

North Yorkshire Council

Meeting of The Executive

19th March 2024

APPROVAL TO ACCEPT DfE 'DELIVERING BETTER VALUE IN SEND' IMPLEMENTATION GRANT FUNDING

Report of the Corporate Director - Children and Young People's Service

1.0 PURPOSE OF REPORT

- 1.1 To request approval from the Executive to accept an offer of grant funding for £1,000,000 from the Department of Education's Delivering Better Value in SEND Programme.

2.0 SUMMARY

- 2.1 North Yorkshire Council has participated in the Department of Education's (DfE) Delivering Better Value in SEND programme. A grant application was submitted in December 2023, seeking to access £1 million of Implementation Grant funding to deliver a transformational programme, which is discussed in Section 4 of the report. This grant application has now been approved by the DfE, and the report sets out the recommendation that Executive accept the offer of grant funding and describes the benefits that can be expected to be realised.

3.0 BACKGROUND

- 3.1 The Department for Education (DfE) identified that North Yorkshire should be invited to participate in the Developing Better Value in SEND Programme, as one of 55 local authorities. Collectively, senior leadership colleagues for Children's Services agreed to participate in the DBV in SEND programme from the DfE, as it offers an opportunity to capitalise on external expertise to identify possible opportunities to discuss with key stakeholder groups. Given the strategic priority that has been assigned to ensuring that the high needs budget is both financially sustainable and delivering high quality outcomes for young people with SEND, it was considered essential for North Yorkshire Council to participate in the programme.
- 3.2 In June 2023 Executive Members were briefed on the Delivering Better Value (DBV) in SEND Programme sponsored by the Department for Education (DfE). That briefing outlined that North Yorkshire would be eligible to apply for a DBV in SEND Implementation grant for up to £1 million to support the management of change process in relation to system improvements that were identified as part of the participation in the programme. The grant can only be used to enable transformation of services and cannot be used to meet normal revenue costs that are funded from either the High Needs Block of the Dedicated Schools Grant, or SEN administration, management and co-ordination costs that are funded from the local authority.
- 3.3 North Yorkshire Council received a set-up grant of £45k to specifically support the completion of data return exercises at the outset of the of the DBV process.

- 3.4 In October 2023 the Executive Member for Education, Learning and Skills, following consultation with the Corporate Director Children and Young People's Services and the Corporate Director Resources, authorised the submission of an application for grant funding of up to £1,000,000.
- 3.5 In December 2023 North Yorkshire Council submitted their application to the DfE for grant funding for a total of £1,000,000.
- 3.6. We received notification on March 1st, 2023, that our grant application had been approved by the DfE. We are anticipating that the DfE will be in contact shortly with further details on the grant arrangements including payment process and terms and conditions. The grant will be issued under section 31 of the 2003 Local Government Act. Alongside the Grant Letter, the Council will be expected to sign, a Memorandum of Understanding (MoU) with the department prior to receiving the first payment. It is recommended that authorisation of the MoU should be delegated to the Corporate Director, Resources in conjunction with the Assistant Chief Executive, Legal and Democratic Services.
- 3.7. The Council will also be expected to report on progress with our plan (encompassing both diagnostic-based and Deficit Management Plan work) on a quarterly basis, and subsequent quarterly payments will be based on reported progress with delivery.
- 3.8. Also, whilst the grant application did set out the projected scale of financial deficits that the Council may experience in relation to its high needs budget through to the end of the 2027/28 financial year, the feedback from the DfE did stipulate that "It is important to note that approval of your grant application does not constitute approval, acknowledgment, or acceptance of North Yorkshire Council's current or projected financial position".

4.0 DETAILED PRESENTATION OF THE SUBSTANTIVE ISSUE

- 4.1 The North Yorkshire High Needs Block budget is under significant financial pressure, with a cumulative deficit of £9.9m at the end of the 2022-23 financial year, and a forecast in-year deficit in the current year of c.£3m. Furthermore, latest projections are that the high needs deficit will be circa £5.3 million in 2024/25 (following the positive impact of transferring £2.18 million from the Schools Block). Within the DBV in SEND programme, high-level forecasts have been developed which model an unmitigated £90m accumulated deficit by the end of March 2028 (more detailed work is underway to refine the financial model to support strategic financial planning). These financial challenges reflect that since 2015, North Yorkshire has experienced sustained and significant increases in requests for children and young people to be assessed for an Education Health and Care Plan, with these increases accelerating significantly further from April 2022 onwards. This financial pressure will be felt across the SEND system in North Yorkshire including mainstream schools and academies, special schools and academies, PRS/AP settings and the local authority. Whilst there has always been a pressure on the local authority to deliver a financially sustainable high needs budget, this pressure has intensified with:
- DfE regulations effectively prohibiting the use of local authority general fund resources, and;
 - a recent CIPFA consultation on local authority financial reporting indicating that Section 151 officers will be required to take into account the medium-term sustainability of the high needs budget in setting out their section 24 opinion in the annual budget and medium-term financial strategy.
- 4.2 Under the DfE's standardised DBV approach, North Yorkshire have provided baseline performance and financial data to Newton Europe – an independent partner of the DfE. Newton Europe have facilitated a range of activities in relation to analysis of data and

stakeholder feedback through three specific programme modules, which are: baselines and forecasts, root cause diagnostics, and implementation planning.

- 4.3 Newton Europe have collated and analysed this data and feedback, and shared their findings with North Yorkshire, to inform areas identified as high value improvement opportunities.
- 4.4 Based on this independent evidence-informed feedback, North Yorkshire have subsequently developed an action plan to be delivered through strengthening support and developing inclusive communities in relation to three key areas, which will be funded through securing the implementation grant. These are in relation to:
1. 'Alongside Support' - Nursery to reception transition activities for children with autism, related complex social communication needs or significant learning disability.
 2. "Alongside support" - Primary to Secondary transition activities for children with autism, related complex social communication needs or significant learning disability.
 3. A SEND and Inclusion review - designed to establish a consensus and resources as to what is 'ordinarily available' provision in North Yorkshire, across schools and other services, developed collaboratively through working with families, schools and settings.
- 4.5 The progression of the three workstreams within the DBV grant application represents only part of the activity to deliver a change programme in the SEN system that can improve outcomes for children and young people with SEND needs and improve the financial sustainability of the programme. The wider programme has four broad strands to it:

Area 1: Funding decision making

This area includes keeping under review the position in relation to Block transfers, ensuring that there is an appropriate division of funding responsibility between the Early Years block and the High Needs block and assessing the affordability of annual uplifts to top-up funding (whilst assessing the likely impact upon the sustainability of school budgets)

Area 2: Confidence in the mainstream offer/Developing Inclusive Communities

This area includes the workstreams under consideration as part of the Implementation grant offer. It also will explore the impact of locality board resources, and the review of activity within the Inclusion Service locality hubs. This activity will be underpinned by developing strategic partnerships and engagement with key partner organisations in the North Yorkshire SEND system

Area 3: Provision related opportunities

This area will keep under review whether outcomes and cost effectiveness of service delivery can be improved through different permutations of provision units and their associated service offers. It will seek to ensure that optimal benefits from existing commitments in relation to the SEN Capital programme will be secured and the acceleration of the roll-out of Targeted Mainstream provisions. It will also assess whether contracting and commissioning arrangements can be enhanced to secure better value for money.

Area 4: Statutory SEND processes

This area will review the effectiveness of SEN assessment procedures, and the extent to which they deliver timely and effective offers of support for young people with SEND.

These opportunities will be more clearly defined following a major process review taking place in the early part of 2024.

5.0 CONSULTATION UNDERTAKEN AND RESPONSES

- 5.1 To collate stakeholder wide input into diagnosing problem areas to consider for improvement and to help inform the DBV in SEND priority work plans, a number of face-to-face Case Study Review Workshops have been held across the county as well as face-to-face and online workshop events for children and young people. A survey for all education providers and early years settings in North Yorkshire has been issued, as well as a survey for parents and carers. This information has been compiled and analysed and has facilitated "deep dives" into high impact areas with stakeholders to understand these in more detail. Due to this activity, no formal public consultation has been undertaken.
- 5.2 To ensure stakeholders have had the opportunity to contribute to our implementation planning, as plans have been scoped to be put forward in the grant application, multiple stakeholder engagement sessions have been held to introduce these to stakeholder groups for information and for feedback, which has been used to tailor the final workstream summaries and implementation plan.
- 5.3 If approval to accept the grant funding is received, North Yorkshire will be incorporating a new and tailored phase of stakeholder engagement planning that considers and informs plans for involvement of key system partners. This will involve initial engagement and communications with stakeholders at the outset, and at planned key milestones throughout the Programme.

6.0 CONTRIBUTION TO COUNCIL PRIORITIES

- 6.1 Participation in the Delivering Better Value in SEND Programme has provided NYC with an evidenced based approach to identifying options which can have a positive impact in terms of the Council priority "To work with school leaders to raise the outcomes for children and young people including SEND, identifying schools showing significant levels of under-achievement".
- 6.2 If approval to accept the grant funding is received, North Yorkshire can commence implementation of the agreed plans to take forward the identified improvements and has plans to urgently commence this and other transformation work from March 2024. This pace is dictated in part by the prescriptiveness of the grant spend during the 24/25 financial year as well as the general urgency to work towards increased sustainability in the SEND system. (However, if the timing of the availability of grant funding becomes a risk to the delivery of the programme, alternatives using local authority resources will be explored to see if they can bridge any funding gaps).

7.0 ALTERNATIVE OPTIONS CONSIDERED

- 7.1 If North Yorkshire do not accept the grant funding from the Delivering Better Value in SEND Programme, this would reduce the capacity for the local authority to implement changes that can contribute to the identified improvement opportunities.

8.0 IMPACT ON OTHER SERVICES/ORGANISATIONS

- 8.1 The local authority has undertaken stakeholder engagement with a range of services and organisations throughout the development of plans, and any identified impact on other services or organisations has been considered as part of the submission of the grant application to the DfE.

8.2 If approval to accept the grant funding is received, North Yorkshire will continue to undertake stakeholder engagement with identified services and organisations, which will inform the new and tailored phase of stakeholder engagement planning.

9.0 FINANCIAL IMPLICATIONS

9.1 If approval to accept the grant funding is received, the funding must be used to implement the agreed proposals within the implementation plan. The DfE have used a framework of eight criteria to assess that the grant application is robust and that the proposals represent an effective deployment of resources.

9.2 As anticipated, there has been robust scrutiny of the grant application by the DfE and the Chartered Institute of Public Finance and Accountancy (CIPFA). Two of the more significant tests applied by the DfE are that:

- where possible, local stakeholders and partnership groups have been involved and informed the design of the implementation plan, and;
- the grant is key to implementing the planned mitigations (i.e., that any proposals evidence a very clear correlation between the “high value opportunities” identified in the Deep Dive module of the DBV process and how the local authority plans to deploy the grant).

9.3 If approval to accept the grant funding is received, the funding will be used to implement the identified improvements during the period of 1.4.2024 and 31.3.2025.

9.4. The grant will be significantly deployed to put in place additional staffing resource employed on short term contracts or secondments. The impact of the transformation projects will be monitored throughout the funding period with a final review early 2025 building on planned evaluation work that will be tracked throughout the year and collated in late-2024. The impact of other transformation projects will also be evaluated in this time frame enabling consideration of the future shaping of support that is most effective. A decision will be made to either cease or develop proposals to maintain and develop the initiatives.

10.0 LEGAL IMPLICATIONS

10.1 There are no legal implications at this stage and grant terms have not been provided by the Department for Education.

10.2 The Grant will be subject to the Subsidy Control Rules (formerly State Aid Regulations). The Subsidy Control Rules will apply in how the Council spends the Grant. Subsidy Control Rules do not apply in the Council’s receipt of the Grant. If the Council spend the Grant pursuant to its own Contract and Procurement Rules, then it is unlikely that Subsidy Control Rules will apply, as they will be inviting bids for paid services. However, if the Grant monies are intended to be awarded to a third party via a grant or similar, then Subsidy Control Rules may apply upon which further advice should be obtained from legal.

11.0 EQUALITIES IMPLICATIONS

11.1 There are no direct equalities implications arising from this report. Consideration for equalities issues have been undertaken within the scoping for the grant application, in addition to adhering to any terms and conditions imposed by funding bodies. An Equality Impact Assessment (EIA) has been completed and is appended to this report.

12.0 CLIMATE CHANGE IMPLICATIONS

12.1 There are no direct climate change implications arising from this report. Consideration for climate change issues have been undertaken within the scoping for grant application, in addition to adhering to any terms and conditions imposed by funding bodies. A Climate Change Impact Assessment (CCIA) has been completed and is appended to this report.

13.0 PERFORMANCE IMPLICATIONS

13.1 The expectation is that the three Delivering Better Value workstreams will significantly reduce the pressure for Independent and Non-Maintained placements in future years by supporting more children and young people to be educated in mainstream or special schools. A performance framework is being developed for the Delivering Better Value programme – which will enable the tracking activity and determine whether target levels of financial improvement (which are estimated to be in the range of £12 million across the financial period through to the end of the 2027/28 financial year) will be achieved.

14.0 POLICY IMPLICATIONS

14.1 There are no direct impact on policy implications arising from this report.

15.0 RISK MANAGEMENT IMPLICATIONS

15.1 There would be significant risks associated with not accepting the grant and failing to implement the proposals set out at paragraph 4.4. These would be both financial (particularly the risk of increasing numbers of high cost placements in the independent and non-maintained sectors) but would also impact negatively upon the outcomes for individual young people (because three workstreams are geared to ensuring that for particular cohorts of young people, practice is strengthened in ensuring that they are supported in the most optimal setting to effectively meet their needs. This work will also be heavily dependent upon the contribution and commitment of stakeholders in the system, particularly schools communities. In order to ensure that the programmes are implemented effectively, robust governance arrangements have been introduced (including the operation of an SEN programme board) with quarterly reviews involving the Chief Executive and Director of Strategic Resources.

16.0 HUMAN RESOURCES IMPLICATIONS

16.1 As described in section 9.4 of this report, the grant will be deployed mainly to put in place to create additional resources to deliver the workstreams. These include a 'DBV Inclusive Communities Manager' role, who will be the single overarching lead for all three workstreams. This role will manage a team of resources who will deliver the workstream activities, and include skills and knowledge in relation to; educational psychology, early help, SEN Hub Support, School improvement, SENCO, and business support and administration.

16.2 As per 9.4, the impact of the transformation projects will be reviewed quarterly with a full review in early 2025. The impact of other transformation projects will also be evaluated in this time frame enabling consideration of the future shaping of support that is most effective. There is HR support identified to work alongside these workstreams.

17.0 ICT IMPLICATIONS

17.1 There are no direct impact on ICT implications arising from this report.

18.0 COMMUNITY SAFETY IMPLICATIONS

18.1 There are no direct impact on community safety implications arising from this report.

19.0 REASONS FOR RECOMMENDATIONS

- 19.1 Current financial projections, based on published information regarding future funding settlements from the Department for Education, indicate that the local authority and wider SEND system will face some very significant financial challenges in delivering a financially sustainable high needs budget in the short to medium term.
- 19.2 The local authority remains committed to ensuring that any proposed changes ensure a focus on delivering the best possible outcomes for children and young people with SEND. The ability to accept grant funding of £1 million will provide some additional capacity for NYC to implement these changes.

20.0 RECOMMENDATION(S)

- i) To request approval from the Executive to authorise the acceptance for grant funding of £1,000,000.
- ii) To request approval from the Executive that the authorisation of the grant Memorandum of Understanding should be delegated to the Corporate Director, Resources in conjunction with the Assistant Chief Executive, Legal and Democratic Services.

APPENDICES:

- Appendix A – Equality Impact Assessment
- Appendix B – Climate Change Impact Assessment

BACKGROUND DOCUMENTS:



Executive Members
Report DBV - FINAL (1

Stuart Carlton
Corporate Director – *Children and Young People's Services*
County Hall
Northallerton
26th January 2024

Report Author – *Janet Crawford, Assistant Director, Inclusion*
Presenter of Report – *Janet Crawford, Assistant Director, Inclusion*

Note: Members are invited to contact the author in advance of the meeting with any detailed queries or questions.

Appendix A

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated October 2023)

Title of proposal

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.



যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔

Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	Children and Young People's Service / Inclusion
Lead Officer and contact details	Carol-Ann Howe
Names and roles of other people involved in carrying out the EIA	Sarah Whorlton, Senior Project Manager
How will you pay due regard? e.g. working group, individual officer	Working group
When did the due regard process start?	20.12.23

Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

Acceptance of grant funding from the Department of Education's Delivering Better Value (DBV) in SEND programme - to implement the following three approaches, which will be provided by additional staffing, funded by the grant:

Workstream 1 - 'Alongside Support' - Nursery to reception transition activities for children with autism, related complex social communication needs or significant learning disability

Workstream 2 - 'Alongside support' - Primary to Secondary transition activities for children with autism, related complex social communication needs or significant learning disability

Workstream 3 - SEND and Inclusion Review - designed to establish a consensus on 'ordinarily available' provision in North Yorkshire, across schools and other services, developed collaboratively through working with families, schools and settings.

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

The purpose is to do things in a better way by developing inclusive communities, which should (in the longer term) enable NY to better meet demand, and to effectively use High Needs Budget funding to meet young people's needs.

Strengthen support and capacity around children with autism or related complex social communication needs, and their families, nurseries, and primary schools, at the point of transition from nursery and into reception. This is with a view to enabling more children to have their needs met in local provision.

Strengthen support and capacity around children with autism or related complex social communication needs, and their families, nurseries, and primary schools, at the point of transition from primary into secondary school. This is with a view to enabling more children to have their needs met in local provision.

Establish a consensus on 'ordinarily available' provision in North Yorkshire, across schools and other services, developed collaboratively through working with families, schools and settings. This would form the basis of a co-produced framework, audit process and quality mark with the purpose of focussing on evidence and practice in school relating to:

- learning and teaching
- the curriculum offer and adaptations
- the sensory, social and physical environment
- approaches to promoting positive behaviour
- legal duties and adaptations
- provision mapping and funding
- embedding cohort screening and early identification and meeting needs
- Inspection frameworks

Section 3. What will change? What will be different for customers and/or staff?

The funding will enable recruitment of additional staffing capacity to deliver the workstreams mentioned in Section 1.

For Workstreams 1 and 2:

We are taking the approach of recruiting a dedicated team of staff to implement a strengths-based enabling approach, to engage with parents and school staff, and ascertain a clear

understanding assets and concerns. The team will utilise a collaborative and multi-disciplinary informed approach including solution-focussed consultations, conversations, training and modelling approaches and sensory audit.

The changes will support:

- the cohort of children who will be transitioning to Reception in September 2024 and the support for this group will commence in April 2024,
- the cohort of children in year 5 and year 6 in April 2024. The year 6 children will transition to secondary school in September 2024, therefore will receive 4 months support from the dedicated team. The children in year 5 will transition to secondary school in September 2025, therefore will receive 15 months support from the dedicated team.

For Workstream 3:

The approach North Yorkshire will take is to develop an agreed and planned approach to work towards establishing a framework, in conjunction with education providers and parents and carers, which will be tested and then rolled out more widely. This approach will include a review and audit process, that also enables and embeds peer-to-peer learning opportunities.

We are also considering the development of an 'Inclusion in North Yorkshire' quality mark which may be an additional output from this workstream, as the culture develops.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

We have followed the DfE's standardised DBV in SEND approach, which has included the following:

- Initial engagement to introduce our stakeholder groups to the DBV in SEND Programme between May – June 2023, followed by subsequent scheduled DBV in SEND updates to keep stakeholders informed.
- To collate stakeholder wide input into diagnosing problem areas to consider for improvement and to help inform the DBV in SEND workstreams, we have held a range of face-to-face Case Study Review Workshops across the county, face-to-face and online workshop events for children and young people.
- We issued a survey for all education providers and early years settings in North Yorkshire, and a survey for parents and carers. This information has been compiled and analysed.
- We have facilitated Deep Dives into high impact areas with stakeholders to understand these in more detail.

To ensure our stakeholders have had the opportunity to contribute to our implementation planning, as workstreams have been scoped to be put forward in our grant application, we have held multiple stakeholder engagement sessions to introduce these to stakeholder groups for information and for feedback, which has been used to tailor our final workstream summaries and implementation plan.

Engagement from sharing our proposed workstreams has invited feedback including support for more whole school approaches, considerations of how these pilots can be sustained longer term.

We will be incorporating a new phase of stakeholder mapping that considers and informs our plans for involvement of key system partners. This will involve initial engagement and communications with stakeholders at the outset, and at planned key milestones throughout the implementation.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Please explain briefly why this will be the result.

Costs pertaining to bringing in additional staffing capacity to implement and deliver the workstreams will be funded by the DBV grant and should therefore be cost neutral to the council.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age	x			
Disability		x		Significant service user feedback gathered as part of the project demonstrating need and support for this work- children will receive more support in school to address their SEN and disabilities
Sex	x			
Race	x			
Gender reassignment	x			
Sexual orientation	x			
Religion or belief	x			
Pregnancy or maternity	x			
Marriage or civil partnership	x			

Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?		x		Workstreams aim to keep children in their local schools rather than travelling to special school- often particularly valued by those in rural communities.
...have a low income?	x			

...are carers (unpaid family or friend)?		x		Significant feedback from parent carers that this project will benefit children- project aims to provide holistic support for families and so includes support for carers
..... are from the Armed Forces Community	x			

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)

North Yorkshire wide	x
Craven	
Hambleton	
Harrogate	
Richmondshire	
Ryedale	
Scarborough	
Selby	

If you have ticked one or more areas, will specific town(s)/village(s) be particularly impacted? If so, please specify below.

No - aiming for equity across the county.

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.

No - potentially more specialist/understanding family support for carers who have their own disabilities as the support will be more specialist.

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	x
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	

4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.) The impact of this change will be positive. Feedback from Department of Education highlights no concerns from their perspective.	

Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?) As this is DfE funding there will be a significant evaluation programme and external and internal scrutiny throughout the implementation.
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Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.				
Action	Lead	By when	Progress	Monitoring arrangements

Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.
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<p>Section 14. Sign off section</p> <p>This full EIA was completed by:</p> <p>Name: Carol-Ann Howe Job title: Head of Inclusion Directorate: Children and Young People’s Service Signature: CA Howe</p> <p>Completion date: 20.12.23</p> <p>Authorised by relevant Assistant Director Janet Crawford – Assistant Director – Inclusion. Date: 12th January 2024</p>
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Climate change impact assessment

The purpose of this assessment is to help us understand the likely impacts of our decisions on the environment of North Yorkshire and on our aspiration to achieve net carbon neutrality by 2030, or as close to that date as possible. The intention is to mitigate negative effects and identify projects which will have positive effects.

This document should be completed in consultation with the supporting guidance. The final document will be published as part of the decision making process and should be written in Plain English.

If you have any additional queries which are not covered by the guidance please email climatechange@northyorks.gov.uk

Version 2: amended 11 August 2021

Please note: You may not need to undertake this assessment if your proposal will be subject to any of the following:

Planning Permission
Environmental Impact Assessment
Strategic Environmental Assessment

However, you will still need to summarise your findings in the summary section of the form below.

Please contact climatechange@northyorks.gov.uk for advice.

Title of proposal	Delivering Better Value (DBV) in SEND – acceptance of grant funding
Brief description of proposal	Implementation of new ways of working that will be funded by DfE DBV in SEND grant funding. Which are: WORKSTREAM 1: ‘Alongside Support’ - Nursery to reception transition activities for children with autism, related complex social communication needs or significant learning disability WORKSTREAM 2: ‘Alongside support’ - Primary to Secondary transition activities for children with autism, related complex social communication needs or significant learning disability

	<p>WORKSTREAM 3: SEND and Inclusion Review - designed to establish a consensus on 'ordinarily available' provision in North Yorkshire, across schools and other services, developed collaboratively through working with families, schools and settings.</p> <p>This would form the basis of a co-produced framework, audit process and quality mark with the purpose of focussing on evidence and practice in school</p>
Directorate	Children and Young People's
Service area	Inclusion
Lead officer	Carol-Ann Howe
Names and roles of other people involved in carrying out the impact assessment	Sarah Whorlton
Date impact assessment started	20.12.23

Options appraisal

Were any other options considered in trying to achieve the aim of this project? If so, please give brief details and explain why alternative options were not progressed.

These options were identified through a standard DfE methodology for their DBV in SEND Programme. These have been identified as priority areas to progress through being funded by the DfE grant, as a result of a diagnostic process, which has included an independent review of NY data, financial information, young people's case reviews, and stakeholder feedback. These are the areas that have been included in the scope for use of grant funding, and if approved, the grant funding may not be used for other alternatives.

What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Please explain briefly why this will be the result, detailing estimated savings or costs where this is possible.

Costs pertaining to bringing in additional staffing capacity to implement and deliver the workstreams will be funded by the DBV grant and should therefore be cost neutral to the council.

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p>Positive impact (Place a X in the box below where relevant)</p>	<p>No impact (Place a X in the box below where relevant)</p>	<p>Negative impact (Place a X in the box below where relevant)</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents 	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>	
<p>Minimise greenhouse gas emissions e.g. reducing emissions from travel, increasing energy efficiencies etc.</p>	<p>Emissions from travel</p>	<p>x</p>			<p>The aims are to educate more children within their local school, as opposed to transporting them to special or independent special schools. It will offer hands on support to schools to support this. The intention is for approximately 30 children within the life of the project to be educated at their catchment school who may have travelled elsewhere.</p>	<p>There will be some travel of the specialist staff to the mainstream schools from their base- this will be 2x per week maximum at the start of the academic year and then reducing. Virtual consultation will also be used to reduce this further. There will be the opportunity to review the team's transport use once pin post, for example using electric pool cars when feasible – where there is charging access, and where staff are located to enable</p>	<p>Travel to special school would be daily, 4 trips in a taxi to drop the child off. The balance of change to travel is therefore firmly positive.</p>

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p>Positive impact (Place a X in the box below where relevant)</p>	<p>No impact (Place a X in the box below where relevant)</p>	<p>Negative impact (Place a X in the box below where relevant)</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> • Changes over and above business as usual • Evidence or measurement of effect • Figures for CO₂e • Links to relevant documents 	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>	
						<p>reasonable access to an electric pool car.</p>	
	Emissions from construction		x				
	Emissions from running of buildings		x				
	Emissions from data storage		x				
	Other		x				
<p>Minimise waste: Reduce, reuse, recycle and compost e.g. reducing use of single use plastic</p>		x					
<p>Reduce water consumption</p>		x					

<p>How will this proposal impact on the environment?</p> <p>N.B. There may be short term negative impact and longer term positive impact. Please include all potential impacts over the lifetime of a project and provide an explanation.</p>	<p>Positive impact (Place a X in the box below where relevant)</p>	<p>No impact (Place a X in the box below where relevant)</p>	<p>Negative impact (Place a X in the box below where relevant)</p>	<p>Explain why will it have this effect and over what timescale?</p> <p>Where possible/relevant please include:</p> <ul style="list-style-type: none"> Changes over and above business as usual Evidence or measurement of effect Figures for CO₂e Links to relevant documents 	<p>Explain how you plan to mitigate any negative impacts.</p>	<p>Explain how you plan to improve any positive outcomes as far as possible.</p>
<p>Minimise pollution (including air, land, water, light and noise)</p>		x				
<p>Ensure resilience to the effects of climate change e.g. reducing flood risk, mitigating effects of drier, hotter summers</p>		xx				
<p>Enhance conservation and wildlife</p>		x				
<p>Safeguard the distinctive characteristics, features and special qualities of North Yorkshire's landscape</p>		x				
<p>Other (please state below)</p>						

Are there any recognised good practice environmental standards in relation to this proposal? If so, please detail how this proposal meets those standards.

No.

Summary Summarise the findings of your impact assessment, including impacts, the recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.

There is no impact on building etc as these workstreams are based within schools/EY settings. The impact here is on travel, with some additional travel to the schools, but the benefits in terms of keeping children in local schools should be significant. Staff travel can be further reduced with use of online consultations, combining visits for efficiency.

Sign off section

This climate change impact assessment was completed by:

Name	Carol-Ann Howe
Job title	Head of Inclusion
Service area	Inclusion
Directorate	Children and Young People's Service
Signature	CA Howe
Completion date	20.12.23

Authorised by relevant Assistant Director (signature):

Janet Crawford – Assistant Director – Inclusion.

Date: 12th January 2024