



# Context and background

- Similar to other areas, in recent years Newcastle has been operating in the context of rising levels and complexity of need a cross Special Educational Needs (SEND) and Alternative Provision (AP). These pressures are now translating financially, with the High Needs Block forecast to see a deficit of c£4m for the year ended 31 March 2024. Projections for 2024/25 also currently anticipate an in-year deficit position of over £6m, which would fully deplete the reserve.
- Having anticipated these pressures, the Partnership has undertaken a range of actions including the development of a shared ambition and co-production of a SEND Strategy (2023-28), the establishment of change delivery infrastructure and an analysis of the position and direction of the High Needs Block.
- In November 2023, Newcastle City Council (NCC) commissioned IMPOWER, an independent organisation specialising in local public service change delivery, to help the Partnership build on this foundation and inform the wider High Needs Block Review in order to identify options for achieving the Partnership ambition while securing sustainability.
- Between December 2023 and February 2024, IMPOWER carried out a detailed, mixed methodological review of the SEND system to identify strengths and areas of opportunity. This included multidisciplinary case reviews, surveys of parent carers and SEND professionals, interviews with key stakeholders, observations, benchmarking of national and local SEND data and the development of activity and spend trajectories.
- The output of this work, including findings, opportunities and proposed next steps, are summarised in this report. The detailed research and analyses is provided in a wider 'resource pack'.

# About this document

This paper summarises the key findings and recommendations of the diagnostic review and change trials undertaken between December 2023 and April 2024, in accordance with the project brief dated 21 November 2023. This document has been developed iteratively in consultation with key stakeholders. It draws on and references a series of more in-depth project outputs which each contain detailed analysis and recommended actions including:

- Data analysis and benchmarking
- Case review analysis
- Professionals and parent carers surveys analysis
- Review of public facing communications
- Panel observations
- Rapid review of inclusion practice
- Trajectories report and modelling tool
- Strengthening panel practice trial evaluation report
- Strengthening reintegration practice trial evaluation report

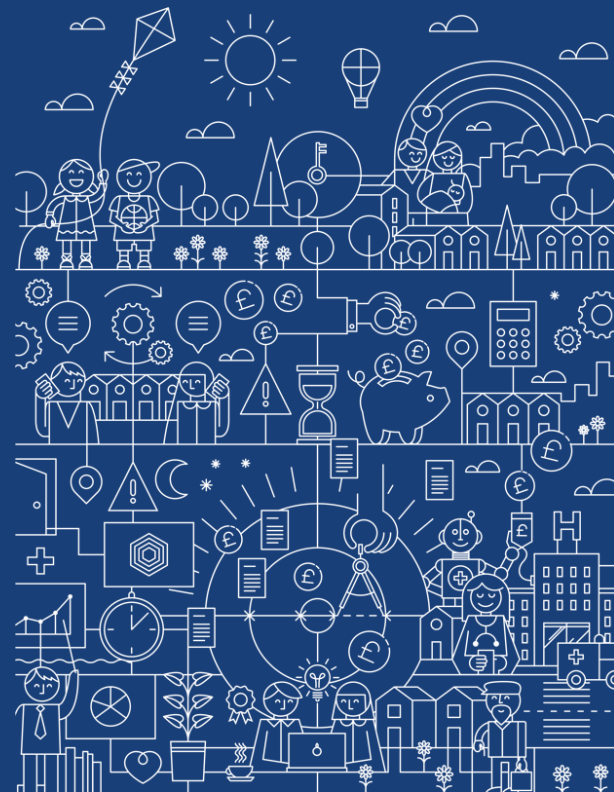
Version	Date	Author	Description of changes
1.0	27 February 2024	IMPOWER	N/A - for stakeholder review and input including Schools Forum, Core Group, Steering Group and Partners Ambition Workshop
1.1	11 March 2024	IMPOWER	Reviewed and updated based on feedback from stakeholders
2.0	19 April 2024	IMPOWER	Supplemented by findings and activity from project's second phase. For SRO review.

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## 1. Executive summary

Key findings, opportunity areas and next steps



# Executive summary

- In common with many other areas over recent years, Newcastle has been operating in the context of rising levels and complexity of needs across SEND and High Needs. Having anticipated the growing pressures, NCC leaders engaged IMPOWER to validate the case for change and support the Partnership to start on the change journey – the primary aim of this first phase of work being to coalesce stakeholders around the challenge, ambition and plan.
- The diagnostic review identified a wealth of evidence pointing to high ambition and innovation across the High Needs system in Newcastle, also reflected in the recently published SEND Strategy. However, the work has also validated some of the challenges that are currently heightening pressures on the High Needs Block budget as well as impacting outcomes for individuals and families.
- Primarily, the diagnostic has found that the statutory process and specialist provision are increasingly becoming the default for meeting need in Newcastle, and this is compounded by high rates of exclusions – particularly of children with additional needs – all of which is adding to capacity pressures in the education estate and increasing reliance on independent and non-maintained placements, which are often at greater distance and cost.
- Some of the escalation in need can be avoided by seeing and meeting needs earlier. Key to this is strengthening the confidence of educational settings and of parent carers in navigating the SEND system to ensure that children and young people access the right support at the right time and in the right place.
- The work has identified some high impact, actionable opportunities to see and meet need earlier across in Newcastle, including better connecting professionals and families with early help, ensuring that all support alternatives are explored and accessed, maximising opportunities for mainstream education, and strengthening key transition points, including reintegration practice.
- Modelling of activity and cost trajectories has highlighted a potential £25m p.a. funding gap over the next five years and supported NCC leaders to develop a consensus with partners on the imperative and priorities for change – which evidence indicates can mitigate the potential gap by c. £14.4m with successful delivery.
- Two rapid trials – focusing on strengthening reintegration and panel practices – started to build confidence in new ways of working and establish a blueprint for change delivery. The reintegration trial identified and progressed a range of pupil-level opportunities to improve outcomes and manage cost in practice.
- The Partnership have agreed that a robust change programme is now needed to shift key practices, re-balance the system towards seeing and meeting needs earlier, and to reduce escalation. A targeted programme has therefore been developed and is recommended to steer, support and assure change activity over the coming two years. Successfully delivering change in high complexity systems such as High Needs is difficult and will require appropriate capability and capacity. The approach proposed is based on learning of ‘what works’ from 30 other local areas.

# Introduction

SEND partners in Newcastle are driving changes in response to rising need and the resulting pressures, and the diagnostic review identified a range of evidence pointing to high ambition and innovation across the High Needs system. This included for example:

- Numerous cases reviewed demonstrated strong multi-disciplinary approaches in early years with clear evidence of coordinated and joined up working earlier in children's lives, which led to good outcomes over the life course of individuals.
- Strong inclusive practice in some educational settings demonstrating how schools have adapted their support offer to meet the needs of children with more complex needs, also evidenced in the positive feedback from many parent carers about the support offered within their child's educational setting.
- Concerted efforts to reduce permanent exclusions in the City, including through the Locality Inclusion Panels and the implementation of the new SEMH Service to embed earlier and better support to pupils at risk of exclusion.
- Clear evidence of co-production across the system, including of useful resources to support practice and inclusion such as the Descriptors of Need and the Inclusion Quality Framework which are well recognised by professionals across the system.
- High levels of confidence among professionals in the SEND system, its leadership and direction and the level of collaboration across different agencies, as seen in the recently published SEND Strategy.

Building on these strong foundations leaders have taken pre-emptive action, including through this work, to evaluate the best opportunities to realise the Partnership ambition and ensure sustainability. In the context of these strengths and ambition, the following sections therefore focus on the challenges and opportunity areas.

# Overview of key findings

## 1. Statutory processes and specialist provision are becoming the default process for meeting need in Newcastle

The Newcastle system has historically operated with a relatively stable level of activity and continues to manage comparatively lower levels of EHC Plans and SEN Support than both statistical neighbours and the national average. However, **this is changing quickly and significantly, with Requests for new EHC Assessments increasing by nearly 40% between 2019 and 2023 and conversion from Request to Plan now significantly higher than in other areas**, in turn driving a steep – and unsustainable – rise in workload and spend. SEN Support rates however are not rising, signalling that needs are potentially being identified at crisis point and that the statutory process has become the default for problem-solving. Compounding these pressures, **there is currently a ‘one way street’ to specialist provision with minimal reintegration into mainstream or Plan ‘graduation’ when needs are met**. With the education estate at capacity, reliance is increasing on independent and non-maintained placements which are often at greater distance and cost.

## 2. Some of this escalation can be avoided by identifying and meeting needs earlier

The review highlighted a number of positive examples of early identification and intervention in Newcastle, and there is an opportunity to further systematise this. **In 72% of cases reviewed, professionals considered earlier and better co-ordinated identification and support could have prevented needs from escalating and that the interventions that would have made the difference are often already available locally but not accessed**. In particular, how **social, emotional and mental health needs are understood and identified can be more consistent**, to both ameliorate high and rising permanent exclusions and better meet SEN needs. Nearly 50% of all permanent exclusions in 2021/22 were of children with SEND, and professionals agreed that in all the relevant cases reviewed an earlier and more holistic understanding of the child and family's needs would have likely prevented those exclusions. The review highlighted **opportunities to improve planning and support around phase transition** to improve outcomes. In 42% of cases, reviewers attributed **the transition from primary to secondary school as a pivotal factor in the escalation of need**.

# Overview of key findings

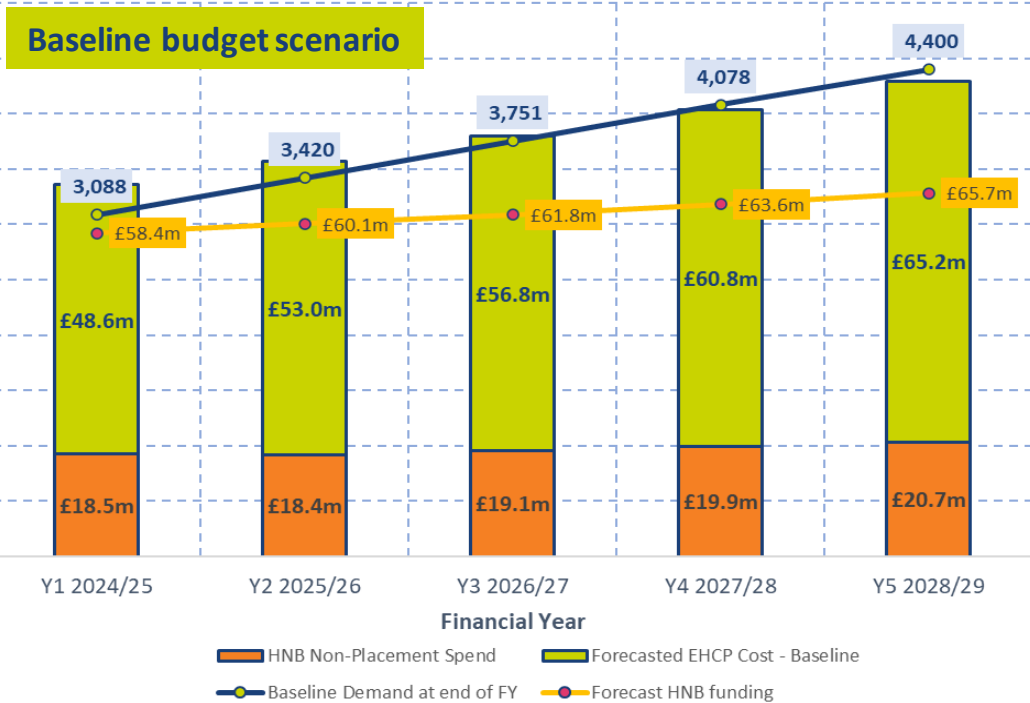
## 3. And by building confidence across educational settings and parent carers in navigating the SEND system

Building the confidence of schools and families to effectively identify need and navigate the SEND system is key to ensuring that children and young people can access the right support at the right time. The review identified a range of good practices in this respect, and there are opportunities to ensure these become the norm. **Many families still report that they struggle to navigate the system, which is leading them to request increased support for their child.** Case reviews identified **parental preference as a key factor driving requests for special school placements** even when **needs could and should be met in mainstream settings** and, although professionals are confident in their understanding of SEND processes and support, 41% report that mainstream settings still struggle to meet needs and only 57% of parents consider that their child's educational setting effectively meets their needs. Further support to school staff could help to strengthen practice and in turn parental confidence that needs are seen and action being taken. This similarly applies to the continuous review of needs, with the evidence identifying **opportunities to improve the life chances of some special school pupils by exploring the scope for a supported move to a mainstream setting.**

## 4. Some conditions for success are already in place and, with a clear plan and view of what is working, the focus can shift to delivering a coherent programme of change work

Leaders have set a **clear vision** for the system and introduced a number of new initiatives. This is seen in **high confidence levels across professionals and strong multidisciplinary activity** – with 80% of professionals agreeing that there is strong system leadership in Newcastle and 85% being clear on the vision. However, it is not currently possible to evidence the value that these initiatives are likely adding. Important next steps are to re-evaluate and prioritise the change work that will realise the ambition, establish an effective change management and delivery approach, and ensure there is continuous learning as to what is working.

# The financial case for change is also stark



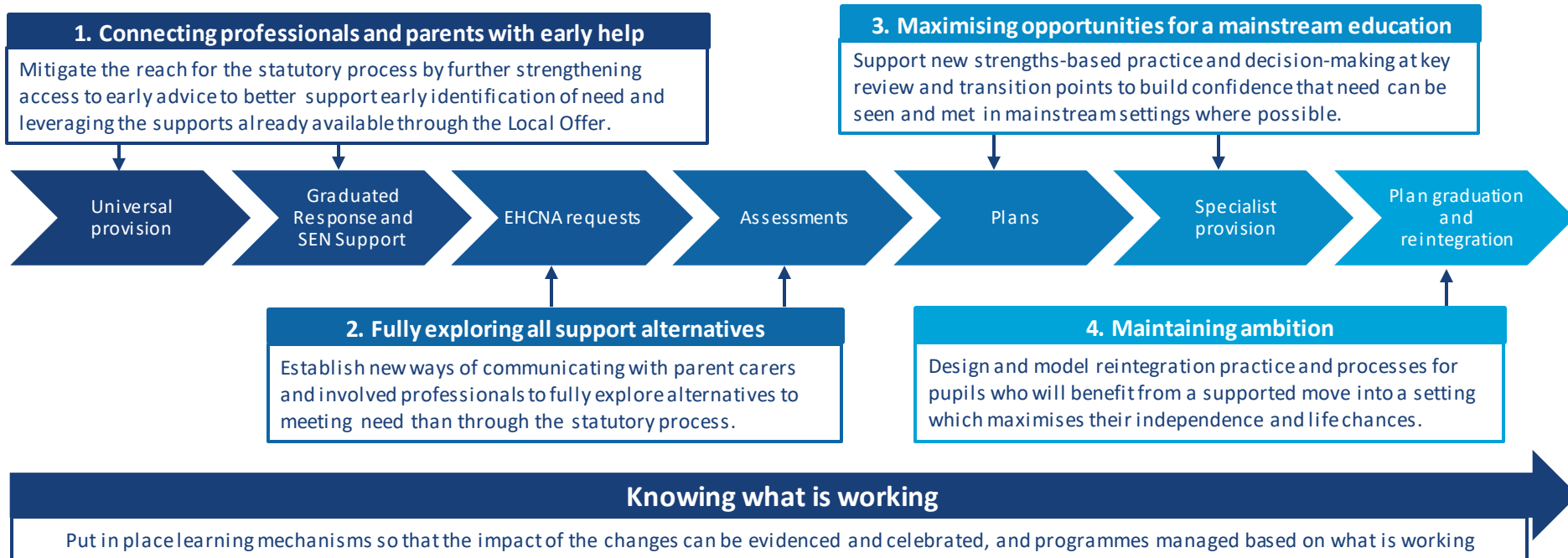
Working with a ‘trajectory group’ comprising representatives from finance, performance and children’s services, historic trends were analysed to understand how activity and cost is likely to increase without further interventions. The chart to the left shows the agreed baseline scenario – regarded as the most likely ‘do nothing’ scenario for EHCPs in Newcastle.

The group estimates that by the end of 2028/29, on the current trajectory, Newcastle will be supporting 4,400 plans, with HNB spend of £85.9m p.a. – far outstripping the anticipated growth in the High Needs Block (£65.7m p.a.). Placement spend alone would increase to £65.2m p.a.

This highlights the imperative to respond urgently and differently to need in Newcastle – seeing and meeting needs earlier to prevent escalation and creating ‘good savings’ that are focused on inclusion and achieving better long-term outcomes for children and young people in Newcastle.

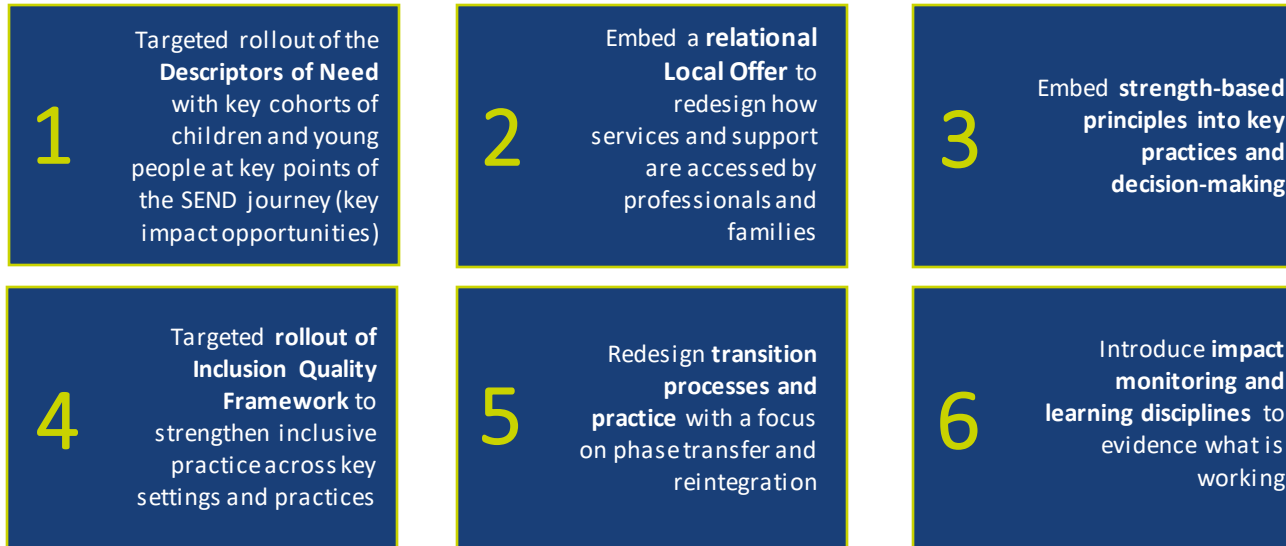
# Opportunity areas

This diagnostic work has identified a number of high impact, actionable opportunities to see and meet need earlier across the High Needs pathway; aligning with the Newcastle ambition to make sure children and young people get the right support at the right time and getting this right together, building on the work already underway.



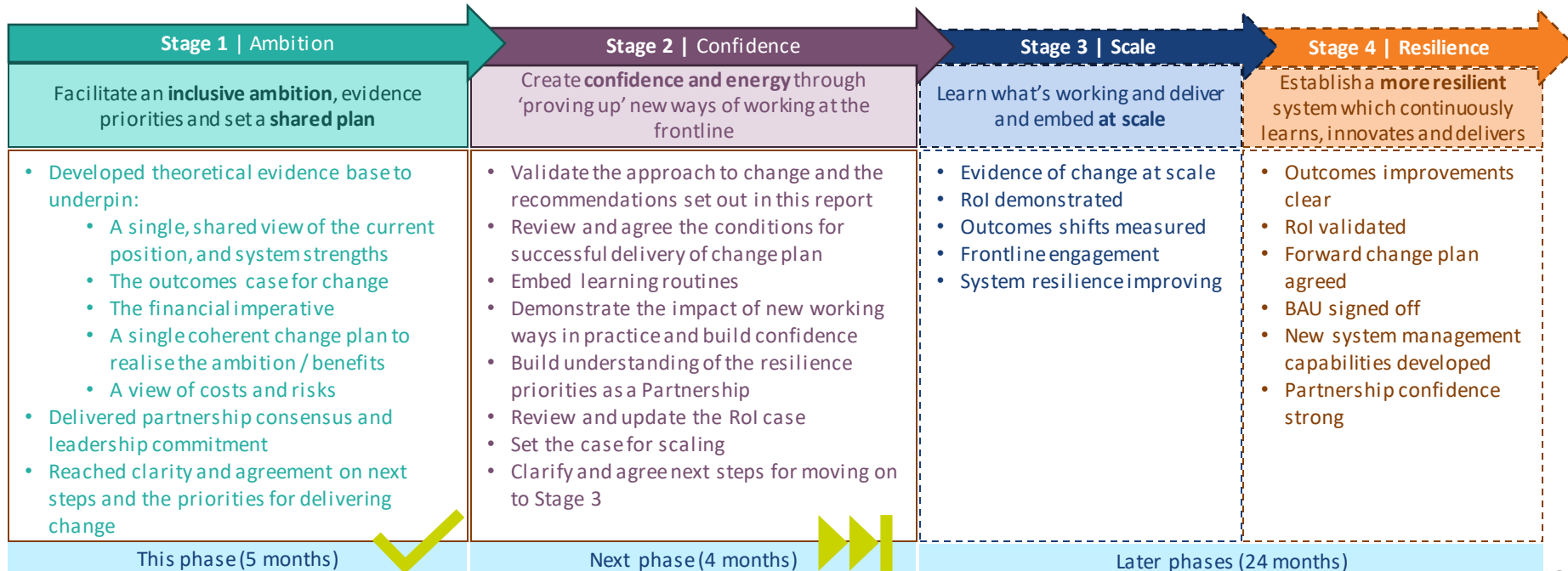
# A targeted programme of change

Following an exercise to align, rationalise and integrate with existing plans and activities, it is proposed that six change activities provide the central focus of the change delivery plan; to start to rebalance the system to one in which needs are seen and met at the earliest opportunities and resources are directed to those who need support, when they need it. High-level delivery plans have been advised for each and are summarised on the following pages.

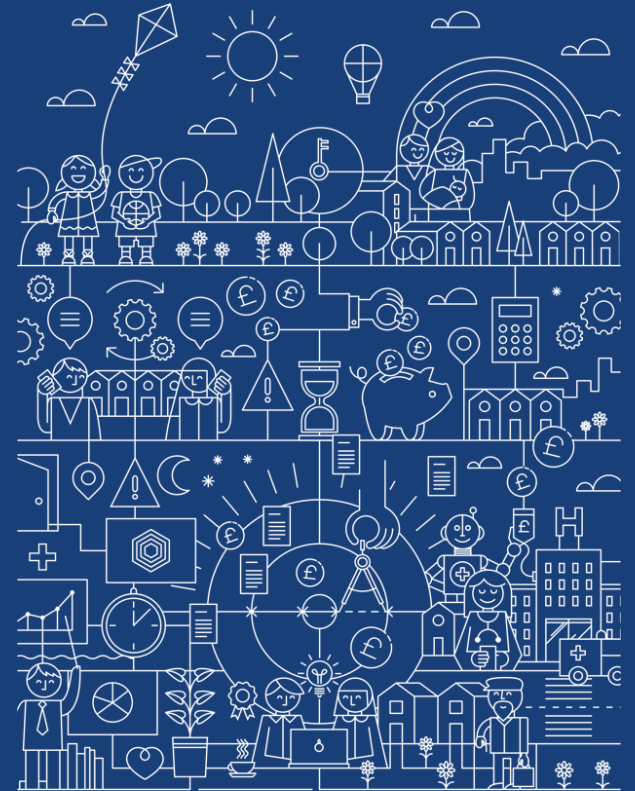


# Recommended next steps

This work is the start of a journey. It aimed to set the foundation for successful change delivery by evidencing the position and opportunities, developing consensus on change priorities, clarifying the financial position and case, and starting the process of change delivery. Having achieved these aims as shown in Stage 1 below, it is now recommended that the Partnership progresses to Stage 2 of the process, to start delivering the recommended programme of change in practice and build confidence in new ways of working.



## 2. Overview of approach



# Approach

Between December 2023 and February 2024, IMPOWER carried out a series of diagnostic activities to develop a theoretical evidence base to underpin a single, shared view of the current position and system strengths, the outcomes case for change, the financial imperative and a plan to realise the ambition and benefits. The diagnostic activities included:



**15** interviews with colleagues across the SEND Partnership



**18** deep dive multi-disciplinary case reviews of children and young people



**3** panel **observations** to understand and review key decision-making approaches



**156** professionals and **129** parent carers **surveyed**



Analysis and **benchmarking** of local and national **data**



Development of **activity and cost trajectories**

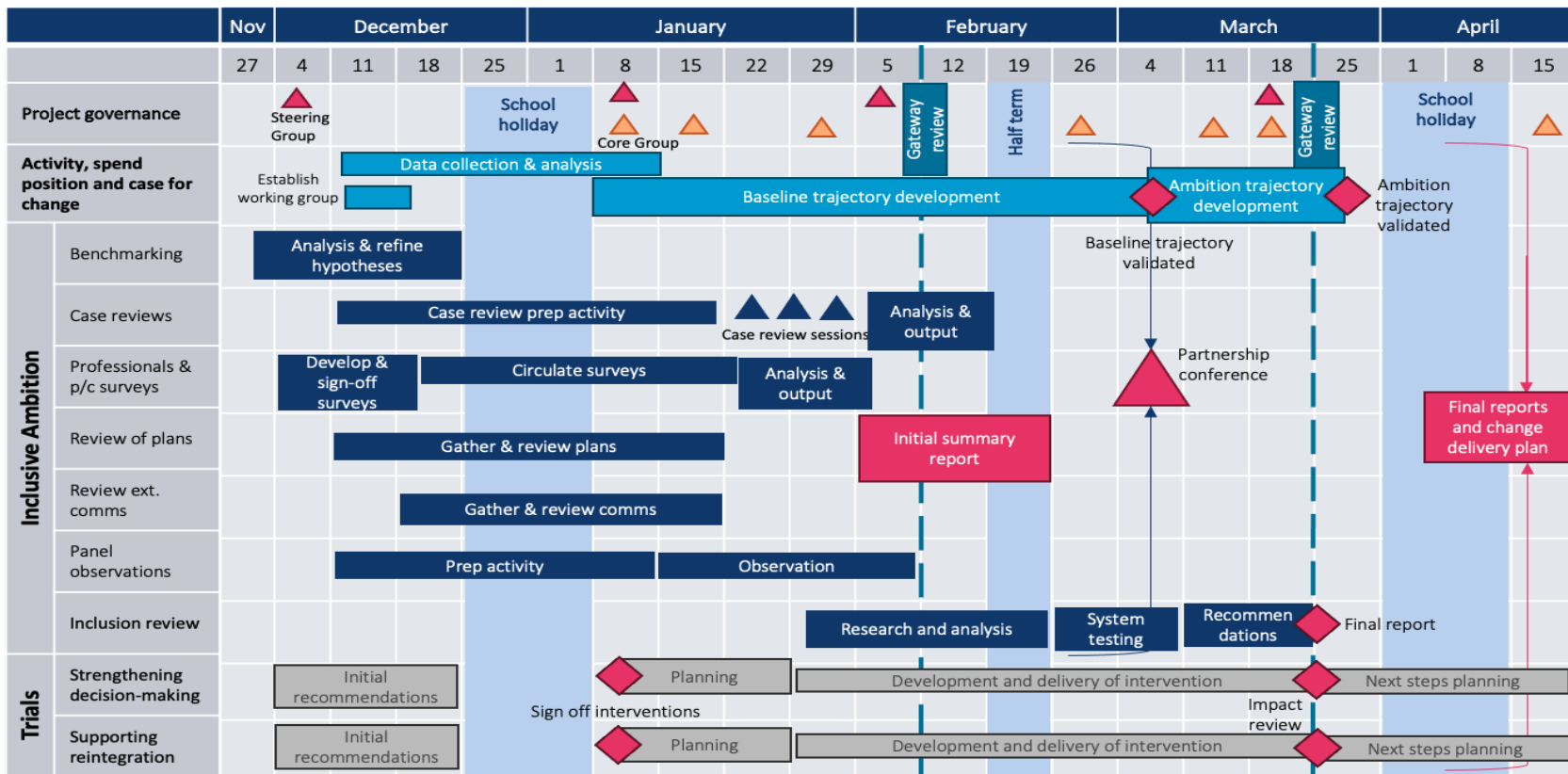


Review of **change plans and public-facing communications**

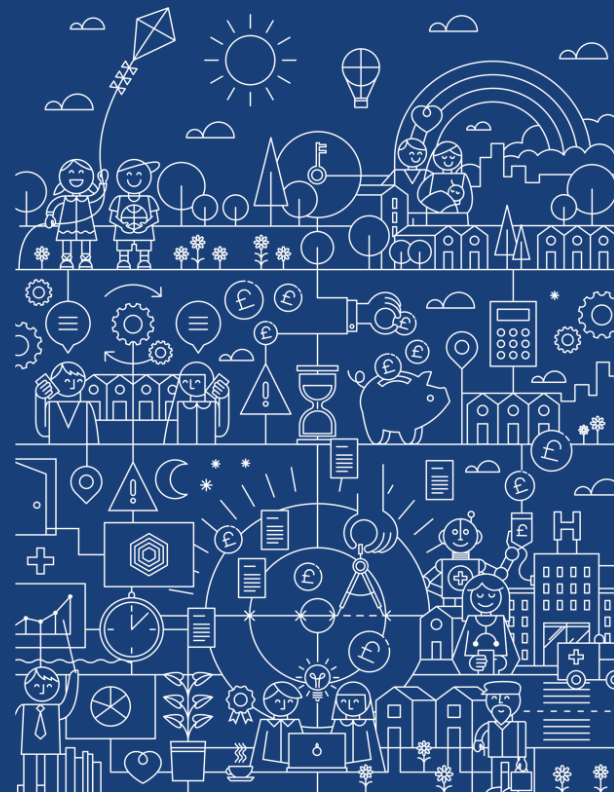


Focused review of **inclusion practice** supported by [OliveAcademies](#)

# Project plan



## 3. Key findings



# Introduction

The following section outlines the key findings from the diagnostic review. These findings draw from evidence across all elements of the project. Each theme triangulates evidence from across the diagnostic streams.

More detailed evidence of each diagnostic activity can be found in appendices set out in the table below and on page 48 of this report.

Appendix n.	Deliverable documents	Description
1	<b>Data analysis and benchmarking</b>	Analysis of local and national data outlining key insights and trends about the SEND population in Newcastle. Where relevant, Newcastle data is compared to national average and statistical neighbours.
2	<b>Case reviews analysis</b>	Findings from the case review sessions.
3	<b>Survey analysis</b>	Analysis and key insights from the findings of the surveys for parents and carers and for professionals.
4	<b>Review of the public facing communications</b>	Applied Behavioural Science review of a selection of Newcastle's public facing communications. Outlines recommendations for communication improvements and proposed next steps.
5	<b>Panel observations</b>	Observations of key decision-making panel processes.
6	<b>Rapid review of inclusion practice</b>	Rapid review of inclusion practice. Includes set of additional opportunity areas to deliver positive impact and recommendations about next steps.
7	<b>Trajectories report</b>	Overview of the trajectories development process and key assumptions underpinning the baseline and ambition trajectories.

# Key findings summary

SEND partners in Newcastle are driving changes in response to rising need and the resulting pressures, with evidence of high ambition and innovation across the system. Leaders have a clear view that the challenge is growing and have taken pre-emptive action, including through this work, to evaluate the best opportunities to realise the Partnership ambition and ensure sustainability.

This section sets out a thematic overview of the key findings and opportunities. More detailed evidence of the key activities within the project can be found in the separate detailed reports. The four key themes are:

**1. Statutory processes and specialist provision are becoming the default process for meeting need in Newcastle**

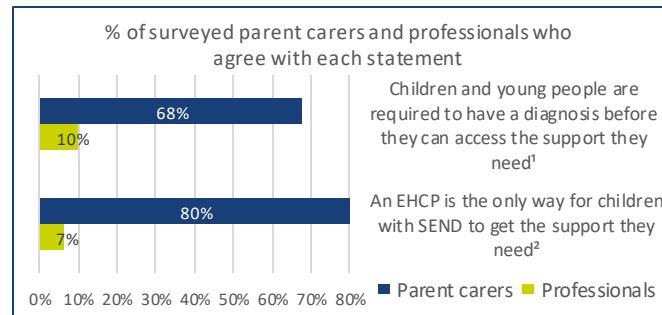
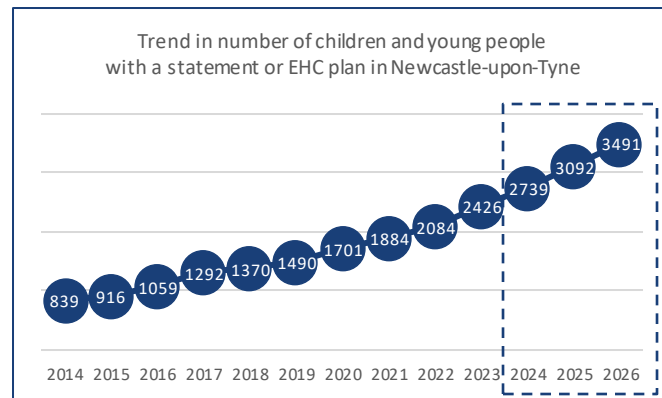
**2. Some of this escalation can be avoided by identifying and meeting needs earlier**

**3. And by building confidence across educational settings and parent carers in navigating the SEND system**

**4. A number of conditions for success are already in place and, with a clear plan and view of what is working, the focus can shift to delivering a coherent programme of change work**

# 1. Statutory processes and specialist provision are becoming the default process for meeting need in Newcastle

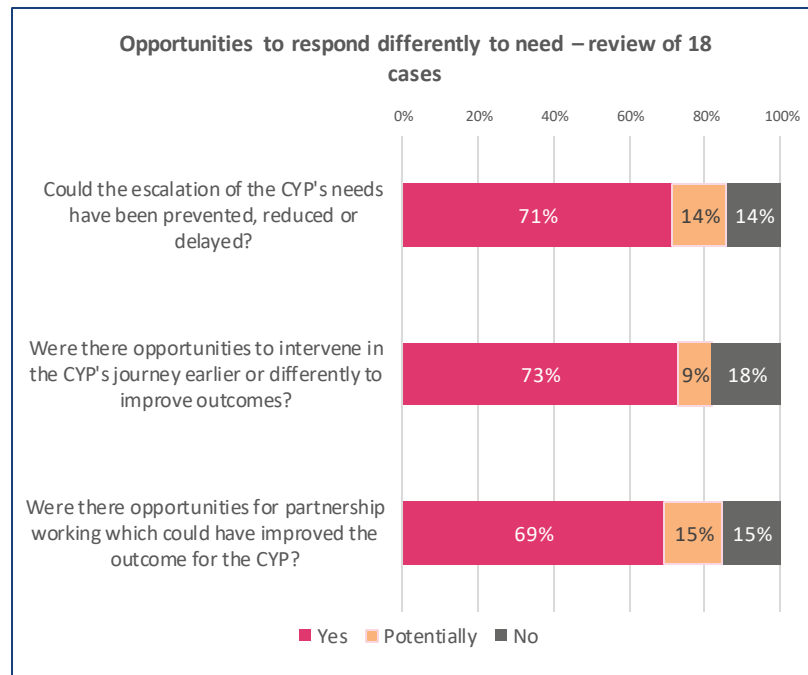
- Historically, Newcastle has managed a stable level of activity and continues to count comparatively fewer numbers of EHC Plans and SEN Support per capita than both statistical neighbours and the national average.
- However, this is changing quickly and significantly. **Requests for new EHC Needs Assessment increased by 40% between 2019 and 2023 and over 90% of all initial requests convert to assessment.**
- This has contributed to compound annual growth in the number of EHC Plans of 13% p.a. since 2018 (9.9% England, 11.5% similar areas) and, should this trend continue, the projected number of children and young people with EHCPs in 2026 will be almost 3,500 – an increase of over 40% from 2023.
- The system’s growing reliance on statutory support is also reflected in the views of surveyed parent carers – **68% believe that children and young people are required to have a diagnosis before they can access the support they need and 80% agree that an EHC Plan is the only way for children with SEND to access support.**
- Although professionals’ views differ substantially from this (less than 10% agree that a diagnosis and plan are required to access support) **only 58% agree that if an EHC Plan is declined, other support is put in place around the child.**
- In addition, the statutory process in Newcastle appears to be a ‘one way street’, with the Plan ‘graduation’ rate (when Plans can be ceased as needs are met) one quarter of that in similar areas and the re-integration rate (from specialist to mainstream settings) one tenth.
- With the education estate operating at full capacity, there is an increasing dependence on independent and non-maintained school (INMS) placements which are often at greater distance and cost.



*“It seems that currently, without an EHCP, there is little help” – SENCO, mainstream secondary*

## 2. Some of this escalation can be avoided by identifying and meeting needs earlier (a)

- SEN Support rates for Early Years have historically remained higher in Newcastle compared to the national average, which could indicate that needs are being identified earlier. The diagnostic identified multiple instances where this was the case – for example, some cases reviewed highlighted the strength of the Early Years offer in Newcastle which, when deployed on a timely basis, can lay the foundations for strong partnership working around the child and family over the course of their SEND journey.
- The case reviews also highlighted that most cases have clear outcomes recorded, and that the strengths of the child or young person were evident in the case information. There were also some strong examples of creative practice and strong partnership working, which delivered good outcomes for the child and family.
- The diagnostic also identified opportunities to further strengthen early identification and intervention to benefit all children and young people. In 72% of cases reviewed, professionals agreed that there were opportunities to intervene sooner or differently to reduce or prevent the child or young person's needs from escalating. In 100% of those cases, professionals felt that the intervention that could have made a difference already exists locally, but that these were not deployed at the right time either due of lack of capacity or lack of joined up working.



## 2. Some of this escalation can be avoided by identifying and meeting needs earlier (b)

- In addition, only 40% of parent carers who responded to the survey reported that their child's needs were identified early and 58% of professionals and 68% of parent carers considered that children and young people don't receive the right support at the right time.
- The case reviews highlighted some examples where needs were not identified on a timely basis, and professionals noted that the needs of the child or young person in discussion were not always clear, which presented a key barrier to the identification and implementation of appropriate and timely support.
- This was echoed by observations of key decision-making processes and subsequent discussions with panel members, who noted that there are at times inconsistencies in the clarity and detail of evidence submitted to panel with regards to children and young people's level of need which in turn impacts the ability to embed effective support based on evidence. And in fact, nearly 30% of surveyed professionals don't think that there is a clear link between the support package requested as part of statutory processes and the desired outcomes for the child or young person.
- This points to a clear opportunity to **embed existing tools like the Descriptors of Need (DoN) more systematically across the system** to support professionals to see understand and see needs earlier, and to ensure consistency and a common language when identifying and describing needs.

*"There needs to be more strategic support at prevention and early identification levels"*

Educational Psychologist

60%

Parent carers who think their child's needs were not identified early enough

58%

Professionals who think that children & young people don't receive the right support at the right time

*"If the DoN were used consistently, it would help us to have a common language to talk about needs"*

Headteacher, special school

## 2. Some of this escalation can be avoided by identifying and meeting needs earlier (c)



### Case example

Tristan\* is 10 years old and is currently not in school. When he was younger, he was described as having a good sense of humour and being a child who was keen to please and who responds well to praise. He was also very independent and liked to use the air fryer to make his own food. In Year 4, Tristan was identified as having SEMH primary need, ADHD as well as cognition and learning delays. In the same year, he was also referred to Social Care under Section 17 (Child in Need).

Shortly after identification, Tristan's needs escalated as he was struggling to regulate his emotions and injured fellow pupils. As a result, mum decided to move him to a different primary school where he struggled to adapt, leading to a permanent exclusion. He currently has a draft EHC Plan and is awaiting a new Alternative Provision placement to support reintegration into education.

Professionals agreed that earlier Social, Emotional and Mental Health support at the first level of the graduated approach would have likely prevented Tristan's needs from escalating. In addition to this, earlier strength-based conversations with mum, through a coordinated multi-agency approach, could have helped to build the family's confidence in how Tristan's needs were understood and met by different agencies and across settings.

- In all cases reviewed, professionals agreed that **the interventions that could have made a difference already exist locally, but that these were not deployed at the right time either due of lack of coordination or missed opportunities to deliver effective joined up working**. This included, for example, earlier and more consistent alignment with between Social Care, the educational setting and the Council's SEND Services to ensure a holistic approach to needs assessment, earlier engagement with the family through the Early Help service and embedding robust early planning processes to support phase transitions.
- The case reviews identified that there is an opportunity to strengthen how **Social, Emotional and Mental Health (SEMH) needs are identified, understood and met**. Reviewers highlighted that needs could have been prevented from escalating in 100% of cases involving children with SEMH primary need compared to 72% on average. From these cases, there were several examples in which professionals felt that the child's behaviour was the result of unmet need. A holistic approach to understanding the needs of the child and of the family through strengthened joint working with social care and trauma-informed practice within educational settings were identified as key opportunities.
- The opportunity to strengthen joint working was also highlighted by the survey results, which reported that only **61% of professionals and 33% of parent carers agreed that support from different agencies is joined up around a child or young person and their family**.
- The case reviews highlighted the need to strengthen a more holistic approach to needs assessments that considers and **meets the needs of the entire family alongside improved multi-agency working**, to foster sharing of knowledge and expertise across system partners. This is particularly important when a child has current or previous social care involvement.

# 3. And by building confidence across educational settings and parent carers in navigating the SEND system (a)

- The diagnostic highlighted a number of instances of innovative and inclusive practice across educational settings in Newcastle. **More than half of parent carers reported through the survey that their setting is inclusive of children with SEND, and some praised the school or particular staff for the support provided to their child.** The delivery of inclusive and innovative practice was also evident in some of the cases reviewed, with examples of schools adapting their practice and making thoughtful adjustments to meet the needs of children with more complex needs.
- This is reinforced by the **confidence reported by professionals about their knowledge of SEND processes** and the support available in Newcastle, with 91% of professionals considering they have a good understanding of the graduated approach and how it works.
- There is also an opportunity to ensure consistency across settings. **41% of surveyed professionals felt that mainstream schools struggle to meet the needs of children and young people with SEND** and of the 12 children attending a mainstream setting, professionals felt that **the support provided was inclusive in only 7 (58%)**.
- The case reviews highlighted scope to strengthen the confidence of educational settings in identifying needs earlier and more consistently. **The Descriptors of Need have significant scope to support this if they can be brought into practice and consistently embedded as evidenced by the two Fast Forward trials.**
- Transition phases - particularly phase transfers from primary to secondary – were also identified as a key pressure point. **53% of parents feel that their child or young person has not been supported during moves between schools**, which is echoed by direct feedback from children and young people about how challenging this period is. Case reviews attributed the **transition from primary to secondary school as a pivotal factor leading to an escalation in the level of need** in 5 (42%) of the relevant cases.



## Case Example

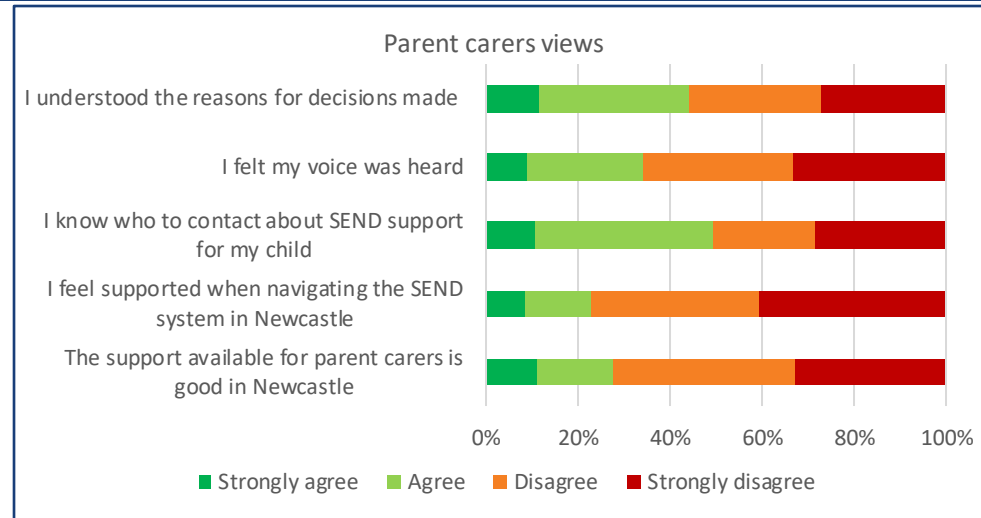
One school adapted to meet the complex needs of a child with MLD and significant speech & language difficulties. He is also significantly behind ARE. School invested in Occupational Therapy 3 times a week from an early age, and Speech & Language Therapy. They were coordinating support for his needs by having regular multi-disciplinary SEN meetings and positively, the child is showing progress.

*“Teachers in mainstream should be given more opportunities to spend time in specialist provisions, to observe and collaborate with staff who have more experience working with a range of SEND”*  
SENCo, mainstream secondary

*“My child's additional needs were well supported at primary and a diagnosis was not needed, although they were seen by SENDOS. At secondary they are struggling with the rigid and inflexible sanctions”*  
Parent carer

# 3. And by building confidence in educational settings and parent carers in navigating the SEND system (b)

- Parent carers who responded to the survey were complimentary about specific services and initiatives, and most are positive about their child's setting and school staff.
- However, many lack confidence in the SEND system and its ability to support their child, which is directly contributing to requests for additional support. **The majority of surveyed parent carers report that a diagnosis and/or EHCP were required to get their child the support they need.**
- Case reviews highlighted that **in all 6 cases where special schools placement was considered or allocated, professionals felt that parental preference was the main driver** for this decision. In two thirds of these cases, professionals judged that a special school placement was not in the child's best interests and that their needs could and should have been met in a mainstream setting.
- There is an opportunity to build the confidence of parents and carers in how to navigate the SEND system to make use of the range of support available before requesting statutory support. **Only 25% of surveyed parent carers report that getting the right support has been clear and straightforward** and only half say that they know who to contact about SEND support for their child. Only 15% of surveyed parent carers use the Local Offer regularly, which most parent carers report is difficult to navigate.



*"The school and parents do what is best in their power but without a diagnosis it can be challenging"* - Parent Carer

*"He is far too able for a specialist school, but we consulted them due to parents' preference"*  
- SEND Caseworker

*"I would like to see the implementation of joint meetings between parents, teachers and involved professionals (and the young person, depending on age and capacity), where support could be discussed thoroughly and realistic, purposeful outcomes could be co-constructed"* - Educational Psychologist

# 4. Some conditions for success are already in place and, with a clear plan and view of what is working, the focus can shift to delivering a coherent programme of change work

Leaders in Newcastle have co-produced a clear vision for the system and an ambitious programme of work, and many of the foundations for successfully delivering change appear to already be in place:

- **The partnership has developed a SEND strategy setting out a clear shared vision.** This is reflected in the high confidence levels across professionals - 80% agree that there is strong system leadership in Newcastle, 85% are clear on the vision and 82% feel that their organisation's plans align well with others.
- **There is a wealth of support and services across the city,** and recent work undertaken by the Partnership demonstrates that the system knows itself and the challenges it faces. The work to improve consistent identification of need, strengthen inclusion practice, the introduction of the new SEMH service and the transition planning process review being some clear and recent examples.
- The diagnostic has also demonstrated that there is a **strong awareness of the case for change** and the desire to drive improvements for families has been evident across partners.

Based on these foundations, the strategic focus can now turn to change delivery – re-evaluating the changes that will make the biggest difference and setting up for success. A stronger capability to learn what is working will be critical in ensuring a continued focus on the right change work.

The next section turns to the change priorities that these findings suggest will have the greatest impact for children, young people and families, and in ensuring sustainability.

*“As a council we have quite a lot to offer and from a personal point of view all the services work closely together”*  
Specialist Learning Support Assistant



*“I think there is some very good provision out there with potential for excellent impact (such as new SEMH team)”*  
Headteacher mainstream primary

## 4. Opportunity areas



# The diagnostic review identified five opportunity areas to deliver positive and sustainable change in Newcastle

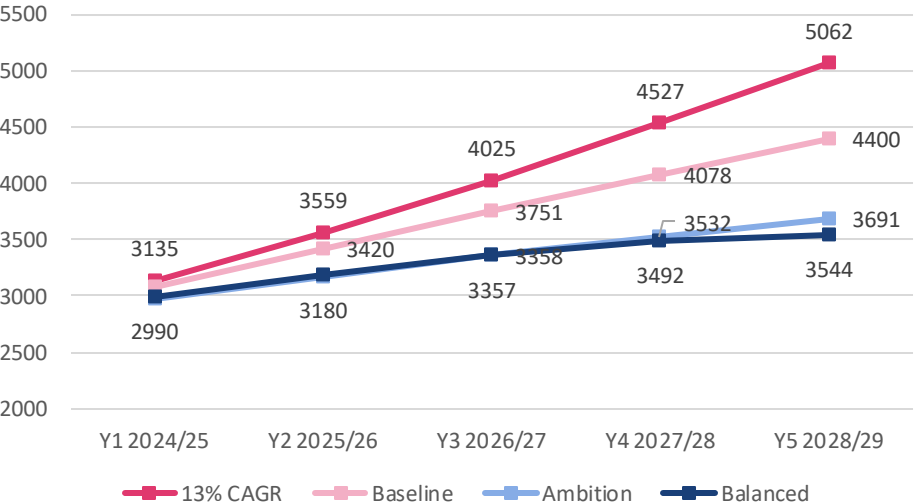
This process has identified five actionable opportunities to improve the experiences and life chances of children and families and re-balance the system towards preventative action and sustainability.

Priority	Opportunity	Trajectory impact
<b>1. Better connecting professionals and parents with early help</b>	Mitigate the reach for the statutory process by strengthening access to the early advice function to better support early identification of need and leveraging the services already available through the local offer.	<b>Reduce the need for EHCNA Requests</b>
<b>2. Fully exploring all support alternatives</b>	Establish new ways of communicating with parent carers and involved professionals to fully explore alternatives to meeting need than through the statutory process.	<b>Reduce the need for plans</b>
<b>3. Maximising opportunities for mainstream education</b>	Support new practice and decision-making at key review and transition points to build confidence that need can be seen and met in mainstream settings where possible.	<b>Mitigate the need for specialist placements</b>
<b>4. Maintaining ambition</b>	Design and model reintegration practice and processes for pupils who will benefit from a supported move into a setting which maximises their independence and life chances.	<b>Improve 'flow'</b>
<b>5. Primed Performance</b>	Put in place learning mechanisms so that the impact of changes can be evidenced and celebrated, and programmes managed based on what is working	<b>Evidence of progress and what works</b>

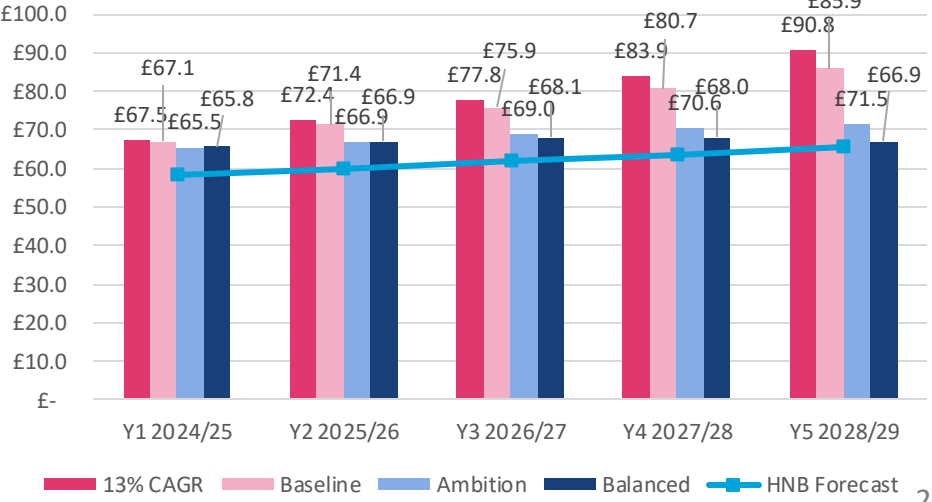
# The scenarios, including a worst case, highlight the imperative

Four scenarios have been modelled as part of the trajectory workstream. The 13% CAGR shows the cost and activity implications of need and provision continuing to rise at the rate seen since 2020 – a ‘worst case’ scenario. A ‘baseline’ scenario maps out the most likely change in activity and spend if no further transformation takes place. The main scenario is the ‘ambition scenario’ which reflects the system’s proposed level of ambition when compared to the baseline. Finally, a ‘balanced budget’ scenario has been created which demonstrates the level of change (shift in activity) required to return to a balanced budget during the 5-year period of the trajectory model.

Number of plans over modelling horizon



HNB Spend over modelling horizon



# These scenarios show the level of change required to achieve a sustainable budget

Summary	Baseline	Ambition	Balanced
<b>Total HNB spend Year 5</b>	£85.9m	£71.5m	£66.9m
<b>Plans Y5</b>	4,400	3,691	3,544
<b>CAGR (13% trend)</b>	9.8%	6.0%	5.1%
<b>Request rates</b>	Small rise	Static	Reducing
<b>Request conversion</b>	86%	75%	Reduces to 70%
<b>Assessment conversion</b>	91%	80%	Reduces to 70%
<b>Reintegration and placement mix</b>	Stable	Reductions in Independent and Non-Maintained Special Schools increasing to 30 p.a. by Year 5	Reductions as in Ambition, with additional reductions in EOTAS and bespoke packages

## Ambition Scenario

Education, Health and Care Needs Assessment (EHCNA) requests remain static over 5 years – driven by a renewed information and advice offer alongside improvements in access to therapies, ensuring that need is seen and met earlier. Changes to panel practice lead to a reduction in the proportion of EHCNA requests progressing to full assessments and plans; whilst ensuring that where an EHCP is not the most appropriate response, need is seen and responded to appropriately, outside the statutory process. Reintegration and efforts to reduce escalation into specialist provision create capacity in special schools to return pupils from Independent and Non-maintained settings. Non-Placement spend is maintained in line with the Baseline scenario.

## Balanced Budget scenario

A theoretical scenario demonstrating what would be required to return the service to a balanced budget by Year 5. In this scenario, requests reduce over time to 2021 levels, whilst only 70% of those requests convert to assessments and, in turn, 70% of those to Plans – levels that have not been achieved in Newcastle since EHCPs were first created in 2014. Meanwhile, efforts to restrict non-placement budget lines in the HNB mean that it remains level in Year 3 – 4 and reduces in Year 5 by 3.0%.

# The opportunities were validated with system partners at the Partnership Ambition Workshop on 6<sup>th</sup> March

A Partnership Workshop took place on 6 March with around 50 SEND leaders / practitioners from the Local Authority, education and health. **The aim of the session was to reaffirm commitment to the ambition set out in the SEND Strategy and consider how delivery of this ambition can be enhanced in light of the findings from the High Needs review.**

## During the session, attendees:

- Reviewed the ambition and priorities and the current context
- Reflected on the findings of the diagnostic activity and the opportunity areas identified
- Considered how to best realise these opportunities as a partnership
- Reflected on the conditions for success required to continue delivering the ambition

## Session outcomes:

- Consensus around the case for change and understanding of the options to deliver this change
- Agreement on the findings of the diagnostic and the opportunities / priorities identified
- Commitment to work together on the change design and delivery

*"I came into the session today thinking it was all going to be 'doom and gloom' but I'm now leaving feeling much more positive about the opportunities we can work on together"*

Workshop participant

# The Partnership agreed that the change delivery plan, infrastructure and capacity are key areas for further focus to deliver on these opportunities

- During the workshop, the opportunity was taken to poll for views on how ready the partnership is to deliver a body of change work
- While subjective, this provides an additional perspective that some conditions for success are stronger and some still require strategic attention
- In line with observations from this project, the prevailing view was that leadership and the vision are more mature while the change delivery plan, infrastructure and capacity are key areas for further focus

## Conditions for success

Please rate where you believe we stand on these factors, on a scale from 1 – 10 (10 = no room for improvement)



# Two Fast Forward trials were initiated to test and build confidence in new ways of working

Further details about the activity, findings and recommendations can be found in Appendices 9 and 10.

1

## Strengthening panel practice



### Aim of the trial

- Supporting quality, consistency and strength-based decision-making at the EHC Panels through the use of Applied Behavioural Science
- Strengthening transparency and communication with parent/carers and with educational settings about the basis of decision-making
- Supporting parent/carers and educational settings to access support outside of the statutory process where appropriate
- Supporting a reduction in the number of decisions that result in tribunals, through better alternative support for schools and families and improved parent / carer confidence

2

## Strengthening reintegration practice



### Aim of the trial

- Work with SEND professionals and a small number of specialist settings to identify a group of children and young people that may benefit from a supported move into a mainstream setting, demonstrating the opportunity identified through the diagnostic in practice
- Trial the use of the Descriptors of Need tool to support consistent identification of need and support, evidence the value of the DoN and consider how they can be embedded into practice to achieve maximum impact
- Work with schools and SEND professionals to devise a forward plan and a new approach and practice model for systematically identifying and actioning re-integration opportunities

## 5. Recommendations



# We are recommending a programme of long-term change that aligns to the SEND Strategy...

As part of this phase of work, the priorities in the SEND Strategy have been reviewed and aligned to the opportunity areas identified by the diagnostic in order to develop a single, coherent change plan.

This has identified 6 change activities that it is proposed should be the focus of the change delivery.

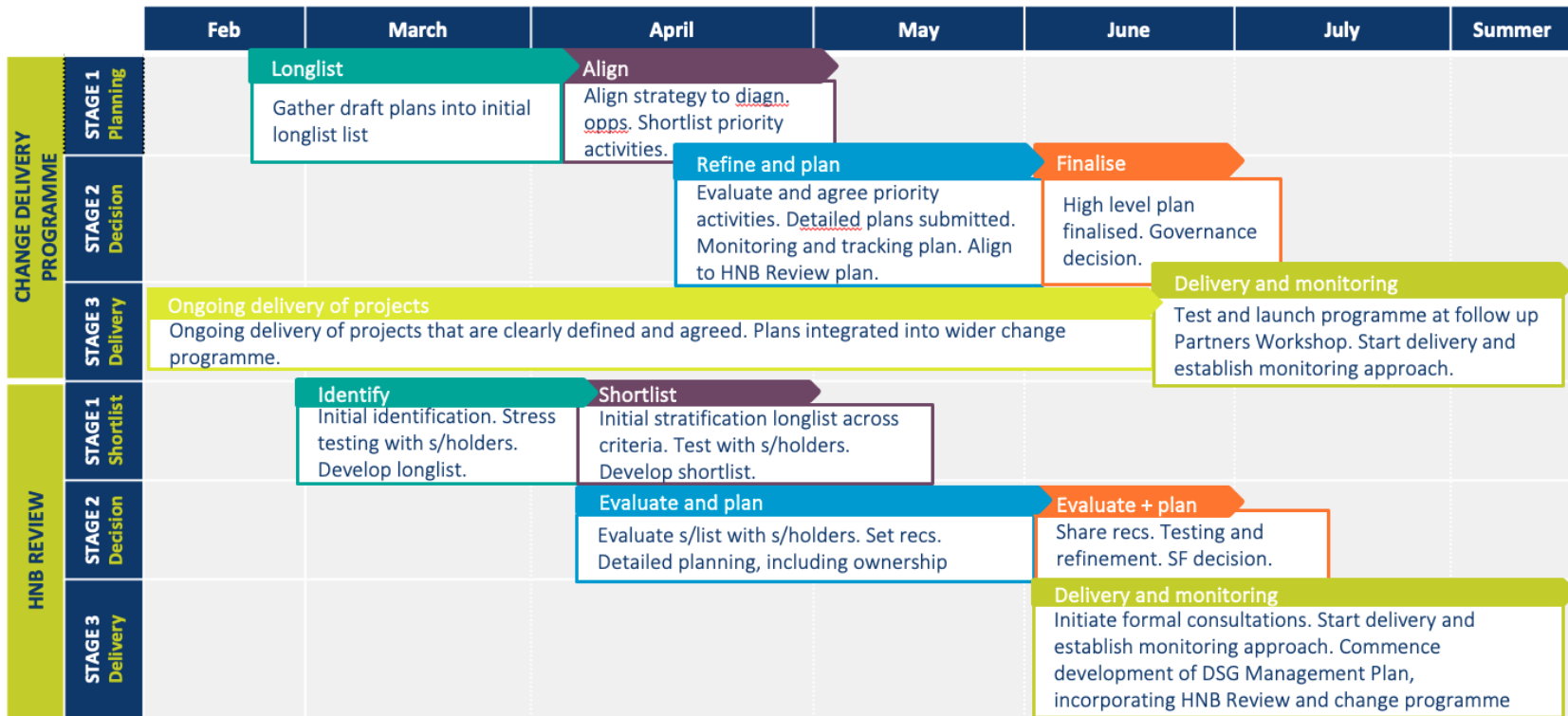
Some of these align to existing plans and work, some are new and some entail accelerating current plans and are set out in the table.

Further detail about each recommendation is set out in the following pages.

Diagnostic opp. area	SEND Strategy action	Priority change activity (12 months)	Focus	Lead	Trajectory impact
<i>Better connect professionals and p/c with early help</i>	1.2. 1.3. 1.4. 1.5. 2.4. 2.5.	<b>1. Descriptors of Need rollout</b>	Continue focused rollout of the DoN to support an earlier and more consistent understanding of needs, readiness to meet them, and to build parental confidence that needs are seen, and action is targeted.	Getting it right together	Reduce need for ECHNAs
		<b>2. Relational Local Offer</b>	Undertake a review and refresh of the Local Offer website and approach, with a view to redesign how Local Offer services and support are accessed by professionals and families	Voice	
<i>Fully exploring all support alternatives</i>	2.2. 2.5. 2.7. 2.8.	<b>3. Strengthen decision making practice</b>	Embedding strength-based principles into decision-making processes, supporting professionals to ensure the voice, strengths and long-term aspirations of young people are at the centre of assessments and decisions. Strengthening communications with families and edu. settings about the rationale for decisions made and facilitating access to alternative support.	Getting it right together	Reduce conversion of requests to plans
<i>Maximise opportunities for mainstream edu.</i>	1.1. 1.7. 2.9.	<b>4. Inclusion Quality Framework rollout</b>	Continue rollout of the IQF to strengthen inclusive practice across the City, with a focus on settings with high numbers of suspensions and exclusions.	Inclusion	Mitigate specialist placements
<i>Maintaining ambition</i>	1.8. 1.11. 1.12.	<b>5. Strengthen transition practice</b>	Collaborative re-design of transition processes and practice, based on strength-based working. Initial focus on phase transfer (primary to secondary) and reintegration (specialist to mainstream).	Getting ready for next steps	Improve flow
<i>Primed performance</i>		<b>6. Embed primed performance</b>	Putting in place learning mechanisms so the impact of the changes can be evidenced, and the programme managed based on what's working.	TBC	Evidence what works

# ...and to the High Needs Block review

Additionally, this phase of work also supported the development of the High Needs Block Review plan, aligned again to change delivery programme planning to ensure a coherent approach to both short and medium to long-term change delivery as shown below.



# 1. Targeted rollout of the Descriptors of Need with key cohorts of children and young people at key points of the SEND journey

The findings highlighted:

- An opportunity to strengthen earlier identification of needs in Newcastle.
- Ambiguity regarding levels of need, including in requests for statutory support, which can impact access and delivery of appropriate and timely support, resulting in avoidable escalation.
- An opportunity to support educational settings to embed consistency in how they see, talk about and meet need, particularly at key transition points.

*“We didn’t really use the DoN consistently before, but I think we should start. The review process made us think that we actually have a few other children that should probably be elsewhere”*

Deputy Head, Special School

With this in mind, Newcastle last year launched the Descriptors of Need (DoN) profiling toolkit to support earlier and more consistent identification of needs and appropriate support. Efforts are underway to embed the DoN more consistently into practices and processes and those schools that have embedded the use of the DoN consistently in their practice report that this has helped them understand and see needs earlier but this is not yet the norm across the City.

In this context, two educational settings trialled the DoN tool as part of this phase of work to test how it can support consistent identification of needs and support and strengthen and systematise reintegration practice and processes.

The trial demonstrated that the DoN are a helpful way to codify the needs of pupils, and that they provide a common language to understand and talk about needs and support. Both settings stressed that wider use of the tool could support better outcomes for children and young people.

It is recommended that, as part of the wider change delivery programme, Newcastle continues to target the rollout of the DoN with a focus on priority cohorts, including:

1. Children and young people in special schools who may be better supported in mainstream
2. New requests for EHC assessments – with an initial focus on high referring settings
3. Children and young people at risk of exclusion – with an initial focus on those educational settings with high numbers of PEX
4. To support conversations around transitions to ensure needs and appropriate support are identified and understood, including as part of placement consultation requests and phase transfers.

Additionally, the trial identified further opportunities to develop the DoN in the future by facilitating collection, manipulation and aggregation of individual level data to support evidence-based needs analysis at school, locality and City level. The digitalisation of the tool should be explored to support this.

*“It would be so useful if we received the DoN profile for pupils as part of the consultation process. It would make sure that we’re viewing and understanding needs in a consistent way between schools”*

Deputy Head, Special School

## 2. A reviewed and refreshed Local Offer to redesign how services and support are accessed by professionals and families

The findings from the work illustrate that:

- Many families and some professionals are turning to specialist services even when there are non-statutory services and support that could better meet needs
- There is currently limited awareness and use of the Newcastle Local Offer (LO) and there is scope to develop both the usability and content of the LO website. In fact, parent and carers rely on their child's educational setting to access SEND information and support much more than any other channel.
- There is an opportunity to bring the breadth of support across Newcastle into support conversations to better equip professionals and parent carers to understand and take action early.

Acknowledging these pressures and opportunities, Newcastle are well underway with plans to refresh the Local Offer website and approach to support professionals and families make the most of the support services available. Additionally, plans are being developed to establish a strategic multi-agency approach to deliver early support and interventions, including through weekly sessions via the Tree Hour EY Centre. The panel practice trial also highlighted that 'way forward' conversations with schools and families would help to strengthen understanding about the rationale for decisions made at panel and, crucially, they would ensure that alternative support is evidenced and accessed where this can better meet needs than through the statutory process.

It is recommended therefore that these opportunities are aligned into one plan with the aim of coordinating a coherent 'relational' Local Offer service that can be easily accessed by families and professionals through a number of avenues – including the website – but with a focus on relational opportunities that build confidence and trust with families. The key elements of the relational Local Offer are set out in the boxes on the right-hand side.

### Key elements of the relational Local Offer

1

**'Way forward' conversations** following panel decisions to ensure that schools and families understand the rationale for decisions made and to support development of and access to a clear way forward.

2

**A hub and spoke approach** drawing on expertise across the system, connecting to multi-agency networks, to provide parent/carers and professionals with information, early advice and local support options. This should be complemented by regular huddles for the professionals involved to provide peer support, challenge and learning.

3

**A refreshed Local Offer website** that is easy to navigate and drives the desired behaviours; regularly seeks and implements feedback of users; and is frequently used and referred to by children, young people, families and professionals.

# 4. Strength-based principles embedded across decision-making processes

The review diagnostic review identified, among many strengths, an opportunity to improve strength-based approaches to decision making to promote better outcomes for children, young people and their families. The findings highlighted that:

- Almost all requests received (over 90%) are approved for assessment compared to an average of 66% for statistical neighbours.
- Only 41% of professionals and 35% of parent carers felt that children and young people receive the right support at the right time.
- Only 28% of surveyed parents and carers reported that they understood what was happening next and why during the assessment process and that their voice was heard and only 34% understood the reason for decisions made at Panel.
- Only around 60% of panel members feel confident to make decisions during panel.

With this context in mind, a short trial was completed to test new ways of working with a focus on embedding strengths-based language and consistent structures to discussions; strengthening clarity on next steps and how these were communicated to schools and families; and ensuring that panels enable consistent multi-agency contributions as part of the discussions. While this work was only the start of the change journey, the feedback and outcomes gave confidence in how these new ways of working can help to crystallise strengthened decision-making processes and improved outcomes for children and families. Further detail about the trial and the findings are set out in the relevant appendix.

Based on the trial, it is now recommended that a next phase of work proceeds with a focus on:

1. **Embedding the discussion framework and prompts into all EHC panel discussions** to support efficiency, consistency and strength-based approach to decisions.
2. **Strengthening panel processes for recording actions, ownership and rationale for reasons made** by embedding the trialled process across all discussions.
3. **Reviewing panel evidence, paperwork and the application process**, aligning to the strength-based prompts to ensure consistency in the quality of the evidence submitted to panel. This should also encourage the submission of **Descriptors of Need** as part of statutory applications to ensure consistency in how needs are identified and discussed.
4. **Strengthening support and communications to schools and parent carers** around the Universally Available Provision, Local Offer and local support services available to children and young people with SEN in Newcastle to decrease reliance on the statutory pathway where this is not required. This should also be embedded through delivery of 'way forward' conversations.
5. **Impact monitoring processes** to track and assure the changes.

*"Quality dialogue about why decisions are made and having the right people sat round the table will make a huge difference" - Assistant Headteacher, Mainstream Primary School*

# 5. Focused rollout of the Inclusion Quality Framework to strengthen inclusive practice across the City

The review has highlighted that:

- Rates of permanent exclusions in Newcastle are significantly above national average and are continuing to rise.
- Nearly half of pupils excluded in Newcastle have additional needs.
- There is inconsistent inclusive practice across educational settings, which are seeing a small number of schools exclude a large number of pupils.

Acknowledging these pressures, Newcastle leaders have developed the Inclusion Quality Framework to support schools to review and reflect on their inclusive practice and set a standard that schools should work towards to ensure children and young people are as supported as possible to thrive within their setting.

As part of the change programme, continued rollout of the Inclusion Quality Framework is recommended, focused on key cohorts of schools including:

- Those embedding the Descriptors of Need into their practice (see recommendation 1) to ensure that there is an aligned understanding within educational settings about need levels and their ability and confidence to meet those needs.
- Those schools that have the highest referral to the Locality Inclusion Panel, and/or those schools with high levels of exclusion to strengthen their inclusive practice.

Sharpening the impact tracking mechanisms will be key to evaluating the effectiveness of the tool, and to build confidence in the next steps. This should consider:

1. Feedback from schools who have used the self-assessment tool about the process and how this has supported improvements in provision
2. Tracking of the type of additional support identified by schools who complete the IQF to develop a strategic understanding of key areas where further support is required.
3. Monitoring how the process helps to support better inclusion outcomes, including the number of suspensions and PEX.

*“More needs to be done to support schools to develop relational approaches to with young people – especially within the secondary sector where rigid behaviour policies negatively impact our young people”*

Educational Psychologist

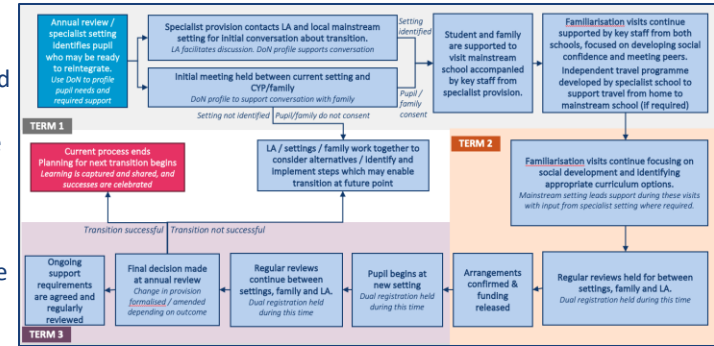


Professionals agreed that the graduated response had not been used before resorting to a permanent exclusion in at least one case reviewed.

# 6. Strengthened transition practice to ensure children and young people are supported in the right setting to meet their needs

The findings highlighted that:

- Phase transfers are a key point in children and young people's journeys that can lead to avoidable escalation of need in Newcastle, and many parent carers feel that their child wasn't well supported through the transition particularly from primary to secondary.
- Professionals consider that there are a number of pupils in Newcastle whose needs do not require and are limited by the high-level specialist support they are receiving and whose life chances and independence could be improved through a supported move to a mainstream setting. However almost no pupils are currently reintegrated.
- Placement decisions are often driven by parental preference, and parent carers' lack of confidence can at times lead them to request additional statutory and specialist support, especially at key transfer points.



These challenges are well recognised by the system, with a key action in the SEND Strategy to review the phase transfer process in order to better support families and professionals during transitions. Aligned to these efforts, a short trial was completed during this phase of work to review reintegration practice and devise a forward plan and a new approach and practice model for systematically identifying and actioning re-integration in the future. The trial identified 20 children across 2 specialist settings that could benefit from a supported move to a mainstream school. In addition, a proposed reintegration model was devised which trial participants believe can help strengthen and consolidate practice across the system whilst building confidence in professionals and families to undertake supported moves.

As part of the change programme, a continued focus on transition practice is recommended which includes:

- Embedding the DoN more consistently across transition practice, including reintegration and phase transfer meetings, to ensure needs are seen and understood in a consistent way between settings and to facilitate planning of appropriate support in liaison with families.
- A continuation of the work started during the trial following the recommendations set out in Appendix 10. This includes testing the reintegration model in practice with a small group of schools and children identified during the trial and iterating the model based on evidence of what works.
- Progressing plans to strengthen transition practice, and developing a phase transfer model and guide that standardises the process and builds confidence in professionals and families. This process should be underpinned by the Descriptors of Need and, wherever possible, the Inclusion Quality Framework to ensure clarity and understanding about individual need and the setting's ability and confidence in meeting those needs.

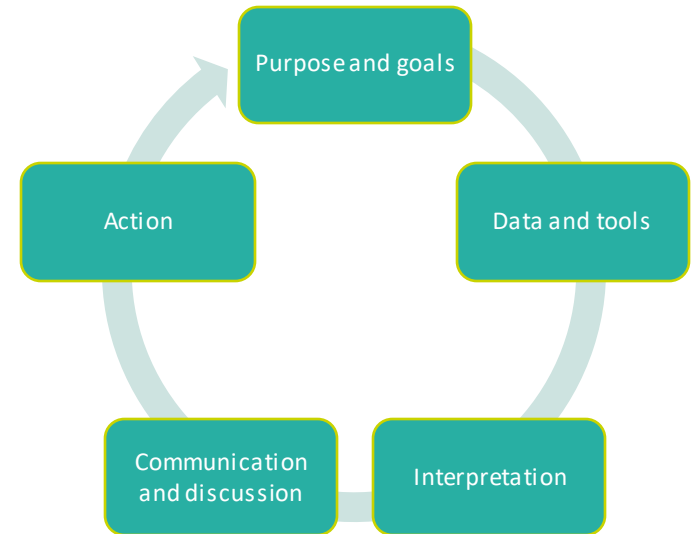
# 7. Robust learning mechanisms so the impact of changes can be evidenced based on what's working

Throughout the research and change design work with stakeholders across the local partnership, it was observed that Newcastle currently lacks a consistent understanding of how different initiatives are contributing to priority outcomes for children and young people, both at an individual case level and overall.

When introducing new ways of working like the ones recommended in this report, it is additionally important to know what is working. In IMPOWER's change work with other local areas, successful delivery has been underpinned by a learning routine which shows how the individual changes, as well as service performance, connect and contribute to the overall ambition as well as the use of resources.

We call this approach 'Primed Performance' and recommend this is embedded in Newcastle to ensure that there is 'one version of the truth' on system activity and costs, and that this is shared widely with staff across organisations. This will also evidence how each change and service is contributing to the ambition for children and young people and to financial sustainability. An effective governance and meeting structure should also be in place to monitor those contributions and inform agile decision making.

The SEND Strategy, aligned to the recommendations of this report, provide a strong starting point in that it establishes a clear and shared vision and set of outcomes to work towards. Partners should now focus on developing the datasets and routines that allow progress towards goals to be measured – including alignment of existing reporting routines – and integrate the trajectory modelling work undertaken through this project.

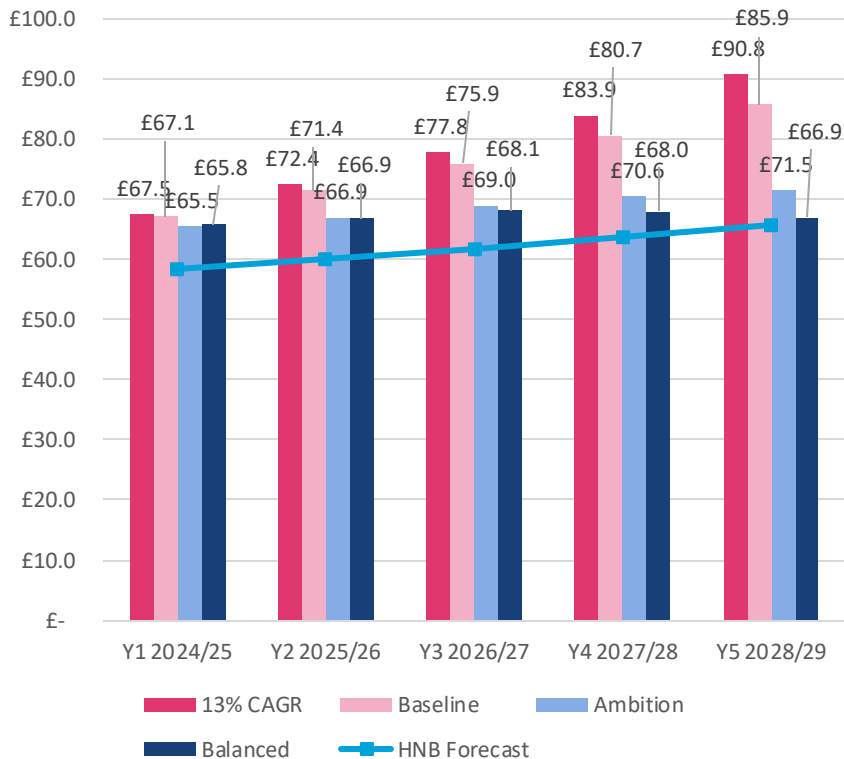


## 6. Next steps



# The case for change is pressing

HNB Spend over modelling horizon



- Newcastle has proactively commissioned this review because it has high aspirations for children and young people and wants to ensure that resources serve those aspirations to the fullest extent.
- This review has therefore focused on identifying ways to work differently to improve outcomes for children, young people and their families and to create greater value. It has highlighted a number of existing strengths within the system that should be built upon, as well as missed opportunities to see and meet need earlier which are leading to an increasing reach for statutory and specialist support.
- The DSG is projected to enter a cumulative deficit position next year and the cost of inaction or delay is close to 0.5m per month. Additionally, by the end of 2028/29, on the current trajectory, Newcastle will be supporting 4,400 plans, with HNB spend of £85.9m p.a. – far outstripping the anticipated growth in the High Needs Block to £65.7m. Placement spend alone would increase to £65.2m.
- This highlights the imperative to respond urgently and differently to need in Newcastle – seeing and meeting needs earlier to prevent escalation and creating ‘good savings’ that are focused on inclusion and achieving better long-term outcomes for children and young people in Newcastle.
- NCC leaders have developed a consensus with partners on the imperative and priorities for change – which the evidence indicates can mitigate the potential gap by £14.4m with successful delivery.
- Delivery is now key and given the complexity of the system this will require a sustained focus, strong and consistent co-production with stakeholder and a systematic approach to monitoring what is working.

# Proposed high-level change delivery plan storyboard

	Summer term	Summer	Autumn Term	Winter Term	Summer Term
<b>Rollout DoN</b>	<p>↑</p> <p>Focused trial</p> <p>Review recommendations &amp; plan id. identification of schools and cohorts</p>	Evaluate & plan	<p>Embed learning into plan for next steps of rollout</p> <p>Embed DoN into processes (EHC requests, placement consultations)</p>		
<b>Relational LO</b>	<p>Test way fwd meetings</p> <p>Plan website redesign</p> <p>Test EY Advice Hubs</p>	Evaluate & plan	<p>Relational LO continues</p> <p>Website redesign</p>		
<b>Strengthen decision-making practice</b>	<p>SBA trial EHC panel</p> <p>Review panel roles and ToR</p> <p>Review paperwork and comms</p>	<p>Amend processes and paperwork</p> <p>Communicate agreed changes</p>	<p>Embed changes &amp; review other panels</p> <p>Monitor impact</p>		
<b>Rollout IQF</b>	<p>↑</p> <p>Focused trial</p> <p>Review recommendations &amp; plan id. identification of schools and cohorts</p>	Evaluate & plan	<p>Embed learning into plan for next steps of rollout</p> <p>Monitor impact</p>		
<b>Transition practice</b>	<p>↑</p> <p>Initial conversations</p> <p>Review recommendations &amp; plan id. identification of schools and cohorts</p>		<p>Test reintegration model in practice</p> <p>Test phase transfer model in practice</p>		
<b>Primed Performance</b>		<p>Identify measures and data for Primed Performance, baseline data, reporting and create dashboard</p> <p>Monthly performance meetings and termly trajectory board meetings</p>			

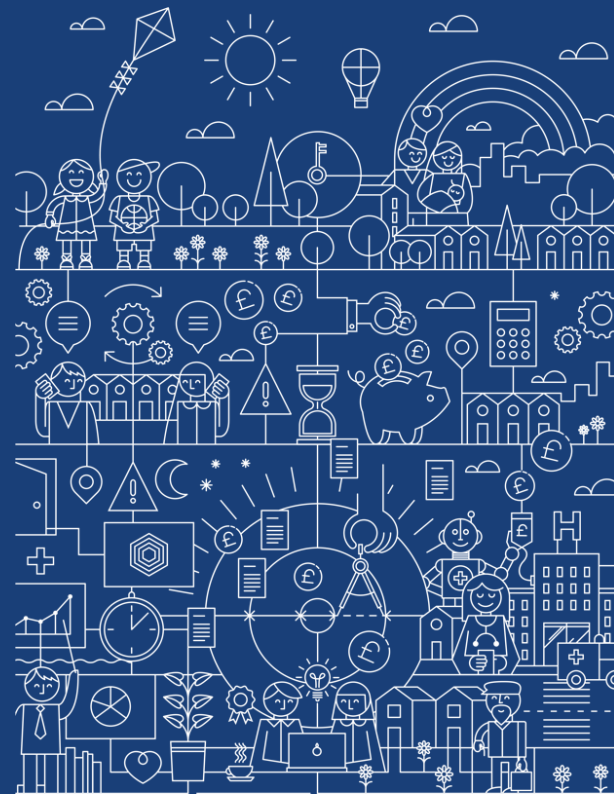
# Decisions and actions for consideration

Based on the findings and recommendations of the project, a number of decisions and actions are now required to ensure system ownership and progress:

1. **Shared agreement** of the recommendations, action plan and priority activities identified.
2. **Review and confirmation of programme governance arrangements.**
3. **Establishment of Trajectory Board** – to monitor what is working and connect the outcomes improvement activity with effective management of the High Needs Block (and in due course the DSG Deficit Management Plan).
4. **Organisation, management and delivery of the changes** – review and consider change and project management capacity, capability and infrastructure.
5. **Tracking and monitoring impact** – review and align tracking measures into one monitoring dashboard, develop primed performance approach including trajectory management processes and capability.
6. **Communication and engagement** – to introduce and mobilise the work and ensure successful co-delivery with system partners and parent carers.

## 7. Appendices

Appendix documents have been shared separately



# Appendices

Appendix	Deliverable documents	Description
1	<b>Data analysis and benchmarking</b>	Analysis of local and national data outlining key insights and trends about the SEND population in Newcastle. Where relevant, Newcastle data is compared to national average and statistical neighbours.
2	<b>Case reviews analysis</b>	Findings from the case review sessions.
3	<b>Survey analysis</b>	Analysis and key insights from the findings of the surveys for parents and carers and for professionals.
4	<b>Review of public-facing communications</b>	Applied Behavioural Science review of a selection of Newcastle's public facing communications. Outlines recommendations for communication improvements and proposed next steps.
5	<b>Panel observations</b>	Observations of key decision-making panel processes.
6	<b>Rapid review of inclusion practice</b>	Rapid review of inclusion practice. Includes set of additional opportunity areas to deliver positive impact and recommendations about next steps.
7	<b>Trajectories report</b>	Overview of the trajectories development process and key assumptions underpinning the baseline and ambition trajectories.
8	<b>Trajectory models</b>	Excel trajectory model (baseline and ambition)
9	<b>Panel practice trial evaluation report</b>	Overview of key activities, findings and impact of the panel practice trial. Includes recommendations for next steps.
10	<b>Reintegration practice trial evaluation report</b>	Overview of key activities, findings and impact of the reintegration practice trial. Includes recommendations for next steps.



# Notice

The Customer is responsible for determining whether the scope of the work we have been asked to carry out is sufficient for the purposes of this report.

It should be noted and it is expressly stated that no independent verification of any of the documents or information supplied to us has been made. We make no representation or warranty and give no undertaking as to the accuracy, reasonableness or completeness of the information contained in this report or any document or information supplied to us.

In this report we have assumed, having raised queries as we saw appropriate: that all of the information supplied to us was, when given and remains, true, complete and accurate and not misleading; that the documents we have examined are true, complete and accurate copies of the originals and that the signatures on those documents are genuine; that appropriate personnel at the Customer will have read the documents in case any such document reveals matters of significance which could only be identified by people with knowledge of the Customer's specific circumstances; and that no term of any agreement comprised in the documents received by us has been amended orally by the parties or by conduct or by course of dealing without our being aware of such a amendment. In addition, there may be agreements which are wholly oral of which we are unaware.

This report reflects the state of the Customer as at the date provided at the front of it. However, further information may be received, disclosures may be made or information identified which may change the position of this report after the date of it. We do not accept any responsibility or obligation to update this report, correct any inaccuracies or provide any further information which may become known to it after the date of this report.

This report is addressed to the Customer and is for their sole information and use in connection with the matter. We accept no responsibility for any reliance placed on this report for any purpose other than the matter or by any person other than the Customer. We shall not in any circumstances be liable to the Customer for any loss of profit or any other consequential or indirect loss (howsoever arising).

The contents of this report are strictly private and confidential and this report is being made available to the Customer solely on that basis. This report must not be made available; or copied, quoted or referred to (in whole or in part) without the prior written consent of us, provided that the Customer may disclose this report to those of its respective employees, directors and advisers who are directly involved in the matter. Neither this report, nor any right under it, is assignable.