



PREVENTION INVEST TO TRANSFORM: CHILDREN SERVICES SPECIAL EDUCATIONAL NEEDS/DISABILITIES TRANSFORMATION

1. The business case for change

- 1.1 Parents/carers have told us that the needs of children and young people are not always identified early and well enough; so often children have to struggle before they can access more support. The County Council's corporate plan sets out its desire to be a 'Council of Opportunity' for all Hertfordshire residents, and Hertfordshire's Health and Wellbeing Board aims to improve the health and wellbeing of the residents across their life course. In order to support these ambitions and ensure all children and young people can access their opportunities and be active within their community, the current models of support for children, young people with Special Educational Needs and/or Disabilities (SEND) and their families requires wholesale transformation, from the start of a child's life through into adulthood.

A child or young person has SEND if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, (sometimes referred to as Special Educational Needs: SEN) or
- has a disability which prevents or impacts upon him or her from making use of educational facilities, generally provided for others of the same age in mainstream educational settings

- 1.2 Parents/carer views on the current services and support are summarised in this statement from a Hertfordshire parent of two boys with additional needs, who is also part of the Hertfordshire's parent/ carer forum, runs a Hertfordshire SEND charity and therefore knows first-hand the struggles families face day to day as they try to navigate the system:

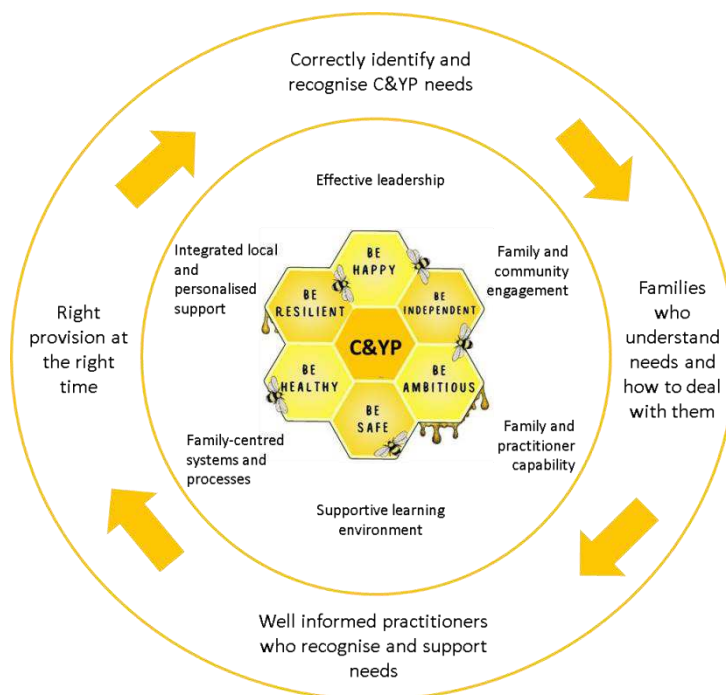
"Parents know their children best. They understand how their child's difficulties interact with their personality. They learn from experience what will happen if you don't prepare correctly, don't plan ahead, and don't ensure every possible need is catered for. They know if their child enjoys a play scheme, or their school day, even if they can't tell their parent, because they know it in the tiny nuances of behaviour, the changes in interaction, however subtle. Parents have all this knowledge, and they don't necessarily realise, and they have to be very assertive for the most part to get anyone to listen.

They are the people who see their children as a whole – not just the contents of an Education, Health and Care Plan (EHCP) or an assessment or a Paediatrician's report. They are the people that think about their child's needs, now and in the future, not just while they are at school or on the

case load of a particular professional. They know their whole history – why it might not be a good idea to go to that place, or why that strategy might need adjusting.

We need to work at partnership between parents and professionals to make sure we can do the best for our children. Parents might need to be supported with this for many reasons, and they certainly need to be met half way, be respected for their knowledge.”

- 1.3 Parents and schools have told us that the current system of support is complex and this creates barriers. The diagram below summarises the outcomes they believe would benefit children with SEND and what could be achieved if this transformation is successful in addressing the barriers that have been identified.



2. The rationale for our approach to transforming the current model

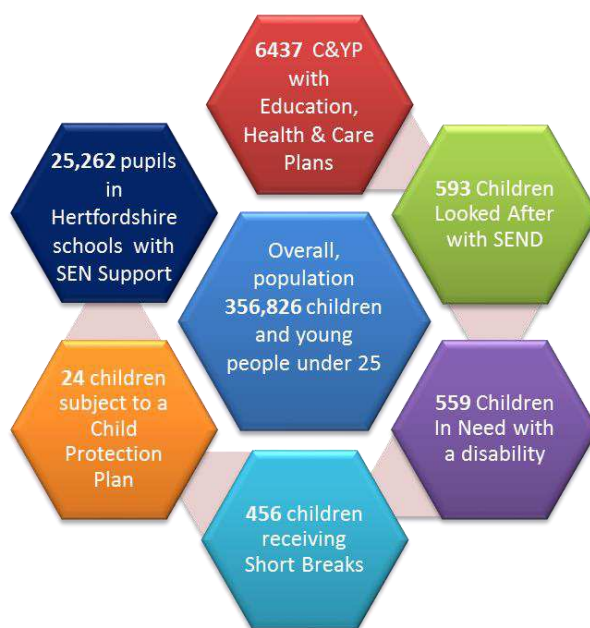
- 2.1 This Prevention Invest to Transform bid is based on the building blocks of prevention:
- 2.1.1 Providing the early support to enable individuals and families to **look after themselves** and develop the **sustainable skills** to manage their needs where possible
 - 2.1.2 **Mainstreaming prevention** throughout local communities by establishing local networks of integrated support and clearer pathways for parents and young people to access effective and equitable help when needed.
 - 2.1.3 **Developing the workforce** to ensure there is a focus on identifying issues early and preventing escalation at all levels of need to manage demand for more costly provision.
- 2.2 The concept of enablement is central to this bid. Enabling children, young people, and families to access their own communities and lead connected lives prevents long-term dependence on services. If we can prevent unnecessary journeys through services and assessments, we will better

support families to be independent, and will reduce pressure on services across the SEND system.

- 2.3 The strategic objectives of the transformation programme are to:
- Provide effective intervention
 - Manage demand
 - Make efficient use of resources
- 2.4 This will be achieved through the following areas of activity:
- Develop local multi-disciplinary teams and community support networks
 - Maximise the benefits of digital technology
 - Improve access to independent living, employment and training
- 2.5 Funding for two years is requested to provide the capacity to establish these building blocks and ensure they are embedded and sustainable whilst maintaining effective provision of current statutory services.

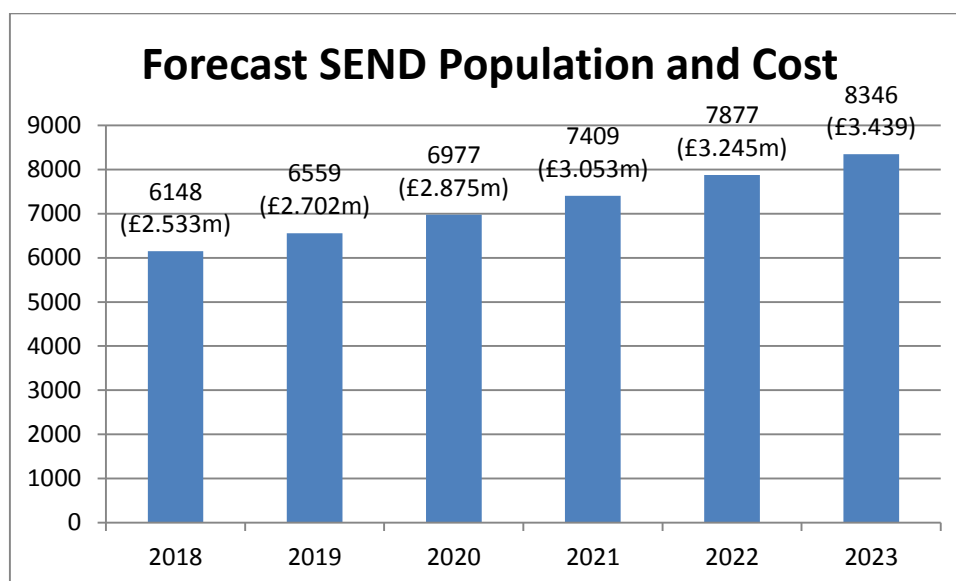
3. Hertfordshire's SEND population

- 3.1 The current SEND population receives support through a range of services in Hertfordshire. Children and young people may access support from more than one service:



- 3.2 **Rising demographic pressures**
Between 2018 and 2023 it is projected that there will be a considerable increase in the overall under 19 population (11.3%), with particular growth in 10-19 age group, (18.5%).
- 3.3 In Hertfordshire, as at 31 March 2016, 58.8% (593) of children looked after had a Special Educational Need including 24.4% with an Education, Health and Care Plan (EHCP).
- 3.4 Furthermore, within that context, the number of children and young people in Hertfordshire with a recognised SEND condition is forecast to grow by 36% between 2018 and 2023, which is an additional 2,198 children.

- 3.5 The projected annual cost of Education, Health and Care Plan assessments (EHCP: previously known as Statements of Special Educational Need) this increase is £905,576 (based on average cost of £412 per EHCP and excluding inflation related costs).



- 3.6 In addition, the high cost of provision for children and young people with complex needs adds further financial pressures as this cohort is expected to increase by 80 children over the next five years.

4. Current budget pressures

- 4.1 The proposals in this business case will prevent current levels of demand from escalating as well as reducing high cost support and provision by assessing needs more effectively and providing the right support earlier so that the services and support are sustainable within the financial envelope.

4.2 Service budget pressures

Currently, SEND budgets across Children's Services are experiencing significant pressures with the largest overspend against 2017/18 budgets being shown in the table below:

Service area	2017/18 £'000	Forecast Outturn £'000	Variance £'000
0-25 Together Under 18 Direct Spend	8,184	8,468	284
Mainstream Transport & SEN Transport	17,600	19,251	1,651
Independent Placements	22,498	23,648	1,149
0-25 Together Staffing	2,683	2,934	251

4.3 Integrated Plan pressures

In addition, a number of new pressures were identified in the current year's Integrated Plan (IP) in order to fund both current overspends and expected future years' pressures as a result of both demographic change and increasing complexity, as shown in the following table.

Description	2018/19 £'000	2019/20 £'000	2020/21 £'000	2021/22 £'000
Special Needs Home To School Transport – agreed as part of prior year IP	450	450	450	450
SEN Home to School Transport – additional pressure	1,530	1,890	2,250	2,610
SEND reform programme implementation	0	838	1,017	1,017
Independent Placement Costs	919	919	919	919
Children Looked After (CLA) Demographic Pressure	803	1,746	2,780	3,936

The transformation programme will reduce these pressures (as demonstrated in section 6.10).

4.4 Health Economy Pressures

The inter-relationship between health and social care costs has been nationally acknowledged. The Hertfordshire and West Essex Sustainability and Transformation Partnership (STP) is working to align services in order to make best use of resources, particularly in adult services. The proposals in this business case will reduce pressure on primary health care services by providing local services for children and young people, and community and peer support for parents/carers thus reducing their stress and anxiety. It will also set a framework for integrating children's health, education and social care commissioning in Hertfordshire.

4.5 Adult Care Pressures

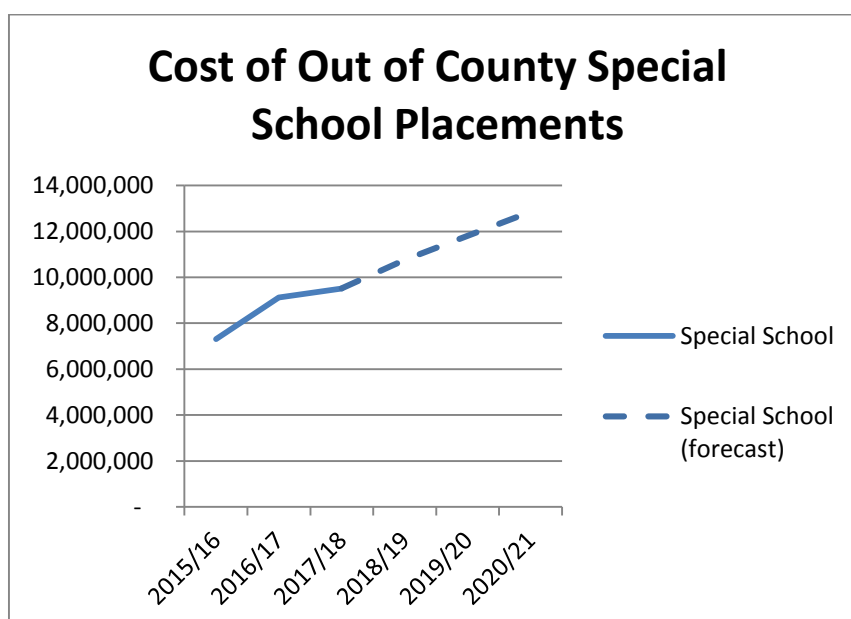
Adult Care Services (ACS) budgets have experienced significant pressure over the last seven years. As a result the service has developed an Invest To Transform programme of activity to generate savings of over £40m in the next four years, £15m of which is linked to the Learning Disabilities strategy incorporating services for young adults provided and commissioned through the 0-25 Together team. The detail of how this programme will contribute to the achievement of this efficiency will be detailed later in the Business Case. It is clear that the outcomes of this programme will prevent needs from escalating and improve resilience and independence which are the foundation for sustainable demand reduction for both Children's and Adult services in the future.

4.6 Maximising the use of Dedicated Schools Grant (DSG): High Needs Funding

Hertfordshire receives £107m of High Needs Block funding through the DSG allocation. This has specific criteria for its use, but there may be opportunities to transfer some current County Council Revenue costs into High Needs Block budgets. This will release funding for savings or to re-invest in services to ensure the Council are maximising all available funding streams.

5. Cost of doing nothing

5.1 Predicting the impact of prevention activity is notoriously difficult to quantify. The range of support for children and young people is extensive across the local authority and partners. Consequently, increases in this cohort will have a far reaching effect and pressure, as demonstrated in the graph in section 3.4 above. However, a range of factors are contributing to the predicted increase in the SEND. There has been an increase in the number of SEN Tribunal decisions ordering residential out of county placements for young people with the most complex set of needs. This not only places additional and immediate pressures on Children's Services budgets, but will result, for many of this cohort, in the need for residential provision into adulthood.



5.2 Furthermore, research elsewhere shows a continuing correlation between children with SEND and exclusions, low attainment, not being in education, employment or training (NEET) which can then have a negative impact long into adulthood.

5.3 In Hertfordshire we are also seeing examples of the impact of such issues in adoption breakdowns. During the period 2012-2017, 11 of the 20 cases of adoption breakdown involved children and young people with SEND. Since coming into care, packages of support for these children have amounted to £4.4m. Whilst a number of these children have very complex needs which may mean their adoptive families feel unable to cope as the

child gets older, earlier and more personalised support may have avoided the difficult decision for some of the 11 cases.

- 5.4 Failure to address challenges caused by SEND and to prevent them from escalating has a significant impact not only on the lives of this group of children and their families but also on the long term demands for public services. For example, special educational needs are almost twice as common within the prison population as those from the general population. In addition there is a growing evidence to indicate a correlation between learning difficulties and mental health issues at all stages of life. Nearly 40% of those with a learning disability requiring specialist service during childhood will experience significant psychiatric disorder in comparison to less than 10% of those without (Emerson & Hatton, 2008).

6. Meeting the strategic objectives

DEVELOP LOCAL MULTI-DISCIPLINARY TEAMS AND COMMUNITY SUPPORT NETWORKS

6.1 Barriers to Success

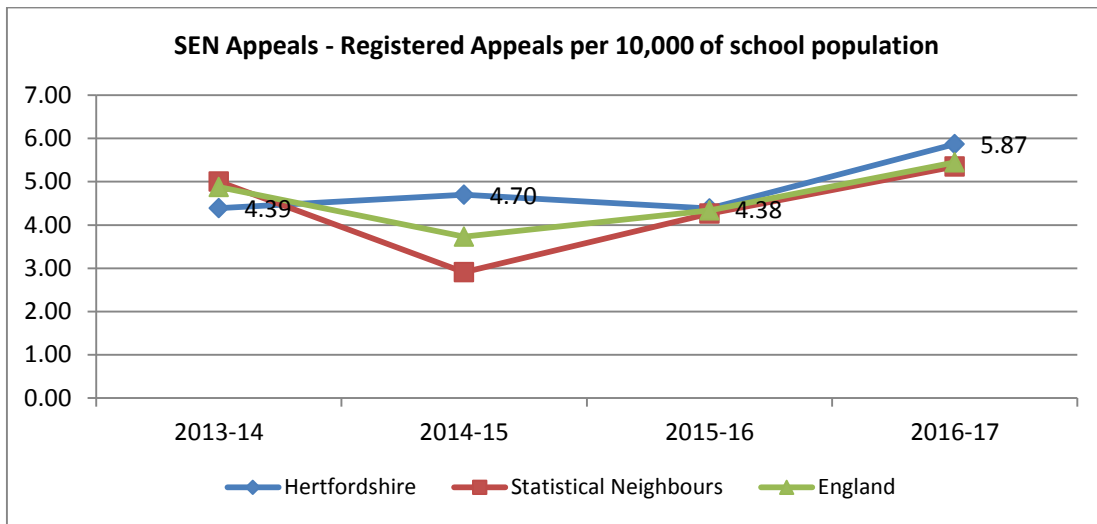
Parents and young people have told us that:

- 6.1.1 The needs of children and young people are not always identified early and well enough so often children have to struggle before they can access more support.
- 6.1.2 Communication amongst professionals in different services is insufficient particularly at transition points during their child's life
- 6.1.3 Services are designed and operate in a way that meets the needs of the service rather than those of the child or parents and often in isolation from each other. As a result, support is often disjointed and inconsistent and the views of the child and parent carer are not heard or respected.
- 6.1.4 The SEND world is inherently complex and many families find it hard to navigate on their own particularly alongside dealing with the complex challenges they experience on a daily basis.

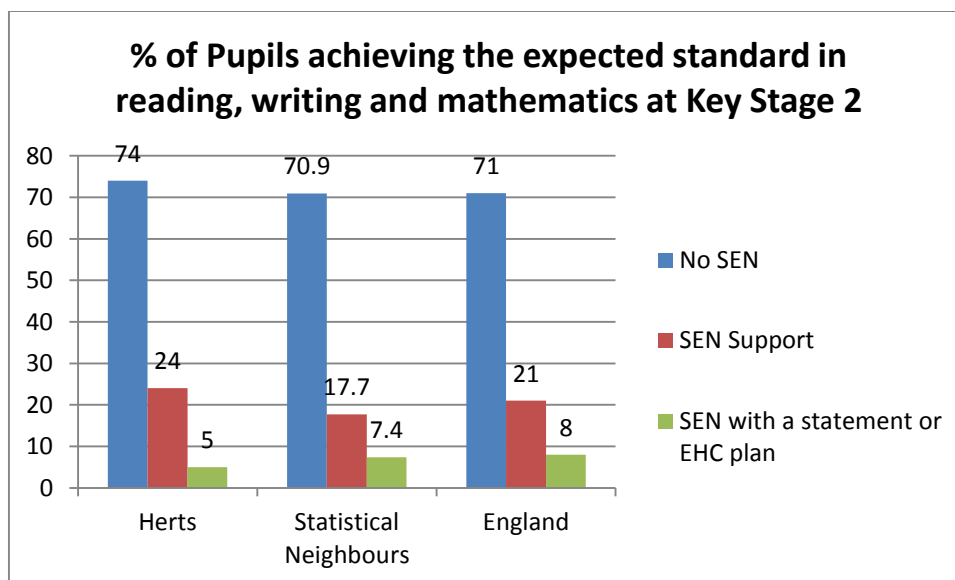
6.2 Context and data

The number of EHCPs/statements where the pupil is educated outside Hertfordshire has increased every year since 2015 from 92 up to 122. A 33% increase in four years.

- 6.3 The number of registered SEN appeals in Hertfordshire reduced in 2015-16 against a national trend of increases bringing it into line with national and stat neighbours. However, the number in 2016-17 increased and is on an upward trajectory, now higher than national and statistical neighbour averages.

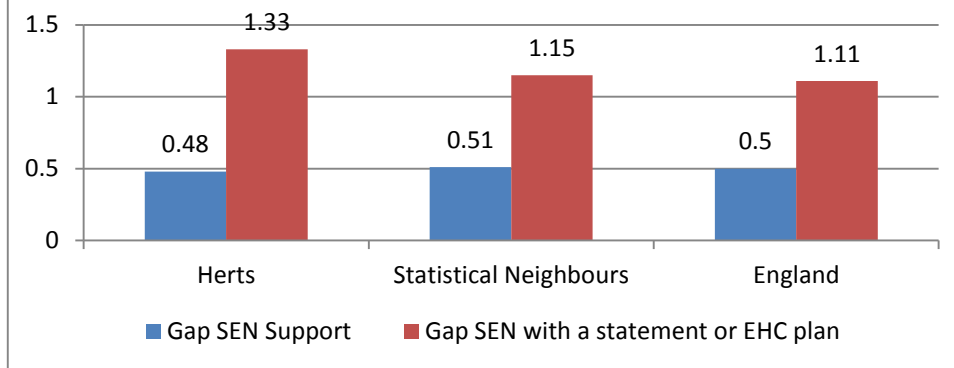


6.4 Hertfordshire performs better than national and statistical neighbour averages for children with lower levels of SEND, classed by schools as needing SEN support at both Early Years Foundation Stage and Key Stage 2, but lower for those with the higher level of need who require an EHCP.

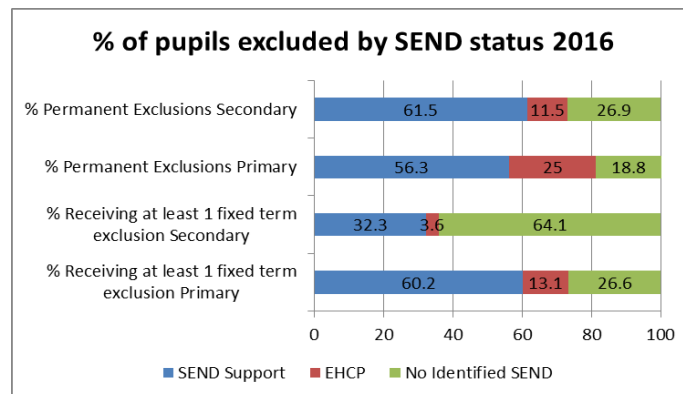


6.5 Pupils with SEN (whose needs mean they need support to access the curriculum) perform better than national and statistical neighbour averages for 'Progress 8'. This measures a student's progress between Key Stage 2 (end of primary school) and Key Stage 4 (GCSE) across eight key subjects. However those with an EHCP perform worse than national and statistical neighbour average. The gap between those with no educational need and those with an EHCP is also a greater at 1.33 compared with 1.15 for statistical neighbours and 1.11 nationally.

Attainment Gap for Progress 8 compared against those with no SEN



6.6 The most recent available data about school exclusions highlights the prevalence of SEND amongst this cohort.



6.7 A review into the supply side of home to school transport was recently commissioned by Children's Services, and the final report identified that Hertfordshire spends almost £14m transporting 2421 pupils with SEND. The average cost more than doubles when transporting a pupil to an out of county provision.

	No. of children transported	Total Cost	Average cost per student per annum
SEN Out of County Travel	115	1,597,545	13,892
SEN In County Travel	2306	12,310,947	5,339
All SEN Travel	2421	13,908,492	5,745

6.8 The Business Change

The transformation programme will address these issues by undertaking the following activity through co-production with staff, parents, young people and partners.

- 6.8.1 Fundamentally re-designing services to provide seamless support to families that work across home and school boundaries. This will include; hubs in Family Centres to identify SEND early, co-located teams with the further aspiration of further joint commissioning with Health, extend the team around the family approach with an element of rapid response (practitioners who can support during a crisis to reduce escalation and exclusions) and an effective keyworker role to guide families through the 'system'.
- 6.8.2 Work with practitioners, parents/carers, the community sector and local partners to build local networks for sharing support, expertise and understanding of the needs of children and young people with SEND and their families and identify opportunities to improve accessibility to that support.
- 6.8.3 Implement the review of high needs education including the reconfiguration of in-county special schools and outreach.
- 6.8.4 Commission services so that children and young people with SEND are able to access social, leisure and community services independently from their primary carer.
- 6.8.5 Clarify the access to specialist provision that addresses the needs of children and young people with complex needs, such as behaviour support, across services.
- 6.8.6 Explore the potential to implement a 'valuing care' approach to assessing need and support requirements, currently being piloted for children looked after, which ensures there is a transparent and consistent method of allocating cost effective provision.
- 6.8.7 Identify training needs, develop and deliver joint training and development for practitioners, schools and parents/carers.

6.9 Transformation programme resources

Capacity Requirement	18/19 (£) (6 months costs)	19/20 (£)	20/21 (£)
M5 SEND Transformation Manager x 1	33,307	65,405	65,405
M3 transformation Manager x 2	58,948	115,478	115,478
H8 Transformation Officer x 2	36,308	72,368	72,368
Commission development and delivery of training programme, (including training the trainer for sustainability)	150,000		
Provide pump priming	600,000		

Capacity Requirement	18/19 (£) (6 months costs)	19/20 (£)	20/21 (£)
funding to VCS* services to develop sustainable social and community activities during the transformation period			
Transformation training co-ordinator	18,030	36,060	36,060
Totals:	146,593	1,039,311	289,311
TOTAL:	1,475,215		

* VCS: voluntary and community sector

6.10 Outcomes

- ✓ Meeting right needs at the right time in the right way – building resilience across the system.
- ✓ Stronger co-ordination of local delivery so families and practitioners have confidence in the system
- ✓ Peer support to schools and families provides self-confidence and ability to manage needs with the help of local expertise when needed.
- ✓ Families are supported early in their journey to consider how they can support themselves, build their confidence to cope
- ✓ Professionals are empowered to work together and have a proactive approach to helping families including taking a long term approach to planning
- ✓ Practitioners and schools supporting families are equipped with the right skills to understand and support the needs of children and their families,

6.11 Cost avoidance and savings

Area	Saving or avoidance ?	Proposal	Saving/Avoidance Proposed (cumulative)					Impacts HCC Core/ DSG
			2018/19	2019/20	2020/21	2021/22	2022/23	
Service Efficiencies	Saving	10% reduction in service costs		£410,530	£410,530	£410,530	£410,530	HCC Core
Demography	Avoidance	Maintain the current level of EHCPs in line with 18/19 forecast		£169,332	£341,548	£519,532	£712,348	HCC Core
Complexity	Avoidance	10% avoidance of year on year projected increase of OOC special schools costs, estimated at £1m pa.		£100,000	£200,000	£300,000	£400,000	HCC Core/DSG 30:70
Adoption	Avoidance	Reduce number of adoption breakdowns by 1 each year over the next 5 years	£80,000	£160,000	£240,000	£320,000	£400,000	HCC Core
SEN Transport – in County	Savings	Reduce number of child journeys by 10% by reconfiguring Special School provision		£1,231,095	£1,231,095	£1,231,095	£1,231,095	HCC Core
*SEN Transport – out of county	Savings	Transfer 10% of children transported OOC to in-county provision		£98,360	£98,360	£98,360	£98,360	HCC Core
SEN Reform Grant	Avoidance			£838,000	£1,017,000	£1,017,000	£1,017,000	HCC Core
Total Saving			£80,000	£3,007,317	£3,538,533	£3,896,517	£4,269,333	

*The total average annual cost per SEN student travelling out of County was taken from the Edge report 2017 (£13,892). The rationale is that the council could reduce the number of SEN students travelling out of County by 10% by transporting these students within county. Therefore the difference was taken between the average cost of an Out of County SEN student (£13,892) and a in County SEN student (£5,339) and multiplied by the number of students a 10% reduction would be (11.5 students)

7. MAXIMISING THE BENEFITS OF DIGITAL TECHNOLOGY

7.1 Barriers to Success

Parents and young people have told us:

- 7.1.1 They are tired of having to repeat their story at every meeting
- 7.1.2 They would like consistent, timely and more transparent information
- 7.1.3 We are not making the most of on-line processes to keep them informed or enable them to participate in decisions in a way and at a time that works for them.

7.2 Context and Data

Increasingly parents/carers and service users expect to engage with Children's Services in a similar way to other aspects of their daily life, at times that suit them, and access support and tools to help them manage the needs and often resulting challenging behaviours of their child.

- 7.3 The way in which the population accesses information and uses technology to support their needs is changing all the time. Recent research suggests that voice searches (Siri, Alexa etc, and on phones) are between 0%-20% of current searches and this will rise to 50% by 2020.

- 7.4 Robust quantitative data is limited in this area, but we know from the Council's SMART Digital project that by maximising the use of technology we can:

- 7.4.1 Improve customer service and so build trust with parents/carers
- 7.4.2 Improve our online services and the Local Offer website so parents/carers choose to use them
- 7.4.3 Improve our data collection and analysis so we understand the needs and can plan and forecast effectively
- 7.4.4 Improve and streamline our back office processes

7.5 The Business Change

- 7.5.1 Build on the development of the Children's Portal to enable families to contribute online to their child's EHCP.
- 7.5.2 Set up an online tracker and review alert system for EHCPs
- 7.5.3 Enable self-help techniques through improving online resources, establishing a single point of access telephone line and commissioning a secure text chat app as well as voice activated content to provide access to high quality information and advice.
- 7.5.4 Establish an online 'My child' record that parents own and can amend, and can be sent securely to practitioners so that families don't have to retell their story
- 7.5.5 Work with Adult Care Services to ensure that children's and adult's information, advice and guidance (IAG) services are aligned, consistent and appropriate.

7.6 Transformation Programme resources

Capacity Requirement	18/19 (£) (6 months costs)	19/20 (£)	20/21 (£)
Commission VCS support with IAG	50,000		
H8 Officer x 2	36,308	72,368	72,368
M3 Data and information Manager x1	29,474	57,739	57,739
IT system and app development	100,000		
Totals	65,782	280,107	130,107
TOTAL:	475,996		

7.7 Outcomes

- ✓ Parents feel empowered and more resilient through successful self-service and communication about their child's support
- ✓ Families feel that there is a personalised offer and the system is designed around their needs and those of their child
- ✓ Practitioners have more capacity to work directly with families and address more complex issues
- ✓ Parents don't have to spend so much time navigating the information and system.

7.8 Cost avoidance and savings

Through streamlining and integrating teams we will realise service efficiencies. In addition, consistent, accessible and available information, advice and support will reduce pressures from responses to complaints, repeated contacts and escalations.

7.9 By way of an example, last year over 2,000 forms were downloaded through the Local Offer website alone. Once completed, each of those would require back office activity to process and manage that information. As shown by the development of the on-line school admissions process, transferring these processes to on-line completion would improve efficiency and reduce back office costs.

8. IMPROVE ACCESS TO INDEPENDENT LIVING, EMPLOYMENT AND TRAINING

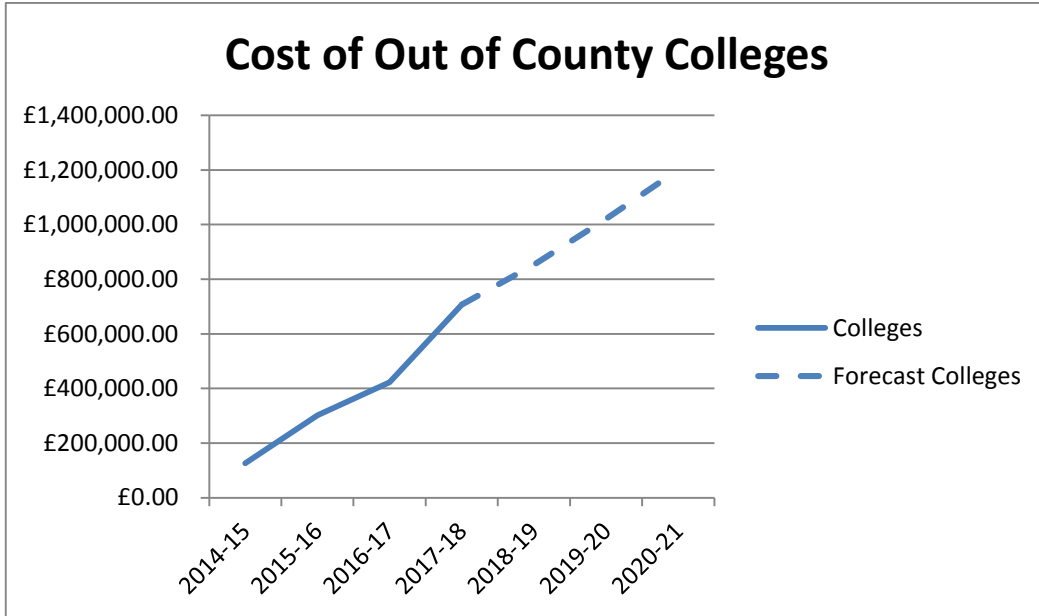
8.1 Barriers to Success

Parents and young people have told us:

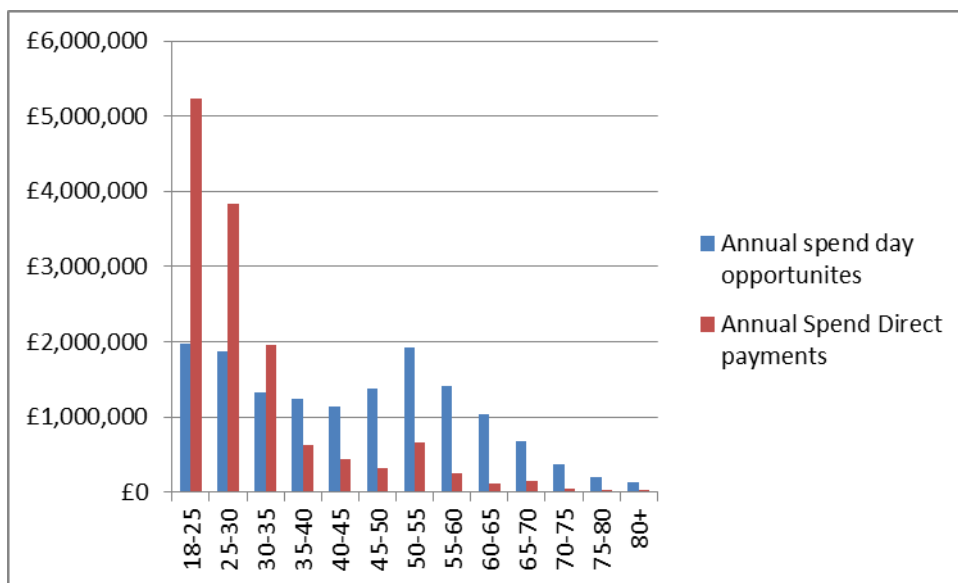
- 8.1.1 There is insufficient co-ordination of support and planning at the point of transition between social care, health and education settings
- 8.1.2 Children and young people need more effective support to build resilience and independence to face challenges in moving from one stage of life to the next.
- 8.1.3 Opportunities for young people with SEND moving into employment or training are too rigid and limited.
- 8.1.4 Parents and practitioners should focus on encouraging ambition amongst young people with SEND.

8.2 Context and Data

The cost of out of county college placements has increased significantly since 2014-15. Whilst it is difficult to evidence a direct correlation, this could be partly attributed to the introduction of the EHCP for this age group which provides parents with a stronger voice in terms of placement choice.



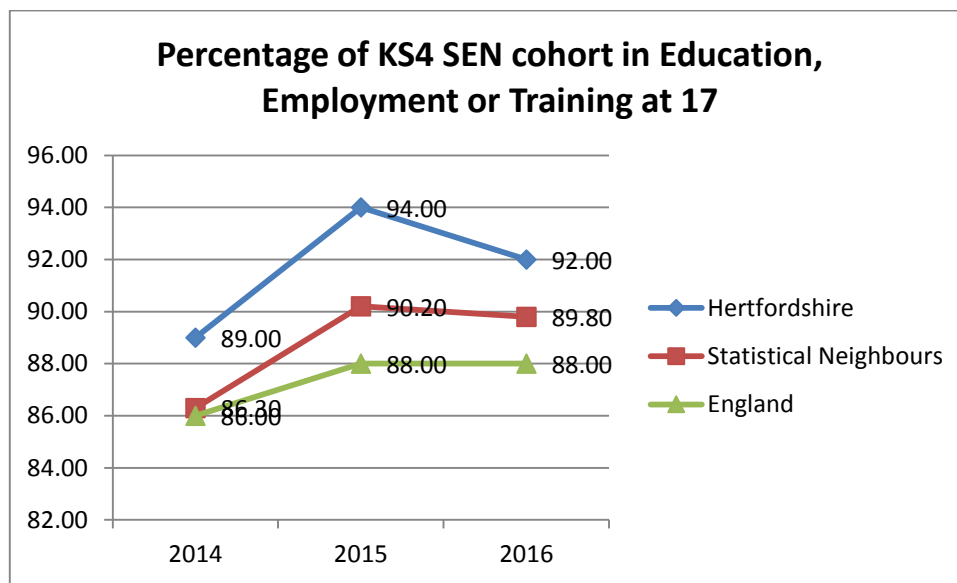
8.3 The cost of day opportunities for young adults, aged 18-25 amounts to over £7m and represents the largest proportion of adult learning disabilities expenditure for this age group. As part of a review by ACS into the efficiency of the adult disability service, ACS are exploring opportunities to provide this provision in a more cost effective way. By building independence and resilience earlier, this workstream will support the ACS supply management work by managing the demand for this type of provision.



8.4 An additional element of the ACS Invest To Transform bid is focused on addressing the issues relating to access to appropriate housing for young people. The aim is to enable them to access mainstream provision with

enablement rather than more costly supported accommodation. Currently, the Council spends £6.6m on providing supported living accommodation for 18-25 year olds. By increasing resilience and independence at an earlier stage, this programme of activity will reduce the pressure on this budget and release much needed capacity in this type of accommodation.

- 8.5 Currently, Children’s Services spends almost £2.8m on direct payments relating to social enablement. The intention of this programme is to reduce the average rates of this provision through smarter commissioning and maximising support from mainstream provision such as colleges.
- 8.6 Whilst the percentage of 17 year olds with SEN in education, employment or training is high and consistently better than statistical neighbours and the national average, there has been a sharp decline over the period of available data.



8.7 The Business Change

- 8.7.1 Transform our approach to transition planning to increase focus on enabling young people to achieve their outcomes.
- 8.7.2 Reduce out of county college placements by joining up post 16 offers across Hertfordshire schools, colleges and employers and YC Hertfordshire to produce meaningful post 16 training & work experience.
- 8.7.3 Re-configure the services provided by a range of ‘preparing for adulthood’ roles and review how the services can be strengthened to provide employment choices, supported employment, volunteering and life skills for young people.
- 8.7.4 Explore the potential for the new County Council property company to provide ‘student’ type shared accommodation to enable independent living with peer support within Hertfordshire, and commission independent living skills support.
- 8.7.5 Develop the existing relationship with employers including raising awareness of the benefits of employing young people with SEND, what to expect and how best to support them to enable them to fulfil their potential and to transition effectively to sustained employment, and to identify any barriers to employing/offering placements to young people with SEND

8.7.6 Pilot the use of technology, including Alexa, to support independent living by providing reminders of the daily routine, medication and functional activities previously provided by parents/semi-independent living.

8.8 Outcomes

- ✓ Families have confidence that transitions are well planned and personalised to enable children to move confidently through their life, enabling them to thrive.
- ✓ Young people make a fulfilling contribution to their local community and economy, supported by employers who are able to support them to fulfil their potential.
- ✓ More young people are able to access paid part-time or full-time employment and thus increase their self-confidence and self-worth.
- ✓ Children and young people with SEND feel included and empowered in their local community

8.9 Transformation Programme resources

Capacity Requirement	18/19 (£) (6 months costs)	19/20 (£)	20/21 (£)
4 x M1 Community Employment Advisers	97,856	190,876	190,876
1 x M3 Community Engagement Manager	29,474	57,739	57,739
Totals:	127,330	248,615	248,615
TOTAL:		624,560	

8.10 Cost avoidance and savings

Area	Saving or avoidance?	Proposal	Saving Proposed (cumulative)					Impacts HCC Core/DSG
			2018/19	2019/20	2020/21	2021/22	2022/23	
Day opportunities	Avoidance	10% reduction in cost as a result of reduction in demand for day opportunities		£700,000	£700,000	£700,000	£700,000	HCC Core (ACS)
Out of County Colleges	Avoidance	Maintain the current (2017/18) level of out of county college cost	£145,746	£313,914	£493,293	£493,293	£493,293	DSG
Direct Payments	Avoidance	Reduce the current cost of DPs by 10%		£280,000	£280,000	£280,000	£280,000	HCC Core
Total Saving			£145,746	£1,293,914	£1,473,293	£1,473,293	£1,473,293	

9. Programme Implementation

- 9.1 In order to deliver this transformational programme alongside statutory duties and responsibilities, this programme will require additional short-term capacity to protect business as usual whilst a holistic transformation of SEND services is undertaken.
- 9.2 If this bid is successful, Children’s Services will resource the ‘understand’ phase, undertaking robust engagement with staff, parents/carers and stakeholders, and recruiting to the fixed term posts in the proposal so that implementation can begin from September 2018.
- 9.3 It is anticipated that by September 2020 the transformation will be completed and there will be no ongoing additional costs. The future sustainability of the service at that point will be addressed through the existing financial envelope
- 9.4 Programme Timeline



- 9.5 Transforming services takes significant investment of time and focus to transform services and culture. This programme of activity will require dedicated resource to ensure it has:
- 9.5.1 Strong programme leadership including skills in project management, challenge and conflict resolution, co-production, voice of the child and family and engaging partners.
- 9.5.2 A robust evidence base on which to make informed decisions regarding the future delivery of support, during and post programme, and its impact both in terms of outcomes and financial benefits.
- 9.5.3 A systematic local collection of views to inform on-going effective service delivery and development.
- 9.5.4 Effective engagement with families and partners to ensure meaningful co-production.
- 9.5.5 Robust progress monitoring and risk management.
- 9.5.6 Management capacity for the transformation posts.

9.6 Transformation Programme resources

Capacity Requirement	18/19 (£)	19/20 (£)	20/21 (£) (6 months costs)
1 x PMC SEND Transformation Programme Manager	99,539	99,539	50,374
1 x M1 Programme Officer	46,719	46,719	23,464
1 x H5 Support Officer	27,851	27,851	14,530
Totals:	174,109	174,109	88,368
TOTAL:	436,586		

10. Financial Summary

10.1 This is a request for ITT funding to support a holistic transformation to the structure, delivery, systems and processes for SEND services and support in Children's Services. It builds on the Families First approach and embeds the redesign services in the community through Family Centres. The transformation will deliver significant efficiencies and cost prevention and no on-going additional funding will be required beyond 2020/21.

	18/19	19/20	20/21	21/22	22/23
Local networks and support	146,593	1,039,311	289,311	0	0
Maximising the benefits of digitalisation	65,782	280,107	130,107	0	0
Independent living and access to employment	127,330	248,615	248,615	0	0
Programme implementation	174,109	174,109	88,368	0	0
TOTALS:	513,814	1,742,142	756,401	0	0
TOTAL INVESTMENT:	3,012,357				

11. Risk analysis

11.1 In terms of the individual proposals an initial risk analysis is set out below:

Summary of Key Risks	Probability	Impact	Containment
Scale of transformation is so ambitious that it's unachievable within the required timescales.	H	H	A robust project management structure will ensure clear goals; activity and timescales are established at the outset and then carefully monitored and reported during the programme.
Business as usual operates effectively during transformation period.	M	M	Additional short term capacity to implement the transformation together with effective communication with key stakeholders will minimise the impact of change during transformation.

Engagement of stakeholders will be reduced as they feel this has been discussed and promised before without result.	M	H	As the project progresses and tangible positive changes are made along the way, these will be actively shared and communicated with all stakeholders to show that the project is moving forward. Open and honest communication is vital and stakeholders will be asked for regular feedback. These comments should ALL be looked at and addressed.
We could do all of the actions stated and parents/professionals may still not be positive about the outcomes.	M	H	Maintaining a close working relationship with all stakeholders (both parents and professionals) will mean any concerns can be quickly addressed before they escalate. This will ensure we reach a result that everybody is satisfied with.
There could be issues of staff retention as they have already been through restructures recently.	L	M	Open and honest communication with staff throughout the process is vital to ensure they feel confident in the changes.
Efficiencies may be difficult to identify and quantify due to complex funding streams.	L	M	We need to be clear where we are going to save money. This needs to be communicated and finance monitors will help to show where savings are being made (and what still needs to happen).

12. Equality Impact Assessment

To be completed during model development phase if business case is successful