



SPECIAL EDUCATIONAL NEEDS SUFFICIENCY STRATEGY OVERVIEW

April 2019



Norfolk County Council

1. Introduction	4
1.1 Context.....	4
1.2 Our sufficiency vision and the purpose of this document	4
2. The Norfolk SEND context.....	5
2.1 Population Data	5
2.2 Where Norfolk pupils with EHC plans are educated.....	6
3. The Voice of Families	7
3.1 Tribunals.....	7
3.2 The Voice of families	7
4. The Norfolk Specialist Provision Context – Needs Analysis	8
4.1 The continuum of special educational provision	8
4.2 Early Intervention – Specialist Resource Bases (SRBs).....	9
4.2.1 The current picture	9
SRB	9
4.2.2 Needs Analysis	9
4.2.4 SRBs – analysis and recommendations.....	
4.3 Special provision – cognition and learning	11
4.3.1 The current picture	11
4.3.2 Need.....	11
4.3.3 Cognition and learning special provision - analysis and recommendations.....	12
Special Provision -	13
Communication and Interaction needs / Autistic Spectrum Conditions	13
4.3.3 The current picture	13
4.3.4 Need.....	14
4.4.4 Communication and Interaction Early Intervention and Special Provision – analysis and recommendations.....	14
4.4 Special provision - social, emotional and mental health needs.....	15
4.4.3 Communication and Interaction Early Intervention and Special Provision – analysis and recommendations.....	
4.4.1 The current picture	15
4.4.2 Need.....	17
.....	18
4.5.3 SEMH Early intervention and special provision analysis and recommendations	18
Special Provision -	19
4.5 Early Years.....	19
4.6 Special Provision - Post 16	20

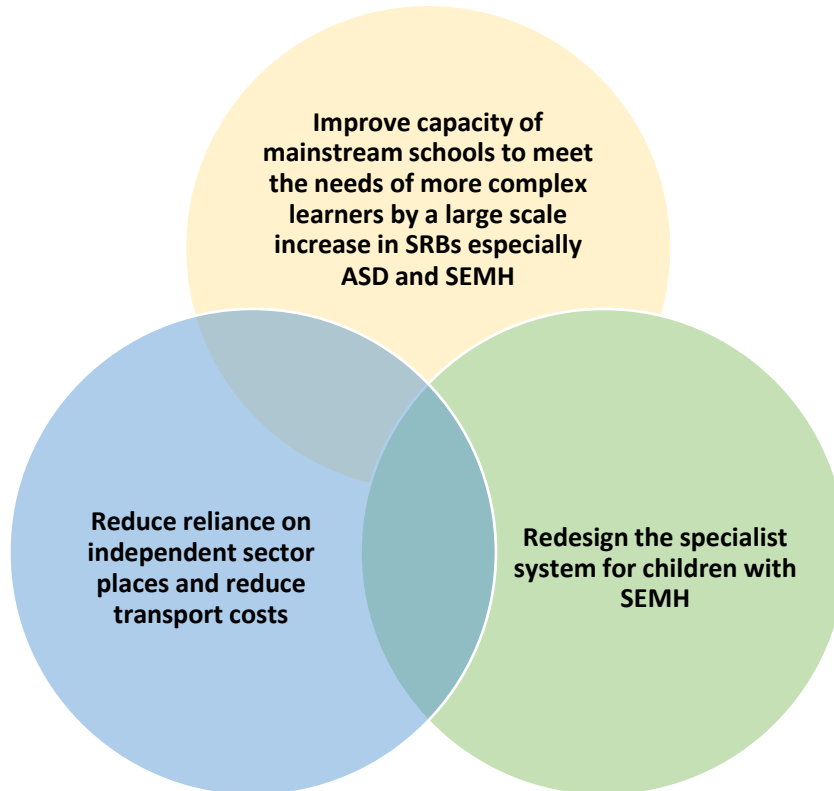
4.6.1	The current picture	20
4.6.2	Need, analysis and recommendations.....	20
5.	SEND Travel.....	21
5.1	Policy.....	21
5.2	Annual transport commitments by provision type.....	21
5.3	Analysis	22

1. Introduction

1.1 Context

Rising demand and budget pressures mean the current arrangements for specialist Special Educational Needs (SEN) educational placements is not financially sustainable in the long term.

This strategy comprises three central themes:



1.2 Our sufficiency vision and the purpose of this document

The cost-effective provision of high quality educational places is central to meeting the County Council's objective of ensuring inclusion and high standards of achievement for Norfolk learners with SEN. NCC is clear about what that provision is intended to achieve for children with SEN:

- Access to the most appropriate provision and placement, informed by ongoing accurate assessment of need and consideration of parental/young person choice
- Children and young people attend good or outstanding provision wherever they are educated
- Improved progress and achievement overall, narrowing the gap with peers
- Strong relationships and partnerships with a collaborative approach resulting in effective multi-agency support
- Joint commissioning of provision across education, health and social care to achieve holistic outcomes for cohorts and individual pupils.

This sufficiency strategy considers:

- the current Norfolk picture of the following provision:
 - State funded special schools, including 6th forms
 - Non-maintained special schools and independent schools, including 6th forms and independent specialist colleges
 - Alternative Provision
 - Local authority commissioned special units attached to mainstream schools, known as Specialist Resource Bases (SRBs)
- the place pressures currently within the Norfolk system and associated transport factors
- the relative priorities for additional non-mainstream provision and supply of places;

(Resourced provision or special unit provision in mainstream schools that is funded by schools' own direct budgets is not in scope of this strategy)

2. The Norfolk SEND context

2.1 Population Data

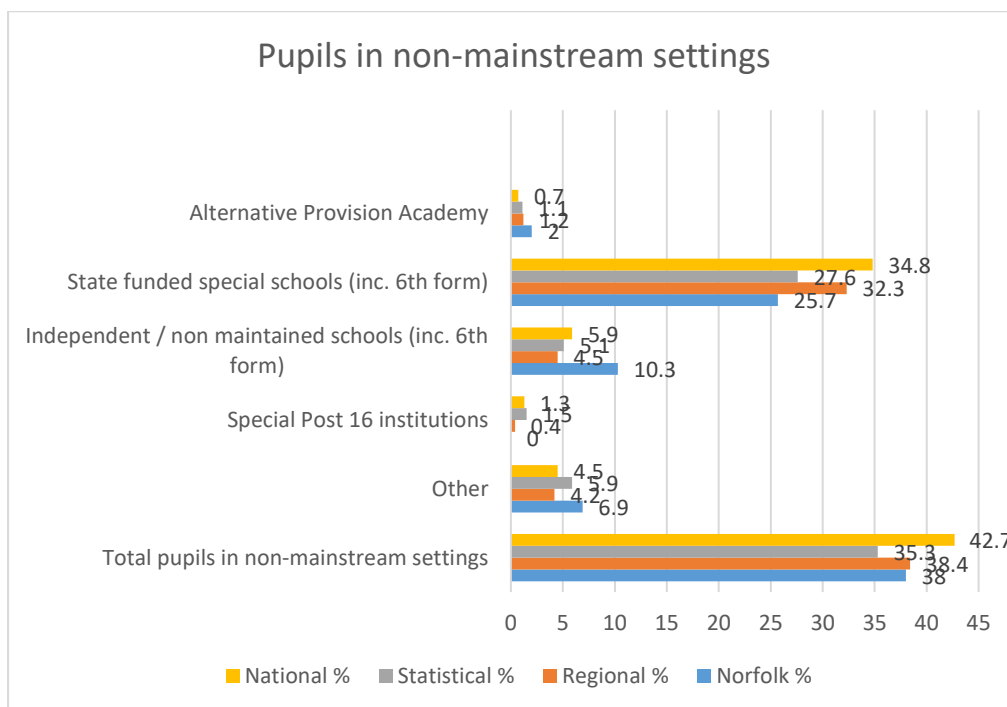
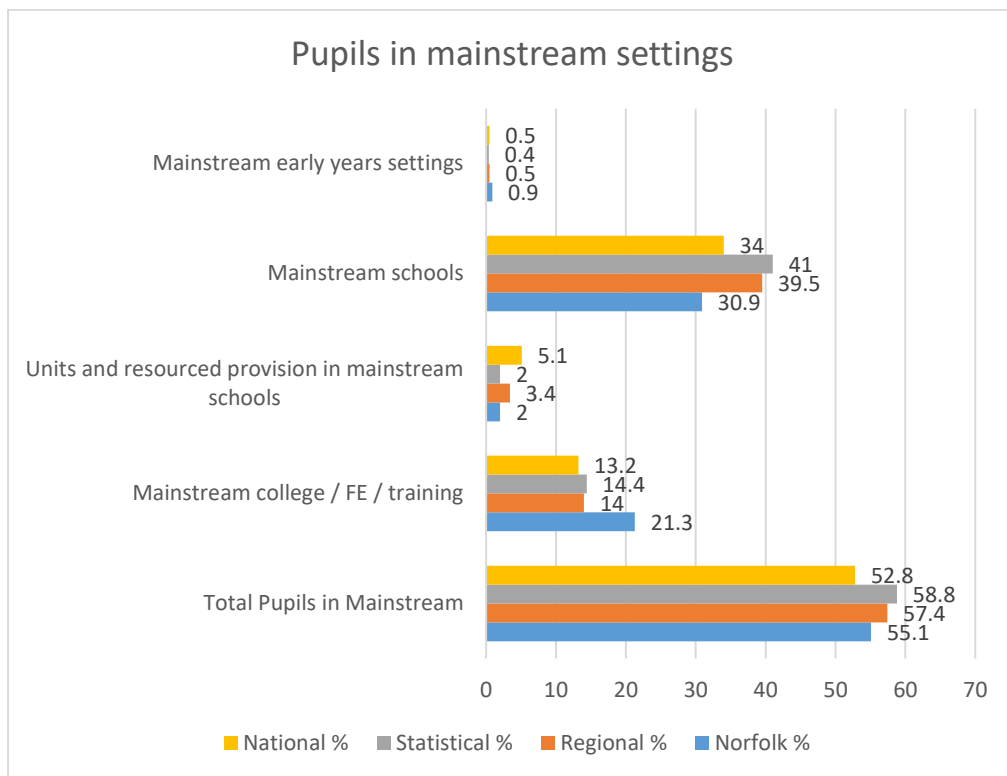
Area	Total pupils – school population only	Pupils with statements or EHC plans	%	Pupils with SEN support	%	Total pupils with SEN	%
National	8,735,098	253,679	2.9	1,022,537	11.7	1,276,216	14.6
Norfolk	120,380	3,702	3.1	15,058	12.5	18,760	15.6

Source: Special Educational Needs in England, Department for Education, Jan 2018

As at August 2018, total number of children with EHC plans in Norfolk 5,880; a further 860 children are in the EHCP assessment pathway.

By 2025, the Norfolk 0-25 population is forecasted to grow by 2.5% bringing the total to 278,600. The council is planning to build a further 20 schools by 2021 to meet the predicted rise in mainstream school places. It is reasonable to assume that the number of SEND learners requiring specialist provision will also rise proportionately. It is important therefore that future place planning development for learners with SEND accounts for future demographic growth rather than simply seeking to address current gaps.

2.2 Where Norfolk pupils with EHC plans are educated



Source: Statements of SEN and EHC Plans: England 2018, Department for Education

(The category of 'other' represents, for example, pupils who are not in education, employment or training (post 16 NEET), those whose parents are electively home educating etc)

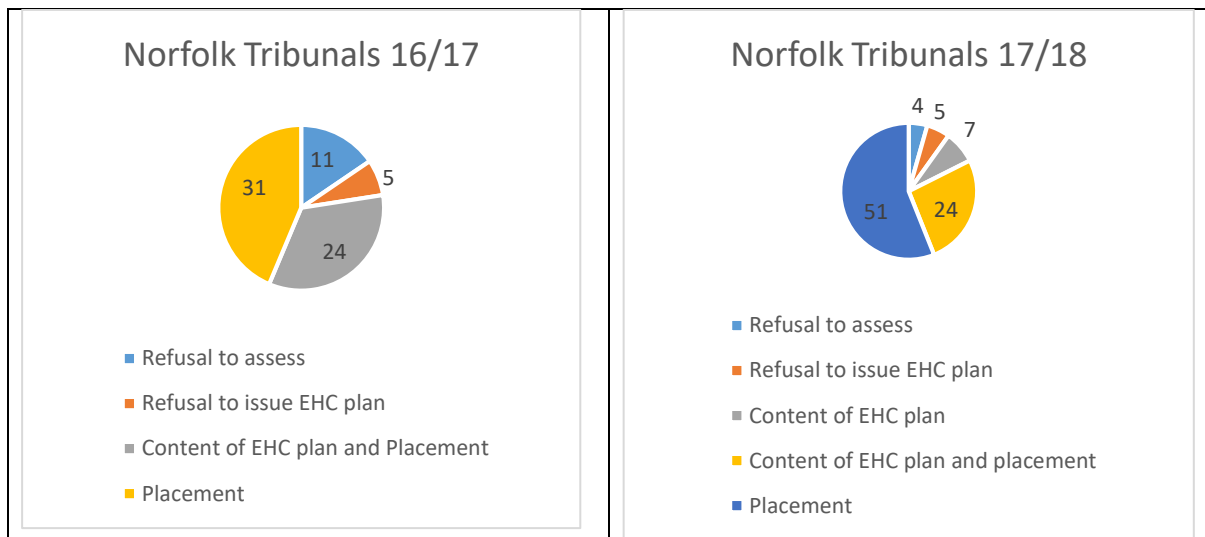
This tells us that:

- Norfolk has significantly more pupils with EHC plans in Alternative Provision (AP) and in independent and non-maintained settings (including 6th forms)
- Norfolk has comparatively lower numbers of pupils with EHC plans in mainstream settings
- Norfolk has fewer pupils in state funded special school provision.

3. The Voice of Families

There is a presumption of mainstream education for all learners with SEND, however Norfolk continues to experience increasing demand for placement in specialist provision from parents.

3.1 Tribunals



2016/17: 55 of the 71 tribunals lodged (77%) were entirely or partly because a specialist establishment had not been named in the EHC plan.

2017/18: 76 of the 91 tribunals lodged (84%) were entirely or partly because a specialist establishment had not been named in the EHC plan.

3.2 The Voice of families

Norfolk Local Offer Consultation September 2017:

“Exclusion of children with SEN due to no adequate provision”.

“Lack of long-term provision for children with learning difficulties who not meet the criteria for complex needs schools but struggle in mainstream”.

“Not enough places in complex needs schools for young children therefore they are often placed in unsuitable mainstream placements until they are older”.

“Significant gaps in school places for children who are neuro-diverse who find mainstream schools too difficult to cope

Norfolk SEND Sufficiency Strategy consultation March 2018:

“Norfolk lacks a supply of school places for these children as they cannot cope in mainstream school and need specialist education to allow them to thrive.”

“Norfolk is MASSIVELY lacking in places. More SRBs would be a massive help”.

“My son is due to start a SRB after a lengthy wait. He is one of the lucky ones. I feel this is an area which is in great need of extending and closer to children’s home. He is having to travel 45-50 miles a day. It is crazy”.

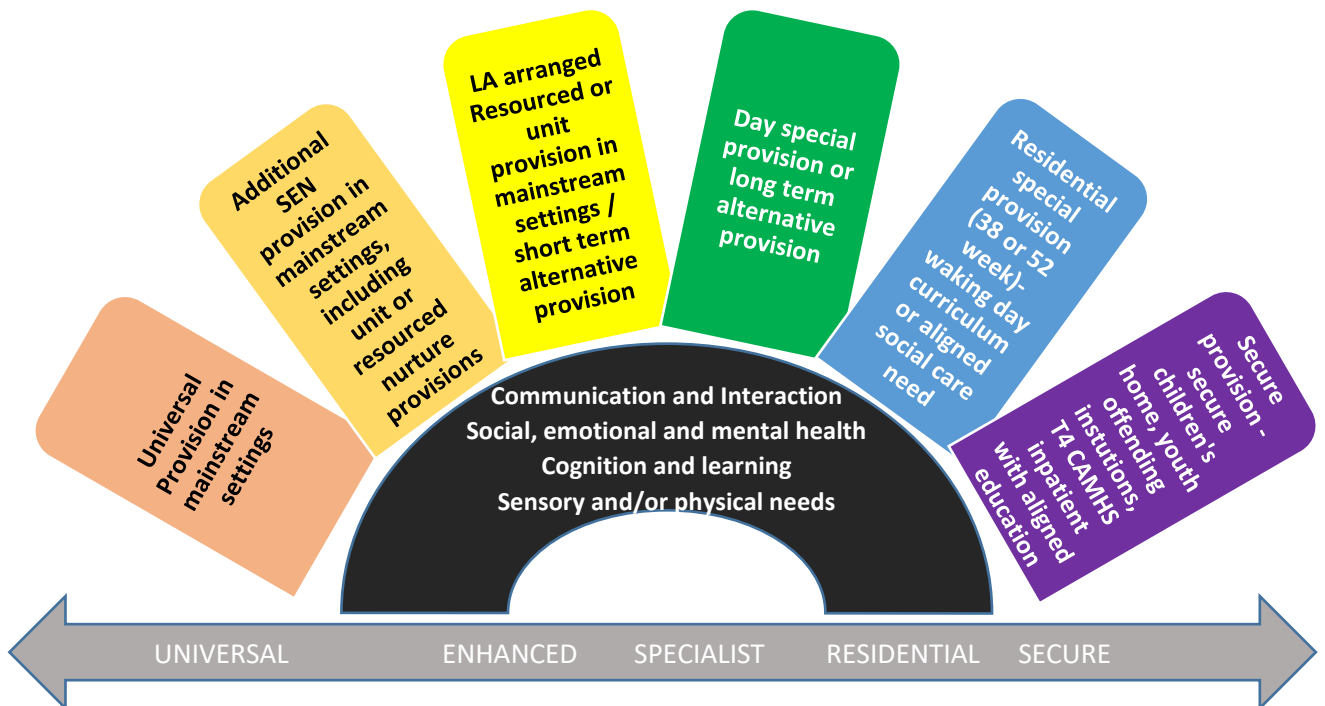
“Smaller environments work best for children with learning and sensory issues. Having them located in a mainstream school is a good option for many. There is a definite need for more special school places as well. My own child is in a mainstream even though it is not an ideal fit...Inclusion is not right for every child”

4. The Norfolk Specialist Provision Context – Needs Analysis

4.1 The continuum of special educational provision

The SEND reforms with its underpinning legislation champions the progressive removal of barriers to and general presumption of mainstream education for all learners with SEND.

This graphic shows the continuum of SEN provision within different types of establishment.



4.2 Early Intervention – Specialist Resource Bases (SRBs)

4.2.1 The current picture

SRBs are specialist units attached to individual mainstream schools. Children either attend on a permanent basis (ASD and Hearing Impairment (HI)) where they are on the roll of the school where the SRB is located. All other SRBs operate on a “turnaround” basis where children remain on the roll of their home school and attend the SRB part time over a duration of 2-4 terms.

SRBs are a key component of Norfolk’s Local Offer and of mainstream inclusion. They were established as part of the SEN Strategy approved by Cabinet in 2008 and implemented 2009-2012.

4.2.2 SRB Needs Analysis

Existing SRBs in Norfolk:

SRB	LA school or MAT	Type	Key Stage	Funded places	Notes
Primary SRB Broadland	LA	ASD	FS / KS1	10	Long term/permanent places
Primary SRB Norwich	LA	ASD	KS2	10	Long term/permanent places only
Primary SRB East	MAT	ASD	KS2	10	Currently accommodating 8 children due to building capacity
Primary SRB North	LA	ASD	FS / KS1 / KS2	10	Long term/permanent places only
Primary SRB North	LA	ASD	KS2	10	Long term/permanent places only
Primary SRB West	MAT	ASD	FS / KS1 / KS2	10	Long term/permanent places only
TOTAL ASD SRB PRIMARY PLACES FOR NORFOLK				60	
Secondary SRB Breckland	MAT	ASD	3,4	22	Long term/permanent places only
Secondary SRB Norwich	MAT	ASD	3,4	10	Long term/permanent places only
Secondary SRB Norwich	MAT	ASD	3,4	10	Long term/permanent places only
Secondary SRB North	MAT	ASD	3,4	12	Long term/permanent places only
TOTAL ASD SRB SECONDARY PLACES FOR NORFOLK				54	
Primary SRB Norwich	LA	DRB	FS / KS1 / KS2	12	Long term/permanent places only
Primary SRB North	MAT	SEMH	FS / KS1	10	Short term placements only
Primary SRB South	MAT	SEMH	FS / KS1	10	Short term placements only
Primary SRB West	MAT	SEMH	FS / KS1	10	Short term placements only
TOTAL SEMH SRB PRIMARY PLACES FOR NORFOLK				30	
Primary SRB Norwich	MAT	SLCN	FS / KS1	10	Short term placements and primary outreach
Primary SRB East	LA	SLCN	FS / KS1	10	Short term placements and primary outreach
Primary SRB North	LA	SLCN	FS / KS1	10	Short term placements and primary outreach
Primary SRB South	LA	SLCN	FS/ KS1	10	Short term placements and primary outreach
Primary SRB West	LA	SLCN	FS / KS1	10	Short term placements and primary outreach
TOTAL Speech Language Communication SRB PRIMAY PLACES FOR NORFOLK				50	
Primary SRB Breckland	MAT	C&L	FS / KS1 / KS2	8	Short term placements and primary outreach
Primary SRB Norwich	MAT	C&L	FS / KS1 / KS2	8	Short term placements and primary outreach
Primary SRB Norwich	LA	C&L	FS / KS1 / KS2	8	Short term placements and primary outreach
Primary SRB East	LA	C&L	FS / KS1 / KS2	8	Short term placements and primary outreach
TOTAL Cognition and Learning Needs SRB PRIMAY PLACES FOR NORFOLK				32	

87% of learners that received support from an SRB are still in mainstream schools

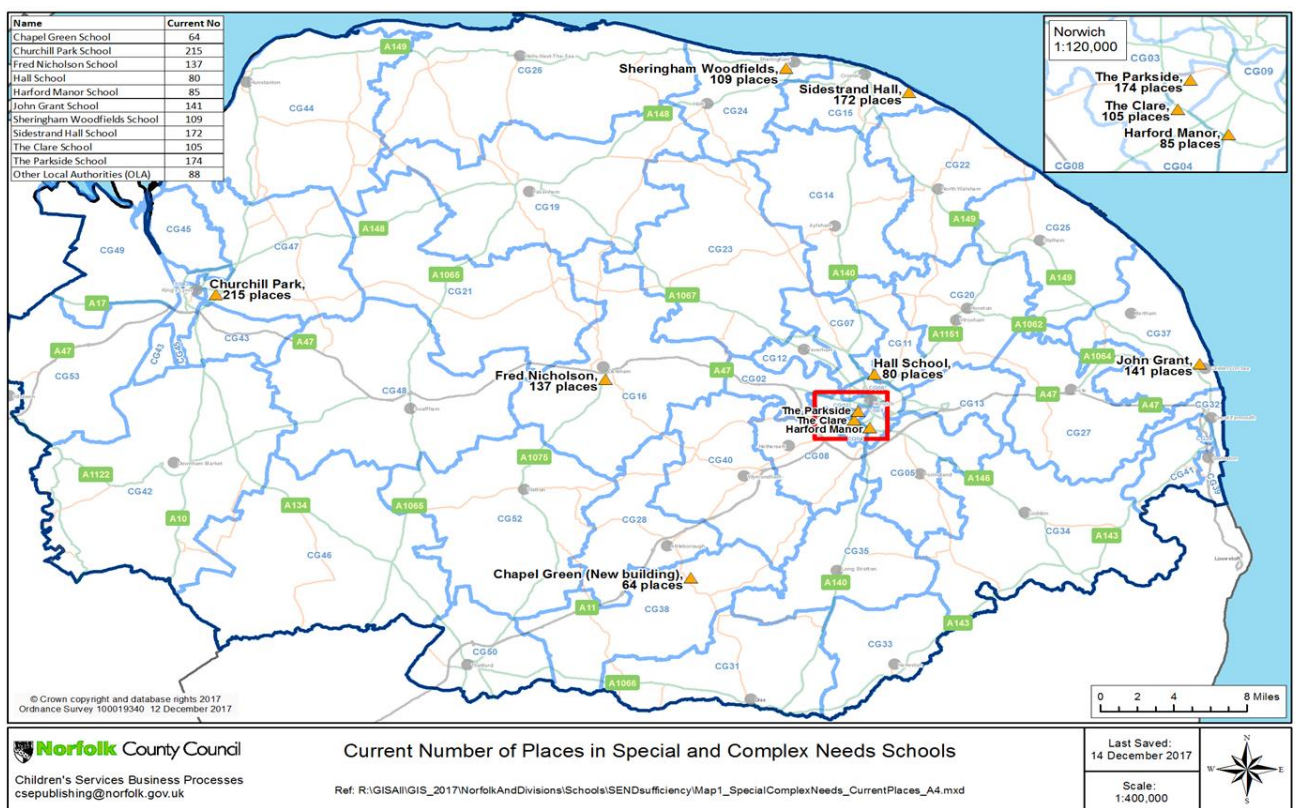
Data from the recent review of Specialist Resource Bases demonstrates SRB referrals are consistently high, with occupancy rates frequently at 100%, and children waiting for spaces. SRB's have proven successful in improving outcomes for children and young people with SEND.

4.3 Special provision – cognition and learning

4.3.1 The current picture

Norfolk has 9 state funded special needs schools with approximately 1300 places which cater for children with complex learning needs. No one school is uniform in its composition but broadly these schools are for children with learning difficulties (moderate to severe or PMLD) with associated, additional complex special educational needs (for example, speech, language, communication difficulties, autistic spectrum disorders, neurodevelopmental disorders, global delay etc.). The Clare school specifically caters for children with profound and multiple learning difficulties, sensory impairments (visual, hearing, multi-sensory) and physical disabilities. Sidestrand and Fred Nicholson also provide some 38 week boarding places on site as registered residential special schools.

All schools are judged good or outstanding by Ofsted, including residential components.

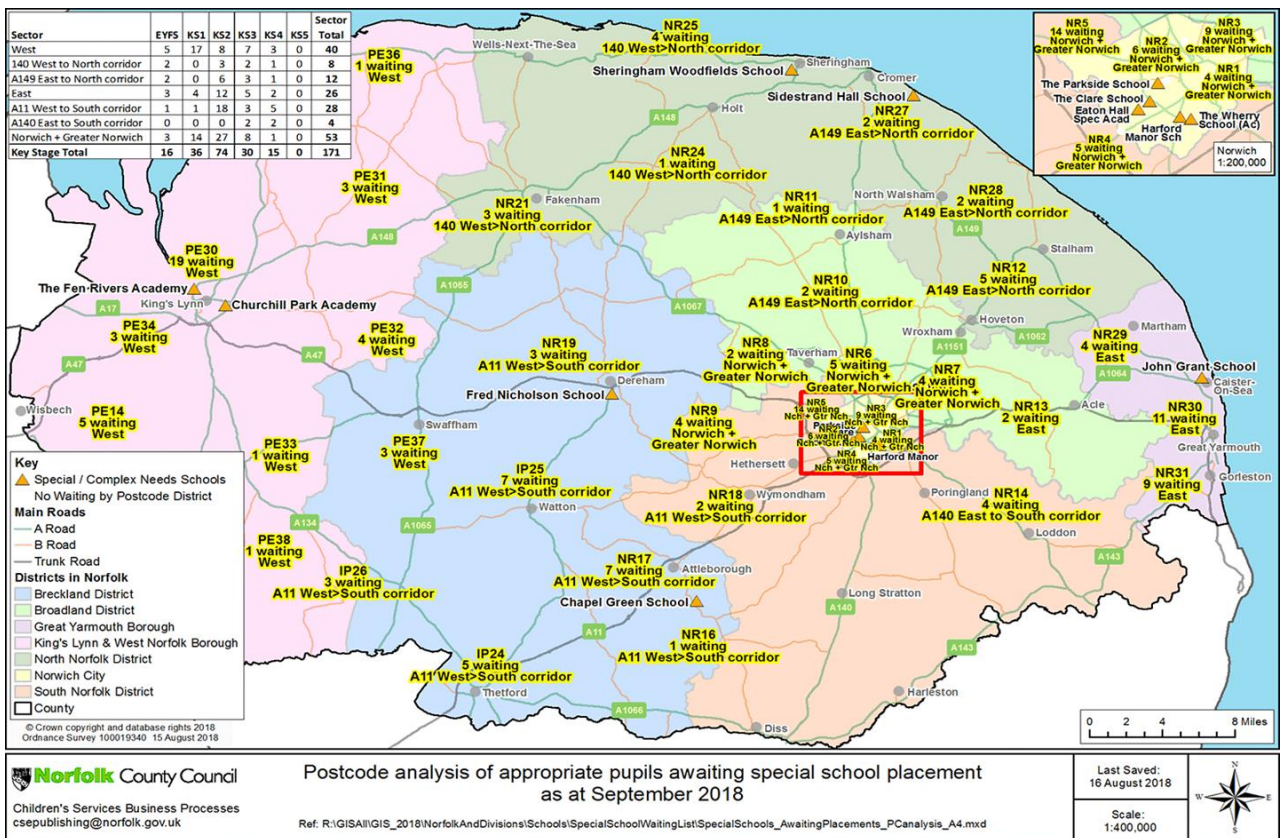


4.3.2 Need

Norfolk has seen a consistent increase in children assessed as appropriate for a special school.

- 2013, 1100 children attended special schools in Norfolk.
- From September 2018, 1340 will children attend special schools, a 22% increase of 230 places over a 4 year period, the equivalent of 2 new special schools.

As of start of academic year 18-19, there are 171 children in Norfolk where a parent expressed their right to a special school place where the local authority could not make a placement. The maps below show the relative geographical location of these children across Norfolk:



4.3.3 Cognition and learning special provision - analysis and recommendations

The greatest pressure for additional places is in Norwich but there are “pinch points” across all areas of Norfolk. Greatest demand for places is at KS2; transition points (i.e. Year 3, Year 7 are particularly acute) but there is also demand at year 5 as parents seek their expression early to secure a place for their child in readiness for secondary. There is an increased need for places at early years and KS1 to support successful mainstream reintegration as children will make more rapid progress earlier and can re-join their peers in local mainstream settings.

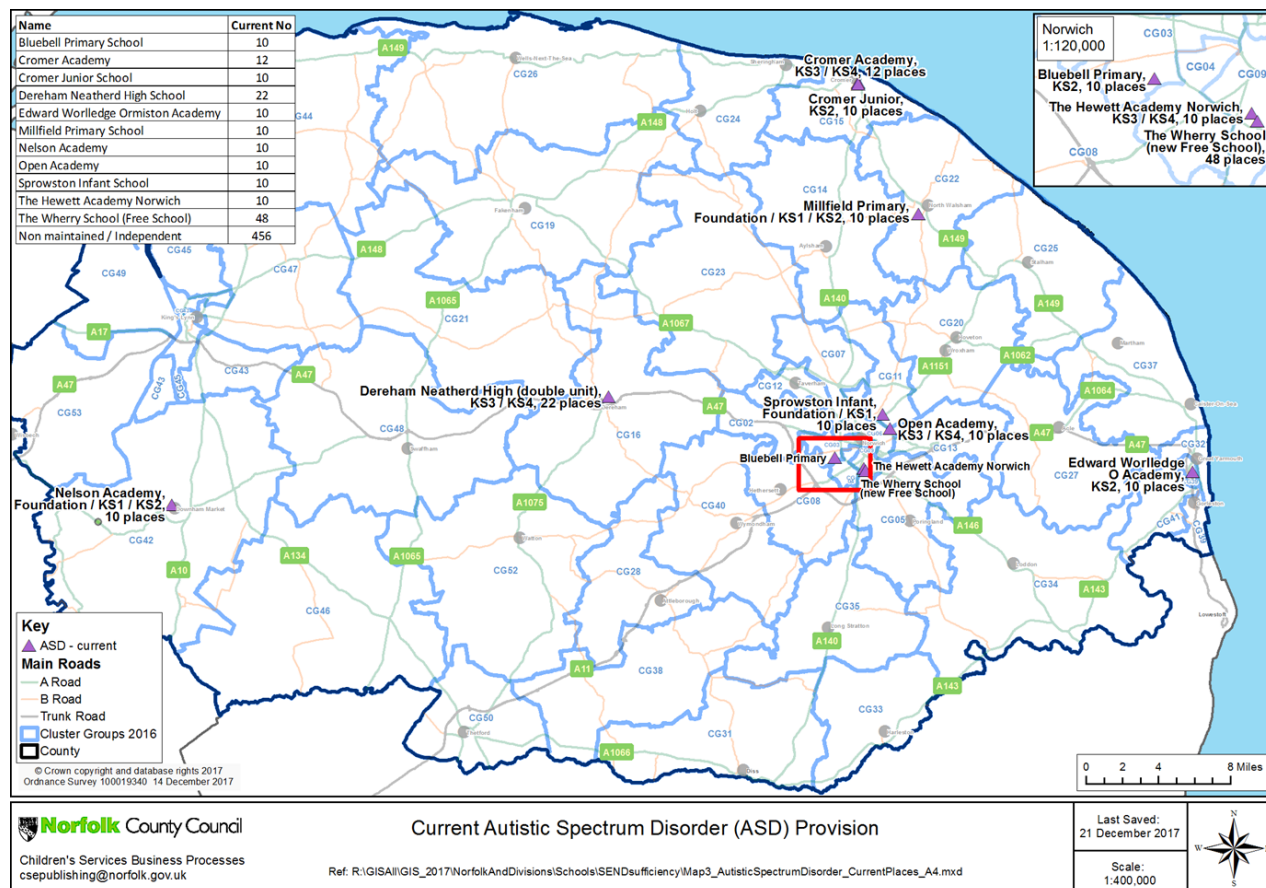
Learners with very complex needs are placed into joint education, care and therapy placements at considerable cost. Reunification of those children into Norfolk is co-dependent on the availability of local specialist education to support local foster and care placements.

- Existing special schools should undergo feasibility studies to explore capacity for existing space and land to deliver more places in existing state funded special schools.
- A new special school should be built in the greater Norwich area to inject capacity in the system, meet current future demand and better enable children to attend their most suitable local school.

Special Provision - Communication and Interaction needs / Autistic Spectrum Conditions

4.3.3 The current picture

In addition to its SRB programme described above, Norfolk has 1 maintained (state funded) special school for children with ASD – The Wherry School. The school growth plan will take it to its full cohort of 100 pupils by September 2020. First admissions saw greater demand than available places, particularly for pupils in years 5 and 6.



Due to need, the local authority also commissions places for children with this profile of need within the independent sector on both a day and residential basis. The table below shows the numbers of places solely funded by the High Needs Block. Notably, Independent schools located in Norfolk have steadily increased their numbers to meet the demand for places due to lack of capacity in the state funded sector; in 2008 one school had a total school number of 7 and in September 2017 had 39 pupils.

Status	Current Ofsted rating	Day / residential	Age range	Numbers of pupils – day	Numbers of pupils – residential	Location
Independent special	RI	Both	6-19	32	3	Norfolk
Independent special	Good	Both	5-19	0	1	Derbyshire
Independent special	ISI – Excellent	Both	6-18	105	0	Norfolk
Independent special	Good	Both	5-19	14	0	Cambridgeshire

Independent special	Good	Day	6-19	3	0	Peterborough
Independent special	Good	Day	6-19	40	0	Norfolk
Total placed				194	4	
Mainstream unit ASD SRB		Day	5-16	114		
Total placed				114		
Special – free		Day	5-19	67		
Total placed				67		

Source: NCC High Needs independent school places funding data, August 2018

4.3.4 Need

Norfolk has experienced significant growth of parental requests for non-mainstream provision for children with Communication and Interaction needs, particularly for children with ASD. Since September 2017 there have been 15 tribunals lodged by families seeking a special school placement; the local authority currently has 57 families where an ASD specialist school is currently being sought.

4.4.3 Communication and Interaction Early Intervention and Special Provision – analysis and recommendations

Lack of early intervention placements via the ASD SRB programme results in escalation of need to the special provision arena. Therein, a lack of state funded placements requires the LA to rely on independent sector placements.

The ASD SRB programme has 60 places at primary and 54 places at secondary. There is insufficient secondary provision to guarantee the children who attend a primary SRB a placement if needed; this combined with the evidence of upsurge in need of this group at the secondary phase means that whilst some growth is needed at primary, significant growth is required in the secondary phase.

- A new 10 place primary ASD SRB is required in the West of Norfolk.
- A new 20 place double secondary ASD SRB is required in the West of Norfolk.
- Existing SRBs should be expanded if viable
- A new 10 place primary ASD SRB is required in the South of Norfolk
- A new 10 place secondary ASD SRB is required in the South of Norfolk
- A new 20 place double secondary ASD SRB is required in the East of the county

A new ASD special school should be located to provide good coverage of provision in Norfolk – likely in the Mid North of Norfolk.

4.4 Special provision - social, emotional and mental health needs

4.4.1 The current picture

The current provision landscape for children with this profile of need is highly complex, reflecting the breadth of profiles of children who cannot be educated in mainstream settings.

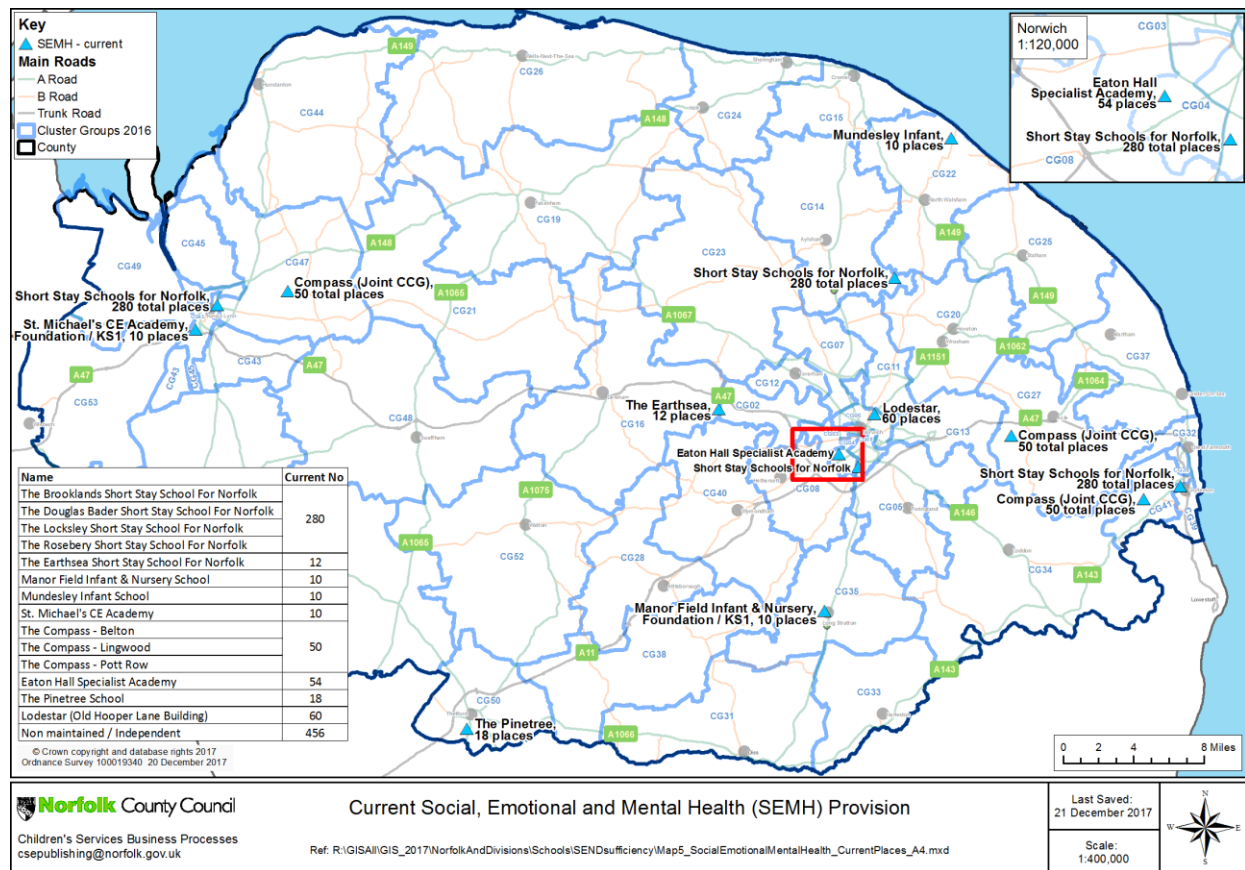
Level	Type	EHCP needed?	Age range	No places	Capacity
Enhanced	SRB x 3 locations	N	5-6	30	30
Specialist	AP – short term	N	5-16	290	290
Specialist	AP – long term	N	11-16	22	22
Specialist	Special SEMH	Y	5-11	12	12
Specialist	Special SEMH	Y	5-13	50	50
Specialist	Special SEMH	Y	5-16	24	96
Specialist	Special SEMH	Y	6-16	54	54

These schools cater for children with a broadly average cognitive profile who can generally access a mainstream taught curriculum. However, a significant number of these children have social care intervention, are looked after or are adopted. For example, at the end of academic year 2016-17, 15-16% of pupils at two schools were looked after and over 60% of families were receiving social care support either under S47 or S17.

There is also a distinct difference in the relative complexity of SEMH need that these provisions are equipped to meet:

- SRBs – cater for children with emerging and/or acute SEMH difficulties who would benefit from early intensive intervention to address that need. Children would not normally require an EHC plan and would be able to reintegrate to mainstream school within 2-4 terms.
- Short term alternative provision – delivers the local authority’s statutory duties under Section 19 of the Education Act 1996. Cater for children who due to illness, exclusion or other causes, would not receive a suitable, full time education (full time appropriate to any physical or mental health need determined by suitable medical practitioners). Children should be able to reintegrate to mainstream school or, following further assessment, transition into specialist SEMH or long-term alternative provision within 2-4 terms.
- Long term AP – for children in late KS3 or KS4 whose additional or special educational needs are not significant enough to warrant placement into specialist SEMH schools or, due to late emerging difficulties, are unlikely to engage with the structures and approaches of a specialist SEMH setting. Usually has a heavy emphasis on personal and social development, small group teaching, vocational learning opportunities to facilitate successful post 16 transition.
- Special SEMH – for children with significant and pervasive SEMH needs with behavioural challenge arising from neurodevelopment difficulties (i.e. attachment disorders relating to early life trauma, abuse and/or neglect or ADHD, foetal alcohol syndrome, or as yet unidentified complex mental health conditions) requiring significant and long-term specialist intervention including therapeutic component via clinical therapies or a residential 24 hour curriculum.

NB: Map includes SEMH KS1 provision and PEX provision via Short Stay Schools and Lodestar.



Due to need, the local authority also commissions places for children with this profile of need within the independent sector on both a day and residential basis. Residential status could be due to the unavailability of provision in Norfolk and therefore travel distance between the school and the child's postcode but could also be supporting a social care need. The table below shows the numbers of places single funded by the High Needs Block across such schools.

SEMH is the primary need in 48% of cases of looked after children in joint care, education and therapy 52 week placements.

Status	Current Ofsted rating	Day / Resi	Age range	Nos. of pupils placed – day	Nos. of pupils placed – residential	Location
Independent – AP model	RI	Day	11-16	45	0	Suffolk
Independent – AP model	RI	Day	14-16	100	0	Norfolk
Independent	TBC	Day	11-16	9	0	Norfolk
Independent special	TBC	Day	11-18	4	0	Norfolk
Independent special	Good	Both	7-19	50	0	Norfolk

Independent special	Good	Day	11-17	18	0	Norfolk
Independent special	RI	Day	14-16	20	0	Norfolk
Independent special	Inadequate	Day	11-16	10	0	Norfolk
Independent special	Good	Both	8-19	34	11	Suffolk
Independent special	RI	Day	8-19	19	0	Cambs
Independent special	RI	Day	11-19	15	0	Suffolk
Independent special	RI	Day	11-19	5	0	Cambs
Independent special	RI	Both	8-17	0	5	
Independent special	Outstanding	Both	5-18	0	4	Leicestershire
TOTAL PLACES				329	20	

Source: NCC High Needs independent school places funding data, August 2018

4.4.2 Need

There is sustained need for non-mainstream educational provision for a broad range of children with additional or special educational needs due to SEMH or behavioural challenges. Given a focus on provision for children with SEMH resulting in challenging behaviour, there is also a significant gap in the current provision landscape for children who have complex SEMH needs but which manifests itself in internalised harmful behaviours such as self-harm, debilitating social anxiety, isolation and reclusion, and eating disorders including those stepping down from T4 inpatient facilities or at risk of entry and subject to Care Treatment and Education Review interventions led by health.

- As of Sept 2018, there are 94 pupils currently under consultation with specialist SEMH schools across the state funded and independent sector.
- The Short Stay School for Norfolk (SSSfN) has been at capacity of 290 pupils since September 2016 and the LA is needing to make further arrangements for an approximate 60-140 pupils who have been permanently excluded. Over 60% of the cohort at the SSSfN are KS4.
- Approximately 50 pupils travel each day from Yarmouth to Suffolk or into Norwich to attend their most local provision.
- Placement need for SEMH for challenging behaviour is significantly higher for boys than for girls; a greater proportion of girls are at risk of entry into T4 inpatient care and are unable to successfully access mainstream learning.

4.5.3 SEMH Early intervention and special provision analysis and recommendations

Based on the current picture and identified need, the LA needs to:

- Transform provision for pupils with needs relating to SEMH to simplify and clarify the local offer and the relative designation of responsibilities between schools and the local authority.
- Develop new, reconfigured or different provision arising from that transformation.

4.5 Special Provision - Early Years

This sufficiency strategy only includes early years' provision relating to specialist provision.

Norfolk has a good track record of inclusion of children with SEND in early years. In April 2017 the SEN Inclusion fund for 3 and 4 year-olds was introduced requiring local authorities to target use of this fund at children with lower level or emerging SEN. Children with more complex needs and those in receipt of an Education, Health and Care Plan (EHCP) continue to receive funding via the High Needs Block. NCC continues to support younger children in receipt of their early education via the early years block which is non-statutory.

Additionally, the Norfolk Portage service is a home-based educational service for pre-school children with additional needs and their family in their home environment. They work in partnership with parents to support the overall development and learning of their individual child.

Since the advent of the SEND Reforms and the extension of EHC plans to 0-25, Norfolk has seen an increased number of children receiving statutory plans at an earlier, preschool phase and consequently an increased number of parental preference expressed for a specialist setting.

Using data from the autumn term (2017) early years SEN Inclusion funding panel there have been 49 children with an agreed EHC plan, the youngest being 3 years old. 6 families with children in the Early Years phase have expressed their preference for a special school which the local authority is currently unable to meet due to capacity issues. All special schools in Norfolk are registered to take children 3-19, however currently only 7 of the 10 schools admit pupils in EYFS.

This evidence therefore tells us:

- There is a small but growing number of children whose parents are seeking specialist provision at the Early Years phase.
- The local authority has difficulty identifying a credible alternative for parents to early years' education when a parental request for a special school is requested
- Broad sufficiency of provision across both special and SRB provision needs to take account of preschool children and there should be an emphasis on increasing capacity of local schools to support children with more complex profiles of need.

4.6 Special Provision - Post 16

4.6.1 The current picture

Post 16 provision for young people with EHC plans covers a broad array of provision across multiple educational sectors including: sixth forms (mainstream and special both in the state funded and independent sector); sixth form colleges; colleges of further education; independent specialist colleges; work-based learning providers delivering apprenticeship, traineeship or supported internships; home education (up to age 18). Young people may also work full or part time and study part time alongside their employment.

The table below shows where post 16 in receipt of high needs block funding are currently educated:

Provision	Total number of high needs funded places	Uptake of places as at August 2017
MAINSTREAM		
TOTAL	453	449
SPECIAL STATE FUNDED		
TOTAL		181
SPECIAL INDEPENDENT		
Independent/ non maintained special schools		30
Independent specialist colleges		10
TOTAL		40

4.6.2 Need, analysis and recommendations

Whilst the evidence indicates that Norfolk has sufficiency of post 16 provision for young people with SEND, meaning less reliance on independent or non-maintained sector provision, more detailed analysis is required to consider the type and nature of provision on offer and how effective it is in enabling young people with SEND to achieve Preparation for Adulthood outcomes: employment; independent living; health and community participation.

The SEND Post 16 Learning Group is the strategic group which leads on review of post 16 education and training provision and this group will have a keen focus on working with post 16 providers to develop study programmes which deliver on the Preparation for Adulthood outcomes and which improve young people's progression to higher level study and paid employment. In 2015-16 Norfolk's percentage of young people with learning difficulties in paid employment stood at 3.7% compared to 6.4% nationally. The evidence therefore tells us:

- Norfolk has a vibrant, mixed economy of post 16 provision across mainstream and specialist sectors.
- There needs to be increased focus on post 16 study programmes which support young people to meet Preparation for Adulthood outcomes and, particularly, to improve our rates of young people with LDD entering paid employment; for example, supported internships.
-

5. SEND Travel

5.1 Policy

The County Council provides transport for children and young people with SEND to get to and from school, post-16 or other institutions including—

- (a) arrangements for specialist transport;
- (b) arrangements for free or subsidised transport;
- (c) support available in relation to the cost of transport, whether from the LA or otherwise.

Norfolk's offer includes free home to school transport for children of compulsory school age (5-16 years) who meet the entitlement criteria. It is also policy to offer:

- Free transport to children who start school at 4 years old if they will be 5 years old before 31 August that school year
- A subsidised transport scheme for students aged 16-19 years, using existing local bus or train services, or education transport contract vehicles the County Council operates
- For students aged 16-25 years who have learning difficulties or disabilities, subsidised specialist transport is provided where the LA considers it necessary.

5.2 Annual transport commitments by provision type

Summary of the annual financial commitment against different categories of SEND provision .

Summary of SEN Travel Costs 22/8/18 identifying travel costs for and collated costs of any multiple contacts.		Data based on the SEN Travel Master of 22/8/18				
Eligibility Codes:		Total SEN Travel Costs	No. of CYP in receipt of SEN Travel	Min Cost	Mean Costs	Max Cost
21	Non Norfolk: special schools, i.e. in Cambs and Suffolk	£329,383.04	51	£770.50	£6,458.49	£25,340.18
22	Norfolk special schools	£6,341,211.75	957	£19.39	£6,626.14	£51,114.98
23	SRBs - long-term	£1,009,816.07	148	£9.28	£6,823.08	£27,558.70
23X	SRBs - short-term	£373,962.13	84	£46.61	£4,451.93	£22,341.37
24	SSSFN	£1,462,774.63	459	£1.80	£3,186.87	£49,955.42
25	SEN in mainstream school	£274,150.73	57	£43.93	£4,809.66	£30,393.00
26	SEN - independent special schools	£3,212,179.69	413	£34.16	£7,777.67	£42,517.37
28	SEN Alternative provision	£131,400.06	22	£24.00	£5,972.73	£10,273.01
33	Include Project	£351,002.85	66	£37.63	£5,318.22	£19,565.92
1SEN	Not eligible at 8 (i.e. live 2-3 miles from school)	£130,946.31	27	£79.87	£4,849.86	£20,460.29
9SEN	Not eligible under policy but have specific reasons why they need transport	£261,363.25	86	£50.00	£3,039.11	£15,033.78
29SEN	Not eligible under policy but have specific reasons why they need transport	£1,606.92	2	£31.92	£803.46	£1,575.00
72	Post16 students attending a Norfolk special school.	£518,757.87	167	£40.48	£3,106.33	£25,234.06

Total SEN Travel Costs as at 22/8/18	£14,398,555.30	2539	£5,670.96
---	-----------------------	-------------	------------------

Source: SEN Travel Master Aug 18, NCC Travel and Transport Department

5.3 Analysis

As a direct result of insufficiency of mainstream and specialist SEN places across the county coupled with the sparsity factor of a large rural shire county, many children and young people are spending too long in shared transport and/or travelling long distances. These are well over nationally prescribed maximum home to school travel times of 45 mins at primary and 75 minutes at secondary. The cost to the local authority is also significant with an annual overspend on SEN Travel of circa £1.5m.

In addition to the current TITAN programme the local authority is introducing two new initiatives to provide a suite of options for children, young people and families in receipt of SEN travel arrangements:

- A 12 month pilot scheme to provide a Personalised Travel Payments to interested families wishing to consider alternative home to school transport arrangements.
- An Independent Travel Training Scheme to support increased independence

It is anticipated the introduction of both schemes will, in addition to providing more choice and flexibility, provide some efficiency savings on the SEN travel budget. However, these schemes alone will not provide a balanced budget. More localised provision is needed, strategically placed across the county.