and young people with SEND and how current commissioning arrangements align; identify where we have gaps and inconsistencies; and engage with children, young people and families for feedback as part of the commissioning cycle*
- **A Consistent & Improved Citywide Programme:** *Develop a joint local area commissioning programme for SEND support and a consistent approach to the way we commission services, to ensure the development of more effective support*

A.3. THE CITY PICTURE

An overview of children with high needs in Sheffield was produced in 2017 and remains accurate at a headline level:

- Around 12,000 school-age pupils with identified SEND in Sheffield – fits the nationally expected level
- The more complex children with identified SEND have an Education, Health & Care Plan (EHCP) – in Sheffield 3,275 (October 2019) children and young people (0-25) have an EHCP – this has grown from 2,500 in January 2017 and at the last point of published data remained slightly lower than the national proportion (2.5% vs 2.9% nationally)
- The SEND code of practice has four areas of need: Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health (SEMH); and, Sensory & Physical – Sheffield follows nationally-recognised trends in seeing **growing numbers of children with identified needs across communication & interaction and behavioural needs linked to SEMH**
- Referrals to Child & Adolescent Mental Health Services (CAMHS) increased by 46% between 2018/19 and 2019/20.
- Developmental Language Disorder (DLD) affects 7% of the population (approx. 2 children in every class).
- 60% of pupils referred to Secondary Inclusion Panel in Sheffield in 2018-19 were found to have Speech, Language and Communication Needs (SLCN).
- 50% of pupils with SLCN have associated social, emotional and mental health needs.

Within that overall picture, **there is clear and significant growth in the demand for special school places and specialist health services** and the pace has gathered in the last 12 months.

Again, Sheffield reflects an overall national trend but often with greater pressure than the national average indicators. It requires a system response to address these issues.

The growth in demand is likely to be caused by a combination of factors:

- Child population growth, national and local, following the births peak in 2012.

- Financial pressures on services supporting families – such as mainstream schools, early years/prevention family services, NHS Services.
- System change such as the 2014 SEND reforms that increased further the emphasis on parental preference, and changes to the school system towards a less flexible, more academic curriculum.
- Increased understanding and awareness around subjects such as autism and mental health.
- Wider family & societal factors – increased mental health issues in the adult/parent population, relatively new factors around increased screen time for adults and children and increased use of social media
- Changes in underlying prevalence levels, for example conditions that have increasing survival rates through the early years (at most a small impact and over a longer period)

A number of these factors alone have the potential to reduce confidence in mainstream provision and increase demand for specialist services.

There is also the likelihood that **a combination of these factors, particularly alongside socio-economic disadvantage, would reduce a family's resilience:**

- Over a quarter of the city's children with EHCPs are in just 2 of Sheffield's 18 postal districts; both are clearly areas of high population, but also clearly areas of high deprivation:
 - 16.5% of EHCPs are in S5 (Firth Park, Shirecliffe, Shiregreen, Southey Green, Parson Cross, Longley, Fir Vale)
 - 10.7% are in S2 (Arbourthorne, Heeley, Highfield, Manor, Norfolk Park, Wybourn, Park Hill).
 - That compares to 3.1%, 3.6% and 4.3% respectively in the more affluent postcode areas of S7, S10, and S11.
- Over 66% of children referred to the primary and secondary inclusion panels are eligible for pupil premium
- 75% of children referred to the primary and secondary inclusion panels are known to have one or more adverse childhood experiences, most commonly parent ill/disabled, parents separated, or known domestic abuse

This ultimately means a child with a spectrum of needs across education, health and care, such as attachment, bereavement, parental mental health issues, who has relatively low levels of SEND may have lowered resilience. This is set within the mainstream education context with potentially reduced support staffing capacity and a less flexible curriculum.

Therefore **combinations of underlying needs in the current system mean the special educational needs may escalate over time towards specialist schools and services.**

A.4. WHAT DO PEOPLE TELL US ABOUT THE SYSTEM?

The Sheffield Parent Carer Forum conducted a survey in Autumn 2018, titled State of Sheffield. Its findings are also clear and issues have grown since the previous survey in 2014. The survey finds that:

- *Families feel isolated and are struggling to cope*
- *Services are stretched too thinly*
- *Three quarters of children were affected by anxiety and/or depression*
- *EHC Plans are not working as intended*
- *Children with SEND in mainstream settings are bearing the brunt of many years of real-term funding cuts*

The Ofsted/CQC report on Sheffield's SEND system from Autumn 2018 is clear in highlighting seven areas of significant weakness. Those seven areas cover the whole system and commissioning is one:

- ***Weaknesses in commissioning arrangements*** to remove variability and improve consistency in meeting the education, health and care needs of children and young people aged zero to 25 with SEND.

During the consultation on the Inclusion and SEND Strategy, young people have told us that:

- *Getting the right help is really important.*
- *Being an adult doesn't just happen overnight it is a gradual process that needs supporting.*
- *Needs of young people aren't always fully understood before support is offered.*
- *Being able to have friends and family is really important.*
- *More independence support is needed.*

A.5. OUR COMMISSIONING APPROACH

In Sheffield we follow a commissioning cycle consisting of:

- Analyse: activity and resource assessment.
- Plan: gap analysis, commissioning strategies and service design.
- Do: service delivery and provider working.
- Review: outcome and performance analysis.

This cycle is summarised in the diagram below.

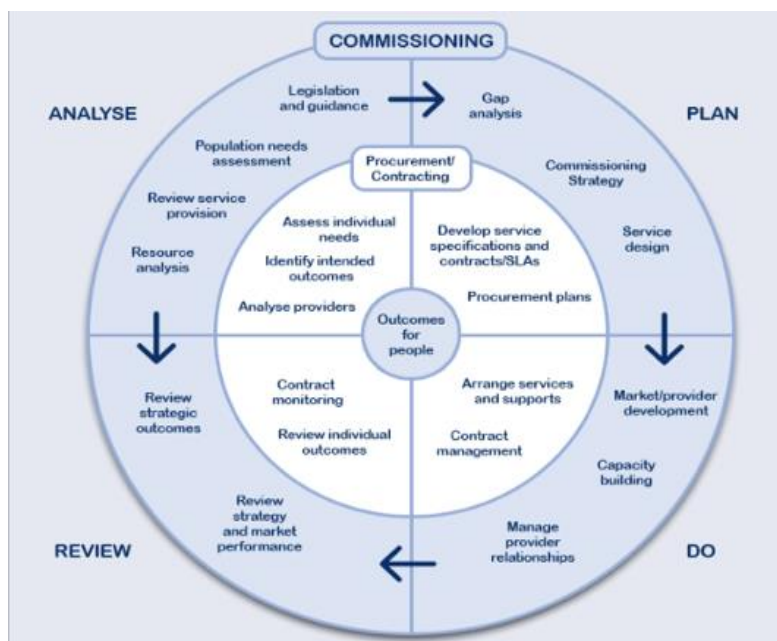


Figure 1 Commissioning Cycle

This sufficiency assessment is a key element of the analysis part of the commissioning cycle as it will inform the subsequent planning and delivery of SEN places.

Once implemented, this plan will be refreshed on an annual basis as part of the commissioning cycle.

A termly monitoring review will take place with commissioners, education services and business intelligence to review the progress of the plan. This will also provide an opportunity for emerging issues to be identified as early as possible.

SECTION B: DEMAND FOR PROVISION

B.1. CURRENT SPECIALIST PLACES

The distribution of Integrated Resource (IR) places in Sheffield's specialist education system in 2019/20 is shown below (taken January 2020).

With the exception of those for Hearing or Visual Impairments (HI/VI), IRs provide support for children usually with needs across Communication & Interaction and Cognition & Learning. Children placed in IRs access elements of both mainstream and specialist provision, with a view to delivering both educational and social benefits.

Placement of children at an IR takes into account a range of factors including the needs of the pupil, its location, parental preference and mix with existing pupils, this is managed through the EHC placement process.

Integrated Resources	Number of children
Primary IRs	
Angram Bank Primary School (HI)	8
Arbourthorne Community Primary School	13
Birley Spa Primary Academy	10
Fox Hill Primary	21
Greystones Primary School (HI)	14
Lower Meadow Primary School (HI)	5
Nether Green Junior School	12
Nook Lane Junior School	13
St. Thomas of Canterbury Primary School	16
Stradbroke Primary School	22
Wharnccliffe Side Primary School	22
Primary total	156
Secondary IRs	
All Saints' Catholic High School	6
Ecclesfield School (HI)	4
Forge Valley School	17
High Storrs School (HI)	6
King Ecgbert School	25
Silverdale School (HI)	14
Tapton School (VI)	5
The Birley Academy	19
Secondary total	96

The distribution of children in in Sheffield special schools during 2019/20 (data January 2020) is shown in the table below. These schools cater for needs across SEND, in order to be placed in a special school, a child must have an EHC Plan.

Sheffield Special Schools	Number of children
The Rowan School	98
Norfolk Park School	93
Woolley Wood School	97
Mossbrook School	134
Primary total	422
Becton (Kenwood Provision)	48
Bents Green School	218
Talbot Specialist School	180
Seven Hills School	169
Secondary total	615
Heritage Park Community School	115
Holgate Meadows Community Special School	112
Through school total	227
All school total	1264

B.2 FORECASTING & INTELLIGENCE

This sufficiency assessment provides a forecast of placement demands until the end of the 2023/24 academic year.

It is important to note that this assessment is based on a forecast, and as with all forecasts, there is a margin for error. Unforeseen events may impact on placement demands in the coming years.

In this section, how this forecast has been developed is explained, before providing the forecast itself.

Development of the Forecast

In order to develop the SEN Placement Forecast, Sheffield City Council's business intelligence function has created a SEN Placement forecast model.

Our forecasts utilise data held by the council and simple time series method to analyse historical trends, to provide commissioners with a range of scenarios of the likely impacts on future demand. We have also deployed machine learning techniques to develop a risk stratification model to help identify children most likely to benefit from additional support – this approach remains under development, and would be used alongside existing methods for identifying children who require support.

The forecast is not limited to overall demand, it also covers individual settings. This will enable targeted growth to take place where it is likely to be required, with evidence used to inform these decisions.

The process for developing the forecast is shown in the following infographic.

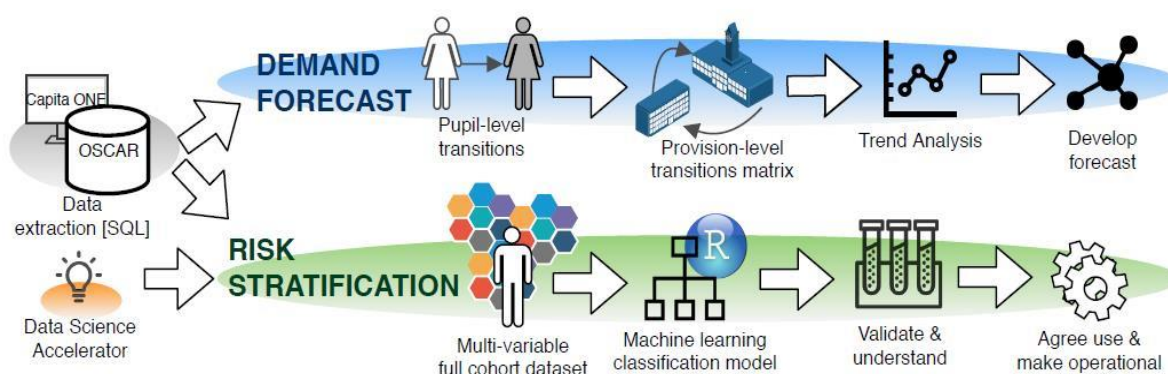


Figure 2 Development of SEN Placement Forecast

The forecast model development has been subject to rigorous testing throughout the development phase. The process that has been completed to do this is summarised below:

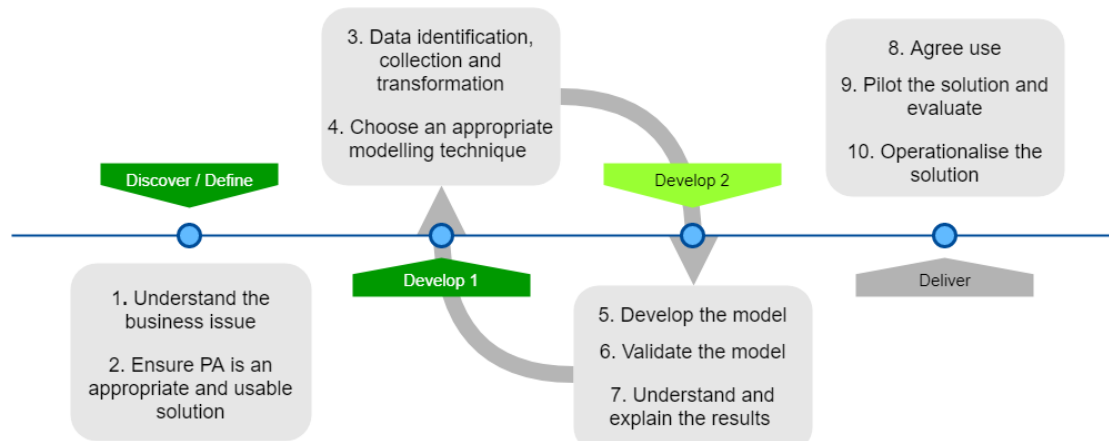


Figure 3 Process for improving accuracy of forecast

Whilst there remains a margin for error following this process, it does ensure that the forecast is useable for sufficiency planning. To help minimise margin for error, the results of the sufficiency forecast are triangulated with other information sources on placement demand to produce the overall sufficiency plan.

The use of this method to forecast SEN places is an innovative development that will require further refinement over the coming years.

The tool is currently focused on placement demand across the primary and secondary sector, further work is planned to develop this approach for post 16.

SEN Placement Forecast 2020-24

Methodology

The forecast has been developed using the SEN Forecast model previously explained, taking into account changes to the population, levels of need and other factors.

Demand figures are calculated taking a "mid-point" between two forecast scenarios:

- two year growth mean – this applies a mean average to future growth based on the previous two years.

and

- three year trend data – this applies the growth trend over the past three years to future years.

The main difference between these two forecast is that 'two yr grw mean' applies increase to future years on a straight line basis (the same increase each year), whilst the 'trend' forecasts assume that the growth increases and applies increasingly larger amount of growth each year in line with the previous rate of change

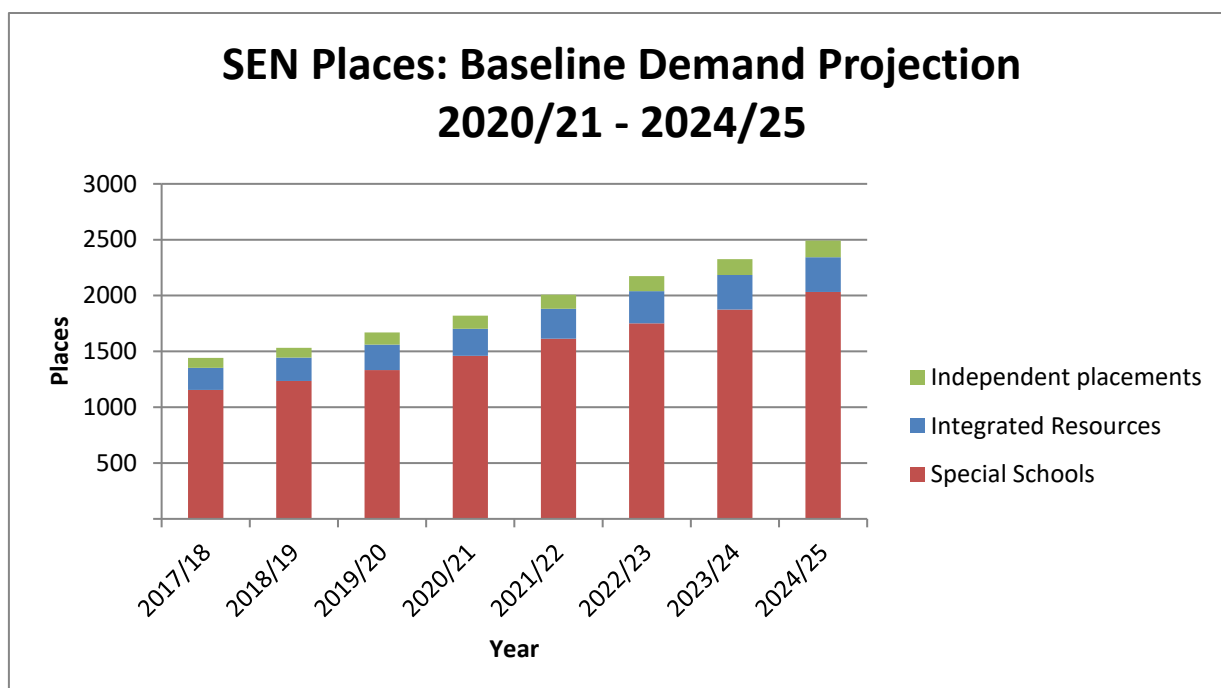
Taking a mid-point between these two methods attempts to strike a balance between accounting for the most recent level of demand, whilst also ensuring historical trends and variations are considered.

There are two forecasts provided:

1. **Baseline Demand Forecast** – this applies the forecast scenario to the SEN system continuing to exist as it does in 2020.
2. **Commissioning Intentions Forecast** – this applies the anticipated impacted of planned commissioning activity, on the forecast scenario, in order to produce a revised placement forecast. The places forecast are therefore based on the impact of changes to the system during 2020-24.

Sections C and D then provide an overview of the commissioning activity and next steps which underpin the impact shown in the Commissioning Intentions Forecast.

B.3 BASELINE DEMAND FORECAST

Table 1 Baseline Demand Forecast - SEN Placements across settings**Table 2 Baseline Demand Forecast Distribution of Independent, IR & Special Places**

SEN PLACE NUMBERS	2017/18	ACTUAL 2018/19	2019/20	2020/21	2021/22	FORECAST 2022/23	2023/24
Integrated Resources	197	210	227	242	268	289	310
Special Schools	1155	1235	1333	1460	1614	1751	1874
Independent placements	90	87	110	118	126	134	142
SUB TOTAL	1442	1532	1670	1820	2008	2174	2326
Private therapy	10	14	14	14	14	14	14
Post 16 SEN (colleges / sheaf)	383	384	391	391	391	391	391
Out of City school places - mainstream	59	61	36	36	36	36	36
Out of City school places -special			36	36	36	36	36
TOTAL PLACES	1894	1991	2147	2297	2485	2651	2803

Summary of Baseline Demand Forecast

The Baseline Demand Forecast has the following headlines:

- Placements in special schools would rise by 52% between 2019 and 2024.
- Placements in integrated resources (IRs) would rise by 37% between 2019 and 2024.
- Placements in independent specialist placements would rise by 36% between 2019 and 2024.
- The overall number of places in specialist provision would increase by 49% between 2019 and 2024

This forecast projects a substantial increase in pressure across the system, with increased demand on an already stretched education system, and increased pressure on SEN budgets.

This is based on the premise of the system continuing to exist as it does today. A second forecast, which takes into account a number of proposed commissioning activities over the next four years, is presented next.

In the Commissioning Intentions Forecast, it is envisaged that the proposed commissioning activity would mitigate some of the pressures identified in forecast one, and deliver a system which provides better outcomes for children, young people and their families.

It is important to note that the Baseline Forecast remains the baseline scenario for SEN placement demand.

We must therefore work on the basis that pressure on SEN placements across all levels will continue to increase over the coming years.

B.4 COMMISSIONING INTENTIONS FORECAST

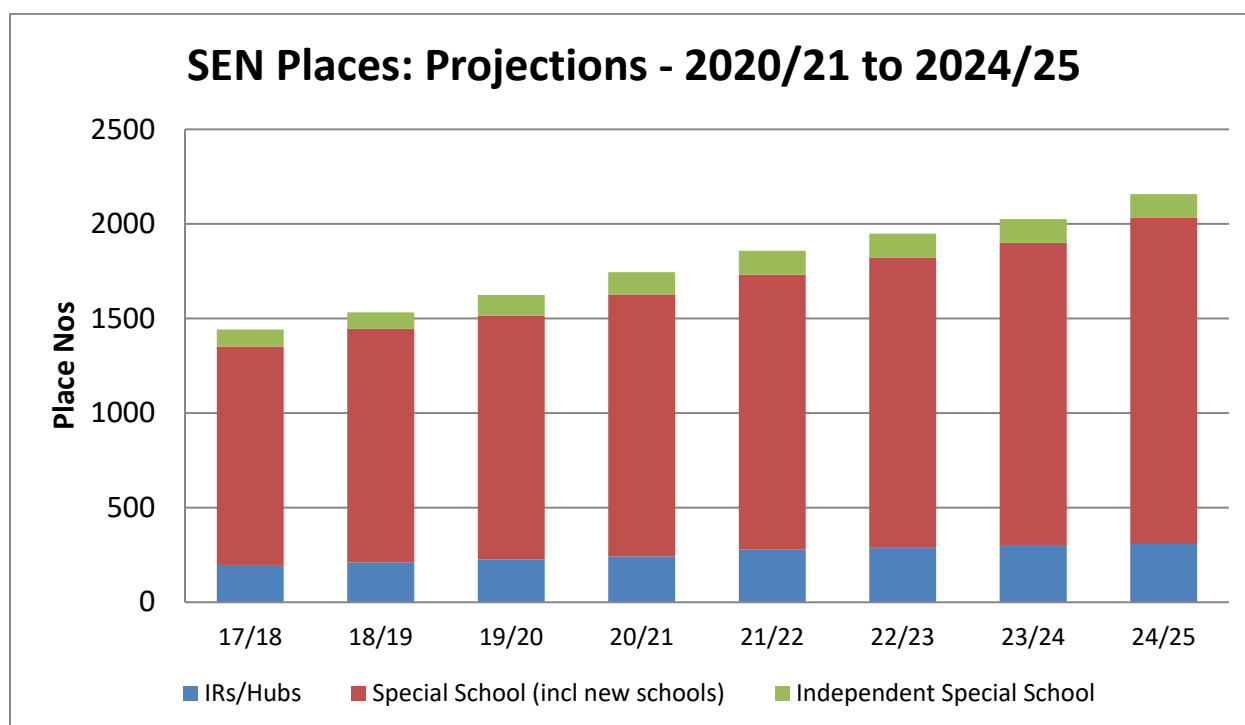


Table 3 Commissioning Intentions Forecast: Distribution of Independent, IR & Special Places

ACADEMIC YEAR	ACTUAL			FORECAST				
	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Integrated Resources	197	210	227	242	278	288	298	308
Special School (incl new schools)	1155	1235	1288	1385	1454	1535	1602	1724
Independent Special School	90	87	110	118	126	126	126	126
SPECIALIST SUB TOTAL	1442	1532	1625	1745	1858	1949	2026	2158
Mainstream Exceptional Funding & Mixed Placements			44	60	120	180	240	260
Increased Inclusion thru' Locality Funding				15	30	45	60	75
INCLUSION SUB TOTAL	0	0	44	75	150	225	300	335
Post 16 SEN (colleges / sheaf)	383	384	391	473	473	473	473	473
Out of City - mainstream	59	61	36	36	36	36	36	36
Out of City -special			36	36	36	36	36	36
TOTAL PLACES	1884	1977	2132	2365	2553	2719	2871	3038

Table 4 Commissioning Intentions Forecast SEN Placements across settings

Summary of Commissioning Intentions Forecast

The forecast has the following headlines:

- Placements in special schools would rise by 34% between 2019 and 2024.
- Placements in integrated resources (IRs) would rise by 36% between 2019 and 2024.
- Placements in independent specialist placements would rise by 15% between 2019 and 2024.
- The overall number of places in specialist provision would increase by 33% between 2019 and 2024.

The differences with forecast one are summarised in the table below.

Area	Baseline Demand Forecast	Commissioning Intentions Forecast	Difference
Special School	Rise by 52%	Rise by 34%	-18%
IR	Rise by 37%	Rise by 36%	-1%
ISP	Rise by 36%	Rise by 15%	-21% (NB = 24 places)
Specialist provision	Rise by 49%	Rise by 33%	-16%

In order to achieve an outcome in 2023/24 in line with forecast two, significant development is needed across the breadth of provision, including:

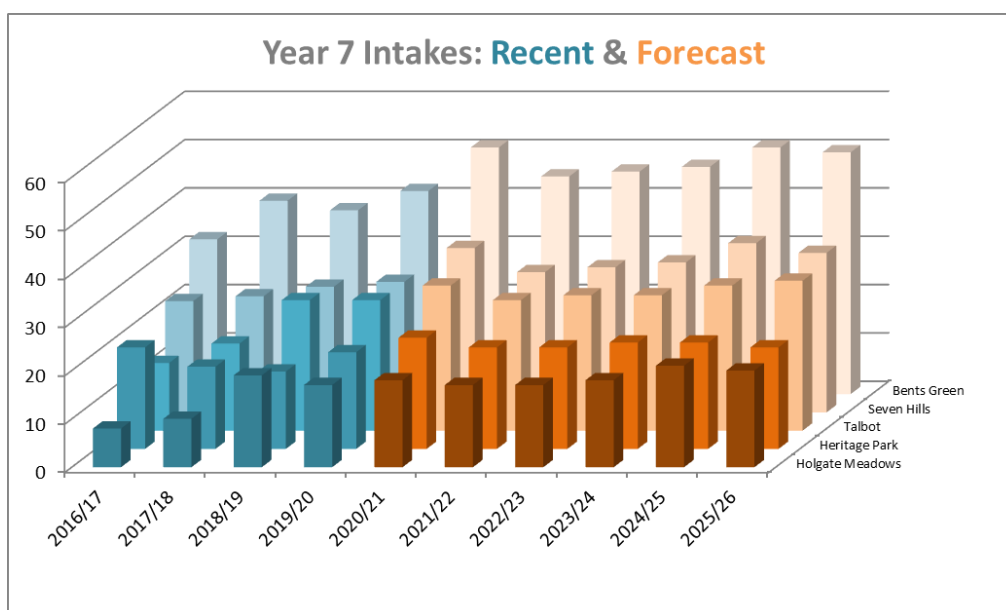
- Opening of two new special free schools, in part targeted towards the more complex children who might otherwise attend independent specialist placements
- Increasing special school places, targeted at the key areas of growth
- Development of pathways and provision across post-16
- Increase and further develop mainstream exceptional funding packages and mixed placements i.e. funding children in mainstream settings at a higher cost per place and creating new offers of provision that have a blend of mainstream and specialist placements
- Significant increase in mainstream top up funding through locality SEND working
- Consistent citywide tools, training and support across areas of need.

Year 7 Special School Places Forecast

The following looks at the recent trend in intakes to secondary special schools and projects forward. This forecast needs to be looked at alongside the overall places projections to determine in more detail when and where the pressure will come.

The forecast uses the same methodology as the citywide forecast and looks at the recent trends in the Year intakes – number of Year 6 pupils coming from different parts of the system

(mainstream/IR/primary special) and then projects forward based on the size of the cohorts coming through.



A key driver within this is the growing number of children with EHC Plans moving from mainstream provision in year 6 to specialist provision in year 7. This is growing in recent years - in 2021 this cohort is forecast to account for 50% of year 7 specialist placements, up from 43% in 2020.

The diagram below shows this pattern, the size of each shaded area is representative of the number of children transitioning between settings.

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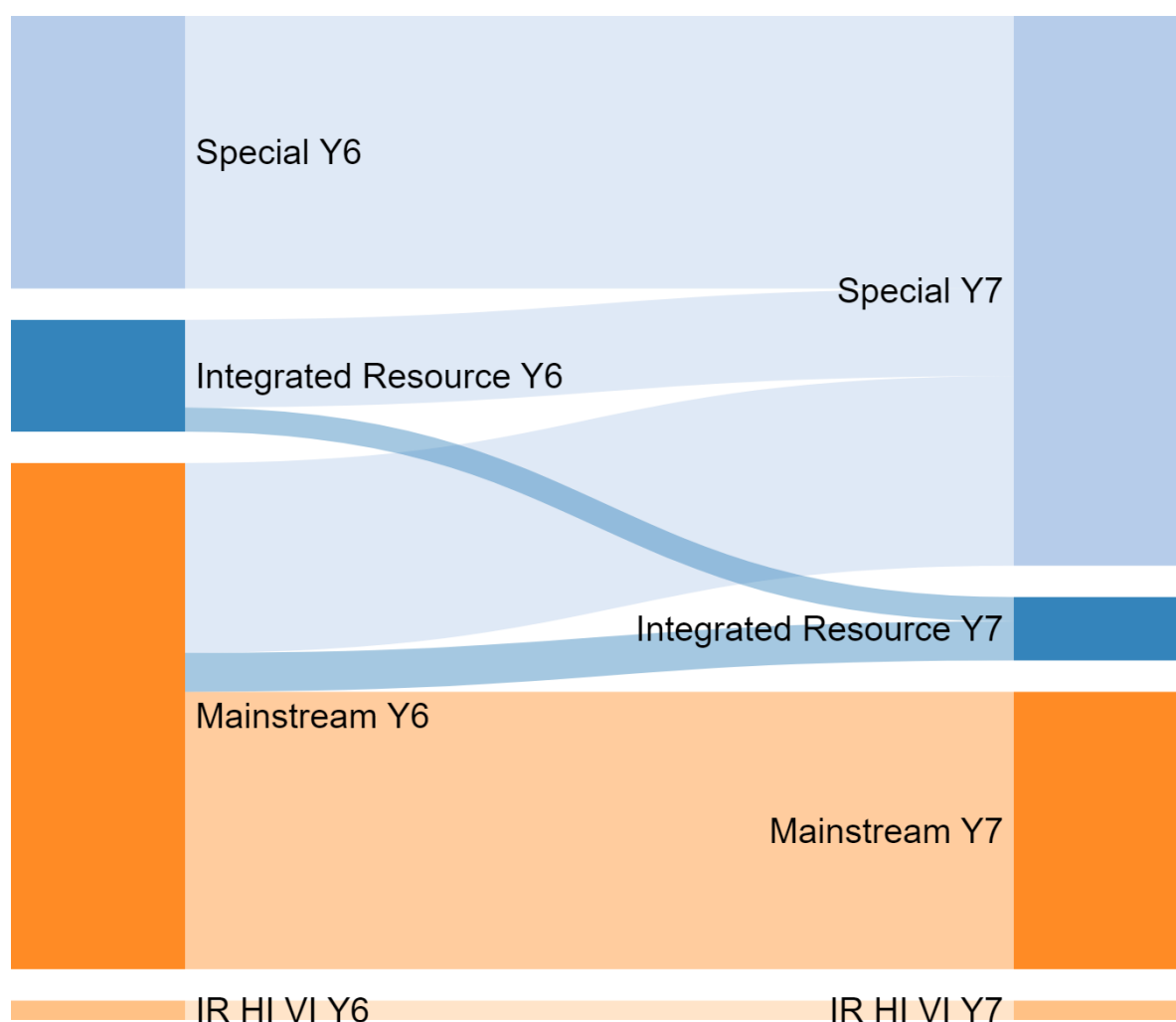


Figure 4 Year 6 to Year 7 EHCP Children Transitions

The growing rate of mainstream to specialist transition in year 6 to year 7, underlines the importance of improving mainstream inclusion – particularly in secondary settings, with bespoke packages of support for young people who it would be appropriate for.

The Commissioning Intentions in Section C have a focus in this through commissioning activity aimed at universal and targeted levels.

SUMMARY OF SECTION B

- Growth is forecast across SEN Placements over the next five years.
- This is a significant challenge for a system which has already witnessed sustained growth over previous years.
- The baseline forecast is the starting position for sufficiency; delivery of commissioning activity should enable a position closer to the Commissioning Intentions Forecast to be delivered.
- In order to meet this demand, there will need to be a focus on;
 1. increasing successful mainstream inclusion;
 2. more innovative blended packages of mainstream/specialist support;
 3. targeted growth within the specialist sector.
- Meeting this challenge cannot be done through growth in the specialist sector alone.
- There are children and young people who could thrive in the mainstream with the right level of support. This can be achieved through both supporting inclusive practice in schools and effective packages of support from services (see numbers 1 and 2 above).
- Doing this will support children and young people to achieve the best outcomes possible, and enable targeted growth in the specialist sector where it is required.
- In order for this to be successful, strong partnership working will be required with families, schools, local authority and health services.

SECTION C: COMMISSIONING INTENTIONS

At a strategic level Sheffield intends to improve outcomes for children with additional needs through a graduated approach, with targeted growth and improvement at each level that should serve to stabilise the current growth in demand for specialist services and provision in the long-term:

UNIVERSAL/MAINSTREAM

- Strategic leadership and increased sector engagement
- Increased ability of mainstream education settings to be consistently inclusive through training & support to embed inclusive practice and environments in the everyday offer

EARLY HELP & TARGETED SUPPORT

- Increased resources for children with additional needs in mainstream settings
- Increased ability of mainstream education settings to be consistently inclusive through early integrated identification and support for children with additional needs
- Fast and appropriate support for pupils at points of crisis

SPECIALIST

- Increased bespoke/person centred/flexible/ local access to the a mix of specialist/mainstream curriculum
- Sufficient and successful special school places
- Greater clarity and outcomes focus on pupils accessing the independent sector
- Post-16: young people with SEND achieving their potential and moving on to fulfilled lives beyond education

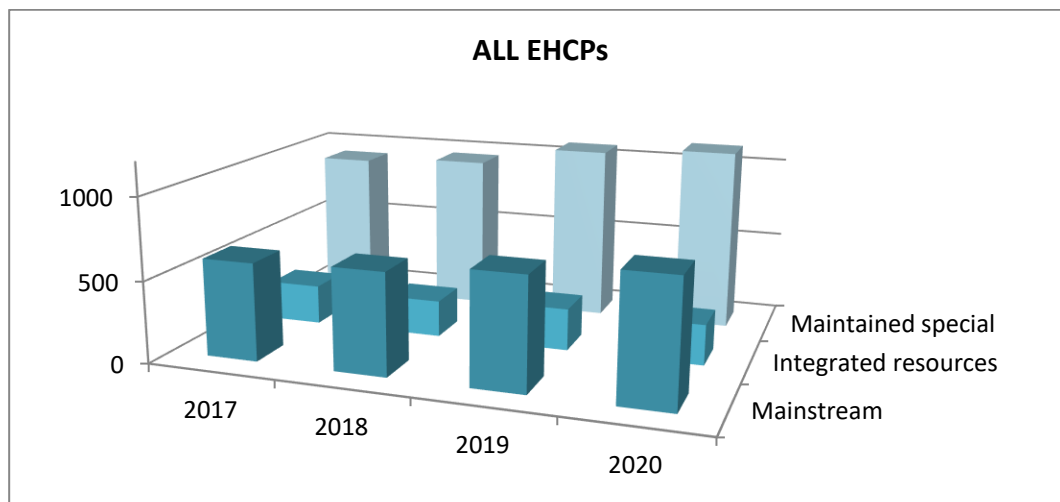
The next part of the sufficiency assessment outlines Sheffield's commissioning intentions for delivering a SEND system in 2023/24 in line with the second forecast model described in section B.

The intentions are described against the following areas of the system and needs:

- 1. Assessment & System Leadership**
- 2. Communication & Interaction**
- 3. Cognition & Learning**
- 4. Social, Emotional, Mental Health**
- 5. Physical & Sensory**

C.1 ASSESSMENT & SYSTEM LEADERSHIP

Trends



Current Education System Resources: headlines

- Key Local Authority Services: Educational Psychology; SEND Assessment & Review Service; Early Years Inclusion Team
- Early Years Partnership Process: assessment and support across early years sector
- Inclusion & SEND School Sector Leads: Inclusion Gateway Primary & Secondary Directors; Mainstream Inclusion & SEND Director; Learn Sheffield Inclusion & SEND Improvement Partner
- Inclusion & SEND School Sector System Leadership: Citywide SENCOs; Locality SEND Lead Heads
- Inclusion Taskforce: school-led multi-agency partnership
- Locality Funding: funding to mainstream schools for pupils with SEND

Identified Sufficiency Issues & Gaps

- Early years inclusion fund – insufficient funding to support mainstream settings.
- Insufficient funding in mainstream & special schools to meet need
- Educational Psychology – insufficient capacity to offer broader service beyond statutory assessment function
- Assessment – lack of full and historical understanding of individual needs across Education, Health and Care when issues arise – such as when going through the inclusion panels
- Transition – insufficient coordinated support and funding from early years into primary school and from Year 9 onwards into adulthood.
- Post 16 – lack of community participation opportunities and non-education provision.

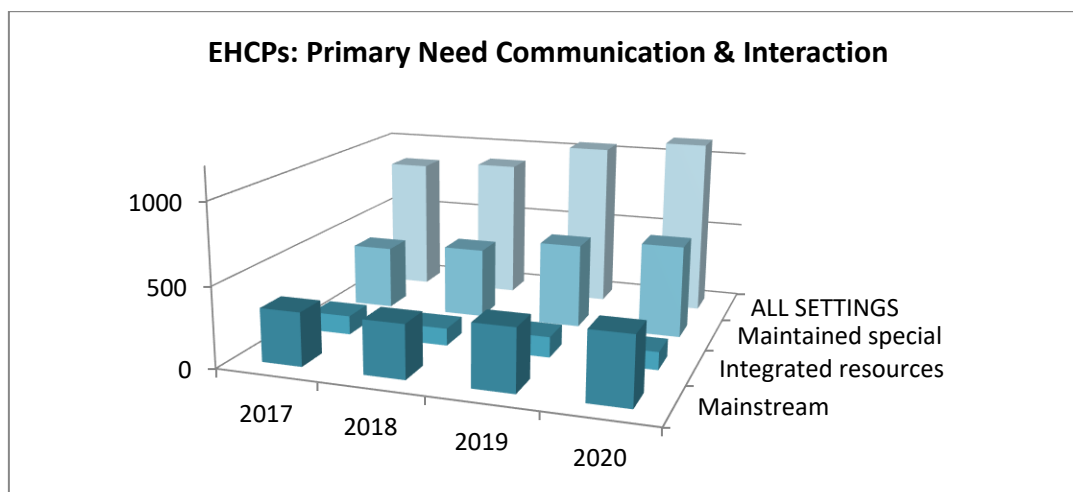
- Post 16 – need for improved understanding of the drivers of demand and the provision needed to deliver the best outcomes into adulthood.

Recent Developments & Intentions

- Locality funding increasing from £2.1m per year in 2019/20 up to £3.4m in 2020/21
- Specialist provision growth fund of £250k to be targeted at IR and special school pupils who need additional support
- Increase investment and develop the Early Years Inclusion Fund.
- Educational Psychology – additional capacity to LA team
- Screening process – joint education, health and care screening process linked to Inclusion Gateway development to give a joined up, full and historical understanding of presenting and underlying needs
- Transition – embedding of preparation for adulthood processes from year 9 onwards.
- Transition – improving children's to adults social care transition through All-Age Disability.
- Post 16 – Employment opportunities pilot to develop a new approach for supporting learners into employment.
- Post 16 – Development of non-education provision including community participation activities volunteering, work experience and improved partnerships with the third sector.

C.2 COMMUNICATION & INTERACTION

Trends



Current Education System Resources: headlines

Universal	<ul style="list-style-type: none"> • SCERTS Training & Toolkit in some localities/schools
Early Help & Targeted	<ul style="list-style-type: none"> • Sheffield Early Years Language Centre (UCAN) • Autism Outreach Team • Mossbrook/Rowan Outreach
Specialist	<ul style="list-style-type: none"> • Integrated Resources • Mossbrook Special School (Primary) • The Rowan Special School (Primary) • Bents Green Special School (Secondary & Post-16) • Becton Special School: Kenwood Centre (Secondary) • Sheaf Training • Independent placements

Identified Sufficiency Issues & Gaps

- Early Years provision & support
 - Primary Special estimated at 40 to 50 additional places by September 2024.
 - Secondary Special estimated at 75 to 85 additional places by September 2024.
- NB In addition to the new schools and not including post-16*

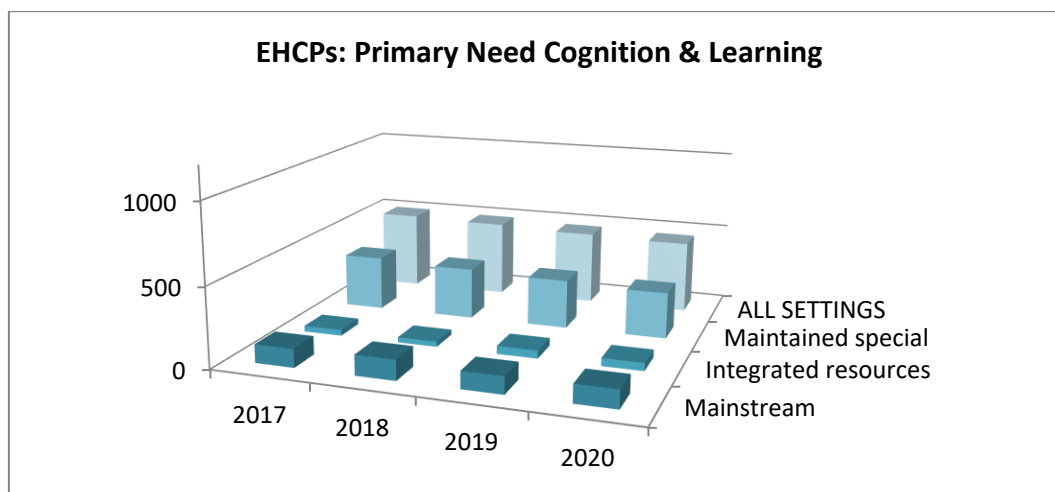
Recent Developments & Intentions

- SCERTS training and toolkit to be rolled out across the city's schools – delayed in summer term 2020 to the 2020/21 academic year due to Covid-19 pandemic.
- Focus on further growing Integrated Resource provision where need is highest to add to the 38 places created for 2020/21.

- Further development of the work to support mainstream schools, including development of the offer from the Autism Outreach Team and outreach from Mossbrook/Rowan Special Schools.
- Further development and growth of the early years offer, including the UCAN centre
- Further specialist places growth to build on recent increases at Mossbrook and Bents Green.
- Delivery of two new special free schools, with a focus on children with complex Communication and Interaction needs.
- Post 16 – development of support aimed at young people with Communication and Interaction needs.

C.3 COGNITION & LEARNING

Trends



Current Education System Resources: headlines

Universal	<ul style="list-style-type: none"> • Birmingham Toolkit
Early Help & Targeted	<ul style="list-style-type: none"> • Fusion Teaching School support
Specialist	<ul style="list-style-type: none"> • Integrated Resources • Norfolk Special School (Primary) • Woolley Wood Special School (Primary) • Seven Hills Special School (Secondary & Post-16) • Talbot Special School (Secondary & Post-16) • Sheaf Training • Independent placements

Identified Sufficiency Issues & Gaps

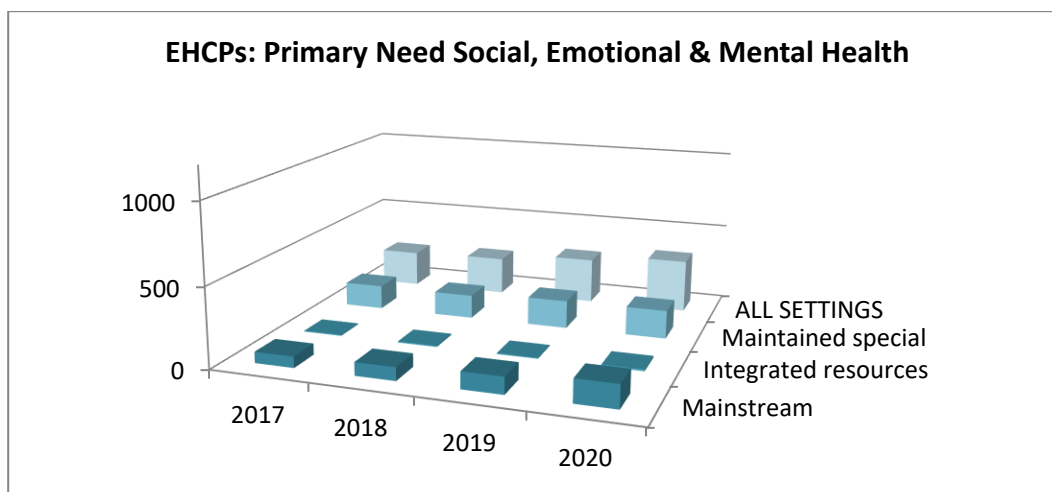
- Primary Special estimated at up to 10 additional places by September 2024.
 - Secondary Special estimated at 50 to 60 additional places by September 2024.
- NB In addition to the new schools*

Recent Developments & Intentions

- Evaluation of Birmingham Toolkit, to identify further development opportunities and further training if required.
- Focus on growing Integrated Resource provision where need is highest (North and East of the City).
- Further specialist places growth to build on recent increases at Seven Hills and Talbot.
- Post 16 – Community Participation developments.

C.4 SOCIAL, EMOTIONAL & MENTAL HEALTH

Trends



Current Education System Resources: headlines

Universal	<ul style="list-style-type: none"> • Trauma-informed Training & Toolkit in some localities/schools
Early Help & Targeted	<ul style="list-style-type: none"> • Nurture Provision: bumblebee x2, earl marshall, herdings • AP provision
Specialist	<ul style="list-style-type: none"> • Heritage and Holgate • Independent placements

Identified Sufficiency Issues & Gaps

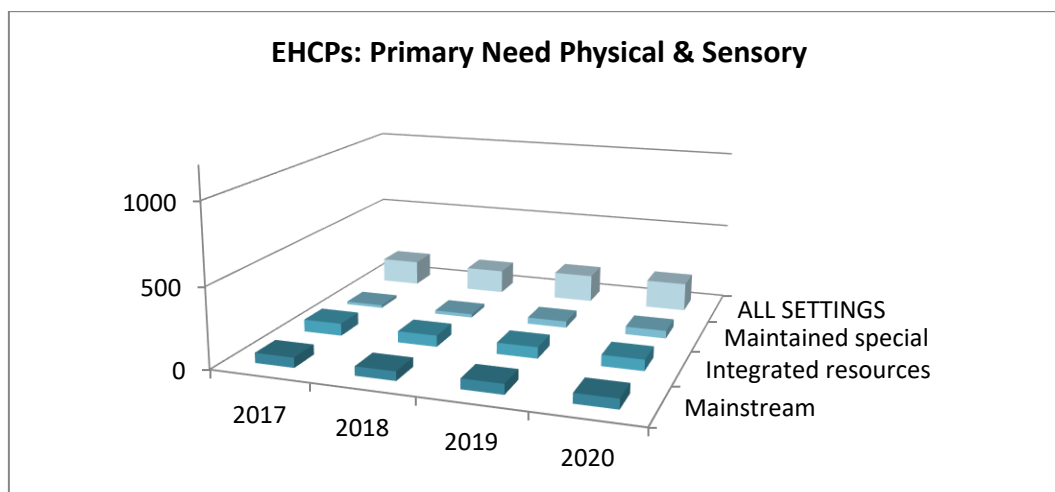
- Primary Special up to 20, but seeking increased capacity beyond that through development of blended mainstream/specialist places
- Secondary Special estimated at 30 to 40 additional places by September 2024.
NB In addition to the new schools and not including post-16

Recent Developments & Intentions

- Trauma Informed Training & Toolkit to be rolled out across the city's schools
- Improved and joined up multi-agency support, advice and guidance to children, young people and education settings – building on the two Mental Health Support Teams that are being trained in 2020
- Two new free schools – focus on complex Communication and Interaction children, likely to have an SEMH need.
- Review of SEMH specialist capacity.
- Exploration of blended mainstream/specialist provision with a focus on primary-age range
- Make links into the ongoing review of alternative provision and the developing offer at the Sheffield Inclusion Centre

C.5 PHYSICAL & SENSORY

Trends



Current Education System Resources: headlines

Universal	<ul style="list-style-type: none"> Universal health services
Early Help & Targeted	<ul style="list-style-type: none"> Hearing Impaired Outreach Visually Impaired Outreach
Specialist	<ul style="list-style-type: none"> Hearing Impaired Integrated Resources Visually Impaired Integrated Resources Independent placements

Identified Sufficiency Issues & Gaps

- This area remains a watching brief with no current intentions to grow placement numbers.

Recent Developments & Intentions

- Embed work to ensure follow ups around early hearing and vision screening to ensure families and services are aware of children that have not followed up appointments
- Develop consistent SLAs across the HI and VI integrated resources.
- Evaluate case for primary VI IR provision.
- Review of HI & VI funding.

SECTION D: IMPLEMENTATION & NEXT STEPS

YEAR 1 (September 2020-August 2021)

- i. Develop and implement commissioning intentions delivery plan to underpin this sufficiency assessment, this will enable tracking and monitoring of activity. This delivery plan will cover commissioning intent across:
 - a. Assessment & System Leadership
 - b. Communication & Interaction
 - c. Cognition & Learning
 - d. Social, Emotional, Mental Health
 - e. Physical & Sensory
- ii. Improvement in mainstream inclusion: focus on supporting mainstream SEND learners in primary into mainstream secondary.
- iii. Further develop IR provision, with a focus on growth and consistent commissioning arrangements with all IRs.
- iv. Assess and align the capacity of all special schools through relevant statutory processes following recent temporary increases.
- v. Agree plan for specialist estate until August 2024, in line with sufficiency assessment and statutory processes.
- vi. Develop more detailed commissioning intentions in relation to two key areas of early years and post-16.
- vii. Publish this plan for open feedback from all stakeholders during 2020/21 academic year, informing refresh for September 2021.
- viii. Establish termly monitoring and annual review process for this plan, and develop greater links and alignment across education, health and care commissioning

Further years' action plans developed as part of annual refresh and following feedback on sufficiency plan and work over the first year.