



Leicestershire  
County Council

## Specialist Teaching Service Review Discussion

Schools' Forum – 23 February 2015



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### Strategic Context

- The development of improved educational outcomes and well-being is a critical part of the vision for Children and Family Services in Leicestershire. We are committed to ensuring the best outcomes for all, with a focus on vulnerable groups, and “closing the gap”. We are also having to commission and deliver service and in an extremely challenging financial environment so we have to work even more efficiently and effectively.
- The development of the joint SEND commissioning strategy sets out the strategic direction of all services in how they transform and deliver services
- The Council has made a commitment to provide right intervention at the right time to manage demand and empowering local communities to meet needs

## Drivers for Change



- Department's strategic aims:
  - raise standards and prepare for adulthood
  - close attainment gaps and improve pupil progress
  - promote inclusion and prevent exclusion
  - build SEND capacity in early years settings and schools
  - reduce the need for EHC plans
  - ensure full access to learning for all the children and young people with special educational needs and disabilities in schools
- Operating with significantly reduced budgets whilst securing statutory service delivery
- Local Authority to reposition SEND provision to enable a new approach of school to school support
- Schools to have greater autonomy and to make local decisions to meet their local priorities

## Progress So Far



- Informal discussions with schools, governors and SENCOs through briefings and workshop sessions
- Informal discussions with parent groups
- Discussion with the Unions
- High level staff engagement in preparing them for ownership and implementation of change
- Development of local offer setting out roles and responsibilities of schools, providers, and the Local Authority

## Principles



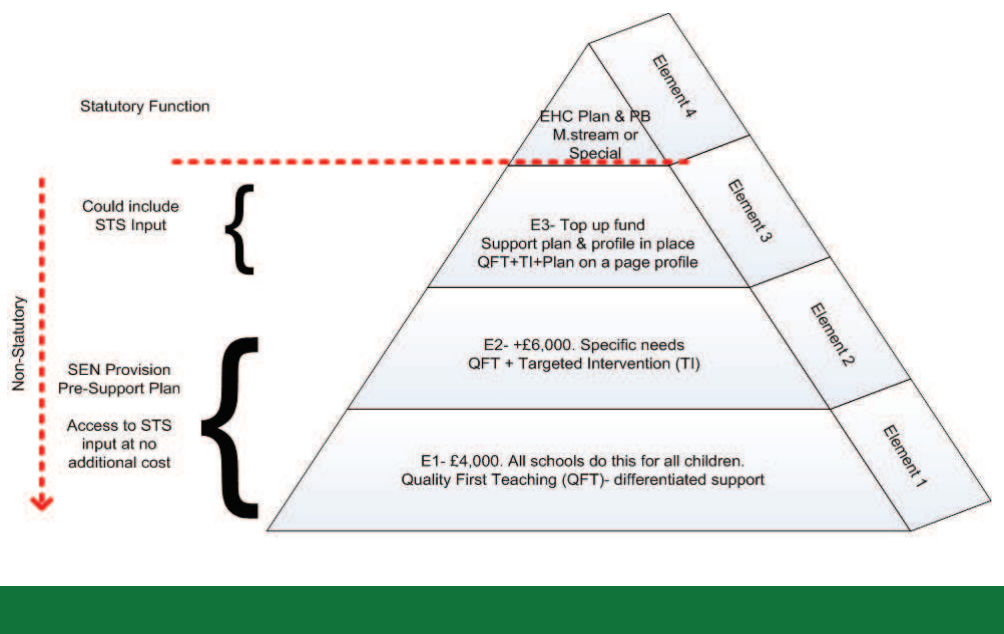
- System led approach to promote autonomy and shared accountability
- Services are safe and effective, strengthen governance around quality and improve outcomes
- Services are sustainable and ensure equity and value for money in the use and allocation of available funds
- Provides targeted support through effective intervention at the earliest opportunity
- Services complement the “ages and stages” approach
- Enables flexibility of services to meet changing demands driven by demand
- Delivery option is in line with the Council's principle to be a strategic commissioner of services.

## Strategic Intentions



- Focus on early help and intervention to meet needs at universal and targeted provision to manage demand and to prevent high cost services
- Allocate funding to schools and settings, through Support Plans or EHC Plans, for the school to make their own arrangements to meet the need of the child in a person centred way
- Develop the market place to ensure sufficiency duty of the LA

## Funding Model



## Alternative Delivery Models

- **In house-** The in house option is the representation of the service continuing to be delivered by the Council but on the basis that the service would need to be redesigned to meet the future needs and be efficient and effective
- **Outsource-** This would involve procuring services individually or in bundles to find new providers. Potential providers could include the private sector, Voluntary and Community Sector, Special Schools, Staff Enterprise
- **Local authority trading company (LATC)-**This would involve the establishment of a new organisation and transfer of services across to that new organisation. The new organisation could have a variety of legal forms (e.g. Company limited by shares; Charitable Trust)
- **Budget Devolvement-** This model would require the Council to commission services from Special Schools based on SLAs/ for an agreed period
- **Special Schools-Led Social Enterprise-** This model would require the establishment of a legal entity that is jointly-owned by Special Schools to establish the new organisation and grow services

## Review Methodology



- Sound Evidence
  - Functional analysis; statutory and non-statutory
  - Policy minimums and any 'out-of-policy' delivery
  - Outcomes and targets achieved
  - Customer feedback
  - Financial analysis (core budget, traded income, equipment budget, unit cost)
- Strategic Context
  - Link with corporate priorities
  - Consistent with corporate design principles –TOM, commissioning model
- Customers and outcome
  - Customer needs factored into service offering and design
  - Measureable benefit of service to the customer
  - Co-design through customer involvement and consultation
  - Equality impacts known and addressed

## Approach and Next Steps



- Agree governance for project development and implementation (SEND project)
- Develop a review schedule to undertake the detailed analysis work on each service
- Develop a project plan and identify resources required
- Ensure that there is appropriate engagement with staff, all schools and end users
- Engage with all schools and providers to determine their level of involvement in the future model
- Develop options appraisal and plans for options that are under consideration. This work will take into account the differing circumstances for each service. There may be different solutions for each service and therefore there may need to be a phased approach to any implementation.
- Carry out detailed testing of the commercial and financial viability of the options
- Obtain senior officer and member approval for options to consult and also implementation option
- Formally consult with schools, staff and end users
- Develop the implementation plan
- Develop the transition plan

