

SCHOOLS FORUM

Introducing a charging policy for Specialist Teaching Services Phase 1; Autism Outreach Service

Content Applicable to;		School Phase;	
Maintained Primary and Secondary Schools	X	Pre School	
Academies	X	Foundation Stage	X
PVI Settings		Primary	X
Special Schools / Academies	X	Secondary	X
Local Authority	X	Post 16	
		High Needs	X

1. Purpose of Report

Content Requires;		By;	
Noting	X	Maintained Primary School Members	
Decision		Maintained Secondary School Members	
		Maintained Special School Members	
		Academy Members	
		All Schools Forum	X

- 1.1 This report is to set out the roll out of for charging for Specialist Teaching Services. In this first phase it will be the introduction of charging for certain aspects of the Autism Outreach Service.

2. Recommendations

- 2.1 That Schools Forum note the following;-

2.2 The principles behind the roll out of the charging policy for Specialist Teaching Services.

2.3 The phased approach and timescale to this charging policy.

2.4 That the charging policy for the Autism Outreach Service commences from 1/4/16

3. Introduction

3.1 This paper is coming to Schools Forum following on from the papers presented in June, September and January. These papers set out the following;-

- The move to personal budgets as part of SEND reform.
- The High Needs block overspends.
- The necessity to move to a charging system for accessing support services.

3.2 The charging structure within this report is based upon the nationally defined structure for high needs funding. Future arrangements may therefore need to be amended once the 2017/18 High Needs funding system is known.

4. Background

4.1 In coming to the decision to move to a charging policy, the following principles have been applied;-

- Re enforce the requirements under the SEND Code of Practice to develop a self-sustaining school system, able to meet needs at the earliest stages of the graduated response within its own funding.
- Maintain and develop equitable high quality provision to meet the needs of children and young people with SEN.
- A focus on schools developing inclusive practice and removing barriers to learning.
- The shift in the local authority no longer being the sole provider of such services and expertise.
- Address the overspend in the high needs block and that current demand for services is in excess of current resource.
- Be aligned to the review and remodelling of Specialist Teaching Services as part of SEND reform.

4.2 Under SEND reform there is a requirement for schools to meet needs at the earliest stages of the graduated response and hence optimise the school's 'offer'. The code of practice sets this out as follows;-

'The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of

this whole school approach have been piloted by Achievement for All'. Ref. Code of practice 6:4

- 4.3 *'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 for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'* Ref. Code of practice 6:37
- 4.4 The issue across Leicestershire schools is that there are discrepancies in how far schools have developed and invested into improving and extending their 'universal and targeted offer' from within their own resources. As a consequence, those schools who have invested in their own provision receive a lower level of service from specialist teaching services than a school that has not invested in its own offer, where a child's needs are the same. Therefore it is necessary to create a more equitable system of expectation and fulfil the expectations as set out in the local offer and the SEND Code of Practice.
- 4.5 With Specialist Teaching Services funded by the Dedicated Schools Grant and schools having their own SEN funding and responsibilities, there is an element of double funding if schools receive STS support free of charge. Schools are required to fund the first £6,000 of SEND support/intervention, yet, dependent upon need, accessing some Specialist Teaching Services is 'free, meaning that there is a further inequity in the system.
- 4.6 It should be noted that as early years settings are currently not funded in the same way as schools and due the council's continued commitment to early identification and assessment, the Council will continue to commission Specialist Teaching Services for preschool children and cover associated costs in full, subject to any future change in funding arrangements for early years settings.
- 4.7 The proposed role out of charging for Specialist Teaching Services is as follows;
- April 2016; charging for some Autism Outreach and Outreach and Autism Outreach Intensive Support activity.
 - September 2016; charging for some Hearing impairment and Vision support service activity.
 - January 2017; user group established to monitor and evaluate impact these changes.
- 4.10 **Proposals for Autism Outreach Service (and Intensive Support)**

4.11 The current budget and capacity for the Autism Outreach service (schools team) is set out in the attached document. Included is the current demand/caseload at the different levels of operational intervention.

The proposals for the Autism Outreach Service are set out in the attached flow diagram. The Autism Outreach Service would continue to be funded for a 'core offer' that would include the following activity;

- Early Years intervention for early years settings in the private and voluntary sector
- Out of authority monitoring of placements
- Critical incident work where a placement is in crisis or safe guarding issues
- Expert advice and witness role for SENDist Tribunal appeals, other legal action, SEND panel and LA strategic work for children with autism
- Quality assurance and partnership with other autism providers and training

The role out of the charging policy will be graduated where by the charges applied will be subsidised by the existing autism outreach service budget over three years until there is full cost recovery;-

Intervention	Charge 16/17	Charge 17/18	Charge 18/19
Teacher hours	£28	£55	£83
Practitioner hours	£12	£23	£35

They set out a graduated response that in brief can be described as follows;

Level of intervention	Description	Funding implications
0	<p>Schools universal offer and responsibility to develop understanding of SEN and appropriate high quality teaching interventions. ref. C of P 6:26/6:36</p> <p>Autism Outreach service to offer suitable training and resources via AOS website</p> <p>Attached below is a check sheet for schools to identify interventions expected at the universal offer.</p>	<p>School to commission or have had AET Tier 1 or equivalent training within the last 2 years for whole school development in autism.</p> <p>Approx. cost to school £175 for up to 25 staff (AET Tier 1)</p>

<p>1</p>	<p>Where a school has demonstrated that that it has fulfilled expectations at level 0, or where the needs of the child or school indicate a requirement for some intervention, the Autism Outreach teacher assigned for that School – who conducts the School Referral Meeting as lead specialist teacher.</p> <p>Following referral meeting, if the decision is for Operational Level 1 the child/school will need some low level input (up to 6 visits per year from either a teacher and/or practioner), this allocation would include an assessment where needed and additional phone guidance.</p> <p>School will be encouraged for SENCO/Lead Practitioner to take AET Level 3 training or equivalent</p> <p>AOS Schools Practitioner may also be involved for modelling/training interventions + advice line follow up.</p>	<p>School Referral Meeting No charge.</p> <p>Cost in year 1 £252 rising to £747 in year 3. This is dependent upon the balance between teacher & practioner visits based upon child's needs and school's own competence.</p> <p>Approx. cost= £200 per delegate</p> <p>Approx. Cost=£12 per hour in year 1</p>
<p>2</p>	<p>Following referral meeting/assessment, if the decision is for Operational Level 2 the child/school will need some mid-level input monthly or higher. (up to 12 visits per year) and/or phone guidance</p> <p>School should have SENCO/Lead Practitioner Tier 3 (or equivalent) trained or booked onto the training; Front line staff Tier 2 trained + twilights; AOS Practitioner + advice line</p>	<p>Cost in year 1 = £ 504 rising to £1494 in year 3</p> <p>Approx. cost=£ 200 per delegate for Tier 3 and £95 per delegate for Tier 2</p>
<p>3</p>	<p>Following referral meeting/assessment, if the decision is for Operational Level 3 the child/school will need some high-level input</p>	<p>Approx. maximum cost in year 1 =£ 798 rising to</p>

	<p>fortnightly as required (up to 19 visits per year) and phone guidance</p> <p>School must have SENCO/Lead Practitioner Tier 3 trained (or equivalent) + front line staff Tier 2 (or equivalent)</p> <p>AOS Practitioners, AOS Teacher in regularly and developing an action plan of interventions for school to implement</p>	<p>£2,366 in year 3</p> <p>Approx. cost = £ 200 per delegate for Tier 3 and £95 per delegate for Tier 2 Additional visits could be purchased by the school at the rates shown in paragraph 4.11</p>
4	<p>Following referral meeting/assessment, AOS Schools team make referral to AOS Intensive Support. AOS IS assesses the situation and advises the school on interventions and costing for the involvement.</p> <p>After drawing up an action plan to meet needs. This may include some element of part time attendance at school and AOS IS providing education when not in school.</p>	<p>Assessment by AOSIS No charge</p> <p>Input from AOSIS individually charged on case by case basis. AOSIS teacher hours and practitioner hours will be charged at the rates shown in paragraph 4.11 Teacher hours = £28 in year 1 rising to £83 per hour and practitioner hours are £12 per hour in year 1 rising to £35 per hour in year 3</p>
5	<p>Child is not in school full time and AOS IS provide part time programmes (either at bungalow/community placement or not); schools responsibility still. Action Plan implemented in order to reduce Operational Level</p>	<p>Input from AOSIS individually charged on case by case basis including teacher and practitioner hours and programme costs</p>
6	<p>Child remains on roll to their school but is not attending that school and is in full-time support through AOS IS (and /or other providers); school retain responsibility</p>	<p>Input from AOSIS individually charged on case by case basis including teacher and practitioner hours and programme costs</p>
7	<p>The child has moved to a specialist provision, placement monitored by AOS & SENA</p>	<p>Average cost for Enhanced resource base or Maplewell Hall unit =</p>

		<p>£30 000 to £34 000 pa</p> <p>Independent special school for Autism = £62 000pa</p>
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- 4.12 This system incentivizes schools to invest in their own provision to avoid escalating costs. For children at higher levels of need, a personalised package of support within their school setting without recourse to a placement in the independent special school sector can be devised.
- 4.13 It is anticipated that for children at level 4,5 and 6, the costs incurred by the school will be in excess of £6,000, i.e. the required contribution from schools to make SEND provision under school funding reform. Consequently, in recognition of this and the likely multi agency approach required to meet the child’s needs holistically, then the school may be required to undertake a person centred and multi-agency review with the family and child, to draw up a SEND support plan, thereby accessing element 3/top up funding.
- 4.14 For children requiring level 7 interventions, then a statutory assessment for an Education Health and care plan will be necessary to access specialist provision.
- 4.15 It is anticipated that as this new charging system roles out, then individual schools or groups of schools (working in partnership) will be able to calculate a total amount of input for a school or group of schools, based on children’s individual needs and required operational level, then a service level of agreement will be drawn up and school(s) invoiced termly, in arrears, for actual activity.
- 4.16 The Autism Outreach service will establish a ‘user and provider’ group to monitor this new approach and ensure continued high quality service delivery in partnership with schools.
- 4.15 The model proposed for the Autism Outreach Service and its graduated response will be replicated for other Specialist Teaching Services. In the first instance this being the Hearing Impaired and Vison Support services.

5. **Resource Implications**

- 5.1 The resource implications are that schools will be required to utilise their notional SEN funding to access the Autism Outreach Service from April 2016. The cost to schools will be graduated as set out above.

- 5.2 Schools will be able to access element 3/top up funding for the most complex children with autism to offset additional burdens. This will require a SEND support plan in the first instance.
- 5.3 This approach will allow the Autism Outreach Service to work more effectively and with greater capacity to meet the increasing demand by generating some income. By generating this income then this will be used to contribute to the High Needs overspend. If proven effective, i.e. increases confidence and capacity in mainstream and local specialist intervention, then some of this income may be invested into the Autism Outreach Service. This would be used to increase capacity to enhance and broaden service offer, early intervention and assessment.
- 5.4 This approach has the potential to allow funding that otherwise would be committed to long term independent special school placements to be reinvested into Leicestershire maintained and academy schools.

6. Equal Opportunity Issues

- 6.1 By investing funding in Leicestershire schools and developing the role of the Autism Outreach Service would allow for an overall increase in capacity and sustainability to meet autism spectrum needs in the Leicestershire school system. This would improve levels of inclusion and increase parental confidence in the system.

7. Background Papers

A. Autism service flow chart

B. Operational levels

C. School checklist for universal offer

8. Officers to Contact

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