



THE LONDON BOROUGH
www.bromley.gov.uk

BROMLEY CIVIC CENTRE, STOCKWELL CLOSE, BROMLEY BRI 3UH

TELEPHONE: 020 8464 3333 CONTACT: Kevin Walter
kevin.walter@bromley.gov.uk

DIRECT LINE: 020 8461 7588
FAX: 020 8290 0608 DATE: 17 November 2022

To: Members of the
SCHOOLS' FORUM

David Dilling (Chairman)	Primary Academy Governor (Charles Darwin Academy Trust)
Andrew Ferguson (Vice-Chairman)	Non-School Representative (Church of England)(Aquinas Trust)
Claire Bessa	Secondary Academy Head Teacher (E21C)
Tracey Davis	Non-Schools Representative(14-19 Partnership)(Bromley Academy Trust)
Patrick Foley	Primary Maintained Head Teacher (Southborough Primary School)
Clare Grainger	Non-Schools' Representative (Joint Teacher Liaison Committee)(Connect Multi Academy Trust)
Chris Hollands	Primary Academy Head Teacher (Aquinas Trust)
Neil Miller	PRU Head Teacher/Governor Academy (Bromley Trust Academy)
Andrew Rees	Secondary Maintained School Head Teacher (St Olaves Grammar School)
Brid Stenson	Non-School Representative (Early Years)
Ian Travis	Special Head Teacher/Governor Academy (Glebe School)
Steve Whittle	Secondary Academy Head Teacher (Impact Multi Academy Trust)
David Wilcox	Secondary Academy Governor (Darrick Wood School)
1 x vacancy	Non-School Representative (Catholic Church)
1 x vacancy	Primary Academy Head Teacher
1 x vacancy	Secondary Academy Governor
1 x vacancy	Special Head/Governor Maintained
1 x vacancy	Primary Academy Governor
1 x vacancy	Primary Academy Governor

A virtual meeting of the Schools' Forum will be held via MS Teams on **THURSDAY 24 NOVEMBER 2022 AT 4.30 PM** *

If you wish to view this meeting, please contact the Clerk to the Schools' Forum who will provide you with a link to the virtual meeting.

*** PLEASE NOTE STARTING TIME***

TASNIM SHAWKAT
Director of Corporate Services & Governance

A G E N D A

- 1 APOLOGIES FOR ABSENCE**
- 2 MINUTES OF THE MEETING HELD ON 29TH SEPTEMBER 2022 (Pages 3 - 8)**
- 3 DEDICATED SCHOOLS GRANT (DSG) DEFICIT RECOVERY MANAGEMENT PLAN (Pages 9 - 46)**
- 4 ANY OTHER BUSINESS**
- 5 DATE OF NEXT MEETING**

THURSDAY 26TH JANUARY 2023

.....

SCHOOLS' FORUM

Minutes of the meeting held at 4.30 pm on 29 September 2022

Present:

David Dilling (Chairman)	Primary Academy Governor (Charles Darwin Academy Trust)
Andrew Ferguson (Vice-Chairman)	Non-School Representative (Church of England)(Aquinas Trust)
Patrick Foley	Primary Maintained Head Teacher (Southborough Primary School)
Chris Hollands	Primary Academy Head Teacher (Aquinas Trust)
Neil Miller	PRU Head Teacher/Governor Academy (Bromley Trust Academy)
Andrew Rees	Secondary Maintained School Head Teacher (St Olaves Grammar School)
Brid Stenson	Non-School Representative (Early Years)
Steve Whittle	Secondary Academy Head Teacher (Impact Multi Academy Trust)
David Wilcox	Secondary Academy Governor (Darrick Wood School)

Also Present:

David Bradshaw	Head of Children, Education and Families Service Finance
Jared Nehra	Director of Education
Philippa Gibbs	Democratic Services Officer
Kevin Walter	Democratic Services Officer
Robert Bollen	Head of Strategic Place Planning
Steve Barnard	Education Skills Funding Agency

9 APOLOGIES FOR ABSENCE

Apologies for absence were received from Clare Bessa.

10 MINUTES OF THE MEETING HELD ON 7 JULY 2022

The minutes of the meeting held on 7 July 2022, were approved and signed as a correct record.

11 THE NATIONAL FUNDING FORMULA 2023/24 Report CEF22062

The report provided details of the National Funding Formula for 2023/24 and the provisional allocations.

On the 19th July 2022, the Department for Education (DfE) published the illustrative 2023/24 funding for schools under the National Funding Formula. A technical note, published alongside the figures, set out the design of the NFF for 2023/24 for the Schools, High Needs, and Central blocks. Illustrative allocations for Early Years funding had been published separately as part of the early years' consultation published on the 4th July 2022 and had been circulated previously.

2023/24 was the first year of the transition to the 'direct' schools NFF, whereby all mainstream schools across England would be funded through the same national formula without allowing for adjustment through local funding formulae. Therefore, in 2023/24, local authorities would only be allowed to use NFF factors in their local formula and, excluding the locally determined premises factors, must use all NFF factors. Bromley were currently following the NFF as far as possible and this was not an issue. Highlighted changes were:

- a) The 2022/23 supplementary schools grant would be rolled into the NFF by adding grant figures to the baseline data and uplifting the minimum per pupil values by the grant's basic per pupil values.
- b) Local Authorities must move their local formula factor at least 10% closer to the NFF. Bromley were in the main already very close to NFF figures and this should pose no significant issues
- c) Local authorities must identify a notional budget for their mainstream schools, that could help them comply with their duty to meet the special educational needs of their pupils. Bromley already did this through the APT.

For the Schools, High Needs and Central Blocks the National average overall increase was 2.7%. Bromley's increase was 2.6%. The London average was 2.4%. Further details were set out in appendix 1 of the report.

In response to a question, the Head of Children Education and Families Finance confirmed that the 1.6% increase in funding was in addition to the supplementary grant which had been rolled into the baseline.

Members of the Schools Forum noted that as a result of increasing inflation (which was likely to reach 13%) an MFG of 0.5% amounted to a real terms funding cut per pupil of 12.5%. Members noted that was one eighth of a budget. The purpose of an MFG was to stop cliff edges and a proposed 0.5% with a cut of 12.5% amounted to a cliff edge and in light of this the MFG needed to be significantly bigger – more than inflation – to have any impact. Members of the Schools' Forum highlighted that with high levels of inflation, school budgets were effectively being cut and the current position was unsustainable. It was noted that it appeared that the DfE had not supported salary increases for teachers and support staff and the resulting impact on schools would be significant with an even bigger impact on special schools. Ultimately there would be job losses as schools were not in a position to afford the increases. This coupled with increases in energy bills and exponential increases in the number of EHCPs was unsustainable and, ultimately, it would be young people who would suffer the biggest impact from these real terms funding cuts.

The Director of Education highlighted that the LA worked very closely with schools and had engaged with head teachers at both primary and secondary level. These concerns around pressures on schools' budgets had previously been discussed and relayed back to the DfE at fortnightly React meetings.

The Forum recognised that High Needs would continue to be a challenging area and there was a need to work through the detail in order to fully understand the impact.

The Forum also noted that a further report, setting out calculations based on Autumn pupil numbers along with information about the Growth Fund and the Falling Rolls Fund, would be presented to the Schools' Forum in January 2023. The Chairman further noted that in January the Forum would have to put forward an MFG percentage and the issues raised by headteachers around inflationary pressures would be highly relevant as all schools were suffering in terms of trying to balance their budgets.

RESOLVED: That the report be noted.

12 UPDATE ON HIGH NEEDS FUNDING REVIEW Report CEF22064

The report provided an update on the High Needs Funding Banding Review that commenced in September 2021.

Local authorities had statutory responsibilities to keep the special educational provision in their area under review, working with parents, young people and institutions (as set out in chapter 4 of the SEND Code of Practice). This included the mechanisms and processes for agreeing top-up funding.

The High Needs Banded Funding Review commenced in September 2021 to consider top-up levels for education settings across the 0-25yrs age range for children and young people (CYP) who had Education Health and Care Plans (EHCPs).

The review was designed to examine the existing High Needs Banded Funding models and calculations, as well as explore the outcomes expected from the funding and link complexities of need and expected provision to the different bands of funding. Having clear descriptors of need and/or provision linked to funding bands, created a transparent funding model that allowed clear comparison between CYP and the funding they received.

In response to a question, the Head of Strategic Place Planning confirmed that the review now incorporated the SEN estates review. The review would focus on top-up funding and funding bands and SEN spaces within additionally resourced provision in mainstream school as well as special schools. All schools with specialist provision would be reviewed across 4 terms starting from Autumn 2022. The Head of School Place Planning also confirmed that whilst the programme of

review was prioritised to where additional places could be delivered quickly or there were specific circumstances that required early review, there was some flexibility with regards priority order. The Director of Education confirmed that one area the LA was seeking to prioritise was creating additional local inclusive provision. It was noted that further updates would be brought to Schools' Forum.

RESOLVED: That the report be noted.

**13 PROPOSED CHANGES TO RECOUPMENT POLICY FOR
ALTERNATIVE PROVISION
Report CEF22063**

The report outlined proposed changes to recoupment policy for Alternative Provision (AP) in line with “money following the child” principles and Government guidance.

The Director of Education introduced the report and outlined the context of the report. In 2019, the LA in partnership with schools, undertook a review of AP. The review made a number of recommendations, and these led to the actions set out in the report being taken. One of the key design principles agreed at that time was that “the money follows the child”. In reality this had been implemented only partly and there was now a need to fully implement this design principle. Consequently, the LA was seeking recoupment of costs and further details were set out in the report.

In response to a question, the Director of Education confirmed that no adverse implications for commissioned AP services were anticipated. The budget was predicated on having an effective redistribution of funding in the local area and therefore ensuring a healthy and sustainable approach to AP across the Borough.

Members of the Forum expressed support for the approach to AP and in response to a question the Director of Education confirmed that the Home Hospital Tuition Service was partly DSG funded (with an additional contribution from the LA) and some pressures had been created as a result of the minimal recoupment to date. There was a need to have a redistribution of funding to meet current costs appropriately and sustainably and to consider whether there was a need to have additional AP in order to meet the needs of children and young people across the Borough.

The Forum noted that given Secondary Headteachers had unanimously agreed to the design principles, it was unlikely that schools would refuse to pay. Although no particular issues were envisaged, there were ways and means for the LA to press to recover the funding should that be necessary.

RESOLVED: That the specified amendments to school funding agreements be supported to enable “money to follow the child” in AP provision as agreed in March 2021.

14 DSG DEFICIT RECOVERY MANAGEMENT PLAN
Report CEF22065

The report provided an update on the production of Bromley's Dedicated Schools Grant (DSG) Deficit Recovery Management Plan (DRMP) and invited comments on the key areas being considered under the development of the DRMP.

The Director of Education introduced the report and highlighted that pressures on the DSG had been growing considerably in recent years and Bromley's DSG had now entered a deficit position which was forecast to grow. The Forum noted that Bromley was one of the last LAs in London to enter into a deficit on its DSG. The LA had been working closely with partners to manage the pressures on the DSG and to develop the DRMP.

The Director of Education outlined the pressures on the DSG and provided further detail surrounding the work being undertaken to mitigate these pressures.

In response to a question, the Director of Education confirmed that in his view the amount of transformation required to manage the deficit was achievable. Work on the mitigations had already started and the LA and its partners was well placed to meet the challenges. It was clear that costs would continue to increase, and the LA would continue to lobby the DfE for additional resources to meet these increasing costs.

A Member of the Schools' Forum noted that deficits in DSG was a national problem resulting from chronic underfunding over a number of years with the situation growing ever desperate. The key issue was that there was simply not enough funding and pressures would continue until such time as this was acknowledged and addressed by the DfE.

In response to a question the Director of Education confirmed that at this point the LA was not proposing to make direct reductions in services and that the intention was to drive efficiencies through transformation. Whilst it was clear that there were some challenges there was a clear plan in place and there were excellent partnerships and relationships in Bromley.

In relation to affecting transformation, the Director of Education confirmed that reducing the cost of independent non-maintained provision would be one of the more difficult areas to address. There had been various approaches to address this however the shortage of placements meant that costs remained high.

The Forum noted that there was need to ensure that all schools had consistent access to all the support that was available for children with additional needs. This would help to ensure that all schools were as inclusive as they could be and that the need for statutory assessment was reduced.

The Forum also noted that there was a need to work with parents to manage demand for EHCPs. The Director of Education highlighted the need to increase the confidence of parents that their child's needs could be met locally in mainstream provision with additional support as appropriate to their child's needs.

Parents seeking named provision would continue to be a factor and engagement would need to continue with parents with a need for further partnership working to raise the confidence of parents. Members of the Forum noted that it would be increasingly hard to raise the confidence of parents as the number of support staff decreased due to reduced funding.

RESOLVED: That the report be noted and the 7 key areas for deficit mitigation and management be endorsed.

15 ANY OTHER BUSINESS

The Director of Education raised the issue of increases in fees in respect of school breakfast and afterschool clubs. The issue had been raised at the last meeting of the Forum and no further comments were made.

16 DATE OF NEXT MEETINGS

It was noted that the next meeting would take place at 4.30pm on Thursday 24 November 2022 via MS Teams.

The Meeting ended at 5.55 pm

Chairman

Agenda Item 3

Report No.

London Borough of Bromley

PART ONE - PUBLIC

Decision Maker: SCHOOLS FORUM

Date: 24th November 2022

Decision Type: Non-Urgent Executive Non-Key

Title: DEDICATED SCHOOLS GRANT (DSG) DEFICIT RECOVERY MANAGEMENT PLAN

Contact Officer: Jared Nehra, Director of Education
Tel: 020 8313 4804 E-mail: Jared.nehra@bromley.gov.uk

Chief Officer: Director of Children, Education and Families

Ward: All

1. Reason for decision/report and options

- 1.1 Officers have prepared a Dedicated Schools Grant (DSG) Deficit Recovery Management Plan (DRMP) which provides analysis of key data and sets out the actions already taken, and those actions proposed, to address the growing financial pressures within the High Needs Funding Block of the DSG.
 - 1.2 The proposed five-year Recovery Plan, which is modelled on forecast requirements and government funding in the next five years, does not show the DSG coming back into balance during this period. This is because the forecast demands on the DSG continue to exceed the anticipated funding made available at this time.
 - 1.3 Officers will be meeting with representatives from the Department for Education to discuss the Council's plans to address its DSG deficit. Feedback from this meeting will be provided verbally to Schools Forum.
-

2. RECOMMENDATION(S)

The Schools Forum is asked to:

- 2.1 Comment on and endorse the draft DSG Deficit Recovery Management Plan.

Impact on Vulnerable Adults and Children

1. Summary of Impact: The protected characteristics of Age and Disability are inherent within the Council's statutory responsibilities for Special Educational Needs and Disabilities. The High Needs Funding Block funds a wide range of services to enable the Council to meet its statutory responsibilities for children and young people who have SEND. The DRMP proposes to reduce costs through transformation and improved efficiency, rather than cuts to services. Any potentially adverse impact on protected characteristics groups will be considered through EQIA Screening and closely monitored as detailed proposals are developed. It is anticipated that earlier intervention and access to appropriate support will have a positive impact on children and young people who have SEND, as will increased opportunities and support for young people to live independent lives.
-

Transformation Policy

1. Policy Status: Existing Policy
 2. Making Bromley Even Better Priority (delete as appropriate):
 - (1) For children and young People to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
 - (2) For adults and older people to enjoy fulfilled and successful lives in Bromley, ageing well, retaining independence and making choices.
 - (3) For people to make their homes in Bromley and for business, enterprise and the third sector to prosper.
 - (4) For residents to live responsibly and prosper in a safe, clean and green environment great for today and a sustainable future.
 - (5) To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.Not Applicable:
-

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre: Various DSG grant covered cost centres
 4. Total current budget for this head: £335,722k before recoupment and deductions
 5. Source of funding: DSG
-

Personnel

1. Number of staff (current and additional):
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Statutory Requirement supplemented by Guidance
 2. Call-in: Applicable
-

Procurement

1. Summary of Procurement Implications:
-

Property

1. Summary of Property Implications: N/A
-

Carbon Reduction and Social Value

1. Summary of Carbon Reduction/Sustainability Implications:
-

Customer Impact

1. Estimated number of users or customers: 3,473 children and young people with an EHCP (September 2022)
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments:

3. BACKGROUND

- 3.1 Background to the DSG: The Dedicated Schools Grant is a ring-fenced specific grant. It must be used in support of the schools budget as defined in the School and Early Years Finance (England) (No 2) Regulations 2018; it can be used for no other purpose.
- 3.2 The DSG is divided into four notional blocks – the schools block, the high needs block, the central school services block (which allocates funding to local authorities for their ongoing responsibilities towards both maintained schools and academies) and the early years block. Each of the four blocks of the DSG are determined by a separate national funding formula.
- 3.3 In consultation with the schools forum, local authorities make decisions about the delegation of funds to schools and on the spending of funds held centrally, most of which is within the ‘high needs block’ used for making high needs provision for children and young people with special educational needs and disabilities. High needs funding is allocated and can be used in accordance with the High Needs Funding Operational Guide.
- 3.4 Where a local authority has an overall deficit of DSG of 1% or more it is required to submit a recovery plan to the Department for Education, setting out how it plans to bring the overall DSG account into balance.
- 3.5 The introduction of the DRMP sets out the local Bromley position, in the context of national systemic challenges acknowledged by the Government in its SEND Green Paper. Bromley was one of the last London Boroughs to enter a DSG deficit position, but now faces significant financial pressures necessitating a detailed action plan.

4. IMPACT ON VULNERABLE ADULTS AND CHILDREN

- 4.1 The protected characteristics of Age and Disability are inherent within the Council’s statutory responsibilities for Special Educational Needs and Disabilities. The High Needs Funding Block funds a wide range of services to enable the Council to meet its statutory responsibilities for children and young people who have SEND. The DRMP proposes to reduce costs through transformation and improved efficiency, rather than cuts to services. Any potentially adverse impact on protected characteristics groups will be considered through Equalities Impact Assessment (EQIA) screening and closely monitored as detailed proposals are developed. It is anticipated that earlier intervention and access to appropriate support will have a positive impact on children and young people who have SEND, as will increased opportunities and support for young people to live independent lives.

5. TRANSFORMATION/POLICY IMPLICATIONS

- 5.1 Transforming Bromley Our Four-Year Roadmap (2019-2023), Responsible financial management strategy. This report seeks to prioritise the limited resources available to the Council to meet its statutory duties for Special Educational Needs and Disabilities and Alternative Provision.
- 5.2 Making Bromley Even Better (2021-2031): Bromley has five ambitions for the next stage of our journey. The relevant ones to this service are:
- For children and young people to grow up, thrive and have the best life chances in families who flourish and are happy to call Bromley home.
 - For adults and older people to enjoy fulfilled and successful lives in Bromley, ageing well, retaining independence and making choices.

- To manage our resources well, providing value for money, and efficient and effective services for Bromley's residents.

6. FINANCIAL IMPLICATIONS

- 6.1 The current DSG deficit is predicted to be £12m by the end of March 2023. DfE require authorities with deficits to submit plans to them to reverse the deficit and bring it back into balance. The current plan does not do this and further work is being carried out by the authority with further meetings being set up with DfE to discuss the plan.
- 6.2 At the moment any deficits in DSG cannot be paid from the Councils general fund balances without permission from the Secretary of State. These deficits are ringfenced away from other reserves in the balance sheet to help Councils manage these financial pressures. This is called the 'Statutory Override'. The Statutory Override is being looked at by government as to whether to continue with the policy or remove it, therefore charging any deficits to Council balance sheets and affecting the overall reserves position.

7. LEGAL IMPLICATIONS

- 7.1 The right to an assessment of a child's special educational needs, the production of an Education, Health and Care Plan which meets those needs and the commissioning of the required service provision outlined in the plan are statutory requirements under the Children and Families Act 2014. This is primarily funded through the Dedicated Schools Grant (DSG) High Needs Funding Block of the DSG
- 7.2 DSG is paid to the Council by the Secretary of State under the Education Act 2003 section 14. It is a ring-fenced specific grant provided outside the local government finance settlement. It must be used in support of the schools budget for purposes defined in regulation 6 and schedule 2 of The Schools and Early Years Finance (England) Regulations 2022. The Regulations require local authorities to determine budget shares for schools maintained by them and amounts to be allocated in their areas, in accordance with the appropriate formulae.
- 7.3 The DSG: conditions of grant 2022 to 2023 paragraph 5.2, requires that any local authority with an overall deficit on its DSG account at the end of the 2021 to 2022 financial year, or whose DSG surplus has substantially reduced during the year, must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend, when requested. The DfE have produced guidance to assist local authorities in preparing a Deficit Recovery Management Plan (DRMP).
- 7.4 As a result of prudent financial management of Council budgets as explained elsewhere in this report, this report is seeking a decision from the Portfolio Holder to agree a draft DRMP in relation to the DSG High Needs Funding Block of the DSG. The Draft DRMP provides analysis of key data and sets out the actions already taken, and those actions proposed, to address the growing financial pressures within the High Needs Funding Block of the DSG.
- 7.5 The funding allocations and formulae are set nationally and are therefore already subject to an equality assessment.
- 7.6 In setting the Education Budget, the Council must consider its duties under the Equalities Legislation, in particular the need to ensure targeted funding is available in raising the attainment of disadvantaged pupils who are likely to share a "protected characteristic" (as defined in the Equality Act 2010) and close the gap between them and their peers. It is acknowledged elsewhere in this report that the duties under the Equality Act will be addressed on an ongoing basis.

London Borough of Bromley

DSG Deficit Recovery Plan November 2022

Version	Draft Version 6 – for consideration at Schools Forum
Date Submitted	
Data Date	
Signed off by S151 Officer	
Signed off by Director of Children’s Services	
Background documents	

Table of Contents

Introduction.....	3
DSG Deficit Profile 2022/23-2026/27	4
Workstream Log.....	5
Management Action Plan.....	8
Demand management.....	8
SEN Inclusion.....	9
Reducing the cost of high cost placements (including independent non-maintained INM).....	10
Improve efficiency of commissioning services to drive down cost	11
Maximising funding joint/tri-partite funding.....	12
Increased capacity of Bromley specialist settings	13
Increasing independence of children and young people through effective transition planning.....	14
Appendices	15
Appendix 1 – Benchmarking data.....	15
Appendix 2 - Glossary.....	23
Appendix 3 - Outcome of Local Area SEND inspection	24
Appendix 4 - Projection Data	25
Appendix 5 - Key Performance Data	30

Introduction

In Bromley we are ambitious for all children and young people who have SEND and their families. We have a strong local area approach, overseen by the multi-agency SEND Governance Board, which scrutinises the work of the partnership in improving outcomes and ensuring efficient and effective local arrangements for SEND.

This DSG Deficit Recovery Management Plan has been prepared by the Children, Education and Families department of the London Borough of Bromley, in response to the growing financial pressures on the Dedicated Schools Grant (DSG), primarily within the High Needs Funding block.

The contributory factors have been widely accepted as arising from national challenges with the SEND system, as highlighted by the Government's recent SEND Green Paper which acknowledged:

'widespread recognition that the system was failing to deliver improved outcomes for children and young people, that parental and provider confidence was in decline, and, that despite substantial additional investment, the system had become financially unsustainable'.

Additionally, the Green Paper referenced that:

'high needs spending continuing to increase year on year, with recent increases driven predominantly by an increase in the proportion of children and young people with an EHCP, over and above general population change'

Through prudent financial management and a range of proactive actions, the Council and its partners were successful in containing the local financial pressures until an initial deficit position was reached at year end 2020/21. Benchmarking data provided by the Department for Education (DfE) confirmed that Bromley was one of the last London Boroughs to enter a deficit position. The local financial challenges have since continued to increase, with the deficit position having increased to £7m by the end of 2021/22.

This Management Plan sets out a range of key performance data, forecast projections of future need and comparative benchmarking, which have informed the development of the actions being taken forward. Whilst the key underlying issues impacting on SEND resource pressures are at a national level, there is evidently a range of local factors impacting on Bromley's deficit position.

This paper outlines existing workstreams already established to mitigate the pressures faced locally. The main body of the paper sets out a detailed set of actions for the Council and its partners to transform the local SEND system and drive future sustainability. Building on our successes highlighted in the Local Area SEND inspection, we are well placed to meet these challenges head on, whilst continuing to lobby Government for sufficient funding to meet the true costs of SEND locally. We believe these are the right actions to address our local challenges and to continue to respond to the local systemic issues recognised in the SEND Green Paper.

Suggested joint signatories:

Cllr Lymer – Deputy Leader and Portfolio Holder for Children, Education and Families

Richard Baldwin – Director of Children, Education and Families

Jared Nehra – Director of Education

Peter Turner – Director of Finance (S151 Officer)

DSG Deficit Profile 2022/23-2026/27

Actual DSG Deficit at year end 2021/22		£7,142k			
Maximum Forecast DSG Deficit Profile at year end £k					
Projected	2022/23	2023/24	2024/25	2025/26	2026/27
Max cumulative deficit (March closedown)	-12,142	-15,940	-19,202	-21,440	-23,083
Target cumulative deficit (March closedown)	-12,142	-11,142	-10,142	-9,142	-8,142
Net target deficit recovery	0	-4,798	-9,060	-12,298	-14,941

Workstream Log

This table sets out details of selected projects and workstreams in place to drive improved outcomes and financial sustainability

Workstream name	Stage	Lead officer	Purpose (including which provisions it impacts)	Accountability and reporting	Overall cost and any financial savings	Start date	Estimated completion date	Description of outcomes and success criteria	Key milestones and dates	Date information last updated
Access and Inclusion Taskforce	Launched	Director of Education	Tackle poor attendance and increase school inclusion	Reported to Children's Exec Board and PDS through Portfolio Plan	TBC	June 2022	July 2023	Reduced persistent absence Increased inclusion in mainstream schools Inclusion dashboards to promote inclusion	StudyBugs system purchased and being rolled out Autumn 2022 to improve attendance and inclusion reporting	Oct 22
High Needs Funding Banding and SEN Estates Review	Launched	Director of Education	Review High Needs funding and make recommendations for adjustments to funding methodology. Review the SEN Estate in Bromley and make recommendations on future investment of capital funding	Reports to SEND Governance Board and PDS through Portfolio Plan	TBC	June 2021	December 2023	Sustainable funding methodology for top up funding. Effective investment of capital funding to maximise impact on outcomes and cost avoidance	First visits commenced October 2022	Oct 22
Review of Integrated Therapies	Launched	AD Integrated Commissioning	To improve access to therapies and promote the graduated approach	Reports to SEND Governance Board and PDS through Portfolio Plan	TBC	Jan 2022	Apr 2023	Earlier access to therapeutic interventions. Reduced delays for professional advice during EHCP statutory assessment	OT contract in place for 6 months until Dec 2023	Oct 22
SEN Capital Programme	Ongoing	Head of Service, Strategic Place Planning	To increase capacity of Bromley specialist	Reports to SEND Governance Board and	TBC	Ongoing	Ongoing	Reduced use of INW/Out of Borough provision	Riverside Phoenix satellite site opened in	Oct 22

			settings – special schools and ARPs	PDS. Exec agrees capital programme				More children placed locally in lower cost, high quality provision	September 2022 2 new ARPs due to open in 2023	
Special Free School and Multi-agency Centre of Excellence for Autism	Feasibility stage	Head of Strategic Place Planning (DfE led project)	To provide 152-place special school and centre of excellence for the borough	Reports to SEND Governance Board and PDS through Portfolio Plan	Costed in MTFS	2020	September 2024 (permanent build completion target)	Increased local places, reduced use of INW/Out of Borough Upskilling of professionals to meet Autistic Spectrum Conditions	Feasibility process led by DfE expected to conclude early 2023	Oct 22
Autism Education Trust Training Hub	In place	Group Manager: SEN Advisory Teams	To increase understanding and awareness of autism in Bromley	Reports to SEND Governance Board	N/A Hard to quantify direct impact Possibility for income generation	2021/22	Ongoing	Reduced placement breakdown. Improved outcomes for CYP with autism	Bromley is the local regional hub partner to the AET	Oct 22
SEND Training Collaborative	In Place	Group Manager: SEN Advisory Teams	To upskill professionals across Bromley on SEND and increase their resilience and capacity to meet needs	Reports to SEND Governance Board	N/A Hard to quantify direct impact	2020/21	Ongoing	Reduced placement breakdown. Improved outcomes.	SEND Training Collaborative includes a range of schools and provides a varied programme of training opportunities reviewed each year	Oct 22
SEND Network Champions/ SENCo Hub	In Place	Group Manager: SEN Advisory Teams	To increase the awareness and understanding of SEND To provide SENCos with access to an extensive range of resources, guidance and support	Reports to SEND Governance Board	N/A Hard to quantify direct impact	Ongoing	Ongoing (regularly updated)	Better outcomes for CYP. Reduced placement breakdown. More CYP having needs met at SEN Support	SENCo Hub published on Bromley Education Matters website SEND Network Champions receive regular updates and invites to events	Oct 22
Mental Health and Wellbeing (MHW)	In Place	Director of Education	To establish and support a network of MHW Leads in every Bromley school who	Reports to PDS and CYP Mental Health Partnership Board	N/A Hard to quantify direct impact	2021/22	Ongoing	Increased awareness and understanding of MHW across Bromley schools	100% of schools have appointed a trained MHW Lead. Successful 4 th	Oct 22

			drive whole school approaches to wellbeing To publish a MHW Toolkit to signpost to high quality resources					Mental Health and Wellbeing is everyone's business	Network Event held October 2022, well attended by Leads Mental Health and Wellbeing Toolkit published in 2021 and regularly updated	
Review of SEND Transport	Initial phase implemented. Further phase under consultation	Head of Service: Access and Inclusion / SEN	To recommission SEND Transport routes with a focus on future sustainability, reduced cost and increasing independence	Reports to SEND Governance Board, PDS and Exec	Costed in MTFS – primarily RSG	2021/22	March 2023	Recommissioned routes. Reduced costs. Support for CYP to become more independent and achieve better outcomes	Transformation approach agreed by Exec. All routes recommissioned for September 2022. Independent travel training service established – 5 learners successfully trained since September 2022 Consultation launched on revised SEND transport policies, including establishment of personal transport budgets	Oct 22

Management Action Plan

Category	Demand management
Aims	<p>To:</p> <ul style="list-style-type: none"> -reduce the number of requests for statutory assessment -reduce the rate of increase in EHCPs -increase the cessation rate of EHCPs no longer necessary -improve the timeliness of statutory EHC Needs Assessment process

Summary of actions

Action	Target Saving/ cost reduction	Deadline
Review the role and timing of Educational Psychologists and potential to undertake assessments prior to request for EHC Needs Assessment	£2m rising to £13m by 2026/27 by keeping EHCP to an increase of 6% per annum instead of a 10% per annum)	February 2023
Strengthen expectation of graduated approach and quality first teaching prior to EHC Needs Assessment through use of a new threshold/eligibility criteria approach		January 2023
Streamline EHC Needs Assessment process and review decision making panels		March 2023
Revise Annual Review paperwork to ensure progress made towards outcomes is considered in the potential reduction of support and future requirements for an EHCP, placement or transport		February 2023

Category	SEN Inclusion
Aims	<p>To:</p> <ul style="list-style-type: none"> -Increase the proportion of CYP with an EHCP supported in mainstream settings in line with statistical neighbours -ensure mainstream schools can effectively support the needs of CYP at SEN Support, reducing the reliance on specialist provision -use inclusion dashboards to promote inclusion

Summary of Actions:

Action	Target Saving/ cost reduction	Deadline
Using the findings of the High Needs Funding Banding and SEN Estates Review and Inclusion Dashboards, highlight the best inclusive practice (low cost / high outcomes) and challenge the least inclusive practice (high cost / low outcomes)	TBC	December 2023
Review strategy and approach to workforce development to promote inclusive practice, to include an integrated training offer for SEND workforce across agencies and settings	Non-cashable	April 2023
Maximise and raise the profile of the role of SEND Network Champions within each sector to drive sector specific improvements relating to SEND	Non-cashable	March 2023
Strengthen the graduated approach, ensuring that approaches to support SEMH, Autism and therapeutic needs are fully reflected and well utilised	Non-cashable	March 2023

Category	Reducing the cost of high cost placements (including independent non-maintained INM)
Aims	To: -negotiate better rates for INM placements -introduce medium term planning for INM -explore block booking of required INM placements and reduced use of spot purchasing

Summary of Actions:

Action	Target Saving/ cost reduction	Deadline
Review the 20 highest cost placements and transport arrangements on a rolling basis to identify opportunities to support needs with appropriate, lower cost provision at Key Stage transition	TBC	March 2023 and every 6 months
Use Mastodon C forecast data to specify future requirements for INM /high cost placements for the medium term	Non-cashable	April 2023
Using the expertise in integrated commissioning team, undertake negotiations with INM providers to secure reduced rates and consider block booking of required placements on a medium-term basis	TBC	April 2023
Increase placements at in-Borough specialist provision, reducing use of INM/Out of Borough provision	Up to £1,850k by 2026/27	November 2023

Category	Improve efficiency of commissioning services to drive down cost
Aims	<p>To:</p> <ul style="list-style-type: none"> -review High Needs funding bands, reducing costs in line with statistical neighbours and ensuring effective targeting of available funding -ensure early access to preventative integrated therapeutic interventions -embed joint commissioning across education, health and care services

Summary of Actions:

Action	Target Saving/ cost reduction	Deadline
Complete the Review of High Needs Funding Bands, enabling reductions in top up funding levels in line with statistical neighbours (restricted by Minimum Funding Guarantee)	£500k	November 2023
Establish a Community Children and Young People's Integrated Therapy Service which includes the recommissioning of speech and language therapy, occupational therapy and physiotherapy, mapped to future need	Non-cashable	April 2023
Extend the SEND Outcomes Accountability framework to include Outcome setting and Commissioning	Non-cashable	March 2023
Transform the EHC Needs Assessment Pathway for Community Paediatricians. Ensure resource is used efficiently and the correct children are seen for assessment	TBC	April 2023
Undertake further review of Alternative Provision at secondary school age and ensure provision meets future requirements. Seek to reduce cost of AP in line with statistical neighbours.	Up to £478k by 2026/27	April 2023
Explore commissioning partnerships / use of a dynamic purchasing system to drive efficiencies	TBC	June 2023

Category	Maximising funding joint/tri-partite funding
Aims	To: -ensure health and care services provide appropriate tri-partite contributions to placement and support costs, in line with assessed needs -review multi-agency decision making panels to ensure joint decision making is effective at agreeing levels of provision and funding

Summary of Actions:

Action	Target Saving/ cost reduction	Deadline
Establish governance arrangements and decision-making processes relating to SEND with SELICB (Bromley)	Non-cashable	April 2023
Review decision making panels to ensure joint decision making and appropriate levels of provision and funding across education, health and care, maximising external contributions to the DSG	TBC	April 2023
Strengthen processes for joint funding agreements for children and young people with SEND between ICB and LBB	Non-cashable	April 2023
Develop an improved data dashboard (0-25) with stronger data relating to SEN support, health (ICB and public health services) and social care.	Non-cashable	June 2023

NB Potential contributions are under discussion with social care and health partners

Partner	Projected Increase in contribution relative to 2021/22 2022/23	Projected Increase in contribution relative to 2021/22 2023/24	Projected Increase in contribution relative to 2021/22 2024/25	Projected Increase in contribution relative to 2021/22 2025/26
Children's social care	TBC	TBC	TBC	TBC
Adult social care	TBC	TBC	TBC	TBC
Children's health	TBC	TBC	TBC	TBC
Adult health	TBC	TBC	TBC	TBC
Total	TBC	TBC	TBC	TBC

Category	Increased capacity of Bromley specialist settings
-----------------	--

Aims	<p>To:</p> <ul style="list-style-type: none"> -review and where appropriate increase the capacity of the Bromley specialist estate -ensure maximum impact of SEN capital investment in reducing future financial costs and increasing outcomes
-------------	--

Summary of Actions:

Action	Target Saving/ cost reduction	Deadline
Ensure earliest possible opening of the new Special free school including the multi-agency centre of excellence for Autism	Up to £750k by 2027/28	January 2024
Commission Alternative Provision to meet anticipated future needs at secondary age	Non-cashable	April 2024
Develop an Education Provision Plan which identifies current and future demand for specialist provision, examines existing capacity and suggests actions to address gaps in provision through the SEN estates work	Non-cashable	July 2023
Improve clarity in relation to specialist provision within LBB through joint working protocols to ensure consistency and a clear understanding of the level and type of provision available within the local community	Non-cashable	April 2023
Maximise SEN Capital grant funding to increase capacity where it will have the most significant impact on reducing cost and improving outcomes in the most inclusive provision (low cost / high outcome)	TBC	November 2023

Category	Increasing independence of children and young people through effective transition planning
Aims	<p>To:</p> <ul style="list-style-type: none"> -ensure well planned transition points reduce placement breakdown -reduce reliance on specialist services in adult life, improving outcomes and independence for young people -complete the review of transport services and updates to SEND transport policies, increasing the focus on promoting independence

Summary of Actions:

Action	Target Saving/ cost reduction	Deadline
Develop an accommodation strategy that recognises the housing needs of people with Autism and/or learning disabilities, reducing the need for residential/out of Borough placements	Included within demand management	January 2024
Strengthen transition planning processes at Key Stage 2 to 3 (primary to secondary) addressing the placement breakdown rate at KS3	TBC	April 2024
Implement a new SEN transport offer to ensure a more flexible offer that meets needs of CYP with SEND and their families, promoting independence through travel training and consideration of future needs through Annual Review	TBC – transport is RSG funded	July 2023
Map and increase the employment and training pathways for Young People with SEND requiring support at post-16 and post-19	Non-cashable	April 2023
Develop a process to identify the cohort of people who have a likely need for social care support into adulthood to support individual planning and strategic commissioning with a focus on local provision	Savings would be achieved in RSG – Adult Social Care	November 2023
Develop an integrated transition tool kit which can be used by all professionals working with Young People aged 14+ across Education, Health and Social Care	Non-cashable	July 2023

Appendix 1 – Benchmarking data

NB: S251 figures based on 20-21 budget, SEN data based on 19/20 outturn

Chart 1: Number aged up to 25 with SEN statement or EHC plan (per 1000 of 2-18 population)

This chart compares the proportion of children and young people with SEN statements or EHC plans. Differences in proportions reflect not only differences in the level of needs but also variations between local authorities in the way that SEN assessments are undertaken, EHC plans are produced and special provision is made.

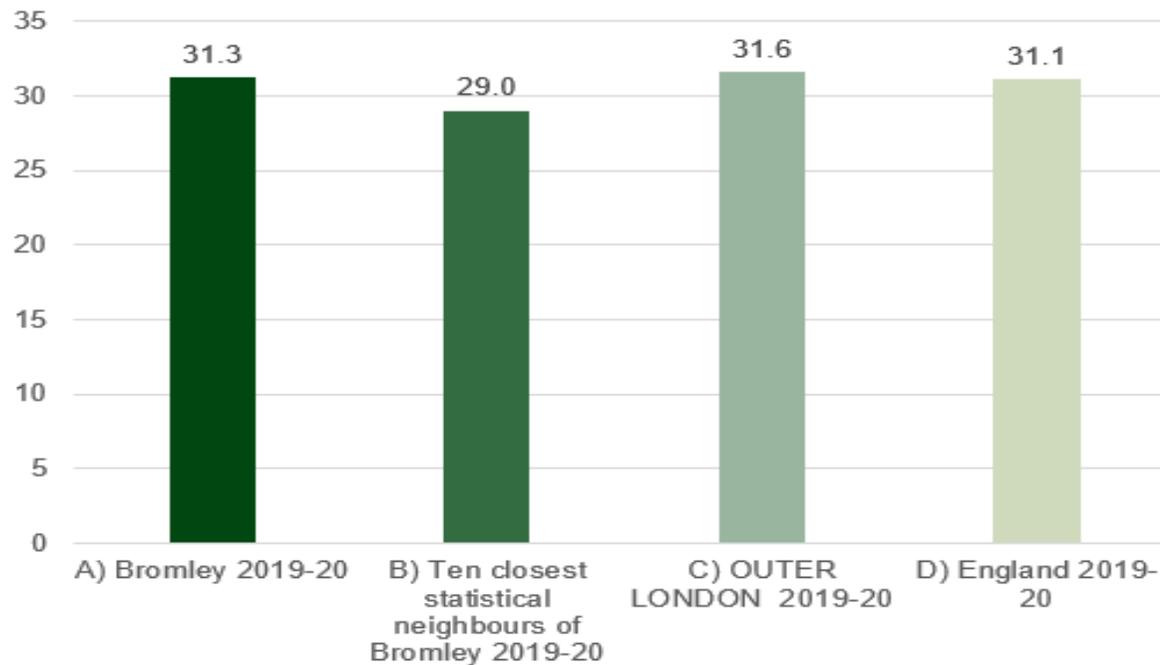


Chart 2: Placement of pupils aged up to 25 with SEN statement or EHC plan (per 1000 of 2-18 population)

This chart breaks down the proportion of children and young people with SEN statements or EHC plans into where they are placed. The categories of special provision are explained in more detail in the "Glossary and sources" worksheet and the data can be found in data table 2. Differences between local authorities should be interpreted with care. For example, lower numbers could reflect a lower use of a particular type of provision or a lower proportion of the population with SEN statements or EHC plans.

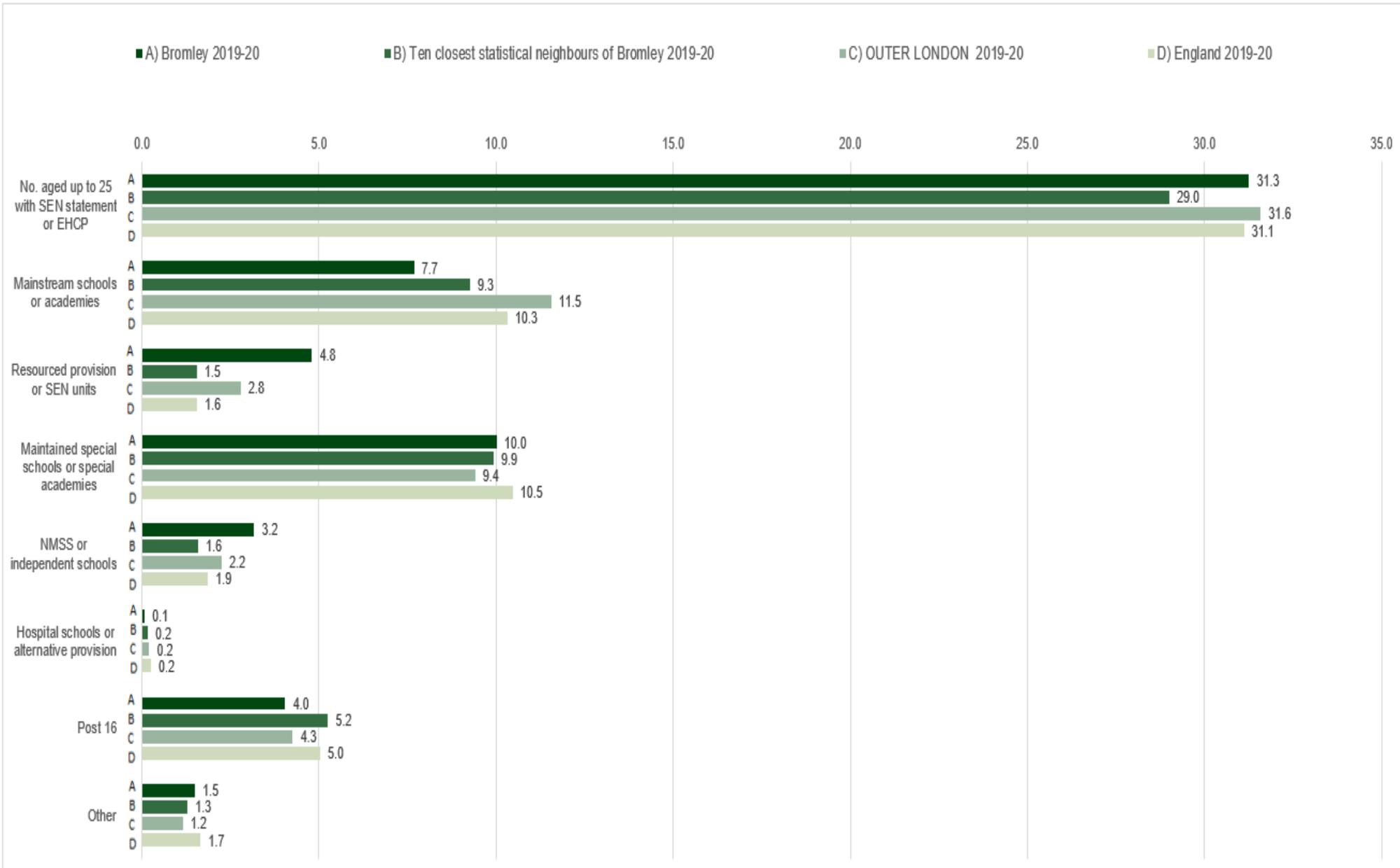


Chart 3: High needs amount per head of 2-18 population

This chart compares budgeted and/or outturn spend per head, using aggregated section 251 categories as explained in the "Glossary and sources" worksheet. The data can be found in data table 3.

Note that place funding includes academies for the budget but excludes academies for outturn.

Note that the place funding category includes special schools and academies and PRUs and AP academies to enable comparison across years (refer to the "Glossary and sources" worksheet for category changes in 2018-19).

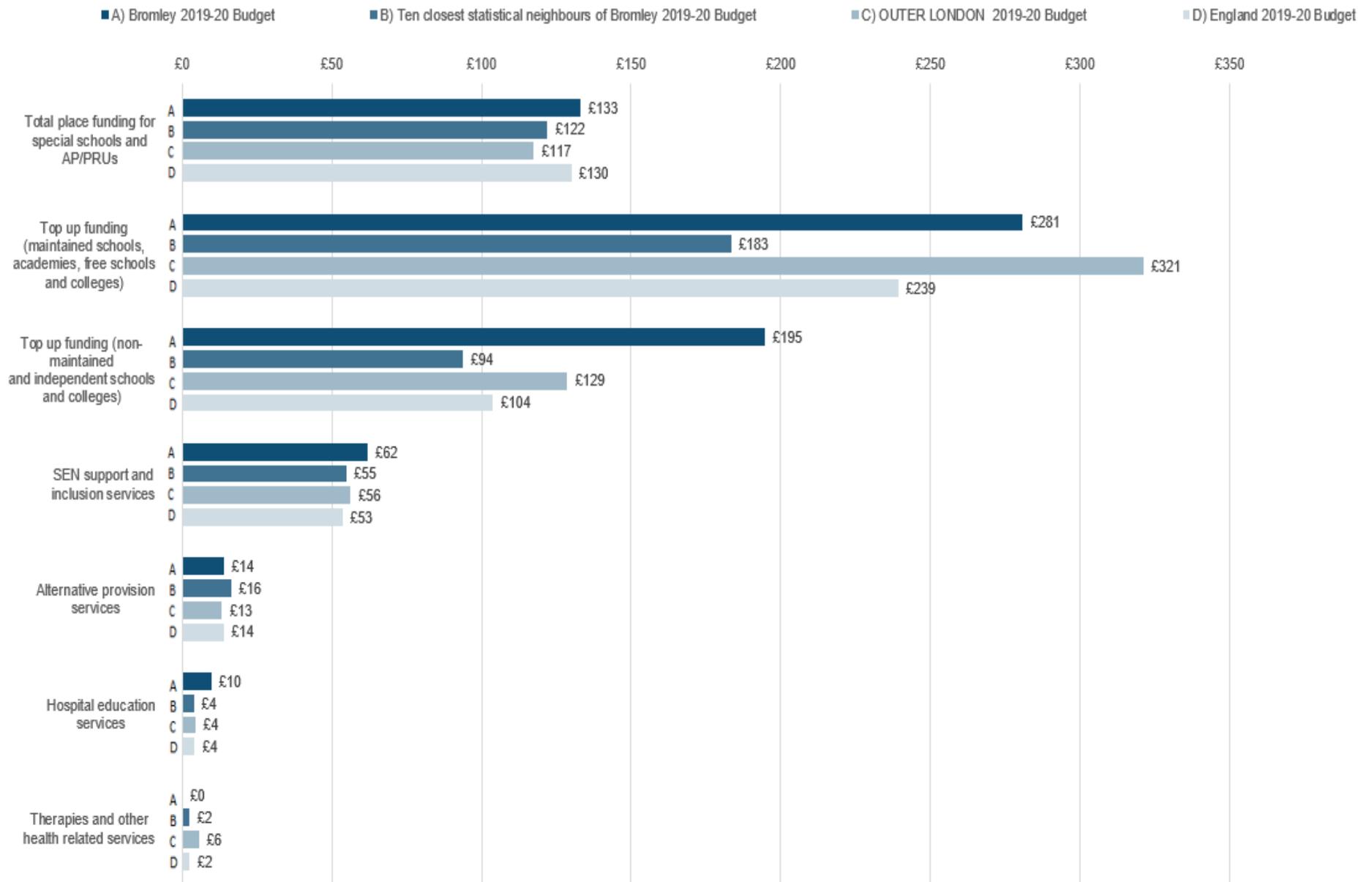


Chart 4: High needs amount per head of 2-18 population: place funding split by phase (for mainstream) and type of institution (for specialist provision)

Note that place funding for Primary and Secondary schools was included for the first time in 2018-19. If a year prior to this is selected this category will be blank.

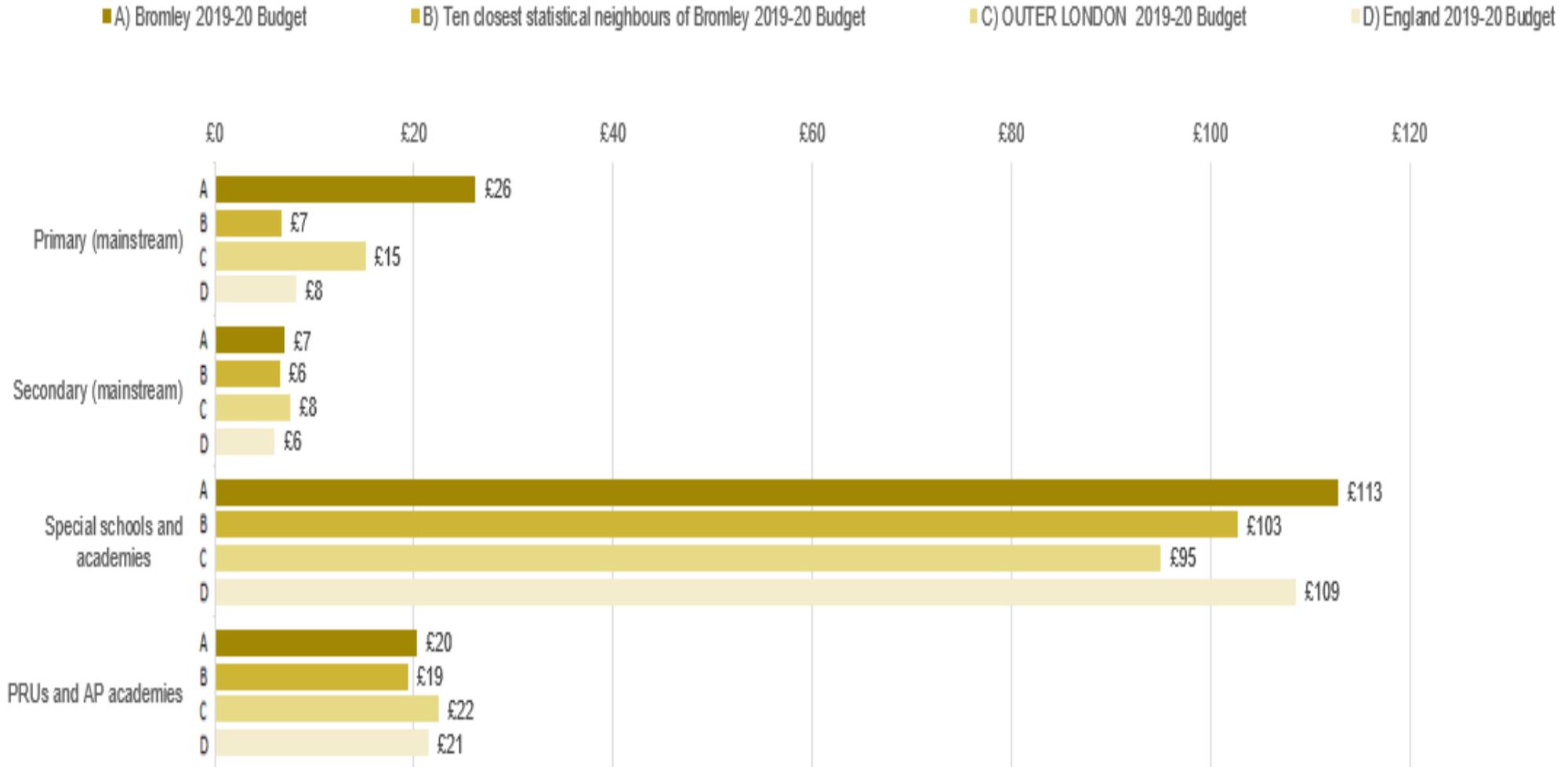


Chart 5: High needs amount per head of 2-18 population: top up funding (maintained schools, academies, free schools and colleges) split by phase (for mainstream) and type of institution (for specialist provision)

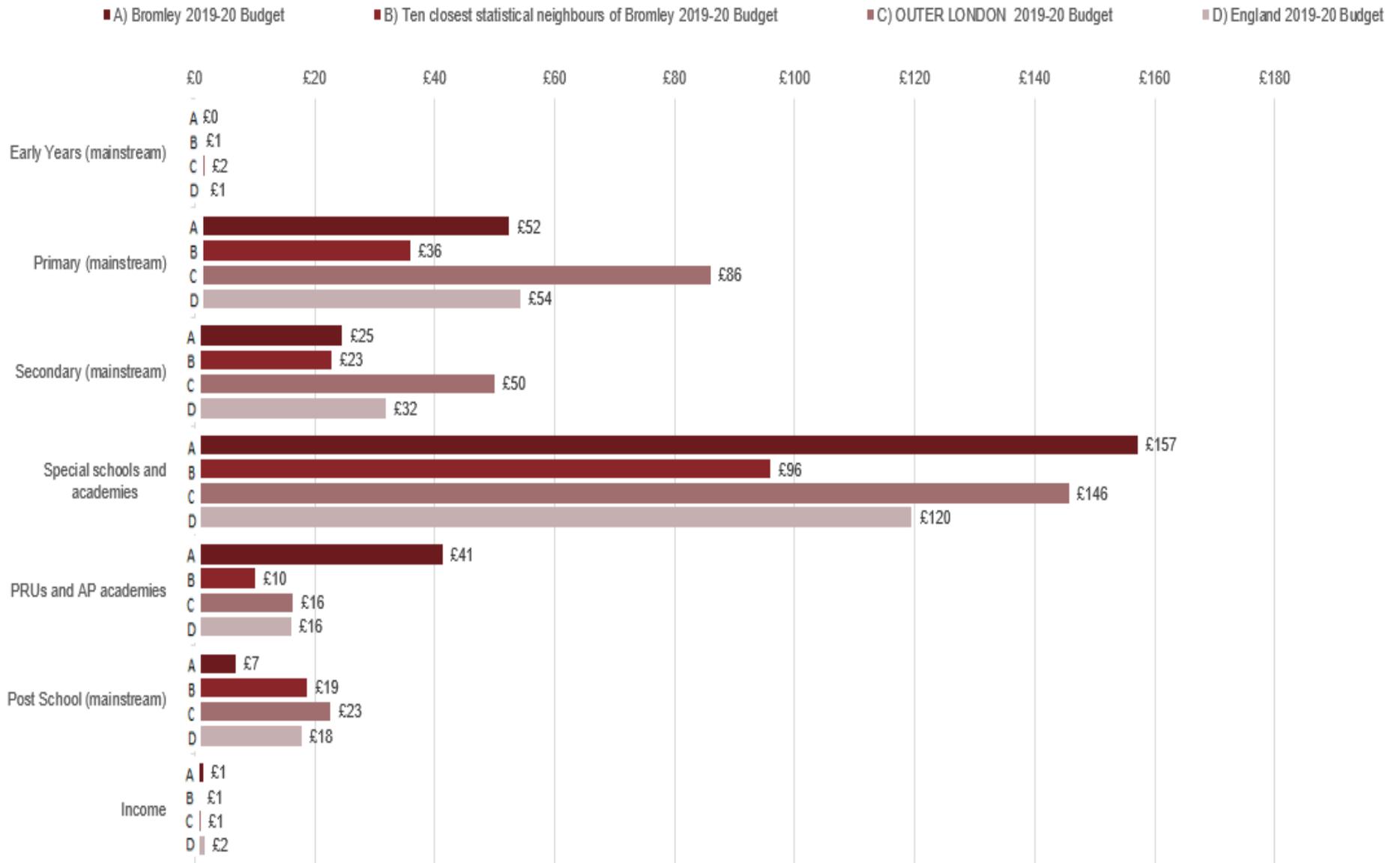


Chart 6: High needs amount per head of 2-18 population: top up funding (non-maintained and independent schools and colleges) split by phase (for mainstream) and type of institution (for specialist provision)

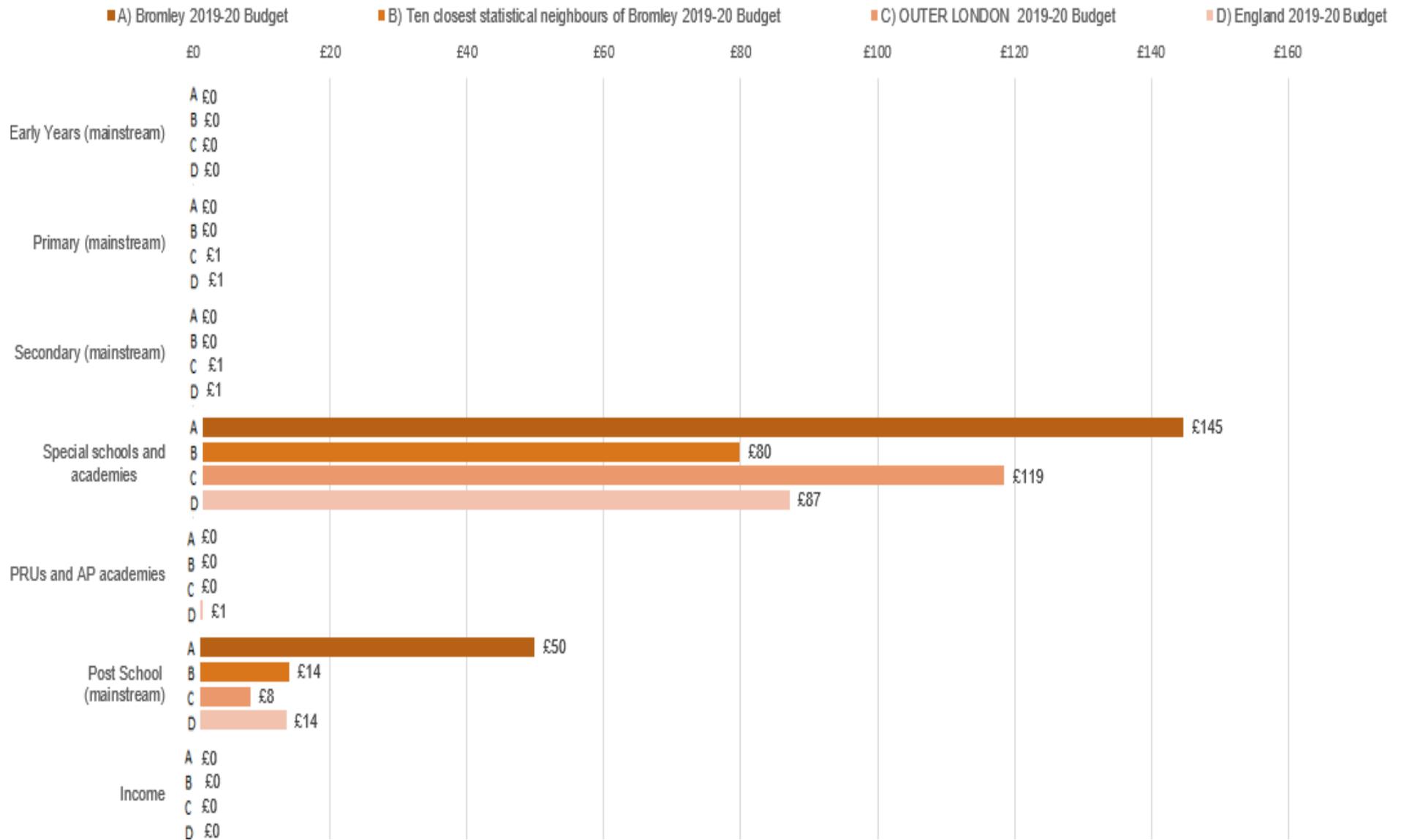


Chart 7: Provisional import/export adjustments 2021-22

This chart shows the import/export adjustment for individual local authorities only. This factor reflects cross-border movements and any structural changes such as college mergers. A negative adjustment reflects the local authority being a net exporter, and a positive adjustment for a net importer. This factor is currently provisional and is calculated from January 2020 school census data and ILR data R06 cut taken in February of the 2019/20 academic year. This factor will be updated for 2021-22 allocations with January 2021 school census data and data from the February R06 ILR for 2020/21.

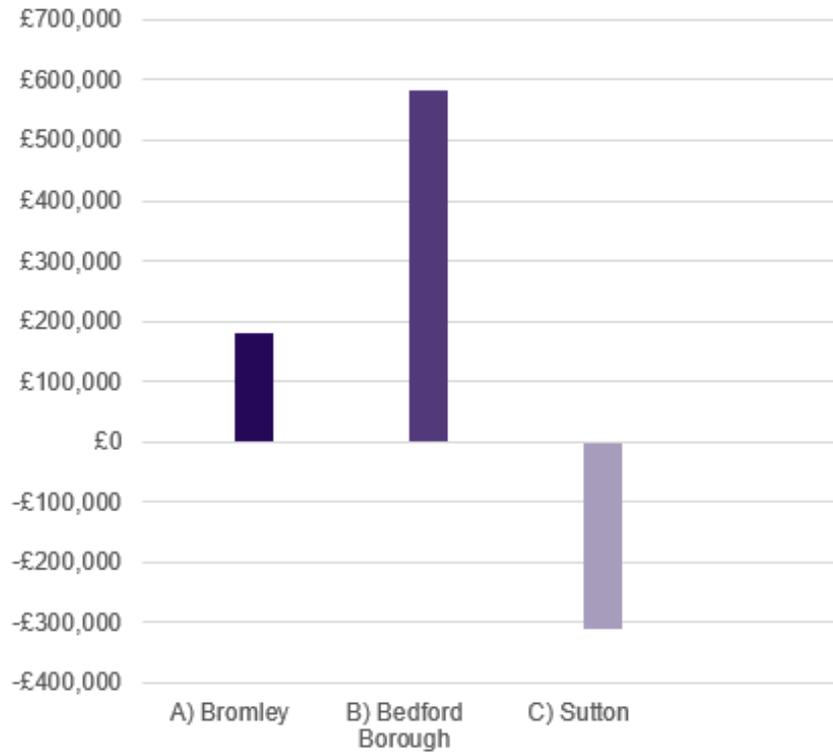


Chart 8: Index of 2-18 population qualifying for national funding formula deprivation factors

This chart compares the incidence of deprivation, the data for which is shown in Table 4 in 'Chart data'. Both free school meals and IDACI are being used as a proxy for special educational needs, and a greater incidence attracts through the national funding formula. IDACI band A is the most deprived.

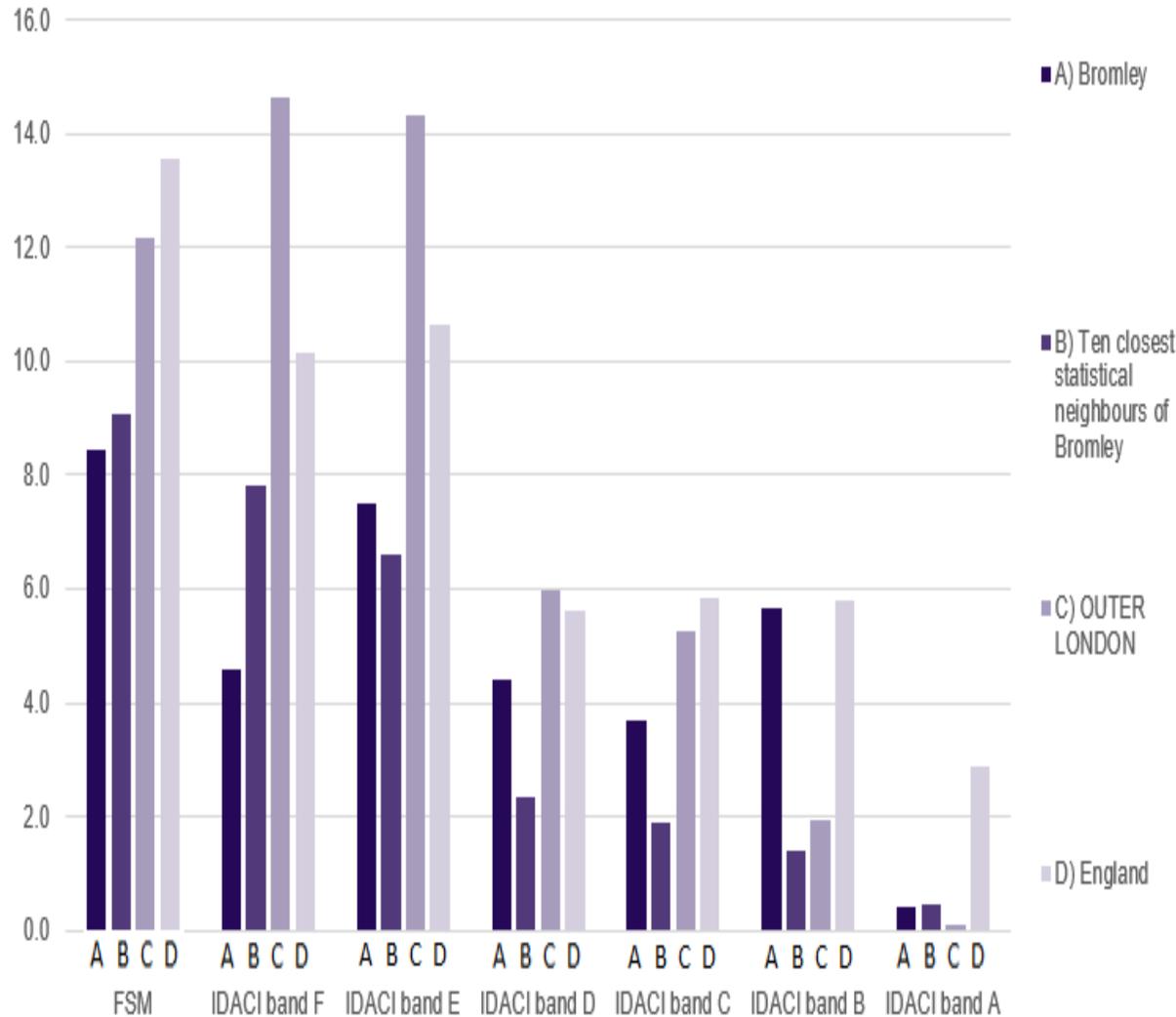
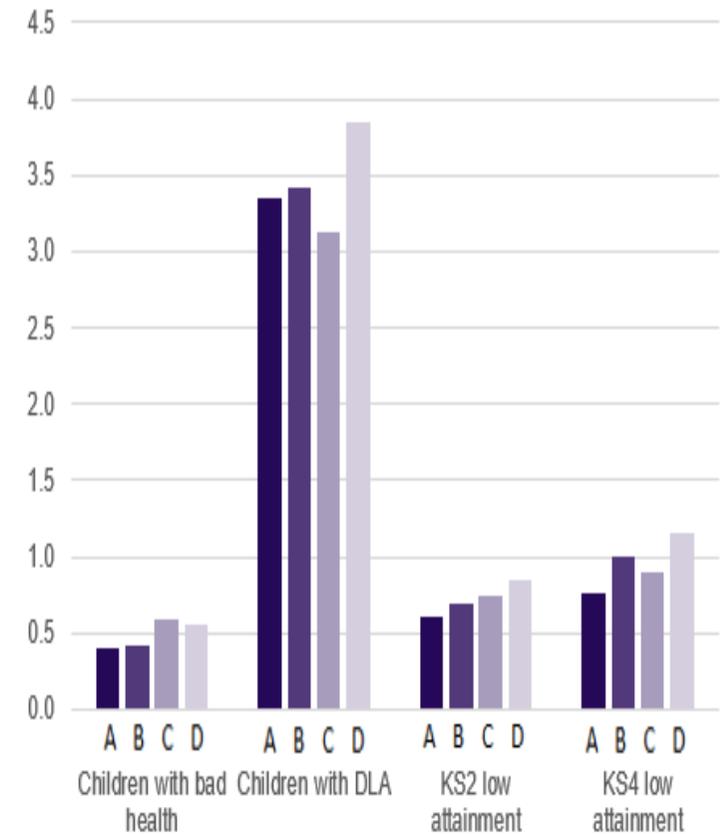


Chart 9: Index of 2-18 population qualifying for national funding formula poor health and low attainment factors

This chart compares the incidence of poor health and attainment, the data for which is shown in Table 4 in 'Chart data'. Bad health, disability and low attainment are being used as a proxy for special educational needs and disability, and a greater incidence attracts more funding through the national funding formula.



Appendix 2 - Glossary

Provision type	
<i>SEND</i>	Special Educational Needs and Disabilities
<i>CYP</i>	Children and Young People (0-25)
<i>EHCP</i>	Education, Health and Care Plan (replaced statements of SEN)
<i>AP</i>	Alternative provision
<i>PRU</i>	Pupil Referral Unit
<i>NETE</i>	Not in Education, Training or Employment
<i>NMSS</i>	Non-maintained special school
<i>INM</i>	Independent non-maintained provider
<i>Post-school</i>	In 2016/17 this covers FE colleges, sixth form colleges, independent colleges and any other post-16 providers that are not schools or academies. From 2017/18 this covers FE colleges, sixth form colleges, independent colleges, special post-16 institutions and other post-16 providers that do not provide for pupils of compulsory school age, including 16-19 maintained schools and academies
Financial	
<i>Mitigated</i>	If measures are put in place
<i>Unmitigated</i>	If no measures are put in place
<i>Outturn</i>	Actual projected spend
<i>FSM</i>	Free school meals
<i>IDACI</i>	Income deprivation affecting children index
<i>LA</i>	Local authority
<i>NFF</i>	National funding formula
Primary need	
<i>ASD/ASC</i>	Autism Spectrum Disorder/Autistic Spectrum Conditions
<i>HI</i>	Hearing Impairment
<i>MLD</i>	Moderate Learning Difficulty
<i>MSI</i>	Multi-Sensory Impairment
<i>PD</i>	Physical Difficulty
<i>PMLD</i>	Profound & Multiple Learning Difficulty
<i>SEMH</i>	Social, Emotional, and Mental Health
<i>SLCN</i>	Speech, Language, and Communication Needs
<i>SLD</i>	Severe learning Difficulty
<i>SPLD</i>	Specific Learning Difficulty
<i>VI</i>	Visual Impairment
<i>Other</i>	Other Difficulty/Disability

Appendix 3 - Outcome of Local Area SEND inspection

Bromley received a Local Area SEND inspection in September 2019.

Through the self-evaluation of the local area, the Council, CCG and other partners were able to provide inspectors with areas of strength including evidenced examples of good practice and sustained improvement. Examples of good practice included:

- Joint commissioning arrangements that ensure services meet need, are of good quality and demonstrate impact for CYP and families
- Established systems that identify the needs of the most vulnerable children and young people including those who are looked after, children in need, electively home educated and those known to the youth offending service
- Joint professional practice across education, health, and social care.

The self-evaluation also set out 18 key areas for improvement identified by the Council and its partners, reflecting the shared focus to achieve our ambitions for children and young people who have SEND.

The self-evaluation was judged secure by Inspectors, indicating that the Council, CCG, and other partners know the local area well and have an accurate view of the performance and quality of our services. It was reassuring that Ofsted and the CQC felt that we know ourselves well, with the recommendations identified aligning closely to the 18 areas for improvement identified by the local area, with no unexpected surprises.

The local area was found to have made progress in a number of areas and was not required to provide a written statement of action. Since the point of inspection, the Council and its partners have continued to deliver on the SEND Action Plan and to seek to ensure that a positive lived experience is felt consistently by all families across the local area.

Appendix 4 - Projection Data

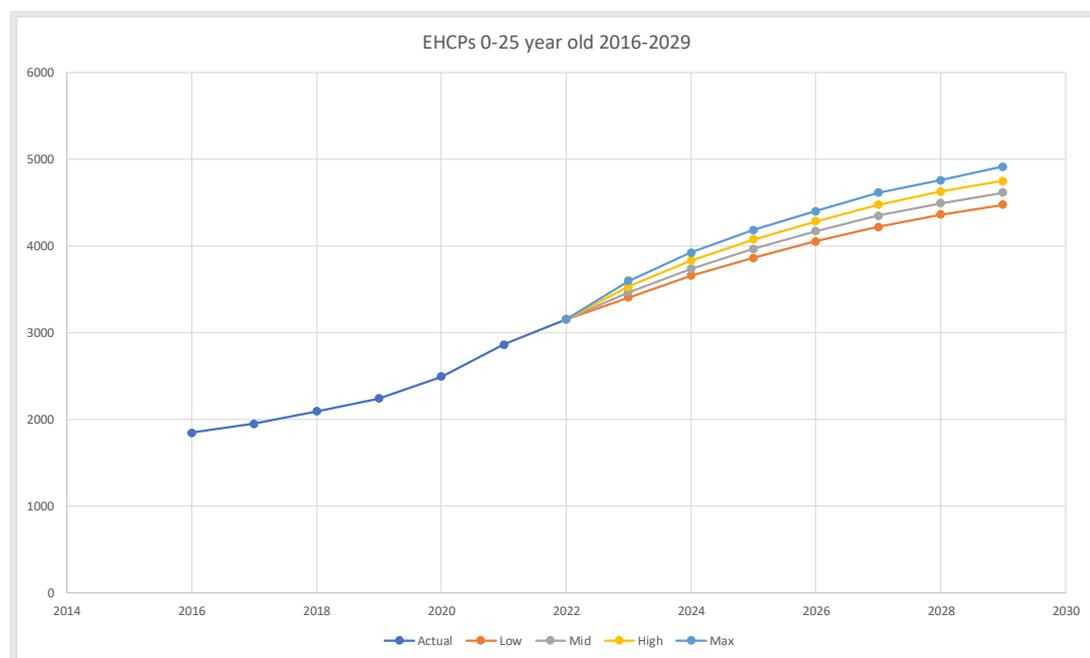
The Council has employed a consultancy, Mastodon C, to support it in better understanding trends and future projections with regards the EHCP population. The information below provides information about the need for future places, including by primary need and setting type.

It should be noted that like most models, the Mastodon C modelling is based on assumptions that similar trends to those identified will continue over time. Mastodon currently provides a number of models based on the 7 years of historic SEN2 data they have analysed. The model used below is based on 3-years' worth of data in order to pick up the most recent trends when the growth in Bromley's EHCP population has outstripped that of national and regional comparators.

What this data doesn't include is a consideration of the capacity of different types of settings to provide additional placements, although Mastodon have been working with the Council to understand how proposed changes in capacity would affect need. For instance, the approved SEN Free School (Redwood Academy) will help the Council to meet a significant part, but not all, of the projected future need for special school places. However, the model also projects that more places will be need in costly independent special schools, if current trends are continued. The Council has to consider, in line with policy to support more children locally, how it can accommodate these additional children in state funded provision whilst also meeting the projected future need for places at maintained special school and ARPs.

Projected Increase in EHCPs Aged 0-25

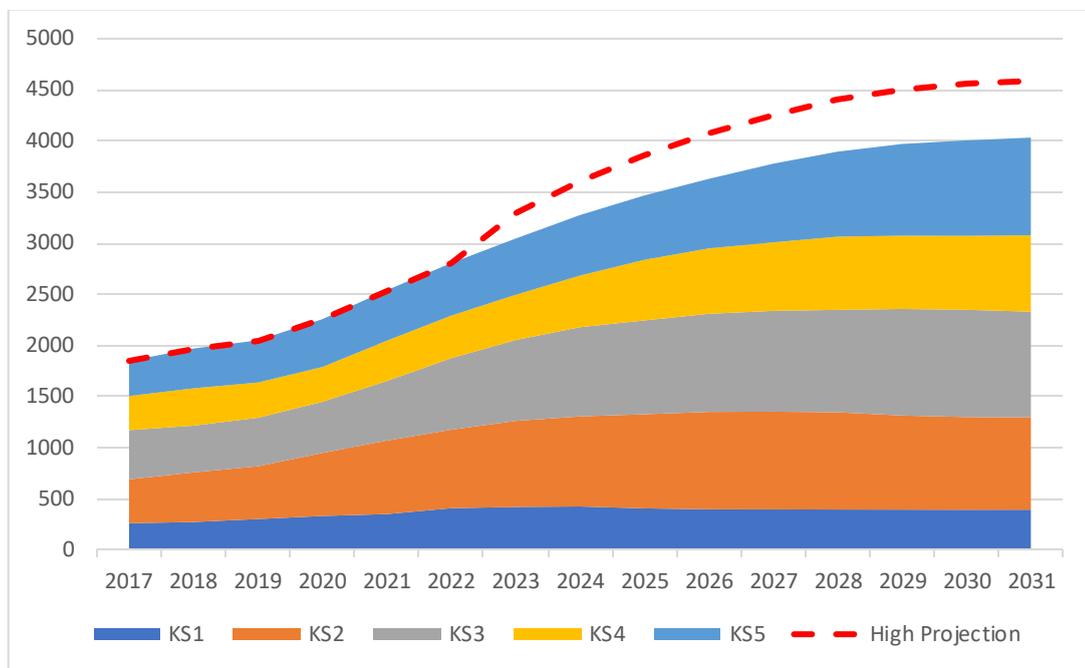
Table below illustrates the number of EHCPs in Bromley in projected to increase from 3,155 in January 2022 to between 4,477 and 4,918 by 2029.



Source: Mastodon C 2022, SEN2 3-year analysis model

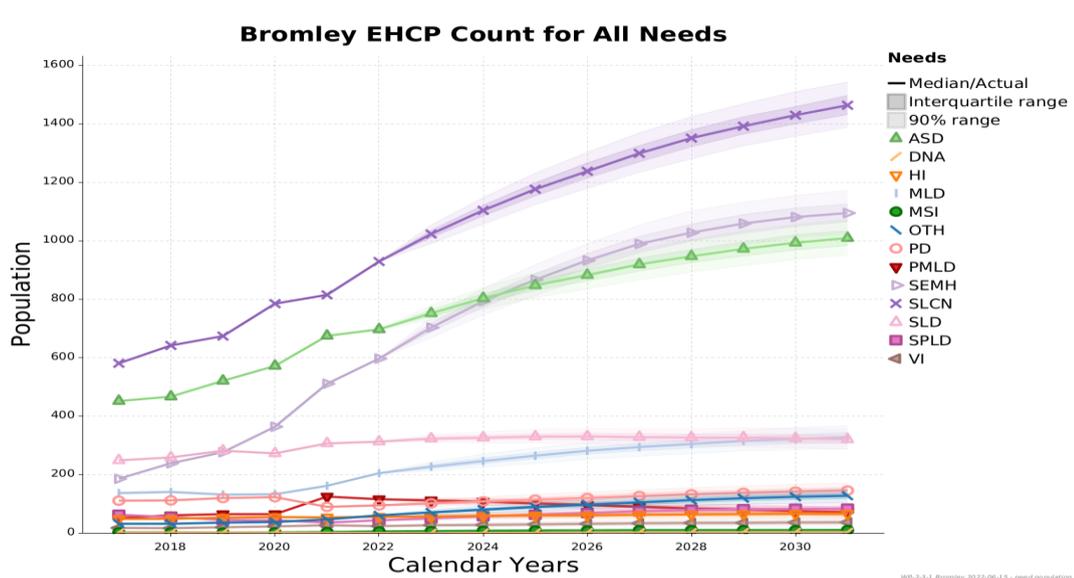
Projected Change in EHCPs by Key Stage

The graph below set out the projected change in the school aged EHCP population by key stage between 2017 and 2031, comparing the high and mid-point variant by key stage. The model projects that the school population could increase from under 3,000 now to between 4,000 and 4,500 by 2031



The Projected Change in EHCP Population by Primary Need

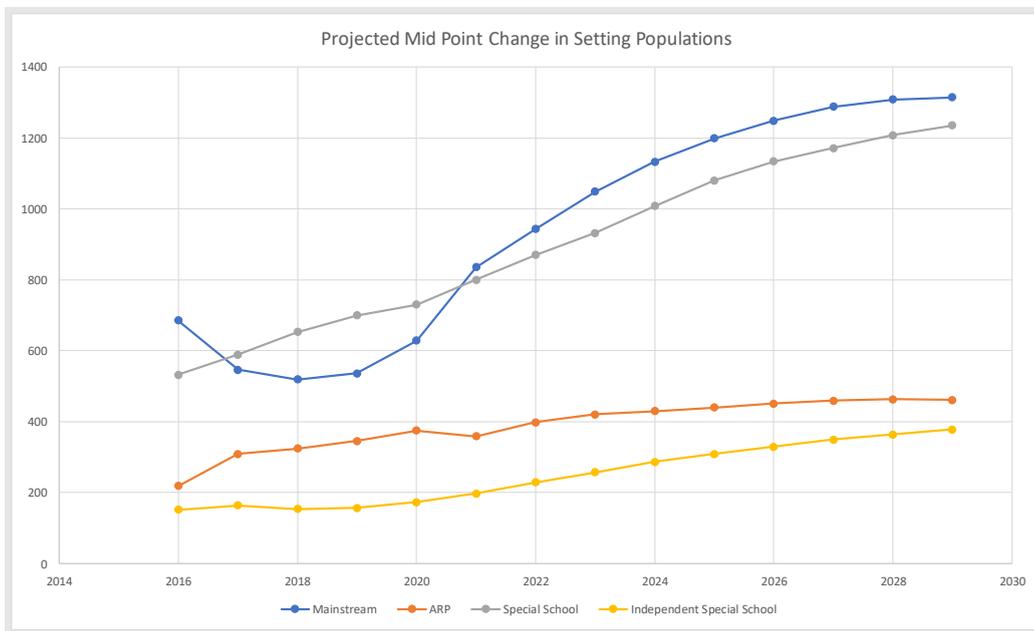
The graph below sets out the projected change in the number of EHCPs between 2017 and 2031. Whilst Speech, language and communication needs (SLCN) will remain the largest need, social, emotional and mental health needs are projected to overtake autistic spectrum disorder (ASD) as the second highest need by 2024.



Projected change in setting populations

The analysis below provides details of how the growth in EHCPs in future years is projected to be spread across different setting types. As set out above what the graph show us the makeup across setting should trends continue. It does not consider the capacity of setting types but helps the Council to plan to meet future needs.

What the data shows that after many years of falling, the number of Children and Young People with an EHCP in mainstream is rising again after a period of decline, and type of setting with the most placements is mainstream school.



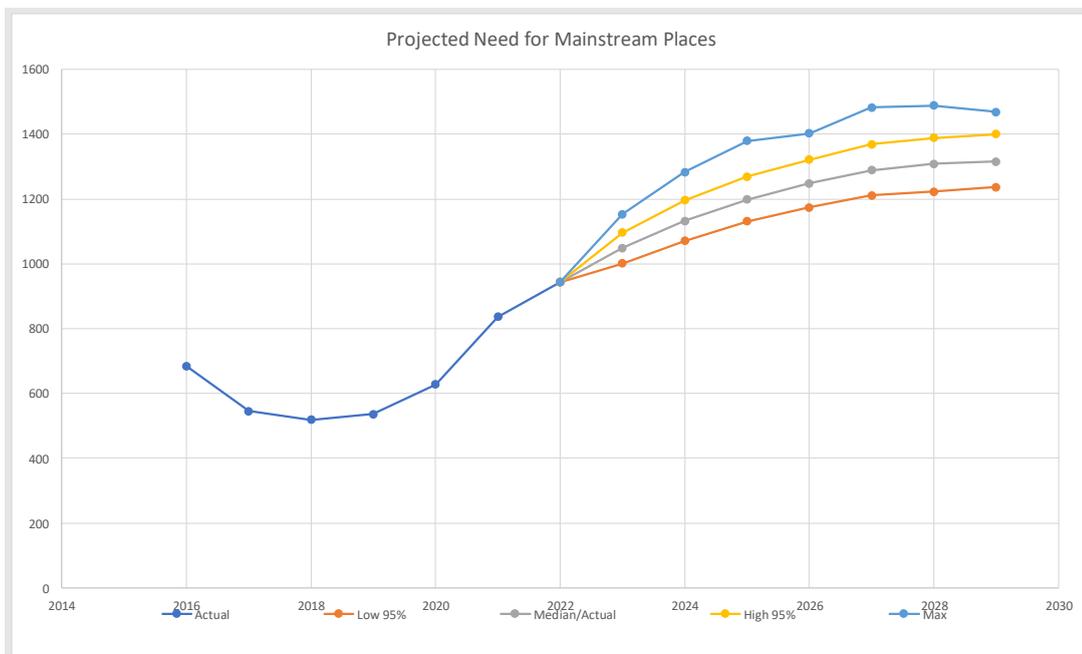
Source: Mastodon C 2022, SEN2 3-year analysis model

Proposed Need for Mainstream Places

With 943 placements in January 2022, mainstream schools have the highest EHCP population. Based on the mid-point projection there will be a need for 1,315 EHCP placements by 2029, an increase of 39%.

The table below illustrates that after a period of decline the number of EHCPs in mainstream has increased since 2019. It is unclear whether this has been due to the introduction of more inclusive practice, or because threshold for specialist provision based on capacity has become higher.

The challenge for the Council is how to support a greater proportion of EHCPs in mainstream when the need for mainstream places also increases.

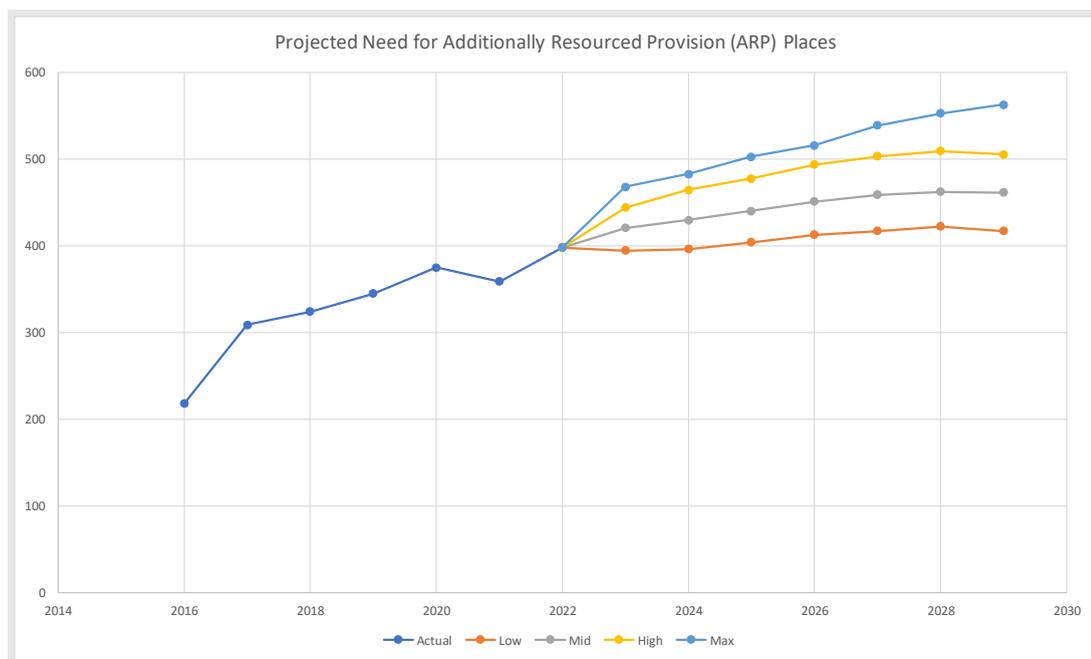


Source: Mastodon C 2022, SEN2 3-year analysis model

Additionally Resourced Provision (ARP)

The table below illustrates that ARP population has increased across recent years with the number of Bromley residents in ARPs currently 398, with the number increasing to

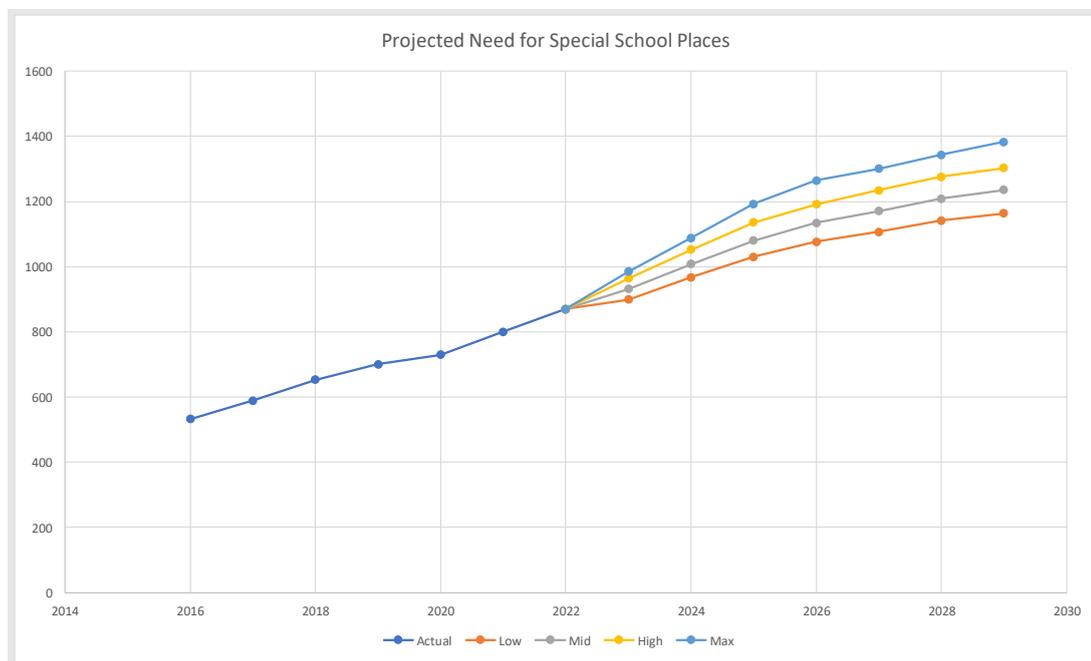
461 in 2029. There is an opportunity to increase capacity above 461 in future years to take pressure off other setting types.



Source: Mastodon C 2022, SEN2 3-year analysis model

Special School Projections

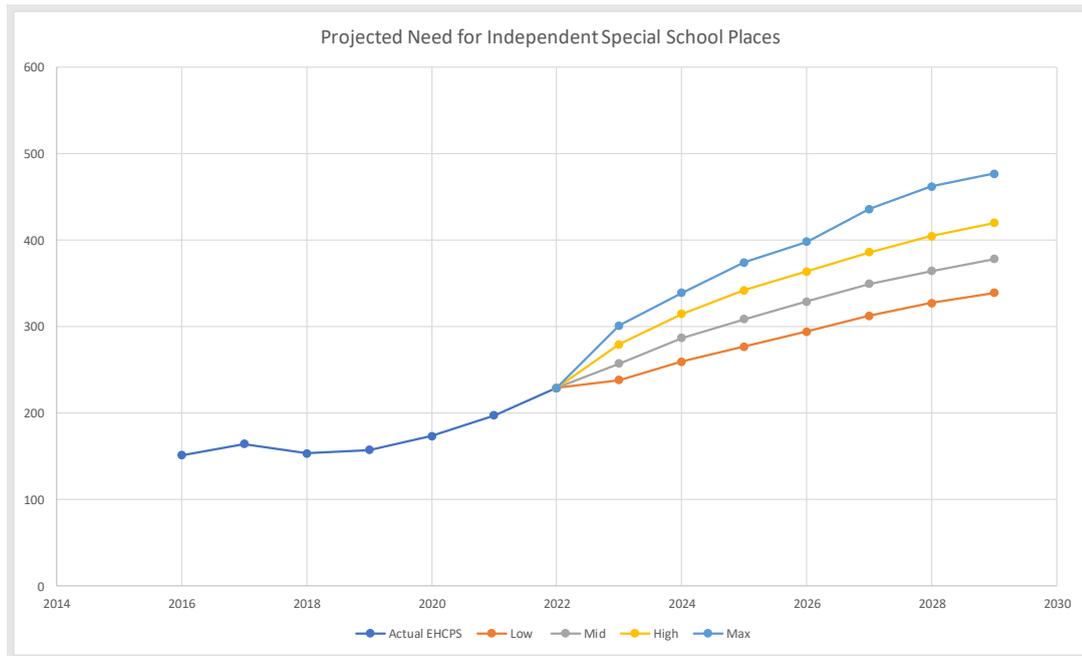
With the recent temporary expansion of Riverside at the Phoenix Centre and the proposed Special Free School the Council will be able to increase special school capacity in Bromley to approximately 1,000 places, which would satisfy need to 2024, but more places would be required in subsequent years.



Source: Mastodon C 2022, SEN2 3-year analysis model

Independent Special School Projections

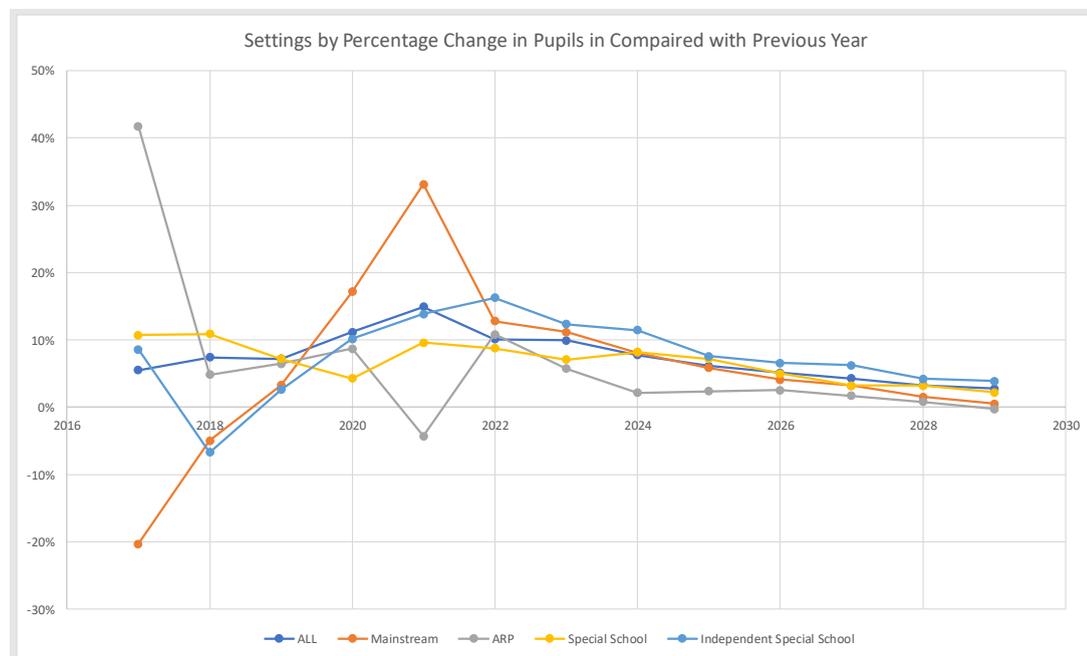
The mid-point projection projects the number of Bromley children and young people in an independent setting as increasing from 229 in January 2022 to 329 in 2026 and 378 in 2029.



Source: Mastodon C 2022, SEN2 3-year analysis model

Actual and Projected Annual Percentage Change in Setting Population

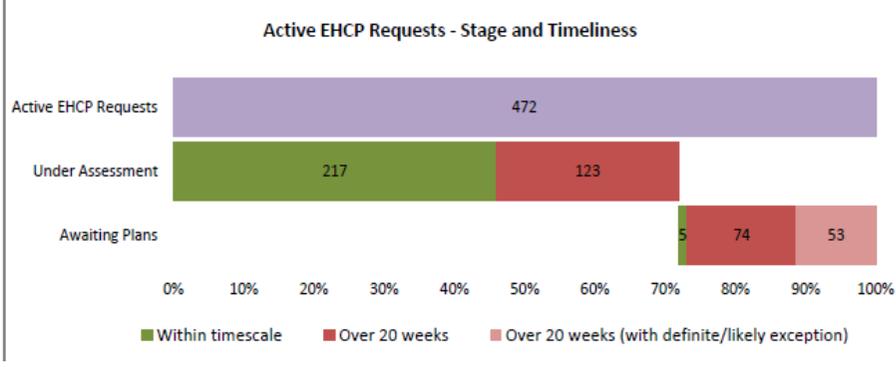
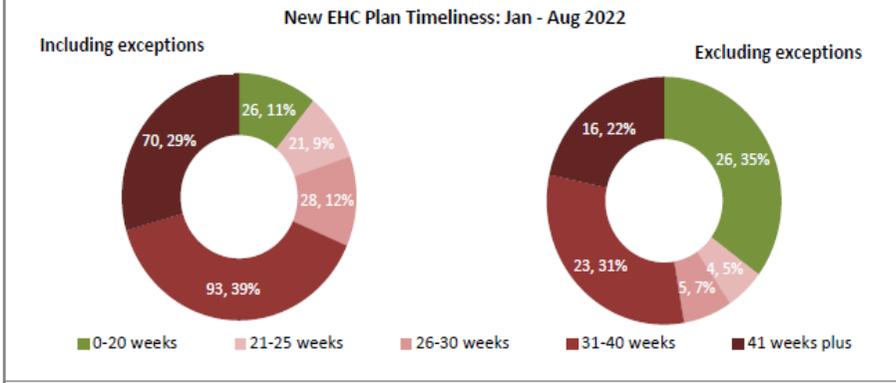
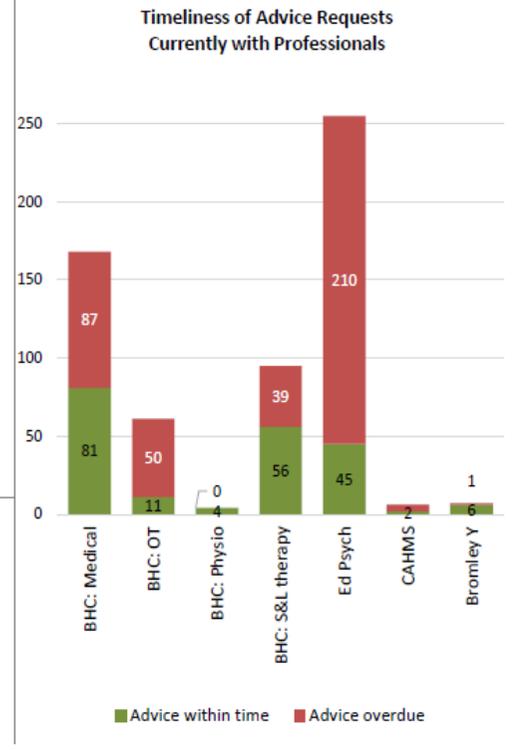
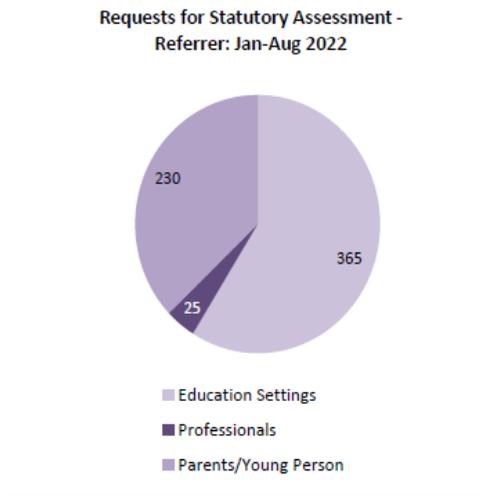
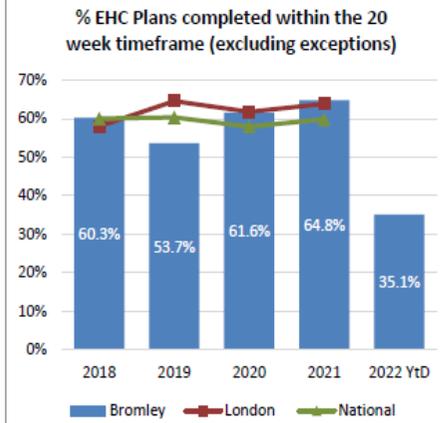
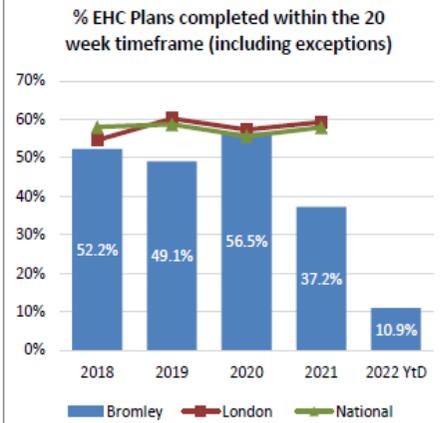
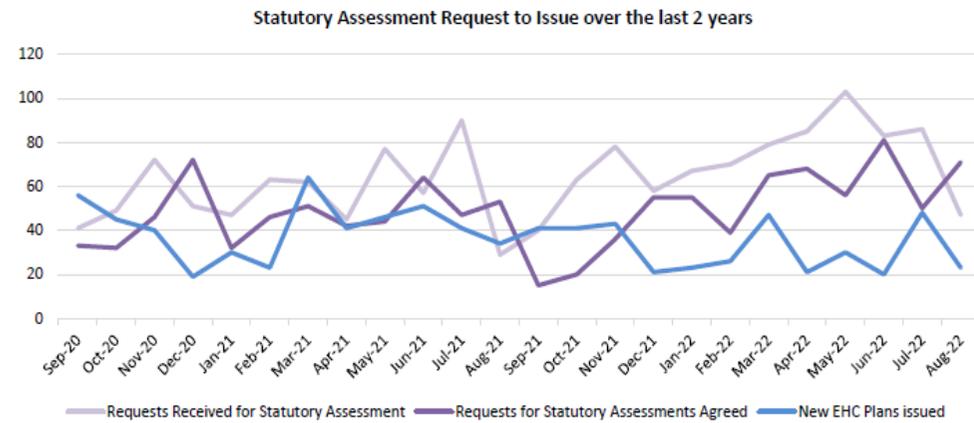
The table below sets out the percentage annual change in the EHCP population by different setting types. Most recently mainstream has seen the biggest year-on-year growth, with an increase in excess of 30% in the year to January 2021. However, in future years growth is projected to be more volatile and independent special schools to see the biggest increases in population.



Source: Mastodon C 2022, SEN2 3-year analysis model

Appendix 5 - Key Performance Data

Bromley Resident Children & Young People (0-25) with a New Education, Health and Care Plan - Governance Board September 2022

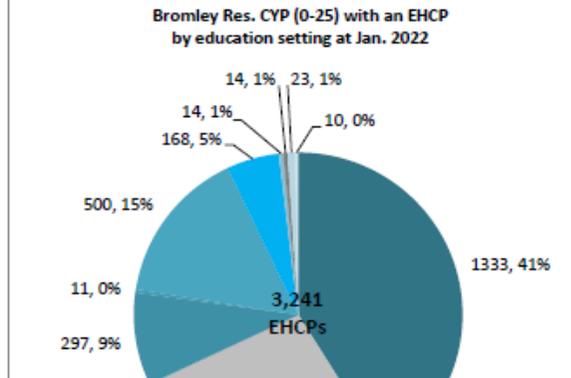
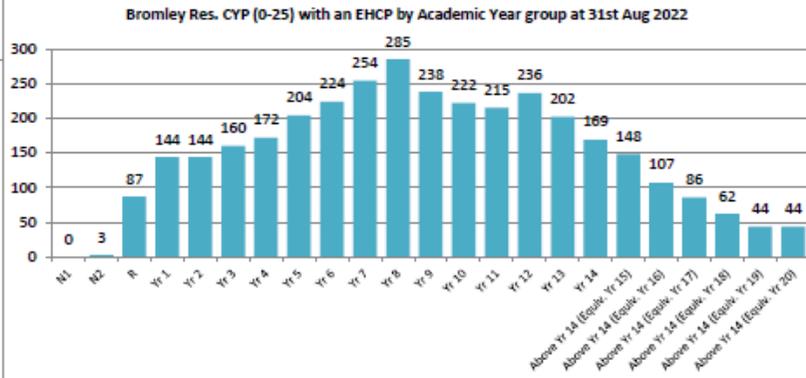
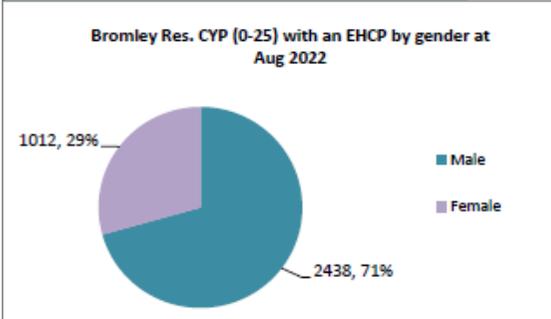


Page 43

Improving timeliness for new EHC plans

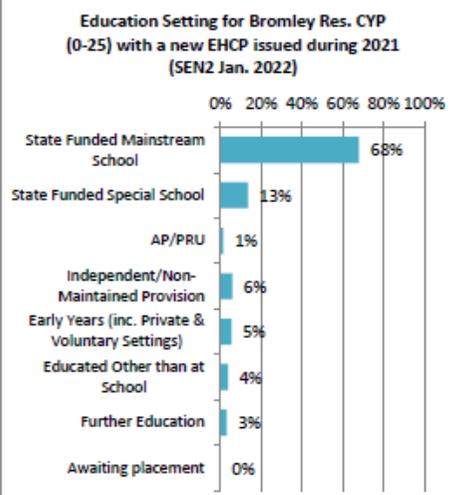
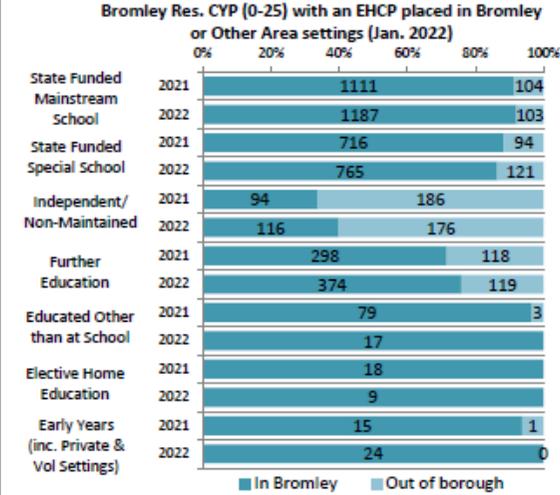
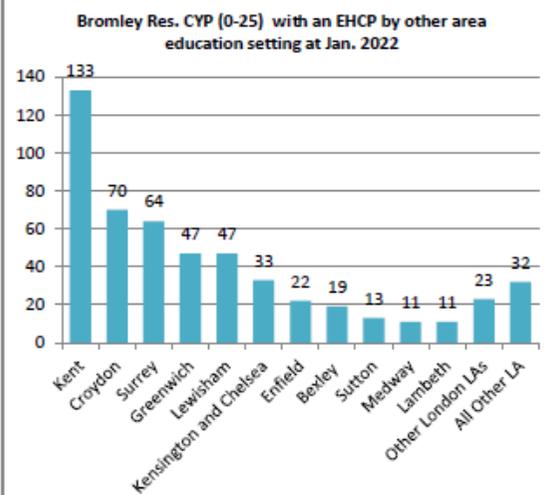
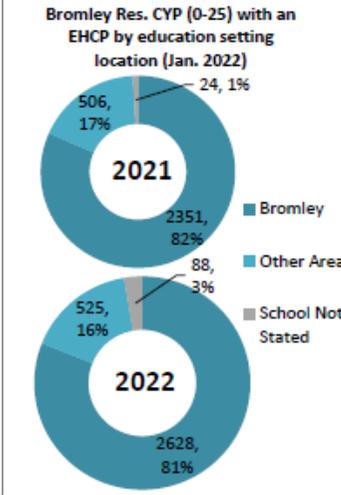
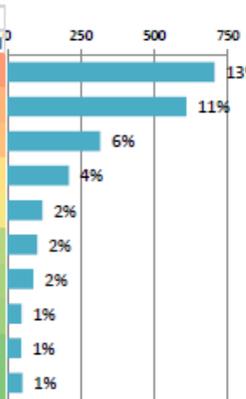
Bromley Resident Children & Young People (0-25) with an Education, Health and Care Plan - Governance Board September 2022

Overall Number of Bromley Resident CYP (0-25) with an EHCP at end Aug 2022 **3,450**



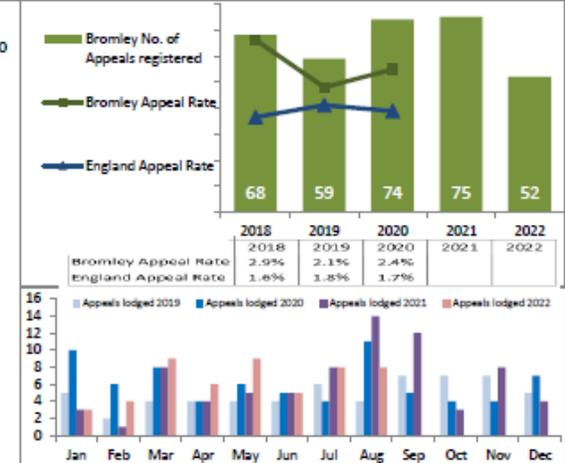
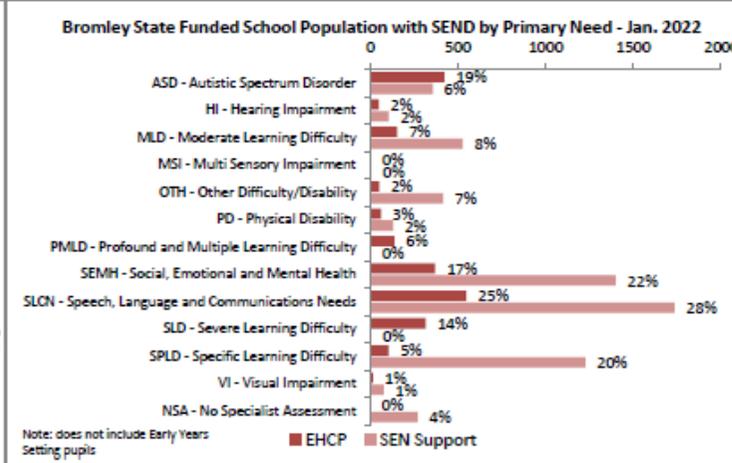
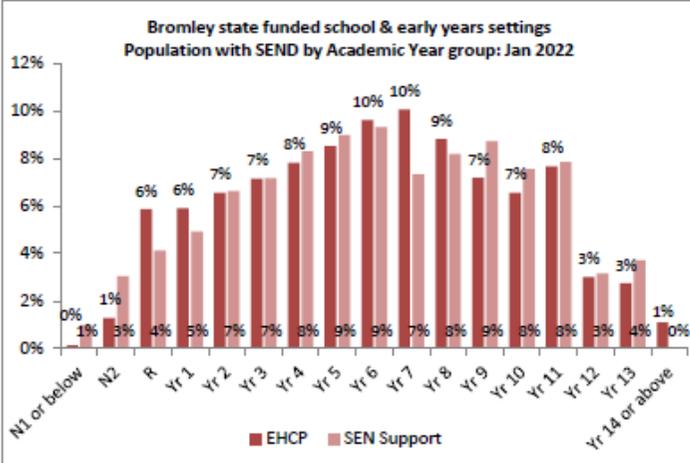
Bromley Resident CYP with an EHCP by Primary Need and Age (Jan 2022)

Primary Need	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24+	Total
SLCN - Speech, Language and Communication Needs	61%	69%	50%	58%	36%	33%	34%	31%	23%	23%	22%	24%	16%	26%	18%	23%	22%	29%	28%	19%	21%	20%	29%
ASD - Autistic Spectrum Disorder	0%	6%	21%	19%	27%	12%	25%	23%	19%	22%	22%	23%	26%	25%	21%	18%	26%	26%	24%	34%	28%	13%	22%
SEMH - Social, Emotional and Mental Health	0%	0%	1%	4%	12%	13%	15%	17%	25%	25%	26%	26%	28%	21%	29%	31%	18%	11%	9%	15%	10%	0%	19%
SLD - Severe Learning Difficulty	6%	5%	7%	8%	8%	18%	12%	11%	12%	10%	10%	11%	5%	10%	5%	8%	5%	12%	12%	11%	10%	30%	10%
MLD - Moderate Learning Difficulty	6%	7%	4%	0%	6%	6%	4%	7%	7%	7%	3%	7%	9%	7%	8%	6%	12%	9%	6%	6%	10%	13%	6%
PMLD - Profound and Multiple Learning Difficulty	0%	4%	1%	1%	3%	4%	3%	1%	6%	3%	6%	4%	7%	3%	3%	3%	5%	4%	5%	2%	0%	0%	4%
PD - Physical Disability	6%	2%	9%	4%	3%	4%	1%	2%	3%	2%	4%	2%	4%	2%	6%	2%	1%	2%	5%	2%	3%	13%	3%
Hi/VI/MSI - Sensory Impairments	11%	4%	4%	3%	3%	4%	1%	2%	2%	3%	3%	2%	3%	3%	4%	3%	1%	3%	1%	2%	3%	7%	3%
OTH - Other Difficulty/Disability	0%	0%	1%	1%	1%	1%	2%	0%	1%	3%	1%	1%	0%	2%	2%	2%	3%	1%	4%	4%	3%	0%	1%
SPLD - Specific Learning Difficulty	0%	0%	0%	0%	0%	2%	2%	3%	2%	2%	3%	0%	2%	1%	2%	1%	2%	0%	3%	0%	7%	0%	1%

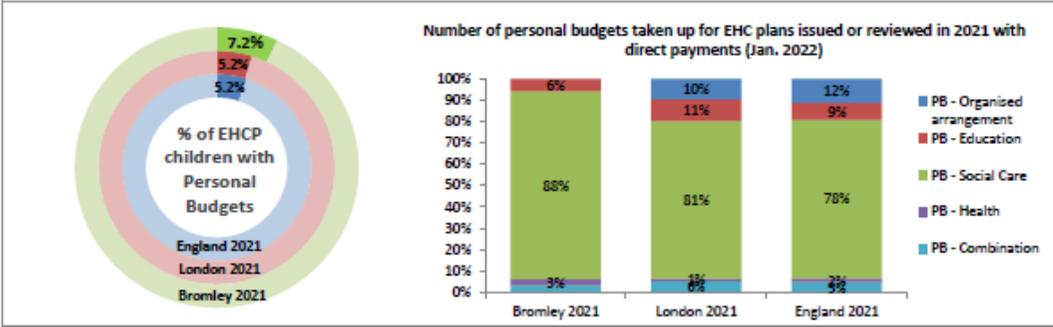
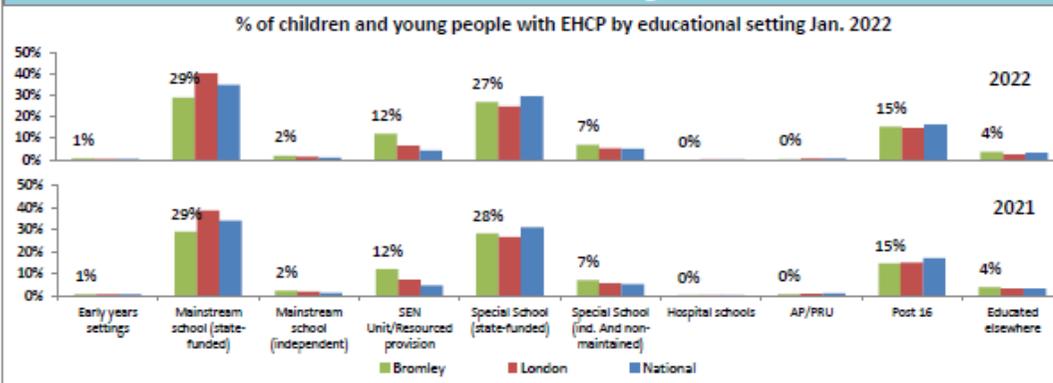


Bromley Children & Young People (Resident and School Population) with SEN Support or Education, Health and Care Plans - Governance Board September 2022

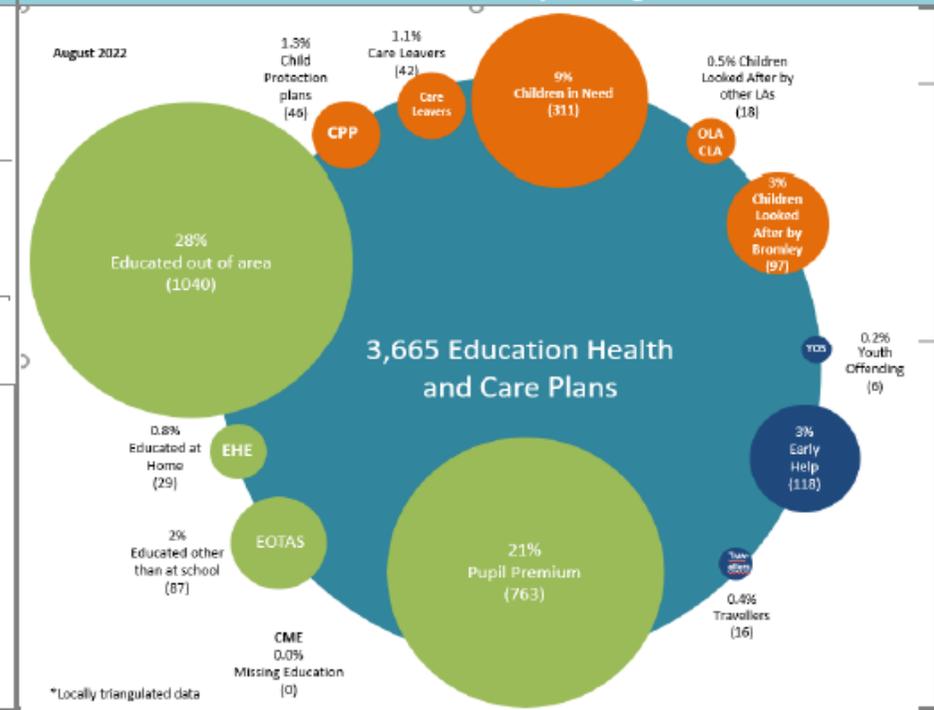
Number and % of Pupils in Bromley State funded Schools with EHCP: Jan 2022	2,255	4%	Number and % of Pupils in Bromley State funded Schools with SEN Support: Jan 2022	6,496	11%	SEND Tribunal Appeals: Aug 2022
			Number of current Pupil Resource Agreements (PRA) in Bromley State funded Schools: Jun 2022	92		



Placements and Budgets



EHCP - Vulnerable Groups - Aug 2022*



This page is left intentionally blank