

# High Needs Block Management

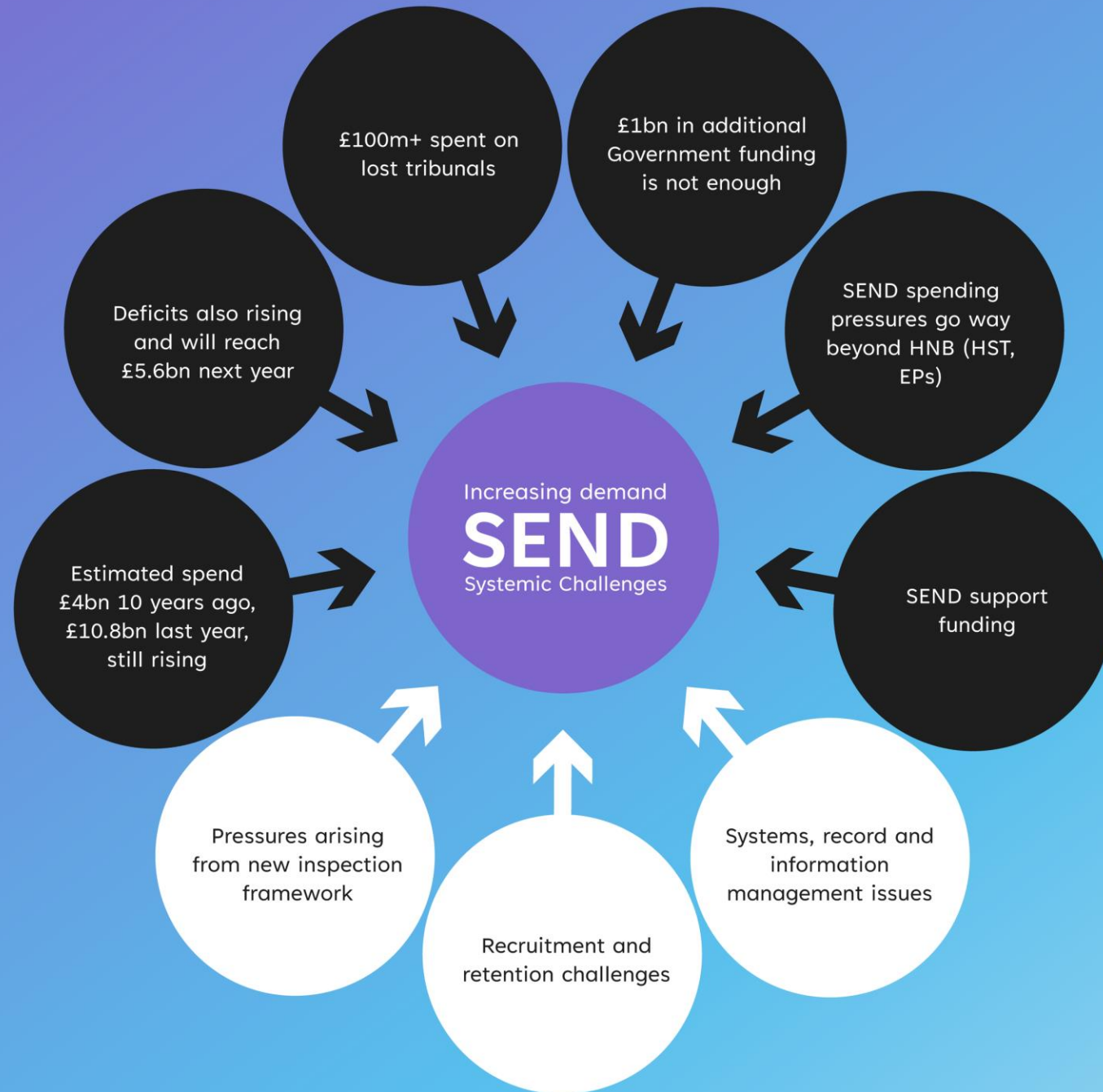
Lessons learned and way forward



# Structure

1. Context (2 mins)
2. Some Lessons Learned (3 mins)
3. A Way Forward (5 mins)
4. Feedback, Discussion, Next Steps (10 mins)

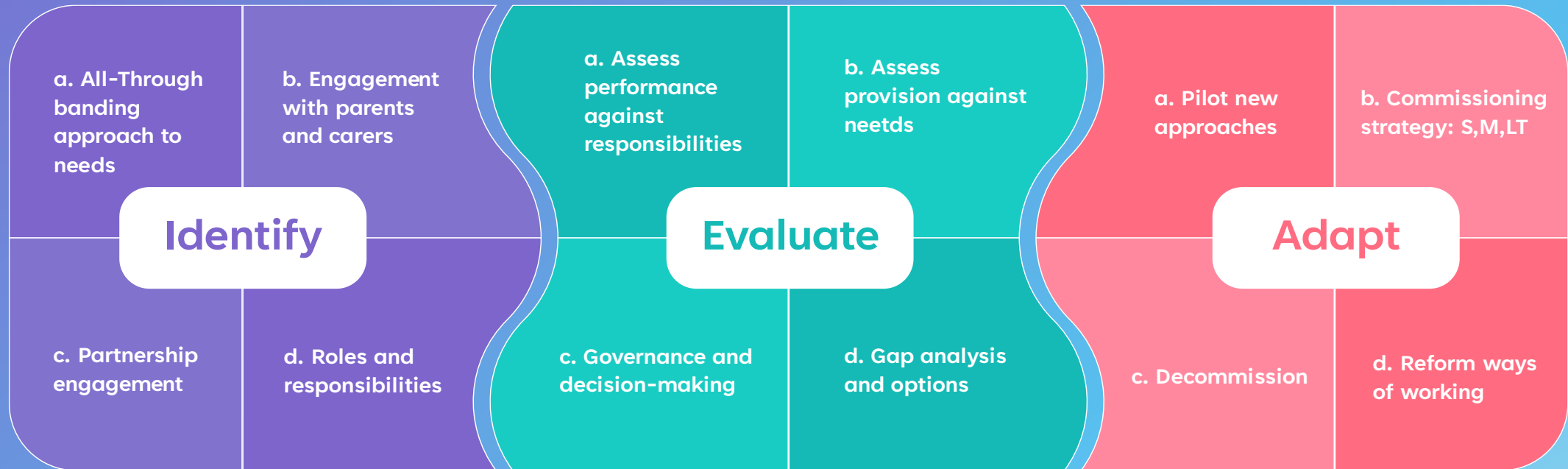
# Context



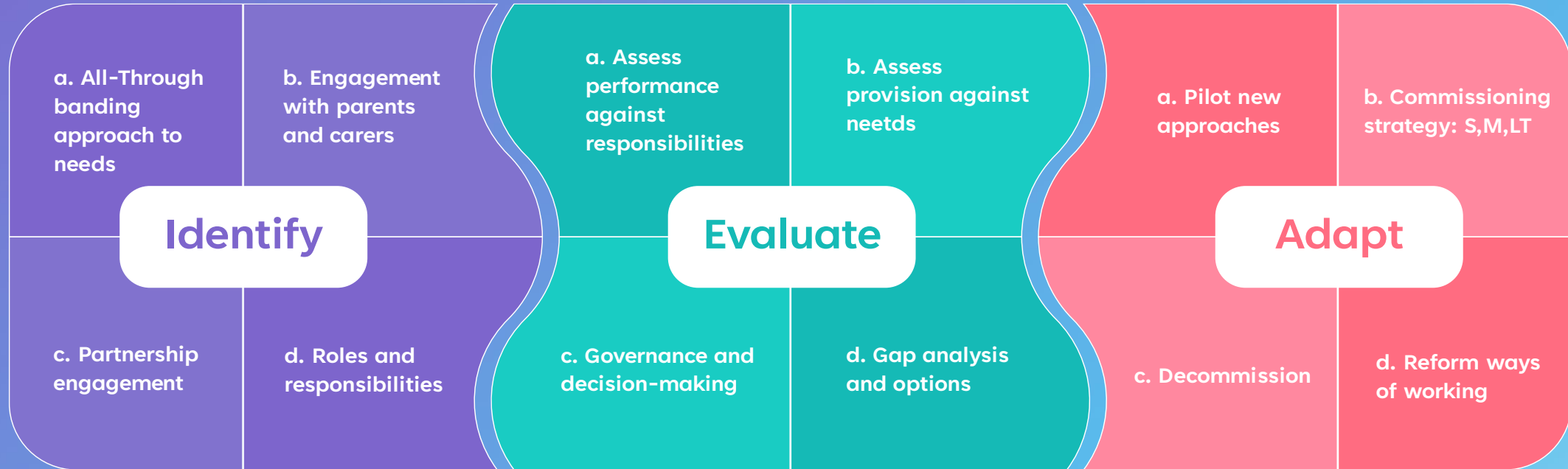
# Some lessons learned...

Theme	Examples
Effective HNB management is not just about HNB. Several funding sources need to be managed effectively to address SEND resource pressures	<ul style="list-style-type: none"><li>• The true total cost of SEND can be hard to see</li><li>• The cost of failures in SEND services can be hard to see</li><li>• Major pressures on revenue grant related to SEND get worse if HNB and SEND is treated in isolation</li><li>• HNB, SEND support, DSG, Capital, SEND Capital, HST revenue, EP revenue, Traded Service income</li><li>• Need a “SEND Resource Management Plan”</li></ul>
Early intervention and prevention needs re-interpreting	<ul style="list-style-type: none"><li>• Early intervention and prevention cannot mean ignoring need or demand</li><li>• Principle of right first time: assessing needs correctly in the beginning</li><li>• Thinking ahead and forward planning is made difficult by poor information and frequently deprioritised in favour of today’s crisis</li></ul>
Investment cases need more support and more attention	<ul style="list-style-type: none"><li>• Rarely a joined-up view of all resources allocated to SEND and SEND-related issues</li><li>• Capital investment needs to be strategic</li><li>• Need to debate and understand “payback periods”</li></ul>
No “magic bullet” – but there’s a lot more we can do with existing resources	<ul style="list-style-type: none"><li>• We tend to say, “it’s underfunded”, rather than “it should cost £X”</li><li>• Joined up approaches to funding, developing a “total cost” and “total available budget” approach</li><li>• Overspending areas may not mean insufficient funds overall</li></ul>
There are clear links between effective HNB and inspection readiness	<ul style="list-style-type: none"><li>• Demonstrating a shared understanding of needs</li><li>• Grip and control over provision</li><li>• Demonstrating outcomes and value for money</li></ul>

# A way forward



# A way forward



Everyone on the same page about:

- ✓ how needs are assessed
- ✓ levels and types of needs
- ✓ provision required to meet needs
- ✓ responsibilities and relationships across the system

Everyone on the same page about:

- ✓ how well needs are being met
- ✓ efficiency and effectiveness of provision and interventions
- ✓ How partnership frameworks apply to decision-making
- ✓ Gaps and options to address them

Everyone on the same page about:

- ✓ What needs to be done differently and how
- ✓ How ways of working need to change
- ✓ Ways to free up resources to address gaps
- ✓ Short, long and medium-term commissioning strategy and requirements



# All Through Banding Assessment Tool



Communication and Interaction Needs (Including Autism)			
Needs to meet Band		Provision Required	Sensory Processing Provision Required
<b>To meet the criteria for Band 2, needs and provision must meet criteria for Band 1, plus Band 2</b>			
Band 2	Communicates and interacts in a way that affects their access to some aspects of the National Curriculum, including the social emotional curriculum and school life	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>· Use of more detailed NC and assessment tools e.g. Celebratory checkpoints/ Formative Footprints/ AET Progression Framework</li> <li>· Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address C&amp;I needs</li> <li>· Planning may also take into account advice from other professional support e.g. sensory profile, advice from IES, SALT or OT</li> <li>· SEND support</li> <li>· Included in mainstream class using Quality First teaching approaches with specific support for targets which involve communication and interaction in collaboration with professional recommendations Have opportunities for small group work targeting specific needs</li> </ul>
	Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others	<input checked="" type="checkbox"/>	
	CYP experiences mild but persistent sensory processing needs that may affect their access to some aspects of the curriculum and everyday functioning	<input checked="" type="checkbox"/>	
<b>To meet the criteria for Band 3, needs and provision must meet criteria for Band 2, plus Band 3</b>			
Band 3	Communicates and interacts in a way that affects their access to some aspects of the National Curriculum, including the social emotional curriculum and school life which is especially true in new and unfamiliar contexts	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Over and above the provision described above, as per Sensory Processing Needs Graduated Response, Universal, plus Targeted Step One – Sensory Smart Environments, i.e.:</li> <li>· Initial consideration of the impact of the environment upon the individual CYP within it</li> <li>· Ensure that that any sensory processing needs are not associated with hearing / visual impairment</li> <li>· The tools within 'Targeted: Step One – Sensory Smart Environments' will enable practitioners to identify and support sensory processing needs – the strategies provided are, however, not sensory processing specific</li> <li>· Staff to attend CPD training on sensory processing needs</li> <li>· Environmental audit to be completed – practitioners to develop a plan to address concerns raised and review this within 6 to 8 weeks</li> <li>· May need to make noticeable adaptations and modifications to the environment / curriculum</li> <li>· Advice and information from outside agencies may be sought</li> <li>· Inclusion in mainstream class may include access to additional adult support to enable the class teacher to provide the best provision</li> <li>· Staff working directly with pupils must have knowledge and training in good practice</li> </ul>
	The complex nature of the Autism / C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills	<input type="checkbox"/>	
	CYP experiences moderate and persistent sensory processing needs that require environmental adjustments in order to access the curriculum, regulate their emotional responses and engage in daily functional tasks	<input type="checkbox"/>	
	Sensory processing needs persist and appear resistant to previous interventions	<input type="checkbox"/>	
	Sensory processing needs limit independence and CYP needs support in some areas	<input type="checkbox"/>	

# Need vs. Provision Assessment

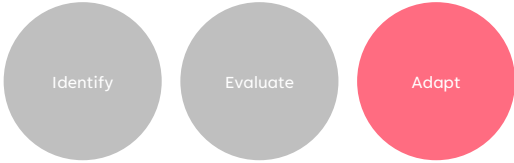


Provision versus Needs  
by SEND Support Category



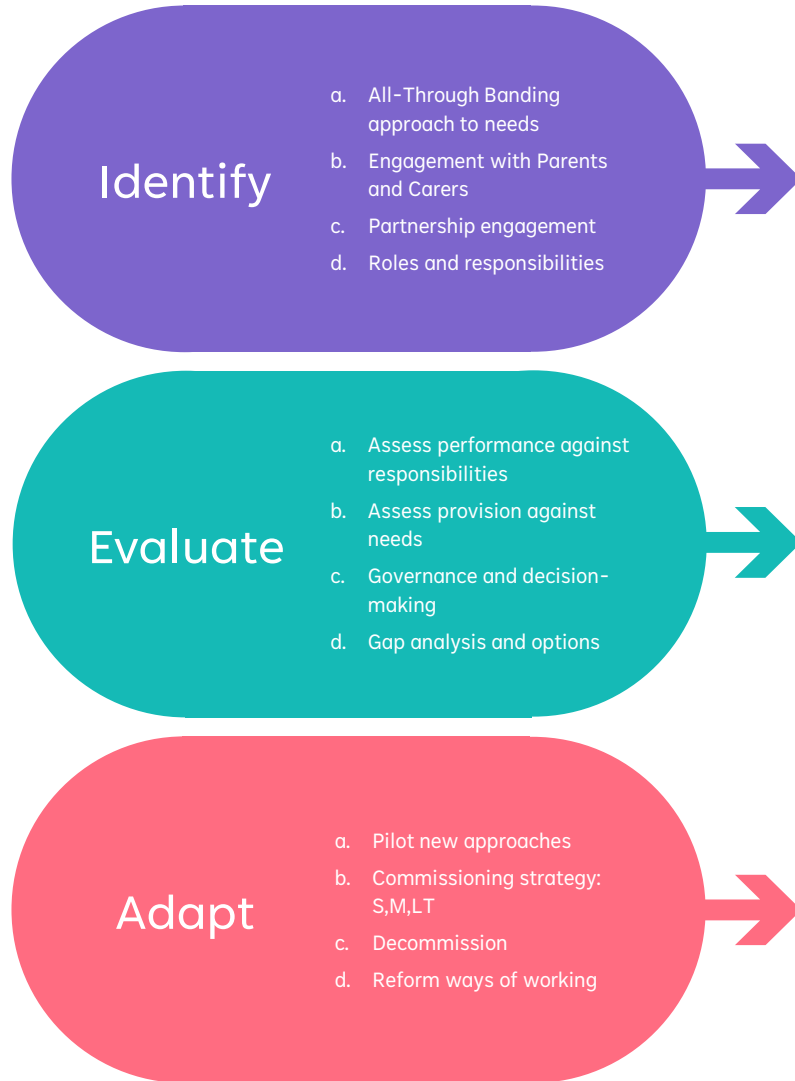


# SEND Service Budget-Building Tool



C2		1																									
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U						
1	Job Title	Mid Range Salary	FTE	Units	Assessment	Annual Reviews	Tribunal	Complaints and Mediation	Transport Decisions	Summary																	
2	Head of Service	£65,000.00	1							A Head of Service is required regardless the number of EHCNA and EHCPS											Workflow	Numbers	Budget	Budget	Budget 2	Budget 3	
3	Team Manager	£50,000.00	1	1910	270	900	65	75	600	For every 1910 units across the service a Team Manager is required											SO	CO	HOS	Team Manager			
4	Senior Officer A	£36,000.00	1		90					For every 90 Assessments one senior officer is required											Assessments	1250	£504,000	£420,000	£65,000.00	£350,000.00	
5	Senior Officer AR	£36,000.00	1			150				For every 150 Annual Reviews one senior officer is required											Annual Reviews	2500	£576,000				
6	Senior Officer TM	£36,000.00	1				25			For every 25 Tribunals one senior officer is required											Annual Reviews	5000		£210,000			
7	Case Officer A	£36,000.00	1		180					For every 180 Assessments one case officer is required											Tribunal	200	£288,000				
8	Case Officer AR	£36,000.00	1			750				For every 750 Annual Reviews one case officer is required											Complaints	200	£108,000				
9	Case Officer TM	£36,000.00	1				40			For every 40 Tribunals one case officer is required											Transport	1260	£72,000				
10	Complaints and Mediation	£36,000.00	1					75		For every 75 Complaints and mediations one officer is required											Admin						
11	Transport	£36,000.00	1						600	For every 600 Transport applications one officer is required														£1,548,000	£630,000	£65,000	£350,000
12																											
13																											
14	Overview	Mid Range Salary	N and Fl	0 Office	1 Office	2 Office	3 Office	4 Office	5 Office	6 Office	7 Office	8 Office	9 Office	10 Office	11 Office	12 Officer	13 Office	14 Office	15 Office	16 Office	17 Office						
15	Assessments		90		90	180	270	360	450	540	630	720	810	900	990	1080	1170	1260	1350	1440	1530						
16	Senior Officer		FTE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17						
17	Salary / Budget	£36,000.00			£36,000	£72,000	£108,000	£144,000	£180,000	£216,000	£252,000	£288,000	£324,000	£360,000	£396,000	£432,000	£468,000	£504,000	£540,000	£576,000	£612,000						
18			180		180	360	540	720	900	1080	1260	1440	1620	1800	1980	2160	2340	2520	2700	2880	3060						
19	Case Officer		FTE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17						
20	Salary / Budget	£30,000.00			£30,000	£60,000	£90,000	£120,000	£150,000	£180,000	£210,000	£240,000	£270,000	£300,000	£330,000	£360,000	£390,000	£420,000	£450,000	£480,000	£510,000						
21																											
22	Annual Review Complex		150		150	300	450	600	750	900	1050	1200	1350	1500	1650	1800	1950	2100	2250	2400	2550						
23	Senior Officer		FTE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17						
24	Salary / Budget	£36,000.00			£36,000	£72,000	£108,000	£144,000	£180,000	£216,000	£252,000	£288,000	£324,000	£360,000	£396,000	£432,000	£468,000	£504,000	£540,000	£576,000	£612,000						
25			750		750	1500	2250	3000	3750	4500	5250	6000	6750	7500	8250	9000	9750	10500	11250	12000	12750						
26	Case Officer		FTE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17						
27	Salary / Budget	£30,000.00			£30,000	£60,000	£90,000	£120,000	£150,000	£180,000	£210,000	£240,000	£270,000	£300,000	£330,000	£360,000	£390,000	£420,000	£450,000	£480,000	£510,000						
28																											
29	Tribunal		25		25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425						
30	Senior Officer		FTE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17						
31	Salary / Budget	£36,000.00			£36,000	£72,000	£108,000	£144,000	£180,000	£216,000	£252,000	£288,000	£324,000	£360,000	£396,000	£432,000	£468,000	£504,000	£540,000	£576,000	£612,000						
32			40		40	80	120	160	200	240	280	320	360	400	440	480	520	560	600	640	680						
33	Case Officer		FTE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17						

# HNB Management Plan



## HNB Management Plan Chapters

Level	Title	LA Control
1	Early Years Sufficiency	Indirect
2	Early Years Strategy and Partnership	Direct
3	Needs at SEN Support Level (K)	Indirect
4	Incorrect identification	Indirect
5	Workforce capacity	Direct
6	Workforce development	Indirect
7	Statutory guidelines and / or responsibilities	No Control
8	Panel Process	Full Control
9	Sufficiency – Mainstream	Direct
10	Sufficiency – Primary Tier 2 ERS provision	Direct
11	Sufficiency – Secondary Tier 2 ERS provision	Direct
12	Sufficiency – Primary Tier 3 SEN unit provision	Direct
13	Sufficiency – Secondary Tier 3 SEN unit provision	Direct
14	Sufficiency – Primary Special School Provision	Direct
15	Sufficiency – Secondary Special School Provision	Direct
16	Sufficiency – Post 16 Specialist Provision	Indirect
17	Sufficiency – Alternative Provision	Indirect
18	Appropriate finance banding for specialist provision	Control
19	Appropriate finance banding for specialist provision	Control
20	Delivery model and service strategy for support services	Control
21	Movers In	No Control
22	Belongings Regs	No Control
23	EOTIS	Control
24	Exclusions	Direct
25	Transitions	Indirect
26	Communication	Direct
27	Nursing and Health specific sufficiency	No Control
28	Headteacher recruitment and induction	Indirect
29	Partnership	Direct
30	Need	No Control
31	Social Care	Indirect
32	Attendance	Indirect
33	Transport	Direct
34	Strategy and Governance	Direct

# Savings and/or better use of financial resources



Outcome	How this saves money and/or leads to better use of financial resources
Better engagement of Parent-Carers in the process of defining and understanding needs and provision	<ul style="list-style-type: none"> <li>• Parents and Carers less likely to push for provision their child does not need</li> <li>• Reductions in tribunal costs by approx. 30%</li> <li>• Reducing SEND team costs</li> <li>• Reduce remedies paid out by authorities</li> <li>• Reducing 30% pressure on Special Schools and/or ERSs</li> </ul>
Strategic Commissioning based on a Banding model	<ul style="list-style-type: none"> <li>• Needs met more effectively at lower Band levels will reduce the need for EHCPs</li> <li>• Targets resources and delivers efficiencies</li> <li>• Commission what is needed</li> <li>• Proactive and pre-emptive commissioning drives market management and strategic supplier engagement, reduces costs of spot-purchasing</li> <li>• Enables strategic approaches with partners to develop strategies to meet predictable needs</li> <li>• Enables decommissioning or commissioning differently</li> </ul>
Building a performance culture in teams and across the system	<ul style="list-style-type: none"> <li>• Improved efficiency from everyone working to the same framework (e.g. Banding model)</li> <li>• Greater productivity as a result: freeing up resources to meet rising demand</li> <li>• Supports recruitment and retention which saves money and reduces disruption which costs money</li> <li>• Integrating performance and financial management strengthens grip and helps develop options (e.g. in-house vs. commissioned services)</li> </ul>

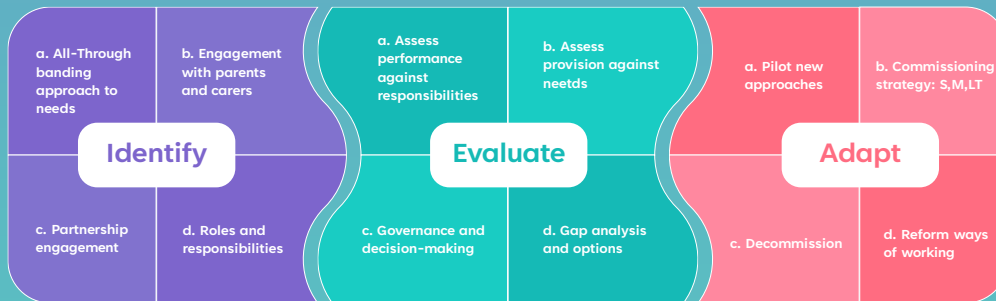
# Savings and/or better use of financial resources



Outcome	How this saves money and/or leads to better use of financial resources
Systems accessible to partners drives and enables performance and resource management	<ul style="list-style-type: none"><li>• Gives visibility to spend and enables cost management</li><li>• Enables a shared understanding of “quality” which can feed into commissioning decisions</li><li>• Shared monitoring of timeliness drives reductions in costs arising from complaints, tribunals and mediation</li></ul>
Greater transparency around roles, responsibilities and most appropriate provider	<ul style="list-style-type: none"><li>• Greater transparency over who is providing what, and with what results / outcomes</li><li>• Enables decisions around pooling / sharing funding</li><li>• Helps drive options for spend and commissioning – e.g. for how we could meet needs differently, get better outcomes and lower costs</li></ul>
Several aspects of this approach read across to other aspects of Children’s Services	<ul style="list-style-type: none"><li>• This approach opens up options in relation to expenditure in other aspects of Children’s Services, e.g. social care, Early Help</li></ul>

## Next steps

- Any questions or feedback?
- Follow up discussions welcome
- F40 and HNB Management moving forward



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**PSYCHED**  
SOLUTIONS