Commissioning Strategy for children and young people with complex needs
2017-2021
Executive Summary
National and local context
Like many Local Authorities, West Sussex is facing significant economic and demographic pressures. In Children’s Services, there is a rising number of children and young people with an Education, Health and Care Plan (EHCP) or SEN Statement maintained by the council, from 3360 in January 2015 to 3900 in January 2016 and over 4200 in January 2017. The number of Children Looked After has increased from 636 in November 2015 to 681 in November 2016. There is also a need to address a projected overspend of c.£9m in Children’s Services, whilst also reducing the base budget.

This is further exacerbated by local pressures of:

1. RESTRICTED MARKET
   Resulting in competition between authorities, creating a situation where the Council is regularly outbid for services by neighbouring authorities

2. LACK OF PROVISION
   Resulting in independent placements, often out of county, at high cost and the lack of a clear commissioning approach at a local level leads to a large volume of expensive spot purchases of beds

3. DEPENDENCE ON IFAs
   The Council is currently heavily dependent on Independent Fostering Agencies (IFAs), resulting in increased cost of provision over internally recruited foster carers

PROBLEM STATEMENT: There is a need for a more proactive and preventative commissioning approach to help to address these issues and the projected overspend of c.£9m in Children’s Services
In order to address these challenges, PwC was asked to support the council to develop a commissioning strategy for two key elements of Children’s Services. This report is the result of the first phase of the work, which was to highlight a number of opportunities and recommendations for delivery in the future and suggest a number of considerations for change. The scope for the review was defined as below, to avoid overlap with other initiatives and narrow the focus for this short piece of work.

The focus of the Commissioning Strategy will be on two key cohorts of need:

1. **Children and young adults up to 25 with complex Special Educational Needs and Disabilities (SEND)**
   - Education placement provision and support for those with highest needs and highest cost SEND placements, including joint funding arrangements and out-of-county and independent, non-maintained special school placements;
   - Transition into adulthood for young people with SEND up to age of 25;
   - Provision, practice and alternative models for the above.

   It does not directly cover SEN Support provision or general service arrangements for those with lower levels of need.

2. **Placements for Children Looked After (CLA)**
   - Residential arrangements, including in-house and independent external placements and Beechfield Secure Children’s Home
   - Fostering placements, including alternative models and interventions
   - Provision for Unaccompanied Asylum Seeking Children (UASC) and Semi-independent living / supported accommodation for children leaving care.

   This will not include SEND children who qualify for Section 20 under Regulation 48 for more than 75 days per year or adoption.

**What it is…**
- A baseline of current arrangements regarding needs, demand and supply for areas in scope
- Identification of future needs, demand and supply requirements
- Gap analysis for current and future requirements
- Opportunities and considerations for delivery in the future, based on examples of local evidence, research and good practice from elsewhere.

**What it is not…**
- Examining services relating to Family Proceedings (Public Law Outline)
- Examining services relating to the local social care services labour market and its gaps
- Earlier intervention and prevention arrangements and provision, unless related to the cohorts identified above
Our approach
In order to deliver the scope, the following approach has been undertaken

This work has been informed by key stakeholders, Council data and current research. It has been tested and validated at key points by both the Steering Group and Focus Groups with operational Service Managers from across the department.

Stakeholder interviews
- We engaged in one-to-one meetings with Service Leads and other key stakeholders identified by the Steering Group
- The purpose was to understand current arrangements, their market insights and the type of data and analytics they use to monitor their service’s areas*

Focus Groups
- We held two Focus Groups with CLA, Residential and SEND Service Managers to test our initial findings, to understand their views and experiences, and to discuss ideas for how provision can be developed in the future
- The sessions’ findings were then circulated for further validation and to gain wider feedback from those who could not attend

Data analysis and development of strategy
- Data was gathered from a range of sources - desktop review, benchmarking data, stakeholder interviews and Focus Groups, as well as previous and existing work undertaken across the Council
- An internal Subject Matter Expert workshop was held to discuss findings and potential solutions
- These were tested at the third Steering Group

Validation conversations
- A workshop was held, with representatives from CLA, Residential, SEND and Parent representatives in order to test potential opportunities and solutions
- Feedback was incorporated and the first draft presented to the Steering Group
- A revised commissioning strategy document, including Steering Group feedback, was then created before sign-off and approval

*for the full list of meetings please see Annex D
What do we mean by commissioning?

Our definition of commissioning for the strategy builds upon West Sussex’s definition:

*Commissioning Better Outcomes for West Sussex* sets out the Council’s approach to commissioning and defines it as:

> “Commissioning is the process for deciding how to use the total resources available in order to improve outcomes in the most efficient, effective, equitable and sustainable way.”

However, it is recognised that West Sussex’s understanding and approach for commissioning needs to be fundamentally refreshed for the council as a whole. For the purposes of this strategy, therefore, we have built on this working definition to reflect both strategic and operational considerations at every stage in the commissioning cycle. This is vital for ensuring that provision, whether delivered internally or externally, is best able to meet the needs of children and young people at every level – individual, cohort and county-wide.

**Strategic level:** Managing the overall portfolio of services available for key cohorts, using quantitative and qualitative information and learning lessons to drive overall effectiveness and efficiency.

**Local level:** Ongoing monitoring and review of support arrangements in place, proactively adapting and responding to changing needs. Lessons from previous placements are applied to new arrangements.

**Strategic level:** Establishing robust delivery mechanisms which will meet the priorities and outcomes required across a mixed range of provision.

**Local level:** Putting in place the packages of support which will meet an individual’s needs with a view to their longer-term life outcomes. Arrangements are flexible and personalised to help ensure responsive, resilient and effective support.

**Strategic level:** Based on the analysis, determining the outcomes required for key cohorts and how they can be achieved within the available resources.

**Local level:** Matching and tailoring provision which will best meet the needs of an individual and defining how it will achieve the outcomes for the child or young person. Support and outcomes are clearly stated to aid monitoring of impact at a strategic level.

**Strategic level:** Assessing needs and trends at a cohort and wider population level, including demand projections, in order to inform decisions and forward planning on the overall range of services provided.

**Local level:** Utilising individual and service level data to understand and identify what is needed for the child or young person. This is also used to feed into the strategic assessment of needs.

Due to its scope, this Commissioning Strategy details particular issues and solutions for the two cohorts identified. However, a more strategic approach to commissioning across the council, including market oversight and quality assurance, would lead to significant benefits. This is explored further in Annex C.
Our framework to develop and prioritise solutions identified

The solutions we have identified to address these key issues are set out using the following framework:

This slide introduces the framework used to prioritise and develop the solutions to address the key issues identified in the previous slides. It uses a framework with two lenses to aid development and prioritisation of these solutions:

### Commissioning Cycle & Priority Pyramid

#### Using the Commissioning Cycle

The development of this strategy has highlighted a need to embed core commissioning principles and approaches across strategic and operational activity. Solutions are therefore applied against three key stages of the Commissioning Cycle – Plan, Do and Review – while the Analyse stage underpins all solutions identified and associated implementation activities.

The purpose of this lens of the framework is to support application of the solutions in three ways:
- Identifying the point in the commissioning cycle where action can most effectively be taken to address the key issues;
- Highlighting key stages where more activity may be required to improve quality and value of services;
- Categorising the resource functions and capabilities most suited for implementing the solution identified.

#### Using the Priority Pyramid

In addition, applying the Priority Pyramid lens takes into account the level of effort, timescale to implement and iterative nature associated with each solution. It consists of three tiers:
- **Foundation** – Foundational solutions refer to aspects of practice that should be embedded within West Sussex and, where they are not, these should be addressed as a priority to ensure West Sussex is fit for purpose;
- **Advanced** – Solutions in the advanced tier will build on existing foundations, enhancing services and will typically require redeveloped ways of working and refocusing of resources;
- **Innovative** – These solutions are truly transformative, enabling West Sussex to lead the way in developing new approaches to tackling these issues.

#### The solutions

For each section, all potential solutions are initially identified against these two lenses. Each solution is then explored in more detail, examining how future ways of working would look, the anticipated benefits, resources required and existing examples of good practice. These link into the co-produced Action Plan at Section 5, which sets out the activity and timescales required for implementing the solutions.
Summary of key issues – Special Educational Needs and Disabilities

Our Current State section highlights eight core issues as identified through data analysis and staff engagement.

A) Limited inclusion in mainstream schools
While there is some excellent practice in supporting children with SEND in mainstream education, this needs to be more widespread across local schools.

B) Increasing demand for some primary needs
Rising numbers of Autistic Spectrum Condition and increasing complexity of Social, Emotional and Mental Health primary needs is leading to gaps in service provision.

C) Access to and flexibility of specialist support
There is SALT, OT, CAMHS and other specialist support available but this can be difficult to access, with significant potential for earlier intervention, especially for the highest levels of need.

D) Placements and outcomes not regularly reviewed
This is due to limited capacity from increased workload as a result of CFA 2014, as well as concern for stability of placements.

E) High parental expectations in provision
Parents often do not believe that local mainstream or special schools can meet their child’s needs and the Council finds it hard to inform and shape their view.

F) High use of independent and non-maintained special schools
Parental preferences and limited local supply is driving a high use of independent and non-maintained special school placements, particularly out of county.

G) Reactive decisions and actions
Lack of data and information, as well as little support to help bolster placements and prevent breakdown, is preventing the council from being proactive in SEND placements.

H) Inconsistent transitions to adulthood
There is considerable variation in the preparation and experience of young people in their transition from children’s to adults’ services.
What might the future look like – solutions identified for SEND cohort

Nine potential solutions identified to address the key issues affecting complex SEND placements and services

INNOVATIVE

1. Collective approach to inclusion with partners
2. Robust transition preparation and pathways
3. Improved method for placement reviews

ADVANCED

4. Expand offer of support for SENCOs
5. Develop spectrum of wraparound support
6. Improved placement management and provider liaison

FOUNDATION

7. School-led SEND innovation and improvement
8. New model for building family resilience
9. Alternative models of funding

PLAN

DO

REVIEW

ANALYZE
Summary of key issues – Children Looked After

Our Current State section highlights eight core issues as identified through data analysis and staff engagement.

A) Other LAs placing CLA in West Sussex
Neighbouring and London authorities placing their CLA in West Sussex, which is limiting the supply available to the council and placing pressure on other services e.g. YOS, schools.

B) Fragmented pathways
Gaps in services and support to help step-down (or temporary step-up) is limiting individual placement progress and move on to independent living. Transition from CYP to AOP services lacks appropriate transition planning.

C) Divided placement roles
Roles, responsibilities and processes for placement finding, social work functions and supplier / contract management (with very limited capacity) are inconsistent and fragmented. Value for money and outcomes are therefore not effectively monitored.

D) Lack of unified strategy across placements portfolio
Lack of holistic strategy, flexible management and use of placement to ensure in-house and external options are best used to match changing needs.

E) Increasing demand for high risk, complex cases
Support needed for those presenting with Child Sexual Exploitation, sexually harmful behaviour, and at risk of harm to self and others, with cases in these areas appearing to be on the rise.

F) High proportion of residential placements
Compared to other local authorities, a high proportion of CLA are placed in residential provision (in-house or external).

G) Inflexible, reactive system contributing to breakdowns
A lack of flexible provision, intensive intervention and ‘crisis’ / emergency beds is resulting in same-day placement requirements and a repeated cycle of placement breakdowns and higher cost provision. A lack of appropriate education provision is also placing stress on placement sustainability.

H) Viability of in-house secure accommodation
The council runs a secure accommodation unit for highly vulnerable young people. The majority of placements are bought by other local authorities and the long-term business case needs to be considered.
This diagram illustrates the diverse and disparate spend on placement provision for Children Looked After and Care Leavers (18+) in West Sussex. Placements have been divided into seven categories. The projected 2016/17 spend for each placement category is then mapped by age range and delivery model (in-house or externally commissioned).

In order to apportion spend to different age ranges, it is assumed that proportions from a snapshot of CLA placements on 2/2/2017 are reflective of the whole year.

The proportion of the placement category as a % of all placements for that age range is also noted, as well as being reflected in the relative size of each box.

Once children and young people are placed in adoption or SGO placements, they are no longer defined as Children Looked After and not included in DIQ statistics. WSCC spend for these placement categories therefore reflects adoption and SGO allowances and is apportioned according to age ranges indicated in the Orders Report. The ‘Other’ category refers to small numbers of children who are Missing or “Placed with parents” with spend reflected in other categories.
What might the future look like – Children Looked After
Eleven potential solutions identified to address the key issues affecting complex CLA placements

**INNOVATIVE**

9. Iterative co-design with the market
10. New models of provision rolled out in response to need e.g. CSE
11. Strategic horizon scanning mapped against ongoing evaluation of existing provision

**ADVANCED**

5. Effective governance to quality assure placement planning
6. Development of flexible education options for those who need it
7. Access to and visibility of emergency/crisis provision
8. Regular review of suitability of placements, with more step-down options

**FOUNDATION**

1. Unified vision and strategy across placements portfolio
2. Improved support preparing Care Leavers for independent living
3. Improved communication routes with providers
4. Agreed definition of quality and robust outcomes monitoring

**PLAN**

**DO**

**REVIEW**

**ANALYSE**

**Truly transformative**

**Enhanced**

**Fit for purpose**

**West Sussex County Council**

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What might the future look like – Model of placement provision

A high-level model mapping placement types to age and levels of need highlights provision required

- Adoption placements
- SGO / Family placements
- Foster placements
- Residential placements
- Secure Unit placements
- Semi-independent placements

This is an example model based on successful implementation in other Local Authorities. It is critical in the first instance that West Sussex examines its approach to placements, as illustrated in the Current State, and determines its overall model for placement provision in order to shape strategic priorities and its Sufficiency Strategy.
Enablers for change
West Sussex will need to look at people, process, policy and technology in order to enable change

Leadership and vision needs to be clear and visible at all levels
Ownership and accountability for all components of the strategy need to be defined
Cultural shift from reactive to proactive is required

What needs to be in place to enable these changes?

Leadership and vision needs to be clear and visible at all levels
Ownership and accountability for all components of the strategy need to be defined
Cultural shift from reactive to proactive is required

Development of more consistent and practical data on needs and services which is easily accessible in order to project demand and inform strategic decision making

More integrated systems which reduces manual data collection and analysis, as this is resource intensive and difficult to replicate

Governance structures should be reviewed
Preparation and planning needs to be embedded earlier
Existing duplication of activity needs to be identified and addressed

Good analysis must be translated into clear policies
Focus on developing a cohesive set of strategies and plans
Existing policies and strategies should be reviewed to ensure they are fit for purpose

Fundamental considerations regarding West Sussex’s approach to strategic commissioning are prerequisites for a number of the people, process and enablers identified here. Commissioning capacity and capabilities will need to be embedded across strategic and operational levels in order to realise benefits, including more effective market oversight and quality assurance functions. A possible model for strategic commissioning within West Sussex is explored in Annex C.
Next Steps Roadmap
Identifying key activities and milestones required to begin implementing solutions over the next few months

<table>
<thead>
<tr>
<th>Month 1</th>
<th>Months 2 - 3</th>
<th>Months 4 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree senior owner for implementation; governance and reporting mechanisms</td>
<td>Hold Inclusion Conference for all SEND partners</td>
<td>Develop and embed key inclusion approaches (Graduated Response, Behaviour Strategy)</td>
</tr>
<tr>
<td>SEND</td>
<td>Establish additional dedicated resource and processes for reviewing placements</td>
<td>Implement Transitions Protocol across Education, Health and Social Care</td>
</tr>
<tr>
<td>Initiate development of the vision and refreshed strategy for CLA and Care Leavers</td>
<td>Analysis of residential portfolio and strategic purpose</td>
<td>Develop more effective pathway planning and review for older CLA and Care Leavers</td>
</tr>
<tr>
<td>CLA</td>
<td>Review of young people in supported accommodation and move-on plans</td>
<td>Sufficiency Strategy agreed and put into practice</td>
</tr>
<tr>
<td>Outline Business Case for Beechfield Secure Unit <em>(building on Annex B)</em></td>
<td>Identification of commissioning capabilities, capacity and requirements</td>
<td>Greater operational and strategic integration between Education, Health and Social Care</td>
</tr>
<tr>
<td>Enablers</td>
<td>Culture assessment to develop clarity on roles and responsibilities across organisation</td>
<td>Review of placement finding, monitoring and review functions and processes</td>
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*SEN* Integrated portfolio approach for implementation of SEN Strategy, Pathways to Adulthood, commissioning actions and other relevant projects such as Life Pathways.

*CLA*

- Initiate development of the vision and refreshed strategy for CLA and Care Leavers
- Outline Business Case for Beechfield Secure Unit *(building on Annex B)*

*Enablers*

- Identification of commissioning capabilities, capacity and requirements
- Culture assessment to develop clarity on roles and responsibilities across organisation
Benefits statement
The solutions and key enablers aim to deliver the following benefits

**Problem Statement**
How will West Sussex deliver a fit for purpose Children’s Commissioning Strategy that is proactive in tackling issues such as the restricted local market?

**Hypothesis**
(what needs to change)

- Clear practice, processes and policies developed through co-production with Social Care, Education and Health
- Robust information provision, delivered through integrated, consistent data and operational monitoring
- Whole-cycle commissioning function structurally aligned to business requirements with appropriate capacity built in
- Build capacity and capability for proactive market engagement and development
- Improved consultation and engagement with external partners, particularly providers and schools
- Consistent monitoring and review approach which assesses and responds to quality and value for the complex needs cohorts

**Anticipated Benefits**

- Facilitating the move from a reactive to a proactive organisation with more effective demand/cost management
- Better outcomes and a more coherent, joined-up service for customers
- More robust local market which can flex to better meet the Council’s needs
- Greater choice available with regards to service provision
- Clear understanding on the working protocols between services and how children and young people move between them
- ‘Elastic’ ability to adjust and adapt to changing needs of individual service users
- Defined culture and identity with understanding of purpose and approach

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# Financial impact

A summary of the potential financial impact of implementing the recommended solutions for SEND and CLA

The nine SEND solutions identified are closely connected and will deliver benefits through integrated change and significant efficiency and capacity gains across the system; the same is true for the eleven CLA solutions. Many of the non-financial benefits have been detailed in the future state section, but in order to estimate the potential financial benefits from implementing the solutions, some high-level modelling has been carried out for both SEND and CLA. These figures are indicative and all require further in-depth modelling.

## SEND

Two main levers will drive financial benefits through implementing the SEND solutions - demand management and cost control:

- **Scenario 1 – Cost control**
  - Increase in EHCP volumes; proportions in mainstream education increased to 40%
  - **Potential savings**: £4.0m

- **Scenario 2 – Cost Control**
  - Increase in EHCP volumes; proportions in mainstream education increased to 43%

- **Scenario 3 – Demand Mgmt. & Cost control**
  - No increase in EHCP volumes; proportions in mainstream education increased to 40%

- **Scenario 4 – Demand Mgmt. & Cost control**
  - No increase in EHCP volumes; proportions in mainstream education increased to 43%

- **Scenario 1 – Impact on Fostering**
  - Reduce demand for independent living provision by 10% and build up block capacity

- **Scenario 2 – Impact on Residential**
  - Reduce the length of residential placements by 10% through provision of step down options

- **Scenario 3 – Impact on Independent Living**
  - Reduce demand for independent living provision by 10% and build up block capacity

## CLA

This modelling focuses on the impact of demand reduction across Fostering, Residential Care and Independent Living:

- **Scenario 1 – Impact on Fostering**
  - Models the impact of implementing four recommendations from Annex A
  - **Potential savings**: £690k

- **Scenario 2 – Impact on Residential**
  - Reduce the length of residential placements by 10% through provision of step down options
  - **Potential savings**: £1.78m

- **Scenario 3 – Impact on Independent Living**
  - Reduce demand for independent living provision by 10% and build up block capacity
  - **Potential savings**: £595k

Given the interconnections between services for Children Looked After, these savings should be considered independently and not as an aggregate.

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Navigating the report
The navigator below will be at the bottom of each page to guide you through the six sections of the report

1. Introduction
   - This is the introduction to the report, including context, approach, commissioning definition and the scope
   - Pg 19

2. Special Educational Needs & Disability
   - This section contains an exploration of the current state for the Special Educational Needs and Disabilities cohort in scope and the development of the future state
   - Pg 28

3. Children Looked After
   - This section contains an exploration of the current state for the Children Looked After cohort in scope and the development of the future state
   - Pg 60

4. Enablers for Change
   - This section draws out the key enablers that need to be addressed in order to deliver the future state across Children’s Services - People, Process, Policy and Technology
   - Pg 91

5. Next Steps
   - This includes a section quantifying some of the possible financial benefits and the Action Plans detailing the actions and timescales to deliver against each solution
   - Pg 98

6. Annexes
   - Pg 132
1. Introduction

2. SEND

3. CLA

4. Enablers for Change

5. Next Steps

6. Annexes
Demographics
Britain's population has continued to grow over the last decade, as have the number of looked after children. There were 70,440 looked after children on 31 March 2016, an increase of 1% compared to 31 March 2015 and an increase of 5% compared to 2012. Though West Sussex experienced a dip in the CLA population between 2014-16, overall it has experienced a larger than national increase of 1.6% since 2012. Similarly, there has been a sharp rise in the number of children and young people with an EHCP / Statement, with rates of increase significantly greater than other areas.

Workforce
The pressure on social workers from rising caseloads and complex cases, new working practices and a culture of being blamed, has resulted in a national challenge of recruitment and retention of experienced social workers. West Sussex is no different, and the local market is currently unable to meet the changing demand for social workers. Service staff have also suggested similar reasons leading to a difficulty in recruiting and retaining Special Educational Needs Coordinators and Educational Psychologists in West Sussex.

Economic Climate
West Sussex’s projected overspend of c.£9m in Children’s Services, in addition to attempting to reduce its base budget, is something it holds in common with most other Local Authorities. The spend per child in need by the average local council increased by 4% from £9,700 per year in 2010-11 to £10,100 per year in 2013-14. Spend per looked after child by the average local council decreased by 4% from £46,600 per year in 2010-11 to £44,600 per year in 2013-14. To tackle these challenge, current budget proposals include an additional £11m for WSCC Children’s Services base budget for 2017-18.

National Policy
The past few years have seen some key national policies for Children’s Services, including: ‘Staying Put’ legislation (2013) which allowed children in care the option to stay with their foster families until the age of 21; the Children and Families Act (2014), which introduced a 26 week time limit for the courts to decide whether or not a child should be taken into care as well as wide reforms on Special Educational Needs and Disabilities; and the Narey Report (2016), which aimed to gain an understanding of how to improve outcomes for children in residential care, whilst delivering value for money, covering commissioning, provision, and regulation of care.
National and local context
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**Weeks 1-2**

- **Steering Group 1**

**Weeks 3-5**

- **Steering Group 2**
- **Steering Group 3**

**Weeks 6-8**

- **Steering Group 4**

*for the full list of meetings please see Annex D
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**Local level:** Ongoing monitoring and review of support arrangements in place, proactively adapting and responding to changing needs. Lessons from previous placements are applied to new arrangements.

**Strategic level:** Assessing needs and trends at a cohort and wider population level, including demand projections, in order to inform decisions and forward planning on the overall range of services provided.

**Local level:** Utilising individual and service level data to understand and identify what is needed for the child or young person. This is also used to feed into the strategic assessment of needs.

**Strategic level:** Establishing robust delivery mechanisms which will meet the priorities and outcomes required across a mixed range of provision.

**Local level:** Putting in place the packages of support which will meet an individual’s needs with a view to their longer-term life outcomes. Arrangements are flexible and personalised to help ensure responsive, resilient and effective support.

**Strategic level:** Based on the analysis, determining the outcomes required for key cohorts and how they can be achieved within the available resources.

**Local level:** Matching and tailoring provision which will best meet the needs of an individual and defining how it will achieve the outcomes for the child or young person. Support and outcomes are clearly stated to aid monitoring of impact at a strategic level.

Due to its scope, this Commissioning Strategy details particular issues and solutions for the two cohorts identified. However, a more strategic approach to commissioning across the council, including market oversight and quality assurance, would lead to significant benefits. This is explored further in Annex C.
Our framework to develop and prioritise solutions identified

The solutions identified to address West Sussex’s key issues are set out using the following framework

Like for SEND, this section builds upon the Current State section to present potential solutions for how West Sussex can address the key issues identified. It uses a framework with two lenses to aid development and prioritisation of these solutions, the:

**Commissioning Cycle & Priority Pyramid**

**Using the Commissioning Cycle**
The development of this strategy has highlighted a need to embed core commissioning principles and approach across strategic and operational activity. Solutions are therefore applied against three key stages of the Commissioning Cycle – **Plan, Do and Review** – while the **Analyze** stage underpins all solutions identified and associated implementation activities.

The purpose of this lens of the framework is to support application of the solutions in three ways:
- Identifying the point in the commissioning cycle where action can most effectively be taken to address the key issues;
- Highlighting key stages where more activity may be required to improve quality and value of services;
- Categorising the resource functions and capabilities most suited for implementing the solution identified.

**Using the Priority Pyramid**
In addition, applying the Priority Pyramid lens takes into account the level of effort, timescale to implement and iterative nature associated with each solution. It consists of three tiers:
- **Foundation** – The purpose of Foundational solutions is to ensure West Sussex is fit for purpose and to provide a solid basis for further development;
- **Advanced** – Solutions in the advanced tier will build on existing foundations, enhancing services and will typically require redeveloped ways of working and refocusing of resources;
- **Innovative** – These solutions are truly transformative, enabling West Sussex to lead the way in developing new approaches to tackling these issues.

**The solutions**
For each section, all potential solutions are initially identified against these two lenses. Each solution is then explored in more detail, examining how future ways of working would look, the anticipated benefits, resources required and existing examples of good practice. These link into the co-produced Action Plan at Section 5, which sets out the activity and timescales required for implementing the solutions.
Design principles
The commissioning strategy is to be aligned against the following design principles

Outcomes Focussed
The strategy will support a model across Children’s Services where all service provision is informed by a holistic view of the child and focussed on achieving positive outcomes for them.

Clear Pathways
The strategy will define the core pathways of support for the cohorts in scope which demonstrate progress towards outcomes and addresses any gaps in provision.

Informed by Needs
The strategy will be underpinned by a clear understanding of current and future needs which will be met by a mixed range of provision.

Priority Driven
There will be clear alignment with the council’s strategic priorities in order to ensure resources are used in the most effective and efficient way.

Evidence Based
A robust evidence base, drawn from local and national good practice and current literature will be used to explain how and why proposals will have a positive impact in West Sussex.

Co-produced
The strategy will be co-produced and tested with Service staff, managers and parent carers, with a plan for the council to validate this with wider stakeholders.

Value for Money
Any recommendations in the strategy will have to clearly evidence their value for money potential.

Practical
The strategy will provide a clear roadmap of short, medium and long term actions to address identified issues and implement proposals.
This commissioning strategy aims to help achieve and suggest practical steps to deliver the aims and vision’s set out in key West Sussex policy and legislation, as detailed below:

**Future West Sussex Plan**

The strategy will be aligned to the three core priorities of the Future West Sussex Plan: giving children the best start in life, championing the West Sussex Economy and promoting independence in later life.

**Family Operations Business Plan**

The commissioning strategy will support the priorities of the Family Operations Business Plan - delivering the earliest help possible, proactively managing demand & risk, and increasing efficiency to reduce costs, providing flexible, integrated, targeted responses to those most vulnerable and developing West Sussex’s workforce.

**Sufficiency Strategy**

The strategy will seek to assist the aims of the Sufficiency Strategy, namely - early intervention and helping families stay together, with the key objectives of: co-production, permanency, provision of flexible, affordable and good quality placements, whilst ensuring all children and young people have: access to a good education, improved health and wellbeing and greater access to cultural and leisure opportunities.

**SEN Strategy**

The strategy will enable the SEN Strategy’s vision - that all children and young people with SEND in West Sussex are able to receive high quality education, by building a model of educational provision which provides the best educational outcomes and which is sustainable and cost-effective.
Children and young people with complex Special Educational Needs and Disabilities (SEND)
West Sussex has recently agreed its SEND Strategy 2016, which sets out a shared vision and focuses on four key priorities:

1. To build a model of educational provision and support in West Sussex which enables young people, wherever possible, to live and go to their local early years setting, school or college;
2. To ensure that local early years, mainstream and special educational provision is effective, of a high quality and delivers the best educational outcomes for children and young people with SEND (0-25 years);
3. To ensure that children with SEND are, where possible, welcome and included within their local mainstream early years setting, school and college;
4. To deliver an offer that is sustainable and cost-effective now and into the future and takes due account of predicted demand.

**West Sussex’s vision for children with SEND**

*All early years settings, schools and colleges in West Sussex are able to deliver high quality education for children and young people with SEND, maximising value for money from the Dedicated Schools Grant.*

Co-produced with children, parents and schools, the SEND strategy is wide-ranging and provides a clear route for system development. However, the council is also facing significant cost and quality pressures on its provision for children and young people with the most complex Special Educational Needs and Disabilities. This section of the Commissioning Strategy therefore details how the implementation of the SEND Strategy can be further enabled for this cohort.

Individuals in this cohort will have an Education, Health and Care Plan (EHCP) or a Statement and will typically use the most specialist support across the council and partner organisations in order to meet their needs. Support is specifically tailored and resource intensive, resulting in very high placement costs with outcomes which can be difficult to measure and monitor.

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**Scope for this section of the Commissioning Strategy**

- Education placement provision and support for those with highest needs and highest cost SEND placements, including joint funding arrangements and out-of-county and independent, non-maintained special school placements;
- Transition into adulthood for young people with SEND up to the age of 25;
- Provision, practice and alternative models for the above.

It does not directly cover SEN Support provision or general service arrangements for those with lower levels of need.

This section first analyses current arrangements including demand, supply and activity for this cohort, before proposing a range of opportunities to be taken forward. It incorporates considerations across Education, Social Care and Health, in order to build upon the SEND Strategy’s focus on Education. It recognises that sustainable services for complex needs can only be achieved by more far-reaching change for services across the SEND population.
Children and young people with complex Special Educational Needs and Disabilities (SEND)

Current State
Navigating this section
This section examines three key areas of support provided for CYP with SEND, as well as broader considerations.

**Demand**
(Covering ages 5 – 18)
This area focuses on the types of school setting and educational arrangements in place for children and young people with an EHCP / Statement in West Sussex, addressing:
- Demand
- Supply
- Identified gaps and other issues

**Transition to Adulthood**
(Covering ages 16 – 25)
This area focuses on the planning, processes and services available for young people with SEND prior to and during their transition to Adults’ Services, addressing:
- Overview model of existing support
- Demand
- Supply
- Identified gaps and other issues

**Wraparound Support**
(Covering ages 0 – 25)
This area focuses on the additional services and support across Education, Health and Social Care which are available for children and young people with SEND, addressing:
- Demand
- Supply
- Identified gaps and other issues

**Broader considerations**
There are a number of broader considerations which touch upon all three key areas of support examined. To conclude the section, therefore, the following are considered:
- Future provision requirements
- Other delivery challenges
National and local context
SEND services in West Sussex are facing similar challenges to many other councils across the country

National context

Children and Families Act 2014 reforms
The Act aims to drive more integrated planning and delivery of services with the outcomes and experience of the individual at the centre. Key changes include:

• Education, Health and Care Plans (EHCPs): Replacing SEN statements as the means for setting out the formal entitlement of children and young people with significant additional SEND, with multi-agency input expected.
• Joint commissioning: Greater planning, co-ordination and delivery between Education, Health and Social Care required.
• Services from 0 – 25 years of age: Councils legally required to plan and provide services for young people with SEND up to the age of 25, increased from the previous age of 19.
• Choice of school or college: Young people with an EHCP and / or their parents can select a specific educational institution to be named in their plan and the council has a duty to meet the request, subject to resources.

Schools funding
The Government is consulting on changes to the Dedicated Schools Grant (DSG), the main source of funding to local authorities for education provision in their area. This will affect the ‘High Needs’ block of the DSG, financing additional support for children with SEND, by changing how funding is calculated and how other blocks can be used. The Government is proposing some additional flexibility and funding to support transition from 2018/19.

Demographic pressures
Overall rises in the pupil population, as well as the increase of entitlement to the age of 25, is stretching the ability of Councils to fund SEND services.

Local context

Population with SEND
In total, there are 20,220 pupils in West Sussex with SEN Support or an EHCP / Statement (16.6% of all pupils in the county). This compares with 13.9% of all pupils in statistical neighbours and 14.4% of all pupils for England.

Implementation of Children and Families Act
The council has made good progress in implementing the Children and Families Act locally. For example, there is a comprehensive and accessible ‘Local Offer’ which details available services and co-production with children and their parents is well-established.

However, changes to policy and practice, particularly the transfer of Statements to EHCPs, has stretched capacity and limited the Council’s ability to be more proactive and innovative in how services are provided.

Local market
The supply of educational provision in the county has not kept pace with the changes in the primary needs profile of SEND pupils. The Council has established relationships with independent providers but it is believed that too many pupils are educated too far from their family home.
**Education – Demand: Population numbers and needs**

The number of pupils in West Sussex with EHCPs has increased steadily over the last five years

**Population numbers**

- As of January 2016, there were 3,633 children in West Sussex schools with an EHCP / Statement, equating to 2.98% of the total pupil population. This proportion is higher than the county’s statistical neighbours (2.82%) and England (2.77%). This indicates that there is a greater inclination across the system in West Sussex to use the statutory process to meet complex needs than in other areas. If West Sussex was in line with statistical neighbours, the county would have 195 fewer pupils with an EHCP/Statement.

- The total number of children or young people with an EHCP / Statement maintained by West Sussex has steadily increased each year since 2012, from 3135 in January 2012 to 3900 in January 2016. More recent management information suggests that this figure has increased still further to 4,207 (January 2017).

- The implementation of the Children and Families Act has accelerated increases in EHCP / Statement numbers across the country, primarily due to the extension of entitlement up to the age of 25. However, the rate of increase is particularly high in West Sussex, rising by 17.3% between 2014 and 2016 compared with +10.6% for statistical neighbours and +8.1% for England. This could be the result of a lack of understanding from parents and schools about access to lower level support or an inability to challenge and explore alternative options.

- Comparing the age profile of pupils with an EHCP / Statement in West Sussex with England, the county has higher proportions of pupils aged 5 and 6, as well as a higher proportion aged 16. The council would appear to start an EHCP at a younger age and maintain support until a later age than is typical across England.

<table>
<thead>
<tr>
<th>Primary need type</th>
<th>% of pupils</th>
<th>Change in numbers of individuals, 2013 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech, Language and Communication Needs</td>
<td>26.2%</td>
<td>+38%</td>
</tr>
<tr>
<td>Autistic Spectrum Condition</td>
<td>21.0%</td>
<td>+41%</td>
</tr>
<tr>
<td>Moderate Learning Difficulty</td>
<td>13.6%</td>
<td>+18%</td>
</tr>
<tr>
<td>Severe Learning Difficulty</td>
<td>10.1%</td>
<td>+23%</td>
</tr>
<tr>
<td>Social, Emotional and Mental Health</td>
<td>8.5%</td>
<td>-17%</td>
</tr>
</tbody>
</table>

The top 5 primary need types in Special Schools, West Sussex compared to statistical neighbours, January 2016.
Absences and exclusions in West Sussex

- A higher proportion of absences and exclusions for children and young people with SEND is a national trend. However, it has particular implications on local supply and costs for West Sussex. Permanent exclusions of pupils with SEND is driving demand for a higher number of out-of-county, independent and alternative placements, typically at a greater cost.
- In a number of cases, these pupils could be better sustained in more mainstream settings with additional interventions and proactive support.
- The higher number of exclusions for pupils with SEND is indicative of broader issues around inclusion in mainstream schools. Feedback from 1:1 interviews and the focus groups suggests that there may be a number of drivers behind this, particularly a competitive focus on attainment and lack of practical support and confidence in the ability to meet specialist needs. It could also be exacerbated by the local authority’s changing role in education with the development of academies and free schools, arguably resulting in the Council having reduced influence.

Children Looked After and SEND

- Children Looked After in West Sussex are more likely to have SEND than across the country and compared with statistical neighbours. Only one quarter of Children Looked After in West Sussex have no identified SEND, compared with nearly 40% across England.

<table>
<thead>
<tr>
<th></th>
<th>West Sussex</th>
<th>Statistical Neighbours</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHCP/ Statement</td>
<td>37.6%</td>
<td>30.8%</td>
<td>27.6%</td>
</tr>
<tr>
<td>EHCP/ SEN without Statement</td>
<td>36.9%</td>
<td>32.2%</td>
<td>32.9%</td>
</tr>
<tr>
<td>No SEN</td>
<td>25.4%</td>
<td>37%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

This suggests that there is an opportunity for more integrated, jointly commissioned placements and support between Social Care and Education than is currently in place. There is therefore a close link with the Children Looked After section of this Commissioning Strategy.
## Education – Supply: an overview of education settings

There are four broad categories of education setting for pupils with SEND from West Sussex

<table>
<thead>
<tr>
<th>Education Setting</th>
<th>Numbers</th>
<th>Key features</th>
<th>Challenges</th>
</tr>
</thead>
</table>
| **Mainstream schools (maintained)**                    | 1356 children with an EHCP / Statement in mainstream schools and academies | • Typically suitable for most pupils with lower level needs requiring SEN Support as well as many with an EHCP/ Statement  
• Often do not have specialist provision for specific primary needs  
• Controlled and funded by the local authority | • Variable practice in encouraging inclusion  
• Some lack of parental confidence in ability of mainstream schools to meet child’s needs  
• Physical and social environment not suitable for the most complex needs |
| **Special Support Centres (SSCs)**                     | 31 Special Support Centres supporting 320 children with an EHCP / Statement | • Typically support SEN pupils with an EHCP/ Statement with more specific additional needs  
• Provide specialist support while also able to take advantage of a mainstream setting  
• Controlled and funded by the local authority | • Over-utilisation in some SSCs and considerable underutilisation in others  
• Configuration of primary need specialisms could be better aligned with population profile |
| **Special schools (maintained)**                       | 11 schools in West Sussex educating 1572 children with an EHCP / Statement | • Typically provide support for pupils with an EHCP/ Statement with more complex needs  
• All rated ‘Good’ or ‘Outstanding’ by Ofsted in West Sussex  
• Controlled and funded by the local authority | • Currently at capacity within current buildings and resources available  
• Gap in high needs SEMH and ASC provision |
| **Independent and non-maintained Special Schools**     | 69 schools educating 420 children with an EHCP / Statement | • Typically provide support for pupils with an EHCP/ Statement with most complex needs  
• Can be day schools or boarding, providing residential arrangements for 38 or 52 weeks  
• Not controlled and funded by the local authority | • High costs of provision  
• Typically out of county with significant distances to travel  
• Seller’s market makes it difficult to negotiate costs or utilise alternative options |
Inclusion within mainstream schools

- As of January 2016, a considerably lower proportion of children and young people with an EHCP / Statement in West Sussex are educated in a mainstream school than across the country or compared to statistical neighbours. This is significantly increasing pressure on Special Schools and driving demand for more costly specialist placements.
- It is in the best interests of the child to be educated in mainstream schools where it would be appropriate to do so. Improved inclusion is therefore a key priority identified in the SEN Strategy.

<table>
<thead>
<tr>
<th></th>
<th>West Sussex</th>
<th>Statistical Neighbours</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream schools</td>
<td>39.6%</td>
<td>48.3%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Special Schools</td>
<td>51.0%</td>
<td>45.0%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Other provision</td>
<td>9.6%</td>
<td>6.6%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

The proportion of young people with an EHCP / Statement or receiving SEN Support in mainstream schools ranges from 1 in 3 to 1 in 100.

- This variation is placing significant strain on schools who are proactive in their approach to inclusion. It suggests that there is an opportunity to increase the networks of support and sharing of good practice in order to more fairly distribute responsibility for inclusion.
- If all mainstream schools in West Sussex demonstrated more positive inclusion practice to bring proportions into line with statistical neighbours, an additional 341 children and young people with an EHCP / Statement would be educated in mainstream schools. This would release capacity in local special schools and significantly reduce demand for more specialist provision.

Special Support Centres

- An internal review of Special Support Centres was recently completed in December 2016. This was driven by a lack of clarity about the operational policies and procedures across the county and inconsistent monitoring of SSC provision by the council in recent years. Review recommendations should be considered and taken forward by the council in co-ordination with this Commissioning Strategy.
- Of the 31 SSCs in West Sussex, the majority are working at or are close to capacity. 7 have an occupancy of greater than 100%, primarily supporting Speech and Language and sensory impairment needs. However, 8 have an occupancy of 75% or lower, primarily providing for students with Additional Learning Needs. This indicates that there is an opportunity to rebalance provision to meet changing needs of the local SEND cohort, such as rising volumes of Autistic Spectrum Condition and Speech, Language and Communication Needs.
- Schools with a SSC attached are perceived as particularly inclusive which is driving preferred choices and demand. This is contributing to the unequal distribution of SEND pupils in mainstream schools, the limited collective responsibility for inclusion across the system and exacerbates tensions between the Council and schools who are seeking to be as inclusive as possible but cannot meet rising demand pressures on them.
Use of INMSS placements

- In 2015, 433 of specialist placements (12%) were in Independent and Non-Maintained Special Schools.
- The majority of these placements were for young people with a primary need of Autistic Spectrum Condition or Social, Emotional and Mental Health, due to a lack of capacity in local education provision. Speech, Language and Communication Needs and Physical Disabilities were also significant needs.
- The overall proportion and primary needs of young people in INMSS placements have remained relatively steady since 2011.

Cost of INMSS placements

- 69 different INMSS have been used to date in academic year 2016/17 for 420 individuals. The average annual cost of an INMSS placement is £41,056 in 2016/17 compared with £42,194 in 2015/16. The total projected spend on INMSS placements in 2016/17 is £15.6m.
- There has been an increase of 9.8 pro rata places overall, but a reduction of 6.7 in placements costing over £100k and an increase of 15.3 in placements costing between £20 – 50k. This suggests that work within the department to develop more targeted but lower cost placements is having an impact.

Opportunities for improving sourcing of INMSS

- Limited capacity and capability to negotiate with providers when calling off from DPS (see opposite), or regularly monitor placements.
- Lack of systems and data integration to support analysis of needs, quality, market trends and spend on INMSS placements.

Dynamic Purchasing System (DPS) for SEND

A DPS is a procurement tool suited for commonly available goods, works and services. It is similar to an electronic framework agreement, but new suppliers can join at any time.

West Sussex has a well-established DPS which covers INMSS placements, as well as residential and specialist foster care for children with disabilities. Supported by strong engagement with providers, the DPS established a clear approach for the sourcing of specialist placements.

As the DPS started in March 2012, however, it is recognised that contract documentation and processes are in need of renewal in order to optimise this approach.

Regional DPS for specialist placements

Working with other partners in the South East, West Sussex has been exploring the viability of a regional DPS for the commissioning of INMSS and independent children's home placements since 2015. Key successes of the project include:

- Development of a Common Outcomes Framework to improve outcomes-based commissioning of placements;
- Extensive engagement and co-production with the market;
- Reviewing and updating contract documentation for specialist placements.

West Sussex should build upon these successes in order to update its commissioning of INMSS placements, whether this is in partnership with other councils in the region or as a sole authority.
Education – Identified gaps and other issues
There will be an ever-increasing gap between demand and supply without more sustainable ways of working

Ability to meet rising numbers and complexity of needs

• Immediate gap identified between local supply and rising number and complexity of young people with Autistic Spectrum Condition and Social, Emotional and Mental Health needs.

• In particular, local Special Schools are not able to cater for pupils with high-functioning Autism and Asperger’s Syndrome, meaning these young people can ‘leapfrog’ from mainstream education into costly INMSS placements with poor outcomes.

• The rate of increase in EHCPs is significantly greater than average in West Sussex and the number of EHCPs being maintained is not sustainable. Cultural change across the system and proactive action is required to prevent an ever-increasing gap between demand and supply.

Disconnected relationships between the Council, schools and families

• There appears to be a tendency across the system to default to the statutory process and seek an EHCP as the ‘simplest’ route to accessing preferred education and support packages. There is a cultural gap in resilience and collaborative working to determine how needs can be managed and outcomes achieved more locally at a lower level of support.

• Interaction between the Council and families can be very formal, particularly through written communication. This can create barriers and an oppositional relationship, rather than building trust and collaboration.

• Similarly, limited capacity in Education & Skills has driven a detachment between the council and schools which has limited collective responsibility for inclusion across the county.

Opportunity for more proactive work to prevent exclusions and placement breakdowns

• Without trust, proactive communication and resilient working relationships, the whole system is constrained in addressing the high rate of exclusions for young people with SEND.

• In addition, when young people enter the Pupil Referral Unit, a lack of exit planning and appropriate provision is preventing efforts to reintegrate individuals back into more mainstream provision. This lack of throughput is limiting access to local alternative provision.
Transitions to adulthood – Overview
High-level model demonstrating existing support for young people with SEND who transition to adults’ services

1. Need to improve co-ordination and information sharing between Education, Social Care and Health in order to effectively plan, review and prepare young people with SEND for adulthood at an earlier point.

2. There is not a co-ordinated approach to engagement and co-production with post-16 colleges, social care providers and other partners regarding further education, employment and training which emphasises life skills and preparing for as independent a life as possible.

3. West Sussex’s in-house disability residential homes could be more holistically managed as a portfolio to improve preparedness for transitions to adulthood.

4. There are gaps in provision for certain cohorts such as young people with high functioning autism and mental health issues where, for those who need it, the pathway into adults’ services is less clear.
Transitions to adulthood – Demand
The extension of SEND entitlement to the age of 25 has considerably increased demand for support

Specific Learning Difficulty (peaking at age 13) and Social, Emotional and Mental Health (peaking at ages 15-16) have much older age profiles than other common Primary Need types. This could be an issue in terms of appropriate planning and support, particularly in the context of lack of provision for SEMH in transitions to adulthood.

967 (23%) CYP with an EHCP / Statement aged between 14 – 16, a significant cohort for early preparation for adulthood.

853 (20.3%) CYP with an EHCP / Statement are aged 17+. Of this cohort:
• 36% attend a General FE or Tertiary College
• 24% attend a maintained Special School
• 12% in independent provision

Increasing demand for post-16 further education but disconnect between Special Schools, Colleges and the Council means range and level of curricula is not always appropriate.

Focus groups co-ordinated by the parent carer forum highlighted some young people entering adults’ services do not receive support as children. This is particularly for young people with autism with high cognitive ability but less able to function in a further education, employment or training setting post-18.

Life Pathways analysis in December 2016 examined demand on services in scope. The table (left) highlights current demand on the Child Disability Team, of which most cases will require adults’ services. However, there is a lack of reliable demand information regarding Children Looked After with lifelong conditions or young people with autism who would transfer into adults’ services. Lack of integrated data on finance and service user needs is limiting an ability to proactively plan services and control spend.

Profile of the Child Disability Team
Number of service users | 735
Total budget | £13.2m
Care homes | £8.3m
Transport budget | £104k

Local plans
As a key priority for addressing transitions to adulthood, West Sussex has developed a programme of work related to Life Pathways. It aims to co-produce a new approach to people with lifelong disabilities and autism, and their families, looking holistically across Children’s, Adults’ and Education services.

The Council is currently finalising its Pathways to Adulthood strategy focusing on this particular cohort.

National context
In 2015, the number of EHCP plans made for the first time for young people aged between 16 – 19 increased by five times the previous year (from 260 to 1305) nationally.

In 2016, the proportion of young people aged 16 – 19 for whom local authorities maintained a statement rose to 16.11% from 10.63% the previous year.
Transitions to adulthood – Supply
A mixed economy of placements and support before and during transition but unsupported by robust data

Use of in-house vs external placements for Children with Disabilities

• Between April and December 2016, 61 Children Looked After were also recorded as having a disability. A small majority of these individuals were placed in in-house provision, either residential homes (44%) or foster care (11%). 25% were placed in externally provided residential homes.

• In-house placements are reportedly preferred by WSCC social care managers, due to perceived higher quality and greater influencing over placements.

• However, there is a lack of clarity on in-house costs in order to consistently compare with external placements.

• In-house residential capacity is calculated by staffing levels and budgets, rather than actual number of beds, which can skew occupancy rates. Additional staffing to enable use of all physical capacity in the residential settings could increase overall in-house efficiency and reduce external spend.

Additional transitions support

• In 2015, the Council commissioned services for approximately 180 families of disabled children and young people from 14 providers via a Family Support Framework with an annual spend of approximately £911,000 from the Children with Disability Budget.

• There is a Supported Living and Family Support Service Framework Agreement for Young People and Adults with Learning Disabilities. This was established in 2015 and was intended to help continuity of support for young people in transition to adulthood and reduce expenditure by introducing a maximum ceiling hourly rate of £14.85 for services for disabled children and young people. This has helped to improve some experiences of transitions but there is a lack of dedicated Children’s Services monitoring capacity to maximise its effectiveness.

IN-HOUSE DISABILITY RESIDENTIAL PORTFOLIO

<table>
<thead>
<tr>
<th>Bed capacity</th>
<th>Main provision type</th>
<th>Typical age range</th>
<th>Budget 16/17</th>
<th>Placement cost p/w</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Severe learning disability / physical disability</td>
<td>7 - 18</td>
<td>£2,068k</td>
<td>£3,400</td>
</tr>
<tr>
<td>16</td>
<td>Severe learning disability</td>
<td>10 - 18</td>
<td>£2,110k</td>
<td>£3,000</td>
</tr>
<tr>
<td>3</td>
<td>Severely Autistic and Learning Difficulty</td>
<td>7 - 11</td>
<td>£2,110k</td>
<td>£3,900</td>
</tr>
<tr>
<td>4</td>
<td>Severe and moderate learning disability</td>
<td>7 - 18</td>
<td>£2,110k</td>
<td>£4,200</td>
</tr>
</tbody>
</table>

High staff turnover, driven by workforce shortage, limited career progression and emotionally intense nature of the work, is causing a reliance on higher cost agency workers.

• Portfolio could be used more flexibly and strategically for different placements, such as different units specialising in complex needs or supporting transition to adults’ services up to 25.

• A lack of consistent finance and performance information hinders management insight and decision making regarding appropriate use, utilisation and cost effectiveness of homes.
Transitions to adulthood – Identified gaps and other issues

Transitions can work well but the overall practice and experience needs to be more consistent

Gaps in service provision and market

- While arrangements for young people with a learning disability or physical disability are generally clear, there is ambiguity for young people with high-functioning autism and mental health issues. Information on thresholds and available provision or support for this group of people could be made clearer as they approach transition.

- There is a lack of support for parents to prepare themselves for their child’s transition and increasing independence. This can lead to tensions at transition when Adults’ Services propose provision changes, particularly if revised needs assessment indicates less requirement for support.

- Several service-level managers highlighted a lack of co-ordination with specialist colleges and post-16 education institutions to provide an appropriate curriculum, such as life skills courses.

Gaps in process

- There is not enough multi-disciplinary co-ordination at an early point (ages 14 – 16) to help identify needs, plan and regularly review preparation for transition.

- There is no dedicated contract officer for Children’s Services using the Supported Living and Family Support Service Framework Agreement, meaning there is little capacity for market engagement, development and monitoring.

- Process failings can delay transfer of service and financial responsibilities to Adults’ Services. Local policy and budget arrangements also mean that for small cohorts, such as young people in residential school placements, Adults’ Services take on service responsibility at 18 but not financial responsibility until the age of 19.

A note on information

- There is a local management tool for tracking referrals to the Transitions Team, but it is reliant on accurate & timely information from referring services which is often not provided.

- A lack of reliable management information is preventing proactive planning and effective monitoring of preparations for adulthood.

We should be better at communicating and working across services and with partners to prepare our young people for life as an adult.

Overall experience and service provision for transitions into adulthood is very variable – some young people have a great experience, but it is poor for others.

We need to involve young people at an earlier stage about what they can receive and expect, alongside their parents.

Aspirations have changed over the past twenty years. We want our children to become more independent and services need to help this.

(Parent Carer)
Wraparound support – Demand
Existing and perceived gaps in wraparound support is driving additional SEND demand and costs

Cohort populations of SEN Support vs EHCP / Statements

- In addition to those with EHCPs / Statements, 13.6% of West Sussex pupils are categorised as requiring SEN Support compared to 11.0% for statistical neighbours and 11.6% for England. There is a particular disparity between West Sussex and other authorities at the secondary school level, with 15.2% of West Sussex pupils requiring SEN Support, compared to 10.4% for statistical neighbours and 11.0% for England.

- There is therefore a greater demand at the lower level of need than experienced in other areas. If these needs are not being sufficiently met, particularly at secondary school, this can lead to demand on higher levels of support in the EHCP / Statement cohort as needs escalate.

Specific wraparound support needs

- Only 3% of pupils with SEN Support have Autistic Spectrum Condition as their primary need type, compared to 21% for pupils with an EHCP / Statement. This suggests that more could be done to support children and young people with autism at a lower level of support within a mainstream setting.

- An established CAMHS offer is directed by the joint NHS / Council Local Transformation Plan (LTP) for Children and Young People’s Mental Health and Wellbeing. The LTP shows that 4371 referrals were received for CYP specialist mental health services in 2015/16, a 7% increase from the previous year. Approximately a third of these referrals were triaged as not appropriate for specialist CAMHS provision, which is a high number of non-appropriate demand. This could suggest a lack of availability and access to lower level specialist provision, or awareness about what else is available to support these needs.

- The recent SEN provision review heard from practitioners that SEND pupils with a Specific Learning Difficulty and Profound and Multiple Learning Difficulties could be supported in local special schools rather than the independent sector if a more co-ordinated offer of on-site therapists was in place.

INMSS placement offer

- A perceived greater range and access to specialist support and therapies offered by the independent sector can influence parental preference and drive demand for these types of placement. This is not unique to West Sussex. The issue was highlighted in a recent review of INMSS placements for the East Midlands commissioned by NHS England. It found that the ‘coherent and confident offer of integrated health provision in the glossy brochures of the independent sector’ influenced parental preference, although in reality there was not a significant difference from public provision.

Passenger transport

- Based on a snapshot in January 2017, the council is delivering transport for approximately 1650 children with SEND. These are provided by a total of 516 routes (91% delivered in-house, 9% delivered by external suppliers).

- The average distance to travel for a young person with an EHCP / Statement attending a Special School is 5 miles, compared with 2 miles for mainstream schools. The limited inclusion in education is therefore also driving additional costs for passenger transport as a core supporting service.
Established **Local Offer website** which is recognised for its **coproduction with young people and families.**

Many **active community groups** available to deliver support which is not formally provided by the council.

However, some uncertainty about how well families are directed to alternative community support at an early point. **SEND practitioners recently introduced to MASH** to help with signposting.

Section 75 arrangement with CCGs for joint commissioning of community health services

**EHCPs are currently very Education focused** so missing an opportunity to align needs more closely with Health and Social Care provision

**Key types of wraparound support in WSCC**

- **Community support eg:**
  - Information, Advice and Support Service
  - Local Offer
  - Early Help Networks

- **Additional support eg:**
  - Advisory Teams
  - Personal Assistants
  - Short breaks and other respite services

- **Therapies and Specialist Support**
  - Speech and Language Therapy
  - Occupational Therapy
  - CAMHS
  - Educational Psychology

- **Joint working with Health and Social Care**
  - Complex Case Panels
  - Joint commissioning with CCGs

- **Passenger transport**
  - Transport for pupils with SEND
  - Independent travel training

- **In-house Advisory teams for Sensory Support, Learning and Behaviour, Autism and Social Communication**

**Currently education focussed** – but a multi-agency ASC steering group is examining how behaviour and autism support can focus on whole pathways

**Specialist capabilities at capacity, therefore only able to fulfil statutory functions.**

**SALT – Schools lacking capabilities** to provide support following assessment, therefore demand for more formal interventions.

**Pilot of additional OT and physiotherapy** for special schools in south of county to provide flexible support.

**Out-of-county INMSS placements impacting on transport costs.**

SEND transport services expenditure was **£9.14 million in 2015/16**, up from **£7.5m in 2013/14**.
Wraparound support – Identified gaps and other issues
Efforts to build more integrated working and proactive wraparound support would help to manage demand

Overdependence on therapies

• There is a perceived lack of confidence among parents and professionals in how well Health and other specialist support provision can meet complex needs within community settings such as local schools.

• For many parents, there is a sense of security in their children receiving formal therapies from highly qualified practitioners. However, a strong network of community support could be accessed more easily and regularly, which can lead to better outcomes for individuals.

• Placements which do not have access to appropriate targeted support break down more easily, particularly at key transition points, which drives demand for more costly INMSS provision.

More integrated working between Health, Social Care and Education

• Significant resources from Integrated Prevention and Earliest Help, Education and social work teams are supporting children and young people with complex SEND in schools but this is not as co-ordinated as it should be.

• There is a need to get Health, Social Care and Education colleagues around the table more often to look at issues and build a collective plan for individuals, including accessing a wider range of support.

• This includes better communication and recognising the use of pooled budgets, rather than a siloed approach to finances and funding interventions which may avoid greater costs further down the line.

Passenger transport

• West Sussex has experienced considerable rising demand and costs for passenger transport due to the overall numbers of EHCPs and use of out of county placements

• There is some independent travel training in place but there are difficulties due to the rural nature of large parts of the county and limited availability of public transport.
### Future provision requirements

If there is no change, growing SEND demand will fall disproportionately on independent specialist provision

<table>
<thead>
<tr>
<th>National drivers</th>
<th>Local drivers</th>
</tr>
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<tbody>
<tr>
<td>• Improvements in recognising and diagnosing certain types of SEND primary need continuing to drive increasing Autistic Spectrum Condition and Social, Emotional and Mental Health.</td>
<td>• Overall pupil population projected to increase by 10,000 by 2021. This is a linear projection and does not take into account planned housing development in West Sussex.</td>
</tr>
<tr>
<td>• Medical improvements leading to extended lifespans and increased support for individuals with most complex conditions.</td>
<td>• Children and Families Act 2014 gives strong weight to parental preference and the need for wide choice of educational setting (subject to available resources). A failure to improve parental confidence in local provision will continue to drive demand for out of county INMSS.</td>
</tr>
<tr>
<td>• Legislative changes extending duties up to the age of 25 if in Education driving growth in demand for post-16 provision.</td>
<td>• Insufficient work with young people in Years 7, 8 and 9 or data forecasting to help identify and prepare provision needed for post 16 and transition to adulthood.</td>
</tr>
<tr>
<td>• National trends have shown a shift away from mainstream to special school settings for pupils with an EHCP/Statement, with a corresponding increase in specialisation in specific needs rather than more generalist provision. The independent sector is more able to respond to this than the maintained sector.</td>
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### Impact

- On an assumption that 2% of the pupil population increase will need specialist provision, in line with current statistics, this will result in the need for 200 new specialist placements (including in SSCs) over the next 5 years.
- Ongoing impact of the Children and Families Act reforms leading to continued increase in the number of assessments and resulting EHCPs, with a corresponding rise in the formal support entitlement and pressure on the ‘High Needs’ block budget.
- 91 new independent and non-maintained special school placements by 2019 based on current projections, at an estimated total cost of £3.74m based on the 2016/17 average unit cost.
- Increased demand on special college provision for young people with high Special Educational Needs, with a corresponding need for more co-ordinated and integrated approaches to transitions and the county’s Pathways to Adulthood strategy.
**Other delivery challenges**

**Ways of working could be further developed to improve the delivery of SEND services and outcomes**

<table>
<thead>
<tr>
<th>People</th>
<th>Process</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limited capacity and capability in the SEN service to provide additional support or objective challenge to parents and schools.</td>
<td>• Placement outcomes are defined at Panels, but little governance in place to ensure provision is meeting outcomes and assess ongoing suitability of provision.</td>
<td>• Undefined roles, responsibilities and ways of working between Education, Social Care and Health.</td>
</tr>
<tr>
<td>• Providers and the council are finding it difficult to recruit and retain well-trained staff, in particular SEN professionals, Educational Psychologists and social care workers. These workforce pressures are making it harder to keep children and young people with complex needs in county.</td>
<td>• Inconsistent and irregular review processes results in provision being maintained, often at high cost, without consideration of changing needs. This also prevents issues being identified early and an inability to take action to prevent placement breakdown.</td>
<td>• Limited response to prevent the high number of exclusions for pupils with SEND from mainstream schools.</td>
</tr>
<tr>
<td>• SENCos are lacking an effective network of support, which means teachers are not as confident in supporting pupils with SEND and rates of inclusion in mainstream schools are low.</td>
<td>• Joint working between Education, Health and Social Care is not effectively embedded, resulting in EHCPs which are not as holistic as they should be and siloed support and decision making regarding costs.</td>
<td>• Unclear transitions protocol can result in an absence of support upon reaching adulthood, particularly for young people with Autistic Spectrum Condition or Social, Emotional and Mental Health difficulties.</td>
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</tbody>
</table>

- Lack of integrated case record systems to support multi-disciplinary planning and co-ordination of support. For transitions, there are separate Children’s and Adults’ Services records on Frameworki, whereas Education & Skills use BSL.
- Lack of infrastructure to support monitoring of impact of placements, with reliance on local management tools and spreadsheets with inconsistent recording of information.
- Lack of integrated systems to support tracking and analysis of financial spend, meaning some operational services are not as aware of cost implications and disconnected from financial accountability.
Summary of key issues – Special Educational Needs and Disabilities

Our Current State section highlights eight core issues as identified through data analysis and staff engagement:

A) Limited inclusion in mainstream schools
While there is some excellent practice in supporting children with SEND in mainstream education, this needs to be more widespread across local schools.

B) Increasing demand for some primary needs
Rising numbers of Autistic Spectrum Condition and increasing complexity of Social, Emotional and Mental Health primary needs is leading to gaps in service provision.

C) Access to and flexibility of specialist support
There is SALT, OT, CAMHS and other specialist support available but this can be difficult to access, with significant potential for earlier intervention, especially for the highest levels of need.

D) Placements and outcomes not regularly reviewed
This is due to limited capacity from increased workload as a result of CFA 2014, as well as concern for stability of placements.

E) High parental expectations in provision
Parents often do not believe that local mainstream or special schools can meet their child’s needs and the Council finds it hard to inform and shape their view.

F) High use of independent and non-maintained special schools
Parental preferences and limited local supply is driving a high use of independent and non-maintained special school placements, particularly out of county.

G) Reactive decisions and actions
Lack of data and information, as well as little support to help bolster placements and prevent breakdown, is preventing the council from being proactive in SEND placements.

H) Inconsistent transitions to adulthood
There is considerable variation in the preparation and experience of young people in their transition from children’s to adults’ services.

These key issues are matched against each solution in the next section using this key:

A B C D E F G H
Children and young people with complex Special Educational Needs and Disabilities (SEND)

Future State
What might the future look like - SEND
Nine potential solutions identified to address the key issues affecting complex SEND placements and services

**INNOVATIVE**

- 7. School-led SEND innovation and improvement
- 8. New model for building family resilience
- 9. Alternative models of funding

**ADVANCED**

- 4. Expand offer of support for SENCOs
- 5. Develop spectrum of wraparound support
- 6. Improved placement management and provider liaison

**FOUNDATION**

- 1. Collective approach to inclusion with partners
- 2. Robust transition preparation and pathways
- 3. Improved method for placement reviews

**PLAN**

**DO**

**REVIEW**

**ANALYSE**
1. Collective approach to inclusion with partners

Partner with schools to better understand and tackle barriers to inclusion in mainstream settings

**As-is**
- Only 39.6% of children with an EHCP/Statement in West Sussex are educated in a mainstream school, therefore stretching local special school capacity and increasing the need for INMSS placements.
- There is an imbalance in the proportion of children with SEND in mainstream West Sussex schools, placing excessive strain on schools with good practice and insufficient challenge for those who are poor at inclusion.
- Working cultures among schools, parents and professionals appear to be mutually reinforcing, driving demand for specialist provision.

**To-be**
A collective approach to inclusion co-led by West Sussex and schools will increase the capability and capacity of mainstream schools to educate more children and young people with SEND where it would be appropriate to do so. This increases the capacity in local special schools to work with individuals who have more complex SEND who would most benefit from specialist expertise.

Key features of this approach will include:
- Building on established work and structures, including the Education & Skills Forum, to understand the barriers to inclusion;
- Prioritise boosting inclusion and support at primary to secondary transition;
- Enhance local ‘clusters’ of mainstream schools focused on SEND issues to improve networking, develop practice and promote challenge among peers;
- Ensure dedicated capacity within the local authority to lead ongoing engagement and monitoring of inclusion efforts among local schools;
- ‘Dragons Den’ style approach for additional investment where it would effectively tackle inclusion barriers, such as adapting buildings

**Benefits**
- Increased capacity within local special schools, thereby reducing requirement for costly placements from the independent sector as well as additional costs such as passenger transport
- Education provision better matched to the needs of individuals to improve overall outcomes
- Clear understanding across schools, parents and the council on available support and how it works together to meet needs

**Key skills required**
1. Focused project management to implement the *SEN Strategy*;
2. Experience of partner engagement and leading coproduction;
3. Data analysis;
4. Performance Management; and
5. Continuous improvement and iterative learning.

**Where has this worked elsewhere?**
The Council does not need to look far for practice examples, with excellent work already being undertaken in several schools within the county. This opportunity is about capturing lessons, expanding and enabling the advocacy of local good practice across the county. Inclusion is a key element of the WSCC SEN Strategy developed in 2016 and ongoing implementation of this strategy will lay successful foundations for widespread inclusion which can be celebrated.
2. Robust transition preparation and pathways
Implement clear processes and integrated working to support earlier preparation for transitions

As-is

- Preparations for transferring to Adults’ Services do not take place at an early enough stage, preventing a smooth transition.
- Young people and their parents can feel fearful at a sudden change in available services, particularly if there is a lack of certainty about the future.
- Disconnect between Education, Children’s Services and Adults’ Services in planning and preparing for transitions, exacerbated by a lack of clear communication, data and information.
- Person-centred planning introduced but impact still to be measured.

To-be

The implementation of a Pathways to Adulthood Strategy provides a robust approach to planning transitions, helping young people, families and services to focus on key outcomes and preparing for as independent a life as possible. As part of this, an up-to-date transitions protocol sets out clear roles, responsibilities and timescales associated with core stages of clear transition pathways for groups of children and young people with SEND.

Key features of this approach will include:

- Targeting of services towards young people aged 14 to support earlier preparation for transition, including better forecasting of the upcoming cohort in KS3
- Ensuring Social Care and Health services are jointly involved alongside Education in planning and managing transition arrangements;
- Building on the person-centred planning approach to apply it more consistently to transitions;
- Clear process and supporting infrastructure, including management tools, to provide effective tracking and monitoring of plans and transfers.

Benefits

- More coherent, joined-up and transparent services for children and young people
- Reduced costs of placements and services for young people and adults due to preparation for more independent lives and better matching support to needs
- More efficient and effective use of resources across Education, Health and Social Care

Key skills required

1. Focused project management to lead implementation of Pathways to Adulthood Strategy and Life Pathways work;
2. Policy development;
3. Operational data gathering and business intelligence; and
4. Internal performance management and horizon scanning.

Where has this worked elsewhere?
In 2016, the National Institute for Health and Care Excellence published guidance and quality standards regarding transition from children’s to adults’ services. This includes five quality statements covering: planning transition; annual review; named worker; introduction to Adults’ Services; and missed first appointments. Self-assessment and improvement templates are also available to help agencies and providers to develop their own processes and ways of working to support transitions.

Key issues tackled: A B C D E F G H
3. Improved method for placement reviews
Implement clear policies and processes around placement review throughout pathways

**As-is**
- There is no co-ordinated approach to the regular assessment of young people’s placements and services provided against their changing needs.
- Provision is often driven by immediate needs with less of a focus on longer term outcomes and preparing for adulthood.
- This means that individuals are receiving support which is greater than their needs and can foster greater dependence in some cases.
- Once a young person is placed in an INMSS placement, they are unlikely to return to more local provision.

**To-be**
An improved method for placement reviews will allow West Sussex to be more proactive in adjusting provision to better meet a young person’s changing needs, ensuring that support is at an appropriate level and cost. Reviews in advance of key transition points considering whether the young person’s needs have changed, necessitating alternative provision, will support the more effective use of local mainstream and special schools across the cohort. This will minimise need for INMSS placements.

Key features of this approach include:
- INMSS placements and years immediately preceding a key transition point (ie. Primary to secondary / KS3 to KS4) to be prioritised for doing enhanced reviews, allowing suitable preparation for alternative arrangements.
- Placements co-assessed and revised as a partnership between the young person and their family, providers and professionals from Education, Health and Social Care;
- Effective recording, monitoring and access to information relating to a young person’s placement and progress towards key outcomes.

**Benefits**
- Significantly improve effectiveness and value for money of individual placements, as well as wider market management
- Increased capacity and capability to proactively respond to issues
- Reduced overall costs by better matching provision to changing needs, educating more locally and in less specialist settings where possible
- Improved outcomes for children and young people by ensuring that provision meets their aims in both the short- and longer-term

**Key skills required**
1. Defining and planning placements;
2. Data and outcomes monitoring;
3. Commercial awareness and market expertise;
4. Quality assurance; and
5. Innovation and creative thinking.

**Where has this worked elsewhere?**
EHCP Reviews are required to take place at least every 12 months. The SEND Code of Practice details the process and practice required for reviews, focusing on progress towards outcomes and including the effectiveness and ongoing appropriateness of special educational, health and social care provision. Local authorities across the country are working to ensure their review processes, including the supporting infrastructure and follow-on actions, are established and embedded.
4. Expand offer of support for SENCOs

Increase training and support for SENCOs to improve capacity to manage less complex needs

As-is

- The capacity, profile and networks of support available for SEN Co-ordinators (SENCOs) in West Sussex is limited, which is contributing to the lower than average numbers of pupils with SEND educated in mainstream schools.
- While there are pockets of good practice regarding inclusion, this is not widespread across schools in the county. Feedback through 1:1 interviews & focus groups suggests that an embedded culture and lack of belief in the ability of some schools to support pupils with SEND is partly responsible.

To-be

SENCOs play a critical role in ensuring the needs of children and young people with SEND are met within mainstream schools, ensuring effective policies and practice are in place. Robust networks of SENCOs, supported by the council, will build a stronger culture of shared responsibility for inclusion across the county. This will help to reduce the number of exclusions, alleviate the pressure on special school capacity and reduce demand for INMSS provision. Key features of this approach will include:

- Developing training for SENCOs across all mainstream schools in West Sussex, including ongoing peer case conferences and support networks;
- Building communication with SENCOs, as well as their understanding and access to additional wraparound support for SEND pupils;
- Promoting the work and involvement of SENCOs in the Senior Leadership Teams of schools to build the profile of inclusion;
- Specific focus on targeted action and intervention to prevent exclusions, working with the expanded spectrum of wraparound support and therapies;
- Considering support for similar roles, such as Educational Psychologists.

Benefits

- Increased capability within local mainstream schools to better manage SEND issues as SEN Support level, reducing demand for EHCPs;
- Greater mainstream inclusion increasing capacity in local special schools, reducing demand and costs of INMSS placements;
- Improved partnership working between councils and schools;
- Building a more sustainable model of SEND provision by empowering schools to lead on development and improvement.

Key skills required

1. Workforce development;
2. Communication and engagement;
3. Creating and sustaining a professional network;
4. Information and knowledge sharing; and
5. Multi-agency planning and networking.

Where has this worked elsewhere?

In order to support more robust monitoring of SEND identification and outcomes achieved, Southend invested in two training programmes for all SENCOs across the authority – 1) moderating assessment and identification of SEN; 2) making provision and allocating resources. By working towards a more consistent assessment and approach to SEND across schools in the area, the council hopes to better manage demand and make more effective use of resources.

Key issues tackled: A B C D E F G H
5. Develop spectrum of wraparound support

Build capacity, access and awareness of the spectrum of SEND support and therapies offered

As-is

• A range of specialised support for CYP with SEND is available in West Sussex, including SALT, Occupational Therapy and Educational Psychology. Limited capacity means resource is focused on the most complex cases.
• There is a gap in provision for additional wraparound support for individuals who do not meet defined specialised criteria, which can result in their needs escalating and becoming more difficult to manage over time.
• Although there is support available in the community, access to these resources is often not as co-ordinated or consistent as it could be.

To-be

Facilitating a broader spectrum of wraparound support including therapeutic approaches will enable the needs of children and young people to be met more locally, without requiring more complex and costly support in specialist settings. Earlier intervention to help provide support, or direct families to appropriate support in the community via the Local Offer, will help to reduce the ongoing increase in EHCPs maintained by the local authority.

Key features of this approach will include:
• Greater focus on Health and Social Care in the development of EHCPs.
• Development of specialist ‘Edge of EHCP’ provision which targets interventions at individuals just below the EHCP level. This will work with schools to build on the graduated approach and enable needs to be better met without requiring a more formal EHCP.
• Continued implementation of the Local Transformation Plan for CYP’s Mental Health and Wellbeing, alongside additional dedicated support for Autism due to increasing demand and complexity of needs.
• Co-development of new provision with providers to meet complex needs.

Benefits

• Increased ability to maintain local placements, avoiding costs and distance of out-of-county INMSS placements
• More coherent, joined up and transparent services across Education, Health and Social Care for children and young people
• More proactive approach to managing demand and preventing ongoing rise in EHCPs maintained

Key skills required

1. Service design and implementation;
2. Multi-agency planning, networking and ownership;
3. Defining and monitoring outcomes;
4. Joint information gathering and analysis;
5. Predictive modelling; and
6. Continuous improvement and iterative learning.

Where has this worked elsewhere?

A study examining opportunities to reduce INMSS placements in the East Midlands was undertaken in 2016, commissioned by NHS England. One area highlighted was a need to improve confidence in the health offer to support local placements. Recommendations included: improving attendance of health partners at panels; greater access and flexibility of therapy in community-based settings; potential local commissioning and management of therapies by special schools. e.g. In Nottingham, the CCG commissions specialist nurse services within a special school.
6. Improved placement management and provider liaison

Develop capacity & capability regarding provider management for SEND placements

**As-is**

- Procurement mechanisms for INMSS placements and other support services are well-established and functional but require refreshing
- Disconnect between operational services, contract management and commissioning means the council is unable to maximise quality and value from providers
- Operational relationships with key suppliers exist but the council is lacking capacity to influence ongoing market development

**To-be**

Closer partnership working with education and social care providers of SEND placements and services will improve the council’s ability to proactively influence the market, develop services to meet the changing needs of the cohort and maximise value for the money it spends. At an operational level, dedicated capacity will allow placements to be better tailored, managed and monitored to improve outcomes and address costs.

Key features of this approach will include:

- Dedicated monitoring capacity against quality and value across all placements once arranged, bridging operational & commissioning functions
- Proactive approach to horizon scanning, informing the market and attracting new providers to the local area
- Adopting or adapting key elements of the Regional DPS viability work to be implemented locally in West Sussex, including outcomes framework, updated contracts and monitoring approach
- Reshaped provider forums with a strategic agenda co-produced with the market to improve shared understanding of needs and services

**Benefits**

- More robust local market which can flex to better meet the council’s needs for SEND placements and support services
- Greater choice available with regards to service provision
- Improved culture of partnership and collaboration between the council and the market to develop services which meet needs
- Improved value for money for SEND placements

**Key skills required**

1. Contract management (at strategic and operational placement level);
2. Commercial awareness;
3. Quality assurance;
4. Relationship management;
5. Negotiation and influencing skills;
6. Horizon scanning; and
7. Evaluating good practice and value.

**Where has this worked elsewhere?**

More proactive market collaboration is a key part of strategic commissioning which is being advanced by many local authorities. Market Position Statements are increasingly being used by authorities such as Manchester and Durham to inform the care and support sector of their strategic priorities, commissioning intentions and issues where the market can help. West Sussex already has a number of elements in place, such as DPS and provider forums, but these can be made more effective.
7. School-led innovation and improvement for SEND
Children’s Services and Education working together to empower schools to innovate for SEND

As-is

•WSCC continuing to adjust to changing role of local authorities within education, as well as increasingly limited resources;
•Stretched capacity within the directorate has led to a disconnect between the council and schools on inclusion and SEND issues;
•As a consequence, there appears to be widespread variation in practice and confidence across schools in their ability to support pupils with SEND;
•This drives demand for the statutory process and EHCPs, rather than managing wherever possible at SEN Support level.

To-be

Schools are critical partners in identifying and supporting children and young people with SEND. They have the greatest operational understanding of what works and how provision can be tailored to meet the needs of individuals and local communities. This knowledge and experience needs to be better harnessed in order to address the twin challenges of rising demand and reducing funding. A school-led innovation programme would enable the greater pooling of ideas and resources and facilitate mutual learning in order to build more creative, robust and sustainable solutions for addressing SEND issues across the system.

Key features of this approach will include:
•Enhance SEND Hub networks for schools to collectively identify, establish and manage action research projects to test innovation and new practice;
•Investment pot to fund projects which tackle agreed priorities to be jointly managed by local authority and schools;
•Development of an evidence base to inform practice and roll out successful projects across the county.

Benefits

•Greater mainstream inclusion increasing capacity in local special schools, reducing demand and costs of INMSS placements
•Improved ownership and shared responsibility for inclusion across all schools in West Sussex
•Stimulating creativity and tailored support to meet local needs
•Increased data and evidence to make informed commissioning decisions to support SEND in the future

Key skills required

1. Promoting a shared vision and strategy;
2. Continuous evaluation and learning;
3. Partner development;
4. Creative thinking;
5. Communication and engagement; and
6. Outcome identification and specification.

Where has this worked elsewhere?

In 2016, Essex County Council initiated a school-led SEND innovation programme, building on existing clusters of schools working collaboratively. These clusters had led to quicker access to advice and expertise, fewer EHCP applications and fewer exclusions for learners with SEND. Through the innovation programme, Essex sought to empower schools to own their SEND vision and develop capacity and confidence by building and sharing evidence-based practice across the county.
8. New model for building family resilience

**Develop a proactive intervention model to build family resilience and support**

**As-is**
- Increasing demand for EHCPs with many schools and parents appearing to default to the statutory process as the best means to access support;
- There is little dedicated intervention for children and young people just below the threshold of an EHCP, where preventative action at key points could help to better manage their needs at this level;
- There appears to be a culture across the system in West Sussex which prefers more traditional, formal assessment and therapies for SEND;
- Lack of parental confidence in local provision is driving demand and costs.

**To-be**
Proactive intensive intervention when certain risk factors are identified will bring together young people, their families and professionals to co-develop and agree an action plan to improve outcomes. Adapting a structured approach from successful models such as Person-Centred Planning (PCP) and Family Group Conferences to meet needs in West Sussex will mean families lead the planning process, addressing issues before they escalate. It will help families to feel greater ownership and identify more creative solutions that better utilise personal & community resources in place of more traditional service provision. Key features, building on the PCP arrangements already in place, to include:
- Dedicated service, targeting key cohorts (such as ‘Edge of EHCP’) and overseeing an organised process which provides families the space to set out priorities and plan towards a clear outcome;
- Asset-based approach to focus plan on the existing knowledge, skills and experience of the young person and their wider family;
- A supporting infrastructure of early identification, tracking and monitoring to ensure quick intervention and evaluation of impact.

**Benefits**
- Reduced number and costs of high needs, complex placements through a targeted prevention approach
- Increase utilisation of community and family provision, easing pressure on local authority resources
- Improved engagement and confidence of parents and families in local provision

**Key skills required**
1. Service design and implementation;
2. Data analysis and risk assessment (including predictive modelling);
3. Defining and monitoring outcomes;
4. Relationship building; and
5. Project and change management.

**Key issues tackled:**
- **A**
- **B**
- **C**
- **D**
- **E**
- **F**
- **G**
- **H**

**Where has this worked elsewhere?**
While no particular model is recommended and a tailored approach is required to meet WSCC needs, a FGC-type model could be explored. The FGC approach is most commonly used in child safeguarding, although it has more recently been adopted in some areas to approach adults with learning disabilities or mental health issues. In relation to SEND, LB Camden have developed an Early Help FGC model which can be used to help families develop a plan for their child with SEN. Also, training has been delivered to some local authorities in the North East on how FGCs could be used to support SEN children.
9. Alternative models of funding

Test how alternative models of funding could better incentivise inclusion and independence

**As-is**
- Schools are funded by a combination of place funding and ‘top-up’ funding for pupils with SEND using the ‘High Needs’ block of the Dedicated Schools Grant, which is currently under considerable pressure in West Sussex;
- There is a perception that the ‘top-up’ funding available is not sufficient to cover the support requirements of SEND pupils in mainstream schools;
- Independent education and social care providers who are delivering high levels of support may be discouraged from promoting greater independence as it reduces their revenue for that particular placement.

**Benefits**
- Clearer understanding on the working arrangements between services, and the finances underpinning them, which will inform commissioning decisions;
- Reducing financial barriers for schools and providers to adjust and adapt provision to meet changing needs of individual service users;
- More proactive approach to managing demand and costs of complex placements.

**To-be**

More creative use of the High Needs Block better triangulates between the needs of the individual, the cost of services and the actions of providers in order to incentivise inclusion and greater progress to independence.

Key features of this approach will include:
- Provision of booster funding to schools to help maintain a young person in mainstream or local provision, financed by utilising a proportion of costs avoided from a more costly independent placement if the intervention is successful;
- Working with social care providers to develop a mechanism of sharing savings achieved for a short period of time following the step-down in support as a young person progresses to more independence;
- Investigate opportunities to implement Individual Service Funds or a Social Impact Bond for SEND support services;
- Explore policy options for financial relationship with academies which incentivises inclusion, such as academies funding all or part of subsequent placement costs if they exclude a child with SEND.

**Key skills required**
1. Commercial awareness;
2. Financial modelling and management;
3. Legal / Procurement technical knowledge;
4. Developing partner relationships;
5. Data analysis and monitoring; and

**Where has this worked elsewhere?**
Southend developed a methodology for how high-needs funding could be effectively re-distributed outside the formula. The aim was to target additional schools with very high levels of children with low-cost SEN, in order to better support these children and prevent needs escalating. The methodology used the SEN register and low prior attainment as proxy indicators. This allowed funding to be awarded on a tapering basis per pupil over the thresholds set.

Key issues tackled: A B C D E F G H
Children and young people who are Looked After
Introduction
Introducing the scope and purpose of this section of the Commissioning Strategy

West Sussex’s vision for CLA children and young people
All CLA and Care Leavers will be placed in high quality and stable care placements, which have been identified as the most appropriate to meet their needs, and which promote permanence, secure attachments and ensure positive outcomes.

Currently, there are 681 Children Looked After (CLA) in West Sussex.

The child population of West Sussex is projected to grow by 12,000 to over 180,000 children in the next 10 years. The current rate of Children Looked After is 38.5 per 10,000 of the child population aged under 18.

Taking the growth of child population and assuming it doesn’t increase any further, this will mean an 8% increase in Looked After Children in the next decade.

In order to meet demand, and achieve this vision, it will be critical to make sure our Commissioning Strategy enables us to:

• Secure services which are local to their families and communities, within, or close to, West Sussex
• Drive to stay local and provide accommodation within West Sussex
• Work together with key agencies to meet the needs of our most vulnerable children

This section of the Commissioning Strategy will aim to provide the national and regional context, an overview of current arrangements- including demand, supply and gaps in service provision for this cohort, before suggesting opportunities and potential recommendations for West Sussex to achieve this ambition.

Scope for this section
• Residential arrangements, including in-house and independent external placements
• Provision for Unaccompanied Asylum Seeking Children (UASC)
• Semi-independent living / supported accommodation for children leaving care
• Beechfield Secure Children’s Home- including a review of the Business Case for redevelopment
• Fostering placements, including alternative models and interventions (this will be appended separately in Annex 2)

It does not cover SEND children who qualify for Section 20 under Regulation 48 for more than 75 days per year or children and young people in adoption, as these cohorts do not typically fall into our complex needs, high cost category.
Children and young people who are Looked After

Current State
Navigating this section
This section examines demand, supply and broader considerations for Children Looked After provision

Demand
This area focuses on West Sussex’s current demand for Children Looked After, viewing this demand in both a national context and in comparison to their statistical and geographical neighbours. The key elements it covers are:

• National and local context
• Population numbers and age profile
• Additional needs

Supply
This area focuses on West Sussex’s supply of Children Looked After provision, covering:

• Types of provision
• In-house residential supply
• Summary of Beechfield’s business case for redevelopment (full review in Annex B)
• External supply
• Supported Accommodation

Broader considerations
There are then a number of broader considerations examined for West Sussex’s Children Looked After, including:

• Identified gaps and other issues
• Future provision requirements
• Other delivery challenges
National context

**Demographic pressures**
There have been overall rises in both the total number of Looked After Children in England, and the rate of CLA, which has also increased, from 59 children per 10,000 of the population in 2012 to 60 in 2016. The national age profile has also continued to change over the last four years, with a reduction in the number and proportion of children aged 1-4 years and a steady increase in the number and proportion of older children looked after.

**Current Trends**
In the last year, there has been a national rise in the number of complex cases such as children who have been sexually exploited (CSE), as well as an increase in unaccompanied asylum seeking children (UASC), with 3,440 unaccompanied asylum seeking children entering care.

**Ofsted single inspection framework**
This 2014 legislation provided Ofsted with a guide with which to inspect and evaluate services for children, combining previous singular inspections for child protection and looked after children. The first set of inspections, completed in Summer 2016, focussed on children at risk of sexual exploitation, and those who go missing from home, school or care.

**Staying Put**
The 2013 'Staying Put' legislation, part of the Children and Families Act allowed children in care the option to stay with their foster families until the age of 21 years.

Local context

**CLA Population**
West Sussex has a lower than average CLA population compared to the national average, at 37 children looked after per 10,000 children aged under 18 years. However, it has a much larger cohort of children aged 10 years and over, particularly those over the age of 16. In order to address the growing number of older children, the Council have developed an Integrated Prevention and Earliest Help model being implemented for Spring 2017 and are therefore expecting to see the overall size of the CLA population to initially grow in response to this.

**Current Trends**
West Sussex has seen a rise in high risk complex cases, particularly CSE, children with sexually harmful behaviours and mental health conditions, which has led to increased demand for emergency placements and specialised provision.

**Local market**
Although there is a sufficient local supply of placements, neighbouring and London authorities place large numbers of CLA in West Sussex. This significant number of placements from other councils into the county has led to an extremely competitive local market and is limiting the supply available to the Council and placing pressure on other services e.g. YOS, schools.
Demand analysis: Population numbers and age profile
The total Children Looked After population and the size of the older cohorts has increased in West Sussex

Population numbers

• Aside from a noticeable decrease in 2014, the Children Looked After population in West Sussex has remained broadly in the range of 650 – 660 individuals.
• In November 2016, the total number of children looked after in West Sussex was 681. This is an increase of 7.8% since January 2016 - much larger than the national increase of 1%.
• A large component of this increase can be attributed to increasing numbers of UASC in West Sussex, with further analysis included on the following page. The rate of increase in the CLA population excluding asylum is only 3.5% in the same period.
• Another cohort which has contributed to growth of the CLA population is 0-5 year olds, which have a general trend upwards since 2014, with a peak of 146 children in August 2016. This is a 13.6% increase since November 2015.
• Compared with other local authorities, however, West Sussex has fewer Children Looked After than might be expected. The rate of Children Looked After for the county is 37 children looked after per 10,000 children aged under 18 years in the population. This is 9 fewer than the average of its statistical neighbours (46/10,000 children).

Age Profile

• West Sussex’s largest cohort of Children Looked After are aged 11-15, with 66% of CLA over the age of ten. This is larger than the national average of 62% and West Sussex’s statistical neighbours.
• In 2016, 31% of children aged 11-15 are coming into care for the first time. Out of these children, the majority (60%) are coming into care as a result of family breakdown, suggesting more need for intensive family support.
• With 207 children over 16, this cohort is a third larger than the average for its statistical neighbours and a fifth larger than its geographical neighbours.
• The number of Care Leavers has slightly increased from 302 in 2015 to 305 in 2016. This increase could suggest West Sussex’s young people are starting to take advantage of the Staying Put legislation, though this will take some time to fully impact upon numbers.
Demand analysis: Additional Needs
In addition to rising overall numbers of CLA, certain cohorts with additional support needs are increasing.

Unaccompanied Asylum Seeking Children
• As noted previously, the increasing rate of CLA in West Sussex is partially driven by rising numbers of UASC. The number of unaccompanied asylum seeking children has increased from 58 in January 2016 to 87 in November 2016. This compares with just 25 in 2012. This is a national trend, but West Sussex has more than double the statistical neighbour average. Assuming that this rate remains constant with the projected overall population, West Sussex will need to provide services for 189 UASC by 2021.
• This demand has led to a sharp rise in the use of in-house providers and external agency placements. In addition, expensive spot-purchasing of independent living arrangements accounts for 31% of the total UASC provision. The total forecasted spend on Asylum placements in 2016/17 is £1.85m.

Early Years
• Though at 16%, West Sussex has a lower percentage of 0-5 year olds than its statistical neighbour average, which is 17.7%, there has been a recent marked increase in this cohort, with a 3% increase from November 2015.
• This is largely attributed to the Think Family Early Intervention Strategy, which has targeted neglect in young children. West Sussex is therefore likely to see this cohort of young children work through the system in the next few years and this needs to be a key consideration in planning provision.

Placement breakdown
• 16% of placements made in 2016/17 to date are recorded as being a Same Day or Out of Hours placements, indicating a level of urgency in identifying care arrangements for the young person. Finding such placements is resource intensive and dependent on availability and capacity, rather than being the best fit for the individual. This can result in the placement not being sustained and increase failure demand.
• Moreover, lack of commissioning capacity for market oversight and quality assurance affects placement stability, quality, and cost and risk management.
• Social care managers suggest that young people entering care at an older age through Section 20 arrangements are more likely to experience difficult placements which result in breakdown and poor outcomes. However, further detailed analysis is required to investigate the overall impact in West Sussex.

Complexity of cases
• In addition to the rising volumes of CLA overall, social care professionals in West Sussex report an increase in the complexity of cases for some of the most vulnerable young people at risk.
• Developments in the local social work model, focusing on Signs of Safety, is leading to greater identification and action around complex issues, including Child Sexual Exploitation, mental health and those at risk of self-harm or harming others.
• These complex needs require individual, tailored care packages which can be difficult to access locally and involve significant cost. The number of high risk, high cost placements monitored by the Council’s dedicated Complex Case panel has risen in the past year, with the potential for further increases.
**Types of provision**

More residential placements than other councils and external provision increasingly used as children get older.

**Overall CLA cohort**
- Despite a lower than average CLA population, West Sussex has two and a half times the number of CLA in Secure units, children's homes and semi-independent living accommodation (23%) compared to the statistical neighbour average of 9.5%.
- While the inclusion of semi-independent living in these national statistics affects benchmarking, it indicates an overreliance on residential placements, which are most costly and typically do not lead to the best outcomes for young people.
- West Sussex had 399 CLA placed in in-house provision and 262 with external providers.
- As the cohorts of children get older, the proportion of external placements increases. This could indicate a lack of in-house provision that is able to meet the more complex needs and behavioural issues which are more likely to arise in adolescence.

**0 – 5 years**
- There are 120 CLA within this age cohort. While 72% of this cohort are in fostering placements, a majority of adoptions (71%) in West Sussex are for children aged 0 – 5.
- 83% of all placements for this cohort are in-house, compared to 17% external.

**6 – 10 years**
- This is the smallest cohort of CLA with 106 individuals. The vast majority (78%) are in fostering placements.
- 70% of all placements for this cohort are in-house, compared to 30% external.

**11 – 15 years**
- This is the largest cohort of Children Looked After with 244 individuals. Most children placed in residential placements are in this age range (74%).
- 59% of all placements for this cohort are in-house, compared to 41% external.

**16 – 18 years**
- There are 191 CLA aged 16-18 years. A significant minority (47%) continue to be placed in fostering arrangements but semi-independent living or supported lodgings are increasingly used for older children as they prepare for adult life.
- 43% of all placements for this cohort are in-house, compared to 57% external.
**Current state of placement provision**

An illustration of the current state of placement provision by age, proportion and projected 2016/17 spend

This diagram illustrates the diverse and disparate spend on placement provision for Children Looked After and Care Leavers (18+) in West Sussex.

Placements have been divided into seven categories. The projected 2016/17 spend for each placement category is then mapped by age range and delivery model (in-house or externally commissioned).

In order to apportion spend to different age ranges, it is assumed that proportions from a snapshot of CLA placements on 2/2/2017 are reflective of the whole year.

The proportion of the placement category as a % of all placements for that age range is also noted, as well as being reflected in the relative size of each box.

Once children and young people are placed in adoption or SGO placements, they are no longer defined as Children Looked After and not included in DIQ statistics. WSCC spend for these placement categories therefore reflects adoption and SGO allowances and is apportioned according to age ranges indicated in the Orders Report. The ‘Other’ category refers to small numbers of children who are Missing or ‘Placed with parents’ with spend reflected in other categories.
Current arrangements – In-house residential supply
A picture of West Sussex’s In-House Residential Portfolio

Utilisation
• West Sussex’s in-house portfolio is an important element of the mixed economy for placements, allowing access to tailored local provision. Important consideration is required for the right ‘mix’ of residents, as existing placements could be destabilised otherwise.

Physical configuration
• There has been a lack of investment in the physical condition of the properties which can affect the effectiveness and stability of placements.
• Many local authorities, as well as Ofsted, are shifting towards a preference for smaller residential units of 2 – 4 beds in order to better tailor support. This means that properties in West Sussex’s in-house residential portfolio could be considered slightly larger than recommended.

Strategic purpose
• Feedback from 1:1 interviews and focus groups suggests that there needs to be a clearer remit for the use of the in-house residential homes with regards to the wider needs of the CLA cohort, such as:
  ○ Emergency short-stay provision: Providing intensive respite care in order to maintain a longer term placement
  ○ Focus on complex needs: By specialising provision on high risk complex needs, such as CSE, it allows more integrated and local working with these individuals, and utilising external capacity for less complex cases.

Link with Disability Homes
• West Sussex also has four in-house disability residential homes. This provision is explored in more detail in the SEND section of the commissioning strategy, but there is an opportunity to reconfigure and manage the residential homes in a more holistic and strategic manner.

Non-disability Residential

Teasel Close
Teasel Close is a mixed gender unit providing residential placements for young people
• Bed capacity: 5
• Av. Occupancy: 87%
• Ofsted Rating: Outstanding
• Budget 16/17: £675.9k
• Placement cost p/w: £2,500

Seaside
Seaside is a mixed gender unit for young people aged 12-16 years who have difficulty living within a family environment.
• Bed capacity: 6
• Av. Occupancy: 86%
• Ofsted Rating: Good
• Budget 16/17: £723.1k
• Placement cost p/w: £2,800

Secure Unit

Beechfield
Beechfield is a secure unit for young people aged 10-17 with a history of absconding, likely to suffer significant harm or likely to injure themselves or others.
• Available Beds: 7
• Av. Occupancy: 50.9% (April-November, currently 0 due to closure)
• Ofsted Rating: Inadequate
• Budget 16/17: -£481k
  o Operating cost: £956k
  o Projected income: £1,437k
• Placement cost p/w: £5,400

More detail on the current status of Beechfield is presented on the following page, with an assessment of the future of the unit provided in Appendix B.
Status of the Beechfield Business Case
A high-level summary of the background and our view on the future of Beechfield Secure Unit

Local background

- Provides secure provision for up to 7 young people aged 10 to 17 at any one time.
- WSCC historically with little need for secure provision so sold places to other local authorities at a rate of £5,110 per week.
- July 2016 – ‘Inadequate’ Ofsted rating and subsequently closed in August.
- WSCC currently losing c.£50k p/w against budget due to costs of retaining facility empty and not achieving income targets attached to service.

National context

- Limited supply – Sharp decrease in the number of secure unit beds available across country.
- DfE support – DfE supportive of Beechfield continuing to supply region, so investing funds to update then rebuild the provision.
- Future demand – Demand is likely to exist for some complex cases. However, secure units are viewed as a ‘last resort’, due to high cost and limited outcomes. Councils are investing in earlier intervention to mitigate against escalating issues.

The council’s Business Case for Beechfield
WSCC’s business case for the future of Beechfield favoured Option 3 of three options examined:

1. Do nothing and close unit in three years when licence expires
   Estimated cost - £725k p/a (Loss of budgeted surplus and cost of alternative provision)

2. Close the unit sooner
   Estimated cost - £1.175m p/a (Loss of budgeted surplus and cost of alternative provision, plus repayment of £450k to DfE for unit renovation grant)

3. Build a new, larger unit with DfE grant
   Estimated cost - £0 (However, dependent on high occupancy rate and WSCC would be liable for running costs)

The Beechfield Business Case is assessed in detail in Annex B.

Our view

A number of assumptions in the original business case could be amended to provide a more robust assessments of options. These include:

- Incorporating operating costs while keeping Beechfield open into cost/benefit analysis;
- National average cost of alternative secure accommodation lower than assumed;
- Incorporating operating and additional costs into Option 3 analysis;
- Modelling against worst case scenario of 60% occupancy rate.

In addition, a number of other factors have been incorporated into the assessment, including:

- Risks associated with under-occupancy and reputation;
- Likelihood of positive outcomes achieved from provision;
- Trends and sustainability of demand in the future.

As a result of this assessment, it is our overall view that a reconfigured Beechfield could prove a viable addition to the in-house residential estate, but further modelling should be undertaken.
Current arrangements – external supply
Sufficient external local supply to meet needs but WSCC must be more commercially competitive to access it

Local supply

- Total Children’s Services expenditure on agency long term care in 2015/16 was £5.8m. The top 3 providers accounted for 40.1% of this spend.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Expenditure 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Choice Children’s Homes</td>
<td>£968k</td>
</tr>
<tr>
<td>Lioncare Group</td>
<td>£765k</td>
</tr>
<tr>
<td>Child First</td>
<td>£627k</td>
</tr>
</tbody>
</table>

- There is an opportunity to consider whether developing commercial management or alternative contractual arrangements with these top providers could improve access, cost and value of placements.

Impact of other local authorities placing CLA in West Sussex

- As at December 2016, 425 Children Looked After were placed in West Sussex by 68 other local authorities. The top placing authorities are:

<table>
<thead>
<tr>
<th>Originating authority</th>
<th>Number of young people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brighton and Hove Council</td>
<td>116 (27.3%)</td>
</tr>
<tr>
<td>London Boroughs (collectively)</td>
<td>79 (18.6%)</td>
</tr>
<tr>
<td>Surrey County Council</td>
<td>60 (14.1%)</td>
</tr>
</tbody>
</table>

- Other local authorities placing CLA in the county limits the supply available for West Sussex. Commissioning roles report that other local authorities are willing to commit to longer placements and higher fees than WSCC.

- Although the direct placement costs are met by the placing authority, West Sussex is required to provide for other support needs, such as specialised education, which is having an impact on access and costs for WSCC children.

Sub-Regional Framework for CLA placements

Placements within the external market are commissioned through a sub-regional framework of providers which is shared with Brighton and Hove City Council. The initial framework was procured in 2009, and re-tendered in 2012. The current arrangement is for an initial period of four years, with an option to extend for a further three year period. The Framework is ‘open’ to the extent that there is an annual opportunity for new and emerging, or previously unsuccessful providers to apply to join, and achieve a higher tier within the structure. The present framework consists of 22 fostering and 18 residential providers, divided into two tiers, based on quality and value for money. Each provider has been required to demonstrate a high level of quality and value, both as a business, and as a provider of placements for CLA.

Analysis of framework arrangements

- The framework has provided an effective procurement mechanism for sourcing and contracting placements for Children Looked After. However, the contract documentation and approach needs to be refreshed to reflect the changing market.

- Tight contract management of the framework has capped prices for the last 8 years. While this has provided financial benefit in the short term, there has been a wider impact on West Sussex’s ability to access the market. Other local authorities are prepared to pay more for placements, which is constraining supply and placement options for West Sussex.

- DPS arrangements needs to be supported by effective governance and monitoring infrastructure. Cumbersome decision making and limited information is impacting on the ability of WSCC to access local supply.
Current arrangements – Supported accommodation

Older Children Looked After and UASC in West Sussex can access a range of supported accommodation

The purpose of these services are to ensure these young people are accommodated in a safe, secure setting and supported to move on into independent living. The range of supported accommodation includes:

**Block contracts**

Three levels of services delivered by 3 providers, procured from an established Framework Agreement:

A) Shared accommodation with 7 night sleep in, 56 hours support per week per property
B) Accommodation with 4 hours per week floating support
C) Outreach support when young person has moved onto own property

**Spot purchase**

Where there is a lack of capacity in the block contracts, or a bespoke level of support is needed (typically for higher needs, 24 hour support), individual placements are called off from the Framework.

**UASC block contract** (35 bed capacity)

This provision is stretched with a number of additional spot purchased UASC placements (38 in Jan 2017).

**Spot purchase**

Where there is a lack of capacity in the block contracts, or a bespoke level of support is needed (typically for higher needs, 24 hour support), individual placements are called off from the Framework.

**DPS for Supported Accommodation**

West Sussex is currently undertaking a procurement process to establish a Dynamic Purchasing System for supported accommodation for children looked after, unaccompanied asylum seekers and vulnerable young people. This will establish a framework of pre-approved suppliers from which the council can purchase a block contract for services through a mini-competition or ‘call-off’ bespoke accommodation packages for individuals.

New Supported Accommodation arrangements via the DPS are expected to be in place by spring 2017. Key outcomes for the new provision include:

- Improved value for money and quality assurance as a result of fewer ‘off-list’ placements purchased separately from established procurement mechanisms;
- Greater flexibility and access to providers over the life of the DPS

**Key issues identified**

- High proportion of young people in supported accommodation area aged 18+ (47%), suggesting a lack of preparedness to move on to independent living or lack of alternative housing options;
- Lack of capacity to meet UASC demand with a high proportion of spot purchased placements for this cohort;
- Intense concentration of care leavers in Worthing and Adur with a need for more regular planning and co-working between district councils and the county on housing options for Care Leavers;
- Potential for a clearer pathway through different levels of support, from high needs supported accommodation to supported lodging and training flats before moving on to independent living. This could be addressed as part of the implementation of the new DPS.

*Snapshot of supported accommodation placements, Jan 2017*
Future provision requirements
Numbers of Children Looked After projected to increase, but volatility in needs requires flexible provision

**National drivers**

- The numbers of Children Looked After have continued to rise nationally over the past eight years. Care applications received by Cafcass have increased by 32% since 2014, suggesting demand is accelerating.
- The 26 week time limit for care applications, aiming to reduce delays in the care system, is likely to continue to drive overall numbers in care.
- Children and Social Work Bill will impose new duties on local authorities for care leavers, including extension of Personal Adviser entitlement up to the age of 25 and publication of a ‘local offer’ for children leaving care.
- ‘Staying Put’ initiative, which enables young adults to remain with their foster family between the ages of 18 and 21, will continue to impact on number of care leavers supported and foster carer supply.
- National long term downwards trend in demand for secure provision in favour of other types of provision such as intensive foster care.

**Local drivers**

- Recent growth in the CLA population will put increased pressure on Children’s Services, particularly as existing systems and processes make it difficult to predict demand and support tends to be reactive.
- Sharp rise in Unaccompanied Asylum Seeking Children is accelerating overall numbers of Children Looked After.
- Disproportionate numbers of CLA over the age of 10 compared to other authorities, with needs typically more complex and costly to support.
- Growing numbers of the most at risk, vulnerable children, particularly CSE and those with sexually and physically harmful behaviours putting pressure on specialist in-house provision.
- Other authorities likely to continue to place increasing numbers of children in West Sussex, as rising accommodation costs force provision of services outside of their local area.

**Impact**

- Based on current trends, numbers of Children Looked After in West Sussex are projected to continue to rise to 694 in 2017/18 and 714 in 2018/19. This will increase demand for foster carers, especially with a strategic aim to reduce the usage of residential homes. Volatility in demand, however, requires a more proactive and flexible use of placements and support provision.
- Failure to be more proactive in preventing issues from escalating and tackling placement breakdown, particularly in foster care, will continue to drive demand for costly residential, independent placements, often out-of-county.
- There will be an increased numbers of care leavers, and the impact will be exacerbated by a lack of effective preparation for CLA to progress to independent life. This is likely to entrench poor outcomes and increase support costs for Children’s Services, as well as wider local authority and other public services.
- High numbers of UASC and complex cases suggest a need for emergency beds and an opportunity to repurpose an in-house residential home.
Identified gaps and other issues
There are currently gaps in the CLA provision which are hindering overall progress

What we have heard from service staff about gaps in provision

Step-down services
Gaps in services and support to help step-down (or temporary step-up) is limiting individual placement progress and move on to independent living

Lack of specialist services
Lack of in-house specialist services for the high risk, complex cases, such as CSE, leading to reliance on external provision. There is a need for intensive, tailored and flexible services as well as a longer term pathway as issues begin to stabilise

Lack of commissioning capacity
There is only one full time FTE for CLA placements and other commissioning tasks; this makes it difficult to prioritise the work effectively and efficiently. Limited capacity for market oversight and quality assurance affects placement stability, quality, and cost and risk management

Placement resilience support
A lack of flexible provision and intensive intervention is resulting in repeated cycles of placement breakdowns and higher cost provision

Emergency placements
Lack of emergency / crisis provision which can be accessed quickly leading to high number of same-day placement requirements

We have tried to have discussions with providers about placements to avoid placement breakdown, but the lack of flexibility in the system makes this difficult

Large numbers of placements from other LA's within West Sussex are stretching our education and health teams (as they are statutorily responsible for these children), so they cannot focus on West Sussex children

Why is there no team for young people of age 16 leaving care - other counties have them?
Other delivery challenges
Ways of working, systems and policy could be further developed to enable improved delivery of CLA services

People
- Workforce resilience - providers and the council are finding it difficult to recruit and retain well-trained workers. These workforce pressures are making it harder to keep children and young people in county
- Workers are unaware of the full services available for their clients
- Limited commissioning capacity and lack of integration across Children’s, Adults’ and Education services prevents development and sharing of effective practice regarding market management and quality assurance

Technology
- There is a lack of integrated data systems to support multi-agency planning and co-ordination of support
- There is a lack of infrastructure to monitor placements and allow analysis of placement breakdown
- Current systems do not allow accurate financial projections; finance are therefore reliant on manual calculations based on current spend
- There is no consistent data on needs and services which is easily accessible in order to project demand and inform strategic decision making.

Process
- Roles, responsibilities and processes for placement finding, supplier and contract management and social work teams are inconsistent and fragmented. Value for money and outcomes are therefore not effectively monitored
- There a lack of robust quality and outcomes monitoring in order to match changing needs and react to these
- Governance arrangements are not sufficiently flexible to ensure efficacy. Panels could be more strategic in overseeing costs and outcomes

Policy
- More work is needed on the Sufficiency Strategy and needs assessment criteria in order to feed into the Commissioning Strategy
- There is a lack of proactive market engagement and an outdated DPS leading to uncompetitive rates and preventing the Council to compete in a competitive market
- There are undefined roles, responsibilities and ways of working between Education, Social Care and Health
Summary of key issues identified – Children Looked After

Our Current State section highlights the following eight core issues with CLA placements:

A) Other LAs placing CLA in West Sussex
Neighbouring and London authorities placing their CLA in West Sussex, which is limiting the supply available to the council and placing pressure on other services e.g. YOS, schools

B) Fragmented pathways
Gaps in services and support to help step-down (or temporary step-up) is limiting individual placement progress and move on to independent living. Transition from CYP to AOP services lacks appropriate transition planning

C) Divided placement roles
Roles, responsibilities and processes for placement finding, social work functions and supplier / contract management (with very limited capacity) are inconsistent and fragmented. Value for money and outcomes are therefore not effectively monitored

D) Lack of unified strategy across placements portfolio
Lack of holistic strategy, flexible management and use of placement to ensure in-house and external options are best used to match changing needs

E) Increasing demand for high risk, complex cases
Support needed for those presenting with Child Sexual Exploitation, sexually harmful behaviour, and at risk of harm to self and others, with cases in these areas appearing to be on the rise

F) High proportion of residential placements
Compared to other local authorities, a high proportion of CLA are placed in residential provision (in-house or external)

G) Inflexible, reactive system contributing to breakdowns
A lack of flexible provision, intensive intervention and ‘crisis’ / emergency beds is resulting in same-day placement requirements and a repeated cycle of placement breakdowns and higher cost provision. A lack of appropriate education provision is also placing stress on placement sustainability

H) Viability of in-house secure accommodation
The council runs a secure accommodation unit for highly vulnerable young people. The majority of placements are bought by other local authorities and the long-term business case needs to be considered

These key issues are matched against each solution in the next section using this key:

A | B | C | D | E | F | G | H
3b

Children and young people who are Looked After

Future State
What might the future look like – CLA
Eleven potential solutions identified to address the key issues affecting complex CLA placements

**INNOVATIVE**

9. Iterative co-design with the market
10. New models of provision rolled out in response to need e.g. CSE
11. Strategic horizon scanning mapped against ongoing evaluation of existing provision

**ADVANCED**

5. Effective governance to quality assure placement planning
6. Development of flexible education options for those who need it
7. Access to and visibility of emergency / crisis provision
8. Regular review of suitability of placements, with more step-down options

**FOUNDATION**

1. Unified vision and strategy across placements portfolio
2. Improved support preparing Care Leavers for independent living
3. Improved communication routes with providers
4. Agreed definition of quality and robust outcomes monitoring
What might the future look like – Model of placement provision

A high-level model mapping placement types to age and levels of need highlights provision required.

This is an example model based on successful implementation in other Local Authorities. It is critical in the first instance that West Sussex examines its approach to placements, as illustrated in the Current State, and determines its overall model for placement provision in order to shape strategic priorities and its Sufficiency Strategy.
1. Unified vision and strategy across placements portfolio

The critical first step is to develop a robust Sufficiency Strategy

As-is

- There is no clear approach to identifying and prioritising types of provision based on age and levels of need across fostering, residential and other types of placement.
- WSCC’s in-house residential homes operate independently, with no clear sense of purpose or collective responsibility for the county’s CLA cohort.
- External placement decisions can be reactive and driven by market capacity.
- Currently no existing capacity within the system to provide brief respite when placements become challenging and prevent placement breakdown.

Benefits

- More coherent, joined up and transparent services across the placements portfolio.
- More efficient and effective use of both the Council’s in-house resources and its use of the external market.
- A clearer sense of outcomes required and ability to measure them for both internal and external provision.

Key skills required

1. Operational data gathering and business intelligence;
2. Needs and gap analysis;
3. Service design;
4. Communication and engagement;
5. Internal performance management; and
6. Horizon scanning.

Where has this worked elsewhere?

Lincolnshire County Council undertook a systematic analysis of need, benchmarking, remodelling and planned change. They improved and remodelled in-house homes to manage specialist and more complex needs. Small numbers of independent places are still commissioned but at a lower unit cost and with more robust contracting arrangements. Money saved was invested in preventative services including family support and specialist foster care services.

Key issues tackled: A B C D E F G H

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2. Improved support preparing Care Leavers for independent living

Establish planning and support which equips young people to move smoothly into independence

As-is

- Limited capability and capacity focusing on preparation for adult life;
- There is pathway planning guidance in place to support young people as they prepare to leave care. However, it needs to be reviewed and updated.
- Pathway planning and transitions are not implemented consistently across social work practice;
- Semi-independent living and supported lodgings provision is commissioned but requires a clearer focus on outcomes, stepping down support and preparing young people to move on in a timely manner.

Benefits

- Clearer understanding of the transition pathways between services and how children and young people move between them
- Reduced costs of placements and services for children and young people due to preparation for more independent lives and better matching support to needs
- A more proactive organization due to more forward-planning and monitoring of placements

To-be

Outcome-focused preparation for transition into adult life will better enable every Child Looked After to move into independence as soon as it is appropriate for them to do so. There will be clear expectations for providers, social work teams and young people to prepare for leaving care. As a result of their experiences in care, young people will be equipped with the practical skills they need to manage their own lives.

Key features of this approach will include:

- Defined transitions pathway for older Children Looked After and Care Leavers with graduated levels of support to independence.
- Proactive move-on action planning at point of placement involving the child, social worker and placement provider, with regular reviews;
- Access to a defined, flexible semi-independent living / supported lodging offer which is transparent in its timescales and enables the young person and their worker to plan for transition to independence in a controlled way;
- Robust tracking and monitoring of transitions to ensure young people are achieving outcomes and making expected progress towards independence.

Key skills required

1. Policy development of semi-independent living/supported lodgings offer;
2. Service design;
3. Co-production;
4. Internal performance management; and
5. Outcome identification, specification and monitoring.

Where has this worked elsewhere?

The London Borough of Hammersmith & Fulham reviewed current arrangements for SIL and Care Leavers in response to growing demand, developing a Framework Agreement for SIL services in collaboration with social workers, young people and providers. This is an example of good practice for West Sussex to review. It focussed on the following key service features: placement resilience; minimum quality standards from providers; robust contract monitoring arrangements and clear expectations of the approach to move-in requirements and move-on arrangements.
3. Improved communication routes with providers

Build trust and relationships with providers to improve understanding of West Sussex’s needs

As-is

- Separate placement finding, contract management & social work functions has led to a disconnect in interactions and relationships with providers
- Lack of capacity to regularly liaise and resolve individual placement issues with providers
- Complex governance for placement sign-off is delaying decisions, limiting access to local supply and negatively impacting on market relationships
- Local providers would prefer to work more closely with the council but this opportunity is being missed due to process and governance barriers

To-be

Providers are recognised as important partners in delivering services and outcomes for West Sussex’s children and young people. Their operational knowledge and expertise is listened to and used to inform individual placement decisions, as well as wider strategic planning. Issues are flagged early in order to jointly plan actions to prevent placement breakdown, including the provision of additional wraparound support if required.

Key features of this approach will include:
- Improved co-ordination and ways of working between placement finding, contract management and social work functions;
- Clear understanding of the roles and responsibilities across all those providing support for Children Looked After;
- Key council contact identified for each provider in order to manage relationship, as well as flag any individual placement concerns;
- Enhance the existing provider forum structure so that agendas are co-developed and mutually beneficial for the council and the market.

Benefits

- Greater communication leading to a more robust local market, which can flex to better meet the council’s needs for CLA placements
- Improved culture of partnership and collaboration between the council and providers to develop services which meet changing needs
- Improved outcomes for children and young people due to joint focus towards reduction of placement breakdowns

Key skills required

1. Developing partner relationships;
2. Communication and engagement;
3. Outcomes monitoring;
4. Quality assurance; and
5. Ability to robustly challenge the status quo.

Where has this worked elsewhere?

London Borough of Haringey has begun to discuss every failed placement with its providers. They have found these conversations a useful way of establishing what might be necessary to overcome challenges and to prevent future placement breakdown and a channel through which to build more constructive relationships with providers.
4. Agreed definition of quality and robust outcomes monitoring

Establish clear policies and processes for defining, monitoring and reviewing placement value

**As-is**
- Outcomes are discussed at a high level when making placements but there is no consistent approach to monitoring and reviewing these at an individual and cohort level;
- While all providers are safe and risk assessed, there is considerable variation in the quality of provision and outcomes for young people;
- The regional DPS work has co-produced an outcomes framework with the placements market but this has not yet been put into practice;
- Lack of integrated data and infrastructure to monitor outcomes.

**To-be**
The council will be better able to hold providers to account through a clear articulation of quality expectations and outcomes monitoring. Providers will also be better informed on how to meet the council’s needs and able to respond according to individual issues and cohort trends. Implementing these policies and processes will ensure the council is maximising the value of its spend on placements to ensure provision is meeting outcomes for individuals. Key features of this approach will include:
- Defined quality standards for different types of placement provision, addressing accommodation, support & partnership working in particular;
- Working to put the outcomes framework developed as part of the Regional DPS viability work into operational practice;
- Clearly defining outcomes at the start of every placement made, which are agreed between the council, provider and young person where possible;
- Investigate & implement integrated quality assurance systems / dashboard;
- Establish regular and robust performance monitoring which monitors progress towards outcomes and adjusts plans and support in response.

**Benefits**
- A clear understanding of quality standards from both council and providers leading to improved collaboration between council and market
- More coherent, joined-up and transparent services for children and young people
- Improved outcomes for children and young people by ensuring that provision meets their aims in both the short- and longer-term

**Key skills required**
1. Evaluating good practice and value;
2. Co-production with providers and young people;
3. Outcomes monitoring;
4. Commercial awareness; and
5. Quality assurance.

**Where has this worked elsewhere?**
Placements Northwest has published a service specification (parts 1 and 2) for children’s homes which is a good example of best practice for West Sussex. This specification lists the outcomes they expect providers to the framework to achieve at a minimum and for all children. The outcomes build on the five Every Child Matters outcomes and seven outcomes identified by children and young people at the Children’s Rights Conference 2005.
5. Effective governance to quality assure placement planning
Appropriate levels of decision making and oversight to drive placement strategy and review

**As-is**

- Governance and sign-off process in Social Care are cumbersome, resulting in a number of emergency placements and negatively impacting on accessing local supply;
- Complex Case Panels lacking supporting infrastructure to make effective and informed decisions;
- A short-term view on cost control which is counter-productive in terms of the long-term strategic outcomes.

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**Benefits**

- Clear understanding on the working protocols between services
- More efficient and effective use of panels and decision making processes
- Reduced cost due to faster decisions leading to less reliance on emergency provision
- Improved communication with the local market feeding into decisions and strategy

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**To-be**

Placement finding and contract management functions are empowered to make individual placement decisions in line with a clear placement protocol. Governance arrangements adopt a more strategic approach to placement planning and review which focuses on information on cohort progression, outcomes achieved and overall value of placements, not just spend. Lessons learned drawn from previous placements and providers are applied in a process of continuous improvement.

Key features of this approach will include:

- Updated and agreed Placements Protocol with clear delegation of process, review and decision making responsibilities;
- Use of integrated systems & dashboards to inform oversight and decisions;
- Information monitoring for governance focused on outcomes, not just cost;
- Engagement with providers on causes for any placement breakdowns with regular reporting into governance to apply lessons back into strategy;
- Continuation of Complex Case panel arrangements but more effectively supported by administrative and data analysis capacity.

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**Key skills required**

1. Data analysis;
2. Process design;
3. Internal and external communications;
4. Market engagement; and
5. Outcomes monitoring.

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**Where has this worked elsewhere?**

Think Local Act Personal (TLAP) has designed guide to develop councils approach to Adults’ care and support planning; however, its principles are also applicable to Children’s. The guide is organised around five elements: 1) Moving from assessment to care and support planning 2) Who supports the planning process and how this takes place 3) What’s in the plan, including how to record it 4) Agreeing the plan (including sign off and panel arrangements) 5) Review. In addition, it has ten principles of what really good care and support planning looks like in practice.
6. Development of flexible education options for those who need it

A mixed economy of education provision to meet the needs of individuals

As-is

- The current contract with the provider delivering alternative education is seen as not being fit for purpose and not suitably outcomes-focused
- There appears to be limited provision over and above this to cater for young people who are not accessing mainstream education provision
- Education provision offers a structured framework for young people who might otherwise be vulnerable to engaging in more negative pursuits

Benefits

- Better outcomes for children and young people who are not thriving in current provision
- Greater choice and more tailored provision available
- A more proactive and innovative service model

To-be

A mixed economy of education provision, covering a range of approaches to meet specific outcomes, will enable workers to ensure all young people are accessing some form of structured education. This may include provision within different settings e.g. libraries or engaging different personnel e.g. residential workers or non-typical activities e.g. an Arts and Learning Centre.

Key features of this approach will include:

- Engaging with community providers and young people to understand what is currently in existence and / or what can be developed;
- Undertaking an outline business case against identified initiatives, in partnership with providers, to detail the likely costs and benefits and appropriate outcomes frameworks
- Identifying alternative funding routes e.g. charity funding
- Trialling one or two models of provision with a cohort of young people and tracking outcomes with them and professionals working with them to determine the benefits realised

Key skills required

1. Internal and external communications;
2. Co-production; engagement with market;
3. Ability to challenge the status quo;
4. Commercial awareness;
5. Contract management;
6. Technical expertise (procurement); and
7. Risk assessment; evaluating good practice and value.

Where has this worked elsewhere?

Gloucestershire County Council has an alternative provision programme called Tree Creepers Forest School which gives children and young people an opportunity to explore and discover outdoor education. It is led by qualified Forest School leaders, based in small groups with a high ratio of adults. It aims to raise the self-esteem of CYP who have not thrived in typical educational settings through progressive, achievable, outdoor activities and is appropriate for young people from all backgrounds and of all ages.
7. Access to and visibility of emergency / crisis placements
Capacity built in to enable earlier prevention of likely placement breakdowns

As-is
- At present there is no contingency built into the system to allow for brief periods of respite or ‘time-out’, where a placement either breaks down or is at risk of breakdown
- This can then force a longer-term decision to be taken, with resulting cost increases, when placements do break down
- Additionally, where there is perhaps capacity for this within the current system, it is not visible to workers and cannot therefore be utilised

To-be
Building in some additional capacity to support brief ‘time-outs’, from residential or foster care, will allow the authority to be more preventative in its approach to placement breakdowns. This capacity will need to be monitored to ensure those who can most benefit from it can access it at points of crisis.
Key features of this approach will include:
- Assessing the need within each care cohort to understand what is required to meet it in terms of skills, length of time, support for existing and respite carers and type of provision e.g. residential or foster care
- Against this framework of need, developing the outline business case for each care cohort to understand the likely costs attached to these requirements – this should consider reconfiguring Seaside as a dedicated emergency unit and the likely costs and benefits
- Reviewing the impact of these on each cohort and amending as required
- Further consideration can also be given to the development of a real-time dashboard showing availability of crisis placements, accessible to all workers

Benefits
- Provision better matched to demand for emergency placements, improving the outcomes of both these children and those in long-term placements who will experience less disruption
- Reduced costs of placements and services for young people and adults due to less high cost external emergency placements
- More coherent, joined-up services for children and young people due to increased capacity for step-up/ step-down support

Key skills required
1. Needs assessment and gap analysis;
2. Risk assessment;
3. Performance management;
4. Outcomes monitoring;
5. Development and management of business intelligence; and
6. Horizon scanning.

Where has this worked elsewhere?
Salford City Council has opened an in-house 3 bed emergency unit designed as a crisis intervention service for failing foster care placements. Another model is North Yorkshire’s No Wrong Door, which replaces homes with hubs which combine residential care with fostering. Each hub has a dedicated team and every young person in the programme is given a ‘sticky’ support worker who remains with the young person to offer ongoing guidance and help them access the right services for their needs.
### As-is
- Lack of ongoing review to ensure provision is continuing to meet the needs of a young person
- Although there is a mixed economy of placement provision, there should be more differentiation in the levels of support and specialism to meet the wide range of needs in West Sussex;
- Placement decisions can be driven by market capacity and availability, rather than being the most suitable placement for the needs of the individual.

### To-be
Regular review of placement suitability will ensure that provision is best matched to the changing needs of individual children and young people and continues to meet their identified outcomes. Robust information and processes will allow the council to avoid unnecessary costs. By developing awareness of and access to graduated, flexible placement provision, the council will be less restricted by rigid in-house and external capacity. Key features of this approach will include:
- One-off review of all placements for Children Looked After to establish suitability and baseline for further assessment in the future;
- Proactive exit planning at the forefront of all placement making decisions;
- Reviews to include transition considerations and earlier decision making on likelihood of Care Act eligibility and planning for Adults’ Services;
- Linked with Solution 4 (Definition of quality & robust outcomes monitoring);
- Development of more step-down provision, including resilient foster care options able to provide specialist support;
- Ongoing provider reporting at an individual level to inform reviews.

### Benefits
- Increased ability to maintain placements, due to greater flexibility of provision and placement support
- More coherent, joined up and transparent services that are able to respond to changing needs
- More proactive approach to managing demand and preventing placement breakdowns

### Key skills required
1. Information gathering on current service;
2. Data analysis and baselining;
3. Outcomes monitoring;
4. Quality assurance;
5. Service design; and

### Where has this worked elsewhere?
Bury Metropolitan Borough Council has implemented step up and step down fostering specialising in child sexual exploitation and drugs misuse. Experienced foster carers were provided with additional training and support in order to take a young person from a higher to a lower level of need and support (step down) or a higher level of need - step up services. (e.g. between mainstream fostering and a residential home). This model would allow West Sussex to create a more flexible continuum of services, able to respond to different levels of need and changing needs over time.
9. Iterative co-design with the market

Empower providers to work with the council in developing solutions for key strategic issues

**As-is**
- Traditional culture of commissioner – provider split, with suspicion of external providers in some areas of the council;
- Lack of capacity for market engagement and development;
- Limited local supply due to impact of other local authorities placing in West Sussex, meaning the council is not capitalising on local relationships;
- Placement provision is reactive and focused on meeting individual needs, with little consideration of the wider strategic questions for the cohort

**To-be**
Providers are best placed to understanding the changing needs of individuals and complex cohort of Children Looked After due to their day-to-day operational work. They are also aware of frontline pressures in the delivery of these services, which the council needs to better understand. By working in partnership with the market, West Sussex will be able to collaboratively develop solutions which build on experience to improve the overall value of placement provision and outcomes for children and young people.

Key features of this approach will include:
- Development of a Market Position Statement to inform providers of the council’s needs, including a focus on the key strategic issues which the council wants to work with the market to address;
- Dragon’s Den style market forums to share and test innovative ideas;
- Sharing cohort needs analyses and more open access to demographic data for the market to shape their provision and develop alternative solutions.
- Providers as shared partners in multi-agency partnership discussions with social care, police, health and education for local areas (ie District-level).

**Benefits**
- More robust local market which can flex to better meet the council’s needs for CLA placements
- Greater choice available with regards to service provision
- Improved culture of partnership and collaboration between the council and the market to develop services which meet needs
- Improved value for money for CLA placements

**Key skills required**
1. Engagement with the market;
2. Partnership building;
3. Needs analysis;
4. Innovation and creative thinking;
5. Policy development; and
6. Multi-agency networking

**Where has this worked elsewhere?**
Cheshire West and Chester identified a locality area in which there were particular community needs impacting adversely on the residents, and having subsequent knock-on impacts to the council’s and partners’ budgets. The local authority hosted a one-day summit with key partners, including police and health, and providers across the voluntary and private sectors, to pool analyses of need, undertake co-design of solutions and jointly agree an action plan.
10. New models of provision rolled out in response to need
Establish new services to address emerging specialist need in a proactive manner

As-is

- There are some growing cohorts of need that West Sussex have identified e.g. CSE and UASC but for whom specific provision has not yet been determined
- Whilst at the moment numbers are low enough to mean that the current placements portfolio can be stretched to manage these cohorts, West Sussex can take a proactive approach in developing models of provision to future-proof the service.

To-be

A prerequisite to this approach is the need to undertake strategic horizon-scanning and mapping against existing demand and supply in order to understand where the gaps are. Additionally, developing co-design relationships with partners will be essential to maximise or adapt existing good practice.

Key features of this approach will include:
- Redefining the in-house residential estate to meet specific needs e.g. the current thoughts on the redevelopment of Beechfield would incorporate a zone to work with the CSE cohort
- Identifying provision in use in other local authorities to determine applicability to West Sussex context and developing these in conjunction with partners
- Developing robust evaluative methodologies to determine baseline positions and expected outcomes at key review points

Benefits

- Reduced number and costs of high needs, complex placements through a targeted prevention approach
- Increase utilisation of residential in-house provision
- More coherent, joined up and transparent services
- More effective and efficient use of in-house residential resources

Key skills required

1. Gap analysis;
2. Evaluating good practice and value;
3. Continuous improvement and iterative learning;
4. Defining and monitoring outcomes;
5. Predictive modelling; and
6. Project and change management.

Where has this worked elsewhere?
The 2016 Ayecliffe CSE innovation project trialled the use of secure accommodation to provide a therapeutic environment for sexually exploited young people and to support their transitions back into the community. The development of positive relationships with staff and improvements in the mental and emotional well-being of the young people were key objectives that were both achieved (to some extent) during their time at Ayecliffe, though short timescales were a challenge.

Key issues tackled: A B C D E F G H
11. Strategic horizon scanning mapped against existing provision

Build business intelligence and strategic commissioning capabilities to future-proof placements

As-is

- Some data analysis and demand projections within Children’s Services but mainly driven by finance data, rather than population needs & trends
- Some strong data insights at a corporate strategic level but this is often not used or applicable for operational practice or decision making
- Lack of a clear overview of volumes and key features of existing provision
- Reactive planning and decision making without a clear vision and focus on the horizon
- Lack of capacity and strategic commissioning capabilities

Benefits

- Greater access to data facilitating the council to be more proactive, with more effective demand/cost management
- More of an ‘elastic’ ability to adjust and adapt to changing needs of individual children and young people due to easier access to their data
- Helping empower commissioners to better manage the local market, armed with better data to enable decisions and negotiations

To-be

West Sussex will need to be more proactive in shaping the market and ensuring supply matches local needs. Commissioning decisions, including expansion and decommissioning of provision, will be timely and well-informed. By taking a lead on understanding, informing and influencing the market, the council will be able to ensure local provision will deliver the required outcomes, rather than being subject to market capacity and increasingly dependent on independent provision, often out-of-county.

Key features of this approach will include:

- Robust business intelligence systems which enables needs and outcomes to be tracked at an individual, cohort and county-wide level;
- Strong data analysis and predictive modelling of changing cohort needs and trends in order to be proactive in developing suitable provision;
- Use of qualitative data from providers, social care professionals and young people to identify and plan provision for 1, 3 and 5 years’ time.

Key issues tackled: A B C D E F G H

Where has this worked elsewhere?

The Tri-borough councils in London have developed On Track Edge of Care. This uses predictive data to reduce the number of children who enter the care system later in their childhood (11 – 18 years old). The predictive tool helps identify those families most in need of intensive evidence-based interventions, and also which interventions might be most suitable for specific families. They then use key points of transition (e.g. primary – secondary school) to identify children at risk of becoming late entrants to care. They also have plans to develop an evaluation tool to baseline, measure impact, and track outcomes.
4 Enablers for Change
Through the development of the Commissioning Strategy, a number of organisational-wide challenges have been noted and are represented within this document through the lens of the four Change Enablers depicted in the model below. To mobilise the Commissioning Strategy, it is essential that a parallel workstream/s is developed to address these challenges and ensure they do not block progress.

1. **Introduction**
2. **SEND**
3. **CLA**
4. **Enablers for Change**
5. **Next Steps**
6. **Annexes**
What needs to be in place to enable these changes?

**Leadership and vision** needs to be clear and visible at all levels.

**Ownership and accountability** for all components of the strategy need to be defined.

Cultural shift from **reactive to proactive** is required.

Development of more **consistent and practical data** on needs and services which is easily accessible in order to project demand and inform strategic decision making.

**More integrated systems** which reduces manual data collection and analysis, as this is resource intensive and difficult to replicate.

**Governance** structures should be reviewed.

**Preparation and planning** needs to be embedded earlier.

**Existing duplication of activity** needs to be identified and addressed.

**Good analysis must be translated into clear policies**.

Focus on **developing a cohesive set of strategies and plans**.

**Existing policies and strategies should be reviewed** to ensure they are fit for purpose.

Fundamental considerations regarding West Sussex’s approach to strategic commissioning are prerequisites for a number of the people, process and enablers identified here. Commissioning capacity and capabilities will need to be embedded across strategic and operational levels in order to realise benefits, including more effective market oversight and quality assurance functions. A possible model for strategic commissioning within West Sussex is explored in Annex C.
People
West Sussex will need to look at people, process, policy and technology in order to enable change.

I’ve been here before, I try and believe in what we’re doing, but how many times am I going to be asked to believe and then let down?
OPERATIONAL MANAGER

What we have found
- CLA and Care Leavers Strategy and Plan and Signs of Safety provide the core strategic direction for Children’s Services. However, the former needs to be refreshed and used to direct practice, priorities and commissioned services more consistently
- Ownership and accountability are not defined or tied to strategy, e.g. some floating resources prioritising work as it arises, with no overarching plan; fragmented roles and responsibilities between Education, Health and Social Care
- There is a ‘gift’ culture e.g. staff try to provide all services for all children, instead of strategic and targeted support, looking to the external market to fill the gaps

Impact on West Sussex
- Duplication of activity
- Lack of capacity for developing proactive strategies
- Lack of direction for strategic priorities
- Change fatigue amongst operational staff and a lack of belief that the work they are doing will cause real change
- Ineffective use of external market and inefficient use of in-house resources

Possible Solutions
- Undertake a cultural assessment to influence ongoing organisational redesign work to flesh out clear roles and accountabilities
- Develop a true transformation programme approach, with a dedicated communications workstream to develop sustained engagement with West Sussex staff, clear governance and reporting
- Development of a clear approach to monitoring and benefits tracking
Process
West Sussex will need to look at people, process, policy and technology in order to enable change.

“Finance do the financial forecast, then reverse engineer the management of the service – this should not be the case.”

FINANCE OFFICER

What we have found
- Governance arrangements are inflexible, often disproportionately complex to the decision being made and with no clear cohesion of purpose e.g. sign off and decision making of placements
- Acknowledgement of duplication of analysis, policies and project activity, but with no resolution, e.g. analysis on emergency provision
- There is a split between Corporate and Service level staff without a consistent understanding of how council-wide strategies translate into operational practice;
- Lack of capacity to make commissioning a priority e.g. disconnect between the placements finding team, social work teams and supplier / contract management functions
- There is a lack of planning and preparation e.g. A lack of pathway planning guidance for Care Leavers

Impact on West Sussex
- Decision making and sign off can take a long time and causes delays to accessing provision
- Issues are raised at an operational level, but with no effective feedback mechanism, they are not fed through for consideration at a strategic level
- This leads to inertia and a lack of change

Possible Solutions
- Target Operating Model and RACI work to determine delivery of functions and where they should sit
- Developing internal commercial skills and capabilities to engage and manage key markets
- Detailed assessment of current processes, including with existing partners eg. Capita, BBLP, Viridor

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Policy
West Sussex will need to look at people, process, policy and technology in order to enable change.

What we have found
- Many strategies are outdated or have been produced in haste with plans to amend ‘later’, with no further action, sometimes for years e.g. Sufficiency Strategy, Commissioning for Better Outcomes.
- There is a lack of cohesive overarching strategy which can be articulated at all levels and used to effectively drive operational priorities, practice and decision making e.g. Use of in-house or external placement provision determined by supply, not strategy.
- There is ‘paralysis by analysis’ where policies exist, but are not put into action e.g. Council-wide responsibility for Corporate Parenthood.

Impact on West Sussex
- Lack of cohesion and insufficient recognition and action on good work being undertaken at an individual level.
- Staff cannot manage their work strategically or effectively.
- Inefficient use of resources.

Possible Solutions
- A cross-Council audit of current strategies to identify what exists and those that need creation or further development.
- An internal campaign throughout the Council to make staff aware of their duty as a corporate parent, encouraging them to informally support children (e.g. to share skills such as teaching instruments) or formally (e.g. through work placements within the Council). This could then lead to an external campaign to partner with businesses in the community or large corporate firms.

Siloed working is the default. Our strategies do not link up.

HEAD OF SERVICE
Technology
West Sussex will need to look at people, process, policy and technology in order to enable change.

**What we have found**

- There is a lack of accessible data at both an operational and strategic level e.g. transitions data is captured in systems which are not compatible
- Staff are uneasy in taking accountability for the accuracy of data e.g. financial costs and tracking associated with CLA and SEND placement packages
- There is a lack of integrated data systems e.g. only financial data for fostering is uploaded into Framework; other costs are tracked only in local spreadsheets

**Impact on West Sussex**

- Staff are not able to accurately project future demand in to inform strategic decision making and are reliant on manual calculations based on current spend
- This leads to large overspends
- Lack of ability to manage market and proactively engage with providers in response to changing needs

**Possible Solutions**

- A dashboard which sits over the top of all services provided that can pull in data from each of them in order to give both corporate management and operational staff a holistic view of the business
- Integration of technology systems to reduce manual amalgamation of data
- Development of more consistent and practical data on needs and services for service staff which is to hand, to help inform decision making, e.g. portable IPads
5

Next Steps
Benefits modelling
Benefits statement
The solutions and key enablers aim to deliver the following non-financial benefits

**Problem Statement**

How will West Sussex deliver a fit for purpose Children’s Commissioning Strategy that is proactive in tackling issues such as the restricted local market?

**Hypothesis**
(what needs to change)

- Clear practice, processes and policies developed through co-production with Social Care, Education and Health
- Robust information provision, delivered through integrated, consistent data and operational monitoring
- Whole-cycle commissioning function structurally aligned to business requirements with appropriate capacity built in
- Build capacity and capability for proactive market engagement and development
- Improved consultation and engagement with external partners, particularly providers and schools
- Consistent monitoring and review approach which assesses and responds to quality and value for the complex needs cohorts

**Anticipated Benefits**

- Facilitating the move from a reactive to a proactive organisation with more effective demand/cost management
- Better outcomes and a more coherent, joined-up service for customers
- More robust local market which can flex to better meet the Council’s needs
- Greater choice available with regards to service provision
- Clear understanding on the working protocols between services and how children and young people move between them
- ‘Elastic’ ability to adjust and adapt to changing needs of individual service users
- Defined culture and identity with understanding of purpose and approach
SEND financial benefits modelling - Methodology

High level modelling has been undertaken to indicate the potential financial benefits of the SEND solutions

The SEND solutions drawn out in the commissioning strategy are intended to deliver integrated change across the system. This is the most sustainable way of addressing the higher needs, higher cost SEND placements (the stated focus of the strategy) instead of tackling these expensive placements in isolation. In order to achieve these benefits, a number of transformational changes are needed, including greater integration between social care and education and a collaborative partnership culture between council services, schools, other providers and families.

A high-level model was developed to calculate potential financial benefits from implementing the solutions. It uses a number of broad assumptions, so further modelling and planning is required to test calculated benefits. Financial benefits would be from the Dedicated Schools Grant, rather than the council’s base budget.

There are two main levers that will drive financial benefits through implementing the SEND solutions identified:

Benefit Lever 1 – Cost control
Maximising inclusion within mainstream schools will increase capacity within local special schools, allowing costly independent and non-maintained special school placements to be reduced.

Benefit Lever 2 – Managing overall demand
Proactively working to prevent ongoing escalation of number of EHCPs being maintained by West Sussex County Council.

A ‘Do Nothing’ projection to 2019 is calculated based on an increase in EHCP / Statement volumes and proportions of educational settings remaining the same. The levers identified above are then used to examine 4 scenarios, against the current and 2019 projected baseline:

- Scenario 1 – Increase in EHCP / Statement volumes, proportion in mainstream education increased to 40% as a conservative target (Lever 1)
- Scenario 2 – Increase in EHCP / Statement volumes, proportion in mainstream education increased to 43% in line with statistical neighbours (Lever 1)
- Scenario 3 – Maintain EHCP / Statement volumes, proportion in mainstream education increased to 40% as a conservative target (Levers 1 & 2)
- Scenario 4 – Maintain EHCP / Statement volumes, proportion in mainstream education increased to 43% in line with statistical neighbours (Levers 1 & 2)

The modelling uses an estimated annual unit cost per pupil with an EHCP / Statement for each key educational setting as below:

<table>
<thead>
<tr>
<th>Setting</th>
<th>Unit Cost Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream school (maintained)</td>
<td>£12,087</td>
</tr>
<tr>
<td>Special Support Centre (maintained)</td>
<td>£13,175</td>
</tr>
<tr>
<td>Special school (maintained)</td>
<td>£16,070</td>
</tr>
<tr>
<td>Independent or non-maintained special school</td>
<td>£41,854</td>
</tr>
</tbody>
</table>

Weighted average of per pupil entitlement for three settings of Primary / KS3 / KS4 + Assumed maximum allowance of £6k Additional Support Funding + weighted Individually Assigned Resource + weighted average Personal Supplement

Total base + top-up budget / number of pupils on roll
From 'SSC Budget Shares 16 – 17' data

Total base + top-up budget / number of pupils on roll
From 'Special Schools Budget Shares 16 – 17' data

Average cost of an INMSS placement in 2016-17, based on all WSCC INMSS placements From 'INMS analysis by school 16-17' data

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# SEND financial benefits modelling – Current and future baselines

The baselines are calculated for children and young people with an EHCP / Statement in educational settings.

The model uses data for those in the identified education settings up to KS4 only. The future baseline assumes that the ongoing increase in EHCP / Statements will continue in line with current trends. This will create an additional pressure of £9.8m on the current baseline. Finances relate to the Dedicated Schools Grant, rather than the council’s base budget.

### Current Baseline

Numbers of children and young people with an EHCP / Statement maintained by WSCC at December 2016

<table>
<thead>
<tr>
<th>Education setting</th>
<th>Number of children</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream school (maintained)</td>
<td>3679</td>
<td>£63.1m</td>
</tr>
<tr>
<td>SSC (maintained)</td>
<td>1356</td>
<td>£16.4m</td>
</tr>
<tr>
<td>Special School (maintained)</td>
<td>320</td>
<td>£4.2m</td>
</tr>
<tr>
<td>Independent and non-maintained special schools</td>
<td>399</td>
<td>£16.7m</td>
</tr>
</tbody>
</table>

### Scenario 1 (Do Nothing)

Using a linear projection based on the trend over the last two years, the number of EHCP / Statements maintained will reach 4250 by 2019

<table>
<thead>
<tr>
<th>Education setting</th>
<th>Number of children</th>
<th>Cost</th>
<th>Additional Pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream school (maintained)</td>
<td>4250</td>
<td>£72.9m</td>
<td>+£9.8m</td>
</tr>
<tr>
<td>SSC (maintained)</td>
<td>1566</td>
<td>£18.9m</td>
<td>+£2.5m</td>
</tr>
<tr>
<td>Special School (maintained)</td>
<td>370</td>
<td>£4.9m</td>
<td>+£0.7m</td>
</tr>
<tr>
<td>Independent and non-maintained special schools</td>
<td>461</td>
<td>£19.3m</td>
<td>+£2.6m</td>
</tr>
</tbody>
</table>

* Includes LA Maintained Mainstream School, Mainstream Academy, Mainstream Free School; Resourced Provision; LA Maintained Special School; Independent Special School, Non-maintained Special School, Other Independent School. Categories excluded include ‘Educated Elsewhere’ and General FE or Tertiary College / HE. Further modelling will be required to examine impact here.
## SEND financial benefits modelling – Cost control benefit lever

Potential benefits to be achieved against projected 2019 spend of £72.9m by reducing INMSS placements

### Scenario 1 (Mainstream inclusion at 40.0%)

Overall volume of EHCPs/Statements increases to projected 2019 levels, mainstream inclusion is increased to a conservative level of 40.0% reducing INMSS need. Pressure on current baseline is £5.8m but is £4.0m less than projected 2019 ‘Do Nothing’ scenario

<table>
<thead>
<tr>
<th>Education setting</th>
<th>% in this setting</th>
<th>Number of children</th>
<th>Cost</th>
<th>Difference from current baseline</th>
<th>Difference from projected 2019 baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>4250</td>
<td>£68.9m</td>
<td>+£5.8m</td>
<td>-£4.0m</td>
</tr>
<tr>
<td>Mainstream school (maintained)</td>
<td>40.0%</td>
<td>1700</td>
<td>£20.5m</td>
<td>+£4.2m</td>
<td>+£1.6m</td>
</tr>
<tr>
<td>SSC (maintained)</td>
<td>8.70%</td>
<td>370</td>
<td>£4.9m</td>
<td>+£0.7m</td>
<td>£0</td>
</tr>
<tr>
<td>Special School (maintained)</td>
<td>43.60%</td>
<td>1853</td>
<td>£29.8m</td>
<td>+£4.0m</td>
<td>£0</td>
</tr>
<tr>
<td>Independent or non-maintained special school</td>
<td>7.70%</td>
<td>327</td>
<td>£13.7m</td>
<td>-£3.0m</td>
<td>-£5.6m</td>
</tr>
</tbody>
</table>

### Scenario 2 (Mainstream inclusion at 43.0%)

Overall volume of EHCPs/Statements increases to projected 2019 levels, mainstream inclusion is increased to 43% further reducing INMSS need. Pressure on current baseline is £2.1m but is £7.7m less than projected 2019 ‘Do Nothing’ scenario

<table>
<thead>
<tr>
<th>Education setting</th>
<th>% in this setting</th>
<th>Number of children</th>
<th>Cost</th>
<th>Difference from current baseline</th>
<th>Difference from projected 2019 baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>4250</td>
<td>£65.2m</td>
<td>+£2.1m</td>
<td>-£7.7m</td>
</tr>
<tr>
<td>Mainstream school (maintained)</td>
<td>43.0%</td>
<td>1828</td>
<td>£22.1m</td>
<td>+£5.7m</td>
<td>+£3.2m</td>
</tr>
<tr>
<td>SSC (maintained)</td>
<td>8.70%</td>
<td>370</td>
<td>£4.9m</td>
<td>+£0.7m</td>
<td>£0</td>
</tr>
<tr>
<td>Special School (maintained)</td>
<td>43.60%</td>
<td>1853</td>
<td>£29.8m</td>
<td>+£4.0m</td>
<td>£0</td>
</tr>
<tr>
<td>Independent or non-maintained special school</td>
<td>4.70%</td>
<td>200</td>
<td>£8.4m</td>
<td>-£8.3m</td>
<td>-£10.9m</td>
</tr>
</tbody>
</table>
### SEND financial benefits modelling – Demand management & cost control

Potential benefits against projected 2019 spend of £72.9m by reducing overall demand and controlling costs

<table>
<thead>
<tr>
<th>Scenario 3 (Mainstream inclusion at 40.0%)</th>
<th>Scenario 4 (Mainstream inclusion at 43.0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall volume of EHCPs/Statements is maintained at current levels, mainstream inclusion is increased to a conservative level of 40.0% reducing INMSS need. Saving of £3.4m on current baseline and £13.2m on projected 2019 ‘Do Nothing’ scenario.</td>
<td>Overall volume of EHCPs/Statements is maintained at current levels, mainstream inclusion is increased to 43% further reducing INMSS need. Saving of £6.7m on current baseline and £16.5m on projected 2019 ‘Do Nothing’ scenario.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Education setting</th>
<th>% in this setting</th>
<th>Number of children</th>
<th>Cost</th>
<th>Difference from current baseline</th>
<th>Difference from projected 2019 baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>3679</td>
<td>£59.6m</td>
<td>-£3.4m</td>
<td>-£13.2m</td>
</tr>
<tr>
<td>Mainstream school (maintained)</td>
<td>40.0%</td>
<td>1472</td>
<td>£17.8m</td>
<td>+£1.4m</td>
<td>-£1.1m</td>
</tr>
<tr>
<td>SSC (maintained)</td>
<td>8.70%</td>
<td>320</td>
<td>£4.2m</td>
<td>£0m</td>
<td>-£0.7m</td>
</tr>
<tr>
<td>Special School (maintained)</td>
<td>43.60%</td>
<td>1604</td>
<td>£25.8m</td>
<td>£0m</td>
<td>-£4.0m</td>
</tr>
<tr>
<td>Independent or non-maintained special school</td>
<td>7.70%</td>
<td>283</td>
<td>£11.9m</td>
<td>-£4.8m</td>
<td>-£7.4m</td>
</tr>
<tr>
<td><strong>Scenario 3</strong></td>
<td>100%</td>
<td>3679</td>
<td>£59.6m</td>
<td>-£3.4m</td>
<td>-£13.2m</td>
</tr>
<tr>
<td><strong>Scenario 4</strong></td>
<td>100%</td>
<td>3679</td>
<td>£56.4m</td>
<td>-£6.7m</td>
<td>-£16.5m</td>
</tr>
<tr>
<td>Mainstream school (maintained)</td>
<td>43.0%</td>
<td>1582</td>
<td>£19.1m</td>
<td>+£2.7m</td>
<td>+£0.2m</td>
</tr>
<tr>
<td>SSC (maintained)</td>
<td>7.85%</td>
<td>320</td>
<td>£4.2m</td>
<td>£0m</td>
<td>-£0.7m</td>
</tr>
<tr>
<td>Special School (maintained)</td>
<td>39.36%</td>
<td>1604</td>
<td>£25.8m</td>
<td>£0m</td>
<td>-£4.0m</td>
</tr>
<tr>
<td>Independent or non-maintained special school</td>
<td>9.79%</td>
<td>173</td>
<td>£7.2m</td>
<td>-£9.5m</td>
<td>-£12.0m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference from current baseline</th>
<th>Difference from projected 2019 baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>£3.4m</td>
<td>£13.2m</td>
</tr>
<tr>
<td>£1.4m</td>
<td>£1.1m</td>
</tr>
<tr>
<td>£0m</td>
<td>£0.7m</td>
</tr>
<tr>
<td>£4.0m</td>
<td>£4.0m</td>
</tr>
<tr>
<td>£4.8m</td>
<td>£7.4m</td>
</tr>
<tr>
<td>£9.5m</td>
<td>£12.0m</td>
</tr>
<tr>
<td>£6.7m</td>
<td>£16.5m</td>
</tr>
<tr>
<td>£2.7m</td>
<td>£0.2m</td>
</tr>
<tr>
<td>£0.7m</td>
<td>£0.7m</td>
</tr>
<tr>
<td>£4.0m</td>
<td>£4.0m</td>
</tr>
</tbody>
</table>

**Notes:**
- **TOTAL** represents the sum of all education settings.
- **Difference from current baseline** refers to the change in cost from the current baseline.
- **Difference from projected 2019 baseline** refers to the change in cost from the projected 2019 'Do Nothing' scenario.

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1. Introduction
2. SEND
3. CLA
4. Enablers for Change
5. Next Steps
6. Annexes

West Sussex County Council

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CLA financial benefits modelling - Methodology

Modelling has also been undertaken to indicate the potential financial benefits of the CLA solutions.

The eleven CLA solutions identified are interlinked and build on one another to deliver financial and other benefits through significant efficiency and capacity gains. However, in order to build up a quantifiable financial picture, some high-level modelling has been undertaken to calculate their potential financial benefits. This modelling focuses on three types of CLA provision which the solutions aim to address: Fostering, Residential Care and Independent Living.

This has been represented by three scenarios that provide an indication of costs of doing nothing and savings of implementing recommended solutions:

- **Benefit Lever 1 – Fostering**: Implementing four recommendations to reduce cost through: cost avoidance, reducing time spent in placements and investment needed.
- **Benefit Lever 2 – Residential**: Reducing the time spent in residential care through provision of intensive step down options e.g. foster care.
- **Benefit Lever 3 – Independent Living**: Proactively moving on young people in independent living provision and building up greater block purchasing capacity.

A ‘Do Nothing’ projection to 2019 models the impact of doing nothing whilst CLA population grows in line with current trends. The levers are then used to examine 3 scenarios:

- Scenario 1 – Models the impact of implementing four recommendations from Annex A (Fostering within West Sussex)
- Scenario 2 – Models the impact of reducing the length of residential placements by 10% through provision of intensive step down options
- Scenario 3 – Models the impact of reducing demand for young people in independent living provision by 10% and building up block capacity

The modelling uses estimated average annual unit costs for CYP in different types of provision using the CLA Placements spreadsheet.

‘Do Nothing’ - Estimated annual cost of CLA provision if WSCC does not change, with projected population increase

These figures include the CLA provision of residential care, fostering and independent living, both in house and external for all types of provision.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average cost of CLA provision</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>£32.46m</td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>£33.67m (+1.21m)</td>
<td></td>
</tr>
<tr>
<td>2018/19</td>
<td>£34.64m (+0.97m)</td>
<td></td>
</tr>
<tr>
<td>2019/20</td>
<td>£35.47m (+0.83m)</td>
<td><strong>£3.01m</strong></td>
</tr>
</tbody>
</table>

This suggests that if WSCC ‘does nothing’ there will be a further financial gap of over £3M.

The modelling uses average costs of placements based on the CLA Placements spreadsheet. The population projections are based on West Sussex FIP data projections, with one further extrapolation for 2019/20. The provision proportions are based on data from the DIQ.
CLA financial benefits modelling – Impact on Fostering

Potential financial benefits to be achieved from implementing four fostering recommendations

Scenario 1: This models the financial impact of the three recommendations made in the Fostering Review- Annex A. Further work will be required to detail the investment required in order to implement these solutions and undertake more granular benefits modelling.

**Potential Edge of Care cost avoidance***

Implementing an edge of care model should reduce demand coming into the care system. A recent report estimated that such a model has the potential to reduce the number of CLA by 47%. Taking a more conservative approach of reducing those CYP coming into care due to family breakdown by 10%, (94 CYP at Dec 16) and applying an average cost of £44,647 per child pa, leads to a potential saving of £420k. This does not factor in the investment needed to develop the Edge of Care service, although the overall return could be significantly higher.

This indicative modelling suggests potential savings of £690k, although this includes a conservative estimate of the likely impact of an edge of care service and does not take into account the further investment required for the recommendations below.

**Parent and Child placement savings**

Regarding Parent and Child placements, reducing the average length of stay and increasing the proportion of placements that are made in-house vs. IFA has the potential to save a total of c. £270k p.a.

**Skills Fees investment**

Analysing the maintenance allowances and skills fees paid by WSCC, in comparison to other LA’s provided three options to take forward. Option 3, which would make WSCC, on average, more competitive than geographic neighbours on skills fees paid (where WSCC are currently less competitive), is the most costly and would require an investment of c.£749k p.a. Further work needs to be undertaken to understand how big a driver this is for foster carers, and if the council wants to invest in it; this decision needs to be taken in conjunction with the overarching Sufficiency Strategy.

**Recruitment of additional in-house foster carers**

Given the target of 75% of foster carers being in-house vs. IFA, there needs to be an additional 35 foster carers recruited. Work has been undertaken to quantify the investment cost, but should be built alongside the wider placements context to ensure maximum efficiency e.g. to determine whether these new foster carers could support with the provision of a edge of care model.

Further investment opportunities to be considered:

* see Fostering Annex for full details of figures used
### CLA financial benefits modelling – Impact on Residential care

Potential benefits to be achieved from reducing time spent in residential care and step down provision

**Scenario 2:** This scenario models the impact if the length of every residential placement could be reduced by 10% through provision of intensive step down options e.g. foster care. This 10% could be increased or decreased in relation to the individual child’s needs.

#### Current Baseline

Average length of time children and young people currently spend in in-house and external residential care based on a snapshot from November 2016

<table>
<thead>
<tr>
<th>Type of provision</th>
<th>Number of CYP</th>
<th>Av. length of time in placement (days)</th>
<th>Total placement days</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of CLA in internal residential care</td>
<td>35</td>
<td>562</td>
<td>19670</td>
<td>£6.69m</td>
</tr>
<tr>
<td>Number of CLA in external residential care</td>
<td>51</td>
<td>323</td>
<td>16473</td>
<td>£9.65m</td>
</tr>
</tbody>
</table>

**10% reduction in time spent in residential care**

If all CYP were to experience a 10% reduction in the time spent in residential care, this would equate to 89 days fewer for each CYP

<table>
<thead>
<tr>
<th>Type of provision</th>
<th>Av. length of time in IFA placement (days)</th>
<th>Total IFA placement days</th>
<th>Cost of reduced time spent in alternative provision such as IFAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of CLA in internal residential care</td>
<td>506</td>
<td>17710</td>
<td>£6.02m</td>
</tr>
<tr>
<td>Number of CLA in external residential care</td>
<td>291</td>
<td>14841</td>
<td>£8.16m</td>
</tr>
</tbody>
</table>

**Projected savings from the current baseline**

(£2.16m)

#### Cost of reduced time spent in alternative provision such as IFAs

Even if all children stepped down into the most expensive external provision during this time, there would still be a substantial overall net saving

<table>
<thead>
<tr>
<th>Type of provision</th>
<th>Av. length of time in IFA placement (days)</th>
<th>Total IFA placement days</th>
<th>Cost of time in IFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of CLA in internal residential care</td>
<td>56</td>
<td>1960</td>
<td>£210k</td>
</tr>
<tr>
<td>Number of CLA in external residential care</td>
<td>32</td>
<td>1632</td>
<td>£175k</td>
</tr>
</tbody>
</table>

**Projected costs if this time was spent in IFAs**

£385k

This modelling suggests that even with the £385k cost of step down provision factored in, there will be a potential net saving of £1.78m compared to baseline.
### CLA financial benefits modelling – Impact on Independent Living

Potential benefits to be achieved from moving on YP in independent living and increasing block purchasing

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**Scenario 3:** This scenario looks at the potential financial impact if 10% of young people in independent living provision could be proactively moved on to more appropriate provision and if block purchasing was implemented in respect to the current portfolio.

#### Current Baseline

<table>
<thead>
<tr>
<th>Type of provision</th>
<th>% of YP in this provision</th>
<th>Number of YP</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house supported lodgings</td>
<td>10.4%</td>
<td>77</td>
<td>£1.3m</td>
</tr>
<tr>
<td>External independent living (block)</td>
<td>41.6%</td>
<td>32</td>
<td>£335.8k</td>
</tr>
<tr>
<td>External independent living (spot)</td>
<td>48%</td>
<td>37</td>
<td>£899.6k</td>
</tr>
</tbody>
</table>

Numbers of children and young people currently in supported accommodation based on a snapshot from November 2016.

#### 10% reduction in demand for independent living provision

If demand can be reduced the service can look to make use of in-house and block contract first thereby reducing reliance on the most costly spot purchased provision.

<table>
<thead>
<tr>
<th>Number of YP</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>£1.1m</td>
</tr>
<tr>
<td>8</td>
<td>£51.2k</td>
</tr>
<tr>
<td>32</td>
<td>£335.8k</td>
</tr>
<tr>
<td>29</td>
<td>£705.1k</td>
</tr>
</tbody>
</table>

Projected savings from the current baseline: £194.5k

---

#### 10% reduction in demand AND building up external block purchasing capacity by 29 places

Increasing block purchasing capacity releases dependency on more expensive spot purchasing of external independent living places.

<table>
<thead>
<tr>
<th>Number of YP</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>£691.2k</td>
</tr>
<tr>
<td>8</td>
<td>£51.2k</td>
</tr>
<tr>
<td>61</td>
<td>£640k</td>
</tr>
<tr>
<td>0</td>
<td>£0</td>
</tr>
</tbody>
</table>

Projected savings from the current baseline: £595.3k

---

This modelling suggests a potential saving of £595k compared to baseline, although this will need to be considered alongside demand analysis to ensure these figures are consistent.

---

*the CLA savings need to be considered independently rather than as an aggregate, as the demand for each of the types of CLA provision modelled is interlinked and therefore could impact upon each other.*
Next Steps
To move the strategy into action, clear actions, accountabilities, and measurements are critical

Given the number of ongoing initiatives in operation across Children's Services, any next steps need to be planned with consideration given to the wider context and joint ownership of the plan agreed by those who will need to implement it.

To this end, a collaborative action-planning session was set up to look at the SEND and CLA solutions separately and to undertake the necessary planning activity. The resulting plans are represented in the following pages, with each solution having a clear approach and measurement/s, against which progress can be monitored and the overall success of the solution determined. The action planning also looked to capture other planned activity being undertaken within the department, such as within the SEN Strategy Implementation Plan. Where actions are drawn from existing plans, these are highlighted in orange.

The component parts of the plan are as follows:

**Action**
A series of actions have been identified to develop and implement each solution

**Timescale**
Each action has been assigned a firm timescale and progress should be tracked against this

**Output**
Each solution has at least two key outputs identified against its actions. Where an action has no output identified, this is because it is a step towards one of the outputs identified

**Success criteria**
Each action has a success criteria identified, which indicates how the council will know if the action has achieved its purpose

The actions for each solution are the first draft. Further work is required by the Council to develop these, including:

- Identifying and agreeing an overall senior sponsor who is accountable for implementing the strategy;
- Determining owners for each agreed solution and action;
- Developing a co-ordinated approach with other transformation activity which is being progressed, such as the SEND Strategy. This will need to capitalise on existing investment in resource and ensure no duplication or fragmentation of activity;
- Prioritisation of each of these solutions - many of those identified as Advanced or Innovative can be initiated along with Foundational solutions to ensure service readiness.
# SEND Solution 1 – Action Plan

Actions for implementing a collective approach to inclusion with partners

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collective approach to inclusion with partners</td>
<td>Hold Inclusion Conference in Spring Term* to build a shared understanding of inclusion and collective responsibility across all partners.</td>
<td>Spring 2017</td>
<td>Next steps plan from Conference</td>
<td>Partner commitment to developing inclusion approach</td>
</tr>
<tr>
<td></td>
<td>Undertake additional data analysis on placement breakdowns and exclusions from mainstream schools, including journey mapping, in order to identify key gaps for action on inclusion</td>
<td>2 months</td>
<td>Baseline on mainstream exclusions / breakdowns</td>
<td>Improved insight on barriers to inclusion</td>
</tr>
<tr>
<td></td>
<td>Develop and maintain an online ‘Who’s who’ guide, publicising to SENCOs and headteachers of all mainstream schools^</td>
<td>1 month</td>
<td>SEND contacts guide</td>
<td>Simpler communication</td>
</tr>
<tr>
<td></td>
<td>Co-develop graduated response policy and communicate to all mainstream schools*</td>
<td>2 months</td>
<td>Graduated response policy</td>
<td>Consistency in SEND identification and assessment</td>
</tr>
<tr>
<td></td>
<td>Develop an overarching Behaviour Strategy providing effective guidance on supporting C&amp;YP with challenging behaviour to remain in mainstream school*</td>
<td>6 months</td>
<td>Behaviour Strategy</td>
<td>Improved inclusion by better managing behaviour</td>
</tr>
<tr>
<td></td>
<td>Develop processes and provide additional training and support to SEN teams to track and constructively challenge poor inclusive practice</td>
<td>3 months</td>
<td>Training programme</td>
<td>Building a positive inclusion culture</td>
</tr>
<tr>
<td></td>
<td>Build connections between SEND Hubs and Early Years networks, including quarterly management team meetings^</td>
<td>6 months</td>
<td></td>
<td>More aligned system leadership</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: 43% of C&YP with statement or EHCP educated in mainstream settings (up from 35%) by 2019. <70% of C&YP with SEND (including school support) who are permanently excluded (down from 80%) by 2018

Dependencies: None identified

Solution Owner: TBC

*Action identified in SEN Strategy Implementation Plan

^Action builds on SEN Strategy Implementation Plan
# SEND Solution 2 – Action Plan

Actions for implementing robust transition preparation and pathways

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undertake data exercise across Education, Health and Social Care to</td>
<td>1 month</td>
<td>Baseline on transitions cohort aged 14 - 16</td>
<td>Improved insight and date on transitions</td>
</tr>
<tr>
<td></td>
<td>establish target cohort of young people aged 14 – 16 for earlier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>preparation for transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Co-develop a robust and up-to-date Transitions Protocol to detail</td>
<td>3 months</td>
<td>Transitions Protocol (linked with Life Pathways work)</td>
<td>Clear understanding of roles and process</td>
</tr>
<tr>
<td></td>
<td>expected pathways, timescales and roles and responsibilities across</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education, Health and Social Care to support transition from age 14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review NICE guidance and quality standards on transitions and embed</td>
<td>3 months</td>
<td></td>
<td>Consistent process in line with good practice</td>
</tr>
<tr>
<td></td>
<td>into West Sussex policies and practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop improved co-ordination and potential integration of EHCP</td>
<td>6 months</td>
<td></td>
<td>More efficient and effective use of resources</td>
</tr>
<tr>
<td></td>
<td>and Children Looked After assessment and review processes at ages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 - 18 to better utilise resources and improve outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop and implement management tools for the ongoing</td>
<td>6 months</td>
<td>Fit for purpose management tools and Mosaic case management system for</td>
<td>Improved communication and information sharing across</td>
</tr>
<tr>
<td></td>
<td>identification of young people approaching transition and monitoring</td>
<td></td>
<td>transitions</td>
<td>services</td>
</tr>
<tr>
<td></td>
<td>of their plans. Ensure this functionality is built into integration of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>case management systems across Education, Health and Social Care^</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expand targeted person-centred planning approach to support transition</td>
<td>12 months</td>
<td>Specific person-centred planning offer for target groups</td>
<td>Improved support and experience for identified groups</td>
</tr>
<tr>
<td></td>
<td>for specific cohorts, such as autism and Children Looked After</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement/Success Criteria: Earlier preparation and smoother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>transitions to Adults’ Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dependencies: Pathways to Adulthood Strategy signed-off and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>implementation plan agreed; Life Pathways project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solution Owner: TBC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Action identified in SEN Strategy Implementation Plan

^Action builds on SEN Strategy Implementation Plan
## SEND Solution 3 – Action Plan
### Actions for implementing an improved method for placement reviews

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establish additional dedicated resource with clear roles and responsibilities for enhancing reviews of target cohorts (ie. INMSS, primary to secondary transition) and identifying potential for local alternatives^</td>
<td>2 months</td>
<td>Additional resource identified for reviews</td>
<td>Better matching of provision to changing needs</td>
</tr>
<tr>
<td></td>
<td>Improve communication and co-ordination between SEN Assessment Team, INMSS headteachers and contract management function*</td>
<td>3 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure appropriate follow-up communication and actions after reviews, supported by management information and oversight</td>
<td>3 months</td>
<td></td>
<td>Improved impact of reviews</td>
</tr>
<tr>
<td></td>
<td>Consider implementation of an informal 6 month check in after each annual review for target cohorts to identify if any support adjustments required</td>
<td>3 months</td>
<td></td>
<td>Improved responsiveness to changing needs</td>
</tr>
<tr>
<td></td>
<td>Operational implementation of the Common Outcomes Framework, including use of performance indicators and monitoring tools at an individual and cohort level^</td>
<td>8 months</td>
<td>Practical application of Common Outcomes Framework for placements</td>
<td>Better data collection and monitoring of placements</td>
</tr>
<tr>
<td></td>
<td>Develop communication and engagement with parents to help improve their awareness and confidence in more local alternative placement options</td>
<td>6 months</td>
<td></td>
<td>Culture change and recognition of effective local provision</td>
</tr>
<tr>
<td></td>
<td>Measurement/Success Criteria: Decrease in the number of placement changes following transition to secondary school Reduction in the number of INMSS placements Dependencies: Sufficient commissioning capacity Solution Owner: TBC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^Action identified in SEN Strategy Implementation Plan
*Action builds on SEN Strategy Implementation Plan
## SEND Solution 4 – Action Plan
### Actions for implementing an expanded offer of support for SENCOs

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Expand offer of support for SENCOs</td>
<td>Undertake a knowledge and skills audit to identify existing capabilities and identify any gaps that could be addressed by an expanded offer</td>
<td>1 month</td>
<td>Baseline of SENCO capabilities</td>
<td>Understanding of gaps in existing skills</td>
</tr>
<tr>
<td></td>
<td>Review training offer for SENCOs against strategic priorities, including capabilities for identification of SEN and effective use of resources</td>
<td>1 month</td>
<td>More effective use of resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop a support package and enhanced training offer, including graduated response, training guide, SEND review support*</td>
<td>April 2017*</td>
<td>SEN support package and training offer</td>
<td>Expanded training targeted to priorities</td>
</tr>
<tr>
<td></td>
<td>Delivery of support package and new training offer</td>
<td>From Sept 2017</td>
<td>Consistency in skills and knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and update information on SENCOs, including role and involvement in Senior Leadership Team of each school</td>
<td>1 month</td>
<td>Up-to-date and accessible SENCO directory</td>
<td>Simpler and more effective communication</td>
</tr>
<tr>
<td></td>
<td>Establish an Area SENCO role to promote and co-ordinate SEND awareness and support across partners in West Sussex*</td>
<td>3 months</td>
<td>Area SENCO role</td>
<td>Improved SEND consistency and leadership across schools</td>
</tr>
<tr>
<td></td>
<td>Use SEND Hubs as basis for local networks of SENCOs to share good practice, provide peer case reviews and Action Learning Sets</td>
<td>6 months</td>
<td>Embedded network and culture of local support</td>
<td></td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Increase in numbers of SENCOs participating regularly in Senior Leadership Team 43% of C&YP with statement or EHCP educated in mainstream settings (up from 35%) by 2019. Dependencies: Collective approach to inclusion with partners

Solution Owner: TBC

*Action identified in SEN Strategy Implementation Plan

^Action builds on SEN Strategy Implementation Plan
## SEND Solution 5 – Action Plan

**Actions for implementing the development of a spectrum of wraparound support**

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Develop spectrum of wraparound support</td>
<td>Continue to implement and monitor impact of action plan for improving EHCP assessment process, including timely input from Health and Social Care professionals*</td>
<td>April 2017*</td>
<td>Improved EHCP timescales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop greater oversight of joint working, including identifying key SEND leads within relevant Health and Social Care leadership teams and ensuring externally commissioned services work together to provide co-ordinated support and transitions</td>
<td>3 months</td>
<td>Joint leadership and accountability of EHCP processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitoring and evaluation of additional Occupational Therapy and Physiotherapy pilot currently established</td>
<td>Ongoing</td>
<td>Impact evaluated and informing other decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop business case for additional sensory, occupational and speech and language therapy to support more local provision^</td>
<td>3 months</td>
<td>Additional therapies business case</td>
<td>Decision on additional therapies</td>
</tr>
<tr>
<td></td>
<td>Application of Common Outcomes Framework across Education, Health and Social Care to build shared understanding of progress</td>
<td>6 months</td>
<td>Practical application of Common Outcomes Framework</td>
<td>Better data collection and monitoring of support</td>
</tr>
<tr>
<td></td>
<td>Build capacity of schools to deliver support following a SALT assessment, thereby releasing therapeutic capacity</td>
<td>9 months</td>
<td>Increased SALT capacity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop business case and co-design ‘Edge of EHCP’ targeted support with schools</td>
<td>12 months</td>
<td>‘Edge of EHCP’ support business case</td>
<td>Decision on ‘Edge of EHCP’ proposal</td>
</tr>
</tbody>
</table>

**Measurement/Success Criteria:** Reduction in numbers placed in INMSS by 4% by 2019 in line with statistical neighbours 100% of professional advice will be provided within timescales and 95% of statutory assessments will be completed in time by 2018. Dependencies: Understanding and recognition of financial contributions and budgetary responsibilities across partners

**Solution Owner:** TBC

*Action identified in SEN Strategy Implementation Plan

^Action builds on SEN Strategy Implementation Plan
## SEND Solution 6 – Action Plan
Actions for implementing improved management of placements and provider liaison

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Management of placements and provider liaison</td>
<td>Review and decide next steps relating to work with other local authorities and the Regional DPS project, ensuring implementation of outputs regarding contracts and outcomes in West Sussex</td>
<td>2 months</td>
<td></td>
<td>Decision on next steps following Regional DPS project</td>
</tr>
<tr>
<td></td>
<td>Establish additional resource to quality assure INMSS placements, with a focus on overall standards and outcomes achieved*</td>
<td>3 months</td>
<td>Baseline on INMSS performance</td>
<td>Improved value of INMSS placements</td>
</tr>
<tr>
<td></td>
<td>Develop and implement effective performance management processes for tracking and evaluating INMSS placements</td>
<td>3 months</td>
<td></td>
<td>Improved value of INMSS placements</td>
</tr>
<tr>
<td></td>
<td>Improve forecasting and demand management information and tools, including a focus on children and young people ‘at risk’ of a move to an INMSS placement</td>
<td>6 months</td>
<td></td>
<td>Better demand management and cost control</td>
</tr>
<tr>
<td></td>
<td>Update of DPS arrangements for INMSS placements, including processes for call-off and interaction with contract management functions</td>
<td>6 months</td>
<td>New DPS policies and processes in place</td>
<td>Improved value of INMSS placements</td>
</tr>
<tr>
<td></td>
<td>Identify good practice and lessons learned from the Learning Disability Provider Forums approach</td>
<td>1 month</td>
<td></td>
<td>Actions informed by shared learning</td>
</tr>
<tr>
<td></td>
<td>Develop and deliver 6 monthly provider forums focused on key strategic SEND issues. This could include virtual forum options to improve accessibility for out-of-county providers</td>
<td>6 months</td>
<td></td>
<td>Collaborative culture tackling key strategic issues</td>
</tr>
</tbody>
</table>

- Measurement/Success Criteria: Reduction in numbers placed in INMSS; Better evidencing of value of INMSS placements
- Dependencies: Improved method for placement reviews; Commissioning capacity
- Solution Owner: TBC

*Action identified in SEN Strategy Implementation Plan
^Action builds on SEN Strategy Implementation Plan
## SEND Solution 7 – Action Plan

Actions for implementing school-led SEND innovation and improvement

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. School-led SEND innovation and improvement</td>
<td>Identify potential areas to pilot approach based on most successful inclusive schools and SEND Hubs</td>
<td>Months 1 - 3</td>
<td></td>
<td>Cultural buy-in for testing pilot</td>
</tr>
<tr>
<td></td>
<td>Gather potential research questions and identify priorities for further investigation and testing, particularly focusing on earlier support and effective use of resources</td>
<td>Months 1 - 3</td>
<td></td>
<td>Priorities clearly identified and defined</td>
</tr>
<tr>
<td></td>
<td>Establish school-led innovation programme governance, including system leadership and investment pot</td>
<td>Months 1 - 3</td>
<td>Programme governance established</td>
<td>Jointly agreed, appropriate governance in place</td>
</tr>
<tr>
<td></td>
<td>Build mini business cases and select research projects for testing</td>
<td>Months 3 - 6</td>
<td>Research business cases in place</td>
<td>Well-evidenced rationale for innovation projects</td>
</tr>
<tr>
<td></td>
<td>Run first phase of research projects, including iterative collection and sharing of learning across participating schools / areas</td>
<td>Months 6 - 18</td>
<td>First innovation projects operational</td>
<td>Iterative learning and development in place</td>
</tr>
<tr>
<td></td>
<td>Evaluation of research projects to establish and develop local evidence bases and initiation of a second phase if appropriate</td>
<td>Year 2</td>
<td>Evidence base for innovative practice</td>
<td>Well-spread evidence of good practice</td>
</tr>
<tr>
<td></td>
<td>County-wide roll out of successful practice where a robust evidence base has been developed</td>
<td>Year 3</td>
<td></td>
<td>Sustainable model of school-led innovation</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Improved co-ordination and collaboration with schools; increased number of pupils with SEND in mainstream schools

Dependencies: Collective approach to inclusion with partners; Expand offer of support to SENCOs

Solution Owner: TBC

*Action identified in SEN Strategy Implementation Plan

^Action builds on SEN Strategy Implementation Plan
# SEND Solution 8 – Action Plan

**Actions for implementing a new model for building family resilience**

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review into EHCP cases where needs and support packages have significantly escalated to identify gaps and opportunities</td>
<td>Months 1 - 3</td>
<td></td>
<td>Insight into potential ‘Edge of EHCP’ cohort</td>
</tr>
<tr>
<td></td>
<td>Information gathering and data analysis on a potential ‘Edge of EHCP’ cohort in West Sussex to be targeted with a new model</td>
<td>Months 1 - 3</td>
<td>Identification and baseline on potential ‘Edge of EHCP’ cohort</td>
<td>Defined baseline which can be used for monitoring impact</td>
</tr>
<tr>
<td></td>
<td>Co-design of potential new service, looking into models to be adapted such as person-centred-planning and Family Group Conferences</td>
<td>Months 3 - 6</td>
<td>Vision and service design principles agreed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business case for new model for family resilience, including outcomes and success measurement</td>
<td>Month 6</td>
<td>Business case for decision on implementation</td>
<td>Decision on implementing new model</td>
</tr>
<tr>
<td></td>
<td>Further development and design of service, including Health and Social Care integration</td>
<td>Months 7 - 12</td>
<td>Detailed service design, implementation plan</td>
<td>Agreed service model</td>
</tr>
<tr>
<td></td>
<td>Implementation of the service on a pilot basis</td>
<td>Year 2</td>
<td>Operational plan Go-live of service</td>
<td>Periodic review of impact</td>
</tr>
<tr>
<td></td>
<td>Evaluation of service</td>
<td>Year 3</td>
<td>Evaluation and evidence base</td>
<td>Decision based on evaluation</td>
</tr>
</tbody>
</table>

**Measurement/Success Criteria:** Improved co-ordination and collaboration with schools; increased number of pupils with SEND in mainstream schools

**Dependencies:** Develop spectrum of wraparound support; Life Pathways project

**Solution Owner:** TBC
# SEND Solution 9 – Action Plan

**Actions for implementing alternative models of funding**

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Conclusion of national funding formula consultation</td>
<td>Spring 2017</td>
<td>Understanding of national policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of local impact of new funding arrangements and opportunities for fairer distribution of funds to Special Schools and Special Support Centres</td>
<td>2 months</td>
<td>Impact analysis of funding formula changes</td>
<td>Agree potential opportunities for further development</td>
</tr>
<tr>
<td></td>
<td>Introducing Provision Maps to better demonstrate and understand how money is being spent to support additional needs*</td>
<td>9 months</td>
<td>Provision Maps of usage of High Needs block</td>
<td>Improved understanding in schools on use of funds</td>
</tr>
<tr>
<td></td>
<td>Investigate more flexible use of funding to focus on strategic priorities, such as preventing exclusions and supporting transition^</td>
<td>6 months</td>
<td>Outline business cases for alternative use of funding</td>
<td>Decision on opportunities for alternative funding</td>
</tr>
<tr>
<td></td>
<td>Market engagement and development of alternative funding and financial arrangements with key providers, particularly for INMSS and support for young people transitioning to Adults’ Services</td>
<td>12 – 18 months</td>
<td></td>
<td>Agreed approach with schools and providers</td>
</tr>
<tr>
<td></td>
<td>Consultation with key stakeholders / policy and contract development and implementation</td>
<td>12 – 24 months</td>
<td>Alternative models of funding in place and being measured</td>
<td>Changes agreed</td>
</tr>
</tbody>
</table>

**Measurement/Success Criteria:** Improved co-ordination and collaboration with schools; increased number of pupils with SEND in mainstream schools

**Dependencies:** External policy from Government - Conclusion on national funding formula

**Solution Owner:** TBC

*Action identified in SEN Strategy Implementation Plan

^Action builds on SEN Strategy Implementation Plan
# CLA Solution 1 – Action Plan

Actions for implementing a unified vision and strategy across the placements portfolio

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-depth analysis of residential portfolio, examining provision and</td>
<td>2 months</td>
<td></td>
<td>Agreed direction for residential portfolio</td>
</tr>
<tr>
<td></td>
<td>capacity against current and projected needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information gathering and data analysis on quality and value of</td>
<td>2 months</td>
<td></td>
<td>Insight on current placements</td>
</tr>
<tr>
<td></td>
<td>placement provision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of permanency plans</td>
<td>1 month</td>
<td>Permanency plan review</td>
<td>Improved plans and enhanced practice</td>
</tr>
<tr>
<td></td>
<td>Engagement with children, young people, social work teams, partners</td>
<td>3 months</td>
<td></td>
<td>Co-produced vision</td>
</tr>
<tr>
<td></td>
<td>and providers on current arrangements and vision for the future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of Children Looked After and Care Leavers Strategy</td>
<td>3 months</td>
<td>Refreshed CLA and Care Leavers Strategy</td>
<td>Strategy directing operational practice</td>
</tr>
<tr>
<td></td>
<td>Development of an updated West Sussex Sufficiency Strategy</td>
<td>3 months</td>
<td>Sufficiency Strategy</td>
<td>Strategy directing operational practice</td>
</tr>
<tr>
<td></td>
<td>Cabinet approval of strategic approach</td>
<td>Following June elections</td>
<td>Cabinet report on vision and strategy</td>
<td>Decision to be applied to services</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Clear departmental understanding of vision and strategy; strong articulation of priorities

Dependencies: None identified

Solution Owner: TBC
## CLA Solution 2 – Action Plan
### Actions for implementing improved support preparing Care Leavers for independent living

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Review of processes and pathway planning for Children Looked After</td>
<td>3 months</td>
<td>Gaps identified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs and gap analysis regarding CLA life skills and preparation for</td>
<td>2 months</td>
<td>Needs and gap analysis</td>
<td>Insight on preparation for independence</td>
</tr>
<tr>
<td></td>
<td>independence, including review of Care Leaver tenancy breakdowns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implementation of new Supported Accommodation arrangements for CLA</td>
<td>From spring 2017</td>
<td>Clear processes, roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>via new DPS, inc. multi-agency protocol on step-down &amp; move-on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and targeted work of all young people in supported</td>
<td>2 months</td>
<td>Improved capacity and value of supported accommodation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accommodation over the age of 18 to determine progress to independent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>living and alternative accommodation options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of more effective pathway planning, including an expectation</td>
<td>4 months</td>
<td>Updated Pathway Planning guidance</td>
<td>Improved pathway planning and progression for YP</td>
</tr>
<tr>
<td></td>
<td>of move-on aims at the start of every placement for older Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Looked After</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improved co-ordination and planning between Children’s Services and</td>
<td>12 months</td>
<td>Improved access to housing and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Housing teams in Districts regarding accommodation for Care Leaver</td>
<td></td>
<td>transition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishment of closer joint assessment and planning between Social</td>
<td>12 months</td>
<td>Consistent joint working for older</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Care, Health and Education on transitions for older CLA</td>
<td></td>
<td>CLA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Investigate opportunity and cost/benefit analysis for alternative</td>
<td>12 months</td>
<td>Alternative service delivery model</td>
<td>Reduction in private tenancy breakdowns for care leavers</td>
</tr>
<tr>
<td></td>
<td>supported accommodation arrangements, such as training flats which</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>prepare 16 / 17 year olds before they take on own private tenancy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement/Success Criteria: Fewer young people remaining in supported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>accommodation past 18; reduction in private tenancy breakdowns for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>care leavers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dependencies: Implementation of new DPS arrangements for supported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>accommodation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solution Owner: TBC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CLA Solution 3 – Action Plan

**Actions for implementing improved communication routes with providers**

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review of functions across the placement finding, contract management and operational social work teams to confirm expectations on roles, responsibilities and integrated working</td>
<td>3 months</td>
<td>Defined roles and responsibilities</td>
<td>Clarity and improved joint working between functions</td>
</tr>
<tr>
<td></td>
<td>Develop awareness and practice within social work teams regarding how they can support monitoring of placement quality and outcomes</td>
<td>3 months</td>
<td></td>
<td>Clarity and improved joint working between functions</td>
</tr>
<tr>
<td></td>
<td>Undertake review involving local providers on the barriers to accessing local supply, including how West Sussex can be more competitive compared to other LAs placing in the area</td>
<td>2 months</td>
<td></td>
<td>Increased access to local supply</td>
</tr>
<tr>
<td></td>
<td>Identify and provide key point of contact for every placement provider in order to ensure close relationships and easier communication</td>
<td>1 month</td>
<td>Accessible contact directory</td>
<td>More proactive response to issues</td>
</tr>
<tr>
<td></td>
<td>Working with providers, co-develop processes for escalating and reviewing issues in order to flag potential placement breakdown and trigger proactive council response at an earlier point</td>
<td>6 months</td>
<td>Placement breakdown prevention protocol</td>
<td>More proactive response to issues</td>
</tr>
<tr>
<td></td>
<td>Identify good practice and lessons learned from the Learning Disability Provider Forums approach</td>
<td>1 month</td>
<td></td>
<td>Actions informed by shared learning</td>
</tr>
<tr>
<td></td>
<td>Develop and deliver 6 monthly provider forums focused on key strategic CLA issues. This could include virtual forum options to improve accessibility for out-of-county providers</td>
<td>6 months</td>
<td></td>
<td>Collaborative culture tackling key strategic issues</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Reduction in placement breakdowns; fewer out-of-hours or emergency placements

Dependencies: Development of Sufficiency Strategy and CLA and Care Leavers Strategy to ensure clear message for market

Solution Owner: TBC
# CLA Solution 4 – Action Plan

Actions for implementing an agreed definition of quality and robust outcomes monitoring

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Agreed definition of quality and robust outcomes monitoring</td>
<td>Review and development of quality standards for different types of placement provision</td>
<td>3 months</td>
<td>Consistent set of quality standards for different types of placement</td>
<td>Consistent application of quality standards</td>
</tr>
<tr>
<td></td>
<td>Process review and re-design of performance reporting and provider management for placements provision</td>
<td>6 months</td>
<td>Re-designed monitoring processes</td>
<td>More effective and efficient performance management</td>
</tr>
<tr>
<td></td>
<td>Development of additional capacity and capabilities to monitor quality and values of external placement provision in order to bridge operational and strategic commissioning gap</td>
<td>6 months</td>
<td>Additional monitoring capacity</td>
<td>More effective and efficient performance management</td>
</tr>
<tr>
<td></td>
<td>Operational implementation of the Common Outcomes Framework, including use of performance indicators and monitoring tools at an individual and cohort level</td>
<td>6 months</td>
<td>Practical application of Common Outcomes Framework</td>
<td>Better data collection and monitoring of placements</td>
</tr>
<tr>
<td></td>
<td>Evaluation of impact of additional capacity and outcomes monitoring approach</td>
<td>24 months</td>
<td></td>
<td>Decision on any further improvements required</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Reduced placement breakdowns; improved outcomes for Children Looked After

Dependencies: Decision on Regional DPS and use of Common Outcomes Framework

Solution Owner: TBC
## 5. Effective governance to quality assure placement planning

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review current governance and existing panels to assess membership, purpose and impact to identify duplication</td>
<td>1 month</td>
<td></td>
<td>Clarity on governance requirements</td>
<td></td>
</tr>
<tr>
<td>Process review of existing governance arrangements to identify inefficiencies and gaps</td>
<td>1 month</td>
<td></td>
<td>Identification of process gaps</td>
<td></td>
</tr>
<tr>
<td>Develop a Placements Protocol with a clear prioritisation of placement provision to meet individual needs and delegation of decision making to ensure swifter placement making</td>
<td>2 months</td>
<td>Placements Protocol</td>
<td>Quicker placement decisions</td>
<td></td>
</tr>
<tr>
<td>Consolidation and re-establishment of revised Panel arrangements, including clear Terms of Reference focused on strategic oversight</td>
<td>2 months</td>
<td>Updated placement governance arrangements</td>
<td>Strategic direction from panels; clarity on purpose of panels</td>
<td></td>
</tr>
<tr>
<td>Process re-design of information and supporting infrastructure for revised panel arrangements, including information required for cases brought to panels</td>
<td>2 months</td>
<td></td>
<td>More efficient and effective Panel processes</td>
<td></td>
</tr>
<tr>
<td>Targeted information gathering and tracking of young people at risk of placement breakdown based on a series of key risk factors</td>
<td>6 months</td>
<td>Regular review of ‘at risk of breakdown’ at Panel</td>
<td>Reduction in placement breakdowns</td>
<td></td>
</tr>
<tr>
<td>Continuous improvement and iterative learning built into Panel arrangements to learn lessons and monitor effectiveness of governance</td>
<td>Ongoing</td>
<td></td>
<td>Reflective governance practice</td>
<td></td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Reduction in number of emergency placements made

Dependencies: Clarity on roles and responsibilities in placement processes

Solution Owner: TBC
**CLA Solution 6 – Action Plan**

**Actions for implementing the development of flexible education options for those who need it**

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Review of existing education provision for Children Looked After, with a focus on those in more high cost, complex care arrangements</td>
<td>2 months</td>
<td>Baseline of current arrangements</td>
<td>Agreed gaps and issues to be addressed</td>
</tr>
<tr>
<td></td>
<td>Engagement with young people who are not regularly accessing education to better understand barriers and potential opportunities</td>
<td>2 months</td>
<td></td>
<td>Insight into barriers to education</td>
</tr>
<tr>
<td></td>
<td>Engagement with the market and community providers to understand / identify opportunities for alternative flexible education options</td>
<td>3 months</td>
<td></td>
<td>Insight into alternative options</td>
</tr>
<tr>
<td></td>
<td>Co-develop outline business cases with potential providers to detail costs and benefits of options</td>
<td>3 months</td>
<td>Outline business case</td>
<td>Agree proposal for alternative options</td>
</tr>
<tr>
<td></td>
<td>Identify and define appropriate outcomes for the flexible education options in order to monitor impact. These will be broader than formal attainment measures.</td>
<td>1 month</td>
<td>Outcomes framework</td>
<td>Clarity on outcomes and impact measures</td>
</tr>
<tr>
<td></td>
<td>Implement pilot of preferred model(s) with monitoring of benefits realisation</td>
<td>12 – 24 months</td>
<td>Model go-live</td>
<td>Improved access to education</td>
</tr>
<tr>
<td></td>
<td>Evaluation of pilot and decision on wider implementation</td>
<td>Following pilot period</td>
<td>Impact evaluation</td>
<td>Clear evaluation of impact</td>
</tr>
</tbody>
</table>

**Measurement/Success Criteria:** Reduction in numbers of CLA not in some form of education; reduced placement breakdowns

**Dependencies:** Closer integrated working between Social Care and Education

**Solution Owner:** TBC
## CLA Solution 7 – Action Plan
### Actions for implementing access to and visibility of emergency / crisis provision

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Access to and visibility of emergency / crisis provision</td>
<td>Assess re-introduction of Fostering Emergencies Support Programme and implement if deemed beneficial</td>
<td>1 month</td>
<td></td>
<td>Decision on F.E.S.P</td>
</tr>
<tr>
<td></td>
<td>Identify barriers to progression of previous proposals for emergency / crisis provision and determine if still applicable</td>
<td>1 month</td>
<td></td>
<td>Decision on need for emergency provision</td>
</tr>
<tr>
<td></td>
<td>Detailed needs and gap analysis of each cohort to determine requirements in terms of skills, length of time, support for existing and respite carers and type of provision</td>
<td>2 months</td>
<td>Needs analysis of each care cohort</td>
<td>Insight into target cohort(s)</td>
</tr>
<tr>
<td></td>
<td>Development of Outline Business Cases, including options analysis of delivery models (develop in-house; reconfigure existing in-house provision; commission from external providers)</td>
<td>4 months</td>
<td>Outline Business Cases evaluating provision options</td>
<td>Decision on best model to implement</td>
</tr>
<tr>
<td></td>
<td>Prioritise implementation of emergency / crisis provision based on agreed criteria, including ease of implementation and anticipated scale of impact</td>
<td>6 – 12 months</td>
<td>Emergency / crisis provision go-live</td>
<td>Reduction in placement breakdowns</td>
</tr>
<tr>
<td></td>
<td>Analyse and plan potential real time dashboard of available placement capacity to address emergency or crisis needs which could be accessed by all referrers in the council</td>
<td>6 – 12 months</td>
<td>Real time information dashboard of emergency provision</td>
<td>Understand of real time dashboard viability</td>
</tr>
<tr>
<td></td>
<td>Implement real time dashboard</td>
<td>12 – 24 months</td>
<td></td>
<td>Improved management of capacity &amp; availability</td>
</tr>
</tbody>
</table>

**Measurement/Success Criteria:** Reduction in placement breakdowns; reduction in spend on higher needs placements

**Dependencies:** Development of Sufficiency Strategy and CLA and Care Leavers Strategy

**Solution Owner:** TBC
# CLA Solution 8 – Action Plan

Actions for implementing regular review of suitability of placements, with more step-down options

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One-off review of all placements for Children Looked After to establish suitability and baseline for further assessment in the future</td>
<td>2 months</td>
<td>Transition plan for placements which can be stepped down Baseline assessment</td>
<td>Reduced placement spend by better matching of provision to changing needs</td>
</tr>
<tr>
<td></td>
<td>Work with young people and providers to adjust provision or transfer to alternative placement where a mismatch between needs and provision is identified through one-off placement review</td>
<td>4 months</td>
<td></td>
<td>Smooth placement transition process</td>
</tr>
<tr>
<td></td>
<td>Operational implementation of the Common Outcomes Framework, including use of performance indicators and monitoring tools at an individual and cohort level</td>
<td>6 months</td>
<td>Practical application of Common Outcomes Framework</td>
<td>Better data collection and monitoring of placements</td>
</tr>
<tr>
<td></td>
<td>Develop and implement effective performance management processes for tracking and evaluating CLA placements</td>
<td>6 months</td>
<td>New placement monitoring processes in place</td>
<td>Better data collection and monitoring of placements</td>
</tr>
<tr>
<td></td>
<td>Research into Step Up, Step Down model as a specialist fostering option, as well as other models that offer a flexible range of placement provision</td>
<td>2 months</td>
<td></td>
<td>Insight on alternative placement provision</td>
</tr>
<tr>
<td></td>
<td>Analysis and outline business case for more step-down options</td>
<td>2 months</td>
<td></td>
<td>Decision on alternative placement provision</td>
</tr>
<tr>
<td></td>
<td>Implementation and evaluation of step-down options</td>
<td>12 – 24 months</td>
<td></td>
<td>Reduction in residential placements</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Reduced numbers in high needs, high cost placements
Dependencies: Effective governance to quality assure placement planning; Agreed definition of quality and robust outcomes monitoring
Solution Owner: TBC

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**Notes:**

- **Solution 8** focuses on implementing regular reviews to assess the suitability of placements, with a step-down approach.
- **Timescale** specifies the duration for each action, ranging from 2 months to 12 – 24 months.
- **Output** outlines the expected outcomes for each action, such as transition plans, baseline assessments, and monitoring processes.
- **Success criteria** detail the goals for each action, aiming to reduce placement costs and better match provision to changing needs.

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**West Sussex County Council**

[www.westsussex.gov.uk](http://www.westsussex.gov.uk)
### CLA Solution 9 – Action Plan

Actions for implementing iterative co-design with the market

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Iterative co-design with the market</td>
<td>Development of a Market Position Statement for placements and wider Care and Support needs in Children’s Services</td>
</tr>
<tr>
<td></td>
<td>Establish locality networks for social care providers from the private and voluntary sectors to interact with public sector partners on Children’s Services issues in the community</td>
</tr>
<tr>
<td></td>
<td>Develop methods for sharing enhanced business intelligence and analysis of Children Looked After populations in West Sussex, including specific cohorts such as 16 – 18 age ranges</td>
</tr>
<tr>
<td></td>
<td>Build additional market development / strategic commissioning capacity for market engagement</td>
</tr>
<tr>
<td></td>
<td>Explore the use of the Innovation Partnership procurement route to co-design solutions to key strategic priorities with the market</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a Market Position Statement for placements and wider Care and Support needs in Children’s Services</td>
<td>6 months</td>
<td>Market Position Statement</td>
<td>Clarity and foresight on council’s needs</td>
</tr>
<tr>
<td>Establish locality networks for social care providers from the private and voluntary sectors to interact with public sector partners on Children’s Services issues in the community</td>
<td>12 months</td>
<td>Multi-agency locality networks involving providers</td>
<td>Improved co-ordination and collaborative culture</td>
</tr>
<tr>
<td>Develop methods for sharing enhanced business intelligence and analysis of Children Looked After populations in West Sussex, including specific cohorts such as 16 – 18 age ranges</td>
<td>12 – 24 months</td>
<td></td>
<td>More open access to data to inform market of council’s needs</td>
</tr>
<tr>
<td>Build additional market development / strategic commissioning capacity for market engagement</td>
<td>12 months</td>
<td>Alternative use of resources / capacity</td>
<td>Improved market management</td>
</tr>
<tr>
<td>Explore the use of the Innovation Partnership procurement route to co-design solutions to key strategic priorities with the market</td>
<td>12 – 24 months</td>
<td></td>
<td>Decision on viability</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Improved use of local supply; wider range of options in the local market

Dependencies: Development of Sufficiency Strategy and CLA and Care Leavers Strategy; regular review of suitability of placements

Solution Owner: TBC
CLA Solution 10 – Action Plan
Actions for implementing new models of provision to be rolled out in response to need e.g. CSE

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. New models of provision rolled out in response to need e.g. CSE</td>
<td>Consider establishing dedicated block contract provision for key areas of demand in order to build a more collaborative, longer-term relationship with a single supplier</td>
<td>6 months</td>
<td></td>
<td>Decision on viability of block contract or alternative mechanism</td>
</tr>
<tr>
<td></td>
<td>Options analysis of the reconfiguration of the in-house residential estate to meet specific needs</td>
<td>6 months</td>
<td>Residential portfolio options analysis</td>
<td>Insight into options for use of in-house estate</td>
</tr>
<tr>
<td></td>
<td>Cost/benefit analysis of expanding additional in-house capacity to meet complex needs with an assessment of opportunities within the council’s wider estate portfolio</td>
<td>12 months</td>
<td></td>
<td>Insight into use of council’s other properties</td>
</tr>
<tr>
<td></td>
<td>Developing additional provision to meet complex needs through partnership with other local authorities in the region using alternative delivery structures eg. Joint Venture</td>
<td>12 – 24 months</td>
<td>New models of provision in place</td>
<td>Decision on viability of regional mechanism to meet complex needs</td>
</tr>
<tr>
<td></td>
<td>Develop robust evaluative methodologies to determine baseline positions and expected outcomes at key review points</td>
<td>12 – 24 months</td>
<td></td>
<td>Clarity on impact and lessons learned</td>
</tr>
</tbody>
</table>

Measurement/Success Criteria: Reduction in high needs, high cost placements
 Dependencies: Need to undertake strategic horizon-scanning and mapping against existing demand and supply
Solution Owner: TBC
### CLA Solution 11 – Action Plan

Actions for implementing strategic horizon scanning mapped against ongoing evaluation of existing provision

<table>
<thead>
<tr>
<th>Solution</th>
<th>Action</th>
<th>Timescale</th>
<th>Output</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td><strong>Strategic horizon scanning mapped against ongoing evaluation of existing provision</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular local research on strategic priority cohorts (e.g., High needs placements) in order to aggregate qualitative information from providers, operational teams and young people on good practice and developments which can then inform projected demand and provision</td>
<td>12 months</td>
<td></td>
<td>Embedded iterative process informing strategic and operational decisions</td>
</tr>
<tr>
<td></td>
<td>Selection of priority cohorts to analyse needs and risk factors which could be used for potential predictive modelling, such as ‘Edge of Care’ or ‘Risk of placement breakdown’</td>
<td>12 months</td>
<td></td>
<td>Decision on priority cohort(s) for testing predictive modelling</td>
</tr>
<tr>
<td></td>
<td>Viability study and testing of predictive modelling approach for priority cohorts</td>
<td>12 months</td>
<td>Predictive modelling viability</td>
<td>Decision on predictive modelling</td>
</tr>
<tr>
<td></td>
<td>Rationalisation and integration of case management and business intelligence systems across Social Care, Education and Health</td>
<td>24 - 36 months</td>
<td>Integrated systems</td>
<td>Effective and efficient information management</td>
</tr>
<tr>
<td></td>
<td>Clear, practical and consistent processes for recording information on individual needs and outcomes which can be aggregated to cohort and county-wide level</td>
<td>24 - 36 months</td>
<td>Proactive business intelligent processes</td>
<td>Proactive insights and decision making</td>
</tr>
</tbody>
</table>

**Measurement/Success Criteria:** Greater access to local supply through proactive market management; reduction in high cost, high needs placements  
**Dependencies:** Business intelligence capacity and capabilities; integrated systems and technology investment  
**Solution Owner:** TBC
## Next Steps Roadmap

**Identifying key activities and milestones required to begin implementing solutions over the next few months**

<table>
<thead>
<tr>
<th>Month 1</th>
<th>Months 2 - 3</th>
<th>Months 4 - 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEND</strong></td>
<td><strong>CLA</strong></td>
<td><strong>Enablers</strong></td>
</tr>
<tr>
<td>Agree senior owner for implementation; governance and reporting mechanisms</td>
<td>Ongoing reporting and governance</td>
<td>Ongoing reporting and governance</td>
</tr>
<tr>
<td>- Integrated portfolio approach for implementation of SEN Strategy, Pathways to Adulthood, commissioning actions and other relevant projects such as Life Pathways</td>
<td>- Hold Inclusion Conference for all SEND partners</td>
<td>- Develop and embed key inclusion approaches (Graduated Response, Behaviour Strategy)</td>
</tr>
<tr>
<td>- Initiate development of the vision and refreshed strategy for CLA and Care Leavers</td>
<td>- Analysis of residential portfolio and strategic purpose</td>
<td>- Develop more effective pathway planning and review for older CLA and Care Leavers</td>
</tr>
<tr>
<td>- Outline Business Case for Beechfield Secure Unit <em>(building on Annex B)</em></td>
<td>- Review of young people in supported accommodation and move-on plans</td>
<td>- Sufficiency Strategy agreed and put into practice</td>
</tr>
<tr>
<td>- Identification of commissioning capabilities, capacity and requirements</td>
<td>- Review of placement finding, monitoring and review functions and processes</td>
<td>- Greater operational and strategic integration between Education, Health and Social Care</td>
</tr>
<tr>
<td>- Culture assessment to develop clarity on roles and responsibilities across organisation</td>
<td>- Redefine and consolidate governance arrangements, including Panels</td>
<td>- Outcomes monitoring and processes</td>
</tr>
</tbody>
</table>

---

**Enablers**

- Agree senior owner for implementation; governance and reporting mechanisms
- Ongoing reporting and governance
Annexes
Annex A

Fostering within West Sussex
Review of the Fostering Improvement Plan
The aim of the Improvement Plan is to increase both the number of fostering beds in-house and also to extend the range of fostering resources to enable a reduction in usage of independent sector placements by April 2018. In June 2016, there were a total of 421 foster placements of which 117 (28%) of children were placed with Independent Fostering Agencies (IFA). There is an average cost differential of £235 per week between an in-house and an IFA placement.

The Plan assumes that any children placed with IFA carers could have been placed with in-house carers, except in 3 key scenarios; modelled against the existing cohort, this would mean that 53 children could have been placed with in-house foster carers. To meet this need, it was estimated that, in addition to business as usual recruitment activity (likely to realise circa 34 carers per year, based on 34 foster carers approved from December 2015 to December 2016), additional investment was required to recruit a further 36 carers supplying 46 places.

By end of programme with 36 new foster carers (46 beds) in place, a potential gross cost saving of £42,017 per month or £504,210 per annum is estimated, based on an assumption of 90% occupancy, the WSCC highest payment rate and the most frequently used IFA payment rate. Offsetting against this ongoing management, recruitment, training and support costs of £16,887 per month would give a potential net saving of £301,570 per annum.

The upfront investment cost to achieve the target of 36 carers is estimated to be £425,000; the return on investment is predicted to be realised within 3 years of implementation.

<table>
<thead>
<tr>
<th>Investment Required</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Manager</td>
<td>7 £'000</td>
<td>43 £’000</td>
<td>14 £’000</td>
<td>64 £’000</td>
</tr>
<tr>
<td>Social Workers</td>
<td>75 £’000</td>
<td>192 £’000</td>
<td>27 £’000</td>
<td>294 £’000</td>
</tr>
<tr>
<td>Panel Costs</td>
<td>-</td>
<td>9 £’000</td>
<td>5 £’000</td>
<td>14 £’000</td>
</tr>
<tr>
<td>Advertising</td>
<td>25 £’000</td>
<td>25 £’000</td>
<td>-</td>
<td>50 £’000</td>
</tr>
<tr>
<td>Training</td>
<td>-</td>
<td>2 £’000</td>
<td>1 £’000</td>
<td>3 £’000</td>
</tr>
<tr>
<td>Total</td>
<td>107 £’000</td>
<td>271 £’000</td>
<td>47 £’000</td>
<td>425 £’000</td>
</tr>
</tbody>
</table>
Given that the original plan was first developed in October 2015, a review of the document and its assumptions was undertaken to consider the following:

- Likely demand projections for Children Looked After for the following 3 years based on the past 3 years demand;
- Projected impact of Edge of Care ongoing initiatives on the likely demand on a year by year basis;
- Analysis as to the utilisation of current foster carers, the potential to make more use of existing capacity and the impact of this on the total number of foster carers required over and above the ‘business as usual’ recruitment;
- Analysis as to the makeup of and approach to existing Parent & Child placements and the length of planned placements; and
- Review of the competitiveness of West Sussex fees and allowances for in-house foster carers compared to statistical and geographical neighbours.
Fostering Improvement Plan: demand projection
Projecting the likely demand that will need to be provided for by West Sussex

Demand
• This chart shows the CLA figures for the last 3 years and projects numbers up to the end of the year 2018-2019. Based on the current trend the CLA figure will continue to rise to 714 children, from the current figure of 669.
• Although the upward trend can be shown by a trend-line to project demand, it is interesting to note the fluctuations, with 2015 seeing somewhat of a spike in CLA numbers, which seems to have been repeated again in late 2016.

Placement Type
• Trends over the past 3 years show the average proportion of CLA that are placed with foster carers at any one time is 63%.
• Of those in foster care, looking at the period from June 2015 up until January 2017, the average proportion that are placed in-house, as compared to IFAs, has been 71%.
• The target for fostering is that 75% of children in foster care are placed with WSCC foster carers. This is based on the acknowledgement that it is not possible or practical for all children to be placed in-house and that there is a role for IFAs in assisting WSCC with providing placements for our looked after children.
Fostering Improvement Plan: additional carers needed

Analysing necessary additional capacity required to meet 75% in-house target

Calculations and explanations:

1) 63% of the current 669 CLA children are in foster care:
   \[660 \times 60\% = 421 \text{ children}\]

2) 75% of fostered children are with WSCC carers:
   \[421 \times 75\% = 316 \text{ children}\]

3) A carer is approved for on average 1.27 placements each, therefore:
   \[316 \text{ children} / 1.27 = 249 \text{ carers}\]

4) 90% of carers are in use at any time, therefore:
   \[(249 / 90) \times 100 = 277 \text{ full time carers required}\]

5) We currently have 242 full time carers, therefore we currently require 35 additional carers:
   \[277 – 242 = 35 \text{ additional carers required}\]

Summary of additional foster carers required

In order to reach the target of 75% of all foster placements provided by WSCC carers an additional (in addition to BAU recruitment) **35 foster carers are required offering 44 placements**. However, if demand continues to increase as is projected, and % of those fostered remains, on average 63%, by the end of 2017-18, a **further 10 additional** foster carers would need to be recruited and by end of 2018-19, a **further 8** again.

This calculation is predicated on the ambition to keep 63% of Children Looked After in foster care over the next few years. However, this decision needs to be ratified as part of the redevelopment of the Sufficiency Strategy, as detailed in the main report, to determine whether this is an appropriate target. If it is decided that the overall target for foster care placements should be higher, the number of foster carers required will increase as a result.
The previous calculation of 35 additional carers needed to reach the 75% target of in-house assumes achievement of the 90% utilisation target for WSCC foster carers. However, if the figures are re-calculated assuming the historic average (as shown in the diagram) of 75% utilisation of foster carers, the required number of carers needed rises significantly:

- To meet current demand: 90
- To meet projected demand at end of 2017-18: 102
- To meet projected demand at end of 2018-19: 112

This clearly highlights the need to pursue strategies to increase utilisation of current (and future) foster carers up to the 90% target.

**Foster Carer Usage Statistics**

- On average (from April 2016 to present) 75% of full time foster carers are utilised at any one time, with an average of 15% ‘completely vacant and available to foster’ and 10% ‘Unavailable or resting (e.g. holiday, illness, taking a break)’
- For example, of the current total number of full-time carers (249), 7 have not had a placement in over a year. It is understood the service plans to ask these carers to reconsider their plans for fostering. (These 7 have been removed from a revised total of active full-time carers of 242, which has been used in the below calculations)

- Developing a rigorous process for monitoring foster care usage will be necessary to increase the current 75% average to the targeted 90%. This could include monthly reviews of those foster carers without a placement; automatic, ongoing, more detailed review of any foster carer without a placement for over 3 months; and reporting, and action-oriented discussion, of these statistics in a regular forum.

- Further work could be done to quantify the actual cost of having underused foster carers on WSCC’s books.
Parent & child placement and duration

- There is a 12 week threshold for Parent & child placements.
- Over the past three years, the average length of Parent & child placements was 21 weeks (with those lasting less than three weeks discounted, as these are likely to have been cases where the placement has broken down rather than a planned move to an alternative care plan).
- This breaks down to 20 weeks for those in-house and 21 weeks for those in IFA.
- As of December 2016, West Sussex currently have 13 Parent & child placements. Of these, there are currently 7 in house and 6 in IFA C&P placements.
- 5/7 the in-house placements and 2/6 of the IFA placements have currently run on for more than 12 weeks.

Current Placement Situation as at December 2016

- Total P&C: 13
- In House: 7
- IFA: 6

- Under 12 weeks:
  - In House: 4
  - IFA: 2

- Over 12 weeks:
  - In House: 5
  - IFA: 2
**Fostering Improvement Plan: parent and child placement analysis**

Addressing the current average placement lengths and the IFA/in house split could realise savings

---

**Length of placement costs**

- **In-house:** The council pays in-house on average £730/week per parent and single child placement. Therefore, on average per placement, there is an additional spend of £5,839 (8 weeks more than the planned amount for 12 week placements). The total cost per average in-house parent and child placement is: **£14,596.**

- **IFAs:** The council pays, on average, £1288/week per parent and single child IFA placement. Therefore, on average per placement, there is an additional spend of £11,587.23 (9 weeks more than the planned amount for 12 week placements). The total cost per average IFA parent and child placement is **£27,036.**

- **Hypothesis:** If the average placement duration could be reduced to 16 weeks, this would reduce the additional spend on in-house placements to £2,920 per placement and to £6,437 for IFA per placement.

- Using the average number of placements made in a year for 2014-16 (17 In-house and 20 IFA), if achieved, this reduction in length of placement could result in c. £49,628 total annual savings for In-house placements and c. £128,747 total annual savings for IFA placements. Giving a total possible annual saving of c. **£178,375.**

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**IFA vs In-house fees costs**

- The average number of Parent and Child placements since January 2016 has been 13.2 at any one time, comprising, on average, 6.8 In-house, and 6.4 IFA placements at any one time.

- **Hypothesis:** The cost per week based on this average ratio and the average fees noted above comes to £13,202.58

- If 50% of IFA placements could be shifted to in-house (so that the average split based on the past year would be 10 in house and 3.2 IFA), this would result in a total cost per week of £11,418.10, resulting in a cost that is £1,784 less than the current ratio on average per week.

- Extrapolating this to an annual figure comes to a possible saving of **£92,792.96.**

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<table>
<thead>
<tr>
<th>In-house</th>
<th>IFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per week</td>
<td>£729.82</td>
</tr>
<tr>
<td>Average number of weeks per placement (past 3 years)</td>
<td>20</td>
</tr>
<tr>
<td>Total cost of average current placement</td>
<td>£14,596.40</td>
</tr>
<tr>
<td>Total cost placement if average reduced to 16 weeks</td>
<td>£11,677.12</td>
</tr>
<tr>
<td>Saving Per Placement</td>
<td>£2,919.28</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Jan 2016 to Jan 2016 average P&amp;C placements In-house at any one time</th>
<th>In-house</th>
<th>IFA</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per week</td>
<td>6.80</td>
<td>6.40</td>
<td>13.20</td>
</tr>
<tr>
<td>Average placements over the year, if 50% of IFA were moved to In-house</td>
<td>10</td>
<td>3.20</td>
<td>13.20</td>
</tr>
<tr>
<td>Cost per week</td>
<td>£7,298.20</td>
<td>£4,119.90</td>
<td>£11,418.10</td>
</tr>
<tr>
<td>Difference in cost per week if 50% of IFA placements moved In-house</td>
<td></td>
<td></td>
<td>£1,784.48</td>
</tr>
</tbody>
</table>

These hypotheses could potentially lead to a saving of **£271,168 p.a.** However, further work would be needed to ensure costs are fully loaded, account for Res P&C Unit costs and then assess the actions/costs necessary to reduce length of placement down to 16 weeks and move 50% of IFA placements into in-house placements.

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* Due to data availability it has been necessary to cost this on a per-placement basis, but this would clearly scale across all parent and child placements in a year.
Based on demand modelling, it is very likely that the service will experience an increase in children becoming looked after.

There is a clear cost benefit to the council in maintaining a significant number of these children in in-house placements rather than in IFA placements and there is a demonstrable need to undertake additional recruitment activity in order to recruit more foster carers than the service currently achieves at present on an annual basis.

However, several factors are likely to impact on the exact figure of foster carers required:

1. Whether demand remains predictable, or is either reduced through edge of care initiatives or increased e.g. through a surge of UASC figures
2. Whether or not the service manages to increase the current 75% occupancy rate to 90%
3. Whether or not current averages for parent and child placements can be reduced
4. Whether or not the service decides to invest in services such as respite (e.g. for families or other foster carers, which may require further resources)

Mitigation can be achieved against each of these by undertaking a phased approach to the Plan, with monthly monitoring of progress against the above criteria and a checkpoint decision to be made in Month 9 as to whether the Plan continues to meet its objectives and should be continued into Year 2.

The recommendation is to continue with the investment plan, with the caveat of regular monitoring required, and also to take account of the wider sufficiency agenda to ensure resources are appropriately focused to meet the needs of the overall service.
Fostering in West Sussex
Demand relates to the number of children and young people who will require foster care placements. It is critical that any service plans for fostering have a sound evidence base to demonstrate the likely demand. Questions to address in order to develop this evidence base include:

1. What are the presenting needs of children coming into foster care?
2. Is foster care always the appropriate place for them?
3. Can the numbers of children be reduced through earlier preventative means?

A sound recruitment strategy will take account of the CYP demand profile and the likely foster carer profile in the county. It will be built on an understanding of the two most common approaches to foster care; that of a professionalised ‘career’ and that of a surrogate family.

1. What skills are likely to be required to meet the presenting needs of children and young people?
2. What can the local authority offer to potential foster carers to meet their requirements?

Successful retention of foster carers relies on good communication and an understanding of what is most important to them. Issues to consider include:

1. Is the pay and conditions in line with what one might expect with an alternative agency?
2. Is sufficient support available to enable foster carers to feel important to the local authority?
3. Is there a priority on building consistent, strong relationships between the authority and the carers?
Fostering in West Sussex: demand
Investing in edge of care support could lead to better outcomes and also alleviate financial demands


Though ‘there appears to be little published or systematic evidence on the prevalence of such models in the UK and less still on its effectiveness’, some indicative quantitative benefits can be given.

- The report cites a study by Loughborough University that estimated the annual cost of support care for a single child was c. £10,000, equal to just 22% of the average cost of a CLA (£44,647).
- It also cites an analysis performed by Impower* in 2015 on the working of a Support Care model (offering edge of care short breaks with foster carers, as well as respite services) in Stockport, which has been running for a number of years. They estimated that the since the model has been in place ‘headline prevention rate (% of non-LAC cases who would have entered care, and didn't’) was 47%.

**Potential Cost Avoidance**

- Based on 2014/15 and 2015/16, the average total number of new children into care was 407.5. However, removing ‘Unaccompanied and Asylum Seeking Children new into care’ from this data (as this demand is unlikely to be affected by Edge of Care initiatives) means this average becomes 371.
- Applying the 47% prevention rate identified by Informa in their study of the Stockport model would result in potentially c. 174 children, on average, that could be prevented from coming into the CLA population, if an Edge of Care scheme performed to the same efficacy as the Stockport model analysed by Informa.

Applying the differential in cost between CLA and the estimated cost of support care, per child, to this prevented population results in c. £6.04m in potential cost avoidance.

Further work needs to be undertaken to model the costs of setting up an edge of care service, as well as some more detailed analysis of the expected prevention rate, as it is currently based on the single source of data mentioned above.

* The authors of the report did note that ‘it is important to highlight that, due to the availability of data within the project timeframes and because savings calculations are based on counterfactual outcomes without randomised control trials, a number of averages, assumptions and estimates have been applied to which the outcomes are sensitive’.

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1. Introduction
2. SEND
3. CLA
4. Enablers for Change
5. Next Steps
6. Annexes
The Council’s Sufficiency Strategy is a prerequisite to thinking about recruitment, as it should clearly outline the purpose of in-house foster care e.g. for younger or older children, with complex or less complex needs. Effective foster carer recruitment should then build on demographic data by identifying characteristics of current foster parents and mapping this to both the overall Strategy and specific needs noted within the demand profile e.g. the rising numbers of UASC children.

There are typically 2 approaches to foster care – those who view it as a professional career route and those who see it as adding to their family; of course, there are also those who see the two together. Recruitment methods and packages of support need to appeal to both groups. Investment in a professional foster care marketing agency could prove an effective kickstart to the campaign alongside a targeted recruitment drive in more economically disadvantaged areas with a tailored package; a successful strategy for Community Foster Care, in Gloucester.

Aspects of the overall foster carer package will need to consider including the following, to appeal to a broad range of people and compete with private sector providers:

- Access to training and qualifications, with attached financial incentives to achieving these
- Clearly articulated pay scheme
- Employee-style ‘perks’ e.g. access to health insurance, pensions etc
- Support on a 24 hour basis
- Access to respite provision

- Early access to peers or buddies previously accepted into the process
- Ongoing social and support opportunities
- Access to discounted family days out e.g. through provision of a Merlin Pass or other local equivalent
- Council specific ‘perks’ e.g. discounted council tax
Fostering in West Sussex: retention – maintenance allowances

To retain foster carers in the current market, it is essential that pay and conditions remain competitive.

Maintenance Allowances

- The maintenance allowance is paid by the Council to each Foster Carer per child, and it increases as the age of the child for which it is being paid increases.
- A set of geographic neighbours (Hampshire, Surrey, Brighton and East Sussex) for West Sussex have been used as a comparator:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>West Sussex</th>
<th>Average of Comparator Local Authorities</th>
<th>Uplift of West Sussex compared to average</th>
<th>Uplift of West Sussex compared to National Minimum (South East)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–4</td>
<td>£153.37</td>
<td>£145.09</td>
<td>£8.28</td>
<td>£15.37</td>
</tr>
<tr>
<td>5–10</td>
<td>£182.42</td>
<td>£163.64</td>
<td>£18.78</td>
<td>£26.42</td>
</tr>
<tr>
<td>11–15</td>
<td>£208.11</td>
<td>£197.55</td>
<td>£10.56</td>
<td>£52.11</td>
</tr>
<tr>
<td>16–18</td>
<td>£248.92</td>
<td>£224.38</td>
<td>£24.54</td>
<td>£40.92</td>
</tr>
</tbody>
</table>

- Applying this difference in the payments to the current number of CLA in-house foster care, separated by age, provides an indicator of how these differences play out in terms of a total cost based on the current placement situation at West Sussex.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>In House Foster Care As at 16.01.2017</th>
<th>Cost of difference to average per week</th>
<th>Cost of difference to National Minimum per week (South East)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>60</td>
<td>£496.65</td>
<td>£922.20</td>
</tr>
<tr>
<td>6-10</td>
<td>60</td>
<td>£1,126.95</td>
<td>£1,585.20</td>
</tr>
<tr>
<td>11-15</td>
<td>105</td>
<td>£1,108.80</td>
<td>£5,471.55</td>
</tr>
<tr>
<td>16+</td>
<td>56</td>
<td>£1,374.38</td>
<td>£2,291.52</td>
</tr>
<tr>
<td>Sum</td>
<td>281</td>
<td>£4,106.78</td>
<td>£10,270.47</td>
</tr>
</tbody>
</table>

Extrapolating this to the yearly level, results in it being £213,552.56 more expensive to provide maintenance allowances at the West Sussex level than the average of comparators, and £534,064.44 more in comparison to the National Minimum (South East).
Fostering in West Sussex: retention – skills fees
To retain foster carers in the current market, it is essential that pay and conditions remain competitive

Skills Fees
• Across Local Authorities there is complexity and disparity in the way that skills fees for Foster Carers are calculated. Although skills categories are broadly similar, the way in which the fees increase as one moves up through the skill categories (e.g. from Level 1 to Level 2 etc.) is not consistent. Also, the way in which fees paid scale with the number of children being looked after differ.

West Sussex Skills Fees Structure*

<table>
<thead>
<tr>
<th>Skills Level</th>
<th>One child</th>
<th>Two children</th>
<th>Three children</th>
<th>Four children</th>
<th>Five children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>£87.29</td>
<td>£98.84</td>
<td>£112.63</td>
<td>£128.73</td>
<td>£147.14</td>
</tr>
<tr>
<td>2</td>
<td>£119.63</td>
<td>£131.18</td>
<td>£144.97</td>
<td>£161.07</td>
<td>£179.48</td>
</tr>
<tr>
<td>3</td>
<td>£229.95</td>
<td>£241.50</td>
<td>£255.29</td>
<td>£271.39</td>
<td>£289.80</td>
</tr>
<tr>
<td>4</td>
<td>£315.98</td>
<td>£327.53</td>
<td>£341.32</td>
<td>£357.42</td>
<td>£375.83</td>
</tr>
</tbody>
</table>

*Red indicates where West Sussex pay less than the Average of Comparator Skills Fees, and green where WS pay more

Average of Comparator Skills Fees (comparator group comprising 3 geographic neighbours: Hampshire, Brighton and Surrey)

<table>
<thead>
<tr>
<th>Skills Level</th>
<th>One child</th>
<th>Two children</th>
<th>Three children</th>
<th>Four children</th>
<th>Five children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>£50.67</td>
<td>£101.33</td>
<td>£152.00</td>
<td>£202.67</td>
<td>£253.33</td>
</tr>
<tr>
<td>2</td>
<td>£114.04</td>
<td>£228.09</td>
<td>£342.13</td>
<td>£456.17</td>
<td>£570.22</td>
</tr>
<tr>
<td>3</td>
<td>£203.33</td>
<td>£406.65</td>
<td>£609.98</td>
<td>£813.31</td>
<td>£1,016.63</td>
</tr>
<tr>
<td>4*</td>
<td>£510.03</td>
<td>£1,020.06</td>
<td>£1,530.09</td>
<td>£2,040.12</td>
<td>£2,550.15</td>
</tr>
</tbody>
</table>

*Of the comparator sample, only Surrey also has a Level 4, which is called ‘Enhanced’ – thus only Surrey data has been included in the Level 4 ‘Average’

• West Sussex exceed the average skills fee paid for when one child is placed up until Skills Level 4.
• However, once multiple children are being cared and paid for, West Sussex falls significantly behind on the fees to Foster Carers. This is due mainly to the fact that West Sussex only partially increase the fee for each additional child being cared for, whereas other Local Authorities tend to simply multiply the fee for one child by the number of children being cared for.
Hypothesis

- By reducing the maintenance allowances paid by WSCC down to the average in the comparator group for maintenance allowances, £213,553 could potentially be redistributed to increasing skills fees, to make these more competitive in relation to other authorities.

Possible Proposals

1) Based on the current (as of January 2017) breakdown of carers by skill level and number of children fostered, this £213,553 figure would equate to a 13.2% increase across the board. This would result in the below fee levels.

2) A proposal that does somewhat address this disparity would be to use the £213,553 figure to increase the amount by which the fees paid increase as more children are taken on, keeping the base skill fee the same as current. The figure would fund a flat c. 25% increase on the base skill fee for each child taken on, and result in the below fee levels:

<table>
<thead>
<tr>
<th>Skills Level</th>
<th>One child</th>
<th>Two children</th>
<th>Three children</th>
<th>Four children</th>
<th>Five children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>£87.29</td>
<td>£109.18</td>
<td>£136.56</td>
<td>£170.81</td>
<td>£213.64</td>
</tr>
<tr>
<td>2</td>
<td>£119.63</td>
<td>£149.63</td>
<td>£187.16</td>
<td>£234.09</td>
<td>£292.80</td>
</tr>
<tr>
<td>3</td>
<td>£229.95</td>
<td>£287.62</td>
<td>£359.75</td>
<td>£449.96</td>
<td>£562.80</td>
</tr>
<tr>
<td>4</td>
<td>£315.98</td>
<td>£395.22</td>
<td>£494.34</td>
<td>£618.30</td>
<td>£773.36</td>
</tr>
</tbody>
</table>

*Red indicates where West Sussex would pay less than the average of Comparator Skills Fees, and green where WS would pay more.
Fostering in West Sussex: retention – achieving competitiveness

Significant investment will be required to make West Sussex competitive with its neighbours

Possible Proposals

3) For indicative purposes, in order to make WSCC more competitive than the average of the comparator group, a model could be proposed where, like other LA’s, the skills fee is simply paid per child. However, the cost of this, based on the current breakdown of carers by skill level and number of children fostered, would far exceed the £213,553 figure, totalling an additional £962,476. Offsetting that with the £213,553 comes to a cost of £748,923. The skills fee breakdown would look as below:

<table>
<thead>
<tr>
<th>Skills Level</th>
<th>One child</th>
<th>Two children</th>
<th>Three children</th>
<th>Four children</th>
<th>Five children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>£87.29</td>
<td>£174.58</td>
<td>£261.87</td>
<td>£349.16</td>
<td>£436.45</td>
</tr>
<tr>
<td>2</td>
<td>£119.63</td>
<td>£239.26</td>
<td>£358.89</td>
<td>£478.52</td>
<td>£598.15</td>
</tr>
<tr>
<td>3</td>
<td>£229.95</td>
<td>£459.90</td>
<td>£689.85</td>
<td>£919.80</td>
<td>£1,149.75</td>
</tr>
<tr>
<td>4</td>
<td>£315.98</td>
<td>£631.96</td>
<td>£947.94</td>
<td>£1,263.92</td>
<td>£1,579.90</td>
</tr>
</tbody>
</table>

Summary

- Of the proposals proposal 2 would incur no net cost if carried out alongside the proposal to reduce maintenance fees down to the comparator average, and would go some way to reducing the difference between WSCC fees and the comparator average once multiple children are fostered that was identified.
- Whereas proposal 3 of adopting the prevalent model at other LA’s of paying skills fees per child, would (if carried out alongside the maintenance fee reduction down to the comparator average) have a cost of £748,923 but mean WSCC was more competitive than the comparator average for any number of children at every skill level other than Level 4.
- It is recommended that further work is undertaken with existing and previous foster carers to understand how much of an issue this is and if, for example, an increase can be targeted towards certain cohorts rather than across the board.
6b

Annex B

Review of the Beechfield Business Case
The current Business Case favours Option 3, but there are many assumptions that sit behind this decision. The current building is life expired and no longer fit for purpose. In order to reopen Beechfield, the DfE has provided funding of £450,000 as an interim measure to extend its operational life and ensure that it meets Ofsted and statutory requirements.

Due to the national shortage of secure beds, the DfE would fully fund a new larger facility at Beechfield, at an estimated cost of £1.175m p/a (including cost of demolition and £150,000 to fund design and planning).

The new unit would be built elsewhere on the site while the existing unit continues to operate; once the new unit is operational, the existing unit would be demolished.

This section will examine West Sussex’s current Business Case in two parts.

1. Introduction
2. SEND
3. CLA
4. Enablers for Change
5. Next Steps
6. Annexes

Three options for the future of Beechfield are examined in WSCC’s business case:

1. Do nothing and close unit in three years when licence expires
   Estimated cost - £725k p/a (Loss of budgeted surplus and cost of alternative provision)

2. Close the unit sooner
   Estimated cost - £1.175m p/a (Loss of budgeted surplus and cost of alternative provision, plus repayment of £450k to DfE for unit renovation)

3. Build a new, larger unit with DfE grant
   Estimated cost - £0 (However, dependent on high occupancy rate and WSCC would be liable for running costs)

The current Business Case favours Option 3, but there are many assumptions that sit behind this decision.

Business case for redevelopment

- The current building is life expired and no longer fit for purpose. In order to reopen Beechfield, the DfE has provided funding of £450,000 as an interim measure to extend its operational life and ensure that it meets Ofsted and statutory requirements.
- Due to the national shortage of secure beds, the DfE would fully fund a new larger facility at Beechfield, at an estimated cost of £1.175m (including cost of demolition and £150,000 to fund design and planning).
- The new unit would be built elsewhere on the site while the existing unit continues to operate; once the new unit is operational, the existing unit would be demolished.
Beechfield Business Case for redevelopment – review
Introduction and review of options 1 & 2: Do nothing (close unit in 3 years) or close the unit now?

Introduction

This section is an overview of West Sussex’s current Business Case for Redevelopment. The conclusions drawn are based on data available at this time; before any final conclusions are drawn, further detailed modelling and a new Business Case needs to be developed. This is one of the first actions in the CLA Action Plan.

Review of Options 1 & 2

Current inaccuracies in the Business Case

In order to review the case for ‘doing nothing’ i.e. keeping Beechfield open for the next three years, or closing Beechfield as soon as possible, the costings for these options in the Business Case have been reviewed. Whilst the conclusions appear sound, the costings have been based on some inaccurate assumptions; therefore in order to see their true financial impact, they must first be refreshed.

- The Business Case has not included the losses, in terms of operating costs, the council will make whilst keeping Beechfield open. Combined, these have significant effects on the options’ costings.

- **Staffing and running costs**: £45,900k/week is likely to vary over time and is not currently accounted for in the Business Case.

- **Cost of finding alternative secure accommodation for West Sussex Children**: estimated in the Business Case at an annual cost of £240,000; this is estimated to be closer to £212,000 p.a.

Evidence behind refreshed costings

- **Staffing and running costs** - of the total figure of £45,900 pw, £18,300 is actual operating cost and £27,600 is the (accounted for in the Business Case) loss of income against budget. The figures in the actual Beechfield 16/17 Budget were used to remodel these costs, which have since been updated, in comparison to those used for the Business Case back in August 2015.

- **Cost of finding alternative secure accommodation for West Sussex Children** – the national average cost of a place in a secure children’s home is £212,200 / year, (sourced from a report by the House of Commons, Justice Committee, Youth Justice, Seventh Report of Session 2012–13)

These cost for Options 1 & 2 have been remodelled in both the short and longer term in the following two slides, to reflect these.
Beechfield Business Case for redevelopment
Modelling for Options 1 and 2

The below models the refreshed cost of Options 1 & 2 in the Business Case, without the cost assumptions that sat behind those figures:

### Refreshed Costs for Option 1- Do nothing

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly cost of Beechfield (including income loss)</td>
<td>£45,900</td>
</tr>
<tr>
<td>Weeks shut for during renovation</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total running costs for period</strong></td>
<td><strong>£1,560,600</strong></td>
</tr>
<tr>
<td>Average per child-cost of secure accommodation p.a.</td>
<td>£212,000</td>
</tr>
<tr>
<td>Number of full-year alternative secure accommodation places required over that period placement (1 WS child at any one time in Beechfield)</td>
<td>0.65</td>
</tr>
<tr>
<td><strong>Total cost of alternative accommodation</strong></td>
<td><strong>£138,615</strong></td>
</tr>
<tr>
<td><strong>Total Cost of Do Nothing Up Until Re-opening in May</strong></td>
<td><strong>£1,699,215</strong></td>
</tr>
</tbody>
</table>

### Refreshed Costs for Option 2- Close the unit sooner

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly cost of Beechfield (including income loss)</td>
<td>£45,900</td>
</tr>
<tr>
<td>Weeks before it can be shut (assuming shut by end of March '17)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total running costs for period</strong></td>
<td><strong>£1,377,000</strong></td>
</tr>
<tr>
<td>Number of places required over that period requiring placement (1 WS child at any one time in Beechfield)</td>
<td>0.5769231</td>
</tr>
<tr>
<td><strong>Total cost of alternative accommodation</strong></td>
<td><strong>£122,307.69</strong></td>
</tr>
<tr>
<td><strong>Total cost of repaying renovation cost</strong></td>
<td><strong>£450,000</strong></td>
</tr>
<tr>
<td><strong>Total Cost of Closing By End of March ‘17</strong></td>
<td><strong>£1,949,308</strong></td>
</tr>
</tbody>
</table>

**Conclusion:** The results of this modelling confirm that although the costs of Option 1 in the Business Case do not reflect the full costs to the Council of ‘doing nothing,’ it is still the most financially viable longer term option for **Beechfield to remain open by a sum of £250k.**
Beechfield Business Case for redevelopment
Modelling: Extending costs to 2018/19, with a ‘worst-case scenario’ of 60% occupancy vs. assumed 88%

The below models the longer term costs, to understand the financial implications of keeping Beechfield open or closing it up until 2018/19:

<table>
<thead>
<tr>
<th>Longer term costs for Option 1- Do nothing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Cost of Do Nothing Up Until Re-opening in May 2017</strong></td>
<td>£1,699,215</td>
</tr>
<tr>
<td>2017/18 operating costs minus 1 month</td>
<td>£876,700</td>
</tr>
<tr>
<td>2017/18 income minus 1 month</td>
<td>£1,317,525</td>
</tr>
<tr>
<td><strong>2017/18 Budgeted Surplus Minus 1 month (as reopening from May)</strong></td>
<td>-£440,825</td>
</tr>
<tr>
<td>2018/19 Operating Costs</td>
<td>£956,400</td>
</tr>
<tr>
<td>2018/19 Income</td>
<td>£1,437,300</td>
</tr>
<tr>
<td><strong>2018/19 Budgeted Surplus</strong></td>
<td>-£480,900</td>
</tr>
<tr>
<td><strong>Total Costs over 2016/17 – 2018/19</strong></td>
<td>£777,490</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Longer term costs for Option 2- Close the unit sooner</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Cost of Closing By End of March ‘17</strong></td>
<td>£1,949,308</td>
</tr>
<tr>
<td>2017/18 Cost of Loss of Budgeted Surplus Minus 1 month (as reopening from May)</td>
<td>£440,825</td>
</tr>
<tr>
<td>2017/18 Total cost of alternative accommodation</td>
<td>£212,000</td>
</tr>
<tr>
<td><strong>2017/18 Budgeted Cost</strong></td>
<td>£652,825</td>
</tr>
<tr>
<td>2018/19 Cost of Loss of Budgeted Surplus</td>
<td>£480,900</td>
</tr>
<tr>
<td>2018/19 Total cost of alternative accommodation</td>
<td>£212,000</td>
</tr>
<tr>
<td><strong>2018/19 Budgeted Cost</strong></td>
<td>£692,900</td>
</tr>
<tr>
<td><strong>Total Costs over 2016/17 – 2018/19</strong></td>
<td>£3,295,033</td>
</tr>
</tbody>
</table>

**Conclusion:** If these models are extended to 2018/19, Option 2, closing the unit sooner, is still a more expensive option, costing £2.5m more than keeping the unit open over the two year period. This is in large part due to not having to repay £450k to the DfE for the funding they provided for the unit’s renovation.

*Calculated at £50k per week from Andy B spreadsheet*
Review of Option 3 - Build a new, larger unit with DfE grant in further detail

In order to support a business case to build a new, larger Beechfield, West Sussex’s secure accommodation needs a clearer vision and purpose.

There are two viable arguments for the purpose of Beechfield to West Sussex:

A) Delivering against the need of West Sussex’s CLA,
B) A profitable income stream for Children’s Services

**Argument A**

In order for the future Beechfield to deliver against a need of West Sussex’s CLA, there needs to be a steady supply of demand.

- Historically, West Sussex children occupy an average of just under one of the seven beds.
- Though there has been a recent increase in WSCC’s demand for secure accommodation (risen to an average of 2.04 CYP in Nov ’15-'16), this was, almost without exception, for young girls who have been sexually exploited (CSE) and was used as it was the most suitable provision available, rather than the preferred option. Therefore, a development of new models of provision for CSE could better address this need (see CLA solution 10).

**Conclusion:** Based on the past demand for secure accommodation, it is not West Sussex children’s needs which is driving the rebuild.

**Argument B**

In order for the future Beechfield to be a profitable income stream, two further questions must be examined:

- Is this a profitable income stream in the future - will there be a future demand for secure accommodation and, if not, how are West Sussex preparing for this?
- Are we maximising the profit from this income stream, and if not are there further options to do this?

**These two questions will be examined further on the next two slides.**
Beechfield Business Case for redevelopment
Review of Option 3 – Future demand for secure accommodation

Question 1: Will there be a future demand for secure accommodation and, if not, how are West Sussex preparing for this?

Current demand

- “The Government intends to align supply and demand more closely in future commissioning, partly to reflect the need for a more appropriate geographical distribution of places” (Justice Committee - Seventh Report: Youth Justice 2013). The report also highlights the need for children to be closer to home, have transition plans and not to mix offenders with welfare cases; this all suggest an increased need for secure provision.

- There is a national shortage in beds (which has led to West Sussex’s DfE funding) - in 2003 the Youth Justice Board contracted with 22 secure children’s homes to provide 297 places in England and Wales. There are now just 116 places left in secure children’s homes for over 2,000 children who are imprisoned.

- However, despite this and the fact that the Business Case’s view of demand is based on robust figures, this and its projection of 88% occupancy rate are still only based on current demand and historic rates of occupancy; long-term future demand must also be taken account of.

Current trends that could lead to falling future demand*

- **Costs, and impact of the Comprehensive Spending Review** – almost all LAs attributed the significant fall in demand in the first quarter of 2011 to local authorities reacting to the cuts in public spending

- **Secure placements seen as a ‘last resort’**- many LAs only consider secure accommodation once all other alternatives have been exhausted.

- **Use of alternative provision in LAs** - A number of LA managers spoke about having introduced systems and procedures to explore alternatives (e.g. intensive fostering) and as a result demand in some LAs has fallen

- **Concerns about quality and outcomes** - Six of the eight non-SCH LAs referred to shortcomings in the perceived quality of the provision offered by some SCHs, which made them more reluctant to use them

To take account of these trends, on the next slide, we have modelled a ‘best case scenario’ of 88% occupancy vs a ‘worst case scenario’ of 60% occupancy in order to take a view whether Beechfield’s redevelopment would still be a profitable venture if demand falls.

*taken from survey in Understanding the Market for Secure Children’s Homes Summary report A rapid response study for the Department for Education, Loughborough University
Beechfield Business Case for redevelopment
Modelling: ‘worst-case scenario’ of 60% occupancy vs. assumed 88%

### ‘Worst-case scenario’ of 60% occupancy

<table>
<thead>
<tr>
<th>Option</th>
<th>1 (2 x 5)</th>
<th>2 (2 x 6)</th>
<th>3 (2 x 7)</th>
<th>4 (3 x 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Staff</td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
</tr>
<tr>
<td>-Running costs</td>
<td>1,528</td>
<td>1,818</td>
<td>1,853</td>
<td>2,207</td>
</tr>
<tr>
<td></td>
<td>134</td>
<td>160</td>
<td>182</td>
<td>188</td>
</tr>
<tr>
<td>-Total</td>
<td>(1,662)</td>
<td>(1,978)</td>
<td>(2,035)</td>
<td>(2,395)</td>
</tr>
<tr>
<td>Income (based on 60% occupancy minus 1 WS child)</td>
<td>1,328</td>
<td>1,647</td>
<td>1,966</td>
<td>2,126</td>
</tr>
<tr>
<td>Surplus</td>
<td>(334)</td>
<td>(331)</td>
<td>(69)</td>
<td>(269)</td>
</tr>
</tbody>
</table>

### Occupancy assumed in the Business Case - 88%

<table>
<thead>
<tr>
<th>Option</th>
<th>1 (2 x 5)</th>
<th>2 (2 x 6)</th>
<th>3 (2 x 7)</th>
<th>4 (3 x 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Staff</td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
</tr>
<tr>
<td>-Running costs</td>
<td>1,528</td>
<td>1,818</td>
<td>1,853</td>
<td>2,207</td>
</tr>
<tr>
<td></td>
<td>134</td>
<td>160</td>
<td>182</td>
<td>188</td>
</tr>
<tr>
<td>-Total</td>
<td>(1,662)</td>
<td>(1,978)</td>
<td>(2,035)</td>
<td>(2,395)</td>
</tr>
<tr>
<td>Income (based on 88% occupancy minus 1 WS child)</td>
<td>2,072</td>
<td>2,540</td>
<td>3,008</td>
<td>3,242</td>
</tr>
<tr>
<td>Surplus</td>
<td>410</td>
<td>562</td>
<td>973</td>
<td>847</td>
</tr>
</tbody>
</table>

### Conclusion

The results of this modelling show that a future fall in demand, leading to 60% occupancy, could have quite a severe impact on Beechfield’s ability to be an income generator for West Sussex.

As a result the Council needs to ensure it has put measures in place to counteract this having a negative impact on future budgets. Some steps that could be taken are:

- Choosing a ‘zoned’ composition for Beechfield such as Option 3 or 4, which gives the flexibility with the ability to mothball one or two of the zones (although, as stated in the BC, any savings would depend on the ability to redeploy permanent staff or terminate any agency workers).

- Use of the zones as alternative types of provision with alternative therapeutic purposes, which could change to match changing demand. For example a zoned model with each zone providing for different specialist needs, e.g. CSE.

- Predict and model future trends: review and monitor changing needs and use data and predictive modelling to have an early view of future demand.
Beechfield Business Case for redevelopment
Review of Option 3 – Maximisation of profit from the redeveloped Beechfield

Question 2: Are we maximising the profit from this income stream and, if not, are there further option to do this?

Current rates charged for Beechfield accommodation
- As a national resource, places are sold to authorities across the country at a rate of £5,400 per child, per week.
- It is understood that this is the second lowest charge nationally. Though on average, West Sussex children occupy just under one of the seven beds.

Other rates charged nationally:
- £6,468/week - Clare Lodge (Peterborough County Council)
- £6,125/week - Atkinson (Devon County Council)

Increasing rates for Beechfield
Though it is understood rates have been increased since from £5,110 in 2015/16, in order to increase the efficacy of Beechfield as a profit-making income stream, we will model for both:
- A conservative rise to £6,000 per child, per week (11% increase on 16/17)
- A more ambitious increase in rates to £6,500 per child, per week (20% increase on 16/17 but still in line with competitors)

It could also be speculated that if West Sussex choose to specialise in a secure unit that provided for a particular set of CYP needs, it could charge more, though there is little evidence to base this on; it must also be factored in that this would be likely to incur increased costs for specialist staff.

<table>
<thead>
<tr>
<th>Option</th>
<th>1 (2 x 5)</th>
<th>2 (2 x 6)</th>
<th>3 (2 x 7)</th>
<th>4 (3 x 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current rate @ £5.4k/ wk</td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Staff</td>
<td>1,528</td>
<td>1,818</td>
<td>1,853</td>
<td>2,207</td>
</tr>
<tr>
<td>- Running costs</td>
<td>134 (1,662)</td>
<td>160 (1,978)</td>
<td>182 (2,035)</td>
<td>188 (2,395)</td>
</tr>
<tr>
<td>- Total</td>
<td>1,662</td>
<td>1,978</td>
<td>2,035</td>
<td>2,395</td>
</tr>
<tr>
<td>Income (based on 88% occup’y minus 1 WS child)</td>
<td>2,190</td>
<td>2,684</td>
<td>3,179</td>
<td>3,425</td>
</tr>
<tr>
<td>Surplus</td>
<td>528</td>
<td>706</td>
<td>1,144</td>
<td>1,030</td>
</tr>
</tbody>
</table>

Rate @ £6k/ week

| Income (based on 88% occup’y minus 1 WS child) | 2,444 | 2,983 | 3,532 | 3,806 |
| Surplus         | 782       | 1,005     | 1,497     | 1,411    |

Rate @ £6.5k/ week

| Income (based on 88% occup’y minus 1 WS child) | 2,636 | 3,231 | 3,826 | 4,123 |
| Surplus         | 974       | 1,253     | 1,791     | 1,728    |

Conclusion: It can be seen that either a conservative or more ambitious increase in rates Beechfield charges for OOC children would mean a marked increase in surplus for WSCC, allowing Beechfield to better fulfil its role as an income generator. Using the Business Case’s preferred Option 4, modelling suggests there will be a 104% increase in profit with the most ambitious increase in rates to £6.5k per child per week.
Beechfield Business Case for redevelopment
Review of Option 3 – Maximisation of profit in order to counteract a potential fall in future demand

**Question 2: Are we maximising the profit from this income stream, and if not are there further options to do this?**
- Can we use the increase in profit from increasing the Beechfield rates to counteract the cost to the unit of a possible fall in future demand?

<table>
<thead>
<tr>
<th>Option</th>
<th>1 (2 x 5)</th>
<th>2 (2 x 6)</th>
<th>3 (2 x 7)</th>
<th>4 (3 x 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rate @ £6,000/ week</strong></td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
<td>£000</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Staff</td>
<td>1,528</td>
<td>1,818</td>
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<tr>
<td>-Total</td>
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<td>(1,978)</td>
<td>(2,035)</td>
<td>(2,395)</td>
</tr>
<tr>
<td><strong>Income (based on 88% occup’y minus 1 WS child)</strong></td>
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<td>3,532</td>
<td>3,806</td>
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<tr>
<td><strong>Surplus</strong></td>
<td>782</td>
<td>1,005</td>
<td>1,497</td>
<td>1,411</td>
</tr>
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</table>

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<th>4 (3 x 5)</th>
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<tr>
<td><strong>Rate @ £6,500/ week</strong></td>
<td>£000</td>
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<td>£000</td>
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</tr>
<tr>
<td><strong>Surplus</strong></td>
<td>974</td>
<td>1,253</td>
<td>1,791</td>
<td>1,728</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate @ £6,000/ week</th>
<th>1,560</th>
<th>1,934</th>
<th>2,309</th>
<th>2,496</th>
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</thead>
<tbody>
<tr>
<td>Income (based on 60% occup’y minus 1 WS child)</td>
<td>(102)</td>
<td>(44)</td>
<td>274</td>
<td>101</td>
</tr>
<tr>
<td>Surplus</td>
<td>28</td>
<td>117</td>
<td>466</td>
<td>309</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate @ £6,500/ week</th>
<th>1,690</th>
<th>2,095</th>
<th>2,501</th>
<th>2,704</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income (based on 60% occup’y minus 1 WS child)</td>
<td>28</td>
<td>117</td>
<td>466</td>
<td>309</td>
</tr>
</tbody>
</table>

**Conclusion:** It can be seen this increase in rates charged can also cause Beechfield to be profitable (for Option 3 and 4 at the £6,000 per child/week rate and for all options at the £6,500 per child/week rate) at a 60% occupancy rate, therefore combatting a possible future fall in demand.
Beechfield’s Business Case for redevelopment

Conclusion: It is recommended to develop further plans for the reconfiguration of Beechfield.

Based on this initial review and the data available at this time, our recommendation is for Beechfield to re-open as soon as possible and begin to develop a new, more flexible unit alongside business as usual. However, a further Business Case will need to be undertaken to address several key questions.

Rationale behind this recommendation

- Though keeping Beechfield open in its current state will cost the Council £777.5k over the next two financial years, this is over £250k less than the costs incurred of closing Beechfield.
- Demand still exists- it is just changing; as long as West Sussex puts measures in place to combat the potential for a fall in demand, this should remain a steady source of income.
- Huge income generating potential, allowing West Sussex to subsidise other Children’s programmes; this is especially if there is an increase in rates.
- Ability to be innovative- this is an opportunity for West Sussex to become a market lead in secure accommodation and improve outcomes for children and young people in this type of provision.

Case Study: MultifunC

MultifunC is a treatment programme for 14–18 year olds who exhibit severe anti-social behavioural difficulties. MultifunC has been running in Sweden and Norway for several years, with a very high success rate (70%). It involves 6–9 months residential treatment followed by 3–6 months in the individual’s existing social environment.

The key component is that staff work intensively with the individuals’ families as well as with the individual; in this it shares many characteristics with Intensive Fostering and Multi-Systemic Therapy.

Further questions that need to be developed into business case

- Have West Sussex explored alternative solutions to secure accommodation? (See case study)
- Do West Sussex want to specialise in a particular type of secure provision, for example CSE, and if so, would this allow them to charge even higher rates?
- What is the best composition of secure accommodation in order to achieve the best outcomes for children?
- How will the Council manage a likely increase in DoL appeals, the cost of which (with an average of £1,277) need to be factored in?
- Even if demand remained consistent, allowing the maintenance of occupancy rate of 88% rate (the moving average of the current facility), there would still very likely be a period of under-occupancy initially as staff/demand adjusted to the increased capacity of the expanded facility - this needs to be factored in to business case calculations.
Annex C

Strategic Commissioning within West Sussex
The role of commissioning in West Sussex
Strategic objectives with regards to the commissioning role need to be defined, agreed and understood

The future of the current Commissioning function in Children’s Services is uncertain and in the past has been too far divorced from the operational delivery of the Children’s Service and is focussed on the procurement of traditional services to address specific issues.

A more strategic approach to commissioning of services could be considered which addresses the overall needs of families and more creative solutions to these needs on a more holistic basis. All sources of provision should be considered whether through formal procurement or other means e.g. voluntary supply, community involvement.

Concentration of resources could be on addressing children’s and families’ needs at or before the “front door” and at a family level. This implies a need to change the balance of resource in the Service with a greater concentration on focused early intervention and prevention services (primary demand management) and to triage and signposting when families come to the attentions of the Council (managing presenting demand). It is clear that Strategic Commissioning activity will have to support achievement of these objectives.

This suggests the following Strategic objectives:

• Realignment of the Commissioning function to deliver family focused outcomes working closely with the operational service
• A move to a more proactive and preventative focus on demand e.g. Family Support, Edge-of-Care, lifelong planning for transitions
• Commissioning and providing services that deliver outcomes at the family level and reduce long term demand
• To stimulate the market to provide alternative service provision outside the Council
• Greater emphasis on working with partners co-produce services that assist children and families to maximise their independence and self support
• Streamline operations in the Service with informed and empowered staff supported by enabling IT
• Re-examine traditional delivery models to determine the “Right Provider” of services or partnership arrangements into the future

In order for this approach to deliver the immediate benefits required, further consideration should be given to the commissioning and brokerage of services aimed at addressing demand through market management and collaborative approaches with children, families and partners.
A model for commissioning
Designing effective integration between strategic and operational commissioning roles is critical to success

The resulting strategic and operational commissioning functions should be closely integrated with the operational delivery of the Children’s Service through extensive use of business intelligence and management information.

The Strategic Commissioning functions would be responsible for the assessment of commissioning intentions in conjunction with: partner organisations; children and their families; and providers/potential providers of services. This function would also control the portfolio of commissioning activity to be implemented and managed by operational commissioning.

Business intelligence is a key element of the model, enabling Strategic Commissioning to commission, decommission, improve or evolve the range of services available to meet set outcomes for children and families in the County.

In this example, operational commissioning is shown at a locality level and could include micro-commissioning and market shaping functions to expand service availability specific to local needs.
Should this model be taken forward for implementation there are a number of key questions to be considered:

- **What functions are to be included in the scope of commissioning?**
- **What is the split of these activities between Strategic and Operational Commissioning?**
- **Should this structure be considered for Children’s Services in isolation or should it be considered as part of the overall Council transformation programme, standardising practice across the Council?**
- **How does the Council develop the necessary capabilities and capacity to implement this model?**
- **How can the culture of Children’s Services be changed to integrate the commissioned services into front-line operations?**
- **To what extent can Strategic Commissioning be supported by existing business intelligence and how can this be supplemented?**
- **How can co-production and provider/partner interaction become business as usual activity rather than ad-hoc?**
Annex D
List of Consultees
**Consultees**

We worked with people from across the department at multiple levels during the engagement.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Nuttall</td>
<td>Head of Children's Commissioning</td>
</tr>
<tr>
<td>Amanda Brewis</td>
<td>Children's Contracts and Commissioning Manager</td>
</tr>
<tr>
<td>Amanda Radley</td>
<td>Strategic partnerships lead for high risk adolescents</td>
</tr>
<tr>
<td>Andy Bucknall</td>
<td>Finance Officer</td>
</tr>
<tr>
<td>Andy Constable</td>
<td>Senior Finance Assistant, Placement Finding, Fostering Adoption and Intervention</td>
</tr>
<tr>
<td>Ann Goldsmith</td>
<td>Interim Head of Children's Social Care</td>
</tr>
<tr>
<td>Annie Maclver</td>
<td>Director of Family Operations</td>
</tr>
<tr>
<td>Avril Wilson</td>
<td>Executive Director, Care, Wellbeing and Education</td>
</tr>
<tr>
<td>Berry Bonner-le-fur</td>
<td>Commissioning Manager, Learning Disabilities</td>
</tr>
<tr>
<td>Carl Burton</td>
<td>Principal Manager, Business Improvement</td>
</tr>
<tr>
<td>Caroline Lees</td>
<td>Service Manager, Child Disability Team</td>
</tr>
<tr>
<td>Cate Mullen</td>
<td>Principal Educational Psychologist</td>
</tr>
<tr>
<td>Catherine Galvin</td>
<td>Transformation Lead</td>
</tr>
<tr>
<td>Catherine Mouatt</td>
<td>Service Development Manager (including UASC)</td>
</tr>
<tr>
<td>Debbie Buckwell</td>
<td>Commissioning Manager, SEND</td>
</tr>
<tr>
<td>Deborah Myers</td>
<td>Director of Education and Skills</td>
</tr>
<tr>
<td>Fiona Morris</td>
<td>Principal Finance and Assurance Officer</td>
</tr>
<tr>
<td>Grainne Saunders</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Jane Taylor</td>
<td>Children's Services Commissioning Manager</td>
</tr>
<tr>
<td>Jo Collins</td>
<td>Business Development Lead, Fostering, Adoption &amp; Intervention team</td>
</tr>
<tr>
<td>Joanna Earle</td>
<td>Education Policy Officer (Leading on SEND provision review)</td>
</tr>
</tbody>
</table>
Consultees
We worked with people from across the department at multiple levels during the engagement

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon Philpot</td>
<td>Principal Manager, SEN and Inclusion</td>
</tr>
<tr>
<td>Julian Skeates</td>
<td>Registered Manager, Teasel Close</td>
</tr>
<tr>
<td>Karen Wells</td>
<td>Head of Contracts and Performance</td>
</tr>
<tr>
<td>Karen Young</td>
<td>Contracts Manager, Learning Disabilities, Mental Health and Substance Misuse services</td>
</tr>
<tr>
<td>Kevin Ball</td>
<td>Interim Head of Safeguarding (children)</td>
</tr>
<tr>
<td>Margaret MacKechnie</td>
<td>Non-disability Residential</td>
</tr>
<tr>
<td>Martin Cross</td>
<td>Children's Contracts and Commissioning Manager</td>
</tr>
<tr>
<td>Mary Blanchard</td>
<td>Service Leader - Fostering, Adoption &amp; Intervention</td>
</tr>
<tr>
<td>Matt Ansell</td>
<td>Service Leader, Resilience and Permanance</td>
</tr>
<tr>
<td>Melanie Spencer</td>
<td>Group Manager Fostering North and Specialist</td>
</tr>
<tr>
<td>Michelle Sanders</td>
<td>Service Leader, Family Support and Protection</td>
</tr>
<tr>
<td>Miriam Hill</td>
<td>Senior Advisor for Inclusion</td>
</tr>
<tr>
<td>Natasha Edmunds (SRO)</td>
<td>Director of Transformation, Customer and Support Services</td>
</tr>
<tr>
<td>Sarah Foster</td>
<td>Group Manager, Fostering South and Placements Finding Team</td>
</tr>
<tr>
<td>Susan Coldham</td>
<td>Lead Manager Life Pathways</td>
</tr>
<tr>
<td>Vicky Wheatley</td>
<td>Project Manager (data lead)</td>
</tr>
<tr>
<td>Wendy Hill</td>
<td>Service Leader, Practice Improvement</td>
</tr>
<tr>
<td>Wendy Shepherd</td>
<td>Operations Manager, Learning Disability Service</td>
</tr>
</tbody>
</table>
6e
Annex E
List of References
References

National Context
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1. Family Ops v2 on a PAGE 210616.pdf
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16.17 Beechfield Budget
16.17 IH Residential Unit Cost V1.0
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2. Protected Providers on DPS May 2014 + fee uplifts v62
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Beechfield redevelopment business case version 1
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commissioning team structure for PWC
Copy of DfES_Means_Test_Guidance_1207
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CSOL Period 7 Monitoring Position
Data request - Children's Services Transformation Support 071016
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- ELY_Cabinet Briefing_Residential_Children's_Homes
- EOI Formv4
- Expensive placements
- Family Operations Programme Master - draft 6
- Family Ops v2 on a PAGE 210616
- FINAL Market Symposium for Later Life KW
- Foster Care Payment Accreditation Scheme April 2016
- Fostering Investment Bid presentation 08 09 2016
- Fostering Investment Plan - Business Case for Transformational Funding - Stage TWO vFinal 08 09 2016
- Framework Tendered Prices from 1.11.2015
- Future West Sussex Plan
- G51 STATS
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- INMS Analysis by School 16-17
- LAC Tender Docs
- LD Commissioning Framework -Final February 2016
- Monitor
- Occupancy as at 31.03.16
- Performance Report - Oct 16 v2
- Provision Review - 20 Oct
- Provision Review - 22 Sept
- Provision Review Action Plan
- Provision Review Pres
- Schedule 3 - Specification_MasterCopy_AccommodationSupportServices - Final version
- SEN DPS Tender Documents from InTend
Documents Reviewed

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- SEND Ofsted Presentation DRAFT V0.4.pdf
- South East Together - Common outcomes framework.pdf
- Special Guardianship Agreement letter-KINSHIP.doc
- Special Guardianship Financial Support April 2016.docx
- Special Educational Needs and Disabilities (SEND)Task and Finish Group Sufficiency Strategy v6 for Ofsted 26.10.15.docx
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