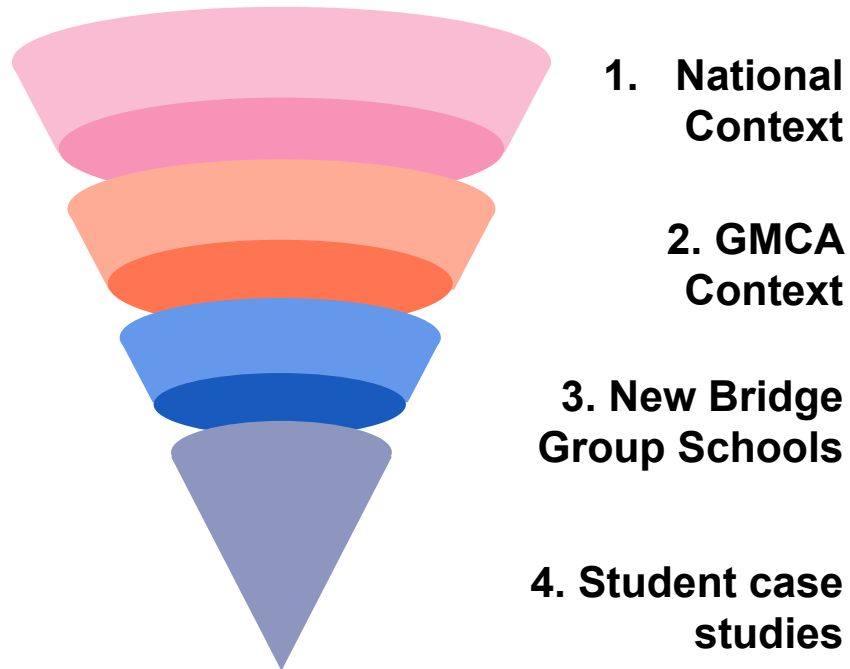


Analysis of the benefits of New Bridge Group's Preparing for Adulthood support

July 2022



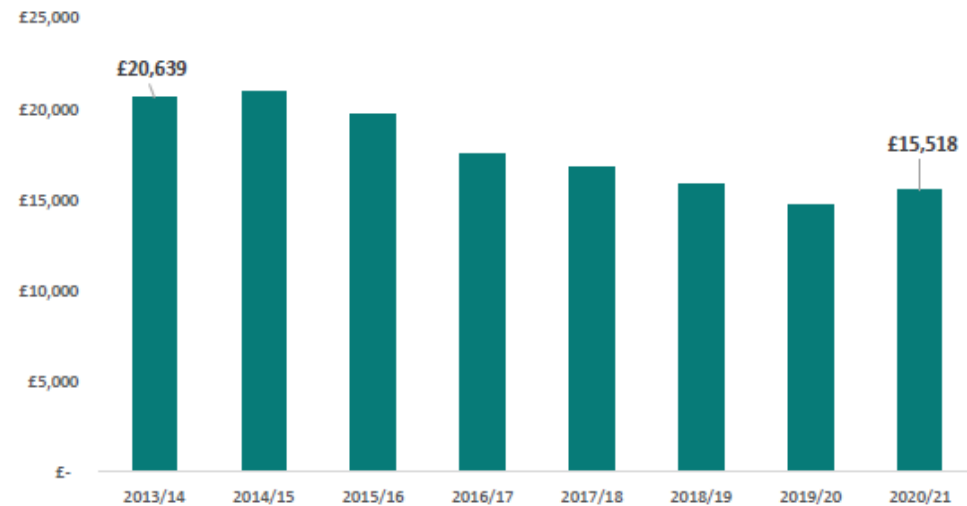
This report explores the trends and outcomes of students with EHC plans at a national, regional, New Bridge and individual level



- Preparation for Adulthood has been a key part of the English education system for children and young people with additional needs since the 2014 special educational needs and disabilities (SEND) reforms
- However, large gaps remain between the outcomes that children and young people with SEND achieve relative to their peers, from participation in further and higher education to employment levels and independent living
- New Bridge Group are committed to closing this gap by supporting students to achieve their academic potential and preparing young people during their time in education to participate fully in society after they leave
- Social Finance, a non-profit that works with government and the social sector to improve outcomes for people and communities, were commissioned by New Bridge Group in 2022 to explore the outcomes that students achieve after leaving education and the corresponding social and economic benefits of Preparing for Adulthood support

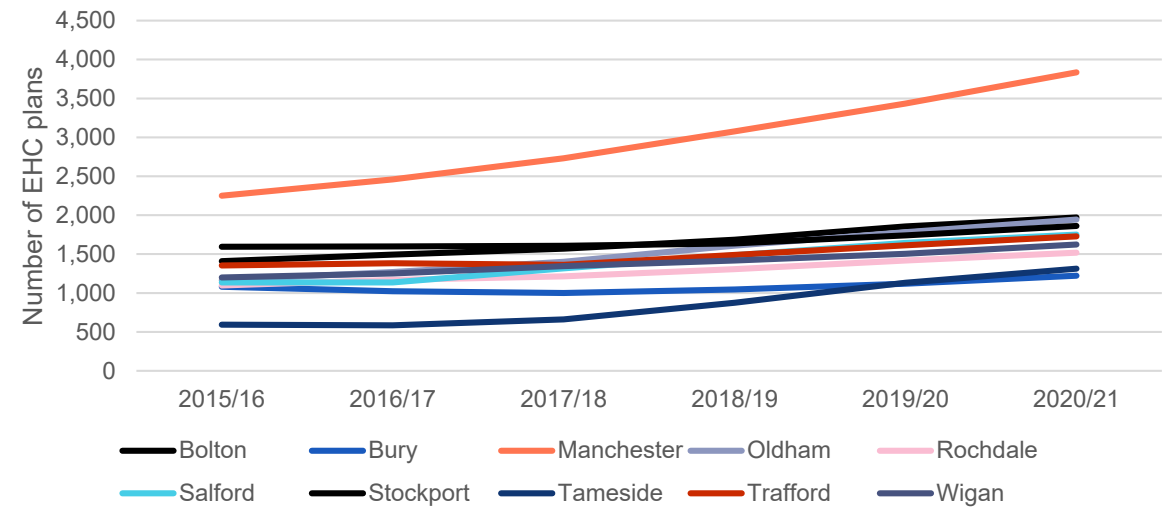
Nationally and in GMCA, the number of children and young people with EHC plans is going up and funding isn't keeping pace

Average high needs resources as part of DSG, per pupil with a EHC plan



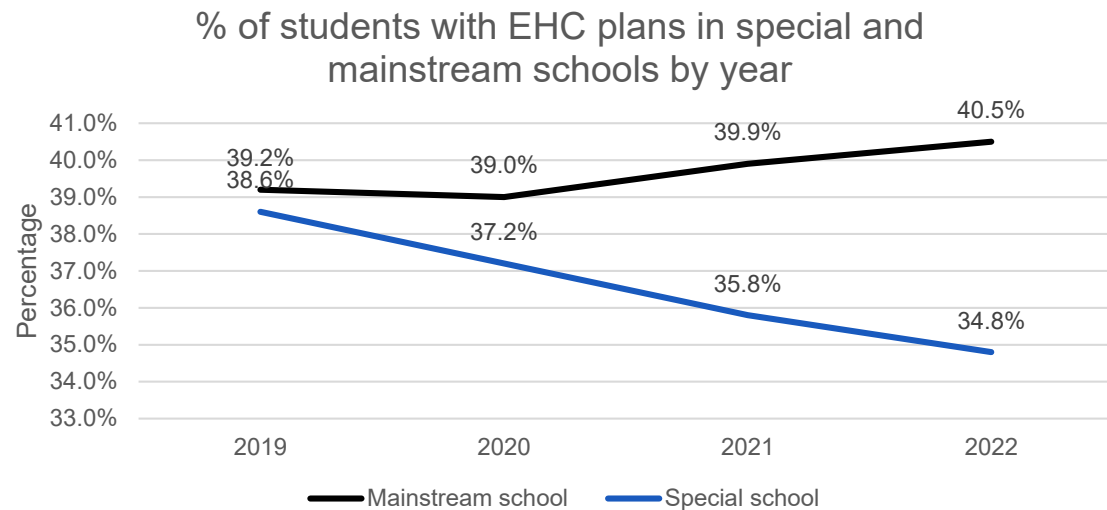
- Since 2019, nationally, the number of children and young people with EHC plans has increased by 34% nationally
- The high needs budget not increased sufficiently: the average cost of high needs resource per pupil with an EHC plan has dropped from over £20,000 in 2013/14 to £15,518 in 2020/21

Number of EHC plans/ statements over time in GMCA

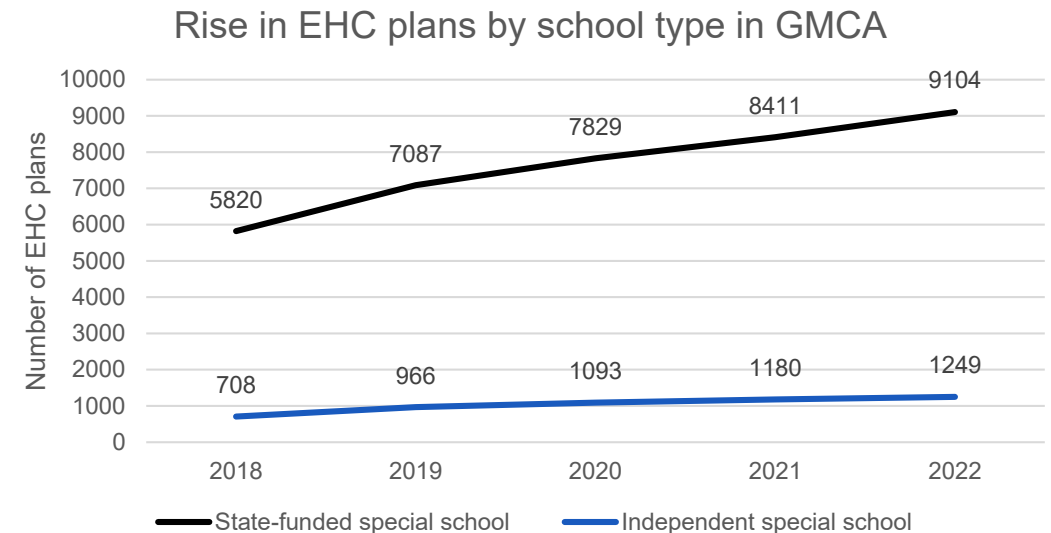


- Mirroring national patterns, the number of students with EHC plans /statements in GMCA have increased by 33% in GMCA since 2019
- The largest increase proportional increase in children and young people with EHC plans since 2019 is in Manchester (39%) and Tameside (59%) and the smallest proportional increases since 2019 are in Stockport (19%) and Bolton (22%)

A larger proportion of children and young people with EHC plans are going to mainstream schools, though this varies regionally



- The proportion of students with EHC plans in each school type is changing
- In 2019, 38.6% of students with EHC plans went to special schools (inc. independent special schools), and reducing to 34.8% in 2022.
- An opposite trend occurs in mainstream schools, with 39.2% of students with EHC plans in mainstream education in 2019 and 40.5% in 2022



- Since 2018, the number of children and young people with EHC plans from GMCA educated in state-funded special schools (academy/maintained) has risen by 56%; for independent schools the rise is 76%
- However, school types vary considerably by borough, with a higher proportion of children and young people with EHC plans going to independent schools in Tameside than in Oldham

The cost of independent special schools is much higher than state-funded special schools, though the students are likely to have different needs

State funded special school

New Bridge site	Average unit cost per year (£)
New Bridge School	6679
Hollinwood Academy	8750
Spring Brook Academy	13,882
Springboard Project	13,882

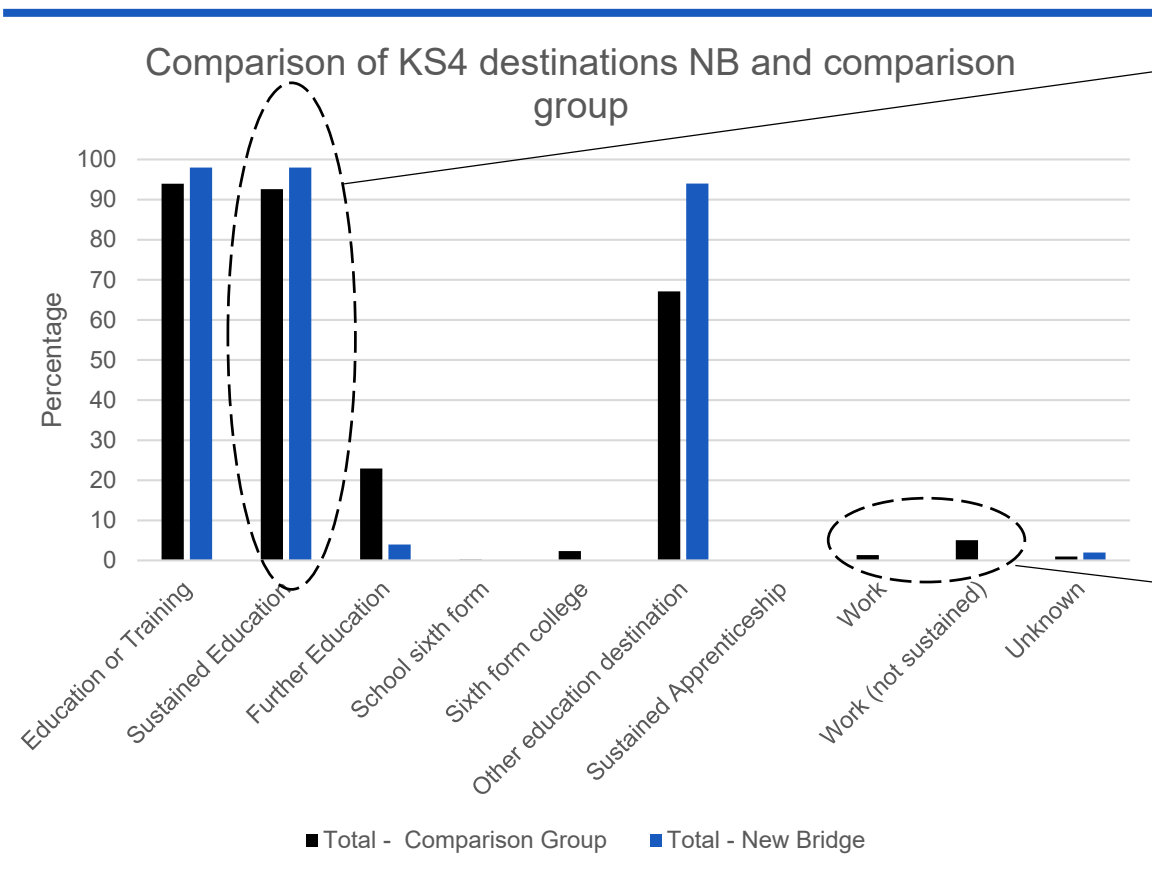
The average cost of a place at a New Bridge special school for a year is **£10,800**.

Independent special school

Council	Average unit cost per year (£)
Manchester	68,068
Oldham	42,588
Rochdale	38,168
Salford	64,064
Stockport	52,832
Tameside	59,540
Trafford	76,908
Wigan	92,352

Using these figures, the average cost of an independent special school place for a year is **£61,800**.

More students from New Bridge School went into education after KS4 than in comparison schools



- 97% of students from New Bridge School sustained education in comparison to just over 92% of students in comparison schools, and 87.2% nationally
- Proportionally more students from the comparison group schools went onto further education, while more students from New Bridge School went to other education destination, though this might demonstrate coding inconsistencies
- Some students from the comparison schools went onto work after KS4, though the majority of these did not sustain this work. No New Bridge School students went straight into work after KS4

These case studies demonstrate the value of the effective Preparing for Adulthood support that New Bridge group provides

This section summarises the findings a series of case studies, designed to illustrate the ‘typical’ journeys and support

- Case studies are a powerful tool to demonstrate real life impact of effective Preparing for Adulthood support; the support from New Bridge Group schools and services has clearly positively impacted the destinations and outcomes of the students in these case studies, including those with SEMH and complex mental health needs
- There are potential savings for government, local authorities, and the health system in the present from the kind of effective support while in school that New Bridge Group settings provide, versus the kind of education they might otherwise receive
- There are also significant potential savings for government in the future (upwards of £100k over the first 5 years following education) from effective Preparing for Adulthood support of the kind prioritised in New Bridge Group schools

Case study	New Bridge Group service*
Person A	Horizons – a flexible day provision for people aged 19-25+ in the centre of Oldham
Person B	The Springboard Project – a school support 14 to 19-year-old SEMH learners
Person C	New Bridge School - a special school for students aged 11-19 with a focus on Preparing for Adulthood

Case study: Person A



“It's not a 9-5 but it's their purpose. It's the only provision where all their friends are in one spot”

Before coming to Horizons, Person A attended a New Bridge Group school. The Horizons team worked closely with Person A to support their transition into Horizons, with visits starting at Christmas before they joined in the summertime. Person A comes from a single parent family, so they come to Horizons every day while their parent works.

Person A has a close relationship with their support workers at Horizons and is always excited to see them. They are someone who “walks their own path” and has clear ideas about what they like and don't like. Horizon's support workers spend valuable time with them pursuing their interests such as cooking. Person A also spends time in the community developing independent skills. For example, they go shopping every week with their support workers to buy snacks for everyone at Horizons. Before coming to Horizons, Person A had one or two support workers/ teachers who they were close to, but since coming to Horizons, they have started to trust new support workers and develop positive relationships with them. Person A is proficient at using their iPad and is working with their support workers to expand their communication through using symbols.

Person A loves going to Horizons and has lots of friends there who they have known for many years. During the lockdown, it was clear that they missed it, and would often show their Horizons sign to their parent to make it clear that they were ready to go.

If Person A did not attend Horizons, they may spend more time with personal assistants or move to supported living

Horizons

Person A gets a personal budget from Oldham Council which pays for them to attend Horizons. This cost is approximately £21,000 per year. Person A will also be able to get some support from DWP such as Universal Credit and disability living allowance.

Horizons = £21,000 p/a

DWP support = £18,000 p/a

£39,000

Personal assistants

If Person A wasn't able to attend Horizons, they may need full-time personal assistants (PA). Person A's personal adult social care budget may not fund full-time personal assistants, which might mean that their parent may need to reduce their hours at work. They may also experience loneliness and isolation because a 1-1 personal assistant does not offer the friendships and connections that Horizons does.

PA = £21,000 p/a

DWP support = £18,000 p/a

Parent paying less tax = £6577 p/a

Cost of loneliness = £600 p/a

£46,177

Supported living

If Person A wasn't able to attend Horizons, Person A may also move into supported living. Supported living can be difficult for young people like Person A since older people usually live there.

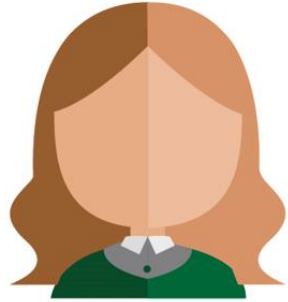
Supported Living = £104,000 p/a

DWP support = £18,000 p/a

Cost of loneliness = £600 p/a

£122,600

Case study: Person B



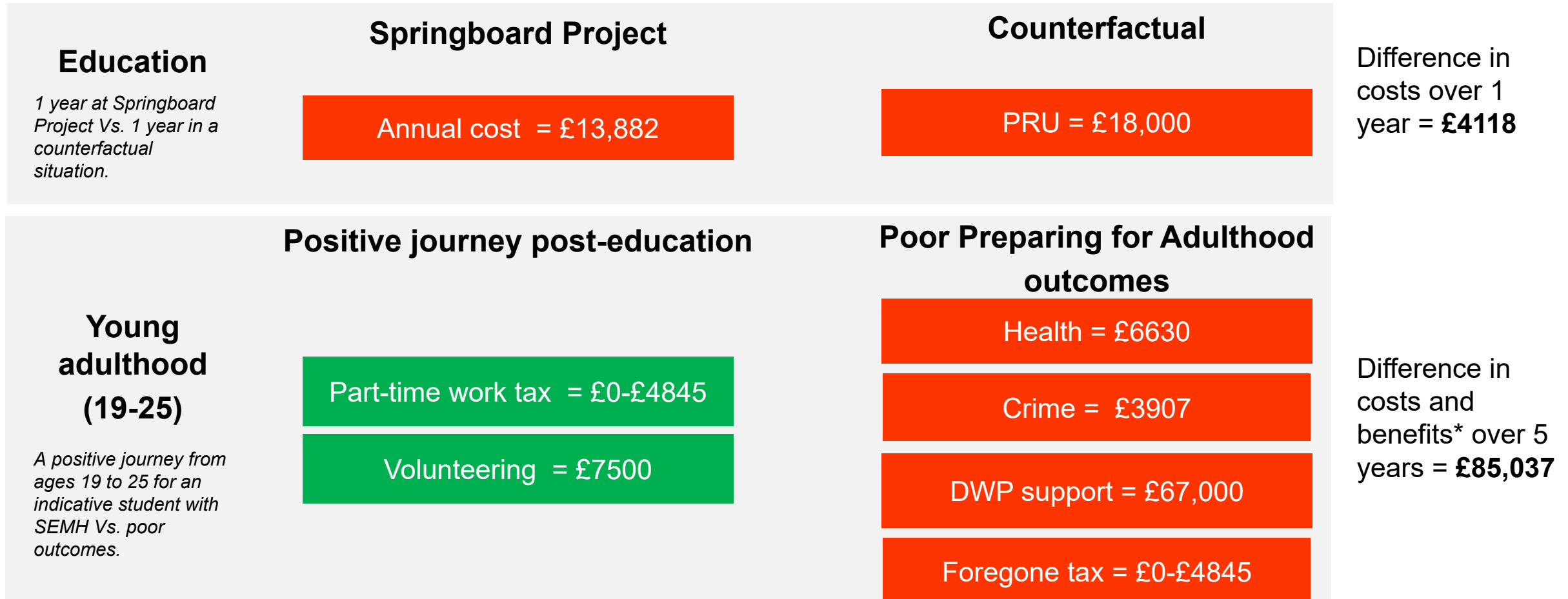
“ The younger ones now see Person B in work and growing up from the teenager in trouble. Person B has had adult role models and now they want to be a role model for the younger ones. ”

There have been ups and downs for Person B through their time at Springboard Project related to their school and personal life. There have been complex safeguarding needs related to student and one incident of exclusion. Person B has also been taken into care during their time at The Springboard Project and experienced several moves in this time.

The teachers at Springboard Project have worked closely alongside Person B and supported them to make decisions about the Experiencing Working Life pathway. Person B has obtained work experience at a local community café where they work for a couple of days a week and gained valuable experience there. While experiencing turbulence in their personal life, they have remained committed to the catering pathway. They have also matured during this time, for example, one day, they had a difficult shift and walked out. They immediately phoned the job coaches at Springboard Project, and they discussed the incident. They then went in and apologized.

They are now being supported by a local organisation to set up a catering micro-enterprise and have started to act as a 'mentor' for another, younger student working in the community café. When they comes into Springboard Project, they act as a role model for younger students.

Benefits of successful Preparing for Adulthood support; and costs of poor outcomes for a young person with SEMH



Case study: Person C



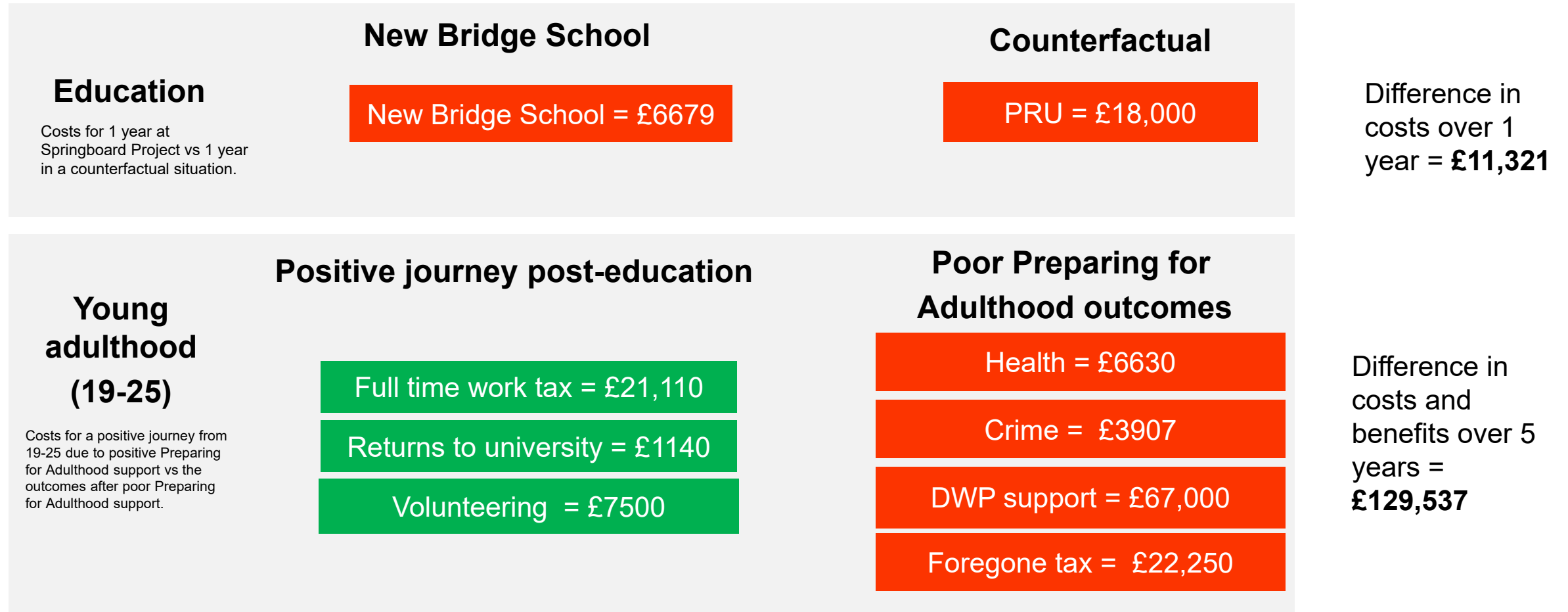
“We went from a situation in year nine of complex mental health to actually now live in a really extraordinary life”

Person C joined the sports pathway a year early (in year 9) because they were struggling to engage with school. This student experienced complex mental health challenges during his time at New Bridge School.

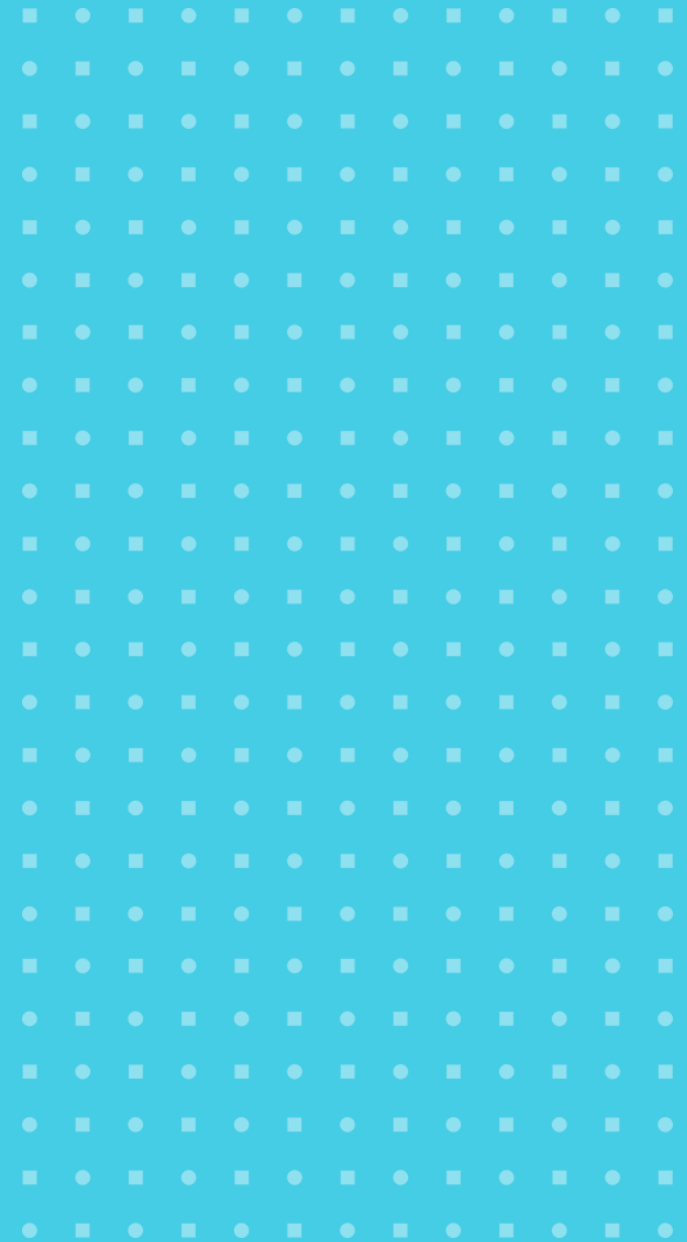
However, they have thrived on the Sports pathway, and gained bronze, silver and gold Duke of Edinburgh award. At KS5, they went onto Oldham 6th form where they studied a Level 2 PE qualification. They are giving back to the community and has set up a mental-health focused group in Oldham alongside a teacher from New Bridge School.

Person C has since gone onto university and has a part-time job at a big retailer. They have also come back to volunteer at New Bridge Group schools. They are now thriving and are still in touch with staff from New Bridge School, even saying to one teacher recently – “you know what, you saved me”. Overall, they have thrived on the sports pathway and have achieved so much in the years since. They are a real role model in the community.

Benefits of successful Preparing for Adulthood support; and costs of poor outcomes for students with complex mental health needs



Annex



Annex 1

Comparison criteria for KS4 data

New Bridge	Comparison criteria
100% of pupils with EHP	Above 95% of pupils with EHP
North West	North West
Mixed	Mixed
State-funded special school	State-funded special school
474 pupils	150+ pupils
All needs	All needs

Why did we create comparison groups?

- We created comparison groups to understand the New Bridge School outcomes, in comparison to other schools in the area. The outcomes we were looking at are education destinations, employment and apprenticeships.

What data did we use?

- We used statutory data on KS4 destinations, broken down by school. Using this data, we were able to create comparison groups of schools based on the metrics to the right.

Comparison schools (KS4 data)

New Bridge Comparison Schools

1. Alt Bridge School
2. Bank View High School
3. Bluebell Park School
4. Castle Hill High School
5. Childwall Abbey School
6. Chorley Astley Park School
7. Elms Bank
8. Firwood High School
9. Green Lane Community Special School
10. Lansbury Bridge School
11. Manor Academy Sale
12. Mayfield School
13. Melland High School
14. Morecambe Road School
15. Newfield School
16. North Ridge High School
17. Oakfield High School and College
18. Oaklands School
19. Oakwood Academy
20. Park Community Academy
21. Redwood
22. Ridgewood Community High School
23. Sir Tom Finney Community High School
24. Springfield School

Annex 2

Horizons is a day centre in Oldham, attended by 70 people, 50 weeks a year

What is Horizons?

Horizons is a flexible day provision for people aged 19-25+ in the centre of Oldham. It is open 8am-5pm for 5 days a week, 50 weeks a year. There are c. 50 people who attend Horizons daily, with c. 70 people enrolled in total. Horizons has four different groups for people with different needs: one group for people with specialized health needs, 2 groups for people whose behaviour can challenge, and one group for people who need support with independent living skills. Horizons works alongside the service users and with their families to set goals, with support focused on four areas: Independent Living, Leisure, Employment, Wellbeing.

What is unique about Horizons?

Horizons was created to bridge the gap between education and adult social care and is focused on working towards goals of individual students. For some, this might be going to collect lunch from a local café, for another this might be to learn how to fasten a seatbelt. Horizons is distinct from some 'traditional' day centres which take care of the 'basics' but don't have connections with the community and have less focus on learning and progression. People who come to Horizons spend time the local community, whether this is parks, leisure centres or the local shops. Horizons expanded their age criteria to meet the needs of the community because families felt there wasn't a comparable service of high quality.



“ Horizons was expanded in terms of age range and number of users because families felt that a comparable service wasn't available ”

Springboard Project is for students with SEMH with a focus on reducing NEET

What is Springboard Project?

The Springboard Project was set up in 2019 to support 14 to 19-year-old SEMH learners. Each student develops a core set of academic, employability and vocational skills, with a focus on preparing for adulthood. At KS4, the Preparing for Working Life pathway allows students to explore different opportunities, experience a wide array of vocational options, combined with studying core subjects. At KS5, the bespoke Experiencing Working Life programme provides students with work experience and the opportunity to pursue job-related qualifications based (incl. career paths such as catering, working with animals, and plumbing). Students meet with a job coach 1:1 weekly to discuss how they are progressing towards their personal termly targets.

What is unique about Springboard Project?

The Springboard Project focuses on providing a nurturing environment alongside contextual safeguarding. The curriculum is tailored and bespoke to each student, and each student works towards personalized goals. The Springboard Project also supports students in preparing for adulthood in several different ways including setting up bank accounts or claiming benefits. Figures from 2015-16, show that in England only 6% of adults with learning difficulties aged 18-64 and known to local authorities were in paid employment. However, in at the Springboard project, in KS5, 100% of students access a work placement and 25% worked during a school holiday.



“ I would say we’re quite groundbreaking for post-16 support. This is not happening in other boroughs. ”

“ We dedicate a lot of time getting to know and understand our students so that we can help them succeed and reach their aspirational destination. ”

New Bridge school is a special school for students aged 11-19

What is New Bridge School?

New Bridge School is a special school for students aged 11-19. After KS4, there are two options: New Bridge Learning Centre and New Bridge College, which cater for different needs and future destinations. At New Bridge School, at KS4, students choose a 'learning pathway', with support from a teacher, based on their interests and aptitudes. There are four learning pathways 1) Performing Arts 2) IT and Digital 3) Horticulture and 4) Sport. Students spend 2.5 days per week focusing on their learning pathway and 2.5 days a week focused on the traditional curriculum. The aim of the career pathways is to support students to gain skills needed for working life. For example, in the sports pathway, students might undertake the Duke of Edinburgh award and Sports Leaders qualification to develop leadership and teamwork skills.

What is unique about New Bridge School?

New Bridge School are really focused on destinations for all students from very early on. Teachers tailor each learning pathway to the needs of the student and use the learning pathways to get students excited about their future destinations. These learning pathways also support students to learn other independent living skills. New Bridge School take a flexible approach to the curriculum, for example, by allowing students to start a pathway early, if they're not engaged. This is just one example of the dedication of teachers to creating a bespoke learning environment.



“ We're really, really focused on destination. All our children, not just our gifted and talented students, have a destination. ”

Annex 3

Individual student case studies – purpose and approach

- As we have seen, there are various gaps in the data collected within the education system, which make it hard to get any detailed sense at a population level of the different journeys that students take following education depending on their needs and the support they receive
- We therefore looked at 3 student case studies to build a richer picture of the support students receive in New Bridge schools, what settings they might attend otherwise have attended, their journeys after leaving education, and the corresponding costs and benefits
- We spoke to headteachers, heads of service and support workers to develop case studies. We asked about the support students received and how this impacted their pathway in life
- Any assumptions around costs, benefits, and potential ‘counterfactual’ scenarios are therefore grounded in the direct experience and opinions of people that know the students best, though we can not verify the validity of the counterfactual scenario
- It should be noted, however, that the case studies, while drawing on the experience and circumstances of individual students, are intended to be illustrative of the typical journeys of student at New Bridge school. All costs and benefits are hypothetical, based on what is likely given each student’s circumstances

Annex 4

Calculations for case studies (1/3)

Case study	Cost / benefit factor	Method	Source
Horizons / Person A	Horizons	Paid for from the personal budget of the student.	Discussion with Head of Site.
	DWP Support	Income calculator using Turn2Us, based on what we know about the student.	https://www.turn2us.org.uk/Your-Situation
	PA support	Assume that the local authority would provide the same amount in a personal budget in the absence of Horizons support of £21,000.	
	Parent paying less tax	Median full time salary is £31,285. Calculate tax paid on this salary. Assume that if parent goes part-time, they will fall below the tax threshold and therefore pay no tax.	https://www.avtrinity.com/uk-average-salary#:~:text=The%20median%20average%20salary%20for,the%20UK%20is%20%C2%A338%2C131.
	Cost of loneliness	Those who are affected by loneliness require £6,000 in additional healthcare costs over 10 years, averaging at £600 per year.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963077/Loneliness_monetisation_report_V2.pdf
	Supported Living	In London, the cost of supported living is £104,000 per annum.	https://www.london.gov.uk/sites/default/files/london_assembly_-_supported_housing_in_the_balance.pdf

Calculations for case studies (2/3)

Case study	Cost / benefit factor	Method	Source
Springboard project / Person B	Springboard Project		Discussion with Head of Site.
	PRU	The estimated cost of a PRU is £18,000 per year.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752548/Alternative_Provision_Market_Analysis.pdf
	Volunteering	The estimated benefits to the economy of volunteering is £1500 per year and is £7500 over 5 years.	https://blogs.ncvo.org.uk/2014/06/26/its-the-economic-value-stupidbut-is-volunteering-really-worth-100bn-to-the-uk/
	Health	Assuming GP surgery visits, A&E attendance, mental health support each year and one hospital stay in the 5 years between 19-25, the cost is £3907.	https://centrepnt.org.uk/media/1702/is-prevention-cheaper-than-cure.pdf
	Crime	One incident of crime costs £663 and the cost supporting the victim of crime are also £663, per occurrence. The cost over 5 years is £6630.	https://centrepnt.org.uk/media/1702/is-prevention-cheaper-than-cure.pdf
	DWP support	Benefits cap outside London for 5 years.	https://www.gov.uk/benefit-cap/benefit-cap-amounts#:~:text=The%20benefit%20cap%20outside%20Greater,you're%20a%20single%20adult
	Foregone tax	Under the tax threshold you pay no tax. If you earn £15,000 per year (approximately 50% of the median full-time salary) as a part time worker, you pay £897 per year. Over 5 years, this is £4845. Part-time work might also mean you fall below the cash threshold and pay no tax. Therefore the number we've included in the costing is £0-£4845.	

Calculations for case studies (3/3)

Case study	Cost/ benefit factor	Method	Source
New Bridge school / Person C	New Bridge School		Internal New Bridge documents
	PRU	The estimated cost of a PRU is £18,000 per year.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752548/Alternative_Provision_Market_Analysis.pdf
	Full-time work	Non-graduate salary is £25,000 which means you pay £4222 per year. This is £21,110 for 5 years.	https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/april2022#:~:text=Average%20weekly%20earnings%20were%20estimated,(COVID%2D19)%20pandemic.
	Returns to university	Graduate average salary is £34,000. This means you pay £4450 per year in tax. The difference between tax paid on a non-graduate and graduate salary is the calculation for the returns to university. This is £1140 over 5 years.	https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/averageweeklyearningsingreatbritain/april2022#:~:text=Average%20weekly%20earnings%20were%20estimated,(COVID%2D19)%20pandemic.
	Volunteering	The estimated benefits to the economy of volunteering is £1500 per year and is £7500 over 5 years.	https://blogs.ncvo.org.uk/2014/06/26/its-the-economic-value-stupidbut-is-volunteering-really-worth-100bn-to-the-uk/
	Health	Assuming GP surgery visits, A&E attendance, mental health support each year and one hospital stay in the 5 years between 19-25, the cost is £3907.	https://centrepoin.org.uk/media/1702/is-prevention-cheaper-than-cure.pdf
	Crime	One incident of crime costs £663 and the cost supporting the victim of crime are also £663, per occurrence. The cost over 5 years is £6630.	https://centrepoin.org.uk/media/1702/is-prevention-cheaper-than-cure.pdf
	Foregone tax	This is the same as the tax paid on an average salary, plus the returns to university. These two figures are added together and multiplied by 5 to make £22,250)	
DWP support	Benefits cap outside London for 5 years.	https://www.gov.uk/benefit-cap/benefit-cap-amounts#:~:text=The%20benefit%20cap%20outside%20Greater,you're%20a%20single%20adult	

Cont.

Note on case study calculation:

- Costs are **illustrative** and have not been inflated to 2022 prices. Each cost is multiplied by 5, for the estimates of cost over 5 years from 19-25.
- The difference in costs for one year in education is calculated by taking the difference between the two scenarios.
- The difference in costs and benefits over 5 years from 19-25 is taken by calculating the total difference in value between the two scenarios