



**Isle of Wight  
Council**

Isle of Wight Council

# **Delivery Plan**

**for**

# **DfE Safety Valve Agreement**

**Post-partnership new Children's  
Services Directorate**

**June 2024**

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## Context

The partnership between the Isle of Wight Council and Hampshire County Council, to run the Isle of Wight's Children's Services Department officially came to an end on 31 January 2024. The Isle of Wight Council decided to set up its own Children's Services Department, which came into fruition on 1 February 2024.

The new department has re-profiled the workstreams so that they relate directly to each condition in the Safety Valve agreement. Reasons for re-profiling workstreams were due to:

- Structure of new team, compared with previously within partnership and actions against workstreams.
- A forensic analysis of the High Needs Block budget, line by line.
- Aligning workstreams more tightly to original agreement.
- Lack of progress with Free School bid and need to increase additional SEN places through local intervention.
- 2% EHCP growth rate, assumptions now using a 9% growth model, based on an average, with this set to decline once school-based strategies start to embed on September 2025, to 4.5%.

The previous workstreams sat under three headings, these have now been removed and the new workstreams are directly aligned under the 7 conditions of the original Safety Valve agreement and are reported on at monthly Safety Valve Board Meetings and within this submission.

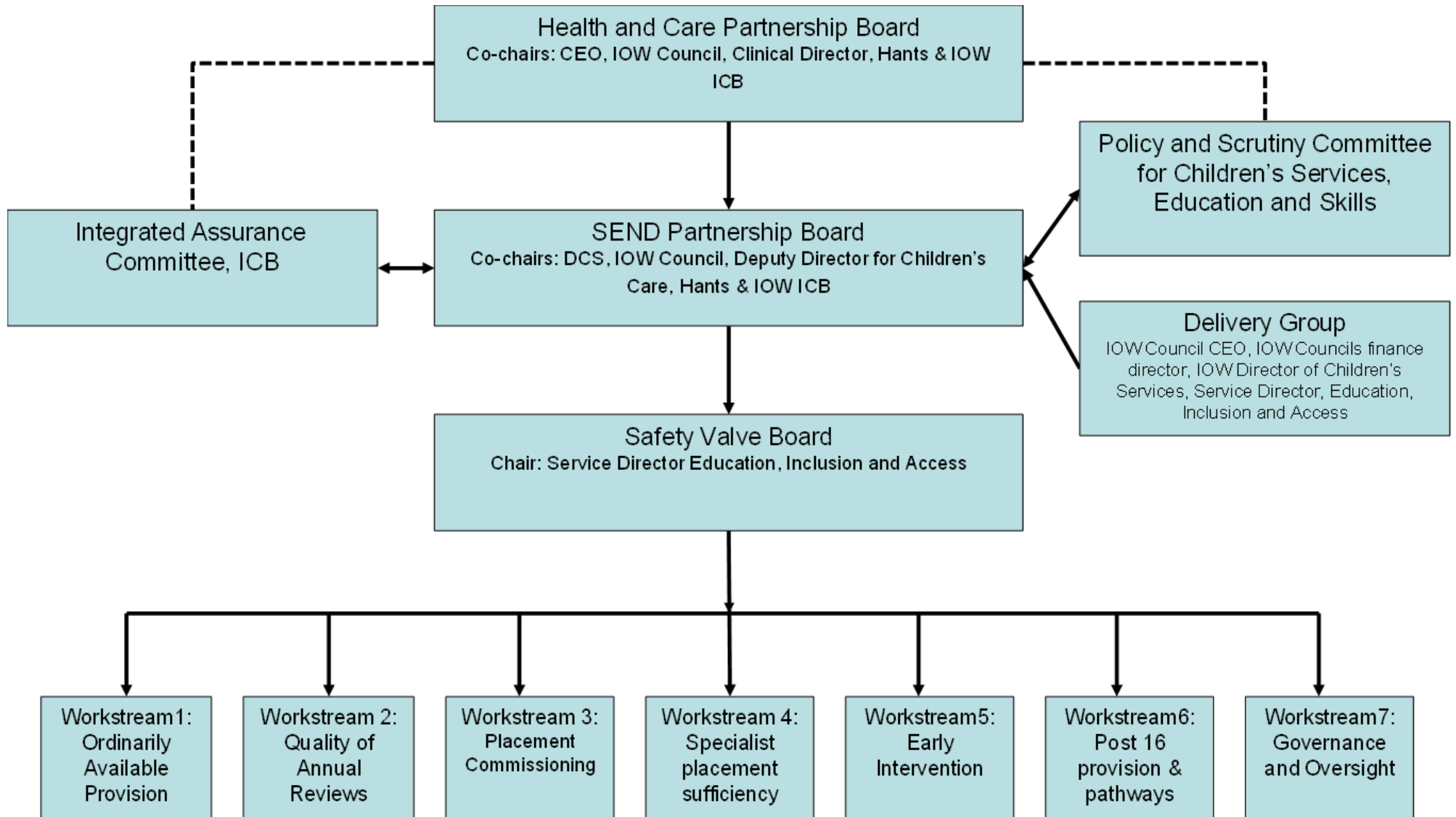
There are several factors affecting the successful implementation of the Safety Valve agreement. These include:

1. The removal of surplus primary school places across the Isle of Wight, which will see the closure of primary schools across the Island. This is already causing anxiety across the school system and this will impact on our ability to successfully implement some of the work we are planning and inclusion across the Island.
2. The new 'Education Strategy', which is designed to raise outcomes and improve inclusion across the Island. This will be in draft form, until the end of the year, while we gather views to improve it.
3. Another factor to consider is the number of services the Isle of Wight currently 'buys back in'. Due to the short timeframe in setting up a Children's Services Directorate, some services within could not be set up in the time, meaning the IOW council has Service Level Agreements with Hampshire for a number of services. One of these is the EP service, which we have already been given notice on. Meaning we will need to set up our own Educational Psychology services.

4. The Educational Psychology service directly impacts upon our ability to meet our 20-week indicators as this is outside of our control, along with supporting schools with inclusive practices such as ELSA supervision.

We also have to consider the 'buy back' of our school improvement service from Hampshire as we have no direct control over the workforce, nor processes. This will hamper our ability to implement change and embed our own practices, across our schools.

# Governance of SEND Transformation



# Safety Valve Governance and Stakeholder Engagement

## Internal governance

- **Policy and Scrutiny Committee for Children's Services:** Committee of members that scrutinise key activity within Childrens Service and hold officers to account.
- **Corporate Management Team:** Monthly oversight of budget and delivery of key programmes
- **Children's Services Directorate Management Team:** Approves rollout of pilots/new services, monthly monitoring of budget and delivery of key programmes and escalation of major risks and issues.
- **Safety Valve Board:** Internal board members, senior sponsorship and support, makes decisions on programme delivery, workstream leads attend to present, accountable for delivery of outcomes sought and manages escalated risks and issues.
- **Education, Inclusion and Access Leadership Team:** Scopes and costs new workstreams, project manages the development and delivery of the programme, resolves/escalates risks and issues, manages constraints, provides some delivery capacity and consultancy support, is an agenda item on all department/team meetings and part of all department members performance management/appraisal.
- **Workstreams**
  - Internal workstream leads
  - Internal delivery capacity from service areas.
  - Subject matter experts
  - Consultancy support
  - Define, develop and deliver programme activity.
  - Prioritise programme work.
  - Collaborate and work across teams to embed change throughout Education and Inclusion, with schools and partners.
  - Co-construction

## Co-design

- **SEND Partnership Board: Representation from:** DFE, Social care (Adults and Children's), Public Health, Early Years, schools and IOW College, Parents, Health, CYP
- **External Reference Group:** Health, LGA, DFE
- **ICB/ICS Leadership Group:** Includes relevant external partners, reps from settings and appropriate parent/child representation, called upon to attend co-design workshops and on circulation list to comment on draft documentation, guidance, training etc.

- **Access and Resource Team:** Secretariat function, point of contact for programme related queries, prepares or commissions programme related papers and co-ordinates comms.
- **Working Groups:**
  - Internal and external membership.
  - Co-design of pilots, training and services.
  - Membership varies across workstreams.
  - Includes relevant external partners, reps from settings and appropriate parent/child representation.
  - Called upon to attend co-design workshops.
  - On circulation list to comment on draft.
  - documentation, guidance, training etc.

### **Inform, Consult and Influence**

- **DFE:** Consult, support and challenge.
- **Schools Forum:** Pre-established forums with internal and external membership, already familiar with the programme, quarterly updates provided on progress against plans.
- **Island Parent Voice:** Pre-established forums with internal and external membership, already familiar with the programme, quarterly updates provided on progress against plans.
- **Schools/Settings Partners:** Targeted communications, periodic updates, dissemination of Training/Guidance, support to deliver changes/pilot approaches.

## Safety Valve agreement and reprofiled work

3. The authority agrees to implement the DSG management plan that it has set out. This includes action to:	Abridged name of workstream	Quick glance work
3.1. Create greater clarity of ' <b>Ordinarily Available Provision (OAP)</b> ' through further dissemination of recently produced Special Educational Needs (SEN) support guidance and offering <b>training to headteachers and Special Educational Needs Co-ordinators (SENCOs)</b> about what constitutes OAP;	Ordinarily Available Provision and Training for Schools	Ordinarily Available Provision materials Ordinarily Available Provision training for schools SENCO Networks VSEND Tool Continued Professional Development/Tools on new online hub Resourced Provision networks SEN Toolkit SEN support phone line
3.2. Improve the quality of <b>annual reviews</b> of Education Health and Care Plans (EHCPs) through training, greater Local Authority (LA) engagement and improved processing to ensure timescales are met, so that children and young people meet the outcomes in their EHCPs, which should lead to a step-down in provision over time;	Quality of Annual Reviews	Training for LA staff Quality Assurance of EHCPs Training for external partners on EHCPs
3.3. Ensure more robust oversight of decision making during the assessment and co-production of EHCPs, so that <b>children are placed in most suitable provision</b> that can meet their needs;	Suitable Placements/Commissioning	Multi-agency meeting – no to assess
3.4. Increase <b>maintained/academy specialist placements</b> available on the Isle of Wight to minimise the need for more expensive placements;	Sufficiency of Specialist Places	Expansion of specialist places 187+ Free school bid Explore specialist Alternative Provision
3.5. Create an early intervention ' <b>Primary Behaviour Service</b> ' to replace the primary provision at the Pupil Referral Unit (PRU) on the island, to reduce the number of permanent exclusions and meet needs earlier;	Early Intervention – Outreach including Primary Behaviour Service	Primary Behaviour Service Outreach and governance/oversight



3.6. Improve the <b>Post-16</b> offer on the island, encouraging take up of supported internships and supported apprenticeships, improving preparation for adulthood outcomes, and reducing demand on High Needs funds;	Post 16 and Pathways	Work with external partners on pathways DFN projects Solent Careers Hub Better commissioning of post 16 placements
3.7. Review the <b>governance of the High Needs</b> Performance and Oversight Board with the intention to include a reference group which will include stakeholders, partners, and children and young people, to help inform planning in the local area.	Governance and Oversight	New Safety Valve board Review of all High Needs spend Setting up Educational Psychology service

Download the [Dedicated Schools Grant 'Safety Valve' Agreement: Isle of Wight 2022-2023](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk))

## Safety Valve Priorities – risks and mitigations

Risks	Mitigation	Additional Comment
<b>Start date of agreement</b> Originally agreement was for 2022-23 until 2026-2027. The agreement didn't start until Spring	Implement change asap and analyse the impact	
<b>Partnership ending</b> Original agreement was entered into whilst the IOW was in Partnership with Hampshire with Hampshire officers controlling all aspects of the programme. This partnership came to an end on 1 <sup>st</sup> February 2024	Re-profiling of the agreement, workstreams and priorities by new department	All up-front monies spent in 2023/24.
The introduction of the <b>Primary Behaviour Service</b> across the Island was under the rationale of reducing primary permanent exclusions. Yet there have been no primary permanent exclusions. Cost of 572k including building and staffing, 471k staffing	Review model and investigate traded model	Impact not yet shown.
Outreach cost schools 140k compared to our inherited outreach costs at a total of £1,208,207	Review model and investigate traded model	Medina House outreach arrangement has ceased
<b>Progress of Free School</b> A sponsor for the agreed SEMH free school has yet to be identified. This directly impacts the original agreement as over	New Children's Service Department has developed new plans to mitigate	The need for the free school is being discussed as even more additional places could exacerbate the 'inclusion' agenda and make schools

1.1 million pounds worth of saving were linked to the free school.	this and create an additional 187 new SEN places	even more reliant upon SEN places.
<p><b>National ‘statutory override’ of High Needs Block deficits</b></p> <p>If national statutory override (introduced in 2020 of standard accounting rules, letting councils keep Dedicated Schools Grant deficits off the council books) was removed in 2025-26 as intended, the overall deficit would pose considerable risk to the viability of the council.</p>	Escalate to CMT and Section 151 officer	
<p><b>Projections</b></p> <p>Hampshire based their projections for the plans on a 2% growth of EHCP. Growth currently stands at an average of 9%</p>	New forecasting based upon 9%, highlights, further concerns about overall accumulative deficit	9% growth model will continue until September 2025, when a 4.5% growth model comes into force, based on embedding more inclusive practice in schools and brining the IOW more in line with National.
<p><b>Initial ‘kick start funding’ for safety valve</b></p> <p>The initial ‘kick start’ funding for projects to encourage schools to be more inclusive and address safety valve, were administered under the partnership.</p> <p>Transferring training and toolkit over to IOW learning platform, but the use of phone line is ambiguous.</p>	New online learning platform is being created.	No additional funds to create new workstreams.
<p><b>Safety Valve agreement not aligned to high needs block deficits</b></p> <p>As a new department, we have had to re-profile the workstreams to address the overspend within the high needs block, this also means we need additional time to successfully implement our new plans.</p>	Reprofiled work by new department	Reprofiled work, now shared and agreed across the department.

# DFE publication: High needs budgets: effective management in local authorities, June 2022

## Audit of Isle of Wight Practice April 2024

Recommendations	Local Context	RAG	Action
Recommendation 1: Local authorities should invest properly in SEND leadership, with dedicated time for strategic functions to avoid constant distractions from operational pressures.	New Children Services Department, established on 1 February 2024, prior to this, a partnership with Hampshire, who oversaw practice on IOW.	Green	New Strategic Manager SEN & Inclusion recruited into post from June 2023, already seeing the benefits of this appointment. New SEN second in-charge position being advertised for the support and delivery of the Safety Valve Programme and upskilling of SEN team.
Recommendation 2: Authorities should review their joint commissioning arrangements to support more balanced contributions to high needs provision from the three key services (Education, Health and Social Care).	New Children Services Department, established on 1 February 2024	Amber	Starting a joint agency panel being established Audit of EHCP so can establish NHS portion of costs being investigated
Recommendation 3: Officers with SEND and Finance responsibilities should have joint accountability for effective management of this area, with high priority given to effective communication and mutual support, building on the positive practice identified in this report.	Historically we have not had this.	Amber	New finance position being recruited into for the support and delivery of the Safety Valve Programme IOW Finance team sit on Safety Valve Board IOW education Finance Lead attends Education leadership meetings and extended leadership meetings.
Recommendation 4: Local authorities should review their capacity for SEND support (and its funding base) to help strengthen their influence on the range of relevant outcomes. They should develop clearer agreements with services which set out commissioning expectations and monitoring	Currently shared documentation with Hampshire, need to review and contextualised this for IOW	Amber	<ul style="list-style-type: none"> <li>Review of commissioning arrangements is being undertaken</li> <li>Working party establish to create new OAP guidance material, along with associated training for all school staff</li> </ul>

arrangements.			
Recommendation 5: Local authorities should review their current staffing levels and structures for SEND casework and enhance these where necessary, as part of their broader strategy for improving management of high needs expenditure and quality of service delivery.	Staffing level were increased and are now being robustly lead and managed. Prior to June 2023, this was not the case.	Green	<p>As part of original Safety Valve work there was an increase in SEN caseworkers:</p> <ul style="list-style-type: none"> <li>• 1Senior casework officer</li> <li>• 3.5 casework officers</li> <li>• 1.5 Casework assistants</li> </ul>
Recommendation 6: Local authorities should review and further develop their approaches to partnership with key stakeholders, taking into account some of the positive practices described in this report (in addition to any broader policy emphasis on this area).	New department having to establish new systems to fit in with context	Amber	<ul style="list-style-type: none"> <li>• SEN Partnership Board has been established with DFE in attendance and NHS England</li> </ul>
Recommendation 7: When creating new specialist provision, local authorities should be clear about the expected range and levels of need that this will cater for. They should also consider the potential impact on future demand and whether this can be financially sustained. The case for any proposed development should include detailed projections on the balance between investment and savings.	Historically under invested in. SV agreement not realised, LA have had to take matters into own hands and create additional capacity.	Green	<ul style="list-style-type: none"> <li>• We have a dedicated workstream related to this and it is a priority for the new department, with a clear plan to create 201 additional SEN places</li> <li>• Free school bid about to open again for a 75 place SEMH school</li> </ul>
Recommendation 8: With regard to developments in local mainstream provision, investment should be targeted at strengthening inclusion, with impact monitored and evaluated at that level.	Work to coordinate this and strengthen provision is underway i.e. PBS	Green	<ul style="list-style-type: none"> <li>• Working party establish to create new OAP guidance material, along with associated training for all school staff</li> <li>• New 'Transforming Education' online platform has been created</li> <li>• Plan to establish a</li> </ul>

			governance board for outreach and review outreach provision across the Island with a clearer front door for access
Recommendation 9: Local authorities should set out more clearly their expected pathways for young people with different levels of need, ensure that these are presented earlier and more clearly to young people and their parents, and evaluate quality and outcomes on a more regular basis. Pathways should be realistic but ambitious.	New Service Manager for education, working to create clearer or new pathways, which are ambitious – need to establish these pathways and work with schools in creating them.	Red	<ul style="list-style-type: none"> <li>• DFN programme about to start</li> <li>• Links with post 16 providers</li> <li>• Creation of new career platform</li> </ul>
Recommendation 10: Local authorities should learn from positive examples of innovative approaches to mainstream funding (including the option of greater devolution of resources to individual schools/groups of schools with clear expectations of outcomes)	Need to understand current position and learn from others.	Red	<ul style="list-style-type: none"> <li>• Not there yet</li> </ul>

## Additional external scrutiny and support

- DFE and NHS England representatives on SEND Partnership Board
- Local Government Association, SEND peer challenge agreed for October 2024
- South East Sector Lead Improvement Partnership Work agreed:
  - Audit of quality of EHCP's Audit of statutory process
  - Audit of multi-agency decision making
  - Audit of financial contributions from all stakeholders
  - Establishment of new EP arrangements

## Safety Valve Delivery Plan Workstreams

1. Ordinarily Available Provision/Training for Schools
2. Quality of Annual Reviews
3. Suitable Placements/Commissioning
4. Sufficiency of Specialist Places
5. Early Intervention – Outreach including Primary Behaviour Service
6. Post 16 and Pathways
7. Governance and Oversight

The following tables are the Safety Valve plan. This is new and re-profiled from the original agreement, with all stakeholders engaged and overseeing certain workstreams. There is still some cost saving work to do for various workstreams, but this has been created post-partnership.

## Workstream 3.1 – Originally Available Provision/Training for schools

Overarching responsibility for workstream: Service Manager Ed/Post 16

### 3.1. Create greater clarity of ‘Ordinarily Available Provision’ (OAP) through further dissemination of recently produced Special Educational Needs (SEN) support guidance and offering training to headteachers and Special Educational Needs Co-ordinators (SENCOs) about what constitutes OAP;

	Reprofiled work	Success Criteria	Expenditure reduction	Who is leading?
3.1.A	<ul style="list-style-type: none"> <li>• New OAP/SEN Support working group established</li> <li>• New guidance material needs producing</li> <li>• A suite of training to support launch of new material</li> </ul>	<ul style="list-style-type: none"> <li>• New IOW OAP/SEN Support material is created</li> <li>• Training on new material designed along with launch of OAP/SEN Support material</li> <li>• Through use of materials, schools feel better equipped to meet a variety of additional needs, building confidence across the system (including with parents) to deliver quality first teaching and within SEN Support</li> <li>• Schools are better equipped to support transition at key phases of transition eg. children from Early Years into YR/primary to secondary and secondary to post 16 with robust pathways, high aspirations and confidence in what is ordinarily available (celebrate success and identify key challenges eg. Yr 7 has targeted transition which is good, data tells us increased exclusions from year 8)</li> <li>• Reduction of assessments as needs are met in classrooms</li> </ul>	Need to establish	<p>Service Manager Ed/Post 16</p> <p>Strategic Manager SEN</p>
3.1.B	Re-profiled SENCO networks	<ul style="list-style-type: none"> <li>• 100% schools attend networks – need to analyse attendance registers</li> <li>• 100% attendance of early years practitioners attend SENCO networks – termly</li> </ul>	Need to establish	Service Manager Ed/Post 16

		<ul style="list-style-type: none"> <li>• SENCO's knowledge and understanding improves</li> <li>• SENCO leading on Teaching &amp; Learning within their settings</li> <li>• Reduction of assessments as strategic leadership of SEN and how to support whole school approach</li> </ul>		
3.1.C	Embedding of VSEND tool	<ul style="list-style-type: none"> <li>• Schools attend VSEND Tool training session</li> <li>• Schools better able to identify, understand and meet the needs by using the tool</li> <li>• Schools analyse the findings and embed other tools available to effectively plan and communicate with parents</li> <li>• Schools are consistently using the tool as part of what is ordinarily available to improve quality first teaching and SEN Support as required, the tool should embed a graduated approach to be developed to enable needs to be met and provision delivered within schools' own resources</li> <li>• Reduction of assessments as strategic leadership of SEN and how to support whole school approach</li> </ul>	Previously estimation from work IMPOWER undertook prior to partnership ending. £335,405 estimated reduction as defined by IMPOWER for pilot schools with a total cost avoidance of £1.55m if all 37 mainstream school involved	Service Manager Ed/Post 16
3.1.D	SEN Support Phone Line	<ul style="list-style-type: none"> <li>• Schools call support line to resolve problems to avoid them escalate further</li> <li>• Schools better at meeting pupils needs within the classroom</li> <li>• The advice of SEN Support phone line advisors is of a good quality and is effective in supporting schools</li> </ul>	Need to establish	Service Manager Ed/Post 16 liaising with Hampshire
3.1.E	SEN Toolkit	<ul style="list-style-type: none"> <li>• Schools access this as part of a stepped approach to support.</li> </ul>	Need to establish	Service Manager Ed/Post 16
3.1.F	5 e-learning module	<ul style="list-style-type: none"> <li>• Schools access the training to skill their staff up</li> <li>• The use of these training modules results in less statutory assessments</li> </ul>	Need to establish	Service Manager Ed/Post 16



3.1.G	Learning Hub will have a dedicated, single point of access host SEN resources for schools	<ul style="list-style-type: none"> <li>• All resources located in one place – easy access</li> <li>• EY Practitioners/Schools able to access resources and utilise, in order to better meet the needs of all CYP through quality first teaching/SEN Support</li> </ul>	Need to establish	Service Director EIA
3.1.H	Set up resourced provision networks to support the schools with the planned expansion and successful implementation and running of resource provision	<ul style="list-style-type: none"> <li>• Resource provision networks to be attended by all host schools to develop and share best practice</li> <li>• To create an island Service Level Agreement for all resourced provision and hubs to outline key principles and expectations</li> <li>• To support resource provisions to be better equipped to best meet the needs of young people with complex needs and specific provision through ongoing professional development and supportive links with special schools and via a resourced provision network</li> <li>• Placement of young people to be progressive and to enable successful inclusion to the mainstream offer as appropriate</li> <li>• To secure access to appropriate external services to improve the educational offer within resourced provision – reduce tribunal rulings to name specialist provision/INMSS</li> </ul>	Need to establish	Service Manager Ed/Post 16
3.1.I	To ensure Early Years best practice is embedded across educational procedures and systems.	<ul style="list-style-type: none"> <li>• Schools are better equipped to successfully transition children from Early Years into reception and then into year 1 by using the IOW transition pack</li> <li>• Children achieve their Early Learning Goals by the end of reception across all seven areas of the EYFS curriculum</li> <li>• Children will reach a good level of development (GLD) by the end of year 1</li> </ul>	Need to establish	Early Years Senior Lead

## Workstream 3.2 – Quality of Annual Reviews

### Overarching responsibility for workstream: Strategic Manager SEN

<b>3.2. Improve the quality of annual reviews of Education Health and Care Plans (EHCPs) through training, greater Local Authority (LA) engagement and improved processing to ensure timescales are met, so that children and young people meet the outcomes in their EHCPs, which should lead to a step-down in provision over time;</b>				
	Reprofiled work	Success Criteria	Expenditure reduction	Who is leading?
3.2.A	Develop internal training for SEND officers targeting how to effectively facilitate a review and respond to a review	<ul style="list-style-type: none"> <li>The statutory assessment and review team will have appropriate staffing levels in place</li> <li>Systems will support the process, reducing duplication and streamlining the process</li> <li>Officers will be confident in their role in a EHCP review to improve outcomes and quality assure appropriate actions as part of the process this will ensure appropriate provision is secured</li> <li>A robust training package for annual reviews will be devised and implemented as part of an annual cycle/induction</li> <li>SEND Officers will be confident to deliver a consistent narrative to all partners around EHCP, building positive working relationships across children services and adults to ensure appropriate planning is in place around preparing for adulthood</li> </ul>	Need to establish	Strategic Manager SEN
3.2.B	To target attendance at specific reviews by SEND Officers to ensure EHCP are effectively maintained in line with the legal test	<ul style="list-style-type: none"> <li>SEND officers will actively attend specific reviews, to ensure an efficient use of resource is secured, in the academic year of 2024/25:</li> <li>- attendance at all INMS placements on mainland, high costs - Year 14 pupils to ensure plans maintained past year 14 have</li> </ul>	Need to establish	Strategic Manager SEN

		<p>progressive pathways that educate or train</p> <ul style="list-style-type: none"> <li>• - attendance at all learners on an EOTAS packages and those accessing discretionary funding</li> <li>• To develop robust partnership between the SEND service and Adults Transition Planning meetings for young people who meet threshold to develop effective pathways into adulthood, ceasing plans in a timely manner</li> <li>• A multi-agency panel make decision around mainland placements/INMS placements</li> </ul>		
3,2,C	<p>Develop training across all partners around what is good quality advice, ensuring it is progressive and in line with statutory expectations and specific to the area of expertise as part of the annual review process</p>	<ul style="list-style-type: none"> <li>• A commitment from all partners to provide advice, as part of the annual review process, that is reflective of the service input to include progress towards outcomes and provision identified within the EHCP</li> <li>• Advice from professionals is specific to the area of expertise and should demonstrate where a change to needs/provision has been identified through assessment/observation</li> <li>• A joint approach and commitment across education, health and care to deliver workforce development specific to statutory advice</li> <li>• All partners understand their statutory duties, including timescales and adhere to this as part of the review process</li> <li>• A multi-agency QA process with a terms of reference to support regular cycles of auditing advice will be in place</li> </ul>	Need to establish	Strategic Manager SEN with leads from health and social care

3.2.D	To develop what is ordinarily available in schools, creating robust thresholds of what is special educational provision (above and beyond) and what is reasonable adjustment/differentiation to reflect the assess, plan, do, review cycle to inform an annual review	<ul style="list-style-type: none"> <li>• Refer to 3.1</li> <li>• Ordinarily Available Provision document will be published, this will be embedded across the education system</li> <li>• Children and young people will access quality interventions within a graduated approach at SEN Support, needs will be met at SEN support and through quality first teaching</li> <li>• Parents will be confident in the support their child is receiving, reducing parental requests for statutory assessment</li> </ul>	Need to establish	Service Manager Ed/Post 16  Strategic Manager SEN
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## Workstream 3.3 - Suitable Placement/Commissioning

### Overarching responsibility for workstream – Strategic Manager SEN

<b>3.3. Ensure more robust oversight of decision making during the assessment and co-production of EHCPs, so that children are placed in most suitable provision that can meet their needs;</b>				
	Reprofiled work	Success Criteria	Expenditure reduction	Who is leading?
3.3.A	<ul style="list-style-type: none"> <li>Multi-agency panel of EHC New assessments to incorporate joint decision making</li> <li>Multi-agency panels must extend to financial decision making to ensure all partners are fulfilling its statutory duties with regards to commissioning</li> </ul>	<ul style="list-style-type: none"> <li>Multi-agency panels are making the right decision whether to assess or award and EHCP and providing sound recommendations if it a decision not to assess/award, reducing requests for mediation/first tier tribunal appeals</li> <li>Parents and schools are confident in the decisions made by panel, feedback is transparent and provides sound reasons for decisions made as well as providing sound advice, reducing requests for mediation/first tier tribunals</li> <li>Professional advice is of a high quality to support the multi-agency panel to make informed decisions (see 3.2.C), improving the overall quality of the EHC Plan</li> <li>Children are placed in the most appropriate provision in line with their education health care plan with access to suitable resource eg. Therapists, reducing requests for mediation/first tier tribunal appeals</li> <li>All partners will fulfil its statutory duties to deliver provision and award funding</li> </ul>	Need to audit EHCP's, to understand how much external stakeholders should be contributing in line with their statutory duties	Strategic Manager SEN

## Workstream 3.4 – Sufficiency of Specialist Places

### Overarching responsibility for workstream – Service Manager Capital

<b>3.4. Increase maintained/academy specialist placements available on the Isle of Wight to minimise the need for more expensive placements;</b>				
	Reprofiled work	Success Criteria	Expenditure reduction	Who is leading?
3.4.A	Scoping out of where an increase in specialist places could be achieved. 201 identified, not including Free School	<ul style="list-style-type: none"> <li>All CYP are identified with clear pathway onto potential provision</li> </ul>	£7,479,218 million, over an 18 month period, for the 201 additional places. All costs below are within this overall cost saving	Strategic Manager SEN /Service Manager Capital
3.4.B	Studio School site and Greenmount underway – an additional 26 places	<ul style="list-style-type: none"> <li>All CYP are appropriately placed</li> <li>Additional on Island places are created to serve Island CYP</li> <li>Completion and delivery of these two projects</li> </ul>	£850,614 – growing to an additional £1,412,245 (Included in total rom 3.4.A)	Service Manager Capital
3.4.C	Need to formally approach Secondary schools about expanding RPs to 20, scope out accommodation, papers & consolation	<ul style="list-style-type: none"> <li>All CYP are appropriately placed</li> <li>Additional on Island places are created to serve Island CYP</li> <li>Completion and delivery of these projects</li> </ul>	£189,345 (Included in total rom 3.4.A)	Service Manager Capital
3.4.D	Need to identify site (even temp) for welfare/medical provision, scope out	<ul style="list-style-type: none"> <li>All CYP are appropriately placed</li> <li>Additional on Island places are created to serve Island CYP</li> </ul>	£2,466,807 (Included in total rom 3.4.A)	Service Manager Capital

	accommodation, papers & consolation	<ul style="list-style-type: none"> <li>• Completion and delivery of these two projects</li> </ul>		
3.4.E	Need to expand Medina House, scope out location, papers & consolation	<ul style="list-style-type: none"> <li>• All CYP are appropriately placed</li> <li>• Additional on Island places are created to serve Island CYP</li> <li>• Completion and delivery of these two projects</li> </ul>	£1,652,865 (Included in total rom 3.4.A)	Service Manager Capital
3.4.F	Need to approach primary schools about expanding RPs to 12, scope out accommodation, papers & consolation	<ul style="list-style-type: none"> <li>• All CYP are appropriately placed</li> <li>• Additional on Island places are created to serve Island CYP</li> <li>• Completion and delivery of these two projects</li> </ul>	£224,125 (Included in total rom 3.4.A)	Service Manager Capital
3.4.G	<ul style="list-style-type: none"> <li>• Need to update associated paperwork for schools on RP:</li> <li>• MOU</li> <li>• RP guide</li> </ul>	<ul style="list-style-type: none"> <li>• MOU refreshed and appropriate for new RP provisions</li> <li>• RP guide clarifies LA expectations around RP and identifies support</li> </ul>	No reduction, but will provide greater clarity.	Service Director EIA, Strategic Manager SEN, Service Manager Capital, Service Manager Ed/Post 16
3.4.H	Creation of a sensory RP, initially 12 but may move to 20	<ul style="list-style-type: none"> <li>• Reduction in mainland INMSS</li> <li>• CYP catered for in their community and able to stay on Island</li> </ul>	£683,221 (for 12 places) (Included in total rom 3.4.A)	Service Manager Capital

## Workstream 3.5 - Early Intervention – Outreach including PBS

### Overarching responsibility for workstream – Inclusion Support Manager

**3.5. Create an early intervention ‘Primary Behaviour Service’ to replace the primary provision at the Pupil Referral Unit (PRU) on the island, to reduce the number of permanent exclusions and meet needs earlier;**

	Reprofiled work	Success Criteria	Expenditure reduction	Who is leading?
3.5.A	PBS to provide training and development to schools to support them to positively address behaviour that challenges and meet needs earlier.	<ul style="list-style-type: none"> <li>To reduce suspensions and permanent exclusions</li> <li>Advice and intervention from PBS improves quality first teaching and SEN Support as required, embedding a graduated approach to be developed to enable needs to be met and provision delivered within schools'</li> <li>own resources reducing an escalation to request statutory assessment</li> <li>Parents are confident in the support their child is receiving, it is timely and progressive</li> <li>Reduction in the need for Specialist SEMH INMSS - needs are better addressed through the provision available on the island</li> </ul>	Need to do more work to establish	Inclusion Support Manager
3.5.B	<ul style="list-style-type: none"> <li>Reorganisation of outreach provision</li> <li>Set up governance/oversight arrangement for outreach</li> </ul>	<ul style="list-style-type: none"> <li>Clear menu of outreach offer for schools</li> <li>Better ‘front door’ and triage for outreach</li> <li>Robust governance arrangements and better oversight holding outreach to account through clear KPI's</li> <li>Needs and provision are suitably differentiated and met within quality first teaching/SEN Support</li> </ul>	£1.2 million per year	Strategic Manager SEN



## Workstream 3.6 - Post 16 and Pathways

### Overarching responsibility for workstream – Service Manager Ed/Post 16

<b>3.6. Improve the Post-16 offer on the island, encouraging take up of supported internships and supported apprenticeships, improving preparation for adulthood outcomes, and reducing demand on High Needs funds;</b>				
	Reprofiled work	Success Criteria	Expenditure reduction	Who is leading?
3.6.A	<ul style="list-style-type: none"> <li>Service Manager Education &amp; Post16 appointed &amp; creating links/networking with key stakeholders</li> <li>Collaboration with other Local Authorities on preparation for adulthood.</li> <li>Contribution to external partners strategies including Inclusive Island.</li> </ul>	<ul style="list-style-type: none"> <li>Current pathways identified and gaps in provision identify</li> <li>New pathways established</li> <li>A variety of pathways established and clearly understood, through a menu offered across the Island</li> <li>Stepping down of plans, into other employment routes</li> <li>Reduction in element 3 funding</li> </ul>	£1 million+ changes to allocations of element 3 funding	Service Manager Ed/Post 16
3.6.B	DFN project	<ul style="list-style-type: none"> <li>Development of pathways that lead to post 16 and wider preparation for adulthood</li> <li>Less cycling of post 16 courses for Young people</li> <li>Higher proportion of young people engaged in employment</li> <li>More connection between the variety of offers on the Island, leading to complimentary pathways</li> <li>Stepping down of plans</li> </ul>	Dependent upon number of young people who undertake this project	Service Manager Ed/Post 16
3.6.C	Creation of a new Solent Careers Hub	<ul style="list-style-type: none"> <li>Greater clarity on career options and understanding of needs, both of young people and of post 16 providers</li> </ul>	N/A	Service Manager Ed/Post 16

3.6.D	Chairing of SEND employment forum.	<ul style="list-style-type: none"><li>Greater clarity on post 16 options for young people with SEND and routes into adulthood</li></ul>	N/A	Service Manager Ed/Post 16
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## Workstream 3.7 – Governance and Oversight

### Overarching responsibility for workstream – Service Director EIA

<b>3.7. Review the governance of the High Needs Performance and Oversight Board with the intention to include a reference group which will include stakeholders, partners, and children and young people, to help inform planning in the local area.</b>				
	Reprofiled work	Success Criteria	Expenditure reduction	Who is leading?
3.7.A	New 'Safety Valve' board post partnership – set up	<ul style="list-style-type: none"> <li>• Clear governance and holding to account means the IOW meet their obligations set out within the Safety Valve agreement</li> </ul>	See individual workstreams – greater clarity	Service Director EIA, Director of Children Services
3.7.B	New Local Area SEN Partnership Board established	<ul style="list-style-type: none"> <li>• Clear governance and holding to account means the IOW meet their obligations set out within the Safety Valve agreement</li> <li>• Commissioning arrangements clarified including other stakeholders' contribution towards costs of EHCP</li> </ul>	To be clarified, through audit of EHCP and health's contribution	Service Director EIA, Director of Children Services Internal/ external stakeholders
3.7.C	Safety Valve programme being internally re-profiled	<ul style="list-style-type: none"> <li>• Clear governance and holding to account means the IOW meet their obligations set out within the Safety Valve agreement</li> </ul>	See individual workstreams	Service Director EIA
3.7.D	Regular meetings with DFE	<ul style="list-style-type: none"> <li>• Clear governance and holding to account means the IOW meet their obligations set out within the Safety Valve agreement</li> </ul>	N/A	Service Director EIA, Director of Children Services Chief Exec Section 151 Officer

3.7.E	<ul style="list-style-type: none"> <li>• Appraisal has been completed to identify how the EP Service will function following the end of the service level agreement with Hampshire in Jan 2025</li> <li>• Accurate forecasting is required in relation to statutory workload and timeliness</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of in-house EP service to ensure timelessness of process by Jan 2025</li> <li>• Successful and timely recruitment, sufficiently resourced to meet the statutory requirements and work to support the wider Education strategy</li> <li>• Smooth transition from the current service level agreement with Hampshire to the Isle of Wight EP Service, mitigating impact risks of completing statutory functions with regards to the EHC assessment process</li> <li>• Data is retrospectively captured alongside current statutory commitments to ensure appropriate forecasting can take place</li> </ul>	Funded through central funds not HNB	Strategic Manager SEN
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## Additional information to support workstreams

### **Workstream 3.1: SEN Support/Ordinally Available Provision Guidance Material – Strategy**

- **Vision:** To meet the needs of CYP in their local school, without the need to request an EHCP or exclude the CYP.
- **Strategy:** To embed the SEN Support guidance materials across all school setting across Hampshire and the IOW.

### **Rationale for strategy**

- Build capacity in mainstream schools so that there is a skilled and knowledgeable workforce.
- Strengthen understanding of the SEND pathway.
- Improve academic and personal outcomes for CYP in the SEN Support group.
- Promote greater inclusivity for the SEN Support group, to assist in improving attendance and access to full-time provision.
- Build parent/carer confidence in the system through greater collaboration.
- Secure partnership working across professional teams and the wider system.
- All LA and school staff recognise and play their part in securing strong provision and outcomes for the SEN Support group.
- Clarify local expectations of schools and ensure adherence to legislative.
- frameworks such as the SEND Code of Practice

### **Tactics/Priorities**

- Ensure all EIA teams are familiar with and trained on the underpinning messages of the revised guidance.
- Ensure all EIA teams embed SEN Support within their service plans.
- Include pre- and post-school age guidance.
- Offer specific and integrated professional learning opportunities within the universal offer for school staff.
- Work with parent/carer groups/representatives to listen and respond to their perspectives, experiences.
- Ensure wider Children's Services teams and partner agencies working with children and families such as Health are sighted on the SEN Support guidance.

### **Resources/Training**

- CPD for LA staff/Inspectors from SM

- CPD for HIAS inspectors from Therapy/STA
- Deliver awareness raising briefings on the revised guidance to all headteachers.
- Secure SEN Support as a core element of SENCo networks
- SEN Support is a core element of headteacher induction
- SEN Support is a core element of the Early Career Framework
- SEN Support is a core element of networks.
- Work with initial teacher training providers locally to secure stronger input on SEN Support for those entering the profession.
- Offer specific and integrated professional learning opportunities including collaborative projects with groups of schools (targeted and bespoke)
- SEN Support as a universal offer within governor training, coupled with bespoke training for individual schools as requested.

## **Audience**

1. Wave 1 – LA teams
2. Wave 2 - schools
  - Headteacher
  - Senior leaders
  - Middle leaders
  - Teachers
  - ECT
  - Support staff
  - Governors
  - Early Career Teachers
3. Wave 3 – wider organisations and parents/carers

## **Behaviour changes needed**

- Raise expectations that all CYP can achieve and have a fundamental belief in the CYP.
- Need to change all staff in school to actually be inclusive and seek to include all CYP, regardless of need.
- Need to understand the 'why' behind how CYP present.
- Need to understand needs of CYP.
- Need to believe in CYP.
- Need to understand their own bias around social economic, SEN, disadvantaged.

- Need to understand effective deployment of support staff and not reliant upon – isolationist approach.

## **Communication channels to be used**

### **1. Digital**

- Website to host materials
- Learning Zone to host materials.
- Email signatures to have reference to SEN Support guidance materials.

### **2. Digital and Print**

- Feature SEN Support within Education Matters and on-line resources
- Governor newsletters

### **3. Verbally in briefing/meeting/training**

- Deliver awareness in headteacher briefings.
- SENCO Networks
- Governor SEN Conference
- SEN Conference
- Headteacher induction

## **Measures to evaluate the success or failure of the strategy**

- Teachers able to better meet needs in the classroom, which:
  - Reduces the need for EHCP applications.
  - Reduces the exclusions/suspensions of CYP.
  - Increases attendance of SEN support group of CYP.
  - The outcomes for SEN Support CYP increase in line with their peers.

## **Expected timeframes**

- Year 1 – launch, share, learn.
- Year 2 – embed, use, develop, sustain.
- EOY – review progress to date and identify next step.

## Workstream 3.4 – Sufficiency of Specialist Places

### IOW SEN Sufficiency 2024 - 2026

	Proposed Project	Apr-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	Average cost of placement per pupil	Total cost of additional places	Forecast without mitigation	Cost saving per annum	Cumulative saving to 2026/27	
Phase 1	St Georges Satellite (15 of 20)					15																				28,671	430,065	725,074	295,009	762,106	
	Greenmount RP (6) + 6 = 12					6																				14,579	87,474	725,075	637,601	88,508	
	Medina Primary Satellite (34)					34																				28,671	974,814	725,076	-249,738	1,652,865	
Phase 2	ILC Medical Satellite (20)									20																19,028	380,560	803,441	422,881	951,483	
	St Georges Satellite (5) + 13 (no									5																28,671	143,355	252,690	109,335	282,449	
	Secondary RP (15) + 5 = 20									5																15,614	78,070	101,446	23,376	52,596	
	Secondary RP (15) + 5 = 20									5																15,614	78,070	101,446	23,376	52,596	
	Secondary RP (12) + 8 = 20									8																15,614	124,912	162,313	37,401	84,153	
	Primary RP (9) + 3 = 12									3																14,579	43,737	60,868	17,131	38,544	
	Primary RP (10) + 2 = 12									2																14,579	29,158	40,578	11,420	25,696	
Primary RP (8) + 4 = 12									4																14,579	58,316	81,157	22,841	51,392		
Phase 3	NEW RP (West Wight) 12																	12								14,579	174,948	243,470	68,522	108,493	
	NEW RP Sensory 12																	12								14,579	174,948	243,470	68,522	683,221	
	St Georges Satellite (20) + 10 = 30												10													28,671	286,710	505,380	218,670	437,340	
	ILC Medical Satellite (20) + 20 = 40												20													19,028	380,560	803,441	422,881	845,762	
	St Georges Satellite (30) + 10 = 40																		10							28,671	286,710	505,380	218,670	346,228	
	ILC Medical Satellite (40) + 20 = 60																		20							19,028	380,560	803,441	422,881	669,562	
St Georges Satellite (40) + 10 = 50																		10							28,671	286,710	505,380	218,670	346,228		
	<b>Additional Places</b>					55	0	0	0	52	0	0	30	0	0	0	0	64	0	0	0	0	0	0	0						
	<b>Accumulative Places</b>					55				107			137					201													
	<b>TOTAL</b>					55				107			137					201									<b>4,399,677</b>	<b>7,389,125</b>	<b>2,989,448</b>	<b>7,479,218</b>	