



**Open Report on behalf of Heather Sandy, Executive Director - Children's Services**

Report to:	<b>Lincolnshire Schools' Forum</b>
Date:	<b>30 June 2022</b>
Subject:	<b>Annual Report on Special Educational Needs and Disabilities</b>

**Summary:**

The purpose of this report is to provide the Schools' Forum with an annual update on Special Educational Needs and Disabilities (SEND) as required by the Schools' Forum Regulations. The report covers:

An update on SEND activity both nationally and within the county.

An overview of the high needs' costs illustrating increasing pressures on the High Needs Budget.

An update on the impact of transformation work taking place in Lincolnshire.

**Recommendation(s):**

The Schools' Forum is invited to note and comment on the contents of the report and address any questions to the officers in attendance.

**Background**

Part 3 of the Children and Families Act 2014 aligned and streamlined the system of SEN assessment, support and provision for children and young people 0-25, bringing together the provisions of a variety of Acts covering education, health and care as well as introducing new provisions, statutory implementation of associated duties, regulations and a new SEND Code of Practice.

The reforms set out in the Act include:

- i. Extending the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions about provision;
- ii. Replacing Statements and Learning Difficulties Assessments (LDA) with a birth-to-25 Education, Health and Care (EHC) Plan;
- iii. Offering families the option of personal budgets when an EHC plan is implemented;
- iv. Improving co-operation between all the services and requiring particularly local authorities (LA) and health authorities (HA) to work together;
- v. Requiring LAs to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support; and
- vi. Publication of a new SEN Code of Practice and regulations covering the work of early years providers, schools and post-16 education providers, LAs and HAs.

There is a sharper focus on the measurable outcomes for Children and Young People. It is expected that the majority of children with SEND will have their needs met and outcomes achieved through mainstream education provision and will not need EHC Plans. These are explicit themes running throughout the SEND Code of Practice 2015.

Parents and young people must be involved directly in discussions and decisions about the support available to them individually and more strategically, particularly through the 'co-production' and delivery of the SEND assessment, the EHC planning process and the Local Offer.

Each stage of the EHC Needs Assessment process is subject to appeal to the Special Educational Needs and Disability Tribunal and in some cases the Local Government Ombudsman.

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

### **Lincolnshire and the national context**

In the academic year 2020/21 16.9% of Lincolnshire pupils had an identified special educational need compared to 15.9% across All English authorities.

In 2021, 4.2% of Lincolnshire pupils had an EHC Plan compared to 3.8% across All English authorities. This is an increase both locally (up from 3.5%) and nationally (up from 3.4%).

12.6% of Lincolnshire pupils receive SEN Support compared to 12.2% across All English authorities. For Lincolnshire this is a drop in number as there were 13.3% of pupils in 2019/20 receiving SEN Support. Nationally, the number has remained the same.

There was a 9.9% increase nationally in the overall number of EHC Plans (from 2020) whilst in Lincolnshire the increase was lower at 4%. In January 2022 (SEN2 reporting date), Lincolnshire held 6534 EHC Plans.

There were 93,302 initial requests for an EHC plan in England in 2021 which was a 23% increase from 2020. In Lincolnshire, the local authority received 1294 requests for an EHC Plan which was a much lower increase than nationally, at 3%.

The number of *new* EHC Plans issued in 2021 increased by 3% nationally whilst in Lincolnshire there was a 57% decrease in the number of *new* EHC Plans. It is, however, worth remembering that there were significant delays in issuing new EHC Plans in 2019 (60% out of timescale) which resulted in more being issued in 2020. Considering this anomaly, Lincolnshire still experienced a 15.5% reduction in the number of new EHC Plans issued in 2021 compared to the number that would have been issued in 2020 without the carry forward from 2019.

Of the new EHC Plans issued in the county in 2021:

- 24% were for the Under 5s
- 50.6% were for those aged 5-10 years
- 22% were or those aged 11-15 years
- 3.2% were for those aged 16-19 years
- 0.2% were for those aged 20-25 years

In Lincolnshire, 94.2% of young people (0-25) assessed were issued with an EHC Plan compared to 94.1% for All English authorities.

In Lincolnshire, 581 EHC Plans were ended in 2021, which is a slight decrease from 2020 when 589 Plans were ended:

- 298 Plans ended because pupils left education (422 in 2020)
- 250 transferred to another local authority or there was another reason for ceasing the Plan e.g. child died (138 in 2020)
- 33 Plans ended because special needs could be met without an EHC Plan (3 in 2020)

## Percentage of school population with SEN Support or EHC Plan by district

District	SEN Support	+/- from 2021	EHC Plan	+/- from 2021
Boston	13.52%	-0.78%	4.22%	0.43%
East Lindsey	14.46%	0.78%	5.24%	0.17%
Lincoln	15.47%	0.39%	5.04%	0.20%
North Kesteven	10.97%	0.27%	4.00%	0.41%
South Holland	13.76%	0.45%	4.25%	0.06%
South Kesteven	13.00%	0.75%	4.16%	0.23%
West Lindsey	12.61%	0.84%	5.08%	0.27%

### Education Placements:

In January 2022 there were:

- 2,072 Lincolnshire young people placed in state funded Special Schools; a 4.7% increase from January 2021. This represents 31.7% of all those with EHC Plans and is an increase of 0.2% of the total number of learners with Plans.
- 3.8% of children and young people with a Plan were placed in independent specialist provision; a decrease from 4.4% in 2020 alongside an overall decrease in the number of placements in independent Special Schools and Specialist Post-16 institutions.
- 42% of pupils were in state-funded mainstream education; a very slight decrease from 2020 when the figure was 42.1%.
- The remaining young people with an EHC Plan were in
  - Early Years 1.1% (1.6% in 2020);
  - Alternative Provision 0.7% (1.5% in 2020);
  - Independent Mainstream 1.1% (1.5% in 2020);
  - Hospital School 0.1% (0.2% in 2020);
  - Electively Home Educated 1.2% (1% in 2020);
  - Home Tuition 1.1% (1.2% in 2020)
  - Mainstream Post 16 provision 16.2% (16% in 2020)

### Top 3 identified Primary Needs:

Sector	Lincolnshire	Mean for All English LAs	Ranking for All English Authorities
<b>Primary:</b>			
1st	Moderate Learning Difficulties 27.1%	17.1%	2nd
2nd	Speech, Language and	33.4%	1st

	Communication Needs 21.9%		
3rd	Social, Emotional and Mental Health 16.4%	16.4%	3rd
<b>Secondary:</b>			
1st	Moderate Learning Difficulties 26.5%	19.3%	2nd
2nd	Specific Learning Difficulty 24.6%	19.2%	3rd
3rd	Social, Emotional and Mental Health 16%	21.5%	1st
<b>Special School:</b>			
1st	Social, Emotional and Mental Health 23.5%	11.6%	3rd
2nd	Autistic Spectrum Disorder 23.2%	31.9%	1st
3rd	Severe Learning Difficulty 13.4%	21.3%	2nd

Social, Emotional and Mental Health (SEMH) has, for the first time since the introduction of the reforms, become the highest primary need in Lincolnshire Special Schools. Moderate Learning Difficulty has dropped to 4<sup>th</sup> place for primary need in Special Schools in Lincolnshire (the same position as All English authorities). SEMH is the third highest primary need in both Lincolnshire primary and secondary schools.

The top two primary needs for pupils placed in independent provision (specialist and mainstream) are:

- Autistic Spectrum Disorder – 46%
- SEMH – 38%

#### **Timescales:**

Lincolnshire has, for several years since the introduction of the SEND reforms had an excellent track record for completion of EHC Needs Assessments within the 20-week timescale. There was a significant drop in 2020 whilst the teams managed a backlog of assessments which had been delayed due to limited numbers of Educational Psychologists. This matter was resolved towards the end of 2020 and performance in 2021 returned to Lincolnshire levels.

- 2017 – 97.5% (England 61.3%)
- 2018 – 91.9% (England 60.1%)
- 2019 – 74.8% (England 60.4%)

- 2020 – 40.3% (England 58%)
- 2021 – 94.5% (England 59.9%)

At the end of April 2022, the rolling monthly average for the completion of EHC Needs Assessments in the last 12 months was 95.8% with some months above 98%.

*Sources of data:*

*Local Area SEND report – Lincolnshire and All English Authorities May 2022*

*Lincolnshire's SEN2 return March 2022*

[Education, health and care plans, Reporting Year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

### **High Needs Funding Analysis:**

#### **Mainstream and placements in other local authority schools**

All EHC Plans have been issued in accordance with the evidence provided by schools and other contributing agencies.

The table below highlights the total funding allocated over the last six years for learners with high level needs who attend mainstream schools and academies.

Financial Year	Top Up Funding	Targeted	Recoupment	Total
2021/22	£22,020,090	£2,678,290	£1,701,071	£26,399,451
2020/21	£16,928,270	£7,433,005	£1,345,259	£25,706,534
2019/20	£12,766,085	£4,260,363	£735,890	£17,762,338
2018/19	£10,879,853	£3,098,854	£608,723	£14,587,430
2017/18	£9,836,695	£2,157,214	£542,519	£12,536,428
2016/17	£9,035,094	£1,721,191	£311,437	£11,067,722

*Source: SEND data management/financial system.*

The funding in the table is the additional funding above the notional SEN funding of £6,000 held within schools' delegated budgets for low level, high incidence SEN support and the first £6,000 of SEN support for those higher needs learners.

In 2021/22, the authority reviewed the top-up and targeted arrangements for mainstream schools, increasing the hourly rate for which top-up is funded from £10.61 to £11.35 (a 7% increase). The authority continued to use targeted funding as an approach to supporting schools with a disproportionate number of pupils with more complex needs, however following sector support through the consultation used the actual amount of notional SEN determined through the schools national funding formula to identify whether a school has sufficient notional SEN funding to

support pupils with EHC Plans at their school. Where a school's notional funding EHC requirements exceed the value that is equivalent to 30% of the notional SEN in their original Budget Share, schools will trigger additional funding. No amendments have been made in 2022/23 with regards to the local arrangement of targeted funding. The authority has raised to the department on many occasions for the need for clarity on how notional SEN is treated within the government's national funding formula to ensure greater consistency and fairness in its application and to manage the impact this has on high needs targeted funding arrangements. The government consultation 'Implementing the Direct National Funding Formula' launched on the 7 June 2022 does address this point as an area of development which is pleasing, however it would appear this will not be in place for 2023/24.

Following a similar review in 2022/23 to more reflect costs that are being incurred, a subsequent increase has now been agreed from £11.35 to £11.72 to incorporate a 2% base increase, a 1.25% health and social care levy, plus the enhanced employer pension increase of 1%.

## **Special Schools**

Special School funding for 2022/23 through the DSG has increased by £2.201m to £34.985m from 2021/22. A funding formula review took place in readiness for the 2022/23 financial year with refinements made following consultation with a working group of special school leaders, to ensure it responds to the changing landscape of needs. The key changes were as follows:

- Band monetary values increased on average by 2.8% to reflect a rise in current prices. This builds in staff pay growth for teachers and teaching assistants of 2% from April 2022, and a pension increase to 26.9% for non-teaching staff.
- Staffing block cost inflationary refinements will include a 2% increase in basic salary costs and associated costs for leadership and central staff, plus central staff employer pension increase to 26.9%
- Non-staffing block cost refinements will include a 3% increase applied across all the cost drivers to respond to the inflationary rises
- Progressive enhanced provision resource will be included within the staffing block allocations for the range of school sizes

Commissioned places for 2022/23 across the special schools' sector is 2,128, an increase of 102 from the previous year.

In-year funding will also be allocated to provide financial support for the Health and Social Care Levy of 1.25%; impact of the teachers' pay recommendations and the

inflationary impact to non-staffing costs, such as energy costs. Engagement with the special school sector will take place to ensure unforeseen cost pressures facing the delivery of high needs education and support are determined and quantified for costs above the 2022/23 baseline funding level. Upon future events becoming clearer (such as 2022/23 pay settlements), and additional costs being identified, funding will be allocated through existing mechanisms to the sector to meet these agreed costs.

Commissioned arrangements also exist within special schools for delivering specialist outreach support including Portage and residential placements. The cost has decreased from £1.855m to £1.612m in 2022/23 due to a decision to close the residential unit at St Francis School.

### **Independent Non-Maintained Specialist Provision and Independent School placements in Lincolnshire**

Between these two budgets, the total costs in 2021/22 were £14.133m; an increase of £0.636m from 2020/21 (£13.497m). There was also a further £1.342m spent on the DLT agreement to commission 60 additional placements for pupils with Social, Emotional and Mental Health (SEMH) needs.

### **Outcomes for children and young people with SEND:**

N.B. Lincolnshire data is the first figure stated, the figures in brackets are the mean for All English authorities

<b>Assessment</b>	<b>Pupils with EHC Plans</b>	<b>Pupils with SEN Support</b>	<b>Pupils with no identified SEN</b>
Early Years 'good level of development' (2018/19)	20.3% (19.3%)	26.4% (26.6%)	35.2% (35.6%)
Phonics decoding (2018/19)	17% (20%)	39% (49%)	87% (88%)
KS2 reaching expected level in RWM (2018/19)	9% (10%)	21% (27%)	72% (76%)
% Achieving 9-5 in English and Maths GCSEs (2020/21)	7.4% (7.9%)	25.1% (22.3%)	56% (58.1%)
Average Attainment 8 score	15 (15.9)	38.4 (36.9)	54 (54.6)
% of pupils achieving English Baccalaureate (2020/21)	0.7% (2.3%)	11.1% (9.4%)	36.7% (33.9%)
% of KS4 cohort in	96.3% (90.3%)	92.7% (94.2%)	95.8% (94.2%)



Education, Employment or Training at 17 (2019/20)			
% of KS5 in Education, Employment or Training at 17 (2019/20)	N/A	86.6% (84.4%) of those with SEN	90.5% (87.3%)
% of 19 year olds qualified to Level 2 including English and Maths (2020/21)	18.2% (16.6%)	44.5% (40.5%)	76.2% (76.5%)
% of 19 years olds qualified to Level 3 including English and Maths (2020/21)	14.1% (14.7%)	33.7% (35.8%)	61.3% (65%)

In 2020/21 77.3% of adults with learning disabilities (receiving support from Social Care) were living in their own home or with their family compared to 80.2% across All English authorities. This is an increase from 2019/20 when the figure in Lincolnshire was 76.8%.

In 2020/21 3.2% of adults with learning disabilities were in paid employment compared to 5.5% across All English authorities. This is a decrease compared to 2019/20 when Lincolnshire has 3.3% and the mean for All English authorities was 6.1%.

### **Experience of the system:**

#### **Mediations and Tribunals**

If a child's parents or the young person is dissatisfied with their EHC Needs Assessment, decision regarding an EHC Plan or the provision identified in the Plan, they can lodge an appeal with the First-Tier SEDN Tribunal. Mediation is the first step to try to resolve disputes.

In 2021 Lincolnshire experienced a high number of Mediations; 101 compared to a mean of 34 for All English authorities.

Only 3.8% of mediation cases went on to Tribunal Appeal compared to 17.7%, the mean for All English authorities.

Lincolnshire's Tribunal appeal rate in 2021 was 1.4% compared to the average for All English authorities of 1.5%.

## Absence

In Lincolnshire in 2020/21, 38.3% of pupils with an EHC Plan were persistent absentees (those missing 10% or more school sessions through authorised or unauthorised absence) compared to a mean of 41.4% across All English authorities. Prior to the pandemic, 24.1% of pupils with EHC Plans in Lincolnshire and nationally were persistent absentees.

In Lincolnshire in 2020/21, 11.9% of sessions were missed due to overall absence for pupils with an EHC Plan. The mean for All English authorities was 12.8%. Pupils on SEN Support missed 6.2% of sessions compared to a mean of 6.4% for All English authorities. Pupils with no identified SEND, missed 3.8% of sessions (4% All English authorities).

## Exclusions

Exclusion data is available for 2019/20 academic year and illustrates that Lincolnshire had a fixed term exclusion rate of 8.67% for pupils with an EHC Plan (11.66% All English authorities). The fixed term exclusion rate for pupils on SEN Support was 10.09% compared to 10.91% mean for All English authorities. During the same period, Lincolnshire's permanent exclusion rate\* for pupils with an EHC Plan was 0.05% compared to All English authorities mean of 0.09%. This was a decrease both locally and nationally from the previous reporting period (Lincolnshire and All English authorities' rate was 0.14%). Pupils with SEN Support had a permanent exclusion rate of 0.16% (0.21% comparison). For those pupils without any identified SEN, the permanent exclusion rate in Lincolnshire was 0.03% compared to 0.04% cross All English authorities.

*\*Figures are permanent exclusions from school as a % of the school population*

## Lincolnshire's High Needs transformation programme:

As previously reported to the Schools' Forum, a raft of activities began in 2020 to support Lincolnshire's *Inclusive Ambition* which incorporates a system ambition that aims to ensure that the majority of children with special educational needs can fulfil their potential in mainstream settings where practitioners are clear how to meet their needs and the right support is available to do so at an early stage.

In January 2022, the digital version of **Valuing SEND** (VSEND) was launched with hundreds of SENCo signing up to use the digitalised version of the former Excel tool. This complements the **Inclusion Toolkit** which sets the practice standards for Lincolnshire and provides SENCo and other professionals with high quality practical support to guide and enhance their day-to-day practice. The VSEND tool helps settings to develop a single, rounded picture of the needs of children and the

support they require to succeed and prosper within and outside of their education - from birth to adulthood (across early years, primary, secondary, special and post 16 education). The tool can be used as the foundation for planning and commissioning support, monitoring progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention. The use of these tools is promoted through Ask SALL, the Graduated Approach briefings, the National SENCo Award course (for Lincolnshire) and in feedback to settings following requests for statutory assessment. The Panel considering requests for EHC Needs Assessments is urging settings to use VSEND to gain a holistic understanding of the child's needs and the setting's readiness to meet them. It is becoming increasingly evident that schools and other settings that use the VSEND tool have a more sophisticated understanding of the child's needs and a greater awareness of what additional support they require to continue to meet the needs of their pupils.

The **Local Offer** received a complete overhaul and was re-launched last June on a new platform. It provides updated content and practical advice for families and settings about how to support children and young people experiencing difficulties rather than how to seek diagnoses or simply refer into specialist services. Recorded Graduated Approach briefings and information videos are all available through the Local Offer. Promotion and feedback events are on-going as the effort to make the Local Offer the main portal for information regarding SEND continues.

The **Workforce Development** learning platform was commissioned on 10th February 2022 via a Public-to-Public Collaboration Agreement, under Regulation 12(7) Public Contracts Regulations 2015 between Lincolnshire County Council and Lincolnshire Wolds Federation, as lead agency for the SEND Alliance. The SEND Workforce Development Learning Platform will mirror the existing training platform provided by the Lincolnshire Safeguarding Children Partnership (LSCP) which has proved most successful in providing training, resources, and support to professionals. The delivery model will be implemented over four phases/three years. By the summer of 2023 full sector-wide implementation will have taken place. In Year 2, the third phase will see the learning platform open to parents and carers of children and young people with SEND along with their advocates/representatives and other interested stakeholders. In phase 4 the service will transfer to self-funding. A sustainability plan has been established for this to happen.

A **Transitions Protocol** was developed in the summer of 2021 to provide targeted intervention to support children and young people to step-down from specialist provision to mainstream. Four young people have successfully reintegrated within more inclusive environment where this better supports their outcomes and aspirations. Further work is underway to identify other young people that might be ready to consider a transition from Special School to mainstream.

In September 2020, **Ask SALL**, Lincolnshire's SEND advice line for SENCo was launched. The advisors provide advice and guidance to settings and, where appropriate, can offer a follow up appointment with an Educational Psychologist (EP). Since the advice line started, 47% of Lincolnshire schools have called the line at least once. Thirty-nine settings have called more than 4 times. 61% of calls are from primary schools with the highest number of users in North Kesteven and South Kesteven (34%) and the fewest in Boston and South Holland (18%). 25% of calls have been referred on to an EP. The most significant primary needs that callers seek advice about are Communication and Interaction or Social, Emotional and Mental Health. Specifically, 50% of the calls relate to concerns about social/emotional/behavioural difficulties.

In calls where the SENCo indicated that they were considering making a request for an EHC Needs Assessment prior to seeking advice, the cases are tracked. On average, 18 cases per month over the last 12 months, have not progressed to a request for statutory assessment following advice and guidance from Ask SALL.

A **multi-disciplinary (assessment) panel** was formed in November 2020 to consider requests for EHC Needs Assessments and ensure that practice standards are evidenced in the *graduated approach* prior to request for assessment. Over several years the number of 'no to assessment' decisions had fallen significantly. In part this was because of the low threshold test but on further analysis, it was clear that many requests were highly emotive and included 'catastrophic' language to describe children's needs which was not supported by the evidence presented. Decisions were therefore not always being made based on the true *needs* of the child. Colleagues in settings described being left unsure what to do next when the Panel made a 'no to assess' decision. Families often saw the 'no to assessment' decision as meaning their child be left without any support.

The Panel comprises specialist teachers, an Educational Psychologist, specialist Early Years practitioners, Ask SALL advisors and a SEND lead. The expertise of members enables the panel to scrutinise the evidence and provide comprehensive feedback to settings if a 'no to assess' decision is made. Additionally, settings may be contacted by one of the Ask SALL advisors if further advice and guidance is required to support the setting in continuing to meet a child's needs through the *graduated approach*.

Prior to the introduction of the multi-disciplinary panel, the number of 'no to assessment' decisions had dropped to as low as 6%, having been around 30% in the early years of the reforms and in the latter years of the 'old' Statementing process. Since the introduction of the Panel and robust feedback to settings, 'no to assessment' decisions have been made, on average over the last 12 months, in 29% of cases. The majority of 'no' decisions are accepted.

## **Impact**

The transformation work described above is aimed at ensuring that children and young people are supported as early as possible, with the right support to avoid their needs escalating. The tools that have been introduced have been generally well received and are being used to a greater or lesser degree across Lincolnshire schools and Early Years settings. The feedback from users of the advice line is overwhelmingly positive.

Indications are that the work is having an impact on the number of EHC Needs Assessment requests received over the last year (3% increase from the previous year compared to a 23% increase nationally).

Lincolnshire experienced a 15.5% reduction in the number of new EHC Plans compared to a 3% increase nationally.

The local area's overall number of EHC Plans increased by 4% over the last year compared to a 9.9% increase nationally.

There is more to be done to promote the benefits of using the tools available to support not only young people but also settings in identifying 'gaps' in their offer which may easily be remedied through training or accessing additional support. The next step is also to promote the use of VSEND in the Annual Review process; to use the tool as an objective measure of the progress the young person has made, recognising strengths and thinking about whether it is possible to step-back to the *graduated response*.

It is imperative that the wider system supports the transition from specialist to mainstream education for those young people who are ready. The growing cost of independent specialist placements is largely because Lincolnshire Special Schools have no capacity to take the rising number of students, particularly those that provide specialist SEMH provision. Establishing a robust transitions ethos will not only free up spaces for the next cohort of young people who need specialist support but will also provide these moving back to mainstream with the opportunity to access education that meets their wider aspirations.

## **Cost avoidance**

At this time, cost avoidance is linked to two main areas of activity; the Ask SALL advice line and the multi-disciplinary panel as this is currently where cases can be tracked, and data extracted. Since September 2020, the authority has been able to negate a degree of additional expenditure that would have been incurred through further growth in the number of EHC plans. To date, a total of £2.188m has been

avoided across the period September 2020 – April 2022 based on the ‘do nothing’ trajectory line’, with further cost avoidance of £1.124m anticipated between now and the end of the 22/23 financial year (March 2023).

Lincolnshire’s high needs transformational programme and improved High Needs block financial settlements have supported Lincolnshire’s budget position in 2021/22 (£1.964m underspend). Lincolnshire has set a balanced High Needs block budget for 2022/23, however within these assumptions is the allocation of in-year supplementary funding to the special schools sector (as explained previously in the report) to meet unforeseen costs, which are still to be quantified. The authority is also mindful of the funding floor funding it receives of £8.607m it receives in 2022/23.

**Conclusion:**

Lincolnshire continues to have a committed and ambitious partnership, keen to innovate the way in which young people with SEND are supported to achieve their potential.

Whilst Lincolnshire remains above the national average in terms of the numbers of children identified with SEND, there are positive signs of changes in practice that move away from reliance on statutory plans and build on the inclusive practice that many Lincolnshire schools adopt.

**Consultation**

N/A

**a) Risks and Impact Analysis**

No

**b) Risks and Impact Analysis**

The SEND High Needs Partnership Board is governing the transformation process and its key work streams, including monitoring of progress against the ambitions. It is chaired by the Assistant Director of Education. Officer membership from key disciplines report to the Chief Executive and Executive Director of Children's Services. A risk log is maintained by the Board with its risk level scored and actions, activities and controls outlined with timescales.

## **Background Papers**

The following background papers as defined in the Local Government Act 1972 were relied upon in the writing of this report. N/A

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