

Dedicated Schools Grant Review - Initial Findings and recommendations

1. Introduction and Background

1.1 Introduction

The following document is intended to provide an extensive overview of the findings of the review and initial recommendations for consultation. The report details recommendations throughout and gives updates on progress (where appropriate) since the agreement to take forward for action or consultation.

The review of the high needs expenditure financed by deployment of the Dedicated Schools Grant (DSG) has been commissioned by Stockport Schools' Forum and senior leaders within the Local Authority. This was given Cabinet approval to proceed in October 2018. The Head of Commissioning - Improved Services was tasked in June 2019 with completing the review and produced a 6-month timeline. The review has largely kept to the proposed timeline.

The review has focussed on spend in the DSG high needs block which covers:

- Place funding for specialist settings (i.e. special schools, resourced provision bases and pupil referral units (PRUs)).
- Top-up funding for pupils with additional educational needs in mainstream schools, specialist settings and Post 16 establishments.
- Independent School Fees.
- Specialist support services (i.e. Sensory, learning support); and
- Any other SEN/Inclusion support services / activities.

The review focused on the expenditure within the high needs block of the DSG. The focus was particularly upon school age children and there is recognition that further work is needed reviewing early years and post 16 provision.

For the purposes of the review, and to provide clarity, the children and young people who access the support being reviewed are set out in legislative guidance as:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and Families Act 2014

A child of compulsory school age or a young person up to the age of 25 has a learning difficulty or disability if he or she:

- **Has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if SEN provision was not made for them.

1.2 Oversight of Review

This review has been overseen by Stockport Schools' Forum and an internal Local Authority Management Group made up of senior officers. There have been regular updates to both parties on progress, including attendance at the main Schools' Forum on three occasions during the period. In addition, specialist reference groups have been established to sense check and discuss review developments as the review progressed. The groups have representation from nominated school leaders through the Schools' Forum and local authority officers with specialist knowledge of the areas under discussion. Three groups were initially formed with specific remits:

- **Specialist Settings:** Focussing on Stockport's resource provision, special schools, and support services, including PRUs
- **Inclusion and Outcomes:** Focussing on inclusion services, current challenges and ways forward to promote inclusion. This has also included discussion of the Stockport PRU offer
- **Sufficiency:** The group discussed sufficiency of current SEND provision in Stockport. However, it was identified that before meaningful discussion could be undertaken, there was a need to collate data on projected need and provision in Stockport. Therefore, this group was put on hold until modelling has been undertaken by the Local Authority Business Intelligence Unit. Sufficiency has been discussed in other forums to gain information to inform the review.

1.3 Purpose

The review was commissioned in recognition of the need to ensure the following:

- That the high needs block in the longer term is financially sustainable
- That there is transparency to all parties in relation to spend in the block

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- That the high needs block has the maximum impact in supporting young people with SEND within Stockport to achieve the best outcomes possible

1.4 Methodology

The review has drawn on a range of information, consultations and data to inform the recommendations. These include

- Data analysis
- Service profiles
- Meeting with service heads
- Visits to provision
- Deep dive audits
- Stakeholder meetings
- Reviewing information on best practice
- Linking to wider SEND agenda
- Parent/carers, children and young people's feedback from previous work undertaken and ongoing SEND improvement work
- Building on and linking into previous/current work in relation to transformation across Children's Services

There has been significant work undertaken looking at both the local and national context for the review. This can be found within Appendix 1. There has been clear feedback and mandate gained from stakeholders within Stockport that change is necessary within the current system.

The report will now outline the specific findings in relation to the following areas of:

- Early Help and SEN support,
- Quality, Commissioning and Workforce,
- Emotional Wellbeing,
- Specialist Settings,
- Inclusion and the PRU Offer

2. Review Findings: Early Help

2.1 Introduction

The SEND code of practice clearly sets out that early help is crucial in promoting life chances for young people:

The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

Evidence suggests that identification of SEND should begin in the early years. If early intervention and support is gained at the earliest stage, then the life chances of children are greater, fewer support services are needed longer term with spend consequently reducing.

Work carried out by the Early Help Foundation estimated that late intervention costs the state £17 billion per year. This is in relation to costs picked up when early help is not provided to support with an issue. This works out at around £287 per person. In Stockport this has been correlated at £82 million or £285 per person (Early Help Foundation 2016).

2.2 Early Years and Early Help

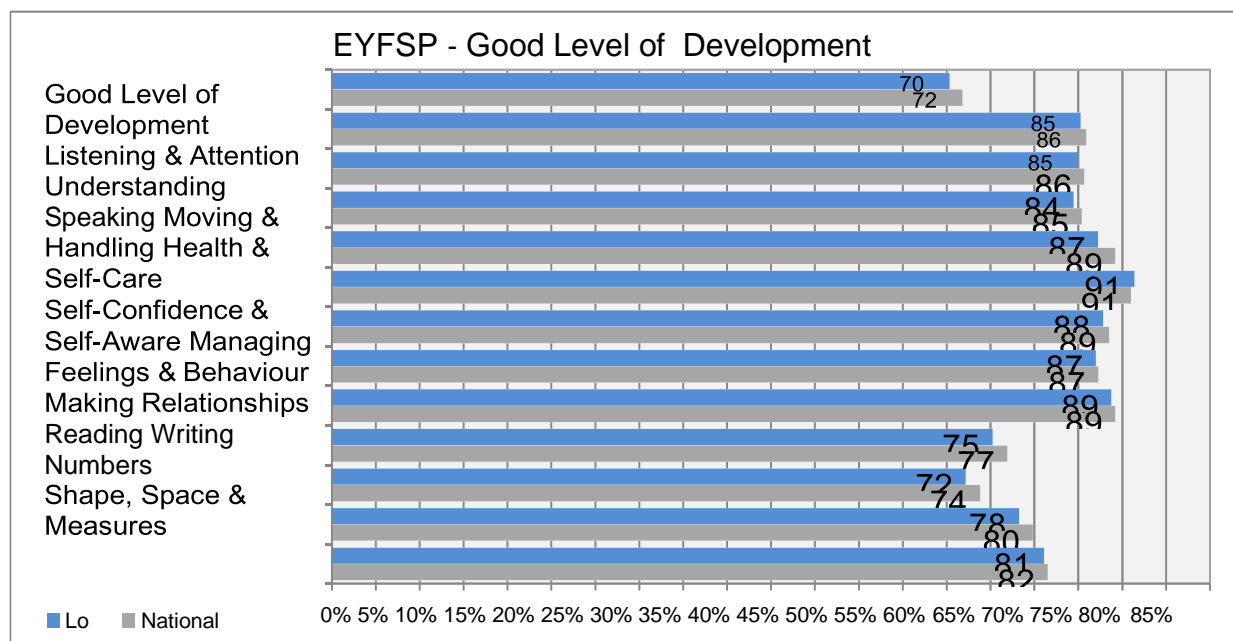
2.2.1 Main Points Raised by Stakeholders

- The speech, language and communication offer needs to be based within communities and building upon community assets
- WELLCOMM and communication pathways need to be embedded in early years
- There is no consistent quality assurance of SEN support as a whole sector

2.2.2 Stockport Context

The current measure of school readiness is ‘good level of development’. The data for Stockport in 2019 is presented in the table below:

Headline results 2019



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Source: Schools datapack 2019

Whilst Good Level of Development has improved, this is still below the national average. In relation to those on free school meals the situation is significantly worse with only 46% of children reaching the expected level, which is also 10 percentage points below the national average for this group (56%). This clearly needs to be addressed by considering both SEN support and early help.

2.2.3 Overview of Current Provision

Stockport currently has a strong early year's support structure through the Start Well approach and the Stockport Family integrated model. Developments are detailed in the Start Well and School Readiness Plan 2018-2020 which is focussed from birth to five years old. The recent LA peer review found real strengths in the system and offer. However, it also highlighted areas for improvement, namely speech and language. There are 3 Start Well and Early Years teams, with 4.8 Start Well co-ordinators. In addition, there is a specialist Portage provision within the LA offering support and advice to pre-school SEND.

There is some clear innovation in this area. Currently there is the Empowering Parents, Empowering Communities programme (EPEC) 'becoming a parent' programme. The EPEC hub started in the Heaton and Tame Valley area in 2018. Stockport is one of sixteen national hubs. This is currently based within early years but could be up to age 11.

The purpose of EPEC is to empower parents within communities to offer peer support and advice to others. There could be an opportunity to roll this model out further to SEND and other areas of parenting support. There is linkage for instance with the work undertaken by the Autism Team, who carry out "Riding the Rapids" with parents and hope to develop parent led training.

Recommendation to be agreed by council: Ensure that EPEC is continued and investigation is undertaken of use within SEND communities

In terms of supporting early years settings in identification and planning for children with SEND there is currently a full time SEND Consultant, and a SEND Improvement Officer based within the Early Years Improvement Team as part of the School Improvement Team. These posts are funded through the Early Years Inclusion monies from the early years block. They are new posts which were established in 2018/19.

Their current remit is to visit nursery settings, private, voluntary and independent (PVI) settings and reception/nursery classes in schools to provide advice on SEN support and how needs can be met using a graduated response. In 2018/19, 240 children were visited, and advice offered to the setting. Currently approx. 50% (1,800) of Stockport children are not in school in their nursery year but attend the PVI sector. In addition, the offer to the most vulnerable through the two-year-old grant; 98%, in terms of 30-hour free offer (784 out of 800) are supported in PVI settings. This needs consideration

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when looking at improvement plans, particularly in respect of SEN support and disadvantaged groups.

The team also host learning events throughout the year and offer a free ten session multi-disciplinary training for SENCOs (Special Educational Needs Co-ordinator) in early years. This is currently oversubscribed with a waiting list. A SENCO network and advice hub are also run termly which has multi-agency involvement.

The officers have introduced Stockport-wide materials for early years for SEN support and to promote inclusive practices. The impact of their work is yet to be fully established. However, there are early indications of positive impact. This needs to be further developed and a specific early years quality framework co-produced and based upon best practice from NASEN (National Association for Special Educational Needs).

Recommendation to be agreed by council: Develop a quality assurance framework and process for early years for SEN support checking, building on NASEN resources

There is a wealth of research evidence that re-enforces the link between speech, language and communication, and educational attainment, and school readiness.

Children who struggle with language at age 5 are six times less likely to reach the expected standard in English at age 11 than children who have had good language skills at 5, and ten times less likely to achieve the expected level in maths (Save the Children (2015) Early Language development and children's primary school attainment in English and Maths: new research findings).

Even in early development, language levels directly impact on self-regulation skills of children and therefore on their behaviour (Alloton, C., and Ayoub, C. (2011) Use your words: The role of language in the development of toddlers' self-regulation. Early Childhood Research Quarterly).

There is evidence that this goes further, and behaviour can clearly be linked to communication issues. In evidence to governmental select committees on early intervention Professor Edward Melhuish stated that:

“My work currently suggests that if you can get right language development and self-regulation, which is an aspect of socioemotional development, by the time children start school, almost everything else will fall into place”¹

Early years in Stockport are at the forefront of GM work on speech and language and currently are fully involved in 'pathways to talking'. The project has identified that there is further work to be undertaken with vulnerable families and to further embed speech, language and communication. As part

¹ Professor Edward Melhuish, (evidence based early intervention- House of Commons, science and technology committee, 2018)

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of the project, a qualified speech and language therapist has been based within the Brinnington community. This has resulted in earlier identification and immediate allocation of a place. They have also carried out interventions within homes, rather than clinical settings. There is currently a joint review of therapy services underway. The learning from this place-based approach needs to be fed into the review with community-based working considered.

Recommendation to be agreed by local area: The Early Years GM pilot work needs to be built upon to support children at an early age in a systematic way including a multi-agency approach to implementation and embedding of the speech language and communication pathway 0-5 within early year's settings.

Recommendation to be agreed by local area: Place based working to feature as a consideration in the therapy review as a potential model for delivery of therapy provision within Stockport- **Complete**

2.2.4 Overview of Training Provision

Stockport has front loaded training to early years providers by providing WELLCOMM communication tools and training. In May 2019 there had been 547 practitioners trained by the Stockport Foundation Trust Speech and Language service. This has included Stockport Family Early Years Workers, childminders, nursery class teachers/ nursery nurses and PVI Early Years Practitioners from 104 settings. There are around 110 PVI settings in Stockport. The training continues to be oversubscribed. Following the training, settings which had 2-year-old places received a WELLCOMM toolkit (worth £360). The WELLCOMM assessment has been identified as the most appropriate by speech and language experts within GM and provides evidence-based assessment for use by Early Years practitioners following concerns around communication at developmental check points. There is currently no on-going quality assurance process to embed this work. Therefore, it is unclear how impact is being measured in a systematic and robust way. This also needs to align to work undertaken with parents.

Recommendation to be agreed by local area: There is now a need to build upon speech and language work undertaken to offer continuous training and quality assurance.

2.3 School Age Early Help

2.3.1 Main points raised by Stakeholders

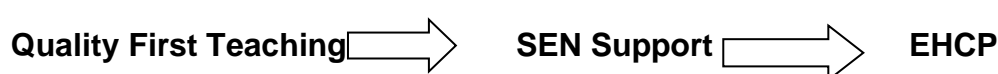
- There is no shared understanding of SEN support and provision across Stockport
- Some services are potentially duplicating each other
- Differing advice is offered to schools/parents by services
- Services can be centred on the child and changing their behaviour rather than looking holistically at the child's circumstances

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- The service offer for educational support is based within primary schools with little being offered to secondary schools
- There is a perception that to gain support around SEND you need to go through to the EHCP (Education, Health and Care Plan) process
- Transition points are a concern which can result in people going through the EHCP process to ensure continuity of support
- The EHCP process is not clear in terms of decision making, and does not support early help

2.3.2 Overview of Current Provision

Most of the support for young people with SEND will be gained through mainstream schools. This is a key part of the reforms which identified a graduated response to the provision of support which is as follows:



The SEND code of practice states:

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching”²

Stockport has developed the [Stockport Entitlement Framework](#) with parents and colleagues including schools. This document sets out the expectations placed upon schools in terms of quality first teaching and SEN support. This was launched in the summer of 2019 and provides a tool for schools to self-assess their current practice. There is some evidence that schools are using the framework to support quality first teaching through the lens of SEN learners.

There needs to be further work undertaken to assess the impact in relation to the school self-assessment against the Entitlement Framework. In addition, there needs to be a link made between schools identifying shortfalls relating to the entitlement framework and training offers and improvement plans. This aspect needs to be strengthened.

Recommendation to be agreed by local area: Clear strategic plan to be put in place to build upon the Entitlement Framework which links into improvement and training plans for the sector. This is a clear priority in the Written Statement of Action (WsOA) section 4.2.1. The local area plan for improvement following the SEND inspection.

The School Improvement Team manage the statutory process as an Accredited Body to work with Newly Qualified Teachers (NQT) and has a well-established training package including how teachers can differentiate content

²SEND Code of practice 6.37

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for learners. This should be reviewed to ensure appropriate training considering Stockport's changing demographic.

It is unclear how much SEND focus is given within the current Stockport NQT agenda.

Although there is opportunity for sharing best practice amongst the schools though consortium it is unclear how this is undertaken. There is a need to develop sector-wide forums for sharing best practice at a senior leadership level and not just at SENCO level.

Recommendation to be agreed by local area: Look at whether there is an opportunity for the NQT offer in Stockport to be reviewed with partners to strengthen the SEND understanding.

Process for sharing best practice between senior leaders to be built upon and developed. This is also a recommendation of the recent peer review.

Role of the SENCO

All state funded mainstream schools including academies, early year's settings and colleges are required to employ a SENCO. This role is pivotal to the settings response to pupils with SEND needs. The role ensures that overall practice in this area is appropriate, and ensures plans are in place for individual young people. However, research suggests that, an overwhelming majority (78%) of SENCOs stated that other roles or tasks within their teaching setting routinely pull them away from being able to carry out the SENCO role effectively, while only a quarter of respondents (26%) felt the role they were doing was manageable for one person (NASEN workload survey 2019). This is a national issue.

The LA has a strategic role in supporting the SENCO's within Stockport. There is a SENCO network facilitated by a nominated officer with involvement from wider agencies and speakers. The group meets once a term and is very well attended, with average attendance at the primary meeting of 60-70 SENCOs and most schools represented at secondary. SENCOs were recently asked if they wished to continue with this format and they unanimously agreed stating that the meetings provided the opportunity for a consistent message to be shared.

In response to feedback, a cluster-based model with the Education Psychology (EP) service is also being developed, to meet once a term led by the EP to focus on key aspects for development, with the long-term aim that these issues feed in and out of the main network meetings.

The network meetings cover a wide range of issues, including providing updates about national issues (e.g. SEND and the new Ofsted framework) as well as Stockport based issues. More recently, the focus has been on developing practice linked to the Stockport Entitlement Framework; good practice is also shared.

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The Learning Support Service (LSS) runs a termly informal meeting for secondary SENCOs to support collaborative, and shared learning. LSS also facilitate the SENCO qualification within Stockport. Meetings are run once a term, to support more recently qualified SENCOs to share practice and problem solve ideas together. A newly formed SENCO working party (19 SENCOs) has just met and have set 3 further dates for the coming half term, with the aim to develop agreed systems and paperwork (e.g. SEN Support Plans) to improve consistency across the LA.

Recommendation to be agreed by local area: The impact of network meeting to be assessed and focus clearly linked to strategic priority. The role of SENCO to be strategically strengthened within Stockport- **In progress**

2.4 SEN Support

The graduated response in schools follows on from quality first teaching to SEN support. There is a notional budget within all mainstream schools of £6,000 per pupil. This means that:

“Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year”6.99 SEND Code of Practice

Schools should be providing the first £6,000 of differentiated support to pupils. There has been much debate nationally in relation to the “notional” budget for SEN support and that is currently not ring fenced.

The issue of identifying the “notional” funding for SEN within the schools’ delegated funding system differs widely across the country and is for each LA to determine. Stockport Council along with other regional/national colleagues have made representation to the DfE (Department for Education) in relation to this issue.

The chart below shows the ages of SEN support provided by primary need. Speech, language and communication are an overriding factor within primary schools and then this is replaced by social, emotional and mental health as a child progresses into secondary school. This is of interest given the clear links made in research in relation to communication, and behaviour. This would indicate the need to not only front load speech and language within early years but also to provide training and support for schools in relation to these areas. There are differing models of intervention but ELKLAN has been used within GM. ELKLAN training is run either over 10 weeks for 2 hours per session or for 3 full days.

The training equips the learners to be able to identify children within their school who may have speech, language and communication needs (SLCN). The training includes a huge amount of practical strategies to support children with communication within the classroom. The strategies are also useful for all children as they promote quality first teaching.

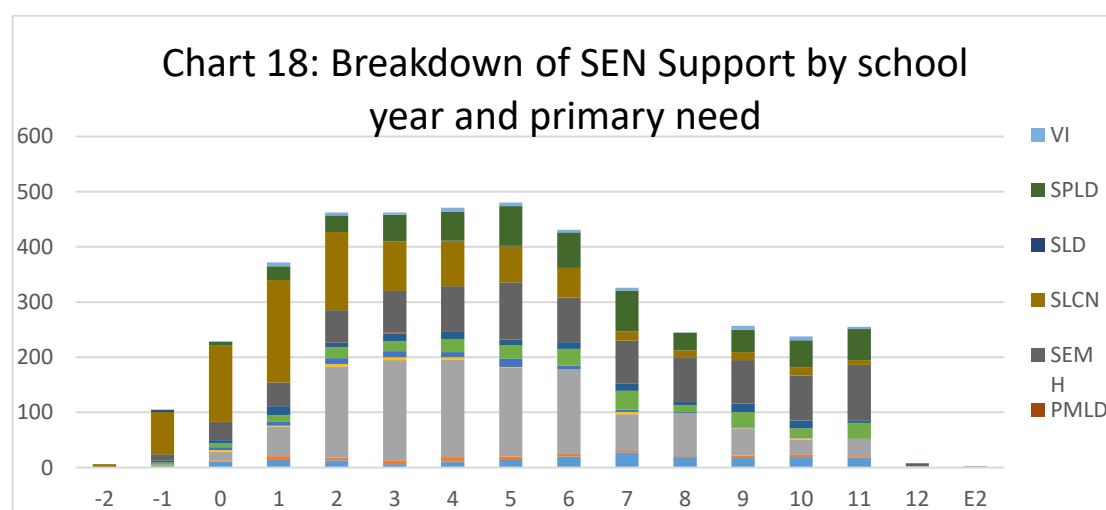
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There will need to be a graduated response and a continuum of support working with commissioned specialist therapy services. This includes classroom interventions through to high level health commissioned support.

The learners must complete a portfolio throughout their training which allows quality assurance of their learning and provides evidence of the implementation of strategies with individual children, small groups or whole classes. Feedback from courses undertaken in GM has been highly positive and ELKLAN has been adopted by some LAs across their whole sector, for example Salford have every school trained.

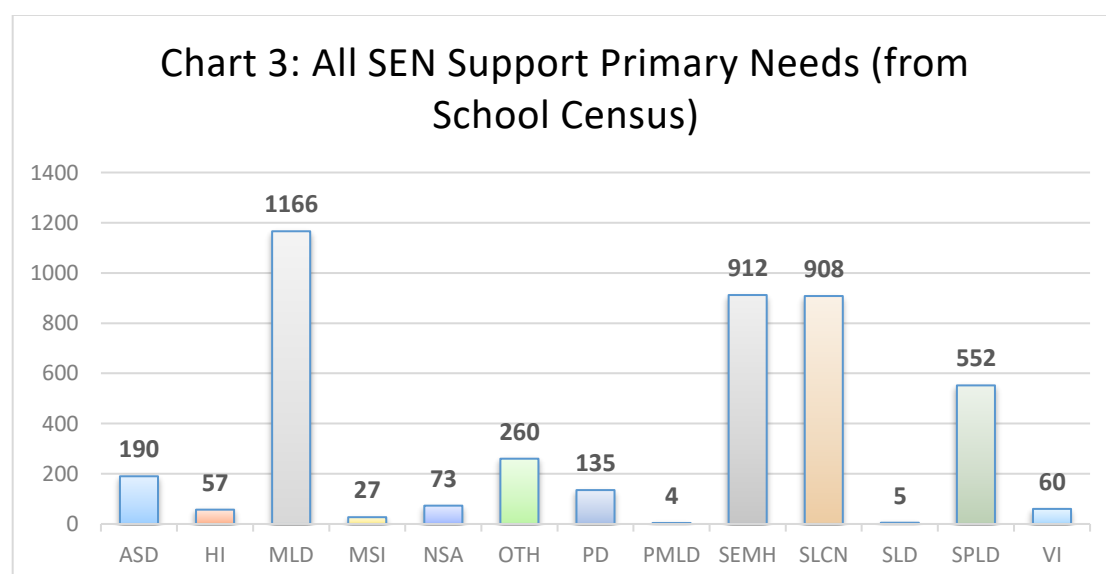
Recommendation to be agreed by council: Provide training and support with ELKLAN for Stockport schools and strive for communication friendly status. Look at the roles of the workforce across Stockport to promote speech language and communication.

SEN support by school year and primary need



Source: School Census, October 2018

All SEN support primary needs



Source: School census Oct 2018

There is evidence that the current delivery of SEN support in schools is good in some schools but inconsistent. This should be based upon a cycle of assess-plan-do-review. The feedback gained from stakeholders indicates that some schools take a pro-active approach, differentiating content and support before formally introducing the SEN process. However, for some schools there does not appear to be clear systems in place for SEN support and the practice of referring into the formal EHCP process is seen as the means of providing support. The School Improvement Service set up a SEN Moderation panel to assess the quality of SEN support in 2019 in the primary sector. This was a new initiative which has since ceased, it involved SEND Improvement Officers assessing plans for specific primary schools and contacting parents to gain their views on the plan. The initial learning from this has found some good practice examples, but also the need to:

- Look at SMART outcomes within plan
- Strengthen the parent/pupil voice

The learning from this process needs to inform plans going forward and the work of the SENCO network and focus of school improvement across sectors. It must be noted that this process is looking at those who receive SEN support. It is unclear if understanding of entitlement is also being assessed.

Recommendation to be agreed by council: Learning from work on SEN moderation is fed back into strategic improvement plans- **In progress**

2.5 Additional Early Help Funding

There has been clear feedback gained from both school leaders and parent/carers that the current EHCP process does not aid early help options for young people building on the SEN process. Stakeholders have reported that the current decision-making panel process can prove lengthy and is not transparent. There is a lack of trust in the system and how the decisions are made. There is a need to include both schools and parents within the process to provide an assurance that decisions are robust, fair and evidence based, and built upon a sound demonstration of SEN support already put in place by schools.

Recommendation to be agreed by council: New decision-making process implemented to provide transparency for parents, carers and schools – **In progress**

The provision of additional funding for schools and young people for early help has been discussed at length during the review. Stakeholders felt that often they had no option but to apply for a formal EHCP for a young person and go through the lengthy process to provide some additional support which, if provided earlier, could have remedied the situation. This means that schools and more importantly young people are having a delay in accessing the additional support they may need in order to maintain the young person in the provision. There are several other LAs who provide early help support in addition to SEN monies to the individual schools. These have been contacted and several visits taken place to gain information and guidance. The High

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Needs Grant conditions are clear that support can be provided without an EHCP:

“Although many of the pupils and students receiving high needs funding will have EHC plans, local authorities have the flexibility to provide high needs funding outside the statutory assessment process for all children and young people with high needs up to the age of 19.”
DfE High Needs 2020/21 – Operational Guidance

The Early Help Finance model is not intended to replace SEN support but to complement it and build upon this as a graduated response to reduce the need for some children and young people to go through bureaucratic processes in order to gain what they need. It may not be advisable to use this process for those who have longer term, enduring needs as they will need to have longer term statutorily defined support, including from several agencies. The options have been discussed as part of the review and a proposal to implement an early help SEN financial offer for Stockport was agreed by partners as appropriate to be initially piloted. The remit of this would be:

- To be a key part of a graduated response
- To build upon SEN support
- To be for young people who may only need short term support
- To reduce wait time and bureaucracy
- Not to replace the statutory process for those most in need of support

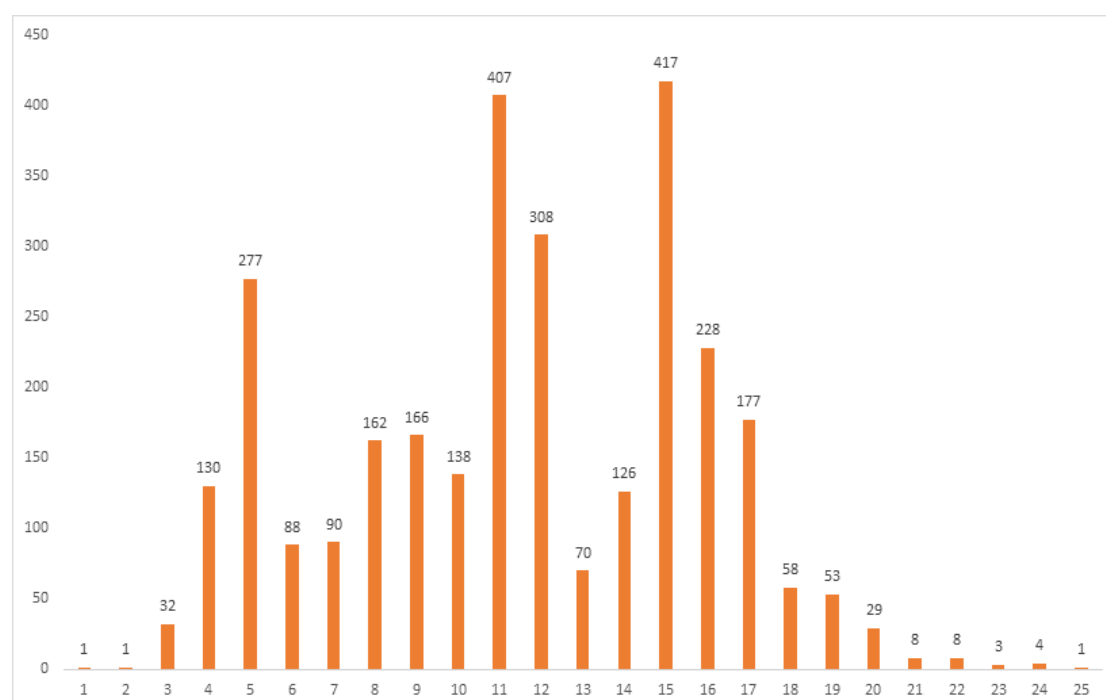
Recommendation to be agreed by council: Stockport Early Help Finance or (Enhanced Learning Fund) SELF to be piloted for 3 months and evaluated- In progress

2.6 Transition Points

There has been clear feedback gained throughout the review that transition points are particularly difficult for young people, families and schools to navigate. This is a national issue. In Stockport there is a clear correlation between transition points and referrals for EHCP:

EHCP referrals by age 2019

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Source: LA Spend report 2019

The SEND Code of Practice is clear that:

“SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to” 6.57 SEND Code of Practice

The discussions within the review indicate that currently there are no clear transition protocols in place within the area, not only into adulthood but also between phases. This leads to heightened levels of anxiety and referrals into the EHCP process. In addition, there is a lack of shared understanding between the partners at transition points on what support should be provided when, and at what level. This means that levels of support and interventions differ between settings and stages. There needs to be a shared understanding and agreement between all partners in relation to the provision of support and why this is done. The emphasis needs to be on preparation for adulthood and a strengths-based approach towards young people. There has been some work undertaken on transition in 2020 but further work is needed to look at agreed transition protocols.

Recommendation to be agreed by local area: To develop clear transition agreements for each phase utilising national best practice with oversight and support from LA inclusion services- **In progress**

Recommendation to be agreed by local area: To undertake work to gain a shared understanding of strength-based approaches towards young people, and how children can be prepared for adulthood from an earlier age

2.7 Team around the school approach

Stockport currently has a team around the school approach which includes having named School Age Plus workers and Social Workers assigned to schools. School Age -Plus workers have a vital role in providing early help to families and schools. Feedback from schools within the review would suggest that this approach is embedded within some areas but that further work is needed. Head teachers provided positive feedback on specific workers, and the model. However, concerns were raised in relation to the system in special schools and the PRUs. There is a need to ensure that the approach is aligned to all sectors.

The current model has clear strengths and is being further built on within the Werneth and Brinnington Enhanced Integration Programme (WBEIP) The pilot covers primary and secondary schools within the geography of Werneth and Brinnington. The pilot has placed Social Workers within schools, as part of a place-based model and is building upon this to include wider community assets, for example includes clear links with Police colleagues and Stockport Homes.

The programme has secured the attendance of the right agencies from an expanded range of services (local authority, public services and community-based settings) at regular school-based meetings. This approach ensures an enhanced early help offer so that children and families receive support before they reach crisis point.

Whilst the programme is still in relatively early stages of development, it is clear from the qualitative and quantitative data gathered, that there is a substantial and significant positive impact on the children, young people, families, schools and professionals involved. The local authority plans to roll out the enhanced integration model across the borough over the next 3 – 5 years.

Recommendation to be agreed by council: Team around the school approach to be built upon and learning from WBEIP to be implemented into a longer-term delivery model for the whole of Stockport- **In progress**

One of the key messages from the feedback gained is that services need to work together to provide a joined-up offer to parents and carers and young people. The support offered should not be entirely focussed upon school or home. The SEND Code of Practice states:

“Taking a whole family approach to care and support planning that sets out a ‘five-day offer’ for a young person and support for a carer to manage an increased caring role (which ideally allows them to stay in paid work if they wish to do so) can help families manage the transition and save money by avoiding costly out-of-area placements” SEND Code of Practice 3.57

This is also in relation not only to delivery but paperwork as well. There are currently plans underway to develop a “one plan” approach to the provision of early help support within Stockport. This is currently under review and development. The review findings would endorse this approach.

Recommendation to be agreed by council: Development of one plan and implementation- **In progress**

2.8 Internal Inclusion Services:

These are made up of the following teams:

- Inclusion Co-ordinators (INCO)
- Learning Support Service (LSS)
- Behaviour Support Service (BSS)
- Sensory Support Service- **Please note that this service will be discussed in specialist setting section**
- Ethnic Diversity service- **Please note that this is in the section below**

Although there has been some highly positive feedback gained from schools and parent/carers on individual services which provide support within a school environment, concern has been raised that overall:

- Services can offer differing advice to schools, creating confusion
- Services have been based upon historical ways of working and offers
- Services are not always linked into the wider network
- Services often focus upon the child exclusively and “fixing” them rather than adopting a system wide approach
- Services are not focussed upon areas of greatest need and offer “blanket” offers of support
- Services, even those elements funded by DSG are nearly exclusively for primary schools

All service interaction should be based upon up to date evidence-based practice. Therefore, it would be beneficial to have a unifying model across the systems which differentiates support based on need, whilst continuing to deliver expert specialist interventions.

Recommendation to be agreed by the council: Ensure all LA interventions are evidence based and have a clearly defined operating model, including service plans for delivery.

It is clear from the feedback gained that services need to be aligned to ensure that LA strategic priority is met in terms of SEN support and inclusion. There is work underway in relation to the LA Medium Term Financial Plan to integrate the education workforce and Stockport Family. The review findings would support and recommend this as imperative.

Recommendation to be agreed by council in consultation with partners:

Re-configure current Inclusion teams (LSS/BSS/INCO) aligned to wider early help support services to become one SEND service with a clear strategic focus on strengths-based, evidence informed approaches and inclusion.

The inclusion services are funded from the DSG, but also de-delegated monies from primary schools, and schools buy back. Therefore, there needs to be further clear co-production with schools in relation to the future offer and how this can meet the strategic priority for all stakeholders. There will need to be intensive work with schools' colleagues on the design of the SEND service going forwards.

Recommendation to be agreed with partners: New offer to be discussed and co-produced with schools' input- **input needed to the consultation and ongoing as appropriate**

Ethnic Diversity Service (EDS)

This is a specialist service offering support to Stockport's ethnic minority population. The population now make up 10% of school age children and 20% of early years. In specific sections of Stockport English as an additional Language can be as high as 70-80%. This service is not funded through the DSG but through de-delegated monies and school buy back.

The service runs an ethnic minority achievement team and facilitates the Gateway Refugee team. This is also the home of Stockport Interpreting Unit.

During the review it became evident that the service does not have the input strategically into the LA that it could, in order to influence important policy. The service has a wealth of experience and links that could be positively engaged by the LA in a wider manner.

Recommendation to be agreed by council: EDS is consistently engaged on strategic innovations in respect of the borough's ethnic minority population- **complete**

3. Review Findings: Quality Assurance, Commissioning and the workforce

3.1 Main points raised by Stakeholders

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- Need for workforce development strategy across sectors
- No overall strategic oversight of training offer into schools
- School effectiveness offer not linked into wider strategic priority
- Need for further joint commissioning between LA and CCG
- Need to implement data collection and quality assurance frameworks consistently for internal and commissioned external services

3.2 Overview of current provision

3.2.1 EHCP Team

The EHCP is the statutory plan implemented following the SEND reforms in 2014. The purpose of the plan is to bring together aspects of the young person's support so that the plan is holistic and rounded. The plan has a clear legal footing and sets out the provision the young person is entitled to. The feedback during the review has not been positive in relation to the current process. However, there must be recognition that the two teams undertaking the process of writing and collating the plans have high caseloads. There are some good practice examples evident within the work.

Currently, there are two teams implementing the EHCP process within Stockport. There is a team administering the process up to the age of 16 and then a transition team. The teams have separate line management structures. Currently there are 2488 Education Health and Care plans (EHC) plans in place. The feedback gained during the review has highlighted several issues with the current system:

- The process is not person centred and is purely administrative, lacking evidence of parent/carer and young person voice
- Reviews are not being attended/updated as required
- Plans are not consistently outcome focussed and SMART (Specific Measurable, Achievable, Realistic and Timebound). There is a need to align with the new outcome's framework
- Transition points are not given enough input
- Plans need to be aspirational and person-centred

Recommendation to be agreed by the council: Bring the two teams together within one-line management structure. The roles of the teams to be reviewed and workload capacity assessed- **In progress**

Recommendation to be agreed by the council: To review all current internal EHCP processes and to ensure compliant with national best practice- **In progress**

Recommendation to be agreed in local area: To implement a person centred, strengths-based approach for the team and for partners including social care and health for the EHCP process- **In progress**

3.2.2 Workforce Development

If change is to be effective there is a need for a workforce both within the LA and within the Stockport local area that is skilled, experienced and has the right knowledge, competencies and skills. This starts with a basic understanding of SEND and the code of practice for all those who meet this group of young people and their families. This then builds up to expert level for specific teams. During the review we met LA staff who are highly skilled and knowledgeable about their area. However, others have not had the basic understanding of SEN support and the graduated response.

Fundamentally the review has also found that there needs to be a shared understanding, culture and ethos. This would cement the purpose of the teams, and their understanding of the early help offer.

There is a need to ensure that the workforce is delivering services within a clearly defined operating model and delivering up to date evidence-based practice. This will ensure join up and continuity. At present services have not had this consistently across the board.

Recommendation to be agreed by council: Develop a robust workforce development strategy for SEN support and the SEND workforce building on a basis of shared ethos and culture- **In progress**

Recommendation to be agreed by council: Ensure all LA interventions are evidence based and have a clearly defined operating and assessment model

3.2.3 Training offer to schools

The current training offer to schools is not clear and is currently delivered from a variety of teams. These include:

- School Improvement
- Safeguarding Service
- Educational Psychology
- Behaviour Support Service
- Learning Support Service
- Inclusion Coordinators
- Autism Team
- Primary and Secondary Jigsaw

Whilst it is appropriate that specialist services share their knowledge it is unclear how this is linked into overall strategic priorities. There are currently multiple services offering training to schools independently. This means that the LA does not have an overall strategic oversight in one place of training, its content, quality or delivery and whether it has made a difference in practice. It also means that there is potential duplication of training offers to schools and duplication of staff resourcing.

Recommendation to be agreed by council: Move to one training offer for schools which is centrally managed through a management group with stakeholders inputting, which eradicates duplication, and is delivered by appropriate officers and informed by the needs of Stockport strategically.

3.3 Internal Quality Assurance (QA) Frameworks

During the review it has become apparent that there is currently no LA wide internal quality assurance mechanism for monitoring quality, outcomes and impact of service delivery for SEND. There have been some good examples gained of individual services collating information in the form of annual reports, and updates. However, it is unclear in some cases how this has been assessed strategically to inform future direction and spend. There is a need to develop a reporting mechanism for all commissioned services internal or external which covers quality and impact to ensure value for money in relation to DSG and wider spend.

Recommendation to be agreed by council: Develop a robust QA Framework and governance structure for internal SEND services based on best practice, achievement of outcomes and value for money- **complete- new framework signed off and now needs embedding**

3.4 School Improvement

Local authorities have an important role to play in the local school improvement system. This is in both a support and challenge role. There is a statutory duty placed on the LA under section 13a of the Education Act 1996 to:

“Ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to:

- (a) Promoting high standards,**
- (b) Ensuring fair access to opportunity for education and training, and**
- (c) Promoting the fulfilment of learning potential by every person to whom this subsection applies.”**

In addition, the Education and Inspections Act 2006 defined the strategic role of the LA in the school improvement process:

“Local education authorities to exercise their functions with a view to promoting the fulfilment by every child of his educational potential, and, in the case of local education authorities in England, with a view to ensuring fair access to educational opportunity, as well as with a view to promoting high standards” Section 13 A (1) (c)

The LA also has a legal duty that, “requires local education authorities in England to appoint school improvement partners (SIP) to each of the maintained schools in their area” *Section 5, point 25*

The current model of support and intervention in Stockport is mainly based upon a buy back from schools. In a recent GM peer review, strengths were found in the current offer and service, particularly at primary level. However, there is a need to strengthen the secondary offer and in addition the review found that:

**“Currently there is no clear collaborative vision or strategy”
GM Peer review 2019**

In the DSG review feedback reflected that there is a clear tension between the buy-back model and the development of a longer-term approach. The School Improvement Team currently has a very strong link into primary schools within Stockport but not in the secondary sector. There is currently no overarching School Improvement strategy within Stockport.

Recent OFSTED inspections have shown that 90.5% of children attend good or better primary schools in Stockport which is above the national average which is currently 87.7%. In the secondary sector recent inspections have resulted in 57.1% good or better schools, which is below the national average of 79.2% (Watchsted 2020).

In an LGA (Local Government Association) commissioned study it was found that the following nine condition are needed within a local area for effective school improvement:

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9 KEY CONDITIONS		How can the local authority help these conditions?
1	clear and compelling vision	LA needs to co-ordinate and provide strategic push. Role for the LA as objective facilitator. Opportunity to focus on place and local context. LA can help to get roles clear.
2	trust and high social capital	LA needs to model effective relationships and partnership working. Local democratic mandate can help sustain relationships founded on shared desire to find solutions.
3	engagement from majority of schools and academies	LA needs to be the honest broker. Compelling vision can get schools on board. LA role to reach out to schools, academies and MATs with offer for all local children.
4	leadership from key system leaders	LA has opportunity to engage key leaders and facilitate discussions. Development of system leadership capacity can be a key purpose of local school improvement system.
5	crucial convening and facilitative role for the local authority	LA able to bring the intelligence from across the local school improvement system, utilise existing expertise and capacity, and support evaluation processes.
6	sufficient capacity for school-to-school support	LA needs to support the local partnership to identify local capacity and broker from outside where needed. LA can help map future capacity, encourage school leaders, and commission system leader development programmes.
7	effective links with regional partners	LA needs to engage effectively with regional and sub-regional partners on behalf of and alongside the local school improvement system.
8	sufficient financial contributions	LA needs to support the development of the partnership with funding and/or capacity.
9	structures to enable partnership activity	LA needs to work with schools to develop a multi-tiered structure that will work in their local context. LA can ensure that local school improvement system is high quality and credible.

Source: Enabling school Improvement- ISOS Partnership, LGA 2018

Recommendation to be worked up with local area: Develop a Stockport School Improvement strategy linked to the LGA outline and the SEND strategy with common objectives including sector engagement plans

Recommendation to be agreed by council: Link the current SEND school improvement work into the wider strategic context- **In progress**

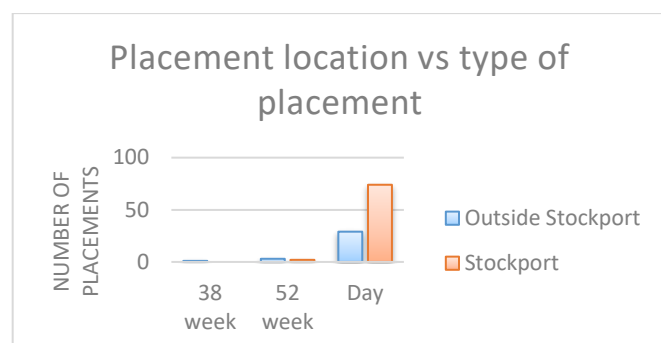
3.5 Quality Assurance and out of borough placements

Currently there are 126 Stockport young people in educational placements within the voluntary and independent sector. The young people have been placed in the provision often due to complexity of need and their vulnerability.

DSG REVIEW- Initial recommendations

Most of the young people are within the borough, as can be seen in the table below.

Type of placement by location



Source: Internal contracting data Jan 2019

The current monitoring of these placements needs further development, including correlation of attendance and outcomes for young people. A QA framework is required for external placements, including LA attendance at EHCP reviews and spot checks.

Recommendation to be agreed by council: Develop a specific role with named responsibility to coordinate a multi-disciplinary virtual team for monitoring of external placements including quality / attendance / outcomes / safeguarding / reviews- **Roles currently being recruited to within the safeguarding service**

3.6 Place based working and commissioning

One of the key GM priorities is placed- based, integrated working.

“The neighbourhood level is the building block for local care organisations and the foundational unit for delivery recognised across public service organisations” The Greater Manchester Model: Further/Faster

This approach has been tested and extended in Stockport with the intention to have a Team Around the Place in each of the 8 neighbourhoods by the end of 2020. To date the approach has specifically focused on preventative approaches for adults. However, there is an opportunity to explore how this can support early help and services provided to schools and families in Werneth where the “Team Around the Place (TAP)” is being developed considering all ages. This learning can then be fed back into the established TAPs linked to the education services review. The DSG review would endorse this development. Feedback gained through this review has been clear that place-based approaches are valued and can be used to promote best practice.

There is also the need to assess how borough wide services are commissioned in relation to need. Several of the services within the review have had blanket offers across the whole of Stockport. It would be beneficial to consider certain issues further such as deprivation, which has been

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evidenced as affecting the prevalence of certain aspects of SEN. The LA could consider a balanced system approach in future commissioning.

The support and development of the local community sector through the award of Stockport Local grant applications should be included in the development of the local place-based offer. This, alongside the attention to the use of social value to support community capacity building by expecting businesses to contribute to the local community sector should be harnessed to strengthen the community and school offer.

Recommendation to be agreed by council: Place based working to be the context of future service provision and informing local commissioning and directing private investment in the local community. Discussion to consider introducing balanced system approaches to commissioning of SEND services.
– **In progress**

There is a need to build upon this in relation to services provided to schools and families. There is work underway regarding this through the education services review. The DSG review would endorse this development. Feedback gained through this review has been clear that place-based approaches are valued and can be used to promote best practice.

The commissioning of borough wide services needs evaluating. Several of the services within the review have had blanket offers across the whole of Stockport. Differentiation based on levels of need linked to demographic data such as deprivation, which, as already discussed, plays a role within certain aspects of SEND needs to be a key consideration for the deployment of resources. The LA could consider this in future commissioning.

Recommendation to be agreed by council: Place based working to be the context of future service provision and commissioning. Discussion to take place of introducing of balanced system approaches to commissioning of SEND services.

4. Review Findings: Emotional Wellbeing

4.1 Main Points Raised by Stakeholders

- The routes to gaining early help support are too complex and not easy to understand or transparent enough
- Support is often provided too late as situation has deteriorated
- Services are not joined up
- Behaviour is not always seen in the context of emotional well-being

4.2 Overview of Current Provision

4.2.1 Stockport Context

The SEND Code of Practice defines emotional wellbeing in the following context:

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviors may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” SEND Code of Practice, 6.32

The available information tells us that there are at least the following young people in Stockport with a defined emotional wellbeing need. This can be seen in the table below:

Young people with emotional wellbeing need

Age	Emotional	Behavioural	Hyperactivity	Autism and other common ones	Other conditions
2 to 4	110	280	50	300	600
5 to 10	900	1,100	380	480	2,080
11 to 16	1,760	1,230	400	430	2,830
17 to 19	1,340	70	70	160	1,520
All Age 16,090	4110	2680	900	1370	7030

Source: NHS digital survey 2017

It is worth noting that there is an inter link between many of these categories, for example, the links between autism and anxiety are clear. The estimates are that at any one time 40% of people on the autism spectrum will have symptoms of anxiety compared to 15% of the wider population (Autistic Society 2019). This needs to be considered within service design and provision and access criteria.

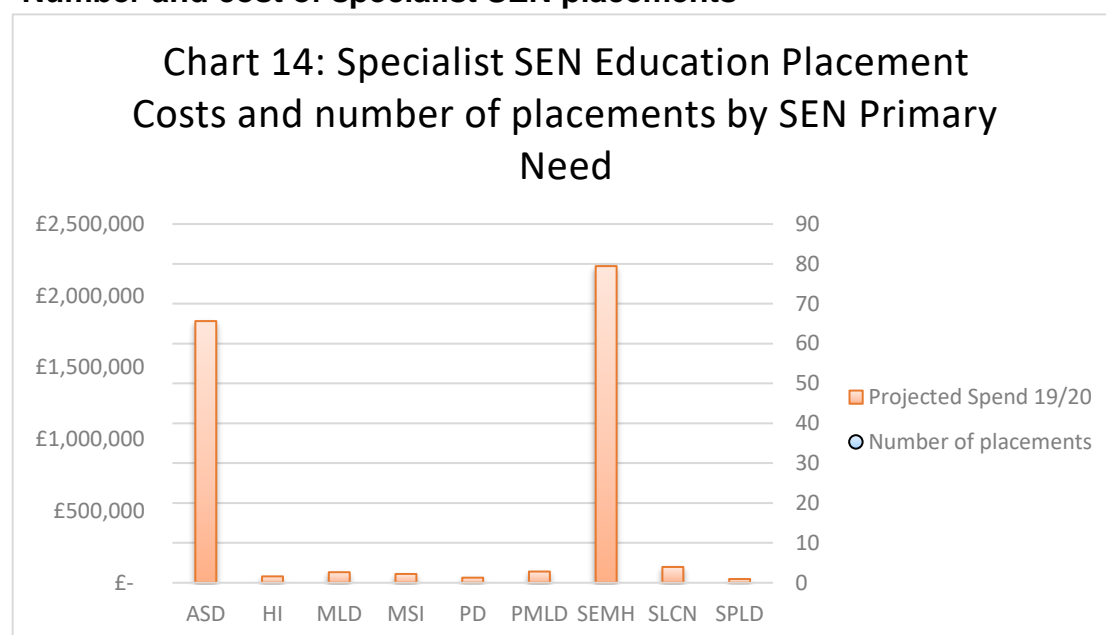
From feedback gained through the SEND inspection and through consultation since, the current Stockport wide offer in relation to emotional wellbeing and mental health for young people needs further development. Waiting times for support and access to information require improvement. In an analysis of feedback from parent/carers, young people and professionals it is noted that:

- There is a lack of local understanding about where to go for advice and support.
- They struggle to access support for poor mental health prior to them developing a more serious mental health problem that required treatment.
- There is huge variability as to what is available for children and young people dependant on which school they attend.

In 2018 in Stockport, emotional health issues accounted for 42.8% of young people gaining support through the EHCP Process (SEND JSNA). As already stated earlier in this report, this cohort make up the largest spend within Stockport.

There has been a rise in recent years of external placements for this group. In 2019 this was 112 children and young people out of the total of 124. The driver for many of these placements is behavioural needs that are not being currently met within Stockport's maintained mainstream or special provision. Most of the placements are for secondary-aged children.

Number and cost of specialist SEN placements



Source: LA Contract and commissioning database

School leaders have been clear in the review that they currently do not have the resource to meet the needs of pupils within Stockport. This is in relation to the complexity of need presenting.

4.2.2 I-Thrive and GM led approaches

As part of the GM Combined Authority Stockport has signed up as a local area to the I-Thrive approach. Developed by the Anna Freud and Tavistock Centre this is a person-centred national approach to the delivery of emotional wellbeing support and services. This sets out support within the quadrants below. The emphasis is on shared language, work across systems and is needs rather than pathways led. This means upskilling the whole workforce in relation to emotional well-being, particularly in relation to advice and signposting. The areas of need are:

- Getting advice
- Getting help
- Getting more help
- Getting risk support

There is a need to implement I-Thrive within the local area and within all commissioned services as a way of working. This needs to be aligned to the graduated response for SEND support as outlined in early help section. There is a resource of officer time allocated from GM to support with this transition and training for staff including school staff. There is a need to also align with the graduated response within schools.

The Stockport integrated children, adolescent and mental health (CAMHS) partnership has recently been re-configured to become the new “Emotional Well-being and Mental Health Partnership”. This is now chaired by Public

Health which is a positive move to re-frame the discussion. In future all services will need to be based upon the I-Thrive model.

Recommendation to be agreed by local area: Embed I-Thrive within service provision and commissioned service specifications within Stockport- **In progress**

4.2.3 Current early help and access to support

The feedback has been overwhelming that the current early help offer is not right and that access to support is too complex. Families and schools often feel that they must contact numerous people before they gain any support. This has led to “scatter gunning” of referrals with the statutory Healthy Young Minds service reporting they are gaining a high volume of inappropriate referrals which then must be screened and sent back or onto the relevant support route. This is creating frustration across the system and importantly creating unnecessary delay for vulnerable young people.

There is a proposal within the WSoA (Written Statement of Action) to create a single point of access for emotional well-being services in Stockport. This is progressing and will be called “the emotional well-being hub” The findings for the review would support this development and a clear understanding of what is provided within each quadrant of support.

Recommendation for local area: Develop and implement a single point of access for emotional well-being and support with clear pathways into appropriate support- **In progress**

4.2.4 Role of schools within emotional well-being support:

Schools have a vital role to play in the health and wellbeing of young people. In statute it states they have an obligation to.

“Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.”
Section 78 of the Education Act 2002 and the Academies Act 2010

“Have clear processes to support children and young people, including how they will manage the effect of any disruptive behavior, so it does not adversely affect other pupils.” SEND Code of Practice 6.33

Public Health England have been clear that:

“Promoting physical and mental health in schools creates a virtuous circle reinforcing children’s attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential”. Brooks F (2013). Chapter 7: Life stage: School Years, in Chief Medical Officer's annual report 2012

Stockport has a current Emotional Well-Being Strategy for schools coproduced and launched in February 2018 Followed up with an additional

conference in April of the same year in addition to governors' briefings. Stockport has also developed tools to assist schools in areas such as anxiety. There are thorough audit tools attached to these documents for schools to use to inform their practice. However, there has been no resource to test usage or understanding following the launch. This means that gaps in understanding and training are not being identified consistently and fed back into strategic plans. In addition, there has been no connection made to early help and SEN support at a strategic level. Given the numbers of young people needing EHCP and then external placements, the connection needs to be made at an earlier point. It is proposed that there needs to be work undertaken to make the link between emotional well-being and provision of SEN support and strategies.

Recommendation to be agreed by local area: Develop a quality assurance system with schools to check the use of the emotional wellbeing strategy and anxiety tools aligned to the SEN support system. Key responsibility for actioning this lies with a potentially revised emotional wellbeing service-
needs discussion at emotional well-being planning group

There is already much good work and practice being undertaken by schools on emotional well-being in Stockport. The feedback gained from headteachers is that they do not always feel equipped to support the level of need coming through, even with positive support from services such as Jigsaw. The sector has fed back that additional support is required within schools, particularly the secondary sector. This is backed up by the data on secondary placements in the external sector. There is a need to build up the skill base and resources within mainstream settings.

Currently there is no specific resource provision for young people to support them and schools with their emotional well-being to maintain them within mainstream school. There is the secondary Pendlebury PRU unit (discussed in PRU section). However, this current model means the young person is dual registered for a period and then returns to their original school setting without longer term intervention. There is a need to review the emotional well-being offer to schools, including the development of resource provision for the SEMH cohort to ensure that the mainstream provision can meet need as much as possible so that young people are educated within their local communities with their peers.

Recommendation to be consulted on with partners: Develop resource provision within Secondary school sector based on cluster model for emotional wellbeing aligned to support services (see PRU section)-
public/focussed discussions

4.2.5 Emotional Well-Being Training and Workforce Development

An appropriately trained workforce can make a real difference to supporting emotional well-being:

“There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can

achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)” Transforming Children and Young People’s Mental Health Provision, Green paper, December 2017

In Stockport there is currently no one overriding emotional well-being workforce training plan. There have been several strategic training initiatives undertaken in the last few years. These include Anna Freud Mental Health Link Programme, linking into the GM Mental Health schools programme. The GM partnership ran a pilot in 2017/18, which the LA has had limited involvement in until relatively recently. In the last year, specific work has been undertaken in the Bramhall cluster through the GM work where training has been delivered for staff on Mental Health First Aid; and for pupils, training on being a Mental Health Champion. Primary schools have had a counsellor from Place2Be supporting staff and providing 1:1 counselling for children. In high schools, 42nd Street have provided counselling. In all schools, the Youth Sports Trust have provided athlete visits and workshops on the links between healthy bodies and healthy minds. Currently the GM partnership are looking at long term options, which are being assessed considering Covid-19.

In addition to the above activity, there is currently training on emotional wellbeing offered from a variety of sources within the LA funded services within Stockport open to all schools.

It is unclear how far service leads join up training to schools, wider workforce and their approaches. Individual settings are building up their own programmes. In addition, whilst there is some great training on offer to build upon practice, for example the post graduate diploma, it is unclear what the basic level training offer currently is delivered to the whole sector.

There is currently a school’s well-being co-ordinator funded through Public Health and based within the school improvement service. This is a highly regarded role and a pivotal one for driving the agenda within schools. This role needs to strategically align to the emotional well-being services in order to build on practice and identify priority.

Recommendation to be agreed by local area: Develop one emotional well-being training offer to provide training for all frontline professionals in Stockport

Impact of trauma

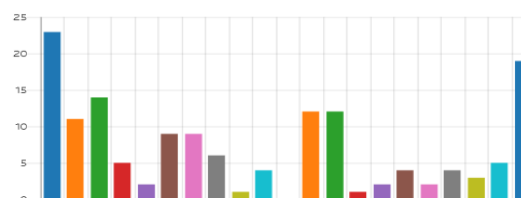
In undertaking this review permanent exclusions were audited for the year up to July (2018/19 - 52 exclusions). It was noted that there was a correlation found between instance of trauma and exclusion as detailed below:

Significant events in excluded pupils life

11. Significant Events in pupil's life (Professional View)

[More Details](#)

Domestic Violence	23
Drug and alcohol abuse	11
Divorce	14
Bereavement	5
Poverty	2
Parental Mental Health	9
Criminality	9
Housing issues	6
Debt	1
Bullying	4
Hate Incidents (race, sexuality)	0
Pupil's Mental Health	12
School Attendance	12
Pupil Illness	1
Family Illness	2
CSE	4
Organised Crime	2
Incarcerated family member	4
Missing from home	3
Anti-social behaviour	5
Other	19



Source: LA audit of Stockport permanent exclusion in 2019

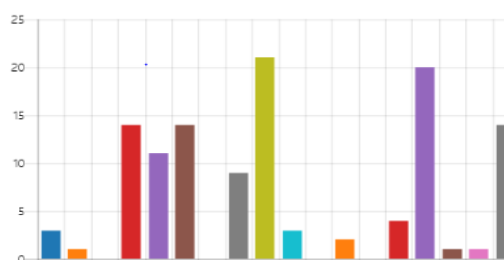
The audits also found that there were 26 cases where it was clear that the emotional health needs were not being met for the young person despite numerous service involvement, including the specialist services identified in this review. This evidence needs to be looked at in relation to the current early help offer. The involvement of agencies can be seen below:

Agency involvement for permanently excluded young people

15. Agencies Involved

[More Details](#)

Beacon (or other counselling)	3
SALT	1
OT	0
HYMs	14
MOSAIC	11
YOS	14
JIGSAW	0
Ed Pysch	9
BSS	21
LSS	3
INCOS	0
EWO	2
Autism Team	0
SAP	4
Social Worker	20
ASPIRE	1
School Nurse	1
Other	14



Source: LA audit of permanently excluded young people. 2019

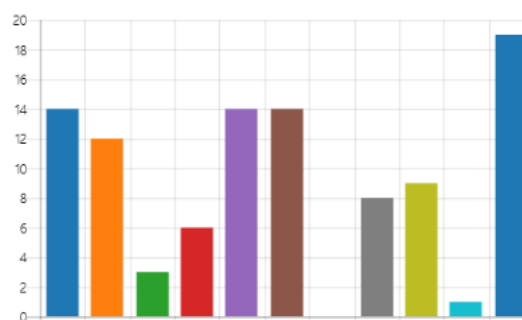
The audit found that the following missed opportunities had occurred for these young people:

Missed opportunities for young people who had experienced permanent exclusion

19. Missed opportunities

[More Details](#)

Pupil's emotional health not r...	14
Pupil's emotional health not a...	12
Pupil's academic needs not re...	3
Pupil's academic needs not met	6
Lacking SEND support	14
Pupil's ACEs/home circumstan...	14
Pupil's physical health not rec...	0
Support at school level not evi...	8
Support at school level not ro...	9
Over reliance on external age...	1
Focus of intervention was pres...	19



Source: LA audit of permanently excluded young people. 2019

The figure above illustrates that emotional well-being and experience of trauma were clearly identified as needs not being met for this group of young people. This was also found in an audit of external placements.

There is much research in relation to trauma and behaviour. The British Psychological Association has stated.

“Research indicates that experience of traumatic events in childhood can have a profound adverse impact on brain development leading to both physical and behavioural changes as the child tries to adapt to environmental stressors. If trauma occurs over a prolonged period, it can rupture the child’s internal stress system which then contributes to physical and mental health problems over the life course, making children more vulnerable to difficulties with emotional regulation from birth and is often linked to difficulties with cognition such as problems with attention and focus in early and later childhood” British Psychological Society 2020

In the last few years awareness of trauma and its impact within schools has been rising. This has led to the development of the trauma informed network and training packages which many areas have accessed. In one school within Manchester, this saw exclusion drop by 88%. There is currently trauma informed training being delivered in a variety of ways within Stockport. The review would endorse that Stockport aims to be a trauma informed area and that the training is brought together. There are other GM areas (Manchester) who are aiming for this status and it may be pertinent to join up with their work.

Recommendation to be agreed by the local area: Commit to Stockport becoming a trauma informed area and develop strategy and connect with other GM LA on this work- **to be discussed at the emotional wellbeing planning group.**

Feedback during the review has been clear that behaviour of young people is not always seen as linked to emotional well-being. This is leading to schools and services not always responding in a manner which could ultimately change the behaviour. It is clear that:

A person may behave in challenging ways for many reasons, and they must be understood if a suitable alternative is to be found. Understanding the factors that contribute to this behaviour will enable you to provide good support to that individual, and this is where Positive Behaviour Support helps.
(Promoting Positive Behaviour Support (BILD))

Currently schools are supported with behaviour management using Team Teach, as a traded service through the BSS (Behaviour Support Service). The coverage is currently 80% of the primary settings trained and refreshing regularly and two secondary schools currently trained. All the borough's specialist settings are trained apart from one. The other provisions may have bought in their own training. The use of appropriate behaviour management strategies is key in effecting change and managing a safe environment for all learners. The review is clear that schools need to be safe places for all students, whilst supporting those displaying challenging behaviours. t

Stockport has recently become involved in a GM pilot to look at rolling out positive behaviour support. This is a model traditionally used to support people with learning disability and it is a framework for:

- **developing an understanding of the challenging behaviour displayed by an individual, based on the assessment of the social and physical environment and broader context within which it occurs**
- **with the inclusion of stakeholder perspectives and involvement**
- **Using this understanding to develop, implement and evaluate the effectiveness of a personalised and enduring system of support that enhances the quality of life outcomes for the focal person and other stakeholders**

(Definition and scope for positive behavioural support', Gore et al., International Journal of Positive Behavioural Support, Vol 3 No 2, Autumn 2013)

This model is currently used within Stockport special schools to manage behaviour that can be very extreme. There is an opportunity to learn from this

DSG REVIEW- Initial recommendations

approach and look at mainstream settings behaviour management in this context, to use some of the appropriate and transferable tools in a different way. This could provide schools with additional tools to manage behaviour in a positive manner for the most “challenging” students.

Recommendation to be agreed by the local area: Roll out positive behaviour support training and develop the strategy for whole school sector in conjunction with Team Teach- **to be discussed with partners in 2020/21**

4.2.6 Primary and Secondary Jigsaw Services

There are currently two specific emotional wellbeing services for schools funded through the DSG. These are:

Primary Jigsaw: Based at Oakgrove School and is run aligned to the BSS. In July 2019 they had 131 young people on their caseload. These cases are referred directly from schools. A team member will do an assessment and consultation and either give recommendations or start an intervention which lasts up to 12 weeks. There is no waiting list. The service has a qualified play therapist, multi-systemic therapist, a Webster Stratton practitioner and a mental health practitioner. Clinical supervision is gained through the HYMs service.

Secondary Jigsaw: Based at Pendlebury. All referrals currently go through the statutory HYMs (Healthy Young Minds) mental health service, before being triaged into Secondary Jigsaw. In 2018/19 the service had 216 referrals from across the secondary sector. The service runs a caseload and delivers training as detailed in the above section. In the last few years most, referrals have been in year 9 or 10, and for overwhelmingly anxiety (96 out of 216).

The service has a drama therapist and two mental health practitioners with the latter employed by Pennine Care. The rationale for this is positive in relation to maintenance of professional competency and clinical supervisions.

The service facilitates the “check point” multi-agency meetings for school’s emotional well-being leads, with HYMs input half termly. These are positive and well regarded and take part after school hours. They provide an opportunity for leads in the secondary sector to come together to discuss issues and gain advice.

Both services have links to the statutory HYMs service, this is clearly stronger within secondary Jigsaw. Currently there are not strong working relationships between primary and secondary Jigsaw. There is a need to gain this and to place the school’s emotional well-being offer within the I-Thrive quadrant of getting advice or getting help in order to make sure that the early help offer is visible to young people and families and schools.

Recommendation to be consulted on with local area: Re-configure emotional wellbeing services to ensure joint working or into one service linked to point of access and early help, working alongside other services in one plan approach- **to be consulted on with stakeholders and partners**

4.2.7 Additional Services supporting with Emotional Wellbeing

Mosaic

This is the Stockport Family based specialist service supporting those aged 25 and under who need support with their alcohol or drug usage or with that of their parent/carers. The schools-based service is part funded by the DSG and part by schools buy back. In 2018/19 they saw 273 young people, with 231 referrals coming from educational settings. The link with emotional wellbeing is clear and the needs breakdown is shown in the table below:

Needs of young people in Mosaic schools service 2018/19

Anti-Social Behaviour	13
Child of substance misusing parent	4
LAC	12
TAC process	47
Mental Health difficulties	119
School Refuser	16
Excluded from education	10
SEND	32
Affected by Domestic Abuse	3
CSE	7
CCE	5
Child Protection	23

Source: Mosaic database

There is a need to ensure that Mosaic is linked into the well-being offer going forwards.

Recommendation to be agreed by council: Mosaic to be aligned with other emotional well-being services to further strengthen the emotional well-being offer and early help- **to be undertaken when consultation outcomes known.**

Autism Team

This is a Stockport Family based service working mainly within mainstream school sectors. The team work directly within schools and holistically with families and young people. At the end of 2019 they were supporting 356 young people in Stockport schools. In addition, delivering training to parents on autism awareness and specifically Riding the Rapids. This currently stands at 15 families per cohort with 4 sessions currently taking place (60 families) in a month.

The team currently has 6.2 FTE permanent staff. There are also additional temporary posts in relation to clearing the backlog of parents/young people

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awaiting support. In feedback gained, the team was consistently highly regarded by families, young people and schools. The team currently:

- Chair ADAPT (After Diagnosis Autism Planning Team) meetings in settings/schools post diagnosis to ensure reasonable adjustments are made and plans are clear (30 per month)
- Provide individualised support to families and young people, outside of school on issues such as anxiety and behaviour. Support families within the TAC (Team Around the Child) process. Provide one to one support to young people. The team also provide crisis support to families. (27 families currently, 20 referrals a month)
- Provide autism awareness and Riding the Rapids training to parent/carers post diagnosis (10-week course for behaviour management post diagnosis) and specific training for foster carers. Currently 4 running for 15 parents per course
- Provide specific workshops on food/coping (two per month)
- Link workers for all secondary schools to provide advice and surgeries
- Re-integration workers to support young people back into schools

The team have a clear positive impact in relation to re-integration for young people with autism and sustaining this integration. The team currently only work largely with young people who have been through the formal diagnosis of autism. There is a need within Stockport to strengthen the support to families and young people pre-diagnosis. The team have recently had capacity added, however, demand is already significant. There needs to be further discussion on where the team sits and how they can fit into the continuum of support for emotional well-being and behaviour.

Recommendation to be agreed by council: Autism team to be aligned with other emotional well-being services to further strengthen the emotional well-being offer and early help and capacity reassessed- **to be undertaken when consultation outcomes known.**

Elective Home Educated service (EHE)

Currently this is one full time post within the inclusion team. They provide advice and support to the families, including carrying out home visits. The current focus is on families who need a lot of support or where there may be concern. The role monitors the education being provided by parents and liaises with other services and agencies. The role also collates the relevant data.

There has been a marked rise in the number of home-educated children in the UK over the last few years. In 2018 there were around 53,000-58,000

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registered. This is likely to be an under estimation. The current numbers in Stockport are shown in the table below:

Number of elective home-educated children in Stockport

Current EHE Position 13/02/2020			
Year	No. EHE	No. SEN Support	No. EHCP
1	3	1	0
2	9	1	0
3	10	2	0
4	9	0	1
5	13	1	1
6	17	2	4
7	17	2	1
8	28	7	1
9	16	3	3
10	27	4	3
11	42	11	3
Totals	191	34	17

Source: LA EHE database 2020

This equates to 61 primary age and 130 secondary age children and young people.

Currently the LA has the following obligation towards home education:

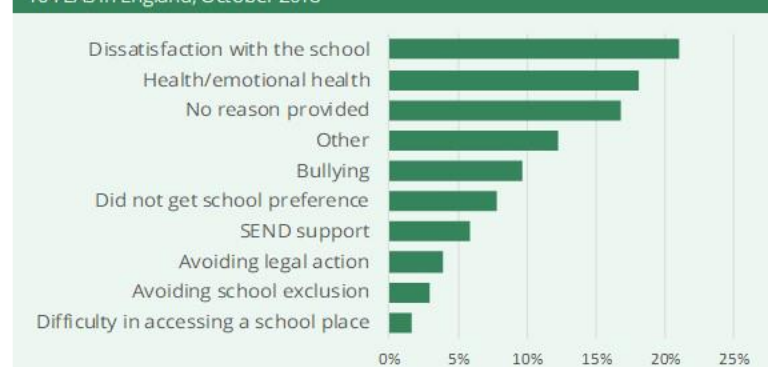
“Local authorities have no formal powers or duty to monitor the provision of education at home. However, they do have duties to make arrangements to identify children not receiving a suitable education, and to intervene if it appears that they are not” Home Education in England, July 2019

The reasons to choose to home educate can be purely philosophical, however evidence also suggests that often this is due to other factors, including a lack of support with emotional issues and SEND generally. An Association of Directors of Children’s Services (ADCS) survey of LAs within England found nationally that reasons provided by parent for choosing EHE included:

Elective home education survey: 2018, ADCS

Reasons provided by parents for choosing to home educate

104 LAs in England, October 2018



Source: ADCS Survey 2018

The provision of oversight and support within this area is therefore highly linked into the SEND agenda and provision of emotional support. The tables below show the reasons given by parents and carers for opting for elective home education in Stockport in January 2020 which confirms this link:

Parental/carers reason given for elective home education (EHE), January 2020, LA Data

Primary age - Reasons for EHE (some have more than one reason)	
Philosophical and Ideological	30
Unwillingness/Inability to attend school	4
Dissatisfaction with the system	7
Physical Health	1
Unmet Send	6
Not being offered preferred school	1
To avoid prosecution/exclusion	3
Mental Health/Emotional Wellbeing	2
Unknown	14

Secondary age - reasons for EHE (some have more than one reason)	
Philosophical and Ideological	26
Unwillingness/Inability to attend school	32
Dissatisfaction with the system	16
Physical Health	2
Unmet Send	8
Not being offered preferred school	2
To avoid prosecution/exclusion	12

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Mental Health/Emotional Wellbeing	47
Moving area / distance to local school	4
Religious/cultural	2
Bullying	17
Waiting for a transfer	1
Unknown	22

Source: Parental reason for EHE given 2020

The change in reasons between primary and secondary is interesting. The number of 47 directly attributing to emotional well-being is 36% of the total. This is significantly higher than the national data as shown above. This needs further exploration and linking into the support offers in the longer term. There is also the impact of Covid-19 to be considered this will need to be monitored and discussed in terms of service response. The initial indication is that there will be a rise in numbers.

The service needs to feed into improvement and development plans to ensure that the decision to home educate is made as a positive one by families and not through lack of appropriate action/support. There could also be discussion of longer-term completion of early help assessments to identify need.

Recommendation to be agreed by council: Maintain the current EHE service through DSG and ensure linkage to emotional well-being and SEND services and information sharing. - **In progress**

Education of sick children.

The LA has a statutory obligation to ensure education of young people who may not be able to physically attend school due to illness. The oversight for hospital tuition and out of school support sits with the Pendlebury centre. This is a historical arrangement and largely due to the skill and knowledge of the current management. There needs to be discussion of where this service sits within the longer term and whether this would be better placed within the SEND team.

Recommendation to be agreed by council: Discussion of where education for sick children sits in the longer term and need for LA to have oversight- **To be completed in 2020/21**

4.2.8 Educational Psychology Service (EP)

The Educational Psychology (EP) service is a statutory service. It states in the SEND Code of Practice that:

“The local authority must gather advice from relevant professionals..... psychological advice and information from an educational psychologist who should normally be employed or commissioned by the local authority” Paragraph 9.46 of the SEND Code of Practice (2014)

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The EP Service is comprised of a Head of Service or Principal Educational Psychologist, one Senior Educational Psychologist (currently a temporary job share arrangement), plus seven (6.45fte) main grade posts. EPs are regulated by the Health and Care Professions Council (HCPC) and must meet HCPC Standards to be eligible to practice as EPs. This includes undertaking appropriate CPD and engagement in both clinical and management supervision. In addition to the core staffing, the service employs associate EPs as independent consultants to bolster the workload.

EPs are applied psychologists with specialist knowledge, skills and expertise in the area of child and adolescent development, SEND, school systems and organisations. It is worth noting that there is a national shortage of EPs. In a recent report to a parliamentary committee looking at the issue it was stated that,

“Put simply, there are insufficient EPs both now and in the training pipeline to meet demand, which in turn exacerbates concerns over the workload and variety of work available for LA EPs.” (Dr Cath Lowther, Parliamentary committee, Jan 2019)

Stockport has had a stable EP service. However, in recent years there has been a difficulty in recruitment. This has led to three unsuccessful rounds of recruitment to the service in the last year. There are currently 2 FTE vacancies within the service as a result.

EP workload is based on number of school visits rather than number of 'cases'. Each EP operates a time allocation model to a 'patch' of schools based on the number of traded sessions purchased and core time available. With current staffing, 114 settings are shared across the team of 8.45fte (Full Time Equivalent) this includes Principal and Senior EPs. Annually, the service has in excess of 400 new cases.

The service does not operate a system of file closures. All case files remain open on the basis that further involvement is often requested by settings, often at points of transition.

Service capacity for case management equates to approximately 6.45fte. This is a ratio of 1 EP to 10,155 children and young people in Stockport. Recent data shared between services suggests that Stockport has one of the lowest ratios of EPs to population compared with statistical neighbours, for example York 1:6,875; Trafford 1:7,352

The EP Service is part-traded with core services (LA funded time) provided 'free' to schools and settings (e.g. statutory work; planning meetings; early years; input to special schools and settings; critical incidents and bereavement) and traded services delivered at a cost to schools and other organisations (e.g. non-statutory work). The traded element of the work is approximately 47% of the overall service budget.

There has been consistent feedback throughout the review that there is not enough EP time to meet current need. The service now spends a significant proportion of its time undertaking the statutory EHCP assessment work. The

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service has fed back that the role has become one within the EHCP process rather than to support emotional well-being and learning. It is hoped that if the work recommended within the report is undertaken the service may be able to be re-framed for schools and settings. There needs to be longer term plans to look at the role of the EP service to utilise their skills within the inclusion agenda.

In addition, the EP service has not been utilised strategically in relation to their level of expertise and knowledge. They have a key role to play in the overall model of provision for emotional well-being and support.

<p>Recommendation to be agreed by council: Strengthen role of EP service within the structure and utilise their expertise to promote the inclusion agenda and link to emotional wellbeing service- In progress</p>

5. Review Findings: Specialist Settings and Services

5.1 Main points raised by Stakeholders

- Funding mechanisms need to be transparent and fit for purpose
- Resource provision has no defined model
- There are sufficiency issues within specialist services
- There is an issue with the offer that enables preparation and transition to adult life for the most vulnerable young people

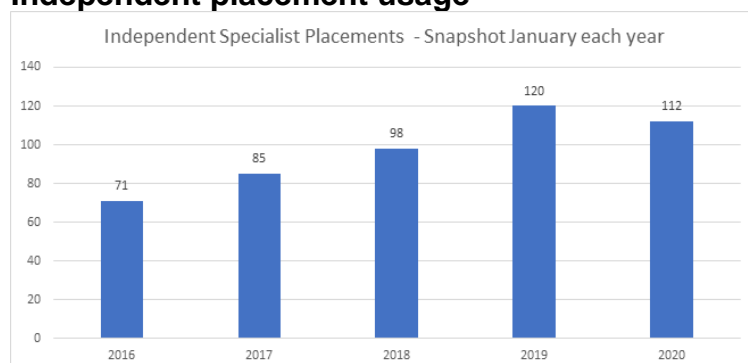
5.2 Overview of Current Provision

Stockport currently has six special schools and 10 resourced provisions aligned to mainstream settings. The provisions cater for the most vulnerable disabled SEND learners within the borough. This amounts to 641 young people (225 primary, 416 secondary).

5.2.1 Sufficiency

In the last five years there has been sufficiency issues within the sector. This is not unusual and there are national issues. Provision has increased significantly beyond capacity with a 31% increase in maintained special school placements and an additional £5 million per annum cost to the DSG. It is also worth noting that the seven most expensive placements cost the authority around £1.7m per annum at around 1/3 of the total annual spend on independent specialist education. This is an average placement cost of £240k each. These are young people with complex needs, and often behaviour that challenges. The current mainstream provision cannot support these young people due to both capacity and expertise. The rise in use of independent external provision can be seen in the table below:

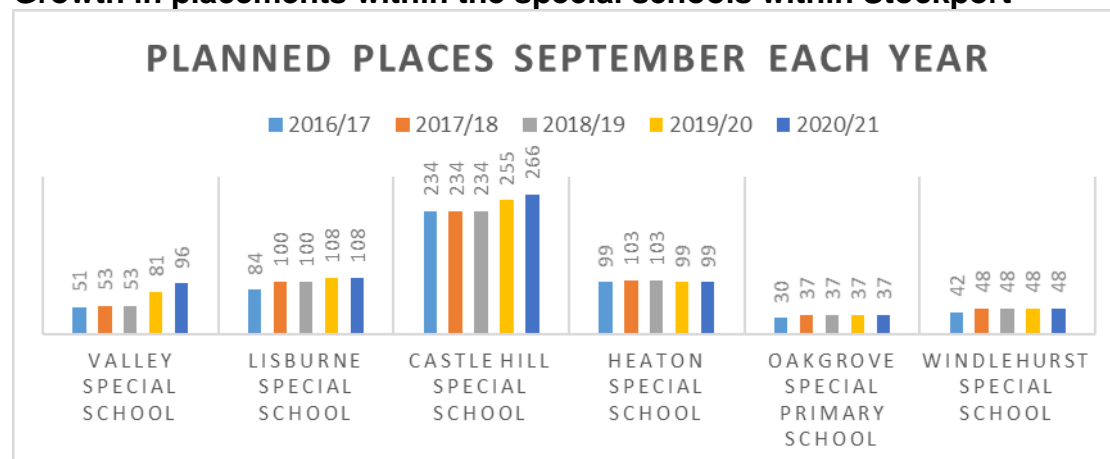
Independent placement usage



Source: Contract and commissioning LA database

In addition, some of the maintained specialist sector has also had a rise in capacity to meet the level of demand. This can be seen in the table below:

Growth in placements within the special schools within Stockport



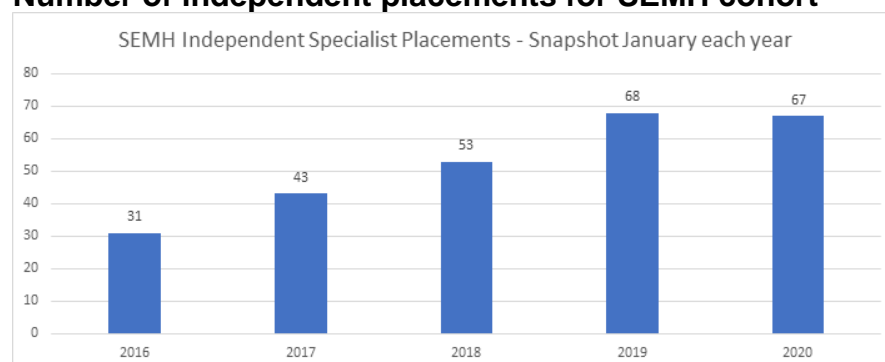
Source: LA Finance database, Jan 2020

The LA plans to build a new primary school with a pupil capacity of 208. This will replace the current Lisburne School that has a capacity 108 pupils. This includes the current satellite provision.

There is also a secondary free school proposal progressing to build a new secondary school for 133 pupils which will alleviate the pressure within Heaton School. The additional capacity should also reduce the need for external placements for the more complex cohorts, and consequently reduce spend significantly on this group.

However, these two schools are not going to be operational before 2021/22. There is a need to manage the pressures until that point. These will also only cater for specific learners (complex learning disability /autism/profound multiple needs) There is a need for a broader sufficiency discussion in relation to those young people with social, emotional and mental health (SEMH) needs. In the last four years external provision usage for young people who are classed as coming under the definition SEMH has doubled:

Number of independent placements for SEMH cohort



Source: LA Finance and commissioning database

The current spend on the provision above is over £1 million. The average cost of SEMH external provision placements is £34,156 with a variance between £69,784 and £17,095. The cost of a Stockport maintained placement within secondary is c. £25k

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External placements have been audited throughout the course of this review. The learning from this is that many of the young people who are classed as SEMH have autism, ADHD (Attention Deficit Hyperactivity Disorder) and a prevalence for behaviours that challenge. Although not universal there is a high instance of young people who have trauma in their past. For many of these young people, “early and significant intervention could have altered the pupil’s trajectory. This could have been achieved through the identification and treatment of the root cause rather than just the presenting behaviour” (LA audit of external placements 2019).

As discussed within the previous section there is a need to review the offer to young people experiencing emotional well-being issues, including those with autism and to build capacity within the mainstream settings. The remit of the two SEMH special schools needs to be further discussed in the longer term. If the recommendation of resource provision is taken on board, they will have a clear role within this framework as experts within this area.

Recommendation to be agreed by local area in consultation: longer term role of SEMH special schools to be discussed in relation to potential new SEMH resource provision- **to be undertaken in next 5 years depending upon consultation results and developments**

Resource provision models within the secondary sector need to be discussed. Alongside this, there is the need to expand the alternative provision (AP) offer for this group. In terms of sufficiency it is worth noting that the current PRU offer could be re-configured to gain alternative provision capacity. AP provision is needed within the borough and feedback within the review is that the secondary sector would welcome more options for their more complex young people.

The Laurus Trust have submitted an independent application to the DfE to build an AP provision on the Hazel Grove high school site. The LA gave their backing to the original bid in July 2016 for an 80-place secondary. All Secondary Head Teachers at the time agreed to provide the top-up place value of £6,000, this confirmation was in the bid. This standing commitment would now need to be re-visited. This would mean a commission of 20 places within the first year and then 20 rolling. This original independent bid was supported by the LA, as the plan was to build in a central location. A plot could not be found centrally which has created a delay in the project. The LA continues to support the development, this would need to be planned considering the review consultations and service offers going forwards.

Recommendation to be agreed by council and partners: Expansion of AP provision within the borough for SEMH needs. Including confirmation of places at proposed Laurus per year for young people with autism, emotional wellbeing needs. The planning of this to ensure that this forms one offer within Stockport and a continuum of support. - **In progress, Council confirmed places**

Sufficiency of all specialist provision needs a longer-term strategic oversight to ensure that there is value for money and that young people are educated as close to home as possible. There is now a Schools Placement Board in place

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within the LA which includes place-based planning for special school sufficiency. A school's strategy is being worked up that will consider both the needs of children, schools and the broader community using a place-based model.

Recommendation to be agreed by council and consulted on with partners: Write and implement a sufficiency strategy for all specialist provision within Stockport to ensure longer term sufficiency- 2020-2030-**In progress**

5.2.2 Schools Finance

The funding for schools is nationally defined, with all schools receiving a base rate per pupil. In relation to special schools this is £10,000 per pupil. In specialist provision there is an additional top up rate to provide extra per pupil. This is the funding required, over and above the core funding, to enable a pupil or student with high needs to participate in education and training. Local Authorities have differing ways of administering this funding. Many including Stockport have introduced "banding" systems for the whole school population. This is not linked to specific EHCP plans but is an indicative way of allocating funding to schools based on the whole population in order to achieve financial stability and planning. This is paid from the DSG High Needs Block.

Historical funding allocations and bandings need to be reviewed. There has been much discussion on whether the current bandings are equitable, and if the allocated funding should be based on needs.

The review has scrutinised the whole school banding system within the specialist settings reference group and with Special School leaders, and governors. The bandings had been re-written and there is further work needed on this in the coming months.

Recommendation to be agreed by council in consultation with partners: Introduce new special school and resource provision top up bandings for transparent and appropriate funding- **working group to reconvene in 2020/21**

5.2.3 SEN Equipment and Specialist Therapy

Currently equipment needed is defined in a young person's EHCP and paid for from the central SEND budget and administered through the central SEND team. There was a historical decision made that schools should pay for anything under £500 and then a percentage over this amount. This has not been enacted. The equipment budget currently stands at £75,000 and is currently overspent, bringing the real cost in 2019/20 to c. £110,000.

There is a need to carry out further commissioning work in the area of equipment. There have been discussions with the Stockport Clinical Commissioning Group (CCG) to look at this particularly in relationship to wheelchairs. The case law suggests that equipment can be defined as an educational need in certain circumstances (*East Sussex County Council V JC [2018] UKUT 81 (AAC)*) There needs to be further development of agreement

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of funding streams. However, the overriding principle is that the young person should have the equipment they need in a timely manner.

There is work being undertaken at a GM level in relation to equipment and possibilities of economy of scale, including storage. Stockport need to be part of this work and its development.

Recommendation to be agreed by council and consulted on with schools: Introduce schools paying for equipment under £500 and pay % over as outlined in previous policy decision- **Complete to be implemented**

Recommendation to be agreed by council: Link into GM Commissioning work on complex needs, including possibility of equipment sharing- **in progress**

Therapy Provision

The LA has a statutory duty to provide speech, language, and occupational therapy as outlined below:

“Since communication is so fundamental in education, addressing speech and language impairment should normally be recorded as special educational provision unless there are exceptional reasons for not doing so” (9.74 SEND Code of Practice).

Therapy which trains or educates a child is an educational provision. Most lower level need is commissioned by individual schools to meet defined need. The LA also funds an additional £10K for specific young people within mainstream settings. For those in specialist provision the LA commissions an additional service. The total cost of this is £334,014 and it is currently delivered by Together Trust, SpeechWise and Manchester OT. There is a joint LA and CCG review of therapy services. This needs to be progressed in order to provide a more seamless service across Stockport.

Currently Stockport has two specialist speech and language units, Bradshaw Hall and Vernon Park. There is a need to review these considering the DSG review. How the delivery of highly specialist intervention in the future to a specific group of young people with defined communication disorders is undertaken needs to be assessed.

Recommendation to be agreed by council and consulted on with partners: Undertake a longer-term review of Bradshaw Hall/Vernon Park as part of wider Speech and language offer- **review to take place in next year**

Recommendation to be agreed by council and Clinical commissioning group: Develop a joint service specification for provision of therapy- **In progress**

5.2.4 Resource Provision

The resource provision within Stockport has grown over decades and is longstanding. The review has concentrated upon school age provision, except for the two-specialist speech and language centres which as discussed in the previous section need to be reviewed separately. The early year's provision also requires further attention and review in the longer term in line with the early help section of this report.

There are currently ten mainstream resource provisions (8 Primary, 2 Secondary). In completing the review all the provisions were visited. The young people attending were also profiled alongside their home locations. The information gained indicates that:

- There is currently no defined model of resource provision
- The needs of the young people vary greatly with some being complex and equivalent to special school attendees
- Some of the provision is not inclusive with “mini special schools” in operation
- The location of the provision is concentrated within the south of the borough with some outlying schools meaning travel for young people.

The review has found some examples of brilliant practice within resource provisions and inclusive settings. The models are however varying, some schools have children within mainstream classes most of the time whilst other settings have formed into separate entities within the mainstream school with some having separate entrances, locked doors, differing playgrounds, differing mealtimes. Several settings used Higher Level Teaching Assistants (HLTAs) input to give support, often one to one support. There needs to be further discussion on this as a model.

The resource schools have stated that this picture has developed organically over time and largely due to the high needs of the young people who are now coming through to them. The resource provisions are currently full and, in some cases, oversubscribed. Whilst it is a positive choice for parents to send their children to resourced schools, if this is an informed choice there needs to be enough sufficiency across the system to ensure that children are placed in the most appropriate setting to meet their needs.

There has been frank discussion and exploration during the review of the role of resource provision. The current model is not in line with research, it is suggested that:

“When most experts speak of ‘inclusive education’, this does not include special units or special classrooms (segregation) or placing children with disabilities in mainstream settings so long as they can adjust (integration). Inclusive education begins with the assumption that all children have a right to be in the same educational space” Implementing Inclusive Education Dr Matthew J. Schuelka, 2018

The reference group and resource leads concluded that there is still a place for resource provision within Stockport. However, the remit needs to change, with resource provisions building on their current best practice and becoming centres of excellence who can then support the wider school community. The provision needs to link in with and complement the continuum of the graduated offer, including special schools sharing practice with resource provision and potentially quality assuring the resourced provision.

Recommendation to be agreed by local area: Build links and partnerships between special provision and mainstream schools to share best practice-
planning to be undertaken in 2021

The review recommends that there needs to be a re-configuration of the current offer over the next 5 years 2020-2025 to:

- Make sure that resource provision has coverage across Stockport in the neighbourhood cluster model, with young people going to their local provision
- Have a model that promotes inclusion for all and can be utilised within the school as an asset, and between schools as an appropriate resource
- Create centres of excellence for support of vulnerable learners and promotes practice within the school clusters
- Have the most appropriate young people in attendance, with staff who are trained, experienced and appropriately resourced.
- Have a focus upon learners who can access mainstream settings but may need additional expertise or a differing base for part of the day/week due to their SEND needs

Recommendation to be agreed by council: Future model of resource provision to be linked into Schools Placement Board to ensure special school sufficiency in the longer term- **In progress**

Recommendation to be consulted upon with partners and stakeholders: Re-configure current resource provision and develop new capacity across Stockport to ensure flexible service 2020-2025- **public consultation being undertaken**

5.2.5 Specialist Services- Virtual school

The virtual school is a statutory function and the means by which the LA discharges its duty to young people in care and care leavers under The Children and Families Act 2014 which states that every LA must:

“Appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked-after children is properly discharged.”

This is in acknowledgement of the disadvantage children and young people in care have in relation to their peers and to ensure that all LAs take their corporate parenting role seriously. Stockport has a strong virtual school. alongside the Head there is an education manager, education support workers and teaching and learning co-ordinators.

An overview of virtual school is contained below:

Virtual school overview

	2014/15	2015/16	2016/17	2017/18	2018/19
No. LAC (reception to yr 11)	189	200	228	249	255
Attainment data - KS2 (expected standards)	Stockport LAC 6/8 = 67%	Stockport LAC 1/9 = 18%	Stockport LAC 4/19 = 21%	Stockport LAC 4/14 = 28.5%	Stockport LAC 7/17 = 41%
Attainment data - KS4 (A*-C)(4-9)	Stockport LAC 3/21 = 14%	Stockport LAC 4/18 = 22%	Stockport LAC 2/16 = 12.5%	Stockport LAC 7/21 = 33%	Stockport LAC 2/22 = 9%
Permanent Exclusions	0	0	0	0	0
Completion rates for PEP's (within statutory timescales)	85%	92%	88%	91%	91%
Successful Direct Supports (positive engagement & outcomes)	79%	89%	91%	94%	96%

The attainment information needs to be understood statistically in relation to low numbers of young people. There needs to be further analysis of the cohorts coming up in relation to SEND. The links between virtual school and the SEND service need to be strengthened.

Recommendation to be agreed by council: Further analysis of child in care coming through the system in respect of SEND and how links can further be made between virtual school and SEND section- **work to be undertaken in 2020/21**

5.2.6 Specialist services- Sensory Support Service

The service supports children and young people with permanent deafness and/or vision impairment, and those with long term persistent temporary hearing loss who wear hearing technology from birth to 25. The service is highly regarded. The service does not close cases as such but keeps children on their books until aged 25. The service is a statutory one and fulfils the LA

responsibility to young people with sensory loss. There is a duty under the SEND Code of Practice to provide:

“Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such pupils should also hold the appropriate qualification.)” SEND Code of Practice 6.61

As sensory impairment is not a learning disability, the aim of the service is to provide early and all around intervention with families, young people and the educational setting, to reduce the impact of their vision or hearing loss and to promote independence and outcomes in line with their peers. This is entirely possible for many children with sensory impairment but only with appropriate specialist support and appropriate levels of intervention. The majority of these young people are not in receipt of an EHCP but on SEN support. The service uses nationally defined case allocation systems for sensory loss support as outlined in the National Sensory Impairment Partnership Eligibility Framework. In July 2019, the service had 329 visually impaired young people on its caseload and 267 deaf young people.

The service provides both monitoring and direct levels of support. There are also two specific bases at Thorn Grove and within Castle Hill for deaf pupils where pupils are supported in mainstream provision with specialist teachers on site. The service provides support into adulthood, continuing to support young people within colleges. This service is currently traded but has not progressed as it could have done.

There has been much discussion during the review with the head of service in relation to the funding levels of the service being comparably high. There has been evidence produced that Stockport's service has additional remits that others do not, for example providing support up to 25 years, the resource provision being counted in the costing. The role of the service in supporting NHS obligations needs to be investigated further.

There has been a discussion where the service should sit in the longer term. The service is currently based within the cluster of Inclusion services with BSS/LSS/EDS. Although the service is an early help one its specialism is such that it cannot truly be amalgamated into this structure and may sit more comfortably within the children's disability structure.

Recommendation to be agreed by council: Further exploration and support given to trading the post 16 service with colleges and settings- **to be discussed in 2021**

Recommendation to be agreed by council: Decision to be made on where sensory support sits in the line management structure- **to be discussed in 2021**

Recommendation to be agreed by council with partners: Further investigation and discussion with CCG on how NHS support is funded- **to be discussed in 2021**

5.2.7 Preparation for Adulthood (PFA)

There has been a lot of positive work carried out in Stockport in relation to preparation for adulthood, including through the post 16 EHCP team. However, there is a need to further strengthen the approach. Stockport has a below average SEND population accessing post 16 provision (JSNA findings). Transition points are an issue as highlighted earlier within the report. The review has identified a need for the planning for the journey to adulthood to start sooner. There is a need to ensure that families are supported to make choices that are informed.

During the review it has been clear that in some specialist settings young people are prepared for their adult life and vocational life skills sessions are routinely undertaken, whilst in others this is not the case. In addition, there has been a lot of discussion in relation to children starting this journey in primary schools. This is not consistently happening at present.

The DfE Preparing for Adulthood NDTI (National Development Team for Inclusion) group has recommended the following focus to gain a shift within this area:

Personalise your approach - develop a personalised approach to all aspects of support using person-centered practices, personal budgets and building communities.

Develop a shared vision of improving life chances with young people, families and all key partners.

Improve post-16 options and support - develop post-16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion.

Raise aspirations - raise aspirations for a fulfilling adult life, by sharing clear information about what has already worked for others.

(Preparing for Adulthood, NDTI, Jan 2020)

A preparing for adulthood working group has been set up and it is a key aim within the current joint commissioning plan. The review recommends that this is cross-sector, including having parental and young people input. There is also a working group looking at an all age disability strategy. This needs to be aligned to the PFA work undertaken.

Recommendation to be agreed by local area: Re-evaluate and strengthen preparing the adulthood support/pathways/options for young people to ensure equity of opportunity and aspiration for all young people- **preparing for adulthood working group set up**

Recommendation to be agreed by council: Look at the development of an all Age Disability Strategy and way of working to reduce transition points in the support system- **to be looked at in 2021**

6. Inclusion and Pupil Referral Unit (PRU) Offer:

The following section will now go into detail in reference to the PRU findings.

Main Points Raised by Stakeholders

(this includes the PRU leadership/Headteachers/young people)

- The current PRU offer has not changed and is based on historical needs
 - Pupil at Risk of Exclusion (PARE) placements are not effective and proven to be not in the best interests of young people
 - Schools do not feel equipped or resourced to support some young people
 - Young people do not feel welcome in some schools within Stockport

Overview of Current Provision

The impact of exclusion was detailed within the recent Government commissioned Timpson Review. This is not just immediate but longer term and can impact upon attainment and longer-term life chances.

The current position within Stockport in terms of both fixed term and permanent exclusion is detailed in the graphs below. Stockport performs better than national figures (4.8%) on fixed term exclusions but poorer than statistical neighbours (3.85)

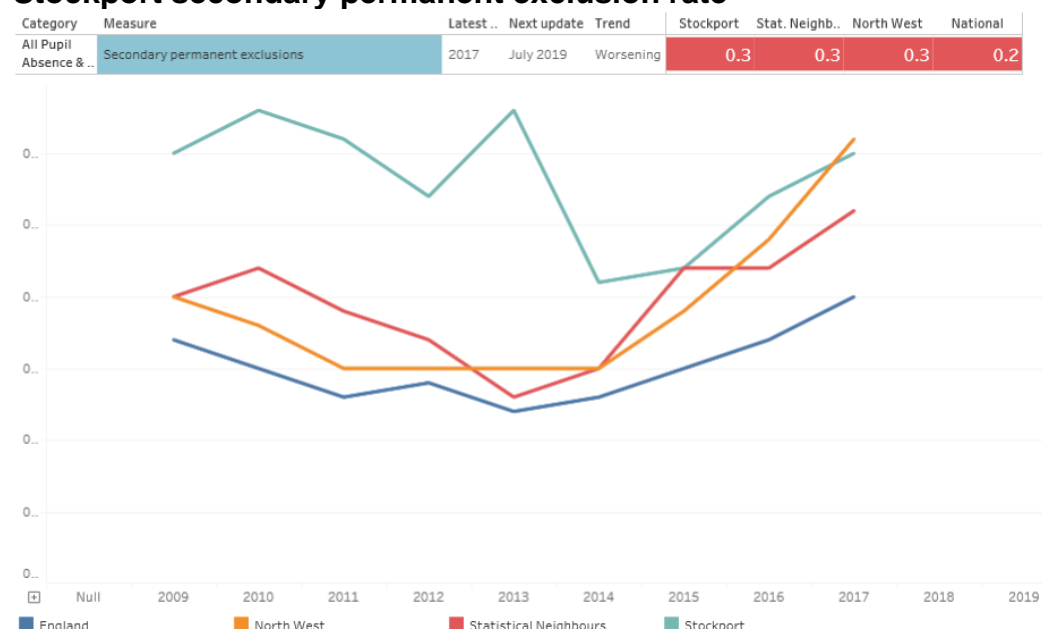
Fixed term exclusion data 2009-2019



Source: SMBC Exclusion dashboard, 2019

In relation to permanent exclusion within the primary sector this is very low. Although it should be noted there has been a rise in 2020 so far. The figures within the secondary sector are higher than both national and statistical neighbours as displayed in the table below.

Stockport secondary permanent exclusion rate



Source: SMBC LA exclusion dashboard

There has been much discussion about the exclusion rates during the review and some of the themes including transition points not being well managed, lack of early help, need for trauma informed practice. In addition to formal exclusion there are the areas of part- time timetables and transfer between

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schools which need further consideration in the longer term and why these occur.

Transfers are currently managed by the schools under the fair access protocol. The aim of which is to give pupils a fresh start in a new school. This is positive. However, it is unclear if additional and effective SEN support is considered before transfer or whether there has been any in-depth analysis of success rates for young people in relation to moves.

Recommendation for council and consultation with local area: Rates for in-year school transfers to be analysed with schools to see if the LA could have a stronger strategic input if needed- **further work to be undertaken in 2021**

The review has discussed how strategically as a whole system with partners working together, this can be built upon. The formation of cluster inclusion partnerships has been discussed. These partnerships are in operation in several other local authority areas. They are partnerships based upon a geographical footprint of school leaders and partners. The aim of which is to look at inclusion issues within that area both strategically and at a pupil level. These provide both support and challenge in relation to inclusion. A visit was undertaken to Bury as part of the review, Bury have recently formulated partnerships in order to reduce their exclusion rates which has had significant success. These partnerships have LA officer time attached to facilitate and some monies assigned from the DSG. It is a logical option to facilitate the new partnerships through a new re-branded PRU offer.

The option has been discussed in the inclusion and outcome reference group and agreed to be a review recommendation.

Recommendation to be agreed by local area: Develop cluster inclusion partnerships at both primary and secondary level supported by two inclusion officer posts linked to a revised PRU offer- **consultation to take place in autumn 2020**

Stockport currently has no specific Inclusion Strategy. There is a need to define the expectations and priorities in relation to inclusion. This needs to be with partners and stakeholders including schools and families.

Recommendation to be agreed by local area: Develop a Stockport Inclusion Strategy, action plan and charter with schools, and settings- **planning and consultation to be undertaken in 2020/21**

Inclusion Service

This is a LA Stockport Family based service. The team currently has 2.1 full time equivalents. The role of the team is to manage the LA statutory functions in relation to exclusion. The team work closely with both schools and families following exclusion to ensure that the statutory process is adhered to and that young people gain appropriate education. The team also link into the fair

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access panel and the inclusion panel within the secondary sector. The role of the team is vital. The feedback gained from stakeholders has been overwhelmingly positive. There has been comment made during the reference groups that the role of this team in relation to challenge could be strengthened.

Pupil Referral Units

The provision within this section needs to be understood not in isolation but within the context of the whole report and the findings particularly in relation to the emotional well-being offer in Stockport. The Timpson review in 2019 reported that, “In the most recent statistics, children with identified SEN accounted for 46.7% of all permanent exclusions and 44.9% of fixed period exclusions” (Timpson 2019) SEN is therefore inextricably linked into PRU and its functions.

Information gained from the Stockport PRU’s within the review shows the clear connection. All three PRU screen their young people for additional SEN needs upon entry. The data has shown that there are high instances of SEN identified at this point, with lack of identification having occurred at earlier points within the system.

The review has found that in both Pendlebury and Highfields, young people require significant additional support and are now going through the EHCP process. This evidence would suggest that the link between SEN unmet needs and behaviour needs to be strengthened within the SEN support systems at an earlier point.

Recommendation to be agreed by local area: Link between behaviour and SEN support needs, to be made within revised SEN procedures and in LA support to schools- **consultation in 2020/21**

Stockport currently has three Pupil Referral Units (PRU) Highfields, Moat House, and the Pendlebury Centre. All are rated as good or outstanding provisions. Currently there are 190 secondary aged places commissioned for young people within this provision. The LA does not commission any primary PRU provision.

The LA commissions the provision in order to discharge its duty to “*provide suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion*” (Section 100 of the Education and Inspections Act 2006, section 19 of the Education Act 1996). This function is only undertaken within the Highfields PRU. It is of note that the statutory guidance is clear that a LA does not have to discharge its duty within a PRU but can use other means. (AP Statutory guidance, 2013)

The other two PRUs have been established historically to cater for young people who may find accessing mainstream school difficult and so be at risk of exclusion, or where attendance is an issue as an alternative provision (Moat house- teenage pregnancy, Pendlebury- mental health issues).

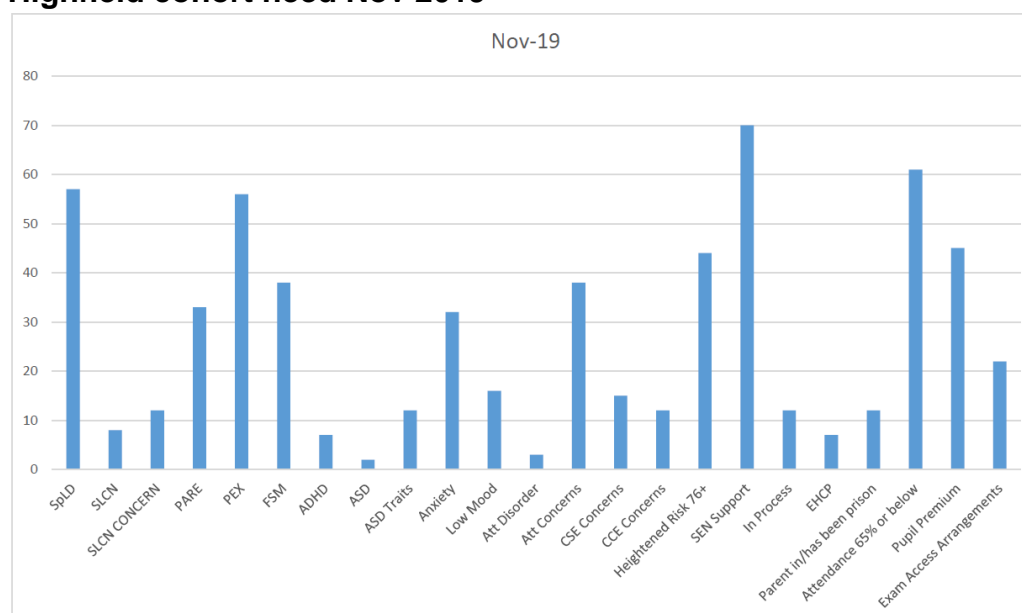
Highfields

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Currently has capacity for 125 students. This is the largest provision. This is a combination of excluded young people and pupils at risk of exclusion (PARE) 89 on roll in November 2019, 57 excluded, 32 PARE placements. The provision has gone from requires improvement to good in a recent OFSTED inspection and became the first ADHD accredited PRU in England.

The young people attending Highfields are very vulnerable. They have often experienced trauma and may display behaviour that challenges as a result. A breakdown of their need is in the table below:

Highfield cohort need Nov 2019



Source: Highfields data Nov 2019

In addition, the cohort also have experienced or are experiencing:

Number of students with social vulnerability indicators

	No. of Students with the following Social Vulnerability Indicators												
	Free School Meals	Team Around The Child	Child Protection Register	Looked After Children – Single Carer/s	Looked After Children – Care Home	Youth Offender Services	Young Carer	British Minority Ethnicity	English as Additional Language	International New Arrival	Documented Disruptive Personal Events	Parent in / has been Prison	Documented Disruptive Family Events
Feb '19 (113)	37	47	12	1	11	41	4	12	4	1	64		71
	33%	42%	11%	1%	10%	36%	4%	11%	4%	1%	57%		63%
July '19 (114)	39	46	11	4	8	35	4	11	3	0	62	5	67
	34%	40%	10%	4%	7%	31%	4%	10%	3%	0%	54%	4%	59%
Oct '19 (89)	38	34	3	5	3	25	2	9	1	0	51	12	55
	43%	38%	3%	6%	3%	28%	2%	10%	1%	0%	57%	13%	62%

Source: Highfields need survey, 2019

The above information links into the previous discussion of trauma and behaviour.

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The average length of stay at Highfields is currently reducing in line with its PRU remit to be temporary. This is shown in the table :

Length of stay at Highfields

	Numbers of pupils referred to Highfields	Average of Length of Stay at Highfields (school days)	Number of pupils still at Highfields now
2016-17	163	212	12
2017-18	135	198	26
2018-19	78	93	40
Grand Total	376	192	78

Source: School Census data

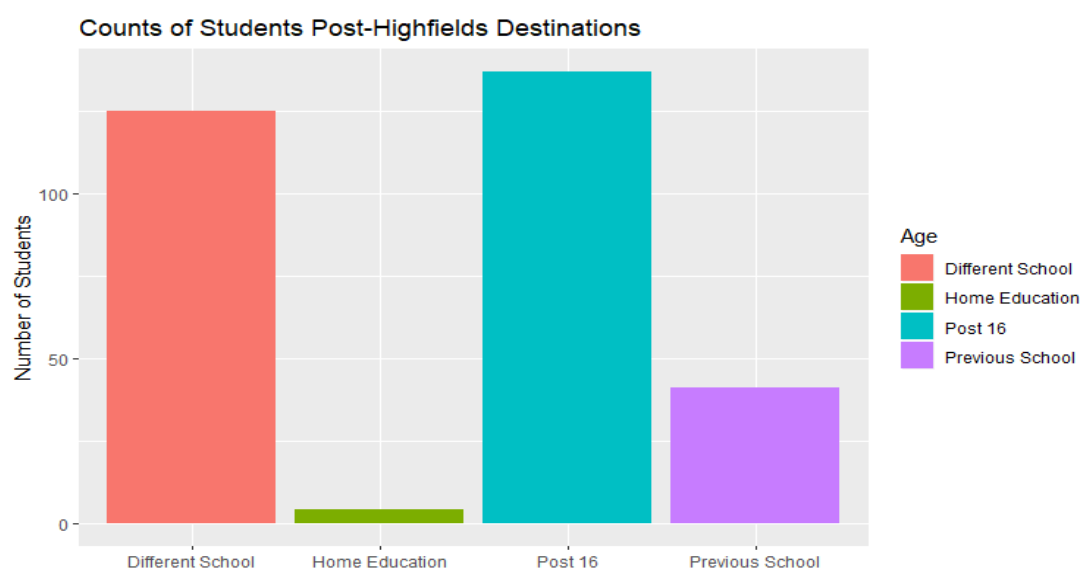
PARE Placements

PARE placements are short term placements for young people who are at risk of exclusion. The young person retains their mainstream school place for the period but attends Highfields. This system is currently administered by the Secondary Panel for Inclusion, which is a school led decision making group. The expected length of placement is 12 weeks. In November 2019 PARE placements accounted for 32 of the 89 pupils on roll, 36%.

It is widely acknowledged that the current PARE system is not working for young people. As of January 2020, there were at least 15 young people who have been on PARE placements for well over a year with 5 of these starting in 2017/18. This is not in line with the “temporary” nature of dual registration educational placement. Whilst there is some evidence that this is a legacy situation there is not enough evidence to suggest that this offer is currently meeting what pupils need.

Work has been undertaken with the young people at Highfields to gain their views through the community reporting programme. They have been clear that they do not feel PARE is working and were very vocal about the fact that their mainstream provision “did not want them”. This system is not in the best interests of vulnerable learners. The PRU leadership supports this view. The diagram below highlights that integration back into the original school is the experience of the minority of pupils at Highfields.

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Source: LA Data analysis 2019

The review proposes that the local authority ceases the commissioning of the PARE placement offer at Highfields. There does however need to be additional input within the school environment to support those at risk of exclusion. The review recommends that although PARE are ceased some monies are partly retained at Highfields to provide an outreach support service and used to provide further social, emotional and mental health (SEMH) provision within schools.

Recommendation to be consulted on: Cease all PARE placements at Highfields for new students, making sure all existing students complete their placements. Retain some funding aligned to Highfields to provide outreach support and for the development of Inclusion Partnerships. Development of SEMH resource units. - **To be consulted on in public consultation**

The review recommends a re-branding of the service and the PRU offer generally to realign the support to an emotional well-being offer. The PRU services have expertise that needs to be built upon and shared with mainstream colleagues, for example the completion of schools' stress surveys with young people to look at times of high anxiety and arousal, which can result in challenging behaviour.

PRU services need to be seen in a new context as a "hub" of emotional well-being support for schools and settings. This needs to be linked into and have a pivotal role within the new single point of access, and the early help offer. The service also needs to link in with the two SEMH special schools, Oakgrove and Windlehurst to both share best practice and provide a joined-up service offer.

Pendlebury

This is an outstanding provision and has been recognised nationally for its support of vulnerable young people. This is a provision for 45 young people. This service supports young people who have emotional well-being issues. All

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placements are on a dual registered basis with students remaining on the roll of their originating school and are for fixed periods of time. The aims of the service are to:

- Provide 'focused respite' in terms of breaking cycles of high-anxiety and fight / flight responses.
- Provide a smaller, specialist setting in which a young person with questions around the nature of their needs can be placed under a 'gentle scrutiny' through observation and assessment.
- Provide a programme of purposeful, personalised learning, mentoring and enrichment that will make inroads into a young person's perspective of themselves, others and the value of learning – with a view to them making a more positive return to a mainstream environment.
- Provide practical, constructive recommendations to mainstream schools in terms of the work they can carry forward for the young person – with a view to preventing issues escalating in the future.
- Establish / re-establish working relationship between school professionals, family and any outside agencies.

The provision provides several differing placements. These include:

- **KS3 Assessment and Reintegration Placements:** 16 placements lasting for 18 weeks
- **KS4 Achievement and Transition Placement:** 16 placements lasting until the completion of GCSE
- **Year 10 Assessment Placement:** 8 places lasting for 8 weeks
- **Cedars Placement:** 5 places lasting for 18 weeks. For young people who have been experiencing higher level mental health issues, including hospitalisation.

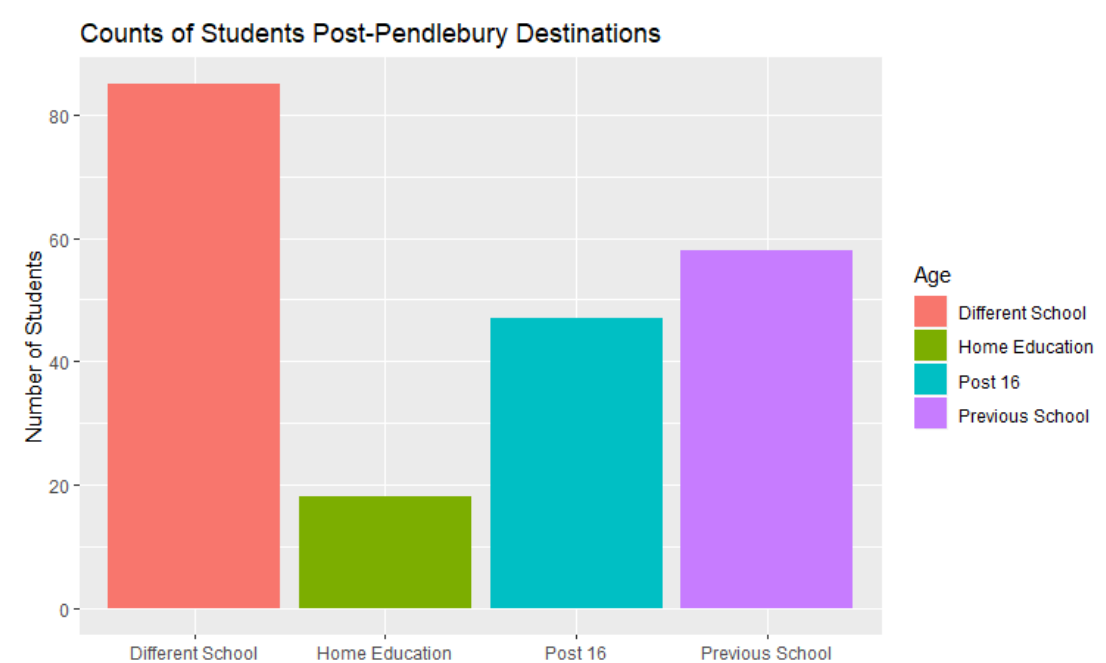
The table below shows Pendlebury placement numbers by year:

Pendlebury placement numbers by year

Service	2014/15	2015/16	2016/17	2017/18	2018/19
Pendlebury Centre	50	70	75	70	78
Cedars	8	11	9	11	14

Source: Pendlebury Centre

There has been work undertaken during the review to gauge the longer-term impact of Pendlebury intervention upon the young people and their school careers. It is unclear how young people fair once back within their mainstream setting. The following picture has been gained in relation to a term following departure:



The data would indicate there needs to be a further discussion of how Pendlebury fits within the continuum of support, considering proposed resource provision within secondary schools.

The review recommends that some specialist placements are retained at Pendlebury within the Cedars provision, but that these are longer term placements. There is strong evidence (as detailed above) that most young people do not sustain at their original school when returning, and therefore there needs to be consideration of the age of the pupils that are effectively supported through accessing a Pendlebury placement.

The following proposals will be consulted upon:

1. Placements of a temporary nature are reduced or ceased, and expertise is utilised within a re-modelled emotional wellbeing service providing support to schools and young people within their settings and resource units within secondary schools.
2. If temporary placements are retained these are only for pupils KS 4 pupils to allow completion of GCSE
3. Longer term alternative provision is retained based on the cedar model
4. It is recommended that specialist resource units are established within secondary schools for emotional wellbeing. These will enable support to be provided to young people in the school within their community. The revised PRU offer should support the resource units within the secondary sector. There would be a reduction in placements and provision of outreach support aligned to the formation of resourced provision.

Recommendation to be consultation on: Pendlebury to be placed within a re-structured emotional well-being offer in line with the options as described above- **To be consulted on in public consultation**

Moat House

This is an outstanding provision for young women who are pregnant or have had a child. This provision celebrated its 40th year in 2019. Moat House consists of the school (14-19-year olds 15 on roll) and nursery provision for 15 babies. The service is funded through DSG, ESFA and Care to Learn funding. Unlike the other PRUs, young people are not dual registered and not attending on a temporary basis following exclusion.

Moat House also has an outreach service, the Young Parents Project supporting young parents in other settings up to the age of 20, which had 73 open cases in 2019.

The service has strong links with other agencies, including midwifery and health visiting who both hold clinics within the service and have exceptional attendance from the parents present.

The young people at Moat House are vulnerable not only due to their age but also other factors. They have a high instance of SEN needs. They also often come from vulnerable backgrounds, for example in 2019, 5 of the 15 were in child protection or child in need processes. Of the overall case allocation there are 8 who are children in care or care leavers. Moat House provides a very nurturing environment for these young people. This not only includes educational input but also modelling on childcare.

The cohort over the last few years has changed as a provision for young teen mums as the vast majority now are post year 11, meaning that Moat House is essentially a post 16 provision. This is reflective of the demographics associated with this cohort as the rate of teenage pregnancy has continued to fall in the last 8 years as demonstrated in the table below:

Live birth rates in Stockport to teenage mothers

Period		Stockport				North West region	England
		Count	Value	Lower CI	Upper CI		
2010/11	●	54	1.6%	1.2%	2.1%	1.9%	1.5%
2011/12	●	41	1.3%	0.9%	1.7%	1.6%	1.3%
2012/13	●	39	1.2%	0.9%	1.6%	1.4%	1.2%
2013/14	●	38	1.1%	0.8%	1.6%	1.2%	1.1%
2014/15	●	28	0.9%	0.6%	1.3%	1.1%	1.0%
2015/16	●	29	0.9%	0.6%	1.3%	1.0%	0.9%
2016/17	●	19	0.6%	0.4%	0.9%	0.9%	0.8%
2017/18	●	13	0.4%	0.3%	0.7%	0.9%	0.7%

Source: Hospital Episode Statistics (HES) Copyright © 2018, Re-used with the permission of NHS Digital. All rights reserved.

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In addition, the legislative landscape has changed significantly in the last 10 years. Teenage mothers are a protected group under the Equality Act 2010 and as such schools are legally required to make provision for them. This includes 18 weeks authorised absence for pupils. This means that schools should be making all reasonable adjustments for learners.

Their historical function is not viable in the longer term with the consistent fall in teenage pregnancy rates. There needs to be a consultation on the following options:

1. **Closure of the unit and support is provided in their current educational placement** - This would mean schools would need to support the needs of teenage mums within their provision. The current skill set and experience of staff in evidence at Moat House would then be dispersed. The service has pointed out that many of its learners were previous non-school attendees. Therefore, it is unclear if this would meet need. The nursery space would also be lost.
2. **Amalgamate with other PRU to form new offer**- This would mean the service expertise would not be lost but they would be aligned within the PRU offer. This option could include retaining an outreach offer.
3. **Re-configure Moat House to become an AP Provision**- The service is keen to re-configure to open its doors to other vulnerable learners, not just teenage parents but other who are vulnerable. This could create additional capacity for several more placements and reduce the requirement for external provisions. This would also mean the nursery provision would be retained as well as the expertise.
4. **Re-configure to become a resource provision for secondary schools**- This would follow the model of Pendlebury, with the provision being used to supplement the mainstream provision

Recommendation: To be consulted on in public consultation

7. Conclusions

This report presents the findings and recommendations of the 6-month review. The review has had involvement from key stakeholders and oversight from the Stockport School's Forum. The review has built upon important feedback gained from parent/carers and young people during and since the SEND inspection. There are key themes and areas for improvement detailed in the report. However, there are some over-riding points. It is recommended that Stockport needs to:

- Formulate a clear vision for SEND and inclusion within Stockport
- Carry out extensive co-ordinated Workforce Development
- Bolster further provision of early help and support
- Undertake service re-design to bring clarity and to best meet the needs of young people
- Ensure sufficiency of placement provision and further development of provision based on a clear strategy and as local as possible to where young people live

Although there are clear areas that need to change as detailed within the report, there are also many examples of brilliant best practice that have been observed during the review.

The Officer carrying out the review has been struck by the commitment, expertise and positivity of professionals within Stockport, many of which make a positive difference daily to the lives of young people and their families. It is on this basis that there is reason to be highly hopeful in relation to Stockport and its future provision.

8. Next Steps

The initial recommendations have been through governance to give permission to be consulted upon. The following will now take place:

1. Public consultation questionnaire to run from October until November on the recommendations highlighted as needing consultation
2. An outside agency, QA Research will undertake the following:
 - 3 x focus groups with three different Pupil Referral Units- 10 staff members at each group
 - 1 x focus groups for internal Heads of Service which covers the following teams: Behaviour Support, Learning Support, Inclusion, Sensory Support, Education psychology, School Improvement
 - 1 x focus group with Secondary Head Teachers
 - 1 x Focus group with Headteachers of Special Schools
 - 4 x Focus groups with Primary Headteachers. These will be grouped into 4 clusters.
 - 1 x Focus group with Parents of children with an EHCP. These will be recruited via an online survey.
 - 1 x Focus group with Parents of children attending the Pupil Referral Units

This will follow the following timeline:

Briefings for staff and unions/schools	September 2020
Launch of public/stakeholder consultation	End of September 2020
End of public/stakeholder consultation	End of November
Report from QA on results of public/stakeholder consultation	Mid December (15 th ?)
Work on implications of public/stakeholder consultation	16 th December to 15 th January