



Report Prepared for the DfE for Quarter 2 – July-Oct 24

Submitted to DfE on 26th September 2024

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Senior School Quality Assurance Officer

DBV SEND Programme Lead

Provide a summary of progress to date in relation to the agreed implementation plan

- July 24 Reflection of uptake meeting with Thrive. Plan to ensure schools not yet taken the offer take it in the Autumn term
- July 24 join planning meeting with NASEN and Thrive to ensure SEND Conference is aligned with the training being rolled out
- July 24 Meeting with Dingley's Promise who will offer additional free training offer for childminders and nursery practitioners across Halton until the end of September. This offer has training that can be accessed online that links to the areas of need we have identified.
- Aug 24 -New Panel in place to review EBNS cases – will sit half termly
- Aug 24 – EP team agreed to becoming Team Teach Trainers – *this will allow sustainable model for after DBV has finished*
- Aug 24 – Educational Psychiatrists (EP) worked with Thrive to ensure consistent approach
- Aug 23 – Thrive Approach meeting regarding roll out capacity and impact. Also dashboard created to measure impact
- Sept 24 – Educational Psychiatrists (EP) trained as Thrive both Lead Childhood & Adolescence Trainers
- Sept 24 – Educational Psychiatrists (EP) trained as Team Teach Trainers
- Sept 24 – DBV Lead, Data Analyst and Kevin Burns (Consultant) challenge meeting around data sets
- Sept 24 – DBV meeting with local GP and Health workers around EHCP suggests – letters sent to professional and schools to ensure joint approaches
- Sept 24 – Dates set for TATS – Team around the school approach to support senior leaderships with behavioural approaches.
- Sept 24 - HT coaching and influence meetings dates set for Headteachers
- Sept 24 – 'Learning Lunch' event for Resource Bases

Grant expenditure summary

Appointment of Data Analyst

Projected cost Q2 £ 15k	Actual Cost Q2 £9240	Spend to date £18,480
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Program DBV Lead

Projected cost £ 35k	Actual Cost £ 23,750k	Spend to Date £28,750k
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Temp Inclusion manager

Projected Cost £15k	Actual Cost £2k	Spend to date £4k
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Nasen Halton Conference Nov 24 - £7650

Room Hire - £300

We are also committed to the salaries of the Data Analyst and Program Lead for DBV. We are still on track to be on track for total spend for the whole project.

Q1 cost £326,240

Q2 cost £42,940

Total Cost to date: £369,180

Workstream: Behaviour Support Change Programme

Workstream summary

An overview of progress, including risks, mitigations or significant successes

Milestones Quarter 2

WS 1- Behaviour Support- Thrive – Ahead (implementation phase)

WS 1- Behaviour Support - Team teach – Ahead (implementation phase)

WS 1- Behaviour Support Lead Practitioner – On Track (implementation phase)

WS 1- Behaviour Support EBSNA Pathway – On Track (implementation phase)

WS 1- Behaviour Support HD Unit – On Track (co-design phase)

Governance for the DBV Grant sat with the Health Policy & Performance Board (PPB) and also our Leadership Board up until 12th September 2024. From this date DBV has been reported at the SEND Improvement Board. This now ensures appropriate oversight, challenge and support that is more clearly aligned to our SEND Improvement Strategy.

Evidence and progress

Summarise key milestones that have been achieved in this quarter within the workstream. Include any relevant attachment in section 3

WS 1- Behaviour Support- Thrive – Ahead (implementation phase)

In summary to date 72.8% of schools have engaged regarding the project with 57.1% of schools having booked some or all of their Thrive training. The first induction trainings for Halton staff have now been delivered with 474 staff registrations. In addition we have also now brought on board the Educational Psychologist team who have purchased Thrive training and will be joining some of the Halton practitioner trainings so that they can support schools through their work. This is in addition to us also training both our EYFS Team and also our Specialist Teaching Team members. This Halton Officers training will ensure sustainability after DBV ceases.

WS 1- Behaviour Support - Team teach – Ahead (implementation phase)

We are currently ahead in our roll out of Team Teach. All our Resource Bases have now been trained as well as a number of mainstream settings- 74 members of school staff have had Level 1 training and 10 Level 2. We also have more settings booked in before Christmas. We have now taken the decision to train 8 of our EP team (Educational Psychologist). This will give us the opportunity to be sustainable after DBV has finished. We had previously planned to give the trainers training to schools (via expression of interest previously). We also feel we will be able to suggest and deliver bespoke training for settings if the need arises from this change in approach. We have also secured a workshop for up to 50 places for November from Team Teach- this course is nearly full. This is designed to support schools who have only a few members of staff that need training.

Training Feedback from H/T Murdishaw Primary School:

*Just wanted to let you know that we have had ***** from Victoria Road in training our staff the last 2 Wednesday nights with some de-escalation techniques, and her delivery, compassion to our staff and subject knowledge was outstanding! Thank you for making this training free to us. Very worthwhile and would recommend to all.*

WS 1- Behaviour Support Lead Practitioner – On Track (implementation phase)

Team around the School Model (TATS) now in place. This is in the form of a weekly professional meeting in which pupils at risk of exclusion are identified both by settings and other Halton LA data sets. The meeting is made up of EP, EWO, Specialist Teachers, Mental Health, Nursing, Locality

Teams as well as Police, Youth Justice and Social Worker if applicable to the child. The newly appointed data analyst team members use the data to drive the meetings held.

WS 1-Behaviour Support EBSNA Pathway – On Track (co-design phase)

EWO and EP Services are now engaged to work with EBSNA children and families. This is a joint approach from both SASOs (School Attendance Support Officers) and Assistant EPs. These children will be identified by a S19 or Education Inclusion Panel to consider school referrals. This panel and governance has been agreed. With our data analyst now in post we are using the Vulnerable Learners groups (meets 6 weekly) to identify and monitor this cohort and report impact.

WS 1- Behaviour Support HD Unit – On Track (co-design phase)

Proposal shared with Secondary headteachers, via Headteacher briefings and 1-1 meetings. Model and costings codesigned with schools and expressions of interest invited and received we are collating this feedback but the general response was positive. One secondary setting has been identified and planning meeting have been set to commence in October. In line with our agreed plans we are still aiming for late Autumn term implementation.

Measuring impact

You should outline if there has been any emerging impact from the workstream, aligned with your implementation plan. Key measures may include outcomes. Examples include attendance and attainment, EHCNA/EHCP data, timeliness and provision mix, High Needs spend, qualitative insights from children, young people, families and carers

Short term indicators

- School/setting uptake of training offer

Thrive Approach

- To date 72.8% of schools have actively engaged in communications and have booked or are in process of booking training.
- 474 staff registrations for training
- 3 schools have indicated that they would like to delay / not engage in training offered at this time. These schools will be revisited in the next quarter.

% OVERALL Absence	Formal Full-Year DfE Data Releases					Last formal DfE data		Current Position	
	2018	2019	2021	2022	2023			Rate	When
EHCP	8.5	8.6	19.0	12.6	11.6	13.1	Spr 24	9.7	21/09/2024
EHCP & FSM	-	-	-	-	-	15.8	Spr 24	11.9	21/09/2024
EHCP & EAL	-	-	-	-	-	7.2	Spr 24	-	21/09/2024
SEN Support	6.9	7.2	7.3	9.8	9.8	10.2	Spr 24	8.1	21/09/2024
SEN Support & FSM	-	-	-	-	-	12.5	Spr 24	9.5	21/09/2024
SEN Support & EAL	-	-	-	-	-	6.1	Spr 24	-	21/09/2024

The above figures show a slight impact already on attendance.

Team Teach

- To date we trained all resource bases (14 in total), 8 mainstream setting are undertaking or booked for training before Dec 24.
- 74 staff trained at Level 1
- 10 staff trained at Level 2
- We now have 10 trainers in Halton – 8 EP's and 2 Trainers from our Resource Bases

Program Lead appointment and Data Analyst

- Both have been both now in post training completed.

- Data Analyst is tracking and building dashboard for regular impact of the DBV grant is this also linked to wider SEND strategic overview
- Inclusion Manager in post secondment from existing SEND Assessment Team this is to allow further capacity for the program.

Top Level Measures

The number of new plan in 2024 was 270, a 25.5% increase when compared to the year before that.

Request for Statutory Assessment:	2023- 383	2024- 409
Placement into Maintained Mainstream Schools (MMS):	2023 - 35.0%,	2024 - 41.9 %
Placement into Maintain Special Schools (MSS) :	2023 - 44.7 %,	2024 -37.2%
Placement in non-maintained independent special school (NMISS):	2023- 8.2%	2024:8.0%

latest NMISS Data below

As of 024/09/2024:-	
No Schools Commissioned	35
No of CYP Placed	126
Average Placement Cost	£63,765.00
Open Searches (as of 24/09/2024)	20

Exclusions (annual 2022-23) 41 (23-24 Autumn& Spring) 27

Suspensions (annual 2022-23) 1857 (23-24 Autumn& Spring) 1721

Electively Home Educated EHCP as of Sept 24 8

SEND transport Spend (Sept 2024) IN borough 427 pupils £1,698,456

£3,977.65 (average)

OOB 109 pupils £1,204,178

£11,047.50 (average)

Total SEND Transport SPEND (Sept 2024)

No. Pupils 536 Spend £2,902,634

Average £5,415.36

Report on the Current Position of Halton Borough Council As of 19th September 2024 for CYPs with EHCPs

1. Percentage 20 Weeks Timeliness

- 64% of new plans completed within 20 weeks excluding exceptions. This was an improvement over last year position of 26.3% and the national level of 50.7%.
- 62.4 % of new plans completed within 20 weeks including exceptions. This was an improvement over last year position of 29.0% and the national level of 49.1%.

2. Percentage Assessment Agreed to Issue EHCP: 92.6% of assessments were agreed to issue a plan. This is 1% lower than Halton's last position of 93.6% but higher than national level of 91.2%.

3. Percentage of CYP in Non-maintained independent schools (NMISS): 7.20% of CYP with EHCPs were in NMISS, a lower percentage when compared to Halton formal position of 8.0% but a higher percentage than the national level of 5.2%.

4. Attendance : The overall absence for CYPs with EHCPs for 2023/24 academic year was 13%, the same as 2022/23 academic year. Comparing that to the national's, this cohort of CYPs had a lower overall absence rate of 1% than the national of 14.0%. No impact observed in this area yet.

5. Suspensions: The suspension rate for CYPs with EHCPs for the year 2023/24 was 7.35%, an improvement over the 2022/23 rate of 12.07%. However, this improvement was experienced nationally as the 2023/24 national rate was 7.93, a better rate than the 2022/23 national rate of 15.72%. Although, Halton last academic year was better than the previous year and the national rate, it is difficult to tell whether the current interventions impacted the rate because the improvement was experienced nationally.

6. Permanent Exclusion: The permanent exclusion rate for CYPs with EHCPs for the year 2023/24 was 0.06%, an improvement over the 2022/23 rate of 0.13%. However, this improvement was experienced nationally as the 2023/24 national rate was 0.07%, a better rate than the 2022/23 national rate of 0.11%. Although, the rate of permanent exclusion among this cohort of pupils in Halton in 2023/24 was better than that of 2022/23 and the national rate, it is difficult to tell whether the current interventions impacted the outcome because the improvement was experienced nationally.

Has there been any slippage in delivery plans?

No, pace has now increase due to the appointments of staff since last quarter.

Overall progress on total opportunities including, implementation plan and DSG management plan

DSG plan will continue to be maintained. The latest updated version will be available to share from Jan 2025

Workstream 2: Inclusion Programme

Workstream summary

An overview of progress, including risks, mitigations or significant successes

WS 2- Inclusion Quality Mark – On track (implementation phase)

WS 2- Inclusion Toolkit/ SA Framework – On track (implementation phase)

WS 2- Inclusion Lead Practitioner – On Track (implementation phase)

WS 2- Headteacher Coach and Influence Model – On Track (co-design phase)

Evidence and progress

Summarise key milestones that have been achieved in this quarter within the workstream. Include any relevant attachment in section 3

Roll out of WS 2 has been deliberately delayed, and WS1 prioritized in quarter 1. This followed liaison with stakeholders, predominantly schools who recognise that they need careful roll out of project to allow full engagement. We have now moved on at pace to ensure the time is made up to ensure implementation, but at the same time are sensitive to the needs of our stakeholders.

WS 2- Inclusion Quality Mark – slightly behind (implementation phase)

After consultation with stakeholders we have moved away from design and create a Halton Quality Mark. It was understood from speaking to schools that they would rather have a nationally recognised mark. This will now be in the form of the IQM (Inclusion Quality Mark), the launch took place in September at our DBV 'Learning Lunch' for Resource base settings Once the Resource Bases are on board we will look at phase two. This will involve these schools supporting and offering outreach to mainstream in the form of inclusion which over time will form the creation of the Halton Quality Mark.

WS 2- Inclusion Toolkit/ SA Framework – On track (implementation)

This links to Workstream 1 - Team around the School Model (TATS) which is now in now in place. To support the weekly meetings, a range of documents including a toolkit is being procured. This is an open access bank of resources that will support schools. It also includes a directory of local service which can be accessed and contacts for lead practioners in each field. This strand also feedback into the new digital Local Offer which is be created as part of PAP 2 on the SEND Area Action Plan for Halton.

WS 2- Inclusion Lead Practitioner - On track (implementation)

After the design phase, this has now started to be implemented in a number of ways. This has been closely linked to the training of Halton Staff in both Thrive Approach and the ability for our EP service to offer TEAM Teach training. The Specialist Teacher Service are leading of the inclusive practice for each of their specialist areas. Our Resource Bases are supporting mainstream settings with inclusive practices. This was co-designed and a framework set at our DBV 'Learning Lunch' event in September.

WS 2- Headteacher Coach and Influence Model - On track (co-design phase)

Our Principal EP has consulted with Headteachers on the best approach to this. The outcome has been a hybrid bespoke approach in the form of both online and face to face – both group and one to one. We are utilising the existing cluster groups in the first instance to support Headteachers, followed by both in person and online meetings.

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national rate, it is difficult to tell whether the current interventions impacted the outcome because the improvement was experienced nationally.

- Program Lead, Data Analyst and temp inclusion manager appointed June 24. Both and have undergone the training required to implement the agreed plan.
- Data Analyst built a dashboard for regular impact of the DBV grant – September 24

Has there been any slippage in delivery plans?

During co-design meeting with schools and settings it became apparent that we would need to phase implementation of workstream two with care, so not to overload schools and settings. This may mean some revision to implementation dates to be determined.

Overall progress on total opportunities including, implementation plan and DSG management plan

No additional opportunities were identified

DSG plan will continue to be maintained. The latest updated version will be available to share from Jan 2025

Is there anything else you would like to raise in this report?

In the submission, we projected roll out over two years, due to the level of school engagement required, it is difficult therefore to always level the current spend with the expected spend, as we know the roll out of our projects will take longer, by design. We believe this will allow a lasting positive change. This will be agreed within our local governance structures and shared at the next review meeting.

Have you encountered problems where you'd like DfE's support, where feasible, to address?

Support has been sought and given from DfE to ensure effective reporting approach.

Appendix 1 – Grant application



Halton Grant
Application Resubmis

Appendix 2 – Media Articles of impact

[Halton Borough Council chooses Thrive for school wellbeing drive – Education Today \(education-today.co.uk\)](https://www.education-today.co.uk/news/education/2023/05/16/halton-borough-council-chooses-thrive-for-school-wellbeing-drive/)

[Council mental health support | Public Sector News \(publicsectorexecutive.com\)](https://www.publicsectorexecutive.com/news/council-mental-health-support/)

Appendix 3 – Halton Local offer page for DBV

[Delivering Better Value \(DBV\) in SEND | Local Offer \(haltonchildrenstrust.co.uk\)](https://www.haltonchildrenstrust.co.uk/local-offer/)