

BUSINESS CASE

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Version

DOCUMENT HISTORY

Version	Changes	Date	Author
0.1	Draft	17.01.2022	Lesley Rudge
0.2	Additional detail to requirements		
0.3	Final version		

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1 Business Case History

1.1 Version Control

Version:	Updated by:	Job Title:	Changes Made:	Track Changes?	Date:
0.1	Lesley Rudge	SEND Project Manager	0		17.10.2022
0.2					
0.3					

1.2 Issue History

Version:	Issued To:	Job Title:	Date Issued:

3 Executive Summary

Autism in Schools Project

Autism Schools Project builds on the work and learning from the North Cumbria and Northeast Accelerator Schools Autism Project. The broad aim of the project is to address the issue of mainstream schools failing to respond to needs of autistic students.

Phase one (2021-2022) included four GM LAs (Oldham, Rochdale, Manchester and Wigan) who jointly bid for the opportunity to take part in the Autism in School Project with funding solely from the national project via NHSE. This funding was held in Trafford.

Phase two (2022-2023) The project is being rolled out for a second year with further funding from the national project (£118,000.00) and additional GM ICS health financial input. (£281,136.00) The intention is to have three strands to the roll out:

Embed. Continue to work with schools already involved in the project to ensure sustainability and a legacy of culture change.

Spread. Spread the good practice to neighbouring schools within the LAs involved using a buddy system to link existing AIS schools to those beginning their journey

Scale. Share with and begin the process in further Local Authorities across Greater Manchester. (Salford, Stockport, Trafford and Bury) Funding therefore will be shared by eight LAs.

4 Reasons

The project will enable localities to explore and implement how they may support children and young people with Autism in mainstream schools through the provision of early intervention and preventive support. This in turn will support managing capacity and demand within inpatient and community mental health and learning disability and autism services across GM.

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National metrics for the project are:

- Attendance levels for autistic young people with SEN or EHCP and those without
- The number of young people on part time timetables
- Permanent and fixed term exclusion data for autistic young people with SEN or EHCP
- The number of autistic young people who have left school in the last two years with SEN or EHCP and reason why.
- The percentage of pupils with SEN or EHCP meeting their short term targets
- Admission data for tier 4 beds for children and young people with autism

Evaluation of the first phase of the national Autism in Schools Project in North Cumbria and North East ([Autism-Accelator-Phase-1-evaluation.pdf \(contact.org.uk\)](#)) reports:

- Schools making fewer and more appropriate onward referrals to support services such as CAMHS.
- Improved concentration in class was seen by introducing practical tools to support sensory needs and improve childrens' environments. Teaching adjustments meant children experienced less anxiety about day-to-day learning.
- A peer network for parents and professionals working with SEND children and young people was invaluable and key to sustaining progress.
- Structured reflective time was used by teachers to share learning each time incidents occurred for SEND students. This school experienced a significant drop in fixed term exclusions.
- Appropriate cross-agency support, and working with families at a time of crisis, prevented at least three children from having to be admitted to inpatient care.

5 Business Options

Table 4: Options Appraisal

Option	Benefit	Cons/Risks	Assessment
1. Do nothing		Individual LA autism support offers duplicate work undertaken and learning is not shared	
2. Fund the project	- Greater understanding of impact of autism across the GM ICB footprint Collective financial benefit to GM 'do things once' -	- Future continuation of the project is dependent on GM ICB funding/national funding not yet agreed	

Option	Benefit	Cons/Risks	Assessment
	-	-	

6 Expected Benefits

- The project roll out will increase early support and intervention at tier 1 and 2 and reduce financial pressure on tiers 3, 3.5 and 4 of Child and Adolescent Mental Health Services for children and young people with LDA.
- Reduction in the number of young people on part time timetables leading to permanent and fixed term exclusions will reduce financial pressure on high needs high-cost alternative provision
- The project is aligned with GM and National Autism Strategies ensuring sustainability and longevity.
- Cross border whole school learning will ensure locality cohesivity supporting effective transitions of children and young people
- The funding will be held in GMCA in for oversight by project managers and for transparency. Further roll out of the project in following years will mean funding streams are in place for continued delivery of the project

7 Expected Dis-benefits

Roll out of the project will be affected by and may create workforce capacity issues.

8 Timescale

Table 5: High level project plan



AIS Timeline Phase
Two.xlsx

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	Activity	Deliverable	Lapsed time	Timeframe
1	See Attached			
2				
3				
4				
5				
6				
7				
8				

9 Costs



AIS Budget 22 -23
complete costings.xls»

10 Investment Appraisal

11 Major Risks

Future funding of the project is a risk. Continuing grants from the national project are not agreed.
Workforce capacity is a risk across health, schools and LA colleagues.