

Cabinet

6 April 2022

**High Needs Block Funding for
SEND and Inclusion Support**

Ordinary Decision



Report of Corporate Management Team

**John Pearce, Corporate Director of Children and Young People's
Services**

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**Councillor Ted Henderson, Cabinet Portfolio Holder for Children
and Young People's Services**

**Councillor Richard Bell, Deputy Leader and Cabinet Portfolio
Holder for Finance**

Electoral division(s) affected:

Countywide

Purpose of the Report

- 1 This report provides an update on spend and pressures on the High Needs Block (HNB) of the Dedicated Schools Grant (DSG), which supports Special Educational Needs and Disability (SEND) and inclusion support services for children and young people living in County Durham.
- 2 The 2021/22 forecast financial outturn position is outlined, along with the latest five-year financial plan and project updates, which collectively aim to help ensure HNB spending is maintained within budget and the accumulated deficit in the HNB is recovered between 2020/21-2024/25.

Executive Summary

- 3 The HNB budget of the Dedicated Schools Grant (DSG) provides funding for SEND and Inclusion support services for children and young people in County Durham.

- 4 There have been insufficient resources to support children and young people with SEND and inclusion needs in recent years. This is due to a combination of factors to include increasing demand for services, increasing complexity of additional needs in children and young people and austerity in the public sector. This position is replicated in many other local authorities.
- 5 Despite some previous support from the Council's own resources, spending pressures resulted in a growing deficit in County Durham's DSG account between 2015/16 and 2019/20.
- 6 Spending on SEND and inclusion needs exceeded HNB grant by £8.6 million, and the cumulative deficit on the HNB reserve stood at £5.7 million at the end of 2019/20 financial year.
- 7 Following an increase in the HNB allocation in 2019/20 and continued work on the HNB sustainability programme, expenditure from the HNB grant was overspent by £2.3 million in 2020/21, raising the cumulative deficit on the HNB DSG to £8.0 million at the end of that financial year.
- 8 The Quarter 3 Forecast for 2021/22 has predicted a £1.7 million overspend on the HNB budget and a cumulative deficit of £9.7 million, at the end of 2021/22 financial year.
- 9 Although expenditure has continued to exceed HNB grant, this is an improved position compared to recent years when overspends were substantially higher.
- 10 The HNB Five Year Financial Plan is set to recover the deficit that has accumulated in the HNB by 2023/24.
- 11 Work is underway to ensure that services are provided within budget and change proposals relating to the below areas of focus are delivered, as agreed by Cabinet in January 2020:
 - Centrally Managed Services;
 - Special Schools ;
 - Top-Up Funding (TuF);
 - Targeted Support Funding (TSF);
 - Post 16 Funding;
 - Funding support to Partnerships of Schools;
 - Joint Commissioning of Paediatric Therapies;

- Joint commissioning of Equipment, Auxiliary Aids and Adaptations;
 - Alternative Provision (AP) and the Pupil Referral Unit (PRU).
- 12 The report provides an update on progress on the latest work. The latest financial position and updated HNB five-year financial plan is also presented for Cabinet's consideration.
- 13 It is proposed that the SEND and Inclusion Resources Board (SIRB) continue to oversee the implementation of the work programme to deliver the proposed changes, the five-year financial plan and any impact from the continuing coronavirus pandemic. This includes plans to review the overall programme during 2022/23 linked with the updated County Durham SEND strategy and the national review of SEND, which is due to be published by the Government in the spring 2022.

Recommendations

- 14 Cabinet is requested to:
- (a) note the updated assumptions and forecast position for HNB spend in 2021/22;
 - (b) agree to the updated five-year financial plan for 2020/21- 2025/26 which includes a deficit recovery plan for previous HNB overspend to be recovered;
 - (c) agree to the five-year plan being regularly reviewed and updated, including allowing for any impacts from the coronavirus outbreak and subsequent recovery period which may be protracted in relation to SEND support needs; and
 - (d) note the progress on the transformation projects and other work outlined in the report.

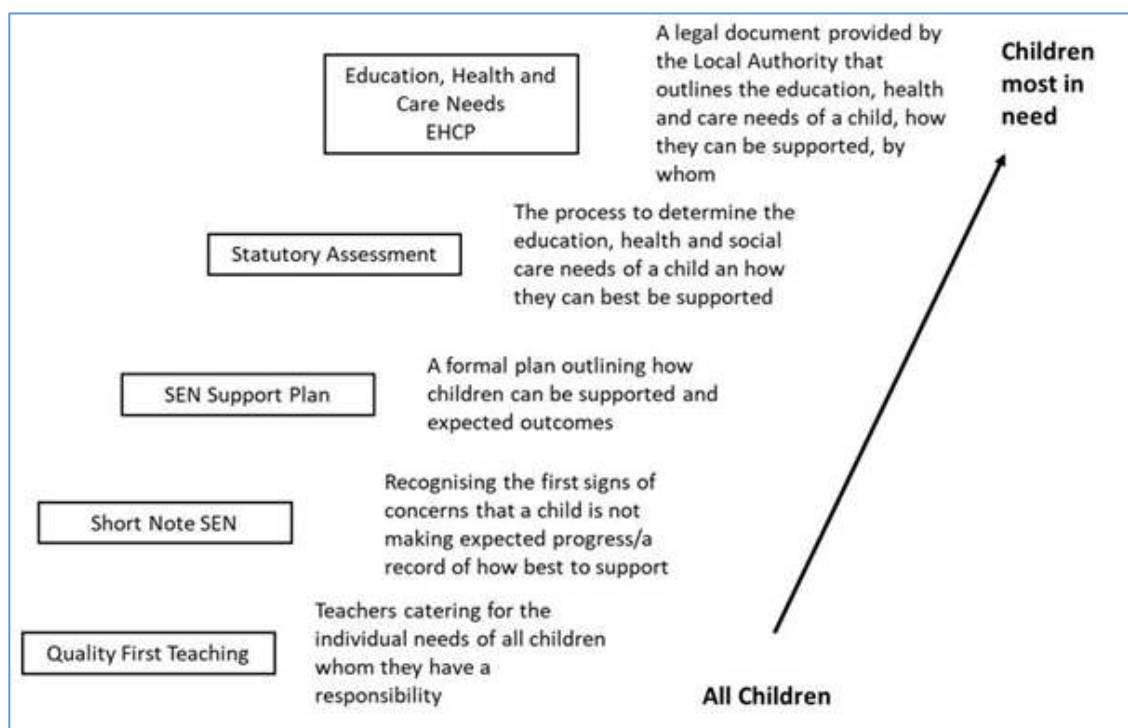
Background

- 15 There have been enduring pressures on the HNB budget for a number of years. A combination of austerity in the public sector; increasing demand for SEND and inclusion services overall; and the changing complexity of children and young people's additional needs has meant there have been insufficient resources to deliver services within budget.
- 16 Demand for support to children and young people with additional needs significantly increased following the introduction of the [Children and Families Act 2014](#). This legislation extended support to children and young people from birth to 25 years of age (previously the age range covered was age 5 to 19 years).
- 17 A report to Cabinet in June 2019 identified that if levels of HNB funding, demographic demand and spending trends continued without intervention, overspending and the HNB cumulative deficit would continue to increase in future years. This was leading to sustained pressure on the Council's general fund, at a time of overall rising demand and significant budget pressures across schools, children's services and the wider Council. These pressures have been further compounded since the start of the Covid-19 pandemic.
- 18 Cabinet received a further report in January 2020. This outlined the findings of a three-month public consultation (autumn, 2019), and key pieces of work that would help to make the HNB more sustainable, while ensuring support is most appropriately aligned to children and young people's needs. The proposal to develop a five-year financial recovery plan to bring the account back into balance by 2024/25 was also agreed.
- 19 The SEND and Inclusion Resources Board (SIRB) governs this programme of work and the group have continued to meet on a monthly basis to oversee HNB expenditure and the transformation work underway.
- 20 Reports on progress were presented to Cabinet in July 2020 and April 2021. Updates also continue to be presented to Durham Schools Forum at each meeting.
- 21 The work of the SIRB also includes considering any impacts from the coronavirus pandemic and subsequent recovery period which may be protracted in relation to SEND support needs. The highest priority continues to be given to supporting vulnerable children, their families and learning providers at this time.

SEND and Inclusion in County Durham

- 22 Meeting the special educational needs of children and young people is a statutory responsibility governed by the SEND Code of Practice (DfE and DoH, 2015) and relates to four areas: communication and interaction (e.g., Autistic Spectrum or Speech and Language difficulties); cognition and learning; social, emotional and mental health difficulties (SEMH); and sensory or physical needs.
- 23 Many children who have SEN may also have a disability, described under the Equality Act (2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day to day activities’.
- 24 In County Durham, children and young people with SEND are offered support through a graduated approach based on their level of needs, as outlined below.

Figure 1: The Graduated Approach to Learning



- 25 Minor adaptations in their learning are sufficient for some young people. For individuals with complex needs, schools will develop an individual Special Educational Needs (SEN) Support Plan and with parental agreement, this will be recorded on a SEN register. Children and young people with more complex needs receive an Education, Health and Care Plan (EHCP).
- 26 County Durham has seen significant changes in primary needs in recent years, with rises in young people being identified with Social Emotional

and Mental Health (SEMH) difficulties, Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).

- 27 Information from a number of sources shows a continuing increase in the number of children and young people with SEND, when compared with 2016. According to the DCC School Census (January 2021) there were 76,000 children and young people of school age within County Durham. Of those:
- 1 in 6 of school age children and young people in County Durham are described as having SEN. That is a total of 11,643;
 - 13.2% of the school age population have their needs met through SEN Support;
 - 3,628 children and young people (0-25 years) have their needs met through Education Health and Care Plans (EHCP), a 41% increase since 2016. 2,283 of these pupils are school age, a 10% increase since 2016;
 - Of those children with an EHCP in the primary phase, 51% are in mainstream school, this reduces to 25% of those with an EHCP in the secondary phase;
 - 10,175 (87%) of school age children and young people identified with SEND have their needs met within a mainstream school context.
- 28 These numbers have increased each year since the introduction of the SEND Reforms¹.
- 29 Whilst the data above gives a snap shot for school age children from the school census, there are wider demands when the 0-5 and 16-25 population is also considered. We have also continued to see increased demand in 2021/22, some linked to COVID and children and young people's disruption from formal education and in recent months have seen a particular increase in requests for support for pre -school children.
- 30 Young people with SEND are more likely to be excluded from school than their peers. Until recently, increasing numbers of young people were being permanently excluded from school within County Durham, with fewer pupils being reintegrated from the Woodlands Pupil Referral Unit (PRU) into mainstream schools.

¹ [The Children and Families Act 2014](#)

- 31 The number of pupils at the PRU increased by 51% between 2013/14 and 2017/18. This has led to the PRU being significantly over capacity and a subsequent increase in use of alternative education providers at an additional cost to the HNB budget.
- 32 Numbers of pupils permanently excluded from mainstream school reduced throughout 2019/20 and 2020/21, partly as a result of the Covid-19 pandemic and also in light of partnership working. This trend has continued for 2021/22.
- 33 All schools in County Durham have access to early intervention and prevention support through funds to Communities of Learning (CoL) and Behaviour and Inclusion Partnerships (BIPs). Schools may also apply for Top-Up Funding and Targeted Support Funding where additional support is needed.
- 34 Figures 2 and 3 illustrate the current HNB budget allocation² according to types of provision and age group. In terms of provision type, a large proportion of the HNB budget is allocated to special schools, followed by mainstream provision, external provision, alternative provision and central provision. With regard to age group, most of the HNB budget is allocated to supporting children of secondary school age, the majority of whom are attending special schools.

² As of November 2021

Figure 2

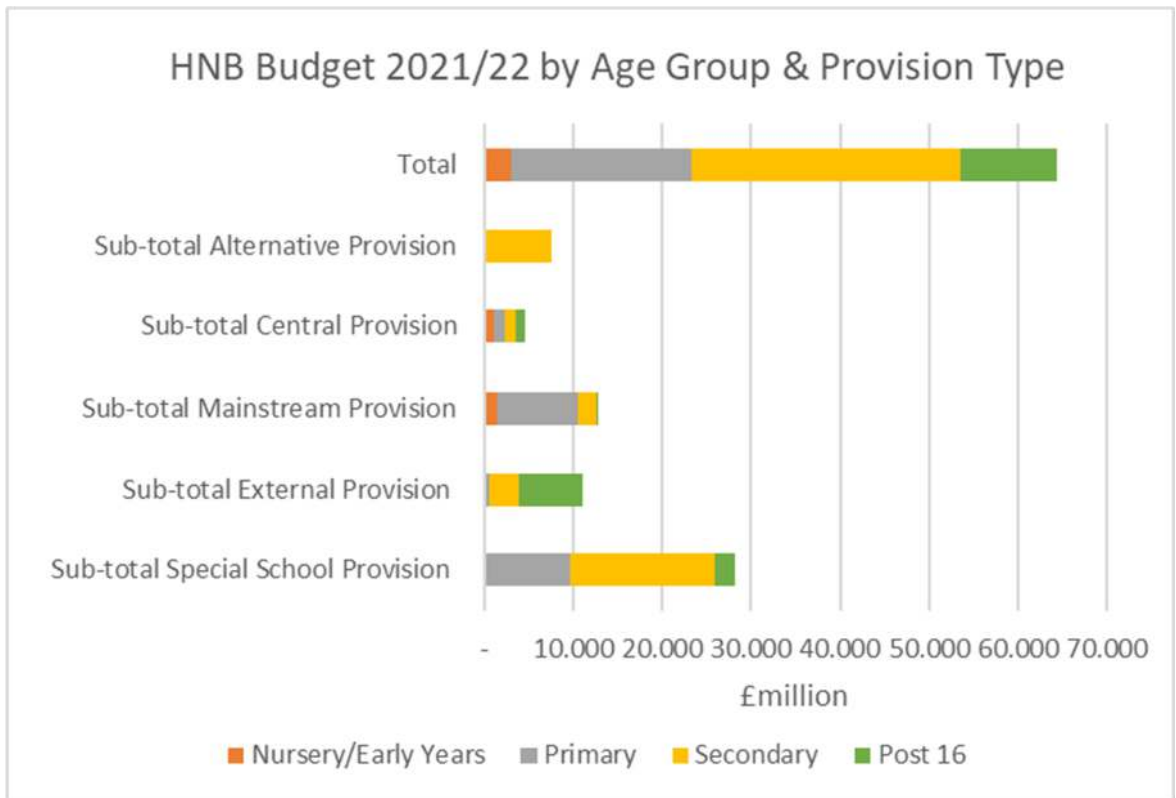
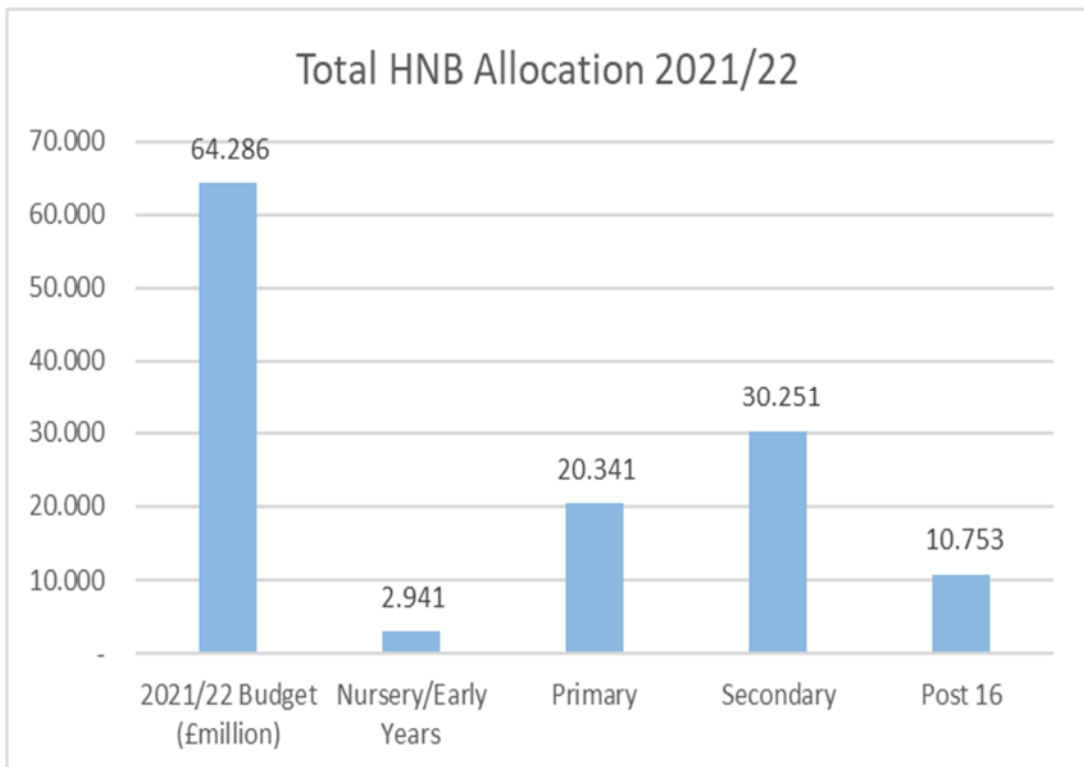


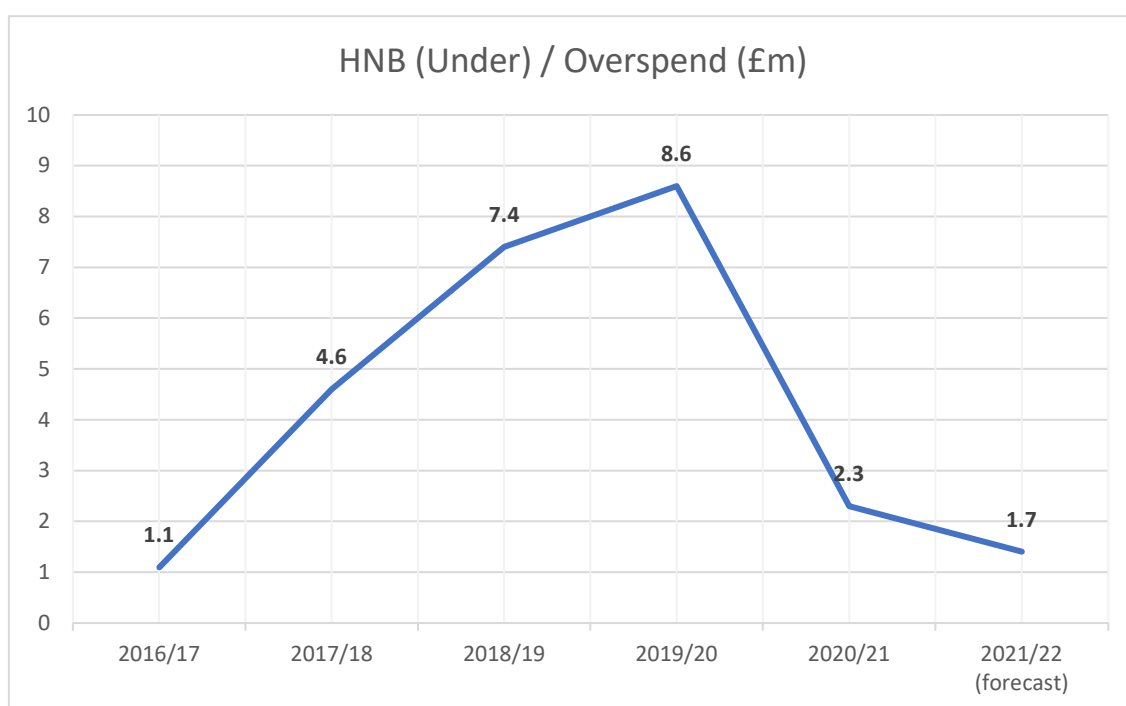
Figure 3



Financial Context

- 35 Insufficient financial resources to fully support the needs of children and young people with SEND and those with inclusion needs is a position replicated in many other authorities.
- 36 The LGA³ identified a very clear increase in demand nationally for services and forecast a funding gap in national SEND funding of up to £1.6 billion in 2021/22.
- 37 Within County Durham, levels of HNB expenditure have exceeded the available grant each year since 2016/17 (Figure 4, below).

Figure 4



- 38 In 2019/20, the overspend on the HNB was £8.6 million, contributing to a cumulative deficit of £5.7 million. As a one-off measure, Durham County Council invested £5.6 million from the Budget Support Reserve to supplement the HNB in the previous financial year and had this not been done, the accumulated deficit would have been £11.3 million for 2019/20.
- 39 A report received by Cabinet in January 2020, highlighted that the cumulative HNB deficit was forecast to potentially rise to over £20 million by 2024/25.

³ [Bright Futures: SEND funding | Local Government Association](#)

- 40 Cabinet agreed to develop and implement a programme of work including a financial recovery plan to seek to bring the HNB deficit back into balance by 2025.
- 41 In implementing this work, the Council continues to follow the Education and Skills Funding Agency (ESFA) guidance for local authorities in managing the DSG HNB deficit.
- 42 The findings of a national SEND review conducted by the DfE, are due to be published in the first quarter of 2022, alongside a SEND Green Paper containing proposals for overhauling the SEND system⁴. The SEND and Inclusion Resources Board (SIRB) will consider the findings, proposals and impact of this review, once published and are also planning a wider review of the existing programme.

Actual HNB Outturn Position 2020/21

- 43 The actual HNB outturn position for 2020/21 reported in May 2021 was an overspend of £2.3 million, increasing the cumulative deficit to £8.0 million. Although this still represents an overspend, it is an improved financial position compared to previous years.

HNB Forecast Outturn 2021/22

- 44 Durham received a £65.7 million HNB grant allocation from the Government for 2021/22.
- 45 Appendix 2 details the updated forecast outturn position for each budget line of the HNB for 2021/22.
- 46 The forecast HNB 2021/22 outturn position reported at Quarter 3 (February 2022), predicted a £1.7 million overspend, which would increase the cumulative deficit position on the HNB reserve to £9.7 million, at the end of 2021/22 financial year.
- 47 The forecast overspend position for 2021/22 financial year, is largely due to further increased demand for Top-Up Funding (TuF) in mainstream nursery, primary, secondary and special schools; demand for Independent Non-Maintained Special Schools (Pre 16) places; and further use of Alternative Provision.
- 48 Allocation of TuF to mainstream schools has increased for the following reasons:
- More schools are coming forward to request TuF awards in support of provision that is additional to and different from the

⁴ The DfE has recently published information about a newly formed [SEND Review Steering Group](#), which has been set up to assist the Department to conclude the SEND Review at pace and advise on the proposals to be set out within the Green Paper.

typical offer of provision in a school. In providing this TuF, we are ensuring young people can access their local mainstream school in line with our commitments to young people with SEND;

- Earlier identification of SEND needs in pre-school children is becoming more prevalent. Good transition planning between early years settings and primary schools means that schools are able to request funding from the point a reception child starts school. Previously, the needs of children were generally not identified so early on, resulting in support being delayed for the child and eroding parental confidence in the mainstream offer, encouraging them to look for a special school placement.

- 49 Recent research⁵ into the disproportionate impact of the Covid-19 pandemic on more vulnerable children and young people highlights that children have struggled without therapeutic, respite and care services; experienced a wide range of developmental and academic losses; and confirms that their mental wellbeing has been negatively affected. Evidence shows increased stress, anxiety and depressive symptoms and externalising behavioural problems amongst children with additional needs. This need is a feature of many new TuF requests in County Durham.
- 50 While it is difficult to project the future pattern of expenditure for TuF following the impact of the ongoing coronavirus pandemic, there is the potential for further increases in demand for additional packages of support. This could lead to additional increases in costs and adjustments have been made to the five-year HNB financial plan accordingly.
- 51 County Durham schools are being sign-posted to the “Catch up” and “Recovery” funding available from the government for pupils whose learning and presentation have been impacted on by the Covid-19 pandemic. This can be focussed on academic learning as well as providing support for pupils with attendance, behaviour, social and emotional issues⁶.
- 52 A review of Durham’s Top-Up Funding System is due to complete in 2022. This aims to ensure value for money is maximised, while support for children and young people is better aligned to their needs.

⁵ [Life in Lockdown: Child and adolescent mental health and well-being in the time of COVID-19, UNICEF, October 2021](#); [The Guardian “Social workers warn of rise in mental health problems among children” 04 February 2022](#)

[Effect of pandemic on children's wellbeing revealed in new report - GOV.UK \(www.gov.uk\)](#)

⁶ [Recovery Premium Funding - Gov.UK](#)

- 53 The Education Health Needs service has seen an increase in demand and budget pressures including premises costs, salary changes and increasing costs associated with the coronavirus pandemic. The budget is now being reviewed following transfer of this service to the PRU in October 2021.
- 54 Expenditure on placements for Post-16 students across the Further Education and Independent sector is forecast to remain within budget for this financial year. However, the volume of demand in this sector has been increasing recently and a combination of larger upcoming cohorts, improved pathways into further education for young people with SEND and longer periods in Post-16 are anticipated. A further review of Post-16 will therefore commence with providers from the spring 2022.
- 55 All other categories of HNB spend remain largely within budget.
- 56 All HNB expenditure will continue to be kept under close review with regard to coronavirus pandemic related issues.
- 57 Continuous monitoring of HNB expenditure is taking place and monthly monitoring reports continue to be considered by SIRB each month.

HNB Five-Year Financial Plan

- 58 The latest updated five-year financial plan is presented at Appendix 3.
- 59 Based on this plan, the HNB deficit is due to be recovered during 2023/24 under current planning assumptions.
- 60 The plan reflects the confirmed government grant of £73.4 million available for 2022/23⁷. This includes a further significant increase for 2022/23 which will help to support work on deficit reduction and making the future spend more sustainable.
- 61 An increased allocation for Mainstream Top-Up Funding is included within the plan to reflect anticipated increased expenditure in this area in future years, based on recent demand, but it is acknowledged that this demand may increase even further.

Investment Support Fund

- 62 An investment support fund was established as part of the HNB sustainability work, and this was set at 2.5% of the total HNB budget for

⁷ This includes funding for Teachers Pay Grant (TPG) and Teachers Pension Employer Contribution Grant (TPECG). Funding allocation for 2022/23 as confirmed by the Government in December 2021.

use on specific projects as well as any additional pressures that emerge within year.

- 63 A total of £868,000 was allocated from this fund to support the work of Behaviour and Inclusion Partnerships in 2021/22 financial year to help reduce permanent exclusions and pressures on the PRU (and hence HNB budget) allowing this service to be reviewed and eventually redesigned.
- 64 £324,918 was also allocated in 2021/22 to support the development and implementation of the Enhanced Learning Provision ‘Early Adopter Pilots’ at Durham Federation and Greenland Community Primary School (detailed later in this report).
- 65 There is potential that demand in certain budget areas may continue to exceed current forecast expenditure included in the plan. Work is ongoing to further develop the forecasting model over a five-year timeframe. Whilst this work continues, it is possible that some funding from the Investment Support Fund may be required to supplement existing budgets without adding to the deficit position and recovery plans.
- 66 The following transformation work is underway to help ensure spending is kept within budget and improved value for money is achieved, while ensuring provision is better aligned to the needs of children and young people and their families.

Progress on HNB Sustainability Work

Review of Enhanced Mainstream Provision

- 67 Children in County Durham with more specialist needs may be taught in a special school or a mainstream school with extra support known as “Enhanced Mainstream Provision” (EMP). Ten EMPs offer specialist provision across County Durham for children with hearing impairment, visual impairment, speech and language difficulties, physical difficulties, and autism.
- 68 The EMP model has produced very positive outcomes for children and young people. Parents / carers express a high level of confidence in the existing system. However, many pupils travel considerable distances to access an EMP or special school, due to the current geographic spread of provision.
- 69 In line with the recommendations of the public consultation⁸ (Cabinet, 2020) this project aims to increase the offer of specialist provision, to

⁸ “Consultation on High Needs Block Funding for SEND and Inclusion Support” (Cabinet, 15 January 2020)

meet more children's needs locally, enabling them to be part of their community and reduce pressures on local authority maintained special schools.

- 70 The existing offer is being reviewed with the EMP schools, to identify how we can develop new EMPs, now referred to as Enhanced Learning Provision (ELP), building on the strengths of the existing provision.
- 71 Work has also commenced with two pilot schools to generate evidence to support a larger scale rollout of this offer:
- Durham Federation has extended its Nurture Provision offer as part of an early adopter pilot to accommodate up to three pupils with complex SEND needs per year group initially, for students who may otherwise require special school provision;
 - Greenland Community Primary School are extending their offer to accommodate eight pupils in Key Stage 2 with complex SEND, in places commissioned by the Local Authority in the first instance.
- 72 Further proposals will be developed for consideration by summer 2022, prior to undertaking a full public consultation on any future delegated decisions to be made.

Social Emotional and Mental Health (SEMH) SEND Transformation Plan

- 73 This project aims to support children who experience barriers to learning as a result of trauma or SEMH related difficulties.
- 74 Related actions are already underway through the Education Inclusion Board to Promote Positive Behaviours; the Special Schools Banding Review; and a review of education health needs.
- 75 Future work will include mapping the current offer for pupils with SEMH needs and undertaking a gap analysis of current work underway, in order to inform an action plan to provide more support for pupils with SEMH difficulties.

Joint Commissioning of Integrated Paediatric Therapies

- 76 Following a review of paediatric therapies (physiotherapy, speech and language therapy and occupational therapy) there is broad agreement across local partners to support the transformation of local therapy services, to secure improved education, health and care outcomes for children.
- 77 At present, many children who require support from more than one children's therapy service and educational support are attending a

special school out of the local area. This is ultimately driving up costs and the travel for children to school is longer. The current service is complex with multiple points of access and a priority for service users is a single point of access and streamlined services.

78 This project aims to:

- Develop a model which will deliver support across health, social care and education in the County so that families can access the support they need, locally and in the most appropriate environment for the child;
- Reduce the need for children with complex needs to be schooled out of area;
- Establish a single point of access for families and professionals, increasing the use of multi-disciplinary teams for assessment, treatment and review;
- Increase the focus on early intervention and prevention through a clear pathway;
- Define the health, education and social care offer in order to ensure input into the Education Health Care Plan (EHCP) from all therapists;
- Develop a clear system of what will be provided to schools, parents and carers as part of the EHCP, whether this is direct therapy or advice and support.

79 The project was paused in March 2020, as staff resources were diverted to the Covid-19 emergency response, but work recommenced in April 2021. A 0-5 years integrated pathway and single point of access system is now being developed in partnership with County Durham and Darlington NHS Foundation Trust (CDDFT).

80 Discussions have commenced with CDDFT and North Tees and Hartlepool NHS Foundation Trust (the main children's therapies providers) to clarify current demand and provision across the geographic boundaries.

81 An Integrated Therapies School Pilot is also being developed with Evergreen Primary School. The pilot will identify the extent to which pupils' needs can be met more effectively in educational settings through integrated: assessment arrangements, child level planning, and delivery models in the classroom and playground settings.

82 Funding has been secured to support the recruitment of additional staffing within CDDFT from the spring 2022 and help support the delivery of this area of work in 2022.

Joint Commissioning of Equipment, Auxiliary Aids and Adaptations

83 Schools and local authorities have a duty under the Disability Discrimination Act 1995, Equality Act 2010 and the Children and Families Act 2014, to provide equipment, auxiliary aids and adaptations for pupils, to support education outcomes.

84 A review of local arrangements identified that the current system is complex with limited local guidance for families or professionals, and it does not always take account of the holistic needs of the child or young person. There is also a lack of clarity and consistency relating to how equipment, aids and adaptations should be funded, which has the potential to continue to impact upon Top-Up Funding.

85 The project aims to make best use of available resources and achieve improved value for money by ensuring:

- Delivery of a streamlined process for the identification, assessment and purchasing of aids, adaptations and equipment for pupils, that is aligned to their education, health and care needs;
- Auxiliary aids, adaptations and equipment are included within costed provision maps, alongside the holistic needs of the pupil, prior to additional funding being sought from the HNB budget;
- A multi-agency approach for the approval of assessments, consistent monitoring and reviewing processes, effective and efficient storage and re-use of equipment and a new procurement solution;
- Revised guidance to ensure a consistent and easily understood application of the new process. This is expected to lead to improved, swifter support for children and young people and increased value for money to collectively support better use of HNB funding.

86 This project was paused in March 2020, as staff resources were redeployed to the Covid-19 emergency response but recommenced in April 2021. Since then, current provision has been mapped and the project will be further planned once the Top-Up Funding pilot is complete in the spring 2022, in order to reflect the outcomes of this work.

- 87 The coronavirus pandemic has led to a severe lack of staffing capacity within all therapy services. Whilst short term funding has provided some immediate support, Commissioners are looking at how to ensure that the capacity issues can be addressed in the longer term, to fully support both the Joint Commissioning of EAAA and Joint Commissioning of Integrated Therapies projects going forward.

Review of Mainstream Top-Up Funding (TuF)

- 88 TuF is the granting of HNB funding to schools when provision to meet an individual child or young person's SEND needs would cost more than the school's core funding budget.
- 89 At present every school determines the amount of extra funding they need for each child. This has resulted in differences in the amount of support a young person receives depending on the school's considerations and how the school completes an application and calculates the funding. Some schools make a number of TuF requests, while others submit very few. Some schools access a significant resource for provision that other schools consider as core to their offer.
- 90 Changes and improved consistency in TuF would ensure a fair and robust process is in place that is visible and understood by all schools as well as parents and carers. This should help to reduce the variability in applications for TuF and ensure a fair and appropriate allocation of funds, whilst acknowledging that overall demand and spend in this area may continue to increase.
- 91 The majority of respondents to the public consultation held in 2019 agreed with the proposal for a 'banding system' to be developed and applied to TuF to support schools, thereby helping to ensure SEND needs are consistently and fairly met.
- 92 This project aims to help ensure that: more children and young people with SEND needs are retained within mainstream education; parents have confidence in the support provided to children which will be timely, aligned to needs, and provided in the right place; and agreed outcomes for children and young people are met.
- 93 The new funding process will ensure that funding is only approved once all other appropriate support for pupils has been identified and put in place, aligned to their additional needs, and supported by the school's notional budget, in the first instance.
- 94 Following the Covid-19 emergency response in March 2020, the project was re-scheduled and re-commenced later in 2020. Since then, best practice research, financial benchmarking and engagement with schools, SENDCo networks and other stakeholders has been

successfully completed to inform the development of a proposed banded model.

- 95 The proposed new model was piloted with schools and SEND Caseworkers at the end of 2021 and is currently being refined to reflect the pilot findings, with some additional ongoing engagement with schools.
- 96 The model is scheduled to be finalised in the spring 2022 and rolled out by September 2022, following close communication with schools throughout the summer term 2022. This will however be dependent on the capacity of schools to engage with this work and this important change, alongside other school demands and their management of Covid-19 related issues.

Review of Special Schools Funding

- 97 Engagement with special schools to review funding and ensure provision meets all types of demand has taken place.
- 98 During the autumn 2020, consultations with special schools identified the financial pressures schools were experiencing, to include increasing staff costs, costs associated with Covid-19, and increased costs of specialist equipment and support.
- 99 Following a further consultation with all schools and Durham Schools Forum in November 2020, Special School Banding rates were increased by 3% as an interim measure, pending further review.
- 100 The review also identified some funded un-filled spaces in special schools available for admissions during the year. To address this situation, HNB funding issued to special schools for 2021/22 included reductions to commissioned places compared to the 2020/21 position. In addition, consideration is now given to the number of unfilled places in the school, prior to the release of any additional TuF. As a result, all schools are now operating at their fullest capacity, unlike in previous years.
- 101 A review of TuF for special schools is also underway, involving the development of a new draft Core Offer and Pathways Model. Consultation on proposals took place with special schools between November and December 2021 and the findings informed the development of a new banded model and associated costings. The model is due to be tested and reviewed by the end of March 2022, prior to implementation from April 2022.
- 102 The Council received notification in January 2022, that £2.881 million additional Government funding for special schools and alternative

provision will be paid to the Durham HNB for 2022/2023. This supplementary government grant aims to support providers in meeting the costs associated with the Health and Social Care Levy, to include additional National Insurance contributions and other increasing costs. At the time of preparing this report, work was underway to apportion this additional funding to special schools and other areas of spend in the HNB for 2022/2023 as appropriate and in accordance with ESFA guidance.

- 103 A significant piece of work was completed to increase capacity in special schools in September 2021, with the implementation of six modular classrooms at The Oaks Secondary Special School in Spennymoor. This new facility provides accommodation for up to 40 places for young people with discrete autism needs.

Review of Targeted Support Funding (TSF)

- 104 Prior to 2020/21, this funding was automatically distributed to schools using a formula-based approach. The previous process for allocating TSF to schools was acknowledged as being complex and not widely nor well understood.
- 105 In line with the public consultation findings (2019), the process for allocating TSF was amended from April 2020, following a successful pilot, to one where schools are now required to apply for this funding, which is now discretionary.
- 106 In 2021/22, the criteria for assessment of applications was reviewed, to ensure TSF is used where a school has a significant funding gap for their cohort of young people with SEND, which is not supported sufficiently from the core budget and TuF applications.
- 107 The new process was successfully implemented in April 2021, following further stakeholder consultation.
- 108 The aim of this review was to ensure provision is acutely focussed on meeting pupils' needs and more high needs pupils are retained (beyond the £6,000 notional budget) in mainstream schools, particularly in secondary schools.
- 109 Funding is now allocated to a minority of schools (20% of schools or fewer) in accordance with ESFA guidance. 14 schools have received support through Targeted Support Funding so far during 2021-22 financial year. Spending on TSF from the HNB has remained within budget for 2021/22.

Review of Alternative Provision (AP) and the Pupil Referral Unit (PRU)

- 110 Durham County has a statutory responsibility to arrange education for pupils who are permanently excluded from school. The Woodlands Pupil Referral Unit provides this and is also commissioned to carry out preventative turnaround on-site and outreach work to avoid permanent exclusion.
- 111 There is continued pressure on the PRU as on-site capacity is much lower than the current demand for places. The PRU can accommodate 75 permanently excluded pupils on site. There are currently 193 pupils on roll at the PRU (January 2022). Of these pupils, 84 are in permanent full-time alternative provision (AP)⁹ placements, the cost of which is increasing.
- 112 A placement at the PRU (on-site) costs around £20,000 per pupil, per annum (excluding transport costs) and this is funded by the HNB budget. Off-site and specialist placements costs can be significantly higher. The current average cost of alternative provision is £85.00 per day, per pupil, plus transport costs.
- 113 The PRU also supports and complements the work of the Behaviour Inclusion Panels (BIPs) through offering turnaround placements and outreach support. This provision was effective in preventing 54 permanent exclusions in 2020/21, resulting in a potential cost avoidance of over £1.3 million.
- 114 Following an external review of alternative provision in 2019, a number of initiatives have been developed in coproduction with schools and other stakeholders, to promote and support inclusion in mainstream schools. This led to the successful roll out of the: Durham Reintegration Protocol; Durham Pastoral Support Programme; Pupil Inclusion Pathway; Promoting Positive Behaviour Guidance and revised Fixed Term and Permanent Exclusion guidance, in 2021. A Quality Assurance Protocol for Alternative Provision was successfully launched in February 2022 and the Fair Access Protocol has also been reviewed. A draft Transition Protocol has also been developed to support the transition of pupils from Year 6 to Year 7 and is due to be launched across all schools in spring 2022.
- 115 It is anticipated that the successful delivery of this work will help to reduce demand for places at the PRU and pressures on the HNB budget. The PRU budget requirements for future years will be reviewed as we expect demand to reduce, as more young people stay in or are re-integrated more quickly back into mainstream settings.

⁹ AP refers to any education that is not provided in mainstream, special or academy schools.

- 116 From October 2021, the PRU also provides the education for those children who have medical needs which prevent them from attending school. This offer is now being reviewed with the PRU to ensure provision is best aligned to children and young people's and their families' needs and increasing levels of demand. This includes increasing numbers of learners with clinically determined anxiety which prevents the pupil from attending school.
- 117 Consideration is also being given to the current building accommodation at the Woodlands, PRU with a view to exploring alternative options that better meet the needs of pupils, through improved space and access to facilities for sport, outdoor education and vocational training and could contribute to reduced reliance on off-site alternative provision.

Funding Support to Partnerships of Schools

- 118 Funding from the HNB is allocated to each Community of Learning (COL) and Behaviour and Inclusion Partnerships (BIP) to meet identified local SEND and Inclusion needs.
- 119 A review of the process for allocating funding to these partnerships of schools was conducted early in 2019 resulting in a pilot being implemented between June and July 2019. This required partnerships to submit an application for funding based on a clear business case and this generated a saving of circa £280k to the HNB for 2019/2020.
- 120 At its January 2020 meeting, the Council's Cabinet agreed for a new process based on this successful pilot to be rolled out from March 2020. As a result of rolling out this initiative, a total of £321k of funding was saved to the HNB in 2020/21.
- 121 Following the successful implementation of this new process for administering funding, the approach is continuing as part of normal business.
- 122 Spending against these categories of HNB spend has since remained within the budget allocation for 2021/22.
- 123 Funding arrangements for 2022/23 are outlined below:
- Behaviour and Inclusion Partnerships (BIPs) Funding Support Arrangements 2022-23
- 124 Four Secondary Behaviour and Inclusion Partnership Panels (North, Central, East and South West) and one Primary Behaviour and Inclusion Partnership Panel, work together with schools, alternative

education providers and other services¹⁰, to offer appropriate pathways for young people who are disengaged from education.

- 125 Since September 2016, the panels have supported 1,275 pupils. 936 (73%) of the pupils referred to the panels did not receive a permanent exclusion as a result of the support they received. This has helped to reduce pressures on the Pupil Referral Unit (PRU) and associated costs to the HNB.
- 126 There has been more than a 40% reduction in permanent exclusions since 2018/19 within County Durham. Conversely, regional and national figures show an increase of pupils being permanently excluded across the country.
- 127 In January 2020, Cabinet agreed that future funding allocations would be based on receipt of clear business plans and agreed commitment from the panels to help further reduce the number of permanent exclusions, pressures on the PRU and associated HNB expenditure.
- 128 Additional funding was allocated to the panels through the HNB Investment Support Fund in March 2021/22 to support a reduction in permanent exclusions during this academic year. Sustained positive progress has been reported throughout the academic year, with 10 young people being reintegrated back into mainstream school up to January 2022.
- 129 Business cases and financial agreements outlining the commitments and spending needs of the BIPs for 2022/23 academic year, were considered by SIRB in January 2022. A delegated decision was subsequently agreed to allocate £888,702 from the Investment Support Fund in addition to the current £706,000 HNB allocation to the BIPs for 2022/23.
- 130 The additional investment for 2022/23 will support the BIPs in delivering their agreed commitment to reduce the number of pupils being admitted into the PRU, following permanent exclusion, by 37 during the 2021/22 and 2022/23 academic year. This reduction target and funding allocation takes into account the increasing numbers of children and young people requiring support at this time and issues caused by the coronavirus pandemic.
- 131 Successful achievement of the target reduction would result in a cost avoidance of £760,000 per annum for placements at the PRU

¹⁰ Educational Psychology, Early Help, Emotional Wellbeing and Effective Learning (EWEL), CAMHS and Inclusion Practitioners

(excluding transport costs) for 1-4 years, depending on the year group when excluded.

- 132 SIRB continue to monitor the effectiveness and impact of this funded activity while continuously reviewing spending, funding and provision at the PRU.

Communities of Learning Funding Support Arrangements 2022-23

- 133 There are 15 COLs within County Durham, each representing a cluster of local schools within communities across the county. Each COL is allocated a budget from the HNB to assist in developing provision to meet the needs of children and young people with SEND.
- 134 Funding for COLs is now capped at 1% of the HNB Budget in line with previous feedback from schools and the Schools Forum about areas to make savings from, whilst still supporting important work.
- 135 Funds are distributed based on a formula and agreed following consideration of business plans submitted by the COLs, detailing the proposed activity and expected impact.

SEND Casework Growth

- 136 Alongside the increased demands on the HNB, the Council has continued to see a significant increase in demand for services provided by the SEND Casework team relating to new assessments for Education Health and Care Plans (EHCPs), TuF packages, Annual Reviews of EHCPs and Post 16 work. This increase is recognised as enduring demand and a proposal to significantly grow the resource in this service area, as part of the MTFP 2021/22, was agreed by Cabinet in February 2021. Recruitment to the expanded SEND Casework team was subsequently conducted with most new staff starting in post from September 2021.
- 137 A new SEND Casework model is now in place following a re-shaping of the service and inductions of new staff to the expanded team. The team will continue to complete all traditional tasks associated with SEND Casework, but are developing an enhanced offer to include:
- A person-centred approach to practice with greater levels of young person and parent engagement;
 - Pre-statutory request, strength-based discussions, to determine the most effective route for providing support;
 - Greater input in key points of young peoples' learning journey, through the annual review process;

- An increased Post 16 pathway support offer.
- 138 Work has continued to review, improve and streamline the business processes that are delivered by the SEND Casework Team and business support staff. An implementation plan was agreed to deliver efficiencies in newly designed processes, that include the use of smarter ways of working and new technology to help meet increasing demands, make better use of staff resources and realise other improvements and benefits. This work is now overseen by an Implementation and Control Group within the service.
- 139 Following agreement of the council's budget in February 2022, a new case management system for SEND Casework is now to be procured. The new system will fit with the new and improved processes, designed in consultation with the service, through the business process reviews and SEND Casework growth work.

SEND Strategy 2022-2024

- 140 Following extensive stakeholder collaboration, the draft new SEND Strategy was presented to the SEND Strategic Partnership in November 2021 and is due to be considered by Cabinet and then the Health and Wellbeing Board.
- 141 The HNB Sustainability Programme was closely aligned to the previous SEND Strategy and will help to deliver the proposed objectives of the updated SEND Strategy 2022-24 to include:
- Where possible, for all children and young people to attend their local school and education setting which understands them and is able to meet their needs;
 - To identify needs in a timely way and have the right support available to meet needs at the right time;
 - For all education settings and their workforce to be confident in identifying and meeting needs, and to promote good health and wellbeing and inclusion;
 - To have joined up offer of support available which is appropriate to assessed needs;
 - To work closely with families to develop resilience and feel confident that needs are understood and met, and will continue to be met through all transitions;

- To listen to what children and young people are telling us when supporting them and to support positive inclusion and develop their resilience and independence.

Monitoring and Review

- 142 Monitoring reports on expenditure and progress on project delivery continue to be considered by the SEND and Inclusion Resources Board (SIRB) each month.
- 143 A review of the HNB Sustainability Programme will be undertaken during 2022 / 2023 to consider the progress made, emerging pressures to be addressed and future outcomes to be delivered. The review will take into account the updated County Durham SEND Strategy and outcomes of the Government's SEND Review, which is expected to be published by summer 2022. Discussions are also being held with the DfE regarding our HNB work and these will also feed into the review.

Risk Management

- 144 Risks associated with the programme of work are being identified, managed and reviewed throughout the duration of the programme and overseen by the SEND and Inclusion Resources Board. Key risks of the programme include:
- **Assumptions regarding levels of funding and the extent of targeted reductions possible do not manifest themselves.** The work is based on several assumptions regarding funding, pattern of demand and areas identified for savings. If these assumptions become inaccurate and funding pressures increase, the deficit may increase. The Council may then reconsider the position on requesting a transfer from the Schools Block and/or further savings would be required in other areas of HNB spend in order to make the HNB more sustainable;
 - **Increasing demand on the HNB may result in adverse impacts on finance and service delivery.** The programme of work outlined in this report is being developed and implemented with the aim of mitigating this strategic risk. Without a programme of work to make the HNB more sustainable, based on current HNB funding and expenditure patterns and current demographic demand, it is likely that further overspending will continue into future financial years. Dedicated programme management resources and an agreed governance structure are in place to help ensure that the programme is sufficiently resourced and planned, overseen and delivered to time, cost and quality requirements;

- Unintended detrimental impacts to services for children and young people and the customer’s journey coupled with increased service costs.** A public consultation on the proposals has been conducted and a full Equality Impact Assessment has been carried out and is included within the Consultation Report that was presented to Cabinet in January 2020, (Appendix 4). The work we are doing also requires careful consideration of how changes in one service area may impact on another area of service provision. For example, a significant change in one element of the system such as Top-Up Funding provided to mainstream schools, could then lead to increased exclusions, more referrals for special school places or the PRU, commissioning external providers, additional requests for EHCPs or increased legal challenges from families. This could result in increased costs and potentially a detrimental impact to the young person on their journey through the system and the services offered. The work being done and the proposals in this report are seeking to mitigate against these potential consequences through identifying, documenting and communicating project interdependencies at programme initiation stage, and throughout the life of the programme. Close attention will be given to the end-to-end processes both within the SEND and inclusion services and links to services in the wider Council and with external providers, while focussing on the journey of the child or young person;
- Allocation of financial support to SEND and Inclusion services is disproportionate to need.** The work being conducted and the proposals in this report are seeking to ensure the ‘right support at the right time in the right place’ for children and young people with SEND and inclusion support needs, within the resources available to us. The programme provides the opportunity to have oversight of current SEND and Inclusion services provision, spending and impact, and to research, identify and propose changes and preferred alternative options. The findings of reviews of current provision will be considered with feedback from the consultation to inform future funding priorities and proposed changes required to improve customer service provision, increase value for money and to try and ensure HNB funding is sustainable.

Conclusion

- 145 The report provides an update on spend and pressures on the High Needs Block of the Dedicated Schools Grant which supports SEND and inclusion support services for children and young people living in County Durham.

- 146 As in many other local authorities, there have been insufficient resources to support children and young people with additional needs, in recent years. These pressures have been further compounded since the start of the Covid-19 pandemic.
- 147 Despite some previous support from the Council's own resources, these spending pressures have continued to contribute to a growing deficit in County Durham's Dedicated Schools Grant (DSG) account.
- 148 Although expenditure has continued to exceed grant, it is a much-improved position compared to recent years when overspends were substantially higher. Expenditure from the HNB was around 16% more than grant available in 2019/20, with an overspend of £8.6 million at the end of 2019/20 financial year. The Council are currently forecast to be spending around 2% more than HNB grant available at the end of 2021/22.
- 149 The cumulative deficit must be recovered within coming years through HNB allocation. The Council is currently on track to recover the total cumulative deficit within 2023/24, as part of the HNB Five Year Plan, based on current planning assumptions.
- 150 Addressing the spending pressures is complex and continues to involve working in close consultation and collaboration with a number of services, schools, partners, children, young people and their families, supported by an appropriate programme management approach.
- 151 Good progress has been made to date to help address the pressures on the HNB, without significantly impacting on support for individual children and young people, while minimising the impact on schools and other budgets.
- 152 Building on the strengths of existing provision, we are seeking to bring about change that will help to meet the objectives of the SEND Strategy 2022-24 and realise a number of benefits for children, young people and their families.
- 153 Regular monitoring of HNB expenditure and progress against the sustainability projects will continue and during 2022/23 it is planned to review the overall programme alongside the expected publication of the Government's SEND review and our updated County Durham SEND strategy.

Background papers

- Cabinet Reports on High Needs Block Funding for SEND and Inclusion Support (January 2020, July 2020, April 2021)

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Appendix 1: Implications

Legal Implications

Sections 45-53 of the School Standards and Framework Act 1998 sets out the funding framework governing schools finance.

The Children and Families Act 2014 covers the SEND reforms and is accompanied by statutory guidance for organisations to follow through the SEND code of practice: 0 to 25 years (2015).

The overarching legal implication within the report is the Equality Act 2010 with respect to the Public Sector Equality Duty (PSED). Section 149 of the Act details the requirement when taking decisions to have due regard to the need to advance equality of opportunity for people with protected characteristics, foster good relations between such groups and eliminate unlawful discrimination. It is necessary the impact on those groups is analysed as part of each area of work linked to HNB sustainability.

Finance

The report highlights the overspend and deficit position in the HNB. The HNB grant was overspent by £2.3 million and the cumulative deficit on the HNB DSG was £8.0 million at the end of 2020/21 financial year.

Forecast expenditure for 2021/22 continues to be higher than budget, with a £1.7million overspend currently predicted at Quarter 3 (February 2022), raising the forecast cumulative deficit to £9.7 million.

Based upon assumptions of HNB DSG allocations for the following four years, it is forecast that the cumulative deficit on the HNB reserve will be recovered by the end of 2023/24.

The report sets out several key areas of work which seek to support children and young people with SEND within the resources available.

Consultation

Section 19 of the Children and Families Act 2014 makes clear that local authorities must ensure that children, young people, parents and carers are involved in decisions about local provision.

A previous report to Cabinet (January 2020) outlined the approach to and findings of a public consultation, aimed mainly at early years settings, schools, special schools and colleges along with other stakeholders including children and families. Further consultation and stakeholder engagement is taking place regarding individual pieces of work identified in this report.

Equality and Diversity / Public Sector Equality Duty

As the nine priority areas of the HNB sustainability programme affect 0-25 years old with SEND and their families, parents and carers there is potential impact for the protected characteristics of age, disability, sex and ethnicity. There is disproportionate impact in relation to sex (both male and female) and ethnicity. Significantly more males have an ECHP (74%). In terms of impact on women, evidence suggests they are more likely to have caring responsibilities for children and young people. Ethnicity data shows there is potential disproportionately in terms of ethnic minorities with special education needs (SEN).

Proposals to address priorities are designed to ease funding pressures and contribute towards longer term sustainability for SEND education. Negative impact is therefore not anticipated, as proposals aim to create a more inclusive and targeted SEND education offer by addressing need yet ensuring value for money through ensuring consistency and quality of centrally managed services, linking funding to evidence of impact, extending the range of specialist places, improving staff training, joint commissioning to ensure consistency and value for money and reducing pupil exclusions. This should impact positively in terms of disability, age (children, young people with SEND and their parents or carers), sex and ethnicity.

Climate Change

An intended outcome of this programme of work, is to increase support for young people to attend local schools, rather than travel to schools that are further away, both within and outside of the county. The successful delivery of the programme will result in reduced miles travelled by pupils, thereby reducing carbon dioxide emissions and potentially a reduced contribution to local traffic congestion.

The joint commissioning of equipment and auxiliary aids will help to reduce waste and consumption of resources, through the improved oversight, management and reuse and maintenance of equipment.

It is intended that the reviews of business processes within the SEND Casework team will result in reduced printing and paper consumption, through the increased use of digital systems and the implementation of modern ways of working. The potential for developing a customer portal within a new data management system may also be explored. Implementation of a customer portal, use of video conferencing for meetings and exchanging information, should help to reduce the need for staff and customer travel to some meetings. The digital mail system "Flite" is already being used by the team, and the use of this system will be promoted to other areas of the service, as necessary and appropriate.

Human Rights

None.

Crime and Disorder

A disproportionately high number of young people and children who commit crime and / or disorder have special education needs and / or disabilities (SEND). Successful delivery of this programme of work aims to support children and young people with SEND in achieving their best outcomes in life. Early intervention and support for children and young people with SEND and inclusion needs, should have a positive impact on crime and disorder by helping to prevent offending and / or reoffending.

Staffing

There may be changes required in staffing based on the proposals outlined in the report.

Accommodation

A review of accommodation at the PRU is proposed to be undertaken during 2022-2023.

Risk

The programme of work being overseen by the SEND and Inclusion Resources Board is being progressed as part of a programme management approach and includes developing, and continuously reviewing, a risk register. Careful consideration of risks and possible unintended consequences is taking place regarding each of the areas of work. Key overarching risks for the programme are outlined within the report.

Procurement

Commissioning and procurement implications are being considered for each of the proposals in the HNB Sustainability Programme.

Appendix 2: HNB Forecast Outturn v Budget 2021/22

DSG High Needs Block	2021-22 Original Budget £ million	2021-22 Forecast Outturn £ million	2021-22 Over / (Under) Spend £ million
Special Schools (maintained and academy)	26.203	26.163	(0.040)
Top-up-Special (individual pupils)	1.419	1.660	0.241
Top-up-Special (changes in mix)	0.600	0.868	0.268
Sub-total Special School Provision	28.222	28.691	0.469
INMSS – pre-16	3.640	4.312	0.672
INMSS – post-16	3.277	3.038	(0.239)
FE provision – post-16	3.876	3.875	(0.001)
Exports to other LA areas	0.989	0.941	(0.048)
Imports from other LA areas	(0.669)	(0.819)	(0.150)
Sub-total External provision	11.113	11.347	0.234
EMP place funding	0.620	0.546	(0.074)
Top-up funding-Nursery	0.510	1.182	0.672
Nursery Outreach Team	0.816	0.816	0.00
Top-up funding-Primary	8.097	9.331	1.234
Top-up funding-Secondary	1.533	1.919	0.386
Targeted Support Fund	0.491	0.328	(0.163)
Communities of Learning	0.654	0.654	0.00
Sub-total Mainstream Provision	12.721	14.776	2.055
Equalities and Intervention Team	0.612	0.595	(0.017)
SEND Sensory Team	1.337	1.338	0.001
Specialist Inclusion Support	0.578	0.574	(0.004)
Management and support recharge	0.889	1.133	0.244
Equipment	0.075	0.075	0.00
LA recharges to DSG	0.300	0.175	(0.125)
Investment Support Fund	0.825	0.153	(0.672)
Sub-total Central provision	4.616	4.043	(0.573)
Behaviour Panels	1.468	1.388	(0.080)
Local Authority PRU (The Woodlands)	5.700	5.700	0.00
Education Health Needs	1.229	1.722	0.493
Income from schools (Permanent)	(0.341)	(0.200)	0.141
Income from schools (Turnaround)	(0.567)	(0.567)	0.00
Other AP provision	0.128	0.480	0.352
Sub-total Alternative Provision	7.617	8.523	0.906
Other HNB Expenditure	1.456	0.044	(1.412)
Total	65.746	67.424	1.678

Appendix 3: HNB Five-Year Financial Plan

2020/21 Outturn £ million	DSG High Needs Block	2021/22 Budget £ million	2021/22 Actual Quarter 3 YTD £ million	2021/22 Forecast Outturn Quarter 3 £ million	2022/23 Estimate £ million	2023/24 Estimate £ million	2024/25 Estimate £ million	2025/26 Estimate £ million
23.893	Special Schools	26.203	1.062	26.163	26.728	27.262	27.807	28.364
1.428	Top-up-Special (pupils)	1.419	1.542	1.660	1.447	1.447	1.447	1.447
0.759	Top-up-Special (banding)	0.600	0.825	0.868	0.600	0.600	0.600	0.600
26.080	Sub-total Special School Provision	28.222	3.429	28.691	28.775	29.309	29.854	30.411
3.852	INMSS-pre-16	3.640	2.981	4.312	3.713	3.713	3.713	3.713
3.407	INMSS-post-16	3.277	0.232	3.038	3.343	3.343	3.343	3.343
	INMSS-Other		0.021	-				
3.286	FE provision-post-16	3.876	2.710	3.875	3.954	3.954	3.954	3.954
	EMP Top up - external		0.034	-				
	Top-up funding-External		0.762	-				
0.538	Exports to other LA areas	0.989	0.137	0.941	1.009	1.009	1.009	1.009
(0.699)	Imports from other LA areas	(0.669)	(0.172)	(0.819)	(0.682)	(0.682)	(0.682)	(0.682)
10.385	Sub-total External provision	11.113	6.705	11.347	11.337	11.337	11.337	11.337
0.785	EMP place funding	0.620	-	0.546	0.633	0.633	0.633	0.633
	EMP Top up		-	-				
-	Nursery Outreach Team	0.816	-	0.816	0.832	0.832	0.832	0.832
0.686	Top-up funding-Nursery	0.510	1.123	1.182	0.520	0.520	0.520	0.520
8.009	Top-up funding-Primary	8.097	9.074	9.331	8.907	9.797	10.777	10.777
1.518	Top-up funding-Secondary	1.533	1.773	1.919	1.687	1.855	2.041	2.041
0.320	Targeted Support Fund	0.491	0.240	0.328	0.529	0.529	0.529	0.529
-	Enhanced Learning Provision	-						
0.695	Communities of Learning	0.654	0.603	0.654	0.706	0.706	0.706	0.706
12.013	Sub-total Mainstream Provision	12.721	12.813	14.776	13.814	14.872	16.038	16.038
0.748	Equalities and Intervention Team	0.612	0.632	0.595	0.623	0.623	0.623	0.623
1.210	SEND Sensory Team	1.337	0.936	1.338	1.367	1.367	1.367	1.367
0.578	Specialist Inclusion Support	0.578	0.431	0.574	0.590	0.590	0.590	0.590
0.290	Management and supp recharge	0.889	0.288	1.133	0.907	0.907	0.907	0.907
0.022	Equipment	0.075	0.075	0.075	0.075	0.075	0.075	0.075
-	Investment support fund	0.825	0.150	0.153	1.765	1.765	1.765	1.765
	HNB Other recharges		-	-				
0.486	LA recharges to DSG	0.300	0.028	0.175	0.306	0.306	0.306	0.306
3.333	Sub-total Central provision	4.616	2.540	4.043	5.633	5.633	5.633	5.633
0.590	Behaviour Panels	1.468	0.608	1.388	0.706	0.706	0.706	0.706
5.994	Local Authority PRU	5.700	(0.195)	5.700	5.700	5.700	5.700	5.700
1.463	Education Health Needs	1.229	0.957	1.722	1.252	1.252	1.252	1.252
(0.172)	Income from schools (Permanent)	(0.341)	-	(0.200)	(0.341)	(0.341)	(0.341)	(0.341)
(0.130)	Income from schools (Turnaround)	(0.567)	-	(0.567)	(0.567)	(0.567)	(0.567)	(0.567)
-	Other AP provision	0.128	0.128	0.480	0.128	0.128	0.128	0.128
7.745	Sub-total Alternative Provision	7.617	1.498	8.523	6.878	6.878	6.878	6.878
	Other HNB Expenditure		0.245	0.044				
	Health and Social Care Levy				2.881			
	Sub-total Other HNB Expenditure	-	0.245	0.044	2.881	-	-	-
59.555	Total	64.289	27.230	67.424	69.317	68.029	69.740	70.296
57.234	Grant available	65.746		65.746	76.279	73.398	73.398	73.398
(2.321)	Budget surplus (+) / shortfall (-)	1.456		(1.678)	6.962	5.369	3.658	3.102
-	Shortfall met by council reserves	-		-	-	-	-	-
(2.321)	In-year impact on HNB DSG	1.456		(1.678)	6.962	5.369	3.658	3.102
(8.047)	Forecast HNB DSG reserve	(6.591)		(9.725)	(2.763)	2.606	6.264	9.366

