



# Northumberland County Council

## Agenda Item 9

### School Forum: 7 July 2021

### Special Education Needs Update: NIES

#### 1. Purpose of Briefing Note

To provide a briefing in relation to the implementation of the 'free on delivery' model applying to the specialist teaching services within Northumberland Inclusive Education Services (NIES) September 2020 - June 2021. The data for the same period in 19/20 is included for comparison. A full evaluation will be presented at the end of the academic year 2021/22 in line with the initial proposal to run a two year pilot.

#### 2. Recommendations

Schools Forum are recommended to:

- Note the report; and
- Anticipate further information to Schools Forum in relation to the impact of the change in funding model in July 2021

#### 3. Background

Prior to September 2020, traded arrangements had applied to the specialist teaching services of Autism Support, Emotional Wellbeing and Behaviour Support, Speech Language and Communication, and Literacy (Specific Learning Difficulties). These combined teams make up the High Incidence Needs Team (HINT) branch of NIES.

Evidence indicated that this was creating a barrier to the provision of equitable service to children and young people with Special Educational Needs and Disabilities, and as part of the actions undertaken following the SEND Inspection of October 2018 this was identified as a priority for action. Transfer of funds from the Schools Block, as approved by Schools Forum for the financial year 20/21 has enabled the offer of free on delivery services to be implemented

#### 4. Current Position

This has been an extraordinary year for the support services, with working practice affected by the pandemic. For that reason it is difficult to draw true conclusions about the full impact of the change. However, what is clearly evident is that with traded arrangements still in place it would have been difficult to meet the changing needs of children and young people in relation to the pandemic in such a responsive and demand led way.

The teams were visiting in person in the Autumn term, and then resumed a virtual offer from January to March 2021 when there were fewer young people in schools due to the second national lockdown. As during last summer, in person support was provided for children and young people who were entitled to a school place and schools required support to enable them to do so. From March, when all pupils returned, we have seen unprecedented demand, particularly, but not exclusively for Autism and Emotional Wellbeing and Behaviour Support.

Demand was outstripping capacity in late May, and short term measures have been taken to enable the services to continue to take referrals. The teams are seeing referrals which are more complex, including for those at risk of exclusion. Schools are seeking support in order to identify and implement the strategies required to support children still struggling to adjust to full time school attendance and the longer term effects of the pandemic.

## 5. Overview of 2020/21 in Comparison to 2019/20

The number of referrals into each team within HINT increased significantly in 2020-21 compared to the same period in 2019-20.

TEAM	2019-20 01/09/2019 - 24/06/20	2020-21 01/09/2020 - 24/06/2021	Percentage Increase
Autism Support Service	291	397	36%
Emotional Wellbeing & Behaviour	215	278	29%
Literacy	100	171	71%
Speech & Language	202	252	25%
<b>TOTAL NUMBER OF HINT REFERRALS</b>	<b>808</b>	<b>1098</b>	<b>36%</b>

The number of the referrals received by the Autism Support Team increased by 106. A large increase on what was already the busiest yet one of the smallest services within HINT.

The Literacy (SpLD) Support Team received the lowest number of referrals across HINT but they did however show the greatest % increase in referrals between 2019-20 and 2020-21 at 71%. This team has the smallest number of staff at 3.8 fte.

Analysis of the data by partnership shows the largest increases in Ponteland, Ashington, and Haydon Bridge, although all partnerships have shown increases, with the exception of Cramlington.

PARTNERSHIP	No of Referrals 2019-2020 01/09/2019-24/06/2020	No of Referrals 2020-2021 01/09/2020-24/06/2021	+ or – increase of referrals
ASHINGTON	49	108	+59 = 120% +
BEDLINGTON	69	103	+34 = 49% +
MORPETH	58	91	+33 = 57% +
ALNWICK	100	113	+13 = 13% +
BERWICK	118	135	+17 = 14% +
COQUET	35	46	+11 = 31% +
BLYTH	135	161	+26 = 19% +
CRAMLINGTON	101	78	-23 = 23% -
SEATON DELAVAL	59	69	+10 = 17% +
HAYDON BRIDGE	21	49	+28 = 133% +
HEXHAM	35	73	+38 = 109% +
PONTELAND	4	21	+17 = 425% +
PRUDHOE	22	47	+25 = 114% +

OTHER	2	4	+2 = 100%
TOTAL	808	1098	36%

In terms of actual referrals received by HINT, the number received during the period 01/09/2020 to 24/06/2021 was 1098. This compared to 808 during the same period in 2019-20; an increase of 290 referrals resulting in a percentage increase of 36%. This indicates considerably more work undertaken by the specialist teams than previously.

Interrogating the data in terms of schools who have used the teams we can see that an additional 24 schools accessed support compared to the previous year, when those 24 had not purchased SLAs.

PARTNERSHIP	Schools /Settings Accessing HINT Services 2019-2020	Schools/Settings Accessing HINT Services 2020-2021	+ or – uptake of HINT Services by School/Settings
ASHINGTON	7	11	+4
BEDLINGTON	12	15	+3
MORPETH	15	17	+2
ALNWICK	12	13	+1
BERWICK	16	17	+1
COQUET	4	6	+2
BLYTH	9	10	+1
CRAMLINGTON	12	9	-3
SEATON DELAVAL	8	8	0
HAYDON BRIDGE	7	9	+2
HEXHAM	14	15	+1
PONTELAND	2	8	+6
PRUDHOE	9	11	+3
OTHER	1	3	
TOTAL	128	152	24

## 7. Summary and Conclusions

Access to the services offered by HINT has become more equitable across both school partnerships and geographical areas.

The number of schools/settings accessing HINT services has increased in 11 out of the 13 school partnerships with only Cramlington seeing a reduction in the number of schools accessing HINT and Seaton Valley maintaining the same 100% level of access.

The largest increases in the number of schools/settings accessing HINT support within a partnership were seen in Ponteland and Ashington during 2020-21. 6 additional school received support in Ponteland and an additional 4 in Ashington.

Capacity of the teams in the medium term is currently under review, and local area data around prevalence of need for learners with EHCPs and on SEN Support indicates that further investment in Autism Support and Emotional Wellbeing and Behaviour needs to be considered. Tracking exclusions, officers are aware of the links between emerging and persistent social emotional and mental health needs and exclusions. The support with whole school approaches and early intervention and management strategies provided by the NIES teams is valued by schools and considered to be a preventative measure.

## Stakeholder Voice

Although a formal request for school views of the impact of the pilot has not been made as yet, a recent survey issued to schools (March 2021) asked for evidence of impact of the NCC central SEN Services as a whole and the following comments were made:

- *The support training for staff around individual pupils from the SEND teams such as ASD teacher, SAL teacher and Ed Psych team have all helped improve the experience for pupils and supported them to stay in school more successfully.*
- *Restructuring of the SLA to HINT/NIES Teams has had a very positive impact. We know we can ask for help now for our pupils and receive the help, support and advice in a timely fashion. This was not the case before.*
- *Increased availability of HINT team has been greatly beneficial for providing support and guidance when required.*
- *Staff understand the graduated response procedure and are becoming increasingly confident with process. Where specific needs arise, it is now possible to gain support/advice from NIES.*
- *Access to HINT services this year has provided greater opportunities for whole school training.*
- *HINT services have been amazing and have provided anxiety support and ASD support for pupils*
- *Staff have regular contact with ASD service, EWBSS, LSS and SLCSS. Without these teams we would not be where we are today. Our ASD children have gone from using the school as a sensory circuit last year, to being fully involved in lessons such as phonics, singing and PE alongside their peers.*
- *Moving away from the SLAs has been great*

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**28 June 2021**