

# Children's Commissioning Cambridgeshire County Council Sufficiency Statement

Children & Young People with Special  
Educational Needs and Disabilities (SEND)  
2022 - 2026

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The Children’s Commissioning Team are pleased to introduce you to our first Children’s Commissioning Sufficiency Statement for Children & Young People with Special Education Needs & Disabilities (SEND) in Cambridgeshire. The statement is one of four within an overall Joint Sufficiency Strategy, recognising that children & young people with SEND often need to be supported by a range of services, including statutory services, community-based services and services for children & young people with disabilities and complex needs.

The development of this document represents the dialogue between Children’s Commissioning, operational colleagues, parent representatives, stakeholders and providers; to ensure we are offering the best education and support for children & young people living within Cambridgeshire; and those living out of area.

Due to an increasing population, changes in the complexity of need for children & young people and the increasing demand on resources to provide critical care and support, we need to work differently with providers and build capacity in our communities to meet the needs of children & young people with SEND.

Participation, engagement & coproduction are central to how we commission provision for children & young people with SEND; these practices were also reflected within the development of the [SEND Strategy](#) and [SEND Pledge](#). This statement provides an overview of how we engage children/young people, parent carers and families in commissioning services. As a sufficiency statement, it services as a position statement, outlining legislative context, demand and sufficiency challenges; each section outlining future plans reflective of the priorities within the coproduced SEND Strategy.

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# 1

## Executive Summary

Cambridgeshire has seen one of the UK's biggest population increases over the past ten years; illustrated by the data from the [2021 Census](#). Overall, the number of people living in the county rose by more than 57,000 in the last decade to 678,600. This 9.2% rise is higher than the East of England average, in a national picture which saw the East grow faster than any other part of the UK.

As central government bases its grant allocations on previous Office of National Statistic figures, this Census data from 2021 illustrates that these have [under-estimated the size of the county's population](#).

This growth is coupled with a growth in neighbouring local areas, such as Peterborough; this increases reliance on cross border access to provision, alongside the Cambridgeshire & Peterborough Integrated Care Board (C&P ICB) which incorporates both areas.

Cambridgeshire County Council already has and will continue to see a rise in Education, Health & Care Plans (EHCPs), alongside an increase in the number of children & young people requiring SEN Support; in line with that seen both regionally and nationally.

There are a number of factors further increasing the need for specialist provision across the local area. This includes the impact of the Covid-19 pandemic; this impact was highlighted in an [Ofsted report from 2021](#) noting that children & young people with SEND had been disproportionately affected by the pandemic. The report followed joint visits to local areas, by Ofsted and the Care Quality Commission (CQC) during the autumn term of 2020, and the spring term of 2021.

The current cost of living crisis is also noted, by the charity [Contact a Family](#), to be affecting families with children & young people with SEND disproportionality; in terms of them experiencing higher household and living costs. This is notable alongside the existing costs faced by families with children & young people with SEND; [research from national disability charity Scope \(2019\)](#) stated that, on average, a family with a child/young person with disabilities would have to pay an additional £581 a month to have the same standard of living as a family with a non-disabled child/young person.

This is alongside the rise in the number of children & young people with learning and/or physical disabilities and health needs, and the increasing complexity of these needs; detailed within the [Department for Education's 2022 SEND Summary & Analysis of Data Sources](#). All of these factors are likely to further increase the need for specialist provision across the local area.

This statement sets out the provision available within Cambridgeshire's local area, the extent to which this is meeting need, as well as outlining existing and future demand alongside potential gaps. The statement also outlines future plans required to ensure the needs of children & young people with SEND are met within the local area, at the right time.

This statement has identified a need for us to continue to:

- **support schools through inclusive practice and the provision of robust forecasting information,**
- **strengthen our strategic relationships with the independent sector to support the local offer,**
- **working with SEND and schools to design and develop services to meet need,**
- **respond to commissioning gaps identified through local area inspection,**
- **consult and engage with children, young people, families, providers and stakeholders.**

This statement is complimented by the current development of a Post 16 Strategy. This, alongside the soon to be introduced Post 16 Alternative Education Framework will support Children's Commissioning in growing and developing Post 16 provision alongside children/young people and their families, including improving the voice of

those seldom heard. In addition, for much of the future planning for sufficiency within Cambridgeshire, there needs to be an improved offer of maintained specialist provision in response to the rising numbers of EHCPs and the over subscription of existing provision.

# 2

## Introduction

Cambridgeshire County Council (CCC) has a statutory duty to ensure there are enough, high quality education placements across the county to meet the diverse educational needs of children & young people in Cambridgeshire; to help them achieve the best possible outcomes. Doing so includes working with children, young people, and their parents/carers to coproduce and/or consult on the design of our future service provision, providing a range of schools, settings and specialist provision for those in receipt of SEN Support and those with Education, Health & Care Plans (EHCPs).

- ◇ This sufficiency statement therefore details the vision for children & young people with SEND and provides an overview of:
  - the legislative context
  - CCC Ofsted & CQC local area inspections
  - SEND Recovery & SEND Transformation
  - The financial context
  - CCC’s approach to participation, engagement and coproduction.
- ◇ CCC’s SEN Support and EHCP data is also outlined, set within the national context; followed by the strategic forecasting model employed by CCC to inform future demand. Information relating to CCC’s offer and uptake around Personal Budgets, SENDIASS, M&DR and SEN Tribunals is also outlined.
- ◇ The overview of current provision examines the following areas; providing an overview of provision and overview of data for each. This informs the analysis and future plans for each area.

This sufficiency statement describes the current sufficiency and market position within Cambridgeshire and the main challenges faced in meeting the need and demand for specialist educational provision for children & young people.

Cambridgeshire County Council works in partnership with the Cambridgeshire & Peterborough Integrated Care Board (C&P ICB) to ensure the needs of children & young people with SEND are met, alongside working with Parent Carer Forums and Stakeholders in the design of services.

This statement provides an overview of current & future need, current provision, market sufficiency and outlines how Cambridgeshire County Council intend to offer education in the future within the resources available, to help children & young people achieve their aspirations and ambitions as independently as possible.

This is in response to what children & young people with SEND and their parents and carers have told us about their experiences and views within the SEND Strategy 2019-2024.

This statement is a key delivery mechanism for achieving our vision and priorities for SEND provision, as set out within the SEND strategy; to deliver the right services in the right place, at the right time.

A range of datasets have been drawn on to formulate this sufficiency statement, including the [SEN2 return](#), LG Inform (the local area benchmarking tool from the Local Government Association) and National Census Data.

# 3 Vision

This Sufficiency Statement is underpinned and informed by a coproduced [SEND Strategy](#). This outlines the vision for children & young people to:

- Lead happy, healthy and fulfilled lives, having choice and control over decisions about their health, education, employment, friendships and relationships.
- Achieve in line with, or better than, expectation in their early years, school, further education and training.
- Successfully participate in the community and access meaningful occupation, employment and life-long learning opportunities.

Families, support services and educational settings have agreed on the attitudes, values and practices expected when working with or supporting children & young people with SEND. The commitments that underpin how we work together describe an agreed culture that is crucial to the success of the delivery of our SEND Strategy. These commitments form a pledge to our way of working and are based on seven important outcomes.



In summary this means children & young people will be able to:

**Dream big - Achieve well - Have choice - Control - Lead happy and fulfilled lives**

The SEND Strategy has three primary themes, including Theme Three **'Right Place, Right Time'**; this has informed the development of CCC's SEND Sufficiency Statement.

# 4

## Legislative Context

In 2014, legislation and guidance came into effect overseeing the provision of support for children & young people with SEND, defined by the SEND Code of Practice as having '*a learning difficulty or disability which calls for special educational provision*'. These set out clear expectations for local areas in relation to:

- The participation of children & young people and their families in decision-making at both individual and strategic levels.
- The provision of a range of high-quality services that meet individual needs and are focused on improving outcomes.
- Preparing young people with SEND effectively for adulthood.

Other changes included:

- The introduction of SEN Support, replacing School Action and School Action Plus.
- A co-ordinated assessment processes and 0-25 Education, Health and Care Plans, replacing Statements of Special Educational Needs and Learning Difficulty Assessments.
- Guidance on joint planning and commissioning of services.
- Duties to publish a Local Offer (SEND Information Hub) of services.
- Guidance on supporting children & young people with SEND who are in youth custody.

Local Authorities have duties under Section 19 of the Children & Families Act 2014; this outlines the statutory obligation for local authorities to have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young people, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Local Authorities also have duties under Section 14 of the Education Act 1996 to ensure there is are sufficient school places available to meet the needs of all children & young people living within the authority area, or for whom they have responsibilities. This includes having regard to the need to secure provision for children & young people with SEND, and to keep these arrangements under review in line with Section 315 of the Act.

The local area of Cambridgeshire includes Cambridgeshire County Council, the Cambridgeshire & Peterborough Integrated Care Board (C&P ICB), Public Health and NHS England. For more information on our governance arrangements, see the Children's Commissioning pages - [Joint Commissioning - Children's Services](#).



# 5

## Ofsted & CQC – Local Inspections

In March 2017, [Ofsted and the Care Quality Commission \(CQC\) conducted a joint inspection of the local area](#) of Cambridgeshire to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children & Families Act 2014.

Areas of strength were identified as:

- Strong and effective leadership in joint commissioning arrangements.
- Open, well-established relationships between services and the alignment of budgets have resulted in an improving offer for children, young people and families.
- Clear plans in place to address their key priorities for improvement. Consequently, outcomes for the children & young people are improving.
- Evidenced improvement relating to support for children & young people who display behaviours which challenge, with a reduction in this period of the number of permanent exclusions.
- Young people are well supported as they move into adult life, with very high proportions staying within education, employment or training.
- The safeguarding of children & young people who have special educational needs and/or disabilities is given a high profile, including those placed out of the local area.
- The Designated Clinical Officer (DCO) having a good understanding of the strategic agenda, areas of strength and areas for further improvement and thereby improving the partnership with the Clinical Commissioning Group.
- Specialist services provided by education, health and social care professionals being of high quality and are well regarded.

Areas identified for improvement:

- Timeliness of referrals.
- More robust arrangements for coproduction and participation.
- Addressing concerns of parents and carers who are dissatisfied with the arrangements and procedures for assessing children & young people's special educational needs and/or disabilities.
- Inconsistencies in communication with parents/carers.
- EHCPs do not consistently include provision for children & young people to access social activities and participate fully in society.
- Initial health assessments and reviews for children & young people who are looked after are not timely, with statutory timescales not met.
- Leaders do not routinely analyse the range of information about outcomes for children & young people with SEND across all services; consequently, decisions to inform future commissioning are not based well enough on robust information.
- Academic outcomes by the end of primary school are not as positive as those in secondary establishments.
- Personal budgets for health needs are not fully implemented in the local area therefore reducing choice around how health needs will be met.
- Inconsistent thresholds around specialist services.

This Sufficiency Statement illustrates how, since this time, Children's Commissioning have supported in addressing

some of these key areas. It also illustrates how, in light of the development of the SEND Strategy, Children's Commissioning have continued to improve commissioning arrangements for children & young people with SEND in Cambridgeshire.

# 6

## SEND Recovery & SEND Transformation

Following the joint Ofsted inspection in 2017, there have been a number of programmes of work to improve SEND provision within Cambridgeshire. As noted, the development and publication of the SEND Strategy informed the coproduced development of the SEND offer. The financial picture within SEND, expanded upon further in Section 7, also emphasised the need to promote the sufficiency of SEND provision; this has been overseen by the SEND Recovery Board. The SEND Recovery Board was set up in 2020, with responsibility for ensuring the planning, prioritisation and implementation of projects and actions; alongside overseeing and driving the delivery of the required savings within the SEND service. [Appendix 1](#) outlines the 14 main workstreams identified, and overseen, by the SEND Recovery Board.

Working towards sufficiency and ensuring CCC's offer of SEND provision is reflective of the SEND Strategy informed CCC's application for Safety Valve funding. In March 2023, CCC were notified that the application was successful; this provided CCC with the opportunity for funding and targeted support from the Department for Education (DfE). Both the SEND Recovery and Safety Valve programmes of work are now part of the wider SEND Transformation Programme; focusing on SEND Transformation in the context of the priorities of the SEND Strategy.

The strategic priorities for SEND Transformation are:

- **Identifying and responding to needs earlier to reduce the level of new demand for statutory support, an ambition set out in the SEND Strategy.** A focus on earlier prevention, ensuring support is put in place as early as possible to support children & young people and their families with their needs.
- **Focusing on ensuring our work reduces costs through improving outcomes for children & young people with SEND.** Underpinned by the idea that through improving outcomes and the wider SEND system, lower costs should result through more children & young people being supported at SEND support level, more young people being able to maintain placements within mainstream settings and those who do require specialist provision accessing this locally. This is represented through the work on Ordinarily Available Provision (OAP); OAP is defined as the provision made for children & young people whose special educational needs can be met from the resources reasonably expected to be available to the school.
- **Reducing the escalation of need and minimise the current push to move children from mainstream to specialist provision.** Supporting children to re-integrate within mainstream where better outcomes can be achieved. These principals may also have carbon benefits from a potential reduction in travel – if children can travel to their local school rather than a specialist school that may be a distance way.
- **Taking a system wide approach, ensuring our transformation plan is connected to the SEND Strategy and supports delivery of a shared ambition with partners and communities.**

In summary, the overriding principle of CCC's SEND Transformation Programme is early prevention, ensuring support is in place as early as possible to support children/young people and their families with their needs, where possible without the need for an EHCP. The transformation work has been re-focused to ensure that, whilst cost reduction remains a key factor of success, outcome improvements are placed front and centre by ensuring better outcomes for children & young people with SEND.

# 7

## Financial Context

### 7.1 Dedicated Schools Grant (DSG) - England

Since 2019-20, the government has delivered the biggest increase in education funding in a decade including:

- £2.6 billion in 2020-21
- £4.8 billion in 2021-22
- £7.1 billion in 2022-23

This has totalled an increase of £14 billion across the 3 years. During this period, the introduction of minimum per pupil level (MPPL) funding has provided a guaranteed level of per pupil funding for primary and second schools. For 2022-23, school funding is increasing by 3.2% overall, and by 2.8% per pupil, compared with 2021 and 2022, with the funding floor allocating a least 2% more in pupil-led funding per pupil, and a 2% increase in minimum per pupil funding levels directing further increases to the lowest funded schools.

High needs funding has increased by:

- £780 million in 2020-21
- £730 million in 2021-22
- £780 million in 2022-23

This brings the total national high needs budget to £8.9 billion. The high needs National Funding Formula (NFF) will ensure that every local authority receives at least an 8% increase per head of population. The DfE have also made a technical change to the historical spend factor with the high needs NFF, following the consultation in 2021. The factor has been updated to use 50% of local authorities' actual spend data in 2017 and 2018, rather than their planned spend.

Table 1 below illustrates an increase in Cambridgeshire schools funding from 2021 to 2022 and 2022 to 2023; the recent 7.2% increase exceeds the national increase of 6.4%. Similarly, within this same period, Cambridgeshire increased their schools funding per pupil by 6.2% exceeding the national average of 5.8%. Table 2 illustrates the £11 million increase in high needs funding from 2021-22 to 2022-23.

**Table 1 - Mainstream School Funding 2021/22-2022-23**

	2022 to 2023 Schools DSG block	2022 to 2023 School supplementary grant: initial allocations	2022 to 2023 Schools DSG block and supplementary grant funding together: initial allocations	2021 to 2022 Schools DSG block	Increase in schools funding from 2021 to 2023	Increase in schools funding from 2021 to 2023	Increase in schools funding from 2021 to 2023 (% per pupil) - see information sheet for calculation details
<b>England</b>	£40,538m	£1,194m	£41,732m	£39,222m	£2,510m	6.4%	5.8%
<b>Cambridgeshire</b>	£422m	£12m	£434m	£405m	£29m	7.2%	6.2%

**Table 2 - High Needs Funding 2021/22-2022-23**

	2022 to 2023 High needs DSG block	2022 to 2023 High needs additional DSG funding	2022 to 2023 Total high needs DSG funding	2021 to 2022 DSG high needs block	Increase in high needs funding from 2021 to 2023
England	£8,656m	£325m	£8,981m	£7,906m	£1,074m
Cambridgeshire	£91m	£3m	£94m	£84m	£11m

## 7.2 Dedicated Schools Grant (DSG) - Cambridgeshire

The government recognises that, over recent years, significant pressures on high need budgets have resulted in many local authorities accrued deficits on their DSG. Local authorities receive the DSG from the Central Government; this is ringfenced to pass directly on to schools, other education providers and services.

As noted, due to the continuing increase in the number of children & young people with an EHCP and the increased complexity of need, the overall spend on the High Needs Block element of the DSG funded budgets has continued to rise, leading to significant a DSG deficit in Cambridgeshire.

At the end of [2021/22 there was a net DSG overspend of £12.43m to the end of the year](#). When added to the existing DSG deficit of £26.83m and following prior-year adjustments in relation to early years a revised cumulative deficit of £39.32m was brought forward into 2022/23. Current forecasts predict a further overspend of around £12m in 2022/23, bringing the total DSG deficit carried forward into 2023/24 to around £51m.

In 2020-21 the DfE introduced the Safety Valve intervention programme in recognition of the increasing pressures on high needs. The Safety Valve programme requires local authorities to develop substantial plans for reform to their high needs systems, with support and challenge from the DfE. If the authorities can demonstrate sufficiently that their DSG management plans create lasting sustainability and are effective for children & young people then the DfE will enter into an agreement with the authority, subject to Ministerial approval. Following the agreement, local authorities are held to account for the delivery of their plans and hitting the milestones in the plans via quarterly reporting to the DfE. If adequate progress is being made, authorities will receive incremental funding to eliminate their historic deficits, generally spread over five financial years.

The programme was expanded in 2022-23 and Cambridgeshire were notified of the successful application in March 2023. CCC have therefore entered into one of these agreements, covering the financial years from 2022-23 to 2026-27. Within this agreement, CCC undertakes to reach a positive in-year balance on its DSG account by the end of 2026-27 and in each subsequent year. The authority undertakes to control and reduce the cumulative deficit, not including any contribution made by the department through this agreement.

The Safety Valve funding programme reflects a targeted intervention for the local authorities with the highest deficit; supporting local authorities through a process with financial and SEND expert advisers. This is in recognition that the right response to sustainability is a multi-faceted approach which looks at the heart of the issues. The need for these significant increases in high needs funding nationally, targeted intervention for the local authorities and reform from central government were outlined in the SEND review [‘Right support Right place Right time’ published March 2022](#). The SEND Review outlined that whilst

*“the government is making an unprecedented level of investment in high needs, with revenue funding increasing by more than 40% between 2019-20 and 2022-23... two thirds of local authorities have deficits in their dedicated schools grant (DSG) budgets as a result of high needs cost pressures. By the end of 2020-21, the national total deficit was over £1 billion”.*

# 8

## Participation, Engagement & Coproduction

Participation, engagement and coproduction with parent carers and children/young people informs the development of services alongside the overall strategic direction for Cambridgeshire's local offer of provision for children & young people with SEND.

Children's Commissioners work together with Parent Carer Forum, Pinpoint, in 'Partners in Commissioning' meetings where commissioning priorities are discussed, coproduction opportunities are identified and future plans for the commissioning of services is decided.

The Children's Commissioning coproduction toolkit, '[Are you Coproducing?](#)' is currently being developed in consultation with our parent carer forums, parent carers, children/young people, operational colleagues and wider stakeholders. This provides a reference source to ensure the voices of children/young people and parent carers are represented in Children's Commissioning programmes of work. The toolkit includes how to guides, academic literature reviews, coproduction strategies, checklists and examples to support this; reflecting the contributions from those that have been involved in its development. It therefore brings together expert local knowledge and practical examples and tools to support commissioners, and operational colleagues, in building coproduction and participation into programmes of work.

Children, young people and parent carers tie in both strategically and operationally within the commissioning of services for children & young people with SEND. Alongside the Partners in Commissioning Meetings with Pinpoint, parent carers and children & young people:

- Are included or represented in commissioning exercises - this includes agreeing outcomes, collating specifications/method statement questions and being part of evaluation processes.
- Feed back about services - this is a vital part of Children's Commissioning contract monitoring and quality assurance arrangements.
- Attend or are represented within Children's Commissioning Project Groups, and wider Programme Boards and Delivery Boards; this includes Pinpoint's involvement in the Preparing for Adulthood (PfA) Steering Groups and the development of the Post 16 Alternative Education Framework.

The Children's Commissioning world is a dynamic and evolving one, working within a system with many interdependencies across communities, networks, infrastructures, services and institutions. To address some of the more complex issues, Children's Commissioners start with purposeful conversations and collaborations; bringing networks of people, diverse partners, local influencers and the community voice together to learn, adapt and improve practices. [Appendix 2](#) outlines a collection of the agencies we work with, and alongside.

# 9

## SEN Support & EHCP Data

To support this Sufficiency Statement, data has been collated to understand the current and projected needs of children & young people with SEND across Cambridgeshire. This includes local and national data relating to SEN Support and EHCPs. EHCP data is also provided in the context of age and primary need; alongside reviewing the number of initial requests, new EHCPs, refusals to issue and the number of children & young people awaiting placements, by school phase and establishment type.

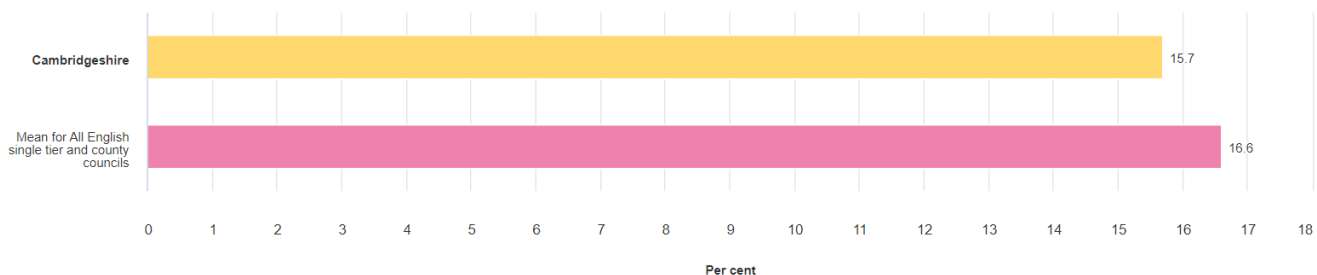
### 9.1 SEN Support – The National Picture

#### 9.1.1 Local area SEND information

In Cambridgeshire, as of 2021-22, 15.7% of pupils have an EHCP (previously know as Statements of SEN) or are receiving SEN support (previously school action and school action plus). This compares to an average of 16.6% across All English single tier and county councils. Figures in Fig. 1 relate to pupils attending state schools in Cambridgeshire; they do not include children & young people for whom Cambridgeshire is responsible but has placed out of borough.

SEN support: Extra or different help is given from that provided as part of the school’s usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. The pupil does not have an education, health and care plan. SEN support replaced the former School Action and School Action Plus categories from 2015.

Fig. 1 - Percentage of Pupils with SEN Cambridgeshire Comparison 2021-22

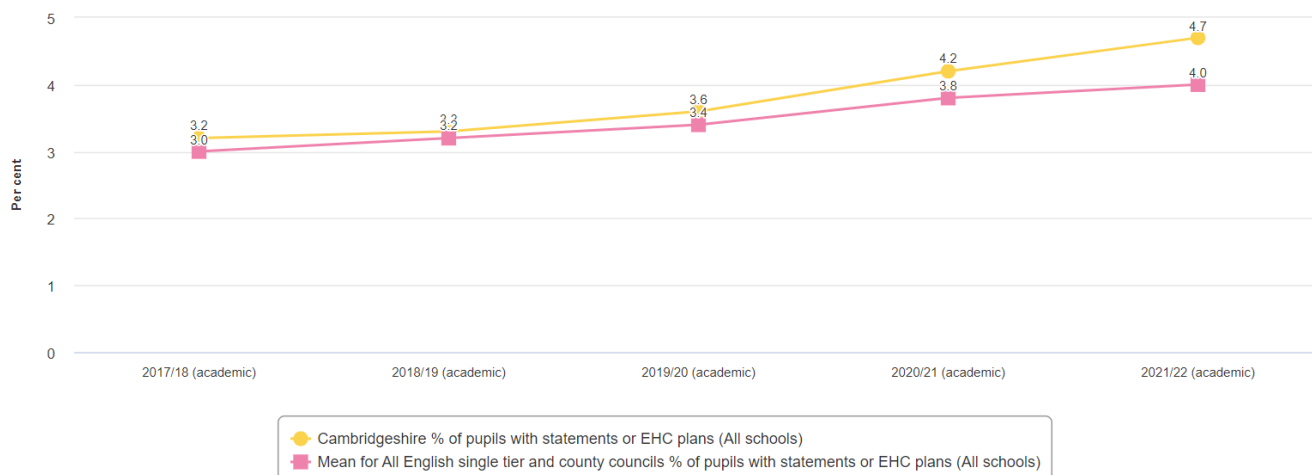


### 9.2 Education, Health and Care Plans (EHCPs)

Within 2021-22, across all English single tier and county councils, the proportion of pupils with EHCPs ranges from 1.6% to 6.3%. Within this period, the proportion within Cambridgeshire was 4.7%, compared to an average of 4.0% in All English single tier and county councils. Figures in Fig. 2 relate to pupils attending state schools in Cambridgeshire; they do not include children & young people for whom Cambridgeshire is responsible but has placed out of borough.

Education, Health and Care (EHC) plan: A pupil has an EHC plan when a formal assessment has been made. A document is in place that sets out the child’s need and the extra help they should receive. Prior to September 2014, a statement of SEN was used. The period for local authorities to transfer children and young people with statements of SEN to EHC plans started in September 2014 and ended in 2018. Following the introduction of EHC plans in September 2014, statements of SEN and EHC plans were grouped together within the data.

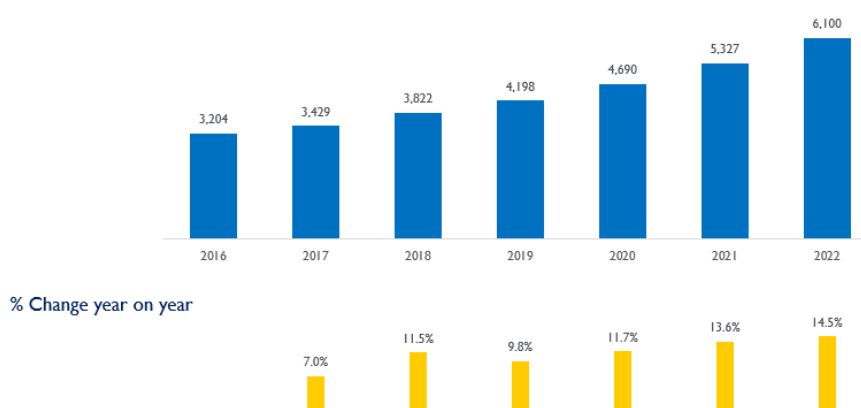
Fig. 2 - Percentage of Pupils with EHCP Cambridgeshire Comparison 2021-22



### 9.2.1 EHCP Growth

Fig 3 – SEN2 Headline Analysis 2016-2022 – Growth in EHCPs

Fig 3 illustrates a consistent growth in the number of children & young people with EHCPs within Cambridgeshire. Nationally, there were 473,300 children & young people with EHCPs as of January 2022; reflecting a 10% increase from the previous years. This is consistent with the increase year on year since 2010.



Whilst the increase in

Cambridgeshire is consistent with the national picture, CCC EHCP growth data 2021-2022 is slightly lower than that seen nationally at 7% for the last year (2021-2022).

Table 3 - No. EHCPs by Year End

Year	December	% Increase
2018	4,222	
2019	4,655	+10%
2020	5,412	+16%
2021	6,141	+14%
2022	7,009	+14%
2023	N/A	

Table 4, below, shows the number of initial requests for assessment from 2018-2023 alongside the number of new EHCPs issued within these years. This illustrates an overall increase in the number of initial requests and, broadly speaking, the number of EHCPs issued. However, since a peak in 2020, the proportion of initial requests resulting in a new EHCP is declining. This reflects the work undertaken by CCC's SEND Service on improving decision making around the issuing of EHCPs, leading to more refusals to issue.

Table 4 - February 2023: Initial Requests/New EHCPs Issued

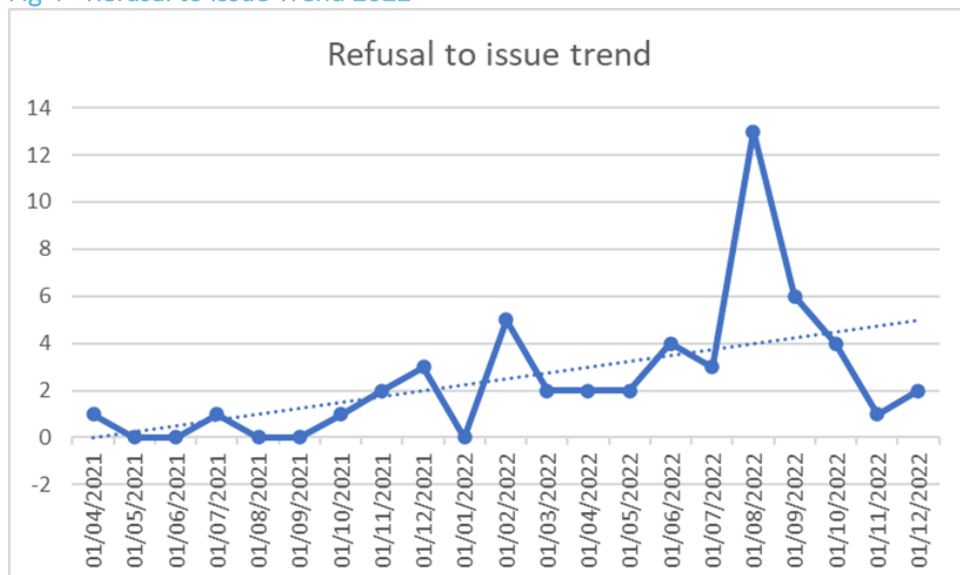


	2018	2019	2020	2021	2022	2023
Initial Requests for Assessment	916	1,110	1,111	1,402	1,435	232
New EHCPs Issued	586	738	1,042	1,032	1,246	127
% of Initial Requests Leading to the Issuing of New EHCPs	64%	66%	94%	74%	87%	59%

CCC's initial request data is consistent with increasing initial requests nationally. Nationally, there were there were 93,300 initial requests for an EHCP during 2021; the highest number since data was first collected in 2016. However, within Cambridgeshire specifically the increases for initial requests during 2018, 2019 and 2020 exceeded those within the East of England, statistictal neighbours, and England as a whole. Alongside this, whilst there was a decrease nationally during 2020, due to the impact of the Covid-19 pandemic, this is not reflected within Cambridgeshire data. Whilst still increasing, Cambridgeshire's more recent data around initial requests is more reflective of the national average and lower than the East of England and Statistical Neighbours.

As noted, following a peak in 2020, the proportion of initial requests resulting in a new EHCP has declined. The refusal to issue data for 2022, outlined in Fig. 4 below, shows an increase in the number of 'refusals to issue' during the July-September 2022 period. This further demonstrates that the number of EHC assessments did not directly correlate to the number of EHCPs being issued.

Fig 4 - Refusal to Issue Trend 2022



### 9.3.3 New EHCPs

The number of new EHCPs nationally has increased each year since their introduction in 2014; as per Table 4, this is reflected within Cambridgeshire. Having said this, the trend within Cambridgeshire has not always been consistent with the national picture. For example, nationally there was an 11% increase between 2019-2020 when Cambridgeshire were seeing a 40% increase; similarly, whilst an increase (3%) was seen nationally between 2020-2021, Cambridgeshire had a slight decrease in this period.

### 9.3.4 Number of New EHCPs made for the first time within the 2019 calendar year

There were 1,246 new EHCPs issued during 2022, an increase of 113% since 2018; as detailed in Table 4. The most EHCPs were issued for the 5-10 years cohort, this is consistent with previous years.

Table 4 - New EHCPs Issued (2018-2023) By Year & Age

	2018	2019	2020	2021	2022	2023
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Under 5	162	158	219	223	273	33
5 to 10	264	331	507	482	581	51
11 to 15	126	191	256	270	331	38
16 to 19	30	53	56	50	60	5
20 to 25	4	5	4	7	1	-
<b>Total</b>	<b>586</b>	<b>738</b>	<b>1,042</b>	<b>1,032</b>	<b>1,246</b>	<b>127</b>

### 9.3.5 Current EHCPs Awaiting Placement

**Table 5 - Children & Young People with EHCPs Awaiting Placement 2021-2023**

Year	No. CYP EHCPs Awaiting Placement*	% of Current EHCPs*
2021	117	2%
2022	166	2.5%
2023	181	2.6%

\*average per month.

Table 5 illustrates that the number of children & young people awaiting placements has been increasing, suggesting that the increase in demand is not currently supported by an increase in provision to meet need.

### 9.3.6 School Phase & Establishment Type

**Table 6 - SEN Provision by School Phase –January 2023**

School Phase	SEN Provision					Percentage of Pupils by SEN Provision			
	EHCP	SEN Support	No SEN	Total SEN	Grand Total	EHCP	SEN Support	No SEN	Total SEN
All-through	31	69	1,232	100	1,332	2.3%	5.2%	92.5%	7.5%
Nursery	9	44	545	53	598	1.5%	7.4%	91.1%	8.9%
Primary	1,554	6,379	44,180	7,933	52,113	3.0%	12.2%	84.8%	15.2%
Secondary	1,056	3,386	29,896	4,442	34,338	3.1%	9.9%	87.1%	12.9%
Special School	1,590	0	0	1,590	1,590	100.0%	0.0%	0.0%	100.0%
PRU/Alt Provision	0	1	4	1	5	0.0%	20.0%	80.0%	20.0%

Table 6 illustrates the numbers of children & young people with EHCPs and SEN Support across different school phases and establishment types. Comparing this with previous years' data illustrates that whilst there has been an increasing number of children & young people with EHCPs across all school phases and establishment types, the proportions across each type has remained relatively stable since 2019.

### 9.3.7 EHCP by Age

**Table 7 - Number of EHCPs by Age January 2023**

Age Range	No. EHCPs	Percentage
1-5	524	7%
6-10	1964	28%
11-15	2471	35%
16-20	1601	23%
21-25	492	7%

Total	7052	100%
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As Table 7 outlines children & young people aged 11-15 years old represent the largest cohort of children & young people with EHCPs; this has been the case since 2019, and the number of EHCPs for the age group has increased during this time.

Other trends over this period have included the growth in EHCPs for children aged 6-10 years old and the growth in EHCPs for young adults aged 21-25 years. EHCPs for 6-10 years old has increased from 1,119 in 2016 to 1964 in 2023; equating to a 75% increase for this cohort over this 7 year period. Whilst, the number of EHCPs for young adults, aged 20-25 years old, had increased within this period, this is likely to stabilise given the limited number of new EHCPs being issued; as outlined in Table 8.

Whilst the proportion of EHCPs for children 1-5 years is relatively low, there has been an increase in the number of new EHCPs being issued for this age cohort; as outlined in Table 8.

**Table 8 - New EHCPs Issued by Age/ by Year**

	2018	2019	2020	2021	2022	2023
Under 5	162	158	219	223	273	33
5 to 10	264	331	507	482	581	51
11 to 15	126	191	256	270	331	38
16 to 19	30	53	56	50	60	5
20 to 25	4	5	4	7	1	-
<b>Total</b>	<b>586</b>	<b>738</b>	<b>1,042</b>	<b>1,032</b>	<b>1,246</b>	<b>127</b>

### 9.3.8 EHCP by Primary Need

**Table 9 - Number of EHCPs by Primary Need January 2023**

Primary Need Descriptor		No. EHCPS	Percentage %
Autistic Spectrum Disorder	ASD	2236	31%
Hearing Impairment	HI	101	1%
Moderate Learning Difficulty	MLD	1396	20%
Multi-Sensory Impairment	MSI	10	0.1%
Physical Disability	PD	373	5%
Profound and Multi Learn Diff	PMLD	93	1%
Severe Learning Difficulty	SLD	286	4%
Social, Emotional and Mental Health	SEMH	1514	22%
Speech, Language or Communication Difficulty	SLCN	693	10%
Specific Learning Difficulty	SpLD	248	4%
Under Assessment/Not Known	N/A	12	0.1%
Vision Impairment	VI	90	1%
<b>Total</b>		<b>7052</b>	

ASD being the most common primary need of children & young people with EHCPs, at 31% for January 2023, is reflected in previous years within Cambridgeshire. This is also true nationally, with 103,400 (31.3%) of pupils with EHCPs having this recorded as their primary type of need (as of January 2022). Table 10 illustrates that ASD as assessed SEN Primary Need has increased substantially, by 121% from 2018-2022. This is also true of SEMH needs, increasing 141% within the same period.

**Table 10 – Assessed SEN Primary Need 2018-2023**

Assessed SEN Primary Need	2018	2019	2020	2021	2022	2023
Autistic Spectrum Disorder	188	241	301	289	415	44

Hearing Impairment	11	12	5	5	4	0
Moderate Learning Difficulty	138	121	181	242	181	11
Multi-Sensory Impairment	2	0	1	1	0	0
Physical Disability	21	27	56	63	66	9
Profound & Multiple Learning Difficulty	14	6	4	5	10	2
Severe Learning Difficulty	14	33	71	37	22	1
Social, Emotional and Mental Health	136	215	280	259	328	42
Specific Learning Difficulty	13	25	49	33	68	4
Speech Language & Communication Needs	43	53	88	92	143	13
Vision Impairment	5	5	6	6	8	0
Unknown	0	0	0	0	0	0
Other (inc NSA) / None Given	1	0	0	0	1	1
<b>Total</b>	<b>586</b>	<b>738</b>	<b>1,042</b>	<b>1,032</b>	<b>1,246</b>	<b>127</b>

### 9.3.9 Analysis

There is limited research regarding the increase in EHCPs seen nationally. However, there are a number of theories with regard to ‘catching up’, greater awareness and changes in approach to assessment and diagnostic criteria.

The ‘catching up’ theory relates to the catching up of the system with children & young people having been re-assessed appropriately and re-assigned to the appropriate level of support, following the introduction of the SEND Reforms and the transferring of Statements of SEN to EHCPs. Prior to this, from 2010 to 2015 there was a steady decline in numbers of SEN; the first drop between 2010 and 2014 has been argued to be a response to [Ofsted report in 2010](#) related to the fact that SEN might have been over-diagnosed before 2010. The second drop seen from 2014 onwards [has been linked to](#) delays with the implementation of the SEND reforms and children & young people being transferred from one system to the new system.

Greater awareness may have an impact on the numbers of children & young people receiving SEN Support and EHCPs following the increased presence of SEN within the media, and subsequent increased awareness of what support children & young people are entitled to. In addition, more teachers are now trained on SEN and therefore are likely to spot the early indicators of SEN more. When it comes to the different types of needs, there have been [specific awareness campaigns for autism](#) and for [language development needs](#).

As an example of changes of assessment and diagnostic criteria, the prevalence of autism seems to be rising; with [1-2% of children in the UK receiving a diagnosis](#). A number of reasons have been proposed for this increase, including more awareness as well as changes to the diagnostic criteria (introduced in 2013) and the [broadening of the spectrum](#). An explanation for why more autistic children receiving an EHCP might be explained by the mismatch on how support is assessed: whereas schools (who make decision on SEN support) focus mostly on communication, language and literacy skills, local authorities (who assess for EHCP support) make decisions that are [more aligned with personal, social and emotional development](#).

Alongside these points, differences between different local authority areas are often linked to demographics; particularly in terms of socio-economic status and ethnicity. These differences can also relate to the types of schools within a certain area: with families moving to certain areas to obtain provision. This was also confirmed by [recent EPI report](#) which noted that the chance of a child/young person being identified with SEND was explained by the practices within a school rather than individual aspects of the child/young person or the local authority; this is referred to as the post-code lottery effect.

Overall assessment requests and new EHCPs issued increase thereby leading to an increase in the number of children & young people awaiting placements. Children & young people with SEN Support and EHCPs being supported illustrates a consistency across school phase and establishment type; suggesting the need for increased capacity across the system. The emphasis on ASD and SEMH within both SEN Support and EHCPs however indicates that, in order to improve sufficiency, this capacity must be able to meet the diverse needs of those presenting with ASD and

SEMH. This is because there are significant pressure points within local special school provision, despite SLD/PMLD figures remaining relatively low; this indicates therefore that children & young people presenting with a primary need of ASD and/or SEMH are likely to have other complex needs and/or comorbidities. This suggests the need for workforce development and improved understanding within the system, alongside increasing capacity across establishment types and schools phases.

# 10

## Strategic Forecasting Model

Throughout July to November 2020, Children’s Commissioning, Business Intelligence and Finance coproduced a Strategic Forecasting Model for EHCPs from 2020 to 2030 in Cambridgeshire. The model was devised using three years of historical SEN2 data; this is a reliable data set as it is quality assured every year within each Local Authority for submission to Central Government. The information collected via the annual SEN2 survey form provides the major source of data collected on children & young people with EHCPs (formerly statements of SEN). It is the only source of data on the totality of EHCPs maintained by individual local authorities. The SEN2 data helps to forecast the number of EHCPs by age, primary need and placement type.

The model developed uses trend data to inform predicted growth and:

- identify growth in demand across education need and age groups,
- identify the financial impact of increased demand.

The analysis identifies areas requiring further investigation and informs recommendations. It therefore informs mitigations for demand pressures, managing costs and/or increasing capacity. Utilising this model also support CCC to analyse the impact of the SEND reforms in 2015.

So far, this analysis indicates that EHCPs are remaining in place for longer than prior to SEND Reform implementation. Whilst the data illustrates that the number of EHCPs has increased since this time, it is expected that this demand will effectively “age out” as impact of the reforms levels out. This is because, whilst CCC are identifying need across primary need categories, there will be stage at which CCC have ‘caught up’; effectively having identified all need, with the only ‘new’ need being that which is identified at an early stage. Therefore, when forecasting, CCC have reduced the average increases in EHCPs for older age groups as this is not expected to continue.

The forecasting model uses SEN2 data from 2015-2020 to project the numbers of EHCPs by age, primary need and placement type to 2031; across all education settings excluding early years. It identifies the key pressures and sets out an approach to managing them. The core findings of the model indicate that:

- There will be a 47% increase in the number of EHCPs by 2031 based on current trends.
- EHCPs which show ASD, SEMH or MLD as the primary needs are likely to grow more quickly than the average and make up the majority of the expected growth.
- Much of the increase results from the 2015 reforms as this extended the eligibility for support up to 25, requiring a need to support plans for longer and therefore seeing growth in demand for older age groups.

Table 11 shows significant growth in the areas of ASD and SEMH, with lesser but still growing numbers in Moderate Learning Disability [MLD], Speech, Language or Communication Difficulty [SLCD] and Physical Disability (PD). Diagnoses listed within the latter part of Table 11 illustrates limited growth and, for some primary SEN needs, stabilise or reduce.

**Table 11 - Forecasted Growth in Primary SEN Need**

Condition	Jan 2020	Jan 3031	Change	% Change
Autism Spectrum Disorder	1497	2475	978	65.3%
Social Emotional Mental Health	857	1458	601	70.1%
Moderate Learning Difficulty	989	1270	281	28.4%
Speech, Language or Communication Difficulty	434	561	127	29.3%
Physical Disability	228	337	109	47.8%
Severe Learning Disability	209	265	56	26.8%
Profound and Multiple Learning Disability	97	159	62	63.9%

Specific Learning Disability	146	129	-17	-11.6%
Hearing Impairment	110	124	14	12.7%
Visual Impairment	84	71	-13	-15.5%
Multi-Sensory Impairment	11	17	6	54.5%
<b>Total</b>	<b>4662</b>	<b>6866</b>	<b>2205</b>	<b>47.3%</b>

When the same information is presented over time, most of the growth happens in the early 2020s; illustrating the impact of the 2015 reforms.

Alongside the above overview of primary needs and forecasted growth, the model is also able to provide detailed analysis of a specific primary need, taking into account age. Table 12 indicates that the growth of Autistic Spectrum Disorders (ASD) is high and will continue to be driven by an increased diagnosis in early years and primary.

**Table 12 - Forecasted Growth by Age Group**

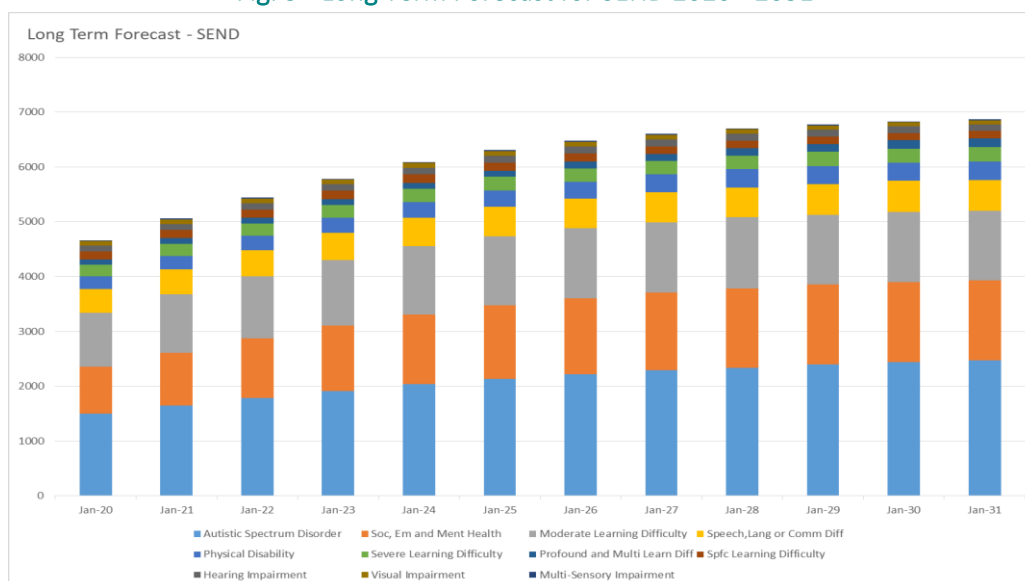
Age Group	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
0 - 4	99	92	92	92	92	92	92	92	92	92	92	92
5 - 10	537	607	642	668	685	707	711	706	706	706	706	706
11 - 15	441	462	508	574	635	650	689	698	707	711	716	716
16 - 19	281	313	341	332	344	384	399	456	496	500	531	524
20+	139	171	207	249	279	301	329	339	336	384	391	429

### 10.1 Financial Impact

Currently, the model forecasts a potential increase in spend across all areas with a significant change for ASD. In order to create commissioning interventions for any of the primary needs groups further review of the underlying data would be required to understand the more detailed changes.

When overlaying the forecasted growth in EHCPs with the potential financial impact based on average costs, a clearer picture of the detailed changes can be seen. For example, in the overall demand for EHCPs, there is a significant growth in Profound and Multiple Learning Disabilities (PMLD) and Physical Disabilities (PD); however, when coupled with the current financial composition of cost and spend, there is little financial impact. However, the same cannot be seen for ASD and SEMH, where significant financial impact can be seen, likely as a result of this being a primary education need met within the independent sector and/or out of school tuition.

**Fig. 5 - Long Term Forecast for SEND 2020 - 2031**



# 11

## SENDIASS, M&DR & SEN Tribunals

This section of the Sufficiency Statement follows on from the SEN Support and EHCP data overview to outline CCC’s offer in terms of Cambridgeshire’s SEND Information, Advice & Support Service (SENDIASS), the Mediation & Disagreement Resolution (M&DR) Service and SEN Tribunals; looking at in terms of usage, commissioning arrangements and future plans.

### 11.1 SEND Information, Advice & Support Services (SENDIASS)

#### 11.1.1 Service Overview

SENDIASS are statutory; this is outlined within both the SEND Code of Practice (2014) and the Children & Families Act 2014; these state that local authorities must provide information advice and support about SEND, health and social care for children, young people and parents.



Cambridgeshire SENDIASS aims to ensure that young people and parents have access to free, confidential and impartial information, advice and support to support informed decision making. It is important to note the role of SENDIASS within SEND Sufficiency given the part they play in supporting young people and parents to access advice and support around SEN Support and the EHCP process.

#### 11.1.2 Commissioning Arrangements

[CCC’s SENDIASS](#) is internal to CCC but, as will all SENDIASS nationally, it remains independent from the Local Authority; this ensures that the information, advice and support offered is impartial and unbiased. Whilst Children’s Commissioning have always worked closely with SENDIASS, internal commissioning arrangements were put in place in 2021-22 to reflect the joint funding of the service across Education, Social Care and Health. The contract monitoring arrangements support the service to demonstrate service delivery and quality assure provision.

#### 11.1.3 Data Overview

The data in Table 13 illustrates the increased number of cases SENDIASS have supported with over the last couple of years.

**Table 13 – Increasing Number of SENDIASS Cases**

	Number of Cases	% Change
2020-2021	766	
2021-2022	1,003	31%
2022-2023	1,141*	14%

\*projection as at March 2023

The data in Table 14 has been taken from the SENDIASS Annual Report. This illustrates that, in the 2021-22 academic year, SENDIASS were supporting:

- 30% at the basic entitlement stage 30%
- 35% in receipt of SEN Support
- 27% in receipt of an EHCP

The number of children & young people with an EHCP increased significantly (95%) following initial referral to SENDIASS; demonstrating the part SENDIASS play in supporting parents and young people through this journey.



**Table 14 - SEN Stage at SENDIASS Referral (2021-22 academic year)**

	SEN Stage at Referral	Current SEN Stage	% Change
Basic Entitlement	296	222	-25%
SEN Support	352	210	-40%
Statutory Assessment	85	47	-45%
EHCP	268	522	+95%

CCC's SENDIASS is well regarded; with their confidential satisfaction surveys illustrating that:

- 80% said we had been Very Helpful (national figure is 53%)
- 78% users said they were Extremely Likely to recommend us (national figure 72%)
- 96% users gave us top two grades for how neutral, fair and unbiased we were (national figure 86%)

## 11.2 Mediation, Disagreement Resolution & Tribunals

### 11.2.1 Service Overview

#### *Mediation*

Mediation is an informal, confidential and voluntary process which involves an independent facilitator (the mediator) helping those in dispute to reach agreements; it is free of charge for families. Mediation can be arranged quickly and locally and is less formal than an SEN Tribunal hearing. Mediation relates to the following local authority decisions:

- Not to carry out an EHC needs assessment.
- Not to draw up an EHC plan.
- The contents of a final EHC plan or an amended plan.
- Not to amend an EHC plan.
- Decision to cease to maintain (stop) an EHC plan.

#### *Disagreement Resolution*

A parent or young person can ask for Disagreement Resolution (DR) at any time during the SEND process, even when they have already lodged a tribunal appeal. Access to disagreement resolution covers all children & young people with SEND, whether or not they have an EHCP.

However, the other party or parties involved in the disagreement have to agree to take part before it can take place. Within Cambridgeshire, CCC do engage with the DR process; seeking a resolution alongside families. The types of disputes disagreement resolution can support with include:

- Disputes regarding how local authorities or education providers (early years, schools, colleges) carry out their education, health and care duties for children or young people with SEND.
- Disputes about the SEND provision made by education providers; this includes disputes relating to Section I of the EHCP relation to a child/young person's placement.
- Disputes about health and social care provision during all the stages of the EHC plan process.
- Disputes around school exclusions involving children or young people with SEND.

### 11.2.2 Commissioning Arrangements

M&DR is a statutory service; this is as detailed within the SEND Code of Practice (SEND CoP) 2015 which states that local authorities must make known to parents, carers and young people the possibility of resolving disagreements across education, health and social care through disagreement resolution and mediation procedures.

Cambridgeshire form part of a conglomerate with other local authorities within the South East of England, forming part of a block contract arrangement with an external provider.

### 11.2.3 Data Overview

**Table 15 – No. Mediation Cases & % Cases Proceeding to SEN Tribunal**

		2019	2020	2021
No. Mediation Cases	England	4,125	4,135	5,097
	Cambridgeshire	164	123	116/ <b>91</b>
% of mediation cases followed by appeals to tribunal	England	25.1%	26.7%	25.5%
	Cambridgeshire	60%	66%	61%/ <b>27.5%</b>

Within Cambridgeshire, there were 164 mediations held during the 2019 calendar year; whilst this decreased for the 2 subsequent years, there was a significant increase within 2022, to 236 mediations. This represents an increase of 44% between 2019 – 2022 and an increase of 103% between 2021-2022. The increase, nationally and within Cambridgeshire significantly is related to the general increase in the numbers of EHCPs and EHCP requests specifically.

Whilst there has been a less dramatic increase in the percentage of mediation cases which were followed by appeals to the tribunal, the percentage within Cambridgeshire does dramatically exceed the percentage nationally; as illustrated in Table 15 above. Having said this, whilst Table 16 (below) below shows an increase in the number of appeals registered between 2019-2021, the increase in the number of mediations in 2022 suggests this may be set to increase.

## 11.3 SEN Tribunals

### 11.3.1 Overview of Service

SEN Tribunal is also referred to as the [First-tier Tribunal](#); this is an independent national tribunal which hears parents’ and young people’s appeals against local authority decisions about the special education needs of children & young people. It also hears claims of [disability discrimination](#) against schools.

Parents and young people (16+) can appeal to the SEND Tribunal in relation to a decision made within the EHC needs assessment or an EHC plan process. The SEND Tribunal has the power to order local authorities to carry out EHC needs assessments, issue EHC plans, and amend existing EHC plans.

The SEND Tribunal is governed by law and has to follow the interpretation of that law by higher courts in judgments about previous SEN disputes. The SEND Tribunal must have regard to the SEND [Code of Practice](#) which advises schools and local authorities on identifying and making provision for children with SEN. The SEND Tribunal is not bound to follow the Code to the letter but it generally accepts the Code’s guidance in coming to its decisions.

### 11.3.2 Commissioning Arrangements

The commissioning arrangements relating to SEN Tribunals relate to legal support for tribunals as the tribunals themselves are independent national tribunals. Whilst having a commissioning arrangement for legal support for tribunals is not a statutory obligation, CCC have adopted the approach of commissioning legal support due to the high number of tribunals and the subsequent resource implications for the Local Authority. CCC therefore have a block contract in place for legal support for tribunals; this is delivered by CCC’s legal service, Pathfinder.

Pathfinder is instructed by the Statutory Assessment Team (SAT) in Cambridgeshire when CCC is notified by the Special Educational Needs and Disability Tribunal Service (SENDIST) that an appeal by a parent or young person has been lodged around a decision made by the Local Authority.

### 11.3.3 Data Overview

Within Cambridgeshire in 2021, 71 appeals were registered compared with 81 In 2020; this represents a 14% decrease; not reflecting the national increase of 17%. Previously within Cambridgeshire, following a significant increase of 88% between 2017 and 2019; appeals to SENDIST First Tier Tribunal have decreased following this peak, decreasing 28% between 2019 and 2021. However, as noted above, this trajectory may change for 2022 given the high number of mediation cases.

Table 16 - SEN Tribunal Data

		Cambridgeshire Total	England Total
2017	Appeals Registered	52	4,988
	Total Appealable Decisions	4,016	338,866
	SEND Tribunal Appeal Rate	1.3%	1.5%
2018 (42% increase in Appeals Registered)	Appeals Registered	74	6,023
	Total Appealable Decisions	4,548	376,254
	SEND Tribunal Appeal Rate	1.6%	1.6%
2019 (32% increase in Appeals Registered)	Appeals Registered	98	7,385
	Total Appealable Decisions	4,971	413,131
	SEND Tribunal Appeal Rate	2.0%	1.8%
2020 (17% decrease in Appeals Registered)	Appeals Registered	81	7,843
	Total Appealable Decisions	5,461	450,751
	SEND Tribunal Appeal Rate	1.5%	1.7%
2021 (12% decrease in Appeals Registered)	Appeals Registered	71	9,184
	Total Appealable Decisions	6,298	498,416
	SEND Tribunal Appeal Rate	1.1%	1.8%

## 11.4 Analysis

The increase in the number of M&DR and SEN Tribunals and the increased utilisation of SENDIASS reflect the increase in SEN Support and EHCPs. The increase of SEN tribunals within Cambridgeshire is also reflective of the national picture. In March 2023, Schools Week published an article outlining that, nationally, [SEND tribunal appeals had exceeded 10,000 for the first time](#); with the increase in the previous academic year reflecting the largest increase (29%) in the number of SEND appeals registered. This is higher than the 10% national increase in the number of EHCPs. [The Local Government Associated \(LGA\)](#) has noted that:

- The number of appeals to tribunals over SEND disagreements has more than doubled since the reforms, rising by 111% between 2013/14 and 2020/21.
- Over 9 in 10 appeals are decided in favour of families, overturning the original decision made by councils. Prior to the reforms, 83% of tribunal appeals were made in favour of the family.
- Before the reforms in 2013/14, more disagreements were resolved before they got to a formal tribunal hearing with around a fifth of appeals (21%) decided at a tribunal, whereas now the figure is almost two thirds (64%).
- The proportion of decisions appealed has gone up from 1.16% at the time of the reforms to 1.74% in 2020.

[Research commissioned by the LGA](#) in Spring 2022 noted that, despite the ambition of the SEND Reforms, shared by local authorities, designed to improve the lives of children & young people with SEND had failed to prevent a huge rise in legal disputes and tribunal hearings over the support they receive. The research suggested this was symptomatic of fundamental imbalances in the SEND system; with increasing numbers of cases being taken to SEN tribunal, largely due to local authorities struggling with a lack of funding to meet significantly increased demand for SEND support. The research indicated therefore that the main factor behind the rise in the number and rate of appeals was not local authorities failing to meet their legal duties, but instead was reflective of issues needing to be addressed within the SEND system. Alongside this, the report raised concerns about a growth in unregulated organisations encouraging and advising families to appeal. It also noted reports from Local Authorities that tribunal appeals were more likely to come from more affluent families, and less likely from those from more deprived backgrounds; this reflects the disparity in tribunal appeals nationally whilst highlighting a potential lack of equity of access to dispute resolution. It also provides a rationale for the high number of SEN Tribunals within Cambridgeshire, as one of the broadly affluent counties within England.

These challenges have led to the proposals within the [SEND review](#), published in 2022, attempting to reduce the need for such a high number of cases to be taken to tribunal, by making fundamental changes to the SEND system. These proposals have been around:

- Providing greater clarity around the level of need that would require SEND Support.
- Making mainstream education settings more accountable for SEND inclusion.
- Enabling decisions over SEND provision to be made jointly by all those responsible, including health & care bodies, alongside local authorities.

Following consultation throughout 2022, how these proposals will be taken forward is reflected within the [SEND and Alternative Provision improvement plan](#), published 2023.

## 11.5 Future Plans

Internal commissioning arrangements will remain in place for SENDIASS in Cambridgeshire, supporting the service to evidence their delivery and review feedback from parent carers and young people. Alongside these arrangements, SENDIASS hold Stakeholder Group meetings on a termly basis to ensure that feedback from stakeholders, including Parent Carer Forums and parent carer representatives, inform the strategic direction of the service.

Contract monitoring arrangements are also in place for M&DR services and the legal support for tribunal arrangements. Children's Commissioning are also supporting with an ongoing review of tribunals within Cambridgeshire in the context of the interdependencies with SENDIASS and M&DR; including a review of externally commissioned arrangements for M&DR to ensure these services are used to capacity to support children & young people with SEND and their families with decision-making around the EHC process; thereby minimising appeals to SEN Tribunal.

# 12

## Personal Budgets

### 12.1 Overview of Provision

Personal Budgets provide an opportunity for control and choice over the support and care needs of a child or young person. Instead of being provided with services, a budget is identified to meet assessed needs. Personal Budgets do not constitute additional funds but represent funds allocated to a child/young person that can be directed to provision other than that provided by a school or further education college or other service. Depending on individual needs, a personal budget may be provided to support with:

- **Education/learning needs** - an Education, Health and Care Plan (EHC Plan) should be clear about the amount of money to be spent to meet a child/young person's needs. As part of this, the amount of money that can be made available as a personal budget could be identified and you will be able to decide whether to request a personal budget.
- **Personal transport budgets** for travel to school or college for eligible children & young people. Please visit the [Personal Transport Budget page](#) for information.
- **Social Care** – children & young people with disabilities who are supported by [Disabled Children's Social Care](#), may be offered a personal budget where a child needs additional and individual support at home, break from caring or the opportunity to have the same experiences as other families.
- **Health** – a [personal health budget](#) may be available for those with complex, long-term and /or life limiting condition.

### 12.2 Overview of Data

Table 17 - Number of Personal Budgets & Notional Arrangements 2019-2023

	January 2019	January 2020	January 2023
No. Personal Budgets	956	895	1035
Notional Arrangements with Local Authority	587	375	322

The number of Personal Budgets includes those provided to access commissioned services and Direct Payments. For 2023, whilst 322 Personal Budgets were delivered through 'Notional Arrangements' with the Local Authority to access commissioned services, 713 were delivered through Direct Payments. This reflects CCC allocating Direct Payments as the preferred way of delivering services to compliment CCC's commissioned offer of provision whilst providing children/young people with SEND and their families greater choice, autonomy and control.

### 12.3 Future Plans

Cambridgeshire have reviewed the use of Personal Budgets; they can enable parents and carers to decide on the support they need for their child or young person and pay for it directly. A Personal Budget can therefore be tailored to fit with the child or young person's specific needs and circumstances; this can be helpful where pupils are no longer in a mainstream or special school environment or are requiring a more bespoke package for Post-16 provision. CCC has also been focused on ensuring the offer around Personal Budgets is clear; activity has already taken place to update the Local Offer/SEND Information Hub to support this. This review of Personal Budgets has also supported the increased implementation of Personal Budgets for health needs; as highlighted in the 2017 local area inspection as an area of weakness.

# 13

## Overview of Current Provision

This section of CCC’s SEND Sufficiency Statement provides an overview of current provision across the following areas:

- Early Years
- Maintained Special Schools, including Special Academies and Multi-Academy Trusts (MATs)
- Enhanced Resource Bases (ERBs) and SEND Hubs
- Out of School Tuition (OoS) & Alternative Education Provision (AEP)
- Post-16 Provision (Including Further Education (FE), Apprenticeships, Traineeships and Volunteering)
- Independent Special Educational Placements (ISEPs)

Alongside providing an overview of each type of provision, this section of the SEND Sufficiency Statement provides analysis around usage, capacity and commissioning arrangements before outlining future plans for each of these areas.

As an overview, Special Educational Provision in Cambridgeshire includes universal provision available in mainstream settings, and as part of the local offer; targeted provision for those children & young people identified as needing SEN Support and specialist provision as outlined within EHCPs. The range of provision is outlined below, in Table 18, and in further detail in [Appendix 3](#); Appendix 3 also includes a map showing approximate location of existing provision.

Table 18 – Overview of Current Provision by Age Range

Age	Curriculum	Range of Provision
0-5	Early Years Foundation Stage	Early Years Provision
5-11	Key Stage 1 & Key Stage 2	Universal Primary Schools Targeted SEN Support Specialist Maintained Special Schools Independent Special Educational Provision (ISEPs)
11-16	Key Stage 3 & Key Stage 4	Universal Secondary Schools Targeted SEN Support Out of School Tuition & Alternative Education Provision Specialist Maintained Special Schools Independent Special Educational Provision (ISEPs) Enhanced Resource Bases Pupil Referral Units
16-18	Key Stage 5	Universal Post 16 Provisions, including Further Education (FE) Targeted SEN Support Specialist Bespoke Education Packages Independent Specialist Colleges Work Based Learning
18-25		Universal Further Education and Higher Education Provision Targeted SEN Support Specialist Bespoke Education Packages

### 13.1 Early Years

#### 13.1.1 Overview of Provision

Early years provision can include nannies, childminders, pre-schools and nurseries as well as school-based early years provision.

The Early Years Team at CCC work across health, social care and education, dovetailing with SEND Services 0-25. The main body of their work involves:

- introducing and supporting inclusive practice,
- providing training for settings,
- identifying multi-agency support
- signposting to appropriate services.

They can assist with support after diagnosis and identifying needs at nursery. There is a service lead at a local level to meet the needs of more complex children.

### 13.1.2 Overview of Data

Cambridgeshire’s [Early Years Outcomes Strategy 2020-23](#) notes that Cambridgeshire has a high uptake of Early Years entitlement; with 96% of children aged 3 and 4 in early education. However, more recent data has been outlined below regarding the number of 2 year olds & 3-4 year old children with SEN support benefiting from funded early education 2022 for Cambridgeshire.

LG Inform provide detail regarding [entitlement for 2 year olds](#) and entitlement for [3 and 4 year olds](#). This is known as the universal entitlement and is referred to as the funded early education entitlement. In September 2017 the government doubled the entitlement to funded early education for 3-and 4-year-olds in working families who meet the eligibility criteria to 30 hours a week for 38 weeks of the year; this is referred to as the extended funded early education entitlement. is referred to as the extended funded early education entitlement.

**Table 19 - 2 year olds & 3-4 year old children with SEN support benefiting from funded early education 2022 for Cambridgeshire; in comparison with Children’s Services Near Neighbours**

Children’s Services Near Neighbours	No. & % of 2 year old children with SEN support benefiting from funded early education	No. & % of 3 & 4 year old children with SEN benefiting from funded early education	% of 2-4 year old children with SEN benefiting from funded early education
Gloucestershire	0 (0.0%)	552 (4.8%)	4.8%
<b>Cambridgeshire</b>	<b>28 (1.4%)</b>	<b>666 (5.6%)</b>	<b>7.0%</b>
Warwickshire	7 (0.8%)	721 (7.0%)	7.8%
West Berks	9 (3.5%)	164 (6.0%)	9.5%
Hertfordshire	98 (3.2%)	1961 (9.3%)	12.5%
West Sussex	71 (3.5%)	1356 (9.8%)	13.3%
Oxfordshire	29 (2.7%)	1439 (13.6%)	16.3%
Wiltshire	5 (7.5%)	851 (9.8%)	17.3%
Hampshire	181 (9.8%)	2270 (10.5%)	20.3%
Bath & North East Somerset	15 (9.2%)	417 (15.6%)	24.8%
Worcestershire	88 (8.6%)	1970 (22.2%)	30.8%

The comparison of Cambridgeshire’s data with Children’s Services Near Neighbours in Table 19 suggests that there could more children aged 2-4 years benefitting from a funded early education offer within Cambridgeshire. However, these figures represent the percentage of children accessing funding who have SEND support identified rather than the total number of children with SEND accessing funding. This is to be considered within the context of the number of new EHCPs for children under 5 increasing; as outlined in Table 20.

**Table 20 - Number of New EHCPs for Children Under 5**

	2018	2019	2020	2021	2022	2023
<b>Number of new EHCPs</b>	162	158	219	223	273	33*

\*33 as at February 2023

Table 21 outlines the number, and percentage, of children within nursery provision with an EHCP and requiring SEN Support. This is in the context of the following ratio of EHCP/SEN Support provision within different school phases which emphasises the onus on SEN Support within Early Years settings such as nursery. This is supported by SEN Inclusion Funding (SENIF); within Cambridgeshire half termly meetings are held to allocate funding for either a focused activity or training for the setting. Criteria is based on whether the child is already on the Early Help pathway or in receipt of early years entitlement funding. Settings can apply for SENIF with no supporting evidence needed and there is a 14 day turn around for the decision and the funding is paid to the setting in advance to enable the setting to continue to be financially able to meet needs. Further information on the Early Years Service Offer can be found at [Early Support - Cambridgeshire County Council](#).

**Table 21 - SEN Provision by School Phase**

School Phase	EHCP	SEN Support	Ratios
Nursery	9	44	20%/80%
Primary	1,554	6,379	25%/75%
Secondary	1,056	3,386	31%/69%
Special School	1,590	0	100%/0%

### 13.1.3 Analysis

The aforementioned theory around greater awareness of SEN nationally links specifically with the Early Years in terms of more teachers being trained on SEN and being more likely to spot any early indicators. This reflects the specific rise in SEN Support and EHCPs for children under 5, in Early Years provision. Alongside this, the Early Years Foundation Stage Profile assessments at age five also impact the chances of an individual child being identified with SEND according to a [report published by the Education Policy Institute](#). This EPI report also noted that summer born children were over-represented with SEND; this finding suggests that assessors of the Early Years Foundation Stage Statutory Framework (EYFSP) may fail to take into account the development that occurs in children over a 12-month time span.

The ratio of children with an EHCP to children in receipt of SEN Support illustrates the need for proficient SEN support within Early Years settings, including nurseries. This includes, as above, factoring in development milestones as a key pint in determining whether children go on to receive SEN Support in primary settings or require an EHCP to meet their needs.

Shortly before the publication of the Early Years strategy, Early Support moved into the Early Years Service and a small SEND Team was introduced. Two SEND Coordinators and the SENIF supports this programme of work. As outlined in the strategy, the number of children in receipt of SENIF/ENF had increased by nearly 30% between the Autumn Term of 2018 and the Autumn Term of 2020. Similarly, the number of settings in receipt of SENIF/ENF increase by over 30% in the same time period. This suggests that, whilst lower than children's services near neighbours, the number of children aged 2-4 years benefitting from a funded early education offer within Cambridgeshire had increased during this period.

### 13.1.4 Future Plans

The analysis emphasises the importance of focusing on inclusivity with Early Years provision. In light of this, CCC already have Early Years and Childcare Inclusion Advisers working closely with early years settings, advising on identifying and meeting additional needs. Alongside this, if children require support from other professionals, their nursery, pre-school or childminder or another professional can complete an [Early Help Assessment \(EHA\)](#).

For this age cohort, there are also links with Early Support for children who have significant and complex additional needs requiring on-going support from specialist services are referred to [Early Support](#). This is a way of working that aims to improve the delivery of services for these children & their families. It enables specialist services to coordinate their activity better and provide families with a single point of contact keeping families and children at the centre of decision making. The Early Support Pathway is a multi-disciplinary approach to meeting the individual needs of children who have a disability or significant and complex additional needs. Specialist Services who are part of the Early



Support Pathway include Paediatricians, Speech and Language Therapists, Specialist Teachers, Specialist Practitioners, Health Visitors, Physiotherapists and Child and Family Centre Managers.

This reflects the focus on early identification of needs, early intervention and improving capacity and expertise within the system, as detailed within the [SEND & AP Improvement Plan](#); this also outlines specific next steps in terms of:

- A specific Early Years Recovery Programme; providing a package of up to £180 million of workforce training, qualifications and support for the early years sector.
- funding up to 5,000 early years staff to gain an accredited Level 3 early years SENCo qualification to support the early years sector, with training running until August 2024.
- creating a single, national SEND and alternative provision system for identifying and meeting need from early years to further education
- introducing a new National Professional Qualification (NPQ) for Early Years Leadership to support current and aspiring leaders to develop expertise in leading high-quality early years education and care which meet the needs of all learners, including those with SEND.
- Ensuring that all Early Years Educator (EYE) courses include a specific focus on supporting children with SEND. The consultation response will be published in spring 2023.
- Working with local authorities, early years providers and stakeholders to consider whether changes to the SENIF and other early years funding system are needed, to ensure early years SEND funding arrangements are appropriate and well-targeted to both improve outcomes for all pre-school children with SEND.

## 13.2 Maintained Special Schools, including Special Academies and Multi-Academy Trusts (MATs)

### 13.2.1 Overview of Provision

Maintained Special Schools are schools or institutions maintained by a local authority. Special Academies and Multi-Academy Trusts are schools or institutions controlled and funded directly by the Secretary of State for Education and are subject to a contract between the Academy Trust (owner) and the Secretary of State); these are therefore not maintained or controlled by local authorities. Both maintained schools and academies are subject to the same inspections by Ofsted.

### 13.2.2 Overview of Data

In Cambridgeshire, there are 6 special schools who take children from the age of 2 and a further 2 special schools who take children from the age of 3. The overview of existing local provision as at 2022/23 by type and district is outlined in [Appendix 4](#); this provides an overview of the current Special Schools in Cambridgeshire, including the number of pupils at each. As of March 2023, the total number of pupils across all special school placements is 1662, with 1449 of these being Cambridgeshire residents.

Table 22 outlines the geography of these provisions. Each of these provisions has been rated by Ofsted as either Good or Outstanding, with the exception of Martin Bacon Academy which has not yet been rated.

**Table 22 – Geography of Special Schools in Cambridgeshire**

<b>Cambridge</b>
Within Cambridge City itself, there is 1 Area Special Schools (Castle School); this addresses a wide variety of needs and take pupils from all across the county and, in some cases, beyond county borders.
<b>South Cambridgeshire</b>
In South Cambridgeshire, there are 4 Special Schools; The Cavendish School, The Centre School, Martin Bacon Academy and Granta School. The Cavendish School supports children & young people with autism, The Centre School supports children & young people with SEMH and the latter 2 are Area Special Schools addressing a wider variety of needs.
<b>East Cambridgeshire</b>
Within East Cambridgeshire, both Highfield Academy – Littleport and Highfield Academy – Ely are Area Special Schools whilst The Harbour School supports children & young people with SEMH needs.
<b>Fenland</b>

Within the Fenland area, there is Meadowgate Academy, an Area Special School, and Riverside Meadows Academy; supporting those with SEMH needs.

### Huntingdon & St Neots

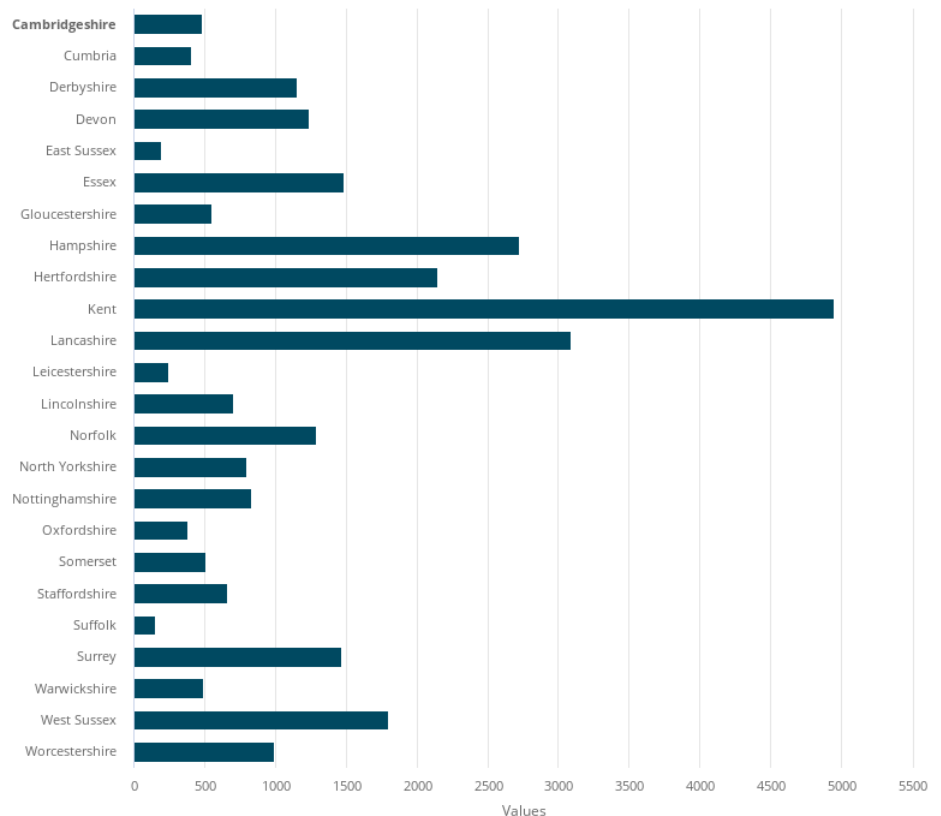
Within Huntingdon, there are 2 Area Special Schools; Samuel Pepys School and Spring Common Academy. Alongside this is the Riverside Meadow Academy supporting children & young people with SEMH needs.

## 13.2.3 Analysis

Whilst there is geographically a good spread of special school provision, CCC has a lower proportion of children & young people in maintained/academy special schools than other county councils nationally; as outlined in Fig. 6 (right). This is creating pressure on budgets for out of county placements and tuition especially.

Therefore, during Summer 2022, a review was undertaken regarding the shortfall in provision. Geographically, the greatest immediate need for specialist placements was in the Fenland area; the type of provision most in need was area special school placements. The second and third greatest need for placements was Cambridge City and Huntingdonshire, respectively.

No. of CYP with statement or EHC plan placed in: LA maintained special schools (including foundation schools) 2021/22 (academic) for All English county local authorities



● Number of children and young people with a statement or Education, Health and Care (EHC) plan placed in: LA maintaine...  
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The review demonstrated that specialist provision in Cambridgeshire was operating at maximum capacity. Despite this, excluding those were awaiting a consultation response, there were 135 children & young people resident in Cambridgeshire who were awaiting a placement in a special school, enhanced resource base (ERB), or other specialist provision in 2022. Alongside this, there were:

- 67 children & young people in school but awaiting a placement move to better meet their needs.
- 50 children & young people not attending school and awaiting a place at a special school.
- 34 children & young people on roll but not attending.
- 15 children & young people not on roll.
- 1 child/young person transferred in.
- 18 children & young people were deemed to require an independent specialist placement due to local special schools not being able to meet their needs.

The growth in the number of pupils with SEND, and with an EHCP, means that additional places will be required across the 0 to 25 age range. The highest type of need is expected to be for children & young people with autism spectrum disorders (ASD), those with social, emotional and mental health (SEMH) needs and those with moderate learning difficulties (MLD); the presenting needs of children & young people with a primary SEN need of ASD and/or SEMH is varied, this cohort are likely to have other complex needs and/or comorbidities, including MLD.

The highest type of need is also expected to be within the 11-15 and 16+ age ranges. Though the highest immediate need for SEND school places is in Fenland, it is expected that Greater Cambridge (City and South Cambridgeshire) will see the greatest rise in the number of pupils with SEND over the coming 5 years.

As noted, SEMH is the fastest rise in our forecasted EHCP demand alongside ASD, accounting for the majority of new demand and accounting for well over a quarter of the total number of EHCPs. As at July 2022, there were 35 children & young people awaiting an SEMH specialist placement (10 Primary and 25 Secondary); these are listed by district below.

- Cambridge City - 5
- East Cambridgeshire - 3
- South Cambridgeshire - 4
- Fenland - 15
- Huntingdon - 8

It is also shown that while SEMH specific provision is low across the larger special schools, the smaller more specialist units may be better placed to offer this type of provision due to the smaller nature of their settings. However, where there may be a crossover of needs and/or comorbid education needs group, this may not always be the most suitable type of placement. It is also noted that there is a limited offer of primary SEMH provision for both girls and boys in primary years.

Whilst there remains demand for ASD and SEMH provision, the sensory curriculum for students with more complex needs or therapeutic requirements presents is well resourced, with 7 of the schools working within a sensory curriculum and working in partnership with therapeutic services.

Alongside this, across Cambridgeshire there is a good spread of enhanced curriculum offers, with 4 of the schools reporting the offer of Arts Awards or similar, 5 offering Forest School and outdoor opportunities and the majority providing opportunities around employment or work preparation in line with the [Preparation for Adulthood \(PFA\) agenda](#) and the [Gatsby Benchmarks](#).

### 13.2.4 Future Plans

A graduated approach to provision, underpinned by The SEND Strategy, ensures that children & young people can access the 'Right Support, in the Right Place, at the Right Time', meaning that additional places for SEND will be required in mainstream schools, in ERBs or units attached to mainstream schools, and in special schools. There will always be a need for provision within the independent sector, for children & young people with the most complex needs.

There has been a great deal of progress within Cambridgeshire, following the implementation of the SEND Transformation Programme, with regarding to place planning and sufficiency. By September 2022, the number of children who were awaiting a specialist placement (excluding those who were awaiting a consultation response) had reduced, from 135 in July to 108 in September.

A crucial aspect of these future plans includes the current Capital Plan. The current capital programme to meet the needs of children with SEND includes £60.1m for additional places; these are outlined within Table 23.

**Table 23 - Overview of Capital Programme**

	Area	Proposal	Timeline
Alconbury Weald area special school	Prestley Wood	A new 150 place special school	January 2024

Samuel Pepys area special school	St Neots	(expansion) to provide an additional 63 places	September 2024
Riverside Meadows	Wisbech, SEMH school	(Expansion and Relocation) to provide an additional 30 places (60 places in total)	September 2023
Castle Area	The Fields Children's Centre and Nursery School in Cambridge	Special School Satellite provision to provide an additional 20 places	August 2022

[Appendix 5](#) includes further detail around the short to medium term capital projects aimed at meeting the immediate need for placements and medium to long term capital projects.

This includes, for SEMH specifically, a new SEMH special school in Gamlingay; this would lead to 60 new places, with a provisional opening date of 2025. Whilst this provision would not directly address the geographical demand for provision for SEMH, namely Fenland, it would support the wider demand forecast for SEMH. The proposal for a girls specific unit within this provision would provide capacity for this cohort specifically. Alongside this, the March Area Special School is aimed at supporting the need for area special school places across the Fenland area. Similarly, the Highfields Littleport expansion is focused on providing additional area special school places within East Cambridgeshire. There is also the recent addition of a new special school within the new housing development of Northstowe, addressing the need for support around cognition & learning in particular, alongside the Martin Bacon Academy satellite; providing additional area special school capacity within South Cambridgeshire, with a specific remit of being a stepping stone back into mainstream where appropriate.

There are also parts of the SEND Transformation Programme supporting sufficiency within specialist provision locally. These include:

- The Bandings & Descriptor workstream; clearly outlining how settings can meet the needs of children & young people and ensuring that support is proportionate and enables children & young people to work towards their outcomes.
- The appointment of a 0-25 Education Officer for SEND Place Planning; focused on the long term sufficiency of SEND school places.
- Significant improvements in data capture and analysis; resulting in more focused future place planning for children & young people with SEND.
- Increasing inclusivity within mainstream education; including additional space in all new build mainstream primary schools to enable them to better meet the needs of children with SEND.
- A new SEND Outreach model; developed in close collaboration between special schools and the SEND District Teams, focused on ensuring children & young people with SEND are able to remain in mainstream settings where appropriate.

### 13.3 ERBs & SEND Hubs

Central government recognises two different types of local authority commissioned SEND provision attached to mainstream schools and academies. These include:

- SEND units
- Specialist enhanced resource bases (ERBs)

#### 13.3.1 Overview of Provision

SEND units and ERBs provide additional specialist facilities on a mainstream school site for a small number of pupils, typically less than 20 pupils. The ideal number is usually considered to be around 12 pupils per base. The pupils usually have an EHCP and remain on roll in the mainstream school.

In both SEND units and specialist ERBs, the facilities are additional to those normally provided in a mainstream school to support children & young people with special educational needs. They tend to provide for a specific need such as Speech, Language and Communication Needs (SLCN), Hearing Loss or Visual Impairment (HL/VI) or autism. Less commonly they may provide for pupils with a physical disability (PD) or Social, Emotional or Mental Health (SEMH) difficulties. The needs supported often reflect the local approach to inclusion and local demand.

There is a difference between SEND units and ERBs in that, in ERB, pupils spend most of their time (usually well over 50%) of their timetable in mainstream lessons. In Cambridgeshire this is expected to be at least 80% across the academic year. The specialist staff of the ERB contribute to whole-school training and colleague-support in the specialism area of the ERB. Pupils participate in extra-curricular activities with their peers and take on responsibilities and to develop and promote their strengths and interests.

Most local authorities, including CCC, include details of what will be provided within an ERB in a child/young person's EHCP. Local authorities also ensure that there is a Service Level Agreements (SLA)/contract that sets out the expectations of both the provider and commissioner.

ERBs sit within a graduated approach to SEND provision from universal support (for all) in mainstream schools to specialist provision in area special schools. Nationally ERBs receive funding of £6,000 or £10,000 per place, and usually top-up funding for the excess costs of additional support required by individual pupils. That is, £6,000 place funding + £4,000 per pupil funding from school budget or £10,000 place funding (not guaranteed for every additional pupil).

### 13.3.2 Overview of Data

Within Cambridgeshire, there are currently:

- 11 specialist ERBs
- 3 satellite ERBs
- 1 SEND Unit

[Appendix 6](#) provides a more detailed overview, including the location, specialist and number of pupils at each. In terms of placements, this equates to:

- 10 children in Infant ERB places (Cambridgeshire resident only)
- 26 children in Primary ERB places (Cambridgeshire resident only)
- 166 children & young people in Secondary ERBs (Cambridgeshire resident only)
- 19 young people in Post 16 ERB places

### 13.3.3 Analysis

The review around the shortfall in provision, undertaken Summer 2022, outlined that, excluding those were awaiting a consultation response, there were 135 children & young people resident in Cambridgeshire who were awaiting a placement in a special school, ERB, or other specialist provision.

As noted above in relation to mainstream special schools and academies, the growth in the number of pupils with SEND, and with an EHCP, means that additional places will be required across the 0 to 25 age range. The highest type of need is expected to be for children & young people with autism spectrum disorders (ASD), those with social, emotional and mental health (SEMH) needs and those with moderate learning difficulties (MLD). The current composition of ERB/SEND Hub offer illustrates that the majority (70%) of the provision exists within secondary schools. ASD is the focus of approximately 45% of these provisions, across both primary and secondary schools; other specialisms include SpLD, HI, PD and 'general'. Despite the demand, SEMH is not yet reflected within these provision, illustrating a key area for future development.

### 13.3.4 Future Plans

Place planning indications suggest that the proposed programme will provide adequate special school places to meet increasing demand over the next 5-10 years. There is likely to be however, more need for ERBs across the authority.

ERBs, where they can be delivered in a cost effective way utilising existing capacity in a school, will likely provide better value for money, and more importantly provide better local outcomes for children & young people compared to high cost, lengthy transport across the authority.

In order to meet demand, an Expansion Strategy has been proposed, outlining a number of short to medium term Capital Projects; these are projects which require capital funding.

8 ERBs have been proposed, as special units within mainstream schools offering children & young people access to mainstream education alongside specialist support to meet their SEND. The opportunities for ASD and SEMH support specifically are being reviewed, particularly given the dearth in existing SEMH ERB provision. The 8 proposed ERBs will reflect the broad geography of Cambridgeshire; being spread across 4 of Cambridgeshire's 5 geographical districts. 5 of these will be to meet the needs of children & young people with SEMH and 3 to meet the needs of children & young people with ASD.

Within Phase 1 of this programme of work, 4 ERBs have been taken forward; these have a potential opening date of 2024. Children's Commissioning are supporting with the expression of interest process for Phase 2; to achieve the required geographical spread CCC are inviting expressions of interest for SEMH ERBs from the north of the county and ASD ERBs from the whole county. Going forward, Children's Commissioning will work with operational colleagues to explore additional ERBs as required, depending on need and affordability.

Alongside increasing capacity within ERBs and therefore overall sufficiency, there is also a need to review the commissioning arrangements for ERBs. Historically ERBs have been set up on an individual, bespoke basis. Whilst it is acknowledged that this has created excellent provision with good outcomes for children, there is inconsistency in cost and quality assurance approaches. This led to a review of existing ERB provision; aimed at achieving consistency of provision. This led to the implementation of service level agreements, reflective of the different designations of ERBs.

Alongside this, as part of an ERB review, CCC are proposing a banding approach with descriptors of need and provision for enhanced resource bases to ensure there is appropriate equity of provision and appropriate and consistent funding. This will make the ongoing review of provision and the commissioning arrangements more tangible and quantifiable.

## 13.4 Out of School Tuition (OoST) & Alternative Education Provision (AEP)

### 13.4.1 Overview of Provision

Local Authorities have a duty to provide suitable full-time education for children & young people of compulsory school age, and a power to arrange education provision for young people aged 16-18. Where children & young people, because of exclusion, illness or other reasons would not receive this, local authorities must make arrangements for the provision of suitable full-time or part time (as required) education.

### 13.4.2 Commissioning Arrangements

In Cambridgeshire, education outside of a school setting is typically supported by Out of School Tuition (OoST) or Alternative Education Provision (AEP). The cohorts of children & young people accessing these services include:

- Those who are registered at an education setting (on roll) but who are not accessing education or are accessing education on a part time basis.
- Those who have been excluded from an education setting (not on roll).
- Those with SEND who have an EHCP, and who hold a Personal Budget for elective home education.
- Those who cannot attend a school setting due to health or medical needs.

Tuition comes in the form of large national organisations and online tutoring services, as well as small and medium size local organisations. All of which are critical to providing a compliment of therapeutic and academic provision to children & young people with SEND.

Cambridgeshire currently commission provision through a Dynamic Purchasing System, a light touch procurement system that is split into 4 Lots, including:

- Lot 1 - Residential Children’s Homes
- Lot 2 - Fostering
- Lot 3 - ISEPS
- Lot 4 - Out of School Tuition

The DPS was first procured and awarded in April 2019 and, whilst continuously open for providers to join, it is periodically evaluated for successful providers to be onboarded. The DPS operates through a typical ‘call-off’ process, whereby provision is sourced via a manual referral and placements process, as well as a strategic provider approach that enables mini-competitions and direct awards of business.

Lot 4 - Out of School Tuition, includes a variety of provisions; these can be utilised to provide individual education solutions for children & young people, including formal qualifications. This sits alongside the Alternative Educational Provision Directory. For OoST, referrals are made through the DPS by the Statutory Assessment Team (SAT) or by schools directly.

### 13.4.3 Overview of Data

There are currently 31 providers on Lot 4 of CCC’s Children’s External Placements DPS, providing services to children & young people aged 0-25. Providers cover a range of academic, non-academic and therapeutic interventions covering a broad range of educational needs; alongside providing face to face and only learning opportunities.

There are currently 381 children & young people in receipt of tuition (as outlined in Table 24 below); not all providers of which are on Lot 4 of the DPS. There are also 90 children & young people in receipt of alternative provision in Cambridgeshire; the overview of existing local provision as at 2022/23 by type and district is outlined in [Appendix 3](#).

Table 24 below outlines the number of children & young people receiving OoST; this shows an increase over the last 6 years with a cumulative increase of nearly 200% in this time period. The smaller increase of 4.94% between 2019-20 and 2020-21 is reflective of the impact of the Covid-19 pandemic. As of 2022, the spend on tuition packages was approximately £3.5million per year.

**Table 24 - Increase in the No. Pupils on Tuition 2016/17 - 2022/23**

Financial Year	No. of Pupils on Tuition	Increase %	Total No. of EHCP Pupils	% of EHCP pupils receiving OoST
FY 16-17	134	-	3474	3.86%
FY 17-18	166	23.88%	3906	4.25%
FY 18-19	187	12.65%	4311	4.34%
FY 19-20	243	29.95%	4820	5.04%
FY 20-21	255	4.94%	5525	4.62%
FY 21-22	296	16.08%	6338	4.67%
FY 22-23	381	28.72%	7158	5.32%

### 13.4.4 Analysis

The data shows that there needs to be a wider variety of providers in therapeutic delivery models and those with the ability to manage an increasing complexity in terms of presentations of need, including behaviours which challenge. There is a lack of provider services in the 0-25 age range. There are a variety of providers offering a range of formal qualifications but a wider range of offers including vocational options and enrichment opportunities would provide a more rounded curriculum for children & young people with SEND. The use of augmented communication systems and sensory provision for students with complex needs represents a very small number of providers currently, the

upskilling of such methods may be able to contribute to the transition of children & young people to their next placement. The pool of providers and planned extension of this will contribute to the use of multiple providers and blended packages of support.

### 13.4.5 Future Plans

With regard to the Commissioning approach, Lot 4 was aligned with CCC's Alternative Education Provision directory in 2020; in order to reduce duplications, provide a quality framework for providers and synthesise routes to market for CCC and schools. More recently, Children's Commissioning have focused on market engagement and stimulation to increase the number of OoST providers, in light of the majority of tuition packages being with a single provider. This is alongside inviting existing AEP providers onto the DPS in an effort to ensure consistency with pricing and quality assurance approaches.

Children's Commissioning are also feeding into the ongoing tuition review within Cambridgeshire. This is outlining the number of children & young people on tuition packages and the nature of these tuition packages; including reviewing the number of children & young people off roll, those who have had a tuition package for over 2 years and those permanently excluded. This review is informed by the unsustainable level of spend and, crucially, in an effort to improve the outcomes for children & young people accessing these types of provision. The key recommendations so far within the review include:

- improving data management
- focusing on increasing the capacity with Special Schools
- introducing small groups for tuition
- examining the role of technology enabled support
- working with providers to ensure children & young people are reintegrated into appropriate settings.

As part of the review, Children's Commissioning and working with operational colleagues to inform the strategic direction for these services.

The [Special Educational Needs and Disabilities \(SEND\) and Alternative Provision Improvement Plan](#) published in March 2023 will support this ongoing review and provide a quality assurance framework for providers. The Improvement Plan itself sets out how DfE intends to deliver 'a single national system that delivers consistently for every child and young person with SEND and in alternative provision'.

## 13.5 Post 16 Provision

### 13.5.1 Overview of Provision

Post-16 education and further education includes all post-16 learning, including vocational training and work-based learning. Post 16 options therefore include:

- staying in full-time education - for example at school, sixth form college, further education college or University Technical College (UTC)
- starting an apprenticeship or traineeship.
- spending 20 hours or more a week working or volunteering while also doing part-time education or training.
- Supported Internships.

### 13.5.2 Overview of Data

In Cambridgeshire there are two main Further Education (FE) colleges making up the market share of the provision; these are all regulated by Ofsted. Some young people with EHCPs can also attend colleges close to county borders.

[Appendix 7](#) lists the further education provisions in and around Cambridgeshire.



Table 25 illustrates an 85% decrease in the number of new EHCPs being issued for young adults aged 20-25 between 2021 and 2022; this suggests a stabilisation as it followed an increase in previous years. However, there was also an increase of 20% for the 16-19 cohort; this follows a similar increase in previous years. This is in the context of, at January 2023, 30% of all current EHCPs being for the 16-25 year cohort.

**Table 25 - New EHCPs Issued (2018-2023) By Year & Age**

Age Band	2018	2019	2020	2021	2022	2023
Under 5	162	158	219	223	273	33
5 to 10	264	331	507	482	581	51
11 to 15	126	191	256	270	331	38
16 to 19	30	53	56	50	60	5
20 to 25	4	5	4	7	1	-
<b>Total</b>	<b>586</b>	<b>738</b>	<b>1,042</b>	<b>1,032</b>	<b>1,246</b>	<b>127</b>

The transition from area special schools and ERBs to Post 16 and further education provision within the local colleges has traditionally been well managed in the form of a transitions programme and link days early on in the process. Where it is possible, colleges are able to attend EHCP reviews and observe the young person at school to ensure that the right course and support will be provided. As part of PFA, colleges are also required to work towards the [4 PFA outcomes](#). These include:

- Employment
- Independent Living
- Good Health & Family
- Friends & Community

### 13.5.3 Analysis

The growth in the number of pupils with SEND, and with an EHCP, means that additional places will be required across the 0 to 25 age range, specifically the 16+ age range; thereby putting pressure on existing Post 16 opportunities across Cambridgeshire. Post 16 is well established across the special school settings; of the 12 schools, 9 have a Post 16 provision either on site or delivered in partnership with other school sites. Within these Post 16 curriculums, there is overall a strong focus on PFA, with the students working alongside Social Care, Health and Further Education to ensure a smooth transition alongside schools working in partnership with local further education colleges. Having said this, there remains high demand for settings able to meet ASD and SEMH needs and a specific focus on employability varies between settings.

As reflected within the LGA, the Association of Colleges (AoC) and Natspec’s [review of arrangements for planning, commissioning, funding and support provision for young people post 16](#) in January 2020, EHCPs would benefit from being focused on further education opportunities for the Post 16 cohort. The review also found that streamlining of processes would improve the system for local authorities and local colleges to improve aspirations and experiences for young people 16+. Rising demand was also cited within the report, with the Chief Exec of Natspec noting that

*“we welcome the recommendations that specialist colleges should be more involved in planning provision with local authorities...decisions made earlier and young people more supported with transition”*

A review undertaken by the Children’s Commissioning Team found a range of activity taken place to address and continually improve post 16 provision; this included:

- dedicated post 16 steering groups and task & finish groups
- a transitions model between schools and colleges
- an annually updated post 16 offer

- [continuous improvement to the information provided within the Local Offer/SEND Information Hub](#)

It was identified that Children's Commissioning could support with sufficiency and forecasting to enable better planning and assured provision to meet existing and new demand. In addition, Children's Commissioning in both CCC and the ICB need to work collaboratively to ensure that health and interventions Post 16 and 18 are equitable, including the provision of therapeutic interventions and equipment, as well as provision for young people with the most complex needs.

Lastly, there is a need for a more robust framework of creative and individual solutions for children & young people. Children's Commissioning are working to identify and develop a framework of individual curriculum activities to widen the choices for children & young people alongside developing supported apprenticeships, internships and employment opportunities.

### 13.5.6 Future Plans

Following the identified need for more collaborative working, teams across Cambridgeshire including Children's and Adults Commissioning, the Statutory Assessment Team (SAT), 14-25 Additional Needs Team, the Virtual School, Adult and Autism Team having been working together to source and secure opportunities for young people 16-25 with SEND. The focus has centred around PfA outcomes; these have included increased engagement with our SEND Support and Ordinarily Available Provision (OAP) offer, clearly setting out our expectations around PfA and ensuring that more young people either transition into independence or into further support. It has also included continued development of pathways into employment. Documents produced by the 14-25 Additional Needs Team outline the offers for Post 16 as well as information on the Local Offer/SEND Information Hub:

- [Moving On Booklet Sept 2020](#)
- [Moving On Into Work Sept 2019](#)

From a Children's Commissioning perspective, the need for forecasting and sufficiency and forecasting to enable better planning and assured provision to meet existing and new demand has led to the Children's Commissioning developing a Post 16 strategy. For Children's Commissioning, this has informed the development of a Post 16 Alternative Education Framework, bringing together a framework of creative and individual solutions for children & young people; to widen the choices for children & young people alongside developing supported apprenticeships, internships and employment opportunities.

Post 16 opportunities have also been included within the Expansion Strategy, outlining a number of Short to Medium Term Capital Projects focusing on Post 16 provision for young people with EHCPs. This includes the developments to Northstowe Secondary College; building a new post 16 provision including a self-contained 16-19 SEND unit to give young people access to mainstream education alongside specialist support to meet their SEND. This unit will provide 20 places and will be a satellite provision of Martin Bacon Academy (MBA), with an indicative completion date of 2024. This also includes the developments to Samuel Pepys area special school in St Neots which is undergoing expansion to provide an additional 63 places. This expansion is expected to be completed and open in September 2024.

## 13.6 Independent Special Educational Placements

### 13.6.1 Overview of Provision

Independent Special Education Placements (ISEPs) are Independent Non-Maintained Special/Residential Schools for children & young people with SEND; offering day, 38 week residential and 52 week residential placements. ISEPs are private sector schools which generally meet higher level needs.

### 13.6.2 Commissioning Arrangements

CCC currently commission provision through a Dynamic Purchasing System (DPS), a light touch procurement system that is split into 4 Lots, including:

- Lot 1 - Residential Children’s Homes
- Lot 2 - Fostering
- Lot 3 - ISEPS
- Lot 4 - Out of School Tuition (OoST)

The DPS secures pre-approved prices from over 360 services nationally, including financial incentives such as multiple placement discounts and detailed funding breakdown. The DPS was first procured and awarded in April 2019 and, whilst continuously open for providers to join, it is periodically evaluated for successful providers to be onboarded. The DPS operates through a typical ‘call-off’ process, whereby provision is sourced via a manual referral and placements process, as well as a strategic provider approach that enables mini-competitions and direct awards of business.

Lot 3 - ISEPS is for children & young people with SEND and sourced by a centralised Access to Resource Team (ART). The ART team is separated into two functions, children in care ART and SEND ART, who work together in recognition that some children & young people will require education provision and accommodation. [Appendix 8](#) outlines the ISEPS provisions supporting Cambridgeshire children & young people.

### 13.6.3 Overview of Data

**Table 26 - Total ISEP Placements 2021/22 - 2022/23**

	2021-22	2022-23
No. ISEP Placements	241	274 (+14%)
No. Consultations	469	599 (+28%)
No. Children/Young People	306	417 (+36%)

Table 26 shows an overall increase in the number of ISEP placements made for Cambridgeshire children & young people. Fig 7 below outlines the composition of placement types; the largest proportion being day placements, this has remained fairly consistent throughout the year and in previous years.

**Fig. 7 – ISEPS Referrals by Placement Type 2022/23**

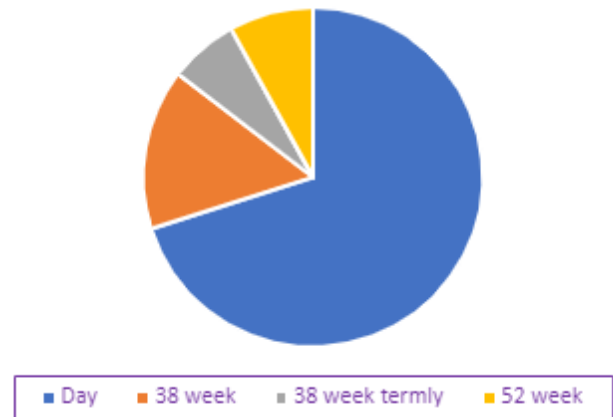


Table 27 outlines the age range of the children & young people referred into SEND ART for an ISEPS placement; this is reflected within EHCP composition.

**Table 27 - Age Range of SEND ART Referrals (2021-22 & 2022-23)**

Age (No. of CYP)	2021-22	2022-23
1 to 4	5	5
5 to 10	91	128
11 to 15	183	265
16+	26	19

Table 28 outlines the top 5 primary SEN of the children & young people referred into SEND ART for an ISEPS placement. It illustrates that the largest proportion of referrals are for children & young people whose primary need is ASD or SEMH. This is also reflected in the composition of primary need of children & young people within ISEPS placements; as per Table 29. [Appendix 8](#) provides an overview of the current placements and the nature of these placements.

**Table 28 - Top 5 Primary SEN of SEND ART Referrals (2021-22 & 2022-23)**

Ofsted Code (Primary SEN)	2021-22		2022-23	
ASD	121	(40%)	172	(41%)
MLD	14	(5%)	17	(4%)
SEMH	133	(44%)	165	(39.5%)
SEMH and ASD	16	(5%)	32	(7.6%)
SpLD	6	(2%)	8	(1.9%)
<b>Total**</b>	<b>306</b>		<b>417</b>	

\*

\*\* total across all primary SEN

**Table 29 - Top 5 Primary SEN of ISEP Placements (2021-22 & 2022-23)**

Ofsted Code (Primary SEN)	2021-22	2022-23
ASD	25 (31%)	46 (45%)
MLD	5 (6.25%)	3 (2.9%)
SEMH	43 (53.75%)	35 (34%)
SEMH & ASD	0 (0%)	8 (8%)
SpLD	2 (2.5%)	4 (4%)

\*\* the 5<sup>th</sup> Primary SEN of ISEP Placements for 2021-22 included ADHD, LD, PMLD and VI; all with a single placement; as opposed to SEMH & ASD for 2022-23.

For the current and previous financial years, as outlined in Table 30, the majority of placements are made in county; these tend to be with a small number of providers. This illustrates an improvement in the sufficiency of the local market.

**Table 30 - Number & Composition of In & Out of County Placements (2021-22 & 2022-23)**

	2021-22	2022-23
<b>In County</b>	42 (53%)	75 (73.5%)
<b>Out of County</b>	38 (47%)	27 (26.5%)

Table 31 outlines the composition of ISEP placements sourced and procured from Lot 3 of the DPS and those procured on a spot purchase basis. This illustrates that, whilst in 2021-22 the majority of placements were procured from the DPS, the majority of placements made in 2022-23 were made on a spot purchase basis. This suggests a lack of capacity with the providers on the DPS and/or that the providers on the DPS are increasingly unable to meet the need of the children & young people being referred. It also reflects the numbers of providers experiencing challenges with their own financial sustainability and subsequent reluctance to commit to longer term commissioning arrangements, as with the DPS.

**Table 31 - Composition of ISEP Placements Procured via DPS versus Spot Purchased (2021-22 & 2022-23)**

	2021-22	2022-23
<b>Dynamic Purchasing System (DPS)</b>	44 (55%)	34 (33%)
<b>Spot Purchase</b>	36 (45%)	68 (66%)

**Table 32 - Financial Composition Budget/Spend (2020-21, 2021-22 & 2022-23)**

	2020-21	2021-22	2022-23
<b>Budget</b>	£10,756,618.00	£13,012,073.00	£15,012,073
<b>Committed/Spend</b>	£12,189,855.36	£9,423,816.54	£11,301,367.35

The total current financial commitment is approaching £12 million for Cambridgeshire. The most significant area of spend is on placements for children & young people with ASD, followed by those with SEMH just over £3.5million. The third biggest spend is on placements for children & young people with hearing impairments.

The majority of placements made are for day placements which reflects in the proportion of spend being over £5 million. Our next largest spend is on placements that are full time for 52 weeks, this reflects total costs of such placements rather than the number of placements.

The total current financial commitment is approaching £12 million for Cambridgeshire. The most significant area of spend is on placements for children & young people with ASD, followed by those with SEMH just over £3.5million. Our third biggest spend is on placements for children & young people with hearing impairments.

### 13.6.4 Analysis

The number of ISEP placements grew 14% within the first 3 months of the 2022-23 financial year; this reflects, in part, the increase in the number of EHCPs being issued alongside the challenges faced with capacity within maintained provision locally. This is reflected by SEND ART’s observations regarding there being an increase in the number of referrals with profiles befitting local maintained special schools being referred to SEND ART due to lack of capacity.

As above, Table 29, within ISEPS placements, both ASD [31-44%] and SEMH [54-33%] form the majority of needs met by Independent Non-Maintained Special Schools, with a small proportion of MLD [6-4%] and a small number of other categories of need making up the remaining composition. This suggests that there are significant deficits in respect of both ASD and SEMH within Maintained Special Schools or that Schools are more inclusive for other categories of educational need. This is also reflected in the composition of current ISEPS placements as the majority of placements (54) with a single provider relate to a school which supports children & young people with autism.

CCC’s financial commitment and spend is also reflective of ASD and SEMH being the largest primary SEN need within both EHCPs and ISEP placements. However, the third largest spend is for placements for children & young people with Hearing Impairments (HI) as their primary SEN; this suggests lack of sufficiency within the local maintained provision for children & young people with HI, indicating that investment into local provision should consider sensory impairments, including multi-sensory impairments (MSI). This may also indicate a need for MSI provision within ISEPS as the increasing complexity of need can require multidisciplinary support including therapeutic input.

Alongside this, the high proportion of day placements suggests provision is only meeting education needs as there are no, or limited, assessed Social Care needs requiring residential 52-week placements or 38-week boarding placements. This reiterates the need for local maintained provision that is able to meet the needs of children & young people with ASD and or SEMH as their primary SEN. This is likely to be positively impacted by the aforementioned capital build programme; including the opening of the new Area Special School in Cambridge City. Having said this, the increase in ISEP placements being sourced and procured on a spot purchase basis suggests a lack of capacity with the providers on the DPS and/or that the providers on the DPS are increasingly unable to meet the need of the children & young people being referred.

Moreover, the increase in the number of placements made in county illustrates an improvement in the sufficiency of the local market; this suggests that the introduction of the DPS and Children's Commissioning’s focus on market stimulation data sharing locally has improved the local offer within ISEPS placements; reflecting the SEND Strategy’s theme ‘Right Place, Right Time’.

Having said this, Children’s Commissioning and SEND ART communication with providers has illustrated the high number of provisions facing challenges with recruitment and retention of staff. This, and the cost-of-living crisis, has led to a higher number of fee uplift requests; this reflects the challenges providers are facing in terms of financial sustainability which may relate to the higher number of spot-purchased placements more recently. Fee uplift requests

are managed by Children's Commissioning via the Fee Change Panel process, undertaking financial analysis alongside finance and commercial teams and making recommendations to budget holders within the Local Authority. Within these arrangements, Children's Commissioning place an emphasis on overall sustainability in terms of balancing the challenges within the financial landscape with ensuring that children & young people access quality provision which meets their need and enables them to work towards their outcomes. Children's Commissioning have also seen an increase in the number of 'requires improvement' Ofsted judgements issued throughout 2022 – these have mainly reflected issues within Leadership & Management. Children's Commissioning and SEND ART utilise a provision risk tool (PRT) as part of the team's quality assurance processes to ensure oversight over any concerns and supporting providers to deliver on their action plans toward improvement. CCC are also part of CCrag; this compliments the quality assurance processes within Children's Commissioning and SEND ART in terms of working regionally to contract monitor and quality assure provision.

### 13.6.5 Future Plans

Children's Commissioning are planning to extend the DPS as these arrangements ensure the team can work directly with strategic and local suppliers on innovative commissioning models, enabling the development of local capacity at negotiated rates.

Children's Commissioning are also in discussions with several providers who are looking to locate in the area, supporting with the identification of capital assets and property and supplying sufficiency and forecasting intelligence to shape their business development models. Many of the providers have expertise in ASD; this will increase capacity for children & young people with ASD, particularly those with profound and complex behavioural needs and those requiring residential provision to enable them to access education. There is also a growing interest from the independent section in meeting immediate need for SEMH provision. Such developments would also support increasing the number of placements being made from the DPS, as opposed to spot purchasing arrangements.

Alongside this, Children's Commissioning have re-negotiating block purchasing arrangements with a local area independent special school, specialising in high functioning ASD; this realised cost savings and avoidances of over £1.8million and continues to reduce placements costs by 40% per placement. Commissioners also negotiated an 11% discounted rate with a newly opened provision (September 2022) for all new students at the school, with no upfront block contracts or financial risk to CCC. These places are being taken by children & young people with SEMH who have been awaiting an specialist placement; it is not likely that the needs of this cohort could be met by a non-independent SEMH provision and therefore previously would be supported by high-cost alternatives, including OoST and AEP. Children's Commissioning CCC will continue to build on these relationships both to secure the right provision in the right places.

Children's Commissioning continue to develop the PRT; this records all Ofsted judgements, safeguarding concerns and internal and external monitoring visits information. This, in turn, informs Children's Commissioning, SEND ART and operational colleagues of the progress being made by children & young people and helps Children's Commissioning to identify gaps locally and ensure value for money is being achieved. SEND ART also continue to negotiate, review, monitor and reduce costs based on individual needs, the terms of contract and negotiated individual agreements.

# 14

## Therapies & Equipment

Local Authorities and ICBs must ensure there are therapy services available, across all settings, to meet the needs of children & young people with SEND. Within Cambridgeshire, both Speech & Language Therapy (SALT) and Occupational Therapy (OT) are jointly commissioned, and jointly funded, with C&P ICB partners. Local Authorities and ICBs must also offer equipment services; to support children & young people with access to equipment. In Cambridgeshire, where equipment is required to support a child/young person access Education this is managed within CCC's SEND service directly who make the arrangements to order and fund the equipment, following an assessment of needs. The arrangements for these services have therefore been included in this section of CCC's Sufficiency Strategy as they are reflective of key financial commitments within SEND. These types of services are also important in ensuring mainstream provision is able to meet a wide range of additional needs and supporting the ability of specialist provision to meet need.

### 14.1 Speech and Language Therapy (SALT)

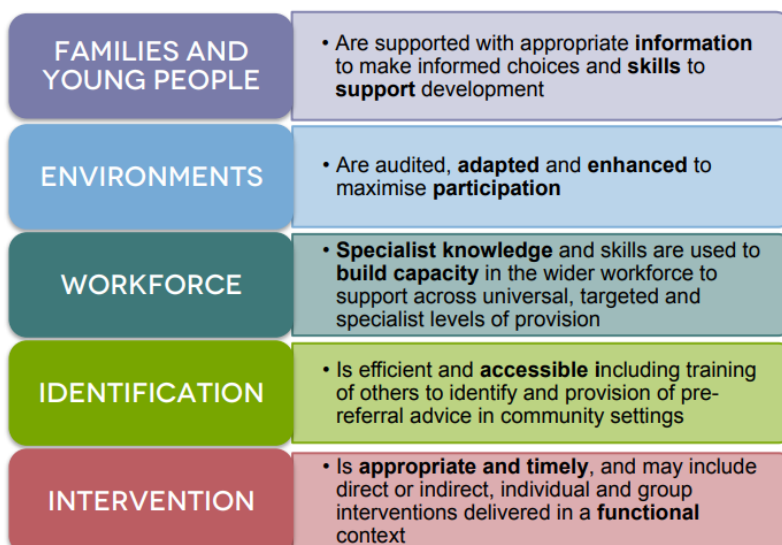
#### 14.1.1 Service Overview

The SALT Service for children & young people in Cambridgeshire assesses, diagnoses and provides treatment to children & young people aged 0-19 with a range of speech, language, communication and feeding difficulties.

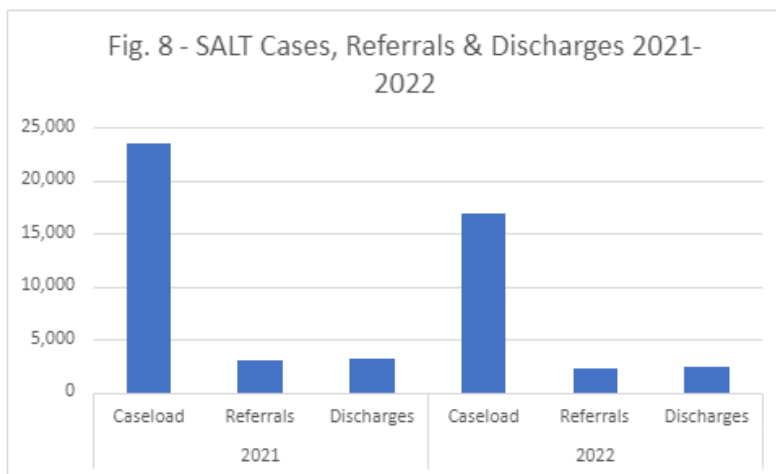
#### 14.1.2 Commissioning Arrangements

The service is delivered by [Cambridgeshire Community Services \(CCS\)](#) through a jointly commissioned integrated contract with the C&P ICB, CCC and Peterborough City Council (PCC). The service operates a Balanced Model approach that provides a universal, targeted and specialist service; with a view to training and upskilling children/young people, their families, schools and settings to provide support at a local level, ensuring targeted and specialist services are delivered to those that need them. The system is based on the following 5 strands:

### THE BALANCED SYSTEM® FIVE STRANDS



There are no future plans to re-design SALT services in Cambridgeshire; the current arrangements are continually reviewed to ensure they are effective and well received by children/young people, their families, schools and stakeholders. This includes Children’s Commissioning working with the C&P ICB, as lead commissioner, to improve the contract monitoring arrangements in place. Fig. 8 outlines the trends in terms of the number of caseloads, referrals and discharges from 2021 and 2022.



## 14.2 Occupational Therapy (OT)

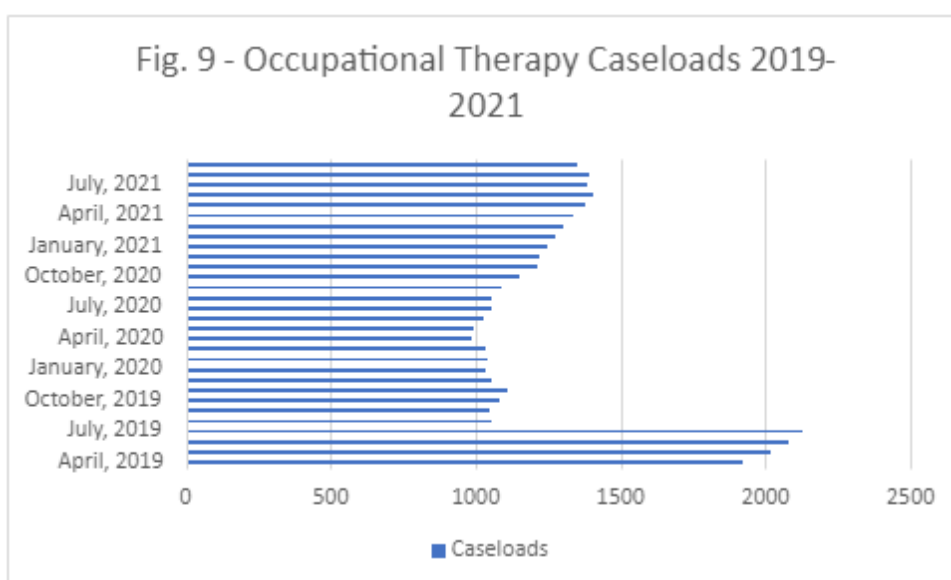
### 14.2.1 Service Overview

The OT service work with children & young people 0-19 years in the community who have a range of mild to complex disabilities and difficulties; including developmental delay, motor disorders and/or complex physical disabilities.

### 14.2.2 Commissioning Arrangements

The service is delivered by [Cambridgeshire Community Services \(CCS\)](#). This is currently an interim commissioning arrangement between CCC, the C&P ICB and CCS whilst a wider programme of work is completed by the C&P ICB to develop an integrated model for OT, akin to that in place for SALT.

CCS provide a service for children & young people in full time education up to the age of 18, or 19 whilst they are still in full time education. There is a need to consider and ensure that services for those over 19 who are not open to Social Care and/or have an EHCP accessing further education, continue to be able to access OT services. This is being developed between Children’s Commissioning with CCC, alongside the C&P ICB and CCS. Children’s Commissioning are also working with the providers to improve the contract monitoring arrangements in place, including the data received. Fig. 9 below outlines the trends in the caseloads from between 2019-2021.



## 14.3 Equipment

### 14.3.1 Service Overview



This service is referred to as the Integrated Community Equipment Service (ICES). This is the service that provides delivery, collection, recycling, repair and maintenance of a range of equipment across Cambridgeshire. The service is contracted out to an independent sector provider.

### 14.3.2 Commissioning Arrangements

CCC, alongside PCC, recently recommissioned the Integrated Community Equipment Store (ICES) contract across Cambridgeshire and Peterborough for adults and children/young people; this was as a result of the natural cessation of the previous commissioning arrangement. This provided the opportunity for adjustments to the service to be made, including strengthening the offer to children & young people. In Cambridgeshire, where equipment is required to support a child/young person access Education this is managed within CCC's SEND service directly who make the arrangements to order and fund the equipment, following an assessment of needs.

Prior to this recommissioning exercise, a gap analysis was conducted in 2019. This was followed by a series of recommendations to bridge identified gaps. These included gaps relating to the provision of equipment in early years and further education settings; the latter was as a result of the SEND Reforms extending EHCPs and access to further education beyond that or statutory school age without consideration as to how these services/providers would be able to access equipment needed for these age ranges.

# 15

## Conclusion

The overall increase in SEN Support and EHCPs illustrates that demand is growing faster than the range of provision available to meet it. This Sufficiency Statement outlines the plans, both operationally and within Children's commissioning, to meet this demand; including investing into SENDIASS and M&DR as key elements of SEND infrastructure. This review and analysis of existing SEND provision has also led to an assessment of which provision type is likely to meet need. When considering inclusivity, localism, and budget management, it makes sense for children to be supported in the lowest level support setting that is able to meet their needs. It is therefore anticipated that mainstream schools will meet the needs of the greatest number of children with SEND, followed by ERBs, special schools, independent/out of area special schools, with tuition and AP packages only being used to supplement and provide short-term interventions.

Whilst overall the 11-15 year cohort hold the majority of EHCPs, the 16+ and under 5s are also areas of growth; the under 5s growth suggests the need for a focus on inclusivity within Early Years provision. For the Post 16 cohort, this is reflected by the strategic focus on PFA and strengthening the offer of provision for those Post 16; this has led to the development of a Post 16 Alternative Education Framework.

This SEND Sufficiency Statement has looked at the overall sufficiency within SEND provision and the role of Children's Commissioning within this. Having said this, forecasting, demand and sufficiency are managed across the organisation, with forecasting robustly informing the capital programme at a strategic long term planning stage, as well as informing annual place planning. This Sufficiency Strategy reflects the need to invest in a range of provision across all school phases, detailed within future plans; going forward this will be aided significantly by CCC's successful application for Safety Valve funding and nationally the outcome of the SEND Review and comprehensive response to the consultation.

Alongside operational colleagues and families, Children's Commissioning continuously review commissioned provision, using forecasting and intelligence to inform new commissioning intentions, adjusting existing commissioned provision and de-commissioning provision where it is no longer required or not meeting need. Strategic forecasting model supports leaders, operational teams and Children's Commissioning to analyse a range of information about outcomes for children & young people with SEND; ensuring that future commissioning decisions are based on robust information. This is further supported by the Children's Commissioning SEND Dashboard providing an overview of commissioned provision and complimenting the operational SEND Dashboard representing existing and forecasted demand within SEND.

Alongside the future plans outlined, the SEND Transformation Board, informed by the SEND Strategy, CCC's focus is early prevention, ensuring support is in place as early as possible to support children/young people and their families, where possible, without the need for an EHCP. Therefore, CCC will be re-structuring specialist support services, to ensure a focus on early intervention and de-escalation of need. CCC have re-focused the transformation work to ensure that whilst cost reduction remains a key factor of success, outcome improvements are placed front and centre. Cambridgeshire are committed to ensuring better outcomes for children & young people with SEND which in turn will mean that the cost to support them reduces. Appendix 9 provides a broad overview of the future plans for each of the areas of provision detailed; detailing next steps for Children's Commissioning and operational colleagues within SEND.

### Appendix 1 - Cambridgeshire SEND Recovery Board Statement

The High Needs Block (HNB) of the Dedicated Schools Grant (DSG) provides top-up funding for pupils in mainstream schools that need additional support, as well as funding to support pupils in special schools, out of county placements, alternative provision and special education needs units. Due to the continuing increase in the number of children and young people with an Education, Health and Care Plan (EHCP), and the complexity of need of these young people the overall spend on the High Needs Block element of the DSG funded budgets has continued to rise. At the end of 2020/21 the High Needs Block overspent by approximately £12.5m, which was in line with previous forecasts. However, there were a number of one-off underspends in other areas of the DSG which resulted in a net DSG overspend of £9.7m to the end of the year. When added to the existing DSG deficit of £16.6m brought forward from previous years and allowing for required prior-year technical adjustments this totals a cumulative deficit of £26.4m to be carried forward into 2021/22. Based on initial budget requirements for 2021/22 there is an underlying forecast pressure of £11.2m relating to High Needs.

Illustrative published data, subject to final confirmation in December, suggests that HNB funding for 2022/23 will increase by £6.55m (8%). Although welcomed, this uplift is insufficient to cover increasing demand and historic underfunding in this area.

Despite the introduction of a national formula for High Needs several years ago, this does not recognise the historic underfunding of Cambridgeshire schools or the additional requirement of supporting 19-25-year-olds. The Department for Education has recognised the shortcomings of the current formula and committed to review the approach for future years, but in the meantime the level of funding for 2021/22 does not meet current commitments, placing increasing pressure on schools and the wider system.

#### [SEN2 2020 Cambridgeshire]

We know that to achieve significant system improvement we need to do things differently, with transformation in SEND underpinned by the following principles:

- Ensuring we have the right provision at the right time - investing in early years and earlier prevention.
- Embedding a focus on strengths and outcomes - understanding the needs of our children and young people and commissioning provision that enables them to meet their outcomes.
- Developing a system-wide view and collaborative working with partners, particularly health, as part of the children's collaborative to shape and deliver change.
- Ensuring our processes enable transparent decision making, with the child at the centre.
- Measuring and sharing our impact.

The programme will consist of a series of workstreams to shift system behaviours, to manage demand, improve local provision and processes and consequently reduce spend. The proposed workstreams and expected outcomes are as follows:

#### 1. Changing the Conversation (CtC)

Embedding a strengths-based, person-centred approach to conversations across the education, health and care system to enable positive, sustainable change that focuses on early intervention, inclusivity and education, health and care provided close to home across the SEND system, providing the foundation for the new way of working and processes.

#### 2. Mapping Provision

Developing a strategic view of provision to inform what is needed, developed and possible. To ensure that SEND provision is fully aligned with the aims of the transformation programme, we need to fully understand what provision currently exists and how impactful this is on children's outcomes and what value for money they provide (quality and cost). This workstream may also deliver carbon benefits if it leads to decreased travel requirements – e.g. through either improved ability to locate children closer to home and/or leading to filling geographical gaps in provision resulting in less travel

### **3. SEND Support**

Designing and the wide promotion of our SEND Support offer with CYP, families and settings. All stakeholders will be aware of the support available to them without requiring a plan. Developing a SEND system, toolbox, and a shared understanding about what can be provided in mainstream settings. Ensuring professionals are confident talking to families and CYP about what SEND Support can offer, providing reassurance that CYP can have their needs met and receive the best possible support without requiring a plan. By ensuring there is a consistent approach to SEND Support, we should see a system that does not see EHCPs as a 'golden ticket' or necessary requirement to be able to access support.

### **4. Tuition**

Review existing arrangements to ensure that tuition and alternative provision is used appropriately, consistently and in line with Preparing for Adulthood values and a strengths-based approach. There is an opportunity to ensure tuition provision enables children and young people to return to classroom settings where their outcomes and life chances will improve, and support will be most cost effective.

### **5. Outreach Model**

To facilitate supporting children and young people with SEND in mainstream provision through Special Schools outreach. Special schools are experts in supporting children with SEND needs and with greater support could more effectively upskill peers in mainstream settings to support children to remain in their schools.

### **6. Enhanced Resource Bases (ERB)**

Confirming the commissioning arrangements for ERB and SEND units and develop a Cambridgeshire offer for ERB ensuring that ERBs are effectively meeting the needs of children and young people, and that there is a clear understanding of what they provide and how this differs from other types of provision. Ensuring provision that is aligned with sufficiency, forecasting and ambitions for more children and young people to have their needs met in mainstream, local settings. Local provision may also provide greater resilience to climate change through having less travel (and therefore less reliance on infrastructure) to get to school.

### **7. Social Emotional and Mental Health (SEMH)**

Working with health colleagues in the children's collaborative to deliver enhanced mental health support to schools and other education settings. Developing specialist provision for pupils with SEMH needs on primary school sites. A clear and consistent approach to monitoring, challenging and supporting schools and settings. A primary school network of early intervention and prevention support services. This will improve outcomes for children experiencing SEMH needs while remaining in mainstream education.

## **8. Preparing for Adulthood**

Ensuring focus across the SEND system on preparing every child with SEND to successfully transition into adulthood. Developing clear information and a supported employment/internships offer for all cohorts (delivered where appropriate in FE settings) with alignment to the inhouse job coaches.

## **9. System Design**

To redesign and simplify the SEND system to improve navigation for parents/carers and improve consistency in access and provision. This workstream will create the blueprint of a transparent SEND system, to ensure that as far as is possible, the component parts of the Cambridgeshire SEND system are aligned and talking with one voice in terms of process, finance, decision, and goals.

## **10. Banding & Descriptors**

To transform our funding systems to include banding & descriptors of need whilst exploring the concept of zero-funded plans, to give reassurance of support without the need for additional funding. To bring clarity to the graduated approach for staff and parents by having a consistent approach to understanding and planning to meet needs. To develop system wide banding and a robust set of descriptors of need and expectations of provision and how those needs can be met within settings. Align practice across mainstream and special schools about how needs can be met. The banding work links to recommendations detailed in August 2021 DSG High Needs Block Demand Management Audit.

## **10. Valuing SEND**

Explore the potential of introducing the Valuing SEND tool or similar approach, to settings to enable holistic and strengths-based conversations, a better understanding of individual and cohort needs, and how settings are able to meet this.

## **11. Panel Redesign**

Redesigning our panel structure including the Needs Assessment Panel, Funding Panels and high cost placement panels, developing consistent, transparent and strengths-based multi-agency decision making from assessment through to issue of plans. We will also introduce improved systems for making a 'no to issue' decision. Ensuring decisions are child centred and robust, making sure that children are receiving EHCPs when required, and that those who do not require plans are pointed towards appropriate support. This will include explicit reasoning and feedback to stakeholders, increasing transparency and confidence in the system. The panel redesign will address a number of the recommendations raised in the August 2021 DSG High Needs Block Demand Management Audit.

## **12. Annual Review improvement**

Improving our annual review process to ensure these are timely, outcome-focused and of high quality. Improving confidence in the system and increased transparency in decision-making and the importance and purpose of Annual Reviews in supporting outcomes. Through increasing the quality of reviews, support to CYP will be proportionate and more plans could be ceased where outcomes have been achieved, this should be seen as a positive achievement by professionals, parents/carers, children and young people. This is particularly a focus for young people leaving school to ensure their journey to independence is best supported. The review will seek to address a number of the recommendations raised in the August 2021 DSG High Needs Block Demand Management Audit.

## **13. Legal Review**

Enabling better use of council resources and more effective joint working with professionals by involving the right professionals at the right time to reduce escalation of cases to legal proceedings; engage in mediation earlier and

bring some aspects of legal proceedings 'in house'; effective use of Legal provider SLA to ensure effective working and value for money.

#### **14. Early Years**

Capacity building to improve prevention and early intervention one of the key principles of the transformation plan to reduce the level of new demand for statutory support (further scoping required)

In addition to the workstreams detailed above, we have identified the following enabling activities that will support us to deliver change:

a) SEND case management system

Procurement and implementation of a SEND case management system. This work sits outside the programme, with governance via the Education System Programme. It will have a major impact on the day to day working of the SAT team (Statutory Assessment Team) and beyond, facilitating efficient working and system collaboration. It will improve the SAT team's ability to process cases and reduce the backlog on an ongoing basis.

b) Trajectory Management

Development and embedding of a trajectory management approach and mechanisms for capturing and sharing programme impact.

c) Workforce roles, responsibilities, and development

All people in the SEND system are clear about their role and the role of others and how they each add value to every child with SEND.

d) Communications and engagement

To identify and manage stakeholder engagement across the programme for a range of stakeholders (including education, health and care staff, schools and settings, children, young people & families) and build effective relationships across the system to support engagement and buy-in to the programme. Develop and rollout a programme communications plan, to plan and prepare for the key messages that need to be delivered to stakeholders over the course of the transformation with messages aligned in content and timing to the key activities and milestones within the programme.

e) Quality Assurance

Focus on the continuous improvement in the quality of services delivered . Ensuring the recommendations from the Dedicated Schools Grant High Needs Block Demand Management Report will be built into the QA Framework review.

f) Data quality

To improve the quality of data recording about EHCP process and placement, delivering new processes for recording activity and finance.

## Children’s Cross Regional Arrangements Group (CCRAG)

CCRAG is a partnership of Local Authorities from the East, South East and South West region of England, including both Cambridgeshire County Council and Peterborough City Council, who are committed to working together to support the sourcing, contracting, monitoring and annual fee negotiations for placements within residential care homes and within the independent and non-maintained school sectors.

### Healthwatch

Healthwatch is the independent champion for people who use Health and Social Care services in Cambridgeshire and Peterborough. Their job is to make sure that those who run local Health and Care services understand, and act on, what really matters to people. HealthWatch listen to what people like, or what could be improved, and then share these views with those who have the power to make change happen.

### Parent Carer Forums

Parent Carer Forums are groups of parent carers of children & young people with disabilities who work with local authorities, education, health and providers to make sure the service they plan and deliver meet the needs of children & young people with SEND, and their families. They actively seek to improve services in all areas of the lives of children & young people with SEND. The elements of work they undertake include:

- Helping parent carers engage with professionals across Health, Education and Social Care
- Facilitating participation in service delivery
- Providing a voice for parents at strategic level meetings
- Holding informative events
- Helping parent carers have access to information about what services are available to them

### The Local Offer

The Local Offer gives children, young people with SEND and their families information about support and services within their local area.

## Appendix 3 - Local Provision by Type & District (2022/23)

Provision	Need type	Total number on roll	No. of Cambridgeshire residents on roll
<b>Special Schools</b>			
<b>Cambridge City</b>			
Castle School	Area Special	220	198
<b>East Cambridgeshire</b>			
Highfield Academy – Littleport	Area Special	134	107
Highfield Academy – Ely	Area Special	124	115
The Harbour School	SEMH	104	84
<b>Fenland</b>			
Meadowgate Academy	Area Special	175	128
Riverside Meadows Academy – Wisbech Green	SEMH	45 (90 across both sites)	33 (66 across both sites)

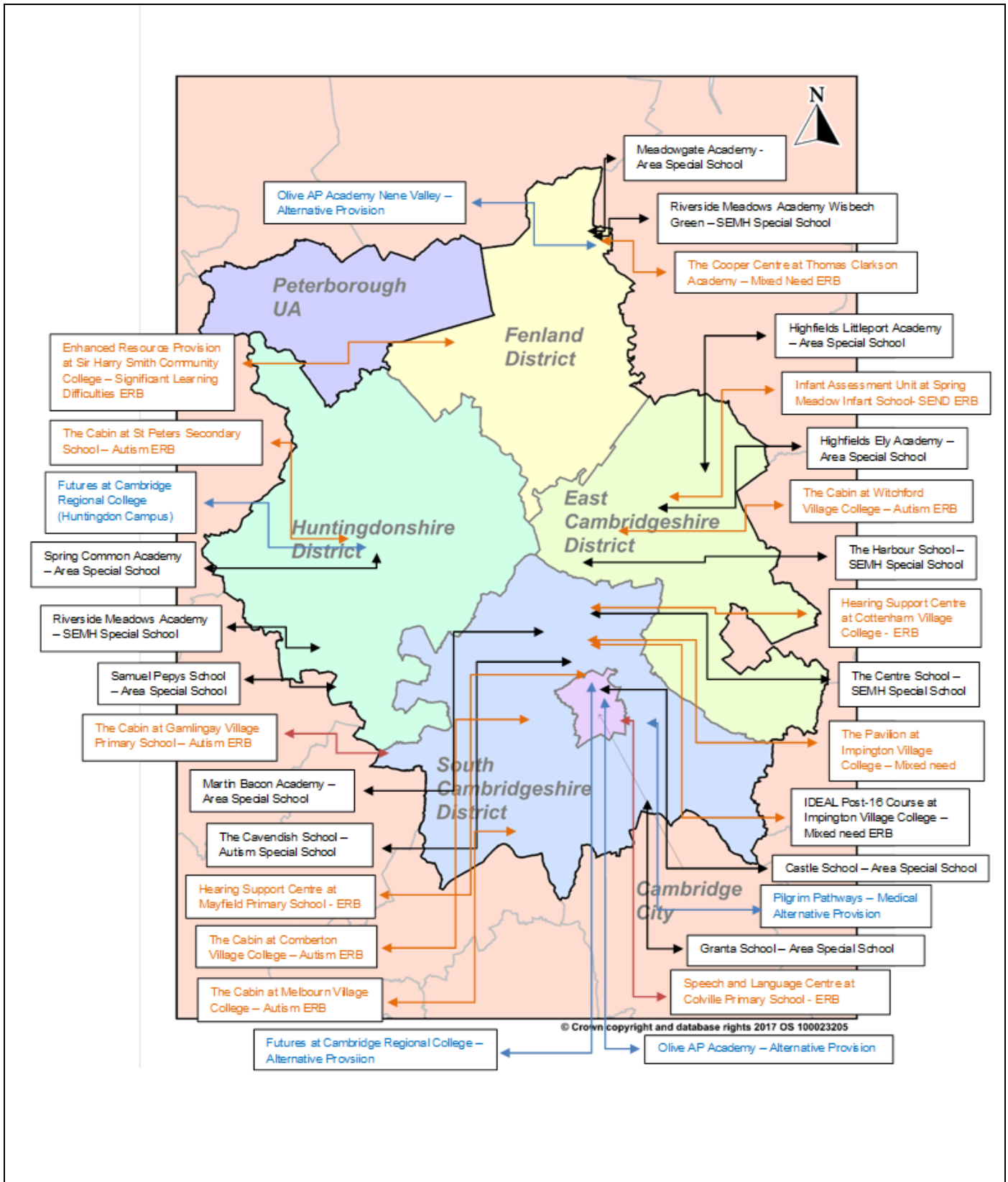
<b>Huntingdonshire</b>			
Samuel Pepys School	Area Special	120	117
Spring Common Academy	Area Special	205	198
Riverside Meadows Academy	SEMH	45 (90 across both sites)	33 (66 across both sites)
<b>South Cambridgeshire</b>			
Martin Bacon Academy	Area Special	130	125
The Cavendish School	Autism	70	58
The Centre School	SEMH	110	109
Granta School	Area Special	180	144
<b>Total Area Special School placements = 1662</b>			
<b>Cambridgeshire residents on Area Special School placements = 1449</b>			
<b>Infant Enhanced Resource Base</b>			
<b>East Cambridgeshire</b>			
Infant Assessment Unit at Spring Meadow Infant School	Mixed	10	10
<b>Infant Enhanced Resource Base places = 10 (Cams resident only)</b>			
<b>Primary Enhanced Resource Bases</b>			
<b>Cambridge City</b>			
Hearing Support Centre at Mayfield Primary School	Deafness	**	7
Speech and Language Centre at Colville Primary School	Speech and Language	12	12
<b>South Cambridgeshire</b>			
The Cabin at Gamlingay Village Primary School*	Autism	7	7
<b>Primary Enhanced Resource Base places = 26 (Cams residents only)</b>			
<b>Secondary Enhanced Resource Bases</b>			
<b>East Cambridgeshire</b>			
The Cabin at Witchford Village College	Autism	**	14
<b>Fenland</b>			
The Cooper Centre at Thomas Clarkson Academy	Mixed	**	23
Enhanced Resource Provision at Sir Harry Smith Community College	Significant Learning Difficulties	**	10
<b>Huntingdonshire</b>			



The Cabin at St Peter's School*	Autism	**	13
<b>South Cambridgeshire</b>			
The Cabin at Comberton Village College*	Autism	**	58
The Cabin at Melbourn Village College*	Autism	**	9
Hearing Support Centre at Cottenham Village College	Deafness	**	8
The Pavilion at Impington Village College	Mixed	**	31
<b>Secondary Enhanced Resource Base places = 166 (Cambs residents only)</b>			
<b>Post-16 Enhanced Resource Base</b>			
<b>South Cambridgeshire</b>			
IDEAL course at Impington Village College	Mixed	19	
<b>Post 16 Enhanced Resource Base places = 19</b>			
<b>Alternative Provision</b>			
<b>Cambridge City</b>			
Pilgrim Pathways School (medical needs unit)	Hospital school	**	
Olive AP Academy (secondary)	Secondary Alternative Provision	**	35
Futures at Cambridge Regional College (Cambridge campus)	Age 14-16 Alternative Provision	**	10
<b>Fenland</b>			
Olive AP Academy- Nene Valley (secondary)	Secondary Alternative Provision	**	35
<b>Huntingdonshire</b>			
Futures at Cambridge Regional College (Huntingdon campus)	Age 14-16 Alternative Provision	**	10
<b>Alternative Provision places = 90</b>			

\*lead by the CAM Academy Trust

\*\* Data not available. Data regarding ERB total numbers on roll is not gathered within the school census and is only available direct from schools. Due to the summer holiday period, we have been unable to gather this information.



Appendix 4 - Overview of the current Special Schools in Cambridgeshire

Existing local provision as at 2022/23 by type and district

Provision	Need type	Total number on roll	No. of Cambridgeshire residents on roll
Special Schools			

<b>Cambridge City</b>			
Castle School	Area Special	220	198
<b>East Cambridgeshire</b>			
Highfield Academy – Littleport	Area Special	134	107
Highfield Academy – Ely	Area Special	124	115
The Harbour School	SEMH	104	84
<b>Fenland</b>			
Meadowgate Academy	Area Special	175	128
Riverside Meadows Academy – Wisbech Green	SEMH	45 (90 across both sites)	33 (66 across both sites)
<b>Huntingdonshire</b>			
Samuel Pepys School	Area Special	120	117
Spring Common Academy	Area Special	205	198
Riverside Meadows Academy	SEMH	45 (90 across both sites)	33 (66 across both sites)
<b>South Cambridgeshire</b>			
Martin Bacon Academy	Area Special	130	125
The Cavendish School	Autism	70	58
The Centre School	SEMH	110	109
Granta School	Area Special	180	144
<b>Total Area Special School placements = 1662</b>			
<b>Cambridgeshire residents on Area Special School placements = 1449</b>			

## Appendix 5 – Overview of Short to Medium & Medium to Long Term Capital Project Proposals

### Short to Medium Term Capital Projects

- **Orchard Primary school**- Satellite of Meadowgate, Wisbech. The proposal is to provide 16 places in the primary school which would be satellite provision. Both schools are academies, early discussions have taken place between all parties. A feasibility study has been commissioned and there are designs and costs. This provision will provide flexibility, with the potential to be used as an Enhanced Resource Base in the future should that be the preferred option following delivery of additional special school places.
- **Enhanced Resource Bases (ERBs) x 9** - special units within mainstream schools offering CYP access to mainstream education alongside specialist support to meet their SEND. Officers are currently exploring the potential for mainstream schools to include ERBs specialising in support for those with Autism and SEMH. To date, there are 9 proposed, spread across 4 of Cambridgeshire's 5 geographical districts. Many are being scoped with a potential opening date of 2024, with a small number possibly able to open sooner due having existing space with little works required.
- **Northstowe Secondary College (In train)** - A contractor has been appointed to design and build new post 16 provision as agreed by CYP Committee 1 March 2022. The provision will include a self-contained 16-19 SEND unit (two classrooms, a hygiene room and a group room) to give young people access to mainstream education alongside specialist support to meet their SEND. This unit will provide 20 places and will be a satellite provision of Martin Bacon Academy (MBA), with an indicative completion date of 2024.

- **Satellite provision at Swavesey Village College (MBA)** -intended to be a ‘steppingstone’ provision for secondary age children who are currently in a special school place but may be suitable, with appropriate support, for transition into a mainstream school environment. MBA was originally designed and built to accommodate 110 pupils aged 2-19 years. Since opening, the accommodation for 16-19 years has been filled with KS4 pupils. The relocation of MBA 16-19 provision to Northstowe Secondary College and provision of the ‘steppingstone’ satellite at Swavesey Village College will enable MBA to retain the 130 children (2-16) currently on roll.
- **Highfields Littleport Academy area special school** – a feasibility study has been commissioned to expand the school by an additional 50 places for completion 2024. The school has recently been judged as ‘Good’ by Ofsted for its first inspection.
- **Prestley Wood new area special school in Alconbury Weald** - expected to open in September 2024. The school is part of the development of a new town; Alconbury Weald in Huntingdonshire. In accordance with the Cambridgeshire area special school model, the school will provide 150 places for CYP with various Special Educational Needs and Disabilities. The planned provision includes post-16 provision and there is planning consent for a further 25 place post-19 unit should it be required. There is also planning consent in place for the addition of a 25 place Autism unit. This flexibility in design, which provides space to expand if needed, is critical to managing longer term demand for places. Whilst Huntingdonshire already has two area special schools, the more northern area of the district is less well served.
- **Samuel Pepys area special school - St Neots (expansion)** to provide an additional 63 places – September 2024. Samuel Pepys is an area special school in St Neots, Cambridgeshire. It provides specialist education for 102 pupils aged 3 to 19 years with a wide range of special educational needs. All pupils have an EHCP. The school is currently at maximum capacity.

Medium to Long Term Capital Projects –

These projects are intended to meet future sufficiency demands, need based and geographical gaps.

- **New area special school in March (free school)**- An area of search centred on March Town and its hinterland has been commissioned to look for a potential site. This will serve to rectify the significant current geographical inequality of area special provision across the County, seeking to provide 210 places.
- **New SEMH special school in Gamlingay (free school)** - A new 60 place SEMH provision is being submitted as part of this application with a provisional opening date of 2025. Discussions are ongoing regarding having a girls only unit within the provision.
- **Swavesey Village College – Stepping stone satellite of Martin Bacon Academy (MBA)** - A proposal has been put forward by Meridian Academy Trust to create additional capacity at Martin Bacon Academy (MBA) through the addition of an appropriate provision at Swavesey Village College (SVC). This proposal would offer 40 places for existing pupils who would remain on role at MBA but will be taught at SVC. The aim of the provision would be to support the gradual transition of CYP from an area special school placement to a mainstream placement, where appropriate.

**Appendix 6 - Overview of Enhanced Resource Bases**

Infant Enhanced Resource Base
East Cambridgeshire

Infant Assessment Unit at Spring Meadow Infant School	Mixed	10	10
<b>Infant Enhanced Resource Base places = 10 (Cambs resident only)</b>			
<b>Primary Enhanced Resource Bases</b>			
<b>Cambridge City</b>			
Hearing Support Centre at Mayfield Primary School	Deafness	**	7
Speech and Language Centre at Colville Primary School	Speech and Language	12	12
<b>South Cambridgeshire</b>			
The Cabin at Gamlingay Village Primary School*	Autism	7	7
<b>Primary Enhanced Resource Base places = 26 (Cambs residents only)</b>			
<b>Secondary Enhanced Resource Bases</b>			
<b>East Cambridgeshire</b>			
The Cabin at Witchford Village College	Autism	**	14
<b>Fenland</b>			
The Cooper Centre at Thomas Clarkson Academy	Mixed	**	23
Enhanced Resource Provision at Sir Harry Smith Community College	Significant Learning Difficulties	**	10
<b>Huntingdonshire</b>			
The Cabin at St Peter's School*	Autism	**	13
<b>South Cambridgeshire</b>			
The Cabin at Comberton Village College*	Autism	**	58
The Cabin at Melbourn Village College*	Autism	**	9
Hearing Support Centre at Cottenham Village College	Deafness	**	8
The Pavilion at Impington Village College	Mixed	**	31
<b>Secondary Enhanced Resource Base places = 166 (Cambs residents only)</b>			
<b>Post-16 Enhanced Resource Base</b>			
<b>South Cambridgeshire</b>			
IDEAL course at Impington Village College	Mixed	19	
<b>Post 16 Enhanced Resource Base places = 19</b>			
<b>Alternative Provision</b>			
<b>Cambridge City</b>			
Pilgrim Pathways School (medical needs unit)	Hospital school	**	
Olive AP Academy (secondary)	Secondary Alternative Provision	**	35
Futures at Cambridge Regional College (Cambridge campus)	Age 14-16 Alternative Provision	**	10

<b>Fenland</b>			
Olive AP Academy- Nene Valley (secondary)	Secondary Alternative Provision	**	35
<b>Huntingdonshire</b>			
Futures at Cambridge Regional College (Huntingdon campus)	Age 14-16 Alternative Provision	**	10

## Appendix 7 – Further Education Provision Overview

Setting	Age Group	Curriculum	Student Capacity	Current Student Numbers
<b>Cambridge</b>				
Cambridge Regional College (Cambridge)	16 - 24	Introduction to Supported Internship	12	6
	16 - 24	Supported Internship Yrs 1 + 2	24	22
	19 - 25	Pre-Entry Level	12	10
	16 - 25	Entry Level 1	8	6
	16 - 25	Entry 1 and 2	12	14 (additional groups)
	16 - 25	Entry Level 3	12	10
	16 - 25	Level 1 Vocational	36	27
	16 - 24	Options	12	13 (additional groups)
	19 - 25	Gateway to Improving Choice	Unknown	0
	19+	Adult for All	12 on each course (4 courses)	unknown for Sept
COWA (Cambridge)	19 - 25	Catering and Hospitality	12	12
	16 - 25	Entry Level 1 Stepping Out (Landbased) Level 1 Equine and Animal Care	No data	
Randstad	16+		45- 50 Teachers across CRC 40-50 LSA's at Beds College	N/A
<b>Huntingdonshire</b>				
Cambridge Regional College (Huntingdon)	16 - 24	Introduction to Supported Internship	12	8
	16 - 24	Supported Internship	24	22
	19 - 25	Pre-Entry Level	12	6
	16 - 25	Entry Level 1	8	7
	16 - 25	Entry 1 and 2	12	10
	16 - 25	Entry Level 3	12	11
	16 - 25	Level 1 Vocational	36	36
	19 - 25	Gateway to Improving Choice	Unknown	0
	19 - 25	Bridge to Learning	12	10

<b>Fenland</b>				
COWA (Wisbech)	19 0- 25	Individual Curriculum Solutions	No data	
NOVA Training and Programme	16 - 18	Headstart Level 1	Awaiting reply	
<b>South Cambridgeshire</b>				
Specialist Post 16 Provision at IVC (Impington)	16 - 19 yrs	Traineeships		22
SENSE Centre (Knapwell)	19 - 25 (although have taken 16yr olds on a discretionary basis)			9
<b>East Cambridgeshire</b>				
LINC 19-25 (Littleport)	19 - 25	ASDAN LifeSkills Challenge	16	9
<b>Out of county</b>				
Bedford College	16 - 18	Foundation Level Individual Curriculum Solutions	No maximum capacity	3 (Cambs only)
Bedford Shuttleworth College	16 - 25	Level 2 programmes	No maximum capacity	2 (Cambs only)
Red Balloon of the Air (Essex)	16 - 18		10	0
COWA (Kings Lynn)	16 - 25	Level 1 Bridge Courses and Vocational Fresh Start Hummingbird Individual Curriculum Solutions	No data	
Hart Learning and Development (Stevenage)	16 - 24	Traineeships	No data	

## Appendix 8 - ISEP Placements 2020 & 2023

Setting	Area	Age	Gender	Specialism	Cambridgeshire Places 2020	Cambridgeshire Places 2023
Cornfields School	Ashford	7 - 16	Mixed	MLD	1	0
KWS Educational Services	Bedford	14 - 16	Male	SEMH	1	1
Oracle School Bedford	Bedford	8 - 18	Mixed	SEMH	1	0
Bruern Abbey	Bicester	8 - 13	Male	SpLD	1	0
St John's School & College	Brighton	4 - 13	Mixed	ASD	1	0
On Track Mildenhall	Bury St Edmunds	11 - 18	Mixed	SEMH	1	2
Gretton School	Cambridge	5 - 19	Mixed	ASD, MLD, SLCN	63	54
Holme Court School	Cambridge	7 - 16	Mixed	ASD, MLD, SLD, SpLD	8	12
Landmark International	Cambridge	6 - 16	Mixed		1	1
Mander Portman Woodward	Cambridge	14 - 20	Mixed	ASD	23	0
Sancton Wood	Cambridge	1 - 16	Mixed	HI	1	2
The Red Balloon Learner Centre	Cambridge	11 - 18	Mixed	ASD, SEMH, SLD	20	26
Brewood	Deal	11 - 18	Mixed	SEMH	1	0
Fullerton House School	Doncaster	8 - 19	Mixed	SLD	1	0
Kingsmere School	Ely	11 - 16	Male	ASD, SEMH	3	0



Woodside	Erith	5 to 18	Mixed		1	0
Stafford Hall School	Halifax	11 - 19	Mixed	ASD	1	0
Broadlands Hall Haverhill	Haverhill	9 - 20	Male	ASD	1	2
Farney Close School	Haywards Heath	9 - 18	Mixed	ASD	1	0
Centre Academy East Anglia	Ipswich	8 - 19	Mixed	MLD/SPLD	1	1
Cambian Whinfell School	Kendal	11 - 19	Male	ASD	1	0
Westfield House School (Keys Group)	King's Lynn	10 - 18	Mixed	SEMH	1	3
Kisimul School Acacia Hall Campus	Lincoln	8 - 19	Mixed	ASD	1	0
Linden Lodge London	London	2 - 19	Mixed	VI	1	1
Trinity College Leicestershire	Loughborough	7 - 16	Mixed	SEMH	1	0
St Elizabeths Centre	Much Hadham	5 - 19	Mixed	PD	1	0
St Elizabeths Centre Children's Home	Much Hadham	5 - 19	Mixed	PD	1	0
Wellow House	Newark	3 - 13	Mixed	SLCN	1	1
Mary Hare Senior School	Newbury	4 - 19	Mixed	HI	2	0
Park House	Newbury	11 - 19	Mixed	ASD, SEMH, MLD	4	7
PACE Education	Newcastle	13 - 16	Mixed	SEMH	1	0
Acorn Park School	Norwich	6 - 19	Mixed	SLD	1	1

St Andrews Norfolk	Norwich	6 - 16	Mixed	ASD	1	0
The Grange Therapeutic School	Oakham	8 - 17	Mixed	BESD	3	5
The Shires	Oakham	11 - 19	Mixed	ASD, SEMH, SLD	5	6
Wilds Lodge School	Oakham	5 - 18	Male	ASD, SEMH, BESD, SpLD	19	15
Bright Futures	Oldham	5 - 16	Mixed	BI	1	0
The Derwen School	Oswestry	11 - 18	Mixed	MLD	1	0
Moor House School	Oxsted	7 - 19	Mixed	SLCN	2	0
The Beeches Independent School	Peterborough	9 - 19	Mixed	ASD, MLD	2	3
Kirkstone House School	Peterborough	4 - 18	Mixed	ASD, MLD	3	3
The Old Priory School	Ramsgate	11 - 17	Mixed	ASD	1	0
Cambian Autism Services Spring Hill School	Ripton	8 - 19	Mixed	ASD	1	1
Aurora Meldreth Manor	Royston	6 - 19	Mixed	ASD	1	0
Meldreth Manor	Royston	6 - 19	Mixed	ASD, PMLD	3	9
The Stephen Purse Foundation	Saffron Walden	1 - 18	Mixed	PD	1	1
Kisimul School	Surrey			ASD	3	1
Bredon School	Tewkesbury	7 - 18	Mixed	SLD, SpLD	1	1
Thetford Grammar School	Thetford	3 - 18	Mixed	ASD	1	0
Aurora Boveridge College	Wimbourne	16 - 25	Mixed	SEMH	1	0

Cambian Wisbech School	Wisbech	7 - 17	Mixed	SEMH, BESD, SLD	6	5
Chartwell House School	Wisbech	8 - 16	Male	ASD, SEMH	6	0
On Track Wisbech	Wisbech	11 - 18	Mixed	SEMH	3	6
The Old School House	Wisbech	9 - 13	Male	ASD, SEMH, MLD	6	6
New College Worcester	Worcester	11- 19	Mixed	VI	4	3
The Place School	Bottesford	7 - 18	Mixed	SEMH	1	1
Stradbroke Learning Centre	Essex	8-16	Mixed	SEMH	1	0
Stephen Purse School	Cambridge	1- 18	Mixed	VI	1	0
Ruskin Mill	Gloucestershire	16 -25	Mixed	PD	1	0
Silver Bridge	Somerset	6 - 19	Mixed	SEMH	1	0
Red Boots	Birmingham	0 - 14	Mixed	PD	1	0
Mulberry Bush	Oxfordshire	5 - 13	Mixed	SEMH	1	2
Next Steps (NEET)		16+	Mixed	SEMH	1	0
Medgen	National		Mixed	SLD	1	0
Focus Care Supported Living	National	18+	Mixed	ASD	1	0
121 Social Care	Peterborough	18 +	Mixed	ASD	1	0
Cambian Whinfell	Cumbria	11 - 19	Male	ASD	1	0
Communication Specialist College	Doncaster	16 - 25	Mixed	VI	1	0

Amberleigh Care	Wales		Male	young males who have exhibited inappropriate or harmful sexual behaviours	0	1
Aurora Fairway School	St Ives, Cambridgeshire	11-16	Mixed	SEMH, ASD	0	19
Barnoldswick Alternative School	Barnoldswick, Lancashire	13-16	Mixed	SEMH	0	1
Bedford Greenacre School	Bedford		Mixed	SEMH	0	1
Begdale House School (Keys Group)	Wisbech, Cambridgeshire	10-16	Mixed	SEMH	0	3
Bridge House Independent School	Boston, Lincolnshire	5-16	Mixed	SEMH	0	3
Brookes UK School	Bury Saint Edmunds	5-16	Mixed		0	2
Caldecott Foundation School	Ashford, Kent	5-18	Mixed	ASD, SEMH, ODD, FASD	0	1
Cambian Home Tree School	Wisbech, Cambridgeshire	12-18	Mixed	SEMH	0	2
Cambridge Steiner School	Fulbourn, Cambridgeshire	2-16	Mixed		0	2
Castles Gainsborough School	Gainsborough	11-18	Mixed	SEMH	0	1
Compass Community School	Lincolnshire	11-18	Mixed		0	1
Esland Bedford (Oracle Care)	Milton Keynes	11-18	Mixed		0	1
Esland Grantham (Oracle Care)	Grantham	11-18	Mixed		0	1
Finborough School	Great Finborough, Suffolk	2-18	Mixed		0	1
Hailey Hall School (Compass Homes)	Hertfordshire	11-16	Male	SEMH, MLD	0	1
Hamilton Lodge	Brighton & Hove	5-19	Mixed	HI	0	1

Hilcrest Park School (Acorn Care)	Oxfordshire	7-18	Mixed	SEMH	0	1
Hope Tree School	Impington, Cambridgeshire	7-16	Female	ASD	0	6
ISP Teynham School (Polaris Community)	Kent	7-16	Mixed	SEMH	0	1
Milton Abbey School	Blandford Forum, Dorset	5-19	Mixed		0	1
Options Kinsale (Acorn)	Holywell, Wales	8-19	Mixed	ASD	0	1
Paces School (Conductive Education Sheffield)	Sheffield		Mixed	LD (Cerebral Palsy and other neurological conditions)	0	1
Red Balloon of the Air		5-19	Mixed	ASD	0	12
Shelldene House School (4D Care Limited)	Friday Bridge, Cambridgeshire	5-19	Mixed		0	1
The Sallygate School (Channels & Choices)	Temple Ewell, Dover		Mixed	SEMH	0	2
The Stables Independent School (Clover Childcare Services)	Norwich	6-14	Mixed		0	1
Total Care Matters	Nottingham	8-17	Mixed	SEMH	0	1
Underley Garden School (Acorn Care)	Kirkby Lonsdale, Carnforth	5-18	Mixed	SEMH, ASD, SLCN	0	1
VCare24	York		Mixed		0	1
West Heath School	Sevenoaks, Kent		Mixed		0	1
White Trees School	Bishop's Stortford	11-18	Mixed		0	6

## Appendix 9 - Future Plans Overview

Area	Analysis	Future Plans
<b>Personal Budgets</b>	Increase in the number of Personal Budgets reflects CCC allocating Direct Payments as the preferred way of delivering services to compliment CCC's commissioned offer of provision whilst providing children/young people with SEND and their families greater choice, autonomy and control.	<ul style="list-style-type: none"> <li>- extend the use of Personal Budgets</li> <li>- increase the awareness of Personal Budgets; activity has already</li> <li>- increase implementation of Personal Budgets for health needs.</li> </ul>
<b>SENDIASS</b>	Increased utilisation of SENDIASS reflect the increase in SEN Support and EHCPs.	<ul style="list-style-type: none"> <li>- continue internal commissioning arrangements for SENDIASS supporting the service to evidence their delivery and review feedback from parent carers and young people.</li> <li>- continue with SENDIASS hold Stakeholder Group meetings on a termly basis to ensure that feedback from stakeholders, including Parent Carer Forums and parent carer representatives, inform the strategic direction of the service.</li> </ul>
<b>M&amp;DR</b>	Increase in the number of M&DR	<ul style="list-style-type: none"> <li>- continue contract monitoring arrangements for M&amp;DR services</li> <li>- undertake review of commissioning arrangements for M&amp;DR to ensure these services are used to capacity to support children &amp; young people with SEND and their families with decision-making around the EHC process; thereby minimising appeals to SEN Tribunal.</li> <li>- support with the implementation of the <a href="#">SEND and Alternative Provision improvement plan</a>, within Cambridgeshire.</li> </ul>
<b>SEN Tribunals</b>	Increased number of SEN Tribunals.	<ul style="list-style-type: none"> <li>- continue with contract monitoring arrangements for legal support for tribunal arrangements.</li> <li>- continue ongoing review of tribunals within Cambridgeshire, with support from Children's Commissioning; following up with actions therein.</li> <li>- Support with the implementation of the <a href="#">SEND and Alternative Provision improvement plan</a>, within Cambridgeshire.</li> </ul>
<b>Early Years</b>	Increase in SEN Support and EHCPs for children under 5 in Early Years provision.	<ul style="list-style-type: none"> <li>- focus on inclusivity with Early Years provision; including continuing with Early Years and Childcare Inclusion Advisers.</li> <li>- focus on collaborative working between Early Years and Early Support to ensure coordination of specialist services within the Early Support Pathway.</li> <li>- support with implementation of the <a href="#">SEND and Alternative Provision improvement plan</a>, within Cambridgeshire; particularly with regard to early identification of needs, early intervention and improving capacity and expertise within the system.</li> </ul>

<b>Maintained Special Schools, including Special Academies and Multi-Academy Trusts (MATs)</b>	<p>Lower proportion of children &amp; young people in maintained/academy special schools than other county councils nationally</p> <p>The greatest immediate need for specialist placements was in the Fenland area; the type of provision most in need was area special school placements. The second and third greatest need for placements was Cambridge City and Huntingdonshire, respectively.</p> <p>The highest type of need is for children &amp; young people with ASD and/or SEMH.</p> <p>The highest type of need is within the 11-15 and 16+ age ranges.</p>	<ul style="list-style-type: none"> <li>- Further reduce the number of children &amp; young people awaiting a specialist placement.</li> <li>- Continue with implementation of the Capital Programme Plan.</li> <li>- Continue with Bandings &amp; Descriptor workstream.</li> <li>- Establish 0-25 Education Officer with focus on SEND Place Planning and long term sufficiency of SEND school places.</li> <li>- Continue to improve data capture and analysis.</li> <li>- Increase inclusivity within mainstream education; including additional space in all new build mainstream primary schools.</li> <li>- Establish a new SEND Outreach model; focused on ensuring children &amp; young people with SEND are able to remain in mainstream settings where appropriate.</li> </ul>
<b>Enhanced Resource Bases &amp; SEND Hubs</b>	<p>Increased need for ERBs across the county; particularly for children &amp; young people with ASD and SEMH needs.</p>	<ul style="list-style-type: none"> <li>- Continue with implementation of the Capital Programme Plan.</li> <li>- Finalise Phase 1 in terms of mobilising 4 ERBs with an opening date of 2024.</li> <li>- Continue with expression of interest process for Phase 2, with Children’s Commissioning support; focusing on SEMH ERBs from the north of the county and ASD ERBs from the whole county.</li> <li>- Continue to explore additional ERBs as required, depending on need and affordability.</li> <li>- Continue with implementation of service level agreements across all existing and future ERBs; ensuring these are reflective of the different designations of ERBs.</li> <li>- Finalise banding approach with descriptors of need and provision for enhanced resource bases to ensure there is appropriate equity of provision and appropriate and consistent funding.</li> </ul>
<b>Out of School Tuition (OoST) &amp; Alternative Education Provision (AEP)</b>	<p>Increased usage of OoST and AEP.</p>	<ul style="list-style-type: none"> <li>- stimulate market to ensure a wider variety of providers, including those who offer therapeutic delivery models/those with the ability to manage an increasing complexity.</li> <li>- increase the number of providers offering vocational options and enrichment opportunities.</li> <li>- Increase the number of providers with experience in a variety of communication systems</li> <li>- continue tuition review within Cambridgeshire and proceed with key recommendations confirmed so far; including: <ul style="list-style-type: none"> <li>▪ improving data management</li> <li>▪ focusing on increasing the capacity with Special Schools</li> <li>▪ introducing small groups for tuition</li> <li>▪ examining the role of technology enabled support</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ working with providers to ensure children &amp; young people are reintegrated into appropriate settings.</li> </ul> <p>- Support with implementation of the <u>SEND and Alternative Provision improvement plan</u>,</p>
<b>Post-16 Provision (Including Further Education (FE), Apprenticeships, Traineeships and Volunteering)</b>	Growth across pupils with SEND and with an EHCP; specifically across the 16+ age range; this is putting pressure on existing Post 16 opportunities across Cambridgeshire.	<p>- Continue collaborative working across Children’s and Adults Commissioning, the Statutory Assessment Team (SAT), 14-25 Additional Needs Team, the Virtual School, Adult and Autism Team to source and secure opportunities for young people 16-25 with SEND.</p> <p>- Incorporate PfA outcomes within SEND Support and Ordinarily Available Provision (OAP) offer, clearly setting out our expectations around PfA and ensuring that more young people either transition into independence or into further support.</p> <p>- Increase focus on forecasting and sufficiency for Post 16 provision.</p> <p>- Continue with the development and implementation of a Post 16 Alternative Education Framework.</p> <p>- Continue with implementation of the Capital Programme Plan specifically around Post 16 provision; including the developments to Northstowe Secondary College.</p>
<b>Independent Special Educational Placements (ISEPS)</b>	Increase in number of ISEPs; ASD [31-44%] and SEMH [54-33%] form the majority of needs met by Independent Non-Maintained Special Schools, with a small proportion of MLD [6-4%] and a small number of other categories of need making up the remaining composition. Increase in ISEP placements being sourced and procured on a spot purchase basis. Increased number of fee uplift requests.	<ul style="list-style-type: none"> <li>• Extend the DPS</li> <li>• Continue liaising with providers; stimulating the market and focusing on local sufficiency, specifically focusing on ASD and SEMH provisions.</li> <li>• Continue to scope block purchasing arrangements with local independent provisions.</li> <li>• Continue to maintain and develop the PRT, the ISEPS dashboard and introduce a Children’s Commissioning SEND Dashboard</li> </ul>