



Chief Executive
Andrew Travers

Wandsworth Borough Council
Chief Executive's Group
6th Floor, Town Hall Extension,
Wandsworth High Street
London, SW18 2PU

Date: Friday, 8 May 2026

For further information on this agenda, please contact the Democratic Services Officer: Ruth Wright on 020 8871 6038 or
ruth.wright@richmondandwandsworth.gov.uk

WANDSWORTH SCHOOLS FORUM

MONDAY, 18 MAY 2026 AT 4.30 P.M.

**ROOM 122 - THE TOWN HALL, WANDSWORTH HIGH STREET, WANDSWORTH
SW18 2PU**

Membership:

Maintained Primary Headteachers	
Fiona Arnold	Honeywell Infant School
Jared Brading	Sacred Heart RC Primary School (Battersea) and St Mary's RC Primary School (<i>Deputy Chair</i>)
Hayley Clayton	Sellincourt Primary School
Vacant	
Vacant	
Maintained Primary Governors	
Nabila Haroon	Ronald Ross Primary School
Adrian Hughes	St Joseph's Catholic Primary School
Maintained Secondary Headteacher	
Paul Dunne	St John Bosco College
Special School Headteacher	
Sarah Santos	Paddock School
Maintained Special School Governor	
Shirley Newman	Garratt Park School
Maintained Nursery Headteacher	
Kellie Schrader	Wandsworth Federation of Nursery Schools
Pupil Referral Unit Headteacher	
Jackie Addison	Francis Barber PRU
Academy Headteachers	
Claire Edis	Ark Bolingbroke Academy
Seana Henry	Belleville Wix Academy

Helen Shorrock	Burntwood School
Graham Stapleton	Graveney School
Jackie Valin	Southfields Academy (<i>Chair</i>)
Vacant	
Special Academy Headteacher	
Vacant	
Early Years and Childcare Partnerships	
Stephanie O'Hara	The Eveline Day School and Nursery Schools
Melonie Salam	Club Creche LTD Southfields
16-19 Provider	
Jodie Beard	South Thames College

AGENDA

Items:		Time	Lead:
1.	Welcome and Apologies Welcome and to receive any apologies for absence.	2 mins	Chair
2.	Minutes - 16th March 2026 (a) To receive the minutes of the Schools Forum meeting held on 16th March 2026 (attached); (b) To address any matters arising from the minutes.	3 mins	Chair
3.	Dedicated Schools Grant (DSG) Outturn - FY 2025-26 To note and discuss the DSG Outturn for FY 2025-26.	20 mins	Abhay Gupta
4.	SEND Reforms - High Needs Stability Grant To present a report outlining the Special Education Needs and Disabilities (SEND) Reforms and their vision.	20 mins	Deborah Johnson
5.	Emotionally Based School Non-Attendance (EBSNA) Outreach To present an updated report on EBSNA Outreach.	15 mins	Andy Fish
6.	Forward Plan To note items to be brought to the June Schools		All

	<p>Forum:</p> <ul style="list-style-type: none"> • Responsive Support Officer • Schools Balances. 		
7.	<p>Future Meeting Dates</p> <p>To note the meetings of the Schools Forum for the remainder of 2026:</p> <ul style="list-style-type: none"> • 6th July 2026 • 5th October 2026 • 30th November 2026. 		All
8.	<p>Any Other Business</p>		All

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Minutes of a meeting of the Wandsworth Schools Forum held at the Town Hall, Wandsworth, SW18 2PU on Monday, 16th March, 2026 at 4.30 p.m.

Present:

Academy Headteachers

Claire Edis (Ark Bolingbroke Academy)
Seana Henry (Belleville Wix Academy)
Helen Shorrocks (Burntwood School)
Graham Stapleton (Graveney School)
Jackie Valin (Southfields Academy) (*Chair*)

Early Years and Childcare Partnership

Stephanie O'Hara (The Eveline Day School and Nursery Schools)
Melonie Salam (Club Creche LTD Southfields)

Maintained Primary Governors

Nabila Haroon (Ronald Ross Primary School)

Maintained Primary Headteachers

Fiona Arnold (Honeywell Infant School)
Jared Brading (Sacred Heart RC Primary School (Battersea) and St Mary's RC Primary School) (*Deputy Chair*)
Hayley Clayton (Sellincourt Primary School)

Maintained Nursery Headteacher

Kellie Schrader (Wandsworth Federation of Nursery Schools)

Pupil Referral Unit Headteacher

Jackie Addison (Francis Barber PRU)

Special School Headteacher

Sarah Santos (Paddock School)

In attendance:

Gareth Evans (Assistant Director Children's Finance)
Lisa Fenaroli (Director of Education)
Andy Fish (Inclusion Service Manager)
Cllr. Judi Gasser (Cabinet Member for Children)
Abhay Gupta (Strategic Finance Business Partner - DSG & Education)
Michael Hallick (Director, Business and Resources (Children's Services))
Deborah Johnson (Assistant Director of SEND and Inclusion)
Emily Keeler (Inclusion Adviser)
Zarah Lowe (Commissioning Lead - Education and SEND)
Callum Wernham (Democratic Services Officer)
Ruth Wright (Democratic Services Officer).

1. Welcome and Apologies

Apologies for absence had been received from:

Paul Dunne (St John Bosco College)

Adrian Hughes (St Joseph's Catholic Primary School).

2. Minutes - 12th January 2026

RESOLVED – to agree that the minutes of the meeting of the Schools Forum held on 12th January 2026 were a correct record and signed by the Chair.

Matters arising – none.

3. High Needs Block Budget Setting for FY 2026-27

The Strategic Finance Business Partner - DSG & Education highlighted details from the report and explained that the Government's recent Schools White Paper had announced the High Needs Stability Grant. This grant would be awarded to Local Authorities to offset 90 percent of cumulative DSG High Needs Block deficits as at the end of FY 2025-26. However, a prerequisite reform plan needed to be submitted to the DfE before any payments were considered. Work was already underway regarding the Government's national SEND reforms, and the plan would be submitted in due course. The Strategic Finance Business Partner added that a report would be brought to Schools Forum in May or July regarding the impact of reforms on the DSG.

The report's appendices provided the specific detail of the FY 2026-27 budget per key establishment. The report highlighted that the total High Needs Block (HNB) allocation to Wandsworth for financial year 2026-27 was £75.451m. The HNB budget's forecast attributable to the Local Authority (LA) in FY 2026-27, after academy recoupment and schools block contributions, was £71.167m. This is an increase of 0% after factoring in the rolling in of existing grants. Nevertheless, there remained a commitment to invest in planned mainstream therapies and other school support, including the transition projects.

When asked about the different top-up amounts given to schools with resource bases, the Assistant Director Children's Finance replied that this was due to various factors, especially the number of children attending and financing on the basis of economies of scale. Other officers added that the aim was that each resource base was given enough funding to cover the costs of the base, and make a contribution to the finances of the rest of the school. There was work underway to try and harmonise the amount of therapies provided to the bases. Any large disparity with costs would be reviewed by officers. All primary bases had been visited, and secondaries would be visited soon, to ensure they were working well.

The Headteacher of Paddock School asked whether the core funding included top-up amounts proportionately, as there was no increase in amounts listed in Appendix C. The Assistant Director Children's Finance answered that, other than the rolling in of existing grants, there was no increase in Special School Top Up rates in line with the 0% increase in the HNB.

The Strategic Finance Business Partner relayed that the current cumulative DSG deficit was £30m at the time, which takes into account the surplus generated by the Early Years reserve.

In relation to the SEND Reforms and the Local SEND Reform plan, the Assistant Director of SEND and Inclusion was setting up meetings with schools to discuss the SEND reforms and ascertain the views of staff. As part of the requirement, the Council had to provide the DfE with audits for the last three years, to provide a complete picture of the LA's position. The Director of Education stated that local finances had already been thoroughly audited internally. The deadline to submit the plan was very tight, with a date of 19th June 2026. Schools Forum members were urged to respond to surveys as a matter of priority, to ensure the deadline was met with sufficient input from education providers.

Officers informed that in due course, the LA's reform plan would be provided to Schools Forum, together with more and local detail regarding the Government's SEND reforms.

Furthermore, officers advised that delivery on the SEND reforms would not occur until 2028, so an easing of changes could happen in collaboration with education providers. These changes would be in addition to those included in the plan for the DfE. There would be phase leader meetings as part of the discussions and collaborations.

Officers agreed that it would be helpful for Schools Forum members to receive a breakdown of HNB expenditure per school. This information would build on the report monitoring papers already provided.

Officers acknowledged that the cost of independent education placements remained high and was a pressure on the limited funding available. Financial investment was continuing, to try to move more children into state schools. More information on placements was provided the previous year, and an update could be considered within a future budget monitoring report.

RESOLVED – to note the report for information.

4. Therapies Update

The Commissioning Lead - Education and SEND provided an overview of the report and mentioned that a further update would be presented to Schools Forum at a later date once the SEND reforms had been factored in, as it would impact upon therapies. She advised that the current contract with St George's

Foundation Trust (SGFT) was due to end at the end of March 2026. A direct award had been sought for two years plus a possible two more years. This would enable continuity of quality services throughout the SEND reforms. The award would also facilitate the continued joint Council and NHS South West London Integrated Care Board (ICB) commissioning of therapy services from SGFT. Conversations had occurred with SGFT regarding key performance indicators and expanding work in the Family Hubs. The Commissioning Lead added that there was limited ability to change providers, and a tender process was not required. Nevertheless, the contract was good value for money, including the provision of NHS therapists at £58 per hour, compared to approximately £95 per hour for independent therapists. The contract would provide a cost saving of £100k, not including future cost avoidance calculations regarding Education, Health and Care Plans (EHCPs), though that was estimated to be a further £200k.

The Commissioning Lead relayed that there had been an increase in capacity within the occupational therapists for children with an EHCP. Demand and staffing would continue to be monitored with the ICB, to ensure correct capacity was provided. She acknowledged that in the past there had been vacancies, due to a national shortage of therapists, that had impacted upon the level of service received. The impact of therapies on individual children would also be assessed by the Performance Team. The Parent Governor asked about quality and satisfaction levels. The Commissioning Lead answered that regular surveys were used to obtain this information from schools and families. Quantitative data would be used to assess the services and make any changes. The key performance indicators could be shared with Schools Forum. It was recognised that there was a different approach between independent and NHS therapists and post assessment work, due to their operation model. Therefore, it was thought that the NHS model was better and more succinct. The Commissioning Lead agreed to take up concerns where therapies were not provided due to a therapist being absent due to sickness.

The Commissioning Lead stated that SEND provision was provided for a child via their home borough even if attending a Wandsworth school or nursery. She replied to a question from the SENCo at Eveline Day School and Nursery Schools, that the SGFT contract offered a traded service and may be able to deliver in nurseries. Such an arrangement would prevent the need for the nursery purchasing very expensive independent therapists and so would be explored further together.

RESOLVED – to note the report for information.

5. Special Educational Needs (SEN) Support Fund FY 2026-27

The Inclusion Service Manager stated that the report was a reflection of the Council's position, which was ahead of the game regarding inclusion training to upskill the workforce. Work would continue to upskill school and nursery staff and investing in a refined offer over the forthcoming years. The Emotional

Literacy Support Assistant (ELSA) training project was being embedded to be sustainable. The ELKAN training would be refined over the next financial year, as it was well received and impactful and would be enhanced through the inclusion of word aware training.

The Inclusion Service Manager conveyed that there had been a plateau of requests for EHCPs recently. Whilst it is hard to draw a direct correlation between the training and EHCP requests, the upskilling of staff is an integral element in school's ability to meet the needs of children without escalation to statutory assessment. High quality staff training, provided free of charge to education settings, was appreciated by the teachers present. The PINS project, funded by NHS England was especially valued and was very impactful in 19 primary schools. Therefore, plans were in place to continue the project into another year building on the most impactful elements.

RESOLVED – to note the report for information.

6. Enhanced Reception Transition Project (ERTP) - Update

The Inclusion Service Manager explained that the ERTTP was a pilot project and worked on a similar premise to the primary to secondary school transition project. The ERTTP includes £3K per pupil for schools to release staff to implement interventions. It included a lot of communication and collaboration between nurseries and primary schools during the summer term, to ensure that early years support would transfer with the child into Reception. The children assigned to the project had been those who had an Education, Health and Care Needs Assessment (EHCNA) declined or where settings and professionals thought that the ERTTP was a viable alternative. Officers had approached parents/carers after they had received the refusal to assess letter, to offer ERTTP as a more timely intervention. 25 children were part of the 2025/26 pilot. Some of the children had benefitted from the Nursery Provision for All (NIPA) Project before being assigned to the ERTTP. Of the 25 children, two had gone on to receive an EHCP, after the intensive work was exhausted and it showed that a Plan was then required. The responses for the 25 children would be graduated, with eight to ten expected to require an EHCP later on.

There were cost savings resulting from the project supporting children early and negating the need for an EHCP, or delaying the need for one. The plan for the next ERTTP cohort was to expand what was available in mainstream primary schools and create an impactful legacy that could be replicated. The unspent Early Years budget money would be used to pay for the project. The Manager at Eveline Day School and Nursery Schools described how Education Psychologist (EP) time was very limited for early years and the increased EP time through the project was valuable, but that more was required to meet the growing demand. The Inclusion Service Manager stated that the plan for year 2 included increased EP time, which would be dedicated to psychological support to children, families and settings, alongside increased coordination time through the recruitment of a dedicated ERTTP Coordinator.

RESOLVED – to note the report for information.

RESOLVED – (unanimous) to agree to set aside £140,000 from the Early Years budget for Year 2 of the project.

7. Update and Development Proposal: Attention Deficit Hyperactive Disorder (ADHD) Ambassador Programme

The Inclusion Advisor explained that the programme was mid-way through its first year. She thanked those who had been involved in the launch, including the Principal of Southfields Academy. The programme was for the benefit of all children with neurodiversity, not just ADHD, through a mixed model for schools. The programme's scope was for two years and assist school staff with providing support for children with neurodiversity. The Inclusion Advisor conveyed that the plan was to front-load staff training in the autumn term, as learnt from the pilot. There was a spread of ambassadors in place already, but would be added to and connections widened. The ambassadors provided bespoke coaching for school staff and parent-facing courses. They also assisted by signposting to other services.

Principal of Southfields Academy was in favour of continuing the programme, as it was impactful for schools, children and their parents/carers. She recognised that school and pupil referral unit staff needed more strategies to support neurodiverse children. However, the implementation of the SEND reforms had to be factored into the programme. The Head of Sacred Heart RC Primary School (Battersea) and St Mary's RC Primary School also supported the programme, as sessions had been universally well received in his schools. He asked how the programme and PINS project (used by primary schools) interlinked and how tracking and data can be obtained on a child basis regarding inclusion and attendance etc. The Inclusion Advisor replied that all children in the programme were tracked using their Unique Pupil Number (UPN). Although there would be a lag in receiving associated data, it was used for a holistic assessment of impact

The Headteacher of Sellincourt Primary School added her support for the programme for two years to enable work to be further embedded. She asked whether teachers could help identify possible diagnoses for children, as formal diagnoses took a long time to receive. Officers replied that the programme was to enhance the universal offer and could assist with identifying a particular need or needs. The programme supported children with and without a formal diagnosis, as it was a needs-led approach.

Whilst members understood the benefit of funding the programme for two years at a time to aid continuity, they asked for feedback on the programme each year, to ensure it was on track. This was agreed by officers.

RESOLVED – to note the report for information.

RESOLVED – (unanimous) to agree to set aside £22,390 for this year from the SEN Support fund and a total of £44,797.10 for Years 2 and 3 of the programme from July 2026 – July 2028.

8. Schools Forum Membership Report

The Democratic Services Officer and Chair explained that the Forum's membership was required to be reviewed to reflect the change to the number of pupils on roll at maintained schools and academies respectively. Membership is reviewed every four years, and any change would come into effect in September 2026. The Democratic Services Officer talked about the two proposed membership models. Option B had the inclusion of two additional non-school positions, one for a trade union representative and the other from the local Church of England Diocesan Education Board. Consideration had been given to widening the offer to other faith board representatives, in line with the schools in the borough. However, only the Church of England was currently included as an option as it followed a specific request for inclusion made by the Diocese.

Several members stated that they would prefer to keep membership within the Wandsworth education system, to retain the correct local focus. Although voting on decisions was seldom, it was thought that a trade union or faith representative could bring outside concerns into the discussion and influence their voting. The Deputy Chair mentioned that there were some vacancies currently, including for a maintained primary headteacher, and therefore a Church of England headteacher could be particularly sought to cover that vacancy.

It was noted that the final decision on the makeup of the Forum would be made by the Executive Director for Children's Services in consultation with the Cabinet Member for Children following Annual Council in May 2026. Subsequent to that decision, the Clerk would seek nominations and issue ballots where necessary.

RESOLVED - (unanimous) to agree option A of the proposed membership structure as the Forum's preferred option.

9. Forward Plan

The Forward Plan items were listed for information.

No actions required as items will be presented at a future meeting.

10. Future Meeting Dates

RESOLVED – to note the meeting dates of the Schools Forum for the rest of 2026:

- 18th May 2026 (moved from 11th May)
- 6th July 2026
- 5th October 2026
- 30th November 2026.

11. Any Other Business

None.

The meeting ended at 5.45 p.m.

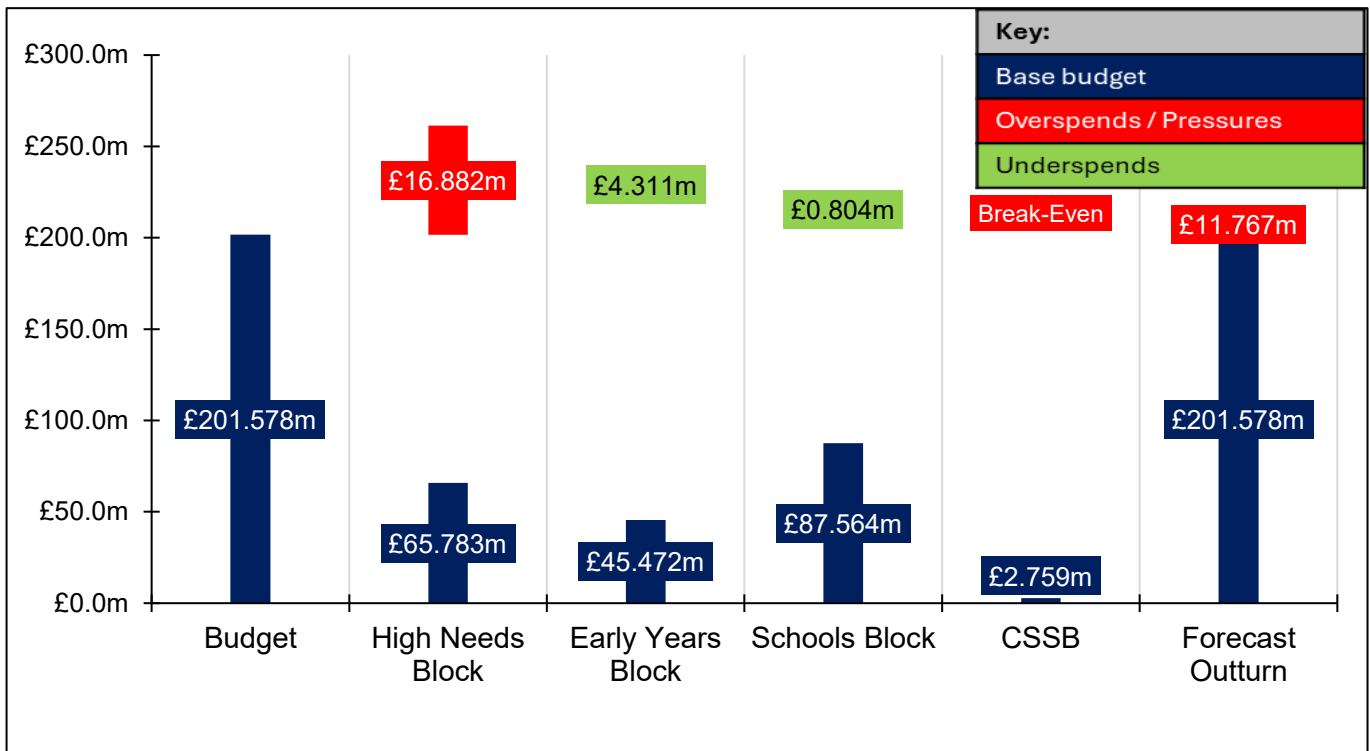
Wandsworth Council

Meeting / Date	SCHOOLS FORUM 18th May 2026	Agenda Item	3
Report Title	Dedicated Schools Grant (DSG) Outturn – FY 2025-26		
Decision/ Discussion/ Information	Discussion		
Report Author/ Contact details	Abhay Gupta, Strategic Finance Business Partner – DSG & Education Email: abhay.gupta@richmondandwandsworth.gov.uk Gareth Evans, Assistant Director Children's Finance Email: gareth.evans@richmondandwandsworth.gov.uk		
Appendices	None		

1. INTRODUCTION

- 1.1 Pressure on the Dedicated Schools Grant (DSG) is predominantly within the High Needs Block (HNB) and is driven by increasing demand by parents and schools for Education, Health and Care Plans (EHCP's). Over 50% of the increase in expenditure in the HNB is due to growth in numbers of EHCPs which has led to the need for Wandsworth to undertake measures to facilitate a DSG recovery plan presented in previous school's forums.
- 1.2 This paper shows a breakdown of various elements of FY 2025-26 outturn expenditure within the High Needs Block and compares them to the outturn in FY 2024-25.
- 1.3 Chart 1, below, shows a summary of the DSG by block indicating an overspend of **£11.767m** in FY 2025-26. This is made up of an overspend in the High Needs Block (HNB) of £16.882m which is offset by an underspend within the Early Years Block (EYB) of £4.311m, and an underspend within the Schools Block (SB) of £0.804m. All figures are after ESFA recoupment.

Chart 1: DSG Outturn by Block FY 2025-26



1.4 Table 1 below shows the movement of the DSG Reserves over the previous 5 years. Included is also the outturn for FY 2025-26, which highlights the in-year spend of £11.767m, leaving the cumulative reserve balance at a deficit of - **£32.972m**.

Table 1: Updated DSG Reserve Outturn for FY 2024-25

Reserve Outturn	FY 2020-21 Actual (£'000)	FY 2021-22 Actual (£'000)	FY 2022-23 Actual (£'000)	FY 2023-24 Actual (£'000)	FY 2024-25 Actual (£'000)	FY 2025-26 Outturn (£'000)
Reserve Brought Forward	-39	-10	4,601	10,423	13,864	21,205
In Year Spend	30	4,611	5,822	3,441	7,341	11,767
Closing Balance	-10	4,601	10,423	13,864	21,205	32,972

2. RECOMMENDATION

2.1 Officers recommend that the Schools Forum;

2.1.1 Note the FY 2025-26 DSG Outturn position.

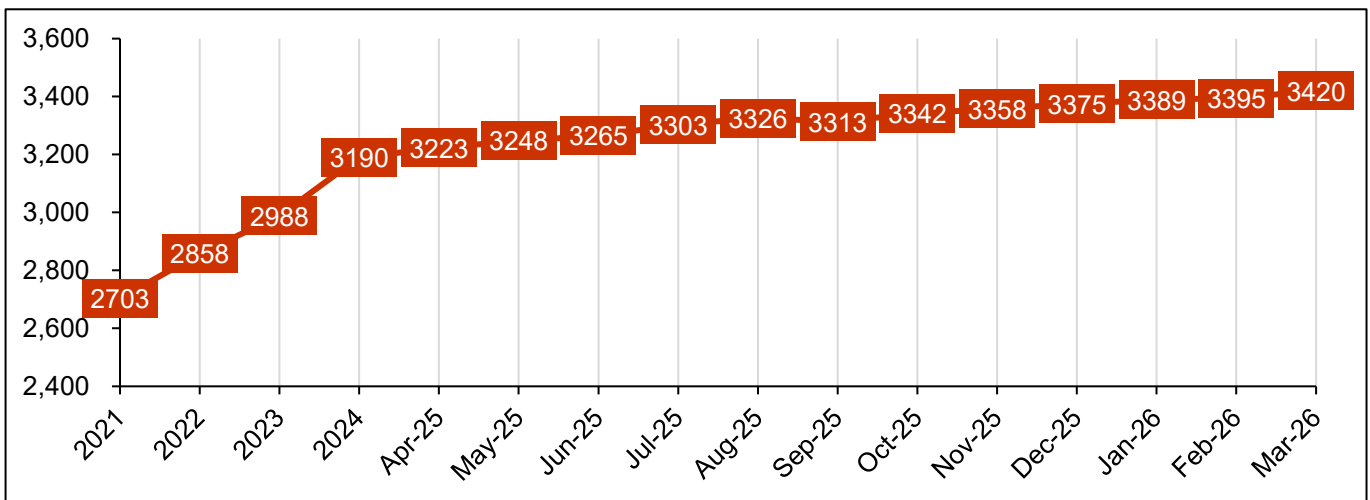
3. HIGH NEEDS BLOCK

3.1 The High Needs Block supports provision for children and young people with special educational needs and disabilities (SEND) from their early years to age

25, enabling both councils and institutions to meet their statutory duties under the Children and Families Act 2014.

- 3.2 The Children and Family’s Act of 2014 not only placed additional responsibilities on councils to support children with SEND up to the age of 25 years old but also increased the powers of parents to influence where their child with SEND is educated.
- 3.3 Following the Department for Education’s announcement on 9 February 2026, as part of the Local Government Finance Settlement, the DfE is proposing the introduction of a High Needs Stability Grant to support councils in addressing DSG High Needs deficits.
- 3.4 The High Needs Stability Grant is a new intervention that will fund up to 90% of councils’ cumulative DSG High Needs deficits as at 31 March 2026, provided each authority submits and secures DfE approval of a Local SEND Reform Plan. It aims to stabilise DSG positions, reduce the risk of insolvency when the statutory override ends in 2028, and ensure councils strengthen inclusion, financial sustainability and SEND system management.
- 3.5 The grant is expected to come into effect **in Autumn 2026**, following DfE assurance processes and publication of final SEND reform arrangements.

Chart 2: Total EHCP Volume since FY 2020-21



- 3.6 Since the Children and Family’s Act of 2014 came into effect, the numbers of pupils supported by the HNB through Education, Health and Care Plans (EHCPs) has grown significantly across the country and in Wandsworth as shown in the chart above.
- 3.7 The Wandsworth High Needs Block in FY 2024-25 had an outturn of **£82.665m** excluding recoupment. This resulted in an overspend of **£16.882m** against a DSG allocation of **£65.783m** (after recoupment).

Table 2: Illustrates the Outturn position for FY 2025-26 for the High Needs Block element of the DSG and compares the overspend to that recorded in FY 2024-25.

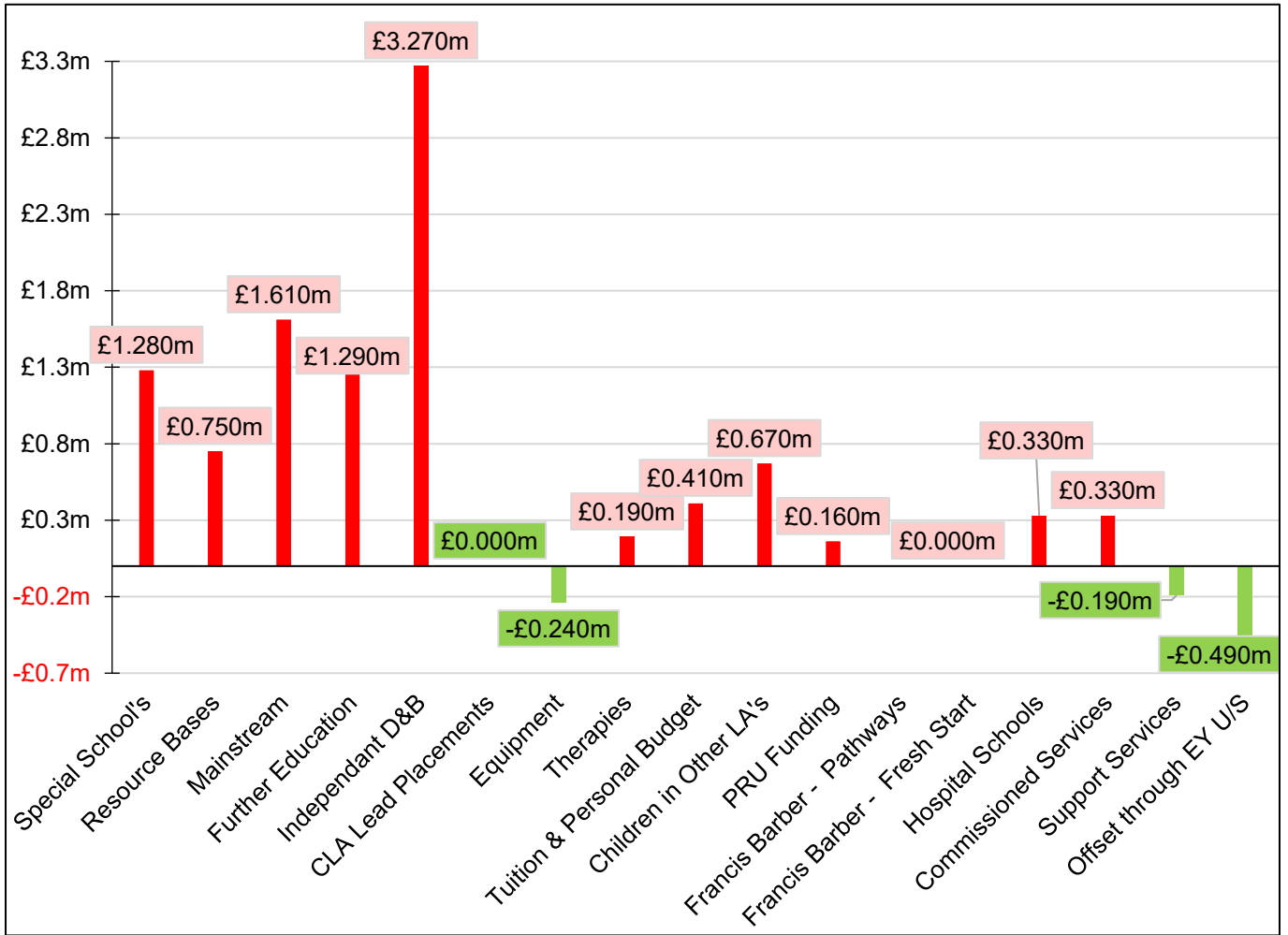
High Needs Block	Outturn - FY 2024-25	Outturn - FY 2025-26	Forecast Variance
Special School Funding	£19,332,983	£20,615,280	£1,282,297
Resource Base Funding	£6,198,687	£6,946,534	£747,847
Mainstream School Funding	£10,849,368	£12,463,574	£1,614,206
Further Education	£4,523,204	£5,812,092	£1,288,888
Independent School Placements	£14,777,109	£18,049,950	£3,272,841
DSG SEN Independent - CLA Lead Placements	£253,927	£253,927	-£1
Equipment	£266,784	£28,832	-£237,952
Therapies	£877,545	£1,067,985	£190,440
Tuition & Personal Budgets	£2,751,154	£3,159,962	£408,808
Children in Other Local Authorities	£3,929,936	£4,602,690	£672,754
PRU Funding	£2,999,420	£3,160,379	£160,959
Francis Barber - Pathways	£476,300	£476,300	£0
Francis Barber - Fresh Start	£231,400	£231,400	£0
Hospital Schools	£1,348,858	£1,675,524	£326,666
Commissioned Services	£2,922,365	£3,254,751	£332,386
Support Services	£1,543,759	£866,111	-£677,648
TOTAL HN Block After Recoupment	£73,282,799	£82,665,288	£9,382,489
Special School - academy recoupment	£2,289,167	£2,455,834	£166,667
Resource Bases - Academy Recoupment	£738,168	£699,334	-£38,834
Post 16 - Recoupment	£1,102,000	£1,058,000	-£44,000
TOTAL HN Block Recoupment	£4,129,335	£4,213,168	£83,833

3.8 The table above shows a full breakdown of HNB expenditure and in the final column, compares how the level of spend in FY 2025-26 compares to that of FY 2024-25.

3.9 The overspends are all within the High Needs Block of the DSG. The drivers behind the LA's position, which is common across London and England, are increased demand for High Needs placements and services via growing numbers of Education, Health and Care Plans, an increase in the cost of high needs placements and services, and a funding envelope that hasn't always kept up with these factors.

3.10 The chart below illustrates the Year-on-Year increases for FY 2025-26 against the FY 2024-25 outturn as a baseline:

3.11 **Chart 3: Year-on-Year increase for FY 2025-26 against the FY 2024-25 outturn**

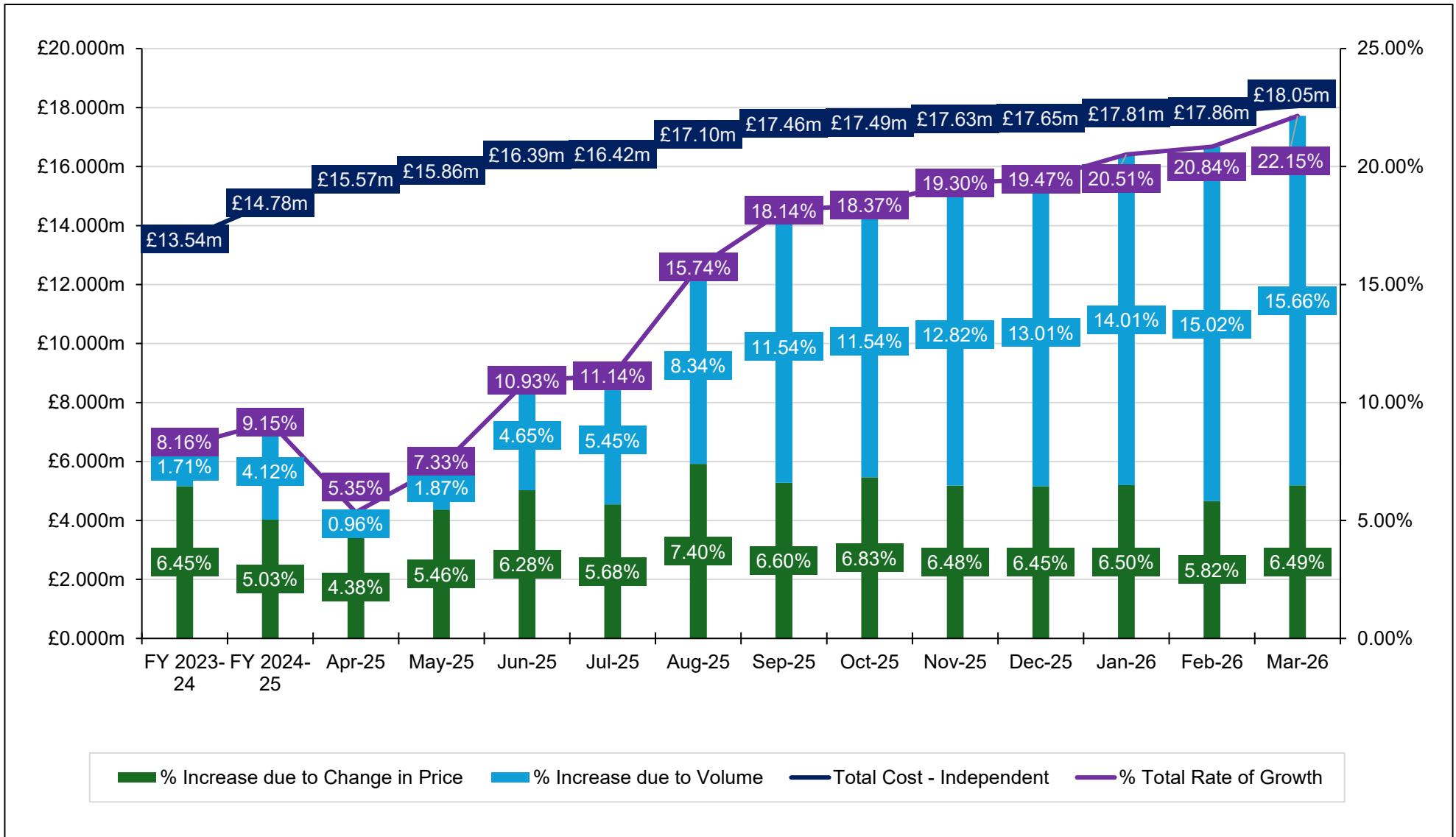


3.12 Overall, the overspend in FY 2025-26 is £9.382m higher than in FY 2024-25.

3.13 Of the £9.382m increase, £3.6m has been spent across investment in our schools (Special, Resource Base and Mainstream provision).

3.14 Independent provision saw a significant increase in expenditure of £3.270m which is driven by the compounding impact of pressure from inflationary price increases, an increase in the severity of needs and an increasing number of children being placed in an independent provision.

Chart 4: Independent Provision - Change in Price and Volume

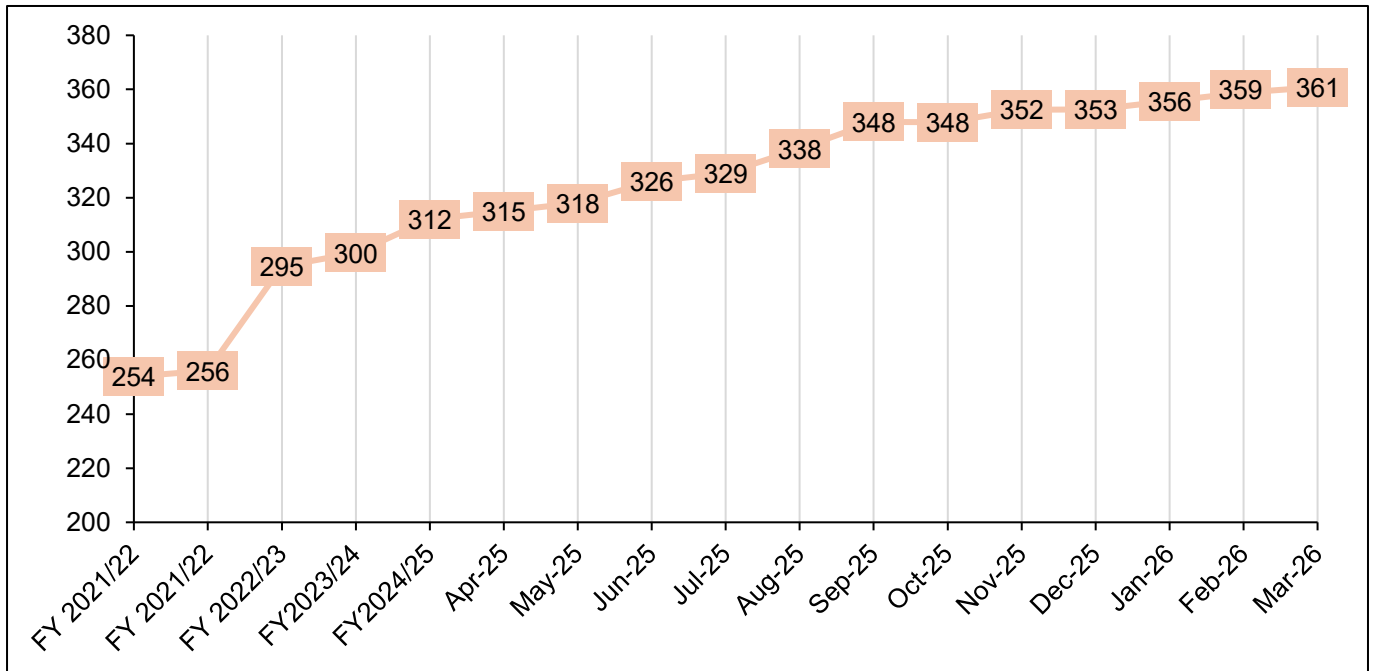


3.15 The largest driver behind the growing DSG deficit position is the increased demand for independent school placements which on average costs £50k per place as compared to an average of £12k per place in the mainstream provision.

3.16 The data supporting this increase can be seen in the chart above broken down into:

- % increase due to growth in Volume (**16% as at end of FY 2025-26**)
- % increase due to change in Price (**6.5% as at end of FY 2025-26**)
- **A net YTD increase of 22%** between FY 2024-25 from FY 2025-26

Chart 5: Independent Provision Volume since FY 2020-21

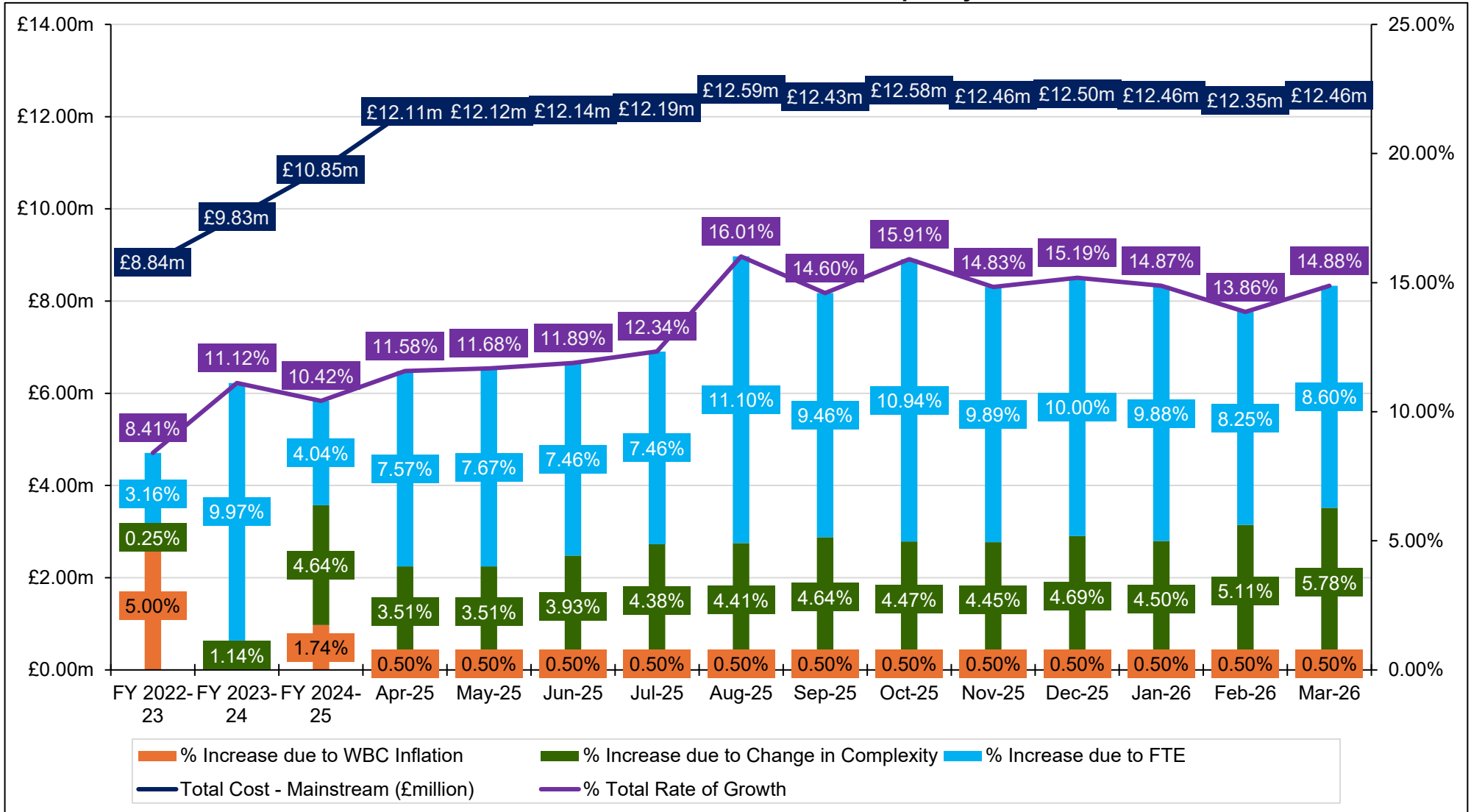


3.17 The change in volume has seen an **increase of 42%** between FY 2020-21 to FY 2025-26

3.18 A significant risk remains around the rate of increase already seen across Independent Provision and future adverse impact on the cumulative DSG Reserve balance.

3.19 The number of children and young people supported with Education, Health and Care (EHC) plans has continued to grow, with a significant increase in those attending mainstream schools despite falling rolls.

Chart 6: Mainstream Provision – Growth & Inflation vs Increase in Complexity



3.20 The data supporting this increase can be seen in the chart above broken down into:

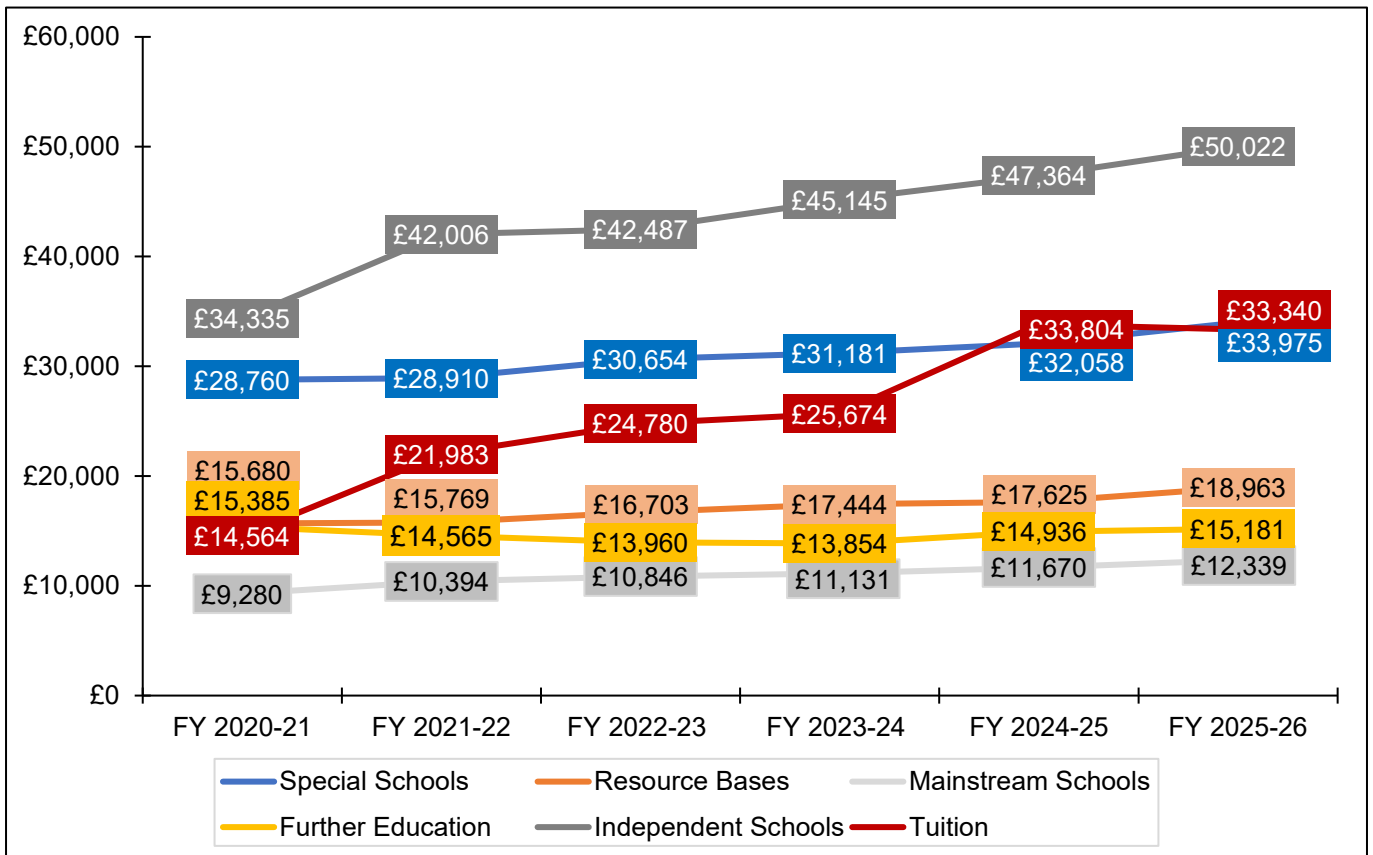
- % increase due to a growth in overall numbers (**8.6% as at end of FY 2025-26**)
- % increase due to the rate increase awarded by WBC as agreed in SF (**0.5% for FY 2025-26**)
- % increase due a change in needs/complexity (**5.8% as at end of FY 2025-26**)
- A **net YTD increase of 15%** between FY 2024-25 and FY 2025-26.

3.21 Children placed in Special, Resource and Mainstream provision outside the borough has also seen a noticeable increase of £0.670m in FY 2025-26 from FY 2024-25. This is due to more children increasingly being placed in provisions outside the borough due to several schools falling on the border between neighbouring authorities.

3.22 The significant increase in independent provision is supported by the increase in the average cost.

3.23 This is shown in the chart below which highlights the average top-up funding cost per provision type:

Chart 7: Average Top-up Funding cost per provision type



3.24 The average cost for an independent provision has seen an increase from £34k per pupil in FY 2020-21 to £50k in FY 2025-26 – a **46% increase**.

3.25 Despite a significant increase in investment of Wandsworth maintained provisions in FY 2025-26, the average cost has been kept relatively flat from FY 2020-21.

4. EARLY YEARS BLOCK

4.1 The Early Years block funds the provision on education for early years aged children from under 2 to 4 years old. The majority of the block funding is passed on to settings who provide the education.

4.2 The EY sector expanded in FY 2024-25, with additional funding being made available to fund provision for 2-year-olds of working parents from April 2024 and working parents of children from 9 months up to 2 years old from September 2024. This was then expanded further in FY 2025-26 from September as 2-year-olds and 9 months up to 2 years olds of working parents are able to access 30 hours free childcare per week.

4.3 The Early Years Block (EYB) funding is the only funding within the DSG that is funded entirely on actual activity delivered, in this case hours of provision provided to children.

Table 3: Illustrates the outturn position for the FY 2025-26 Early Years Block element of the DSG:

EY Block	FY 2025-26		
	Budget - FY24-25	Outturn FY2024-25	Forecast Variance (Under) / Over Budget
TOTAL	£45,472,138	£41,160,879	-£4,311,259

4.4 An underspend of **£4.311m** is shown in the Early Years Block due to lower hours paid out compared to budget.

4.5 The allocation for the Early Years Block has been amended in July 2025 and updated with January 2025 school census data. The allocation will be amended again in July 2026 with the January 2025 census data.

5. SCHOOLS BLOCK

5.1 The Schools' Block is the element of the DSG that provides primary and secondary schools with their core funding. **£87.246m** of the £87.564m schools block budget is passed on to schools as their budget shares. These budget

shares are calculated and agreed at Schools Forum in January of every year and will not change until the following year.

- 5.2 The remaining **£0.318m** of the schools' block funding is de-delegated funding which schools contribute towards the cost of centrally retained services. The table below shows the contributions for each of these.
- 5.3 Due to the closure of Goldfinch Primary School in August 2025, there is an underspend of £0.804m in the school's block. £804k represents the budget share of the school remaining for the period of September 2025 to March 2026.

FY 2025-26			
Schools Budget Shares	Budget - FY2025-26	Outturn FY2025-26	Forecast Variance (Under) / Over Budget
Schools Budget Shares & Growth Fund	£87,070,527	£87,070,527	£0
De-delegated Funding	Budget - FY2025-26	Outturn FY2025-26	Forecast Variance (Under) / Over Budget
School Improvement	£268,734	£268,734	£0
Support to underperforming ethnic minority groups and bilingual learners	£14,546	£14,546	£0
Maternity Leave / Suspended Staff /and Trade Union Cover	£35,000	£35,000	£0
Maintained Education Functions (Former ESG Grant)	Budget - FY2025-26	Outturn FY2025-26	Forecast Variance (Under) / Over Budget
Redundancy Costs	£175,047	£175,047	£0
TOTAL	£87,563,853	£87,563,853	£0

6. CENTRAL SCHOOLS' SERVICES BLOCK

- 6.1 The Central Schools Services Block (CSSB) provides funding for LAs to carry out central functions on behalf of pupils in state-funded maintained schools and academies in England.
- 6.2 The CSSB is formulated to cover both historic commitments and ongoing responsibilities. The former are fixed amounts committed in FY 2012-13 and cannot be increased under the National Funding Formula (NFF).
- 6.3 The table below shows the budget and expenditure for FY 2025-26, where no over- or under-spends occurred.

CSSB	FY 2025-26		
	Budget FY2025-26	Outturn FY2025-26	Forecast Variance (Under) / Over Budget
Prudential Borrowing Costs	£547,878	£547,878	£0
Existing Termination of Employment costs	£732,000	£732,000	£0
Servicing of Schools Forum	£16,000	£16,000	£0
Copyright Licenses	£210,000	£210,000	£0
Contribution to responsibilities that local authorities hold for all schools	£1,253,122	£1,253,122	£0
TOTAL	£2,759,000	£2,759,000	£0

Wandsworth Council

Meeting / Date	SCHOOLS FORUM 18th May 2026	Agenda Item	4
Report Title	Send Reforms – High Needs Stability Grant		
Decision/ Discussion/ Information	Discussion		
Report Author/ Contact details	Gareth Evans, Assistant Director Children’s Finance Email: gareth.evans@richmondandwandsworth.gov.uk Deborah Johnson, Assistant Director SEND and Inclusion Email: deborah.johnson@richmondandwandsworth.gov.uk		
Appendices	None		

1. INTRODUCTION

- 1.1 This report provides Schools Forum with an update on the government’s proposed reforms to the Special Educational Needs and Disabilities (SEND) system, alongside related funding developments, including the High Needs (HN) Stability Grant.
- 1.2 The report summarises the key elements of the national SEND reform programme that are most relevant to schools, academies and local high needs systems, and sets out Wandsworth’s current position and emerging response. It also outlines the anticipated timetable for further local engagement and reporting.
- 1.3 This paper provides an interim update. It sets out the current context and direction of travel; more detailed proposals on local implementation—including implications for schools and the high needs system—will be reported to Schools Forum in line with the published engagement timeline.

2. RECOMMENDATION

- 2.1 Officers recommend that the Schools Forum;
- Note the contents of the paper.

3. SEND REFORM UPADTE – NATIONAL CONTEXT

- 3.1 The government has set out its vision for SEND reform through the consultation Putting Children and Young People First. The reforms are designed to address longstanding challenges across the SEND system, including rising demand for statutory assessments, variability in provision, and increasing financial pressure on high needs budgets.

- 3.2 A central feature of the reforms is a layered model of support, intended to reduce over-reliance on statutory Education, Health and Care Plans (EHCPs). Under this approach, children and young people would move more flexibly between universal, targeted, targeted-plus and specialist support as needs emerge and change, rather than statutory processes being the primary route to support.
- 3.3 The reforms place a strong emphasis on mainstream inclusion and are intended to strengthen the support available to schools and early years settings to meet a broader range of needs through earlier identification, high-quality inclusive teaching, clearer expectations around ordinarily available provision, and closer collaboration with local specialist services and health partners.
- 3.4 To support this shift, the government has announced significant investment over the next three to four years. This includes funding to strengthen inclusive practice in mainstream settings, expand inclusion bases within mainstream schools, and enhance workforce capacity across key disciplines such as Educational Psychology, Speech and Language Therapy and Occupational Therapy.
- 3.5 Another early and central requirement within the reform programme is the establishment of a locally defined “Experts at Hand” offer. This is intended to ensure mainstream early years settings, schools and post-16 providers can access timely multidisciplinary specialist advice – including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and specialist advisory teachers – as part of the graduated response, without reliance on statutory assessment. The emphasis is on earlier intervention, building setting-level capacity and reducing unnecessary escalation to Education, Health and Care Plans. While national expectations have been set around access, governance and timescales, the detailed design of the model is locally determined and expected to reflect local context, workforce capacity and existing provision rather than a single prescribed national service model.
- 3.6 Alongside these structural changes, national policy documents and associated guidance indicate a clear expectation from the Department for Education that schools will work closely with their local authority and system partners to strengthen inclusive practice within mainstream provision. The reform programme is explicit that reducing reliance on Education, Health and Care Plans is not solely a local authority responsibility, but requires shared ownership across the local system, including schools and academies. The intention is that, through collaboration, clearer inclusion expectations and more consistent access to specialist support, a greater proportion of needs are identified and met earlier without escalation into statutory processes, while preserving statutory routes for those children and young people who require specialist provision.
- 3.7 The reforms also propose changes to accountability and system architecture. The intention is to support schools to work more collaboratively in local clusters, publish clearer inclusion strategies, and participate in strengthened local SEND partnerships. Local authorities will retain a central role in sufficiency planning and commissioning, supported by clearer national standards and an updated SEND Code of Practice.

- 3.8 Importantly, while the direction of travel is clear, much of the detailed policy design remains in development. Funding distribution methodologies, the final form of national inclusion standards, and legislative changes will be subject to further consultation and are expected to be phased over a number of years. Existing statutory duties and rights will remain in place during the transition period.

4. HIGH NEEDS STABILITY GRANT UPDATE

- 4.1 Alongside the reform programme, the government has announced the introduction of a High Needs Stability Grant for 2026/27. This grant is intended to address the scale of accumulated Dedicated Schools Grant (DSG) high needs deficits nationally and to support system stability during reform implementation.
- 4.2 Under current announcements, the government intends to write off 90% of historic high needs DSG deficits held by local authorities. This applies to deficits accumulated up to the end of 2025/26 and is subject to local authorities meeting specified conditions.
- 4.3 Access to the Stability Grant is conditional on local authorities submitting an approved Local SEND Reform Plan, including evidence of system maturity and readiness to deliver the reforms. Councils are also required to submit longer-term demand and cost forecasts and demonstrate appropriate use of reform-related investment.
- 4.4 The government has also indicated that future consideration of ongoing deficits, once the statutory DSG override ends, will be linked to evidence of successful reform delivery. However, no guarantee has been provided that future in-year pressures will be fully funded, and the government has been explicit that any further support would be “appropriate and proportionate” rather than open-ended.
- 4.5 It is therefore important to distinguish between the one-off write-off of historic deficits and the ongoing requirement to manage future high needs demand and expenditure. The Stability Grant provides an opportunity to reset the system position, but it does not remove the need for sustained reform to address underlying drivers of demand and cost.

5. WANDSWORTH’S POSITION AND EMERGING PLANS

- 5.1 Wandsworth is starting from a position of relative system strength compared to many other LAs. The borough has maintained strong statutory performance, with sustained compliance on EHCP timelines, and benefits from stable, well-established inclusion and specialist support services.
- 5.2 In particular, Wandsworth is comparatively well-placed in relation to several elements of the national reform “ask”:

- A well-developed Educational Psychology service with established links to schools and capacity beyond statutory work
- Existing inclusion, advisory and outreach services aligned to mainstream settings
- Progressive development of specialist resource bases within mainstream schools
- Established multi-agency SEND governance and partnership arrangements.

5.3 Despite strong foundations, the system continues to face rising demand, particularly linked to autism, social, emotional and mental health needs, and post-16 transitions. Financial pressures remain significant, and future in-year deficits will not be resolved by historical write-offs alone

6. TIMELINE, DEADLINES AND NEXT STEPS

6.1 At a national level, local authorities are required to submit their Local SEND Reform Plans by June 2026, with assessment by the Department for Education expected later in the autumn. Payment of the High Needs Stability Grant is anticipated during Autumn 2026, subject to approval.

6.2 By September 2026, local authorities are expected to have developed a one-year implementation plan for their “Experts at Hand” offer, alongside a higher-level trajectory for subsequent years. By March 2027, local areas are expected to have defined routes for schools to access specialist support through this model.

6.3 Wandsworth’s local engagement strategy has been designed to align with these national milestones. Initial briefings and shared understanding activity will take place during summer 2026, followed by co-design and testing with schools and partners through autumn and early spring.

6.4 Schools Forum will receive further, more detailed reports as this work progresses. This will include updates on the approved Reform Plan, the implications of the Stability Grant, and emerging proposals on local delivery models and funding alignment, brought forward in line with the agreed engagement timeline.

6.5 Members are therefore invited at this stage to note the national context, the position regarding the High Needs Stability Grant, and the proposed approach to local engagement and reporting, recognising that decisions will be brought forward at a later stage when proposals are more fully developed

Wandsworth Council

Meeting / Date	Schools Forum 18th May 2026	Agenda Item	5
Report Title	Emotionally Based School Non-Attendance (EBSNA) Outreach		
Decision/ Discussion/ Information	Information		
Report Author/ Contact details	Andy Fish - Inclusion Service Manager Theodora Theodoratou – Principal Educational Psychologist Tara Bell – Headteacher, Wandsworth Home and Hospital Tuition Service (WHHTS)		
Appendices	Appendix 1- EBSNA Impact Report		

1. INTRODUCTION

- 1.1 The percentage of pupils in Wandsworth with an Education, Health and Care Plan (EHCP) has continued to rise year on year, alongside a sustained increase in pupils presenting with Social, Emotional and Mental Health (SEMH) needs. Emotionally Based School Non-Attendance (EBSNA) remains a key contributory factor driving demand for statutory assessment, specialist placements and high needs expenditure.
- 1.2 Schools Forum previously agreed funding for the EBSNA Outreach pilot as part of the wider multi-strand EBSNA strategy. Schools Forum agreed to fund the pilot project for 1+1 year (reviewed in April 2026 to decide whether to continue for a second year). This report provides an update on delivery, outcomes and learning from the programme to date, drawing on the completed EBSNA Outreach Programme Evaluation and interim learning from EBSNA review meetings.
- 1.3 Schools Forum is invited to note the interim outcomes, expenditure for Year 1 and proposed refinements for Year 2.

2. CONTEXT AND STRATEGIC RATIONALE

- 2.1 Analysis of EHC needs assessment (EHCNA) requests continues to show a high proportion linked to EBSNA presentations, with a significant number resulting in EHCPs and, in some cases, specialist or independent provision placements. Evidence shows that many children experiencing EBSNA have had multiple school moves, reinforcing the importance of a consistent, borough-wide approach.
- 2.2 EBSNA strategy is delivered through four connected strands:

- 2.2.1 Strand 1: Publication and sharing of EBSNA guidance and resources
- 2.2.2 Strand 2: Universal training and bespoke consultancy for schools and partners
- 2.2.3 Strand 3: Strategic oversight and targeted advisory and outreach support
- 2.2.4 Strand 4: Intensive provision for the most complex cases
- 2.3 This report focuses primarily on Strand 3, the EBSNA Outreach Programme, while recognising its interdependence with universal training, school-facing resources and wider SEND and attendance reforms.

3. DELIVERY UPDATE – EBSNA OUTREACH PROGRAMME

3.1 Staffing, Capacity and Programme Development

3.1.1 The programme has operated with:

- A Programme Co-ordinator with a mixed staffing model including the Headteacher of WHHTS and an EBSNA Outreach worker (36 hours per week)
- An EBSNA Exposure Worker providing direct support (25 hours per week) commissioned from Young Giants.

3.1.2 Project review has identified that the programme relies heavily on intensive coordination and communication between schools, families and services.

3.1.3 Learning indicates that sustainable delivery requires a clearer split between:

- strategic oversight and school collaboration, and
- intensive, on-the-ground work with children and families.

3.1.4 Significant programme development has been completed, including:

- Iteratively refined referral and triage tools
- Parent/carer intake questions and pupil progress measures
- Student support plans, reintegration plans and exit evaluations
- School-facing documentation and templates
- Updated digital resources and training materials

3.2 Referral, Triage and Cohort Profile

3.2.1 Three formal multi-agency triage rounds have been completed, with representation from:

- Wandsworth Hospital and Home Tuition Service (Headteacher and EBSNA Outreach worker)

- Schools and Community Psychology Service (Principal EP and EBSNA-specialist EP)
- Inclusion Service
- CAMHS Mental Health Support Team
- Early Help – Targeted Youth and Targeted Parenting and Family Support
- Family & Systemic Psychotherapy (social care).

3.2.2. Whilst the intention was that this project would be co-delivered by education, health and social care. The involvement of health and social care has been through attendance at triage to share information, joint case formulation and appropriate signposting (bridging and facilitating onward referrals if needed). Direct work has been limited to support from WHHTS and SCPS (including any existing work held by the family consultancy, Access).

3.2.3 To date:

- **41 cases** have been triaged across the three rounds to date.
- **14 schools** have referred (6 primary; 8 secondary).

3.2.4 A key finding from triage is that demand has consistently been for pupils with extremely low or 0% attendance, including pupils who have been out of school for one to two years. This is a significantly higher level of need than anticipated when the programme was designed (originally for pupils around 75% attendance), increasing the intensity and duration of support required per case.

3.3 Direct Support and Reintegration Outcomes

3.3.1 Eleven pupils have been admitted to the current reintegration pathway. Early outcomes demonstrate the potential impact of coordinated planning plus mentor-supported exposure work.

- A pupil achieving their first consecutive five days of school contact in over a year.
- A pupil achieving first school contact within the academic year through mentor-supported exposure work.
- A pupil achieving daily school attendance after two years without sustained engagement.

3.3.2 A small number of pupils have exited the programme early due to rapid improvement following advisory input and use of outreach tools (e.g., reintegration planning templates and information-gathering resources), enabling schools to sustain progress with light-touch virtual support. A small number of cases have also closed due to changes in circumstances (e.g., school move/out-of-borough).

4. TRAINING, SCHOOL SUPPORT AND SYSTEM IMPACT

4.1 Training and Workforce Development

- 4.1.1 Universal EBSNA training has reached 51 staff from 31 schools (including 9 secondary schools), with consistently strong feedback and reported increases in confidence. Participants included Headteachers, SENCOs, DSLs, Assistant Headteachers, attendance officers and learning mentors.
- 4.1.2 Feedback highlights:
- **78%** of respondents rated training **5/5** for quality (32 out of 41 responses).
 - **100%** of attendees reported increased confidence in delivering EBSNA support
- 4.1.3 Qualitative feedback evidence immediate application to reintegration planning and strengthened school practice.
- 4.1.4 Review discussions emphasised growing demand from schools for ongoing reflective coaching and supervision, particularly for pupils who do not meet outreach thresholds but still present with entrenched non-attendance.
- 4.1.5 Wider workforce training was delivered to Social Workers, Early Help (targeted parent and targeted youth teams), Virtual School, Mental Health Support Teams, Access, Education Welfare Service to share the model and theory and to discuss the outreach programme and preventative expectations. Next step is to create a webinar for GPs.

4.2 Strengthening School Systems

- 4.2.1 Universal EBSNA training has reached 51 staff from 31 schools (including 9 secondary schools), with consistently strong feedback and reported increases in confidence. Participants included Headteachers, SENCOs, DSLs, Assistant Headteachers, attendance officers and learning mentors.
- 4.2.2 Programme learning has highlighted variability in schools' ability to unpick the attendance profiles of pupils and interconnectedness with other presenting issues and to consider wider systemic environmental factors to support reintegration.
- 4.2.3 In response, the pilot programme has:
- Embedded screening and information-gathering tools into the referral process
 - Developed SEN Support templates with an explicit EBSNA lens
 - Provided intensive coaching to support schools in preparing the 'fertile ground' required for reintegration.

5. OBSERVATIONS AND PROGRAMME REFINEMENT

- 5.1.1 The programme is consistently working with pupils who have experienced prolonged absence, including extended periods at 0% attendance. Evaluation evidence indicates that:

- An **8-week model is insufficient** for the level of entrenched need being seen.
- Most cases require **10–12 weeks** of intensive input to secure and sustain reintegration.
- Each case requires approximately **1.5–2 days of direct contact and follow-up per week** (across family, school and multi-agency coordination), which limits throughput and means the direct support worker can typically support around 3 children concurrently.

5.1.2 Wider learning from the programme has also highlighted a number of gaps that will be fundamental to addressing long-term EBSNA:

- We have learned that children with entrenched EBSNA have often developed significant mental health presentations which would benefit from therapeutic interventions that can be delivered flexibly.
- We have observed that parents of children experiencing long-term EBSNA require significant and understandable reassurance, opportunities to offload and have experiences reframed into solutions, and everyday parenting support.

5.1.3 Therefore, we will continue to seek from services:

- To increase access to specialist mental health support for children and young people in need of but not in receipt of support.
- To identify a source of support for parents of children experiencing EBSNA.
- Clearer multi-agency expectations, roles and follow-through from triage (including consistency of attendance and agreed post-triage actions).
- Stronger and more school strategic Educational Psychology systemic and contextual consultation towards school readiness for reintegration, consultation and direct work (agreed for Summer term).
- More robust collection of attendance data and parent/pupil voice to evidence impact, alongside maintaining sufficient administrative capacity to support communication, resources and consultation for schools whose cases do not meet the programme threshold.
- Strengthening programme infrastructure to improve intake/onboarding arrangements with schools, including clearer expectations and readiness to implement reintegration adjustments. This reflects the learning that some schools require additional structured support to prepare the “fertile ground” for reintegration.
- Linking with wider system reforms, considering the direction of travel towards cluster models and Experts at Hand, ensuring that EBSNA delivery is considered alongside broader reforms. This reinforces the need for a coherent interface between EBSNA-specific expertise and the wider link EP model.

6. COSTS AND PROJECTED FINANCIAL COMMITMENT

6.1.1 Year Costs (2025–26)

- 6.1.2 The agreed annual cost for Year 1 was **£121,000**, covering core staffing from WHHTS, Educational Psychology capacity and direct engagement support. The project took some time to establish so the majority of the direct work did not begin until January 2026, therefore some costs in year 1 were reduced.

	Budget for A/Y 25-26	Committed for AY 25-26
0.8 FTE EBSNA Advisor	£65,000	Headteacher 1 day per week (0.2 FTE) £28,642 Reintegration Lead (36 hrs per week, 39 weeks SO1) £43,179 Total £71,821
40 days of SCPS consultancy and support	£18,000	£6,780 (11 days delivered/planned)
Contingency Funding for a youth worker if not available through existing resources	£38,000	£23,444.00 (Spring and Summer 26 only)
Total	£121,000/ annum	£102,045

6.1.3 Projected Costs – Year 2 (AY 2026–27)

	Budget for A/Y 26-27
Headteacher 1 day per week (0.2 FTE)	£28,642
Reintegration Lead (36 hrs per week, 39 weeks SO1) £43,179	£43,179
40 days of SCPS consultancy and support (mixed model of Principal EP, main grade EP and Trainee EP)	£15,000
EBSNA Exposure Worker providing direct support (25 hours per week) commissioned from Young Giants.	£35,166
Total	121,987

7. COSTS AND PROJECTED FINANCIAL COMMITMENT

- 7.1.1 The Early evidence demonstrates that the programme supports:

- Prevention of unnecessary escalation to EHC needs assessments
- Reduction in reliance on specialist and independent provision
- Improved school capacity to manage complex attendance cases

- 7.1.2 Currently approximately 50 EHCP's are being agreed each year for pupils with EBSNA related needs. Through targeted and intensive support this project would aim to reduce this by 40% by the end of the second year (summer 27). The average cost of an EHCP in a mainstream school is £11,500.

- 7.1.3 Currently approximately 1/3 of pupils who receive an EHCP with EBSNA related needs end up in independent specialist provision. This project would aim to reduce this number by 50% in the first year.

- 7.1.4 Wandsworth currently funds circa 300 pupils with EHCPs in Independent Special Schools costing £14,500,000 a year, or £47,000 a place on average.
- 7.1.5 By the end of the second year it is predicted that this project will provide between £300,000 and £500,000 of cost avoidance per year.
- 7.1.6 The pupils involved in the project will be tracked across the next year to monitor their attendance patterns and their SEN status to determine whether the support has a long term impact.

8. CONCLUSION

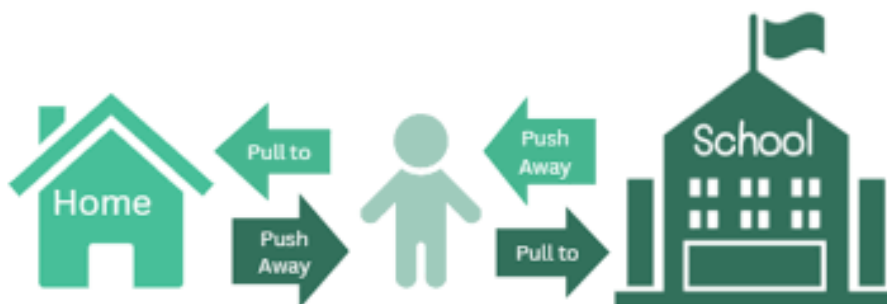
- 8.1.1 Interim evaluation and review findings confirm strong impact at pupil, school and system level, alongside clear learning about demand, intensity and capacity requirements.

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EBSNA Outreach Support Impact Report

Spring 2026





Emotionally Based School Non Attendance (EBSNA) Outreach Programme Report

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Staffing

- Recruited Programme Co-ordinator - 36 hours p/week
- Recruited and mentored (co-ord) EBSNA exposure worker - 25 hours p/week of direct student support

Programme Development Completed

Planning & Setup	Student Documents	School Documents
1.1.1 Prepare Project Schedule 1.1.2 Create Programme Guidance 1.2.1 Define objectives 1.2.2 Design programme structure 1.2.3 Define referral criteria 1.2.4 Create programme flowchart 1.3.1 Create referral form alternative – School Referral Spreadsheet 1.3.2 Create Comms Plan 1.4.1 Confirm key stakeholders 1.4.2 Create online referral form EBSNA Website Update 1.5.1 Finalise written content 1.5.2 Online referral form option? 1.5.3 Update EBSNA page on WHHTS website	Student Intake/Assessment 2.1.1 Parent/Carer Intake Questions 2.2.1 Create Pupil Progress Scale 2.2.2 Create Student Success Support Plan 2.3.1 Add & categorise wrap-around services/orgs 2.3.2 Create pupil reports 2.3.3 Create pupil discharge report 2.3.4 Create Student Exit Evaluation Survey/Form 2.3.5 Create Parent Exit Evaluation Survey/Form	3.1.1 Create Programme Snapshot doc 3.1.2 Overview, objectives & FAQs 3.1.3 Create re-integration Plan Doc 3.1.4 Create padlet resource School resources 4.1.1 Update EBSNA toolkit 4.1.2 Create building rapport resource 4.1.3 Create parent comms guidance and template Training documentation 5.1.1 Create training presentation for schools(full) 5.1.2 Create introduction to training - 5-10 mins presentation 5.1.3 Create training presentation for professionals 5.1.4 Create handouts: parents/comms/internal tracking/prevention flyer Evaluation of programme 6.1.1 Create and collate impact report

Triaging

- **Completed rounds of triaging:** 3
- **Panel attendance:**
 - CAMHS – Mental Health Support Team;
 - Early Help – Targeted Youth
 - Family & Systemic Psychotherapy
 - School & Community Psychology Services – Principal EP & EBSNA-specialist EP
 - Inclusion Service
 - WHHTS
- **Number of cases triaged:** 41
- **Number of schools referring:** 14 schools referred (6 primary; 8 secondary)

EBSNA Support

Positive outcomes via outreach co-ordination:

Cohort 1:

Student 1 (L) – Achieved first 5-day school contact in over a year in week 5 of programme.

Student 2 (G) – Achieved first contact with school this academic year with mentor support – currently visiting school twice a week and beginning social and academic exposure work.

Student 3 (O) – Achieved first consecutive 5-days of school attendance and received onsite academic tuition through EBSNA Outreach. Had not attended school for more than 2 consecutive days in 2 years, now able to access school every day.

Number of students admitted onto current reintegration: 11

Of which:

1 successful reintegration after receiving support in use of WHHTS EBSNA tools, including info gathering tools, programme resources &

2 withdrawn following WHHTS clarification with families on current arrangements: one YP changing schools and one moved out of the Wandsworth Borough.

1 successful reintegration after receiving support to use EBSNA tools including building a reintegration plan; sudden increase in attendance & sustained. School felt confidently able to manage internal reintegration with WHHTS documentation and virtual support.

4 awaiting Intake Meetings

2 currently being supported in school (In week 5 of 8 week programme)

1 due to begin direct support within the next fortnight.

Resources

The screenshot shows a Padlet board with the following sections and resources:

- Understanding EBSNA**: EBSNA Guidance and Toolkit for Schools | WHHTS 2025 (PDF)
- EBSNA Prevention**: EBSNA School Action Plan (PDF), Whole-School Approach to EBSNA: Audit Tool (PDF)
- Identifying & Addressing EBSNA**: School Tool: EBSNA Screening Tool (PDF), School Tool: Information Gathering with Parents/Families (PDF)
- EBSNA - Reintegration**: EBSNA Reintegration Support Plan Framework Example (PDF), School Tool for Parent Communication: Weekly Reintegration Recep Template (PDF)
- Other Resources**: Handout: Rapport & Communication Strategies (PDF), EBSNA Outreach Programme - Pilot (PDF)



https://padlet.com/whhts_ebsna/ebsna-wandsworth-hospital-and-home-tuition-service-gkir18ozx6eg7vbt

Training

I just want to express my appreciation for the work you do. I've just had a TSM with Parkgate house (independent school), and the praising couldn't stop!! They are ever so grateful for the guidance they received at the EBSNA training; and have immediately started to work on the reintegration plan of their SA pupil.

THANK YOU!!! You are the biggest stars

Feedback from Training 2025-26

Outcomes:

Number of attendees: 51

Number of schools: 31 including 9 secondary schools

Range of roles of attendees included Headteachers, SENCO's, learning mentors, Assistant Headteachers, DSL's and Attendance officers

Q: How would you rate your overall quality of the training?

Approval of training: 32 (78%) of 41 of responses gave the training 5/5.

Progress within session - 100% attendees reported leaving training stating they felt 'confident' in their ability to deliver EBSNA support with 66% reporting feeling 'very confident'

Q: What suggestions do you have for improving future EBSNA training sessions?

None. It was delivered wonderfully.

Keep re-running so more staff can be sent

Can this be rolled out to head teacher briefings?

Q: What new knowledge or skills have you gained regarding EBSNA during this training?

So much. I came into this training not knowing a lot about this. I've left with a newfound confidence and an eagerness to support CYP's and their families with this.

So much! It all feels as if I have a clearer plan!

Understanding the services involvement and how to support pupils in school. The handbook will be amazing as are the tools provided today

Prevention , identification and reintegration . Every aspect was useful .

Hard to pick. Really appreciate the structure if the training - gained a better understanding of preventative strategies/aspects to consider strategically as a school, individual factors, identification, tools to support, responses etc

Understanding the expectations and processes for EBSNA.

Clearer understanding of what EBSNA is and how to identify.

EBSNA Programme Feedback

Parent feedback on EBSNA Mentor	"I feel like she really cares about my child. The reintegration work has helped"
Student feedback on EBSNA programme	"It has made school fun" Same student at the end of the reintegration doing more hours: "If I can attend all the other days, then I can definitely come in more"
Student feedback	"It has been good", "Not as bad as I had thought it would be"
School feedback	"It has been beneficial" Was thankful for the intervention for the student and have asked for more information for other students in the school".

School directly supported so far: 3 primary, 2 secondary

Wider support

EWO Service - June 2025

SEND & Inclusion Forum February 2026

Wider Outcomes & Learnings

Weakness of SEN Support plans across schools

Outcome: Inclusion Service & SCPS will collaborate with schools to support schools; WHHTS created SEN Support Plan template to support schools by modelling holistic S/AEN practice.

Identified schools ability to collate information about their students

Outcome: Creation of screening and info-gathering tools for schools & embedding them in referral process – upskilling schools in putting together more robust Pupil profiles and enhancing understanding of EBSNA cases, which can inform their current processes when working with families.

Identified specific schools with gaps in knowledge/development needs in

working with student experiencing poor attendance or EBSNA - Inclusion team able to offer increased support.

Increased appetite from schools for tailored support with EBSNA cases and whole-school approaches.

Challenges and solutions

1. *The programme was designed to meet the needs of students whose attendance was sitting around the 75% mark.*

However due to demand, we have consistently been picking up children at 0% attendance, including one pupils out of school for one year and one out of school for 2 years. This has increased the entrenched nature of the EBSNA cases and the needs of schools, families and children accepted.

Solutions in place

The level of need from these children and families :

- Extend the original planned programme length of 8 weeks as insufficient and move to 10-12 weeks as more realistic.
- Each child and family requires at least 1.5 - 2 days of contact and follow up communication each week, with schools and wider professionals also needing to be considered and informed by this worker. This means that our child support worker can only support around 3 children each week, thus limiting our scope.
- We have put in place a part time admin officer to continue to support with communication and resources and therefore allow the EBSNA outreach lead to have more time for direct support to schools, children and families.
- We have increased resources and communication with schools at point of admission

With an additional support worker in place at HHTS we can bridge the gap, increase numbers and increase strategic support to schools.

2. *The programme capacity is to support around 3-4 students, families and schools at a time.*

However demand is at around 10-20 referrals per triage panel with schools desperate for advice for those not able to get onto the programme

Solutions in place

- Schools require additional tailored support/coaching to meet individual needs. We are scheduling catch up consultations with schools once our new EBSNA outreach lead starts in mid May
- From panel we are able to identify and agree support from other services
- We are rededicating alternate panels as follow up panels to ensure pupil support is in place for all those on the programme or for schools who have cases that have not met threshold.
- We have put in place an admin officer to support schools with as much information as possible to use with cases that do not meet threshold.

3. *One of the core aims of the triage panel was to ensure that there was a multi-disciplinary team able to offer advice on suitability of cases, signpost schools to more services and escalate cases to increased support where needed.*

Solutions in place

This has required:

- clarifying roles and responsibilities for attendees
- requesting consistency in attendees to panel from wider services
- redesigning referral information and systems to ensure information sharing is possible
- recreating post discharge actions and review communications to ensure services can follow up on actions as needed.

What we would like to happen next to strengthen the programme?

- ~~More direct EP support – agreed and in place for Summer~~
- ~~Weekly strategic oversight and leadership of programme~~
- Daily Support for each child from YG/HHTS, Early Help or School.
- Weekly Support for family - can early help provide more?
- Consistent and flexible consultation support for schools whose cases do not get on programme
- Financial support to keep the administrative support, empowering more parties to independently support the child and allowing HHTS to do more direct support

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