

# Changing the trajectory of traumatic childhoods

A social impact study of The Grange, part of the Witherslack Group, and their Integrated Team Around the Child approach

March 2024



Jake Kemp

Executive

[j.kemp@sonnetimpact.co.uk](mailto:j.kemp@sonnetimpact.co.uk)

Emily Hutchison

Impact Project Lead

[e.hutchison@sonnetimpact.co.uk](mailto:e.hutchison@sonnetimpact.co.uk)

Chris Theobald

Director

[c.theobald@sonnetimpact.co.uk](mailto:c.theobald@sonnetimpact.co.uk)

  
Sonnet  
Advisory & Impact

## Research publication notices

### *Sonnet and its associates*

Sonnet is an impact-focused, financial, research, design and strategic consultancy with deep connections in the social and charity sectors. Sonnet is part-owned by Sheffield Hallam University, structured as a Community Interest Company, and regulated as a firm of chartered accountants. We provide charities, social enterprises, and other socially-minded clients with advice and solutions to enhance and sustain their impact. Further details of Sonnet's work can be found at [www.sonnetimpact.co.uk](http://www.sonnetimpact.co.uk).

### *Citation notice*

Citation should conform to normal academic standards. Please use the reference provided or, where a paper has entered into print elsewhere, use normal journal/book citation conventions. The citation for this report is: Hutchison, E., Kemp, J. and Theobald, C. (2024). *'Changing the trajectory of traumatic childhoods: A social impact study of The Grange, part of the Witherslack Group, and their Integrated Team Around the Child Approach'*, London. Sonnet Impact.

### *Copyright*

The copyright of all publications of work commissioned from Sonnet Impact remains with Sonnet Advisory & Impact CIC from whom permission should be sought before any materials are reproduced. Short sections of text, not to exceed two paragraphs, may be quoted without explicit permission, provided that full acknowledgement of authorship is given. A licence to use all, or any, material in this report has been granted to the Witherslack Group Ltd. without time limit.

### *Applicable standards*

The report has been prepared, and the work underpinning it has been undertaken, in accordance with best practice standards for this type of research, and specifically in accordance with the GECES Standards for the measurement of impact as published by the European Commission.

### *Disclaimer*

This project has been commissioned by Witherslack Group Ltd. Sonnet Impact has coordinated its preparation, and has selectively challenged and checked the data gathered and applied in this report, as well as the calculations and logic derived. However, this should not be taken to imply that figures produced by the Witherslack Group Ltd. have been audited or, except where indicated, have been the subject of formal or informal verification by Sonnet Impact. Consequently, Sonnet Impact, its directors and staff accept no liability to any party relying on the figures so included.

### *Contact*

For further information please contact:

**Chris Theobald**

Director, Sonnet Advisory & Impact  
[j.clifford@sonnetimpact.co.uk](mailto:j.clifford@sonnetimpact.co.uk)

**Mark Bowes**

Director, Witherslack Group Ltd  
[Mark.Bowes@witherslackgroup.co.uk](mailto:Mark.Bowes@witherslackgroup.co.uk)

## Contents

Contents .....	3
1. Executive summary: Significant support to achieve significant long-term outcomes .....	4
2. The Grange and the young people that it supports .....	7
3. Meeting the extreme needs of young people with an Integrated Therapeutic Approach .....	9
4. Exploring needs and outcomes through archetypes .....	15
5. Ensuring that step-down of provision is done in the right way for the learner .....	27
6. Value to society of meeting the needs of young people .....	33
7. Conclusion .....	45
Appendix 1: Research approach and methodology .....	49
Appendix 2: Evaluation approach.....	53

## 1. Executive summary: Significant support to achieve significant long-term outcomes

This report demonstrates how the approaches taken to support learners at The Grange provision (part of Witherslack Group), underpinned by their Integrated Team Around the Child (ITAC) approach can, and do, deliver significant long-term positive outcomes both for the learners themselves and for society.

### Witherslack Group – in their words:

*The UK's leading education provider for children and young people with special educational needs as evidenced by sector leading Ofsted judgements and our unmatched placement stability, school attendance and outcomes for young people.*

*The unique integrated team around the child model and inspirational environments are key to the seamless delivery of education, care and therapeutic support. This enables children and young people to thrive in and outside of the classroom and coupled with the sector leading Futures programme, optimises outcomes and future contribution to society.*

### The Grange's impact

There is drastic difference between what a learner is able to achieve in their life having been supported by the staff and setting at The Grange, as opposed to the probable alternatives for young people with such severe needs and Adverse Childhood Experiences (ACEs).

**£631k** The average additional lifetime social value from a placement at The Grange is at least

---

this average additional value of a placement could be as high as (if full weight is attributed to best possible outcomes) **£683k**

Through the development, study and evaluation of archetypical learners, we have calculated the average additional social value from a placement at The Grange is **at least £631k**.<sup>1</sup> **The additional social value generated by a placement at The Grange takes into account the cost of a placement there. A placement at The Grange represents significant value for money.**

Alongside the quantitative study of learners' life courses, this study explored the long-term outcomes that they are supported to achieve. Figure 1 summarises the immediate, short-term outcomes that our study has observed (inner circle), with the long-term secondary outcomes that result from that short-term change (outer circle).

<sup>1</sup> The impact value shown is the net impact value after deducting incremental costs of provision (where applicable) at The Grange compared to the counterfactual scenario. This is calculated building on principles that align with Social Return on Investment (SROI) methodology.

### How the approach at The Grange works overtime

The outcomes that The Grange achieve for their learners is made possible by the therapeutic approach designed by Witherslack Group, delivered by inspiring, dedicated and highly experienced staff both in The Grange Children's Home and The Grange Learning Centre.

The Integrated Team Around the Child (ITAC) is carefully coordinated to meet their specific needs and to build the secure attachments that the young people with whom they work need. This is what the learners respond to most positively and lays the foundation for all of the education and other outcomes achieved at The Grange. For young people who have little to no experience of a stable, caring and nurturing environment, the time and care that the staff invest into the learners is one of the strongest factors in the changing of their life trajectories.

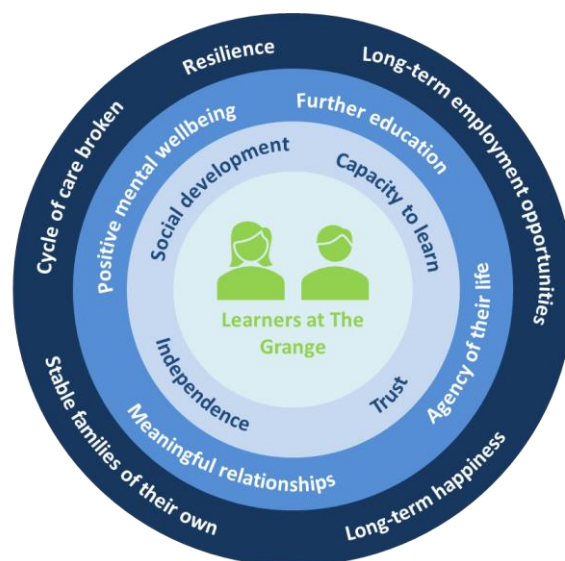


Figure 1: Summary of outcomes for learners

Witherslack Group's Wave Model<sup>2</sup> summarises how this can be mapped:

**Wave 1:** Clinically informed and supported specialist living and learning environments

**Wave 2:** Targeted clinically led therapeutic intervention

**Wave 3:** Direct clinical engagement

The Wave Model is built into the approaches of schools across the Witherslack Group and drives the provision of holistic therapeutic support and intervention available to learners across the Group.

Figure 2 demonstrates the impact of this support over the course of a typical learner's time at The Grange. It shows that, as learners progress, developing new skills and processing trauma and Adverse Childhood Experiences (ACEs), the level of intensity of support that they require is adapted to the timing and severity of episodes of dysregulation that take place as behaviour stabilises as time at The Grange increases.

<sup>2</sup> For more information visit [www.witherslackgroup.co.uk](http://www.witherslackgroup.co.uk)

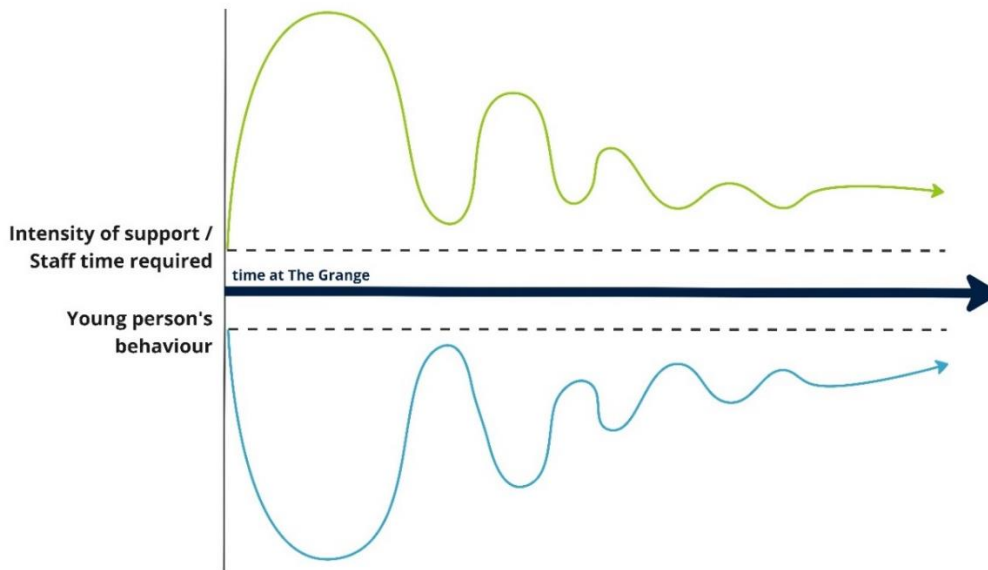


Figure 2: The relationship between the behaviour of young people and the intensity of support required

### **Timely and appropriate step-down of provision**

This study has also explored where, and when, the step-down of a learner from a provision akin to The Grange to a less intense setting can work.

We explored two converse step-down scenarios:

1. **The transition is made too soon for the learner**, who has not had enough time for the positive progress that they have made at The Grange to fully embed. In the second scenario, the transition takes place after a much longer period of time and all stakeholders in the learner agree that they are ready.

2. **The step-down is a positive progression for the learner** and they are able to go onto live a fulfilling life. This is in contrast to the first, where upon leaving The Grange, their progress quickly unravels and they experience severe regression, the impact of which remains for the rest of their life.

The difference in cost of provision required and the value of the outcomes for these contrasting scenarios represents a striking saving to society of £1.6m.

**A placement at The Grange is able to drastically change the trajectory of the lives of young people with some of the most deeply embedded trauma. It can support them to achieve long-term outcomes that would otherwise never have been possible and at the same time represents significant value for money for society.**

## 2. The Grange and the young people that it supports

### *The Grange*

Set in rural County Durham, The Grange combines two elements in order to deliver an Integrated Team Around the Child (ITAC) approach; The Grange Children's Home and The Grange Learning Centre. It is a 52-week residential setting for children with highly complex ADHD, SEMH and ASD needs.

#### **The Grange Children's Home**

Surrounded by the beautiful County Durham countryside, The Grange Children's Home provides its young residents with numerous opportunities to explore, experience and see.

Young people have their own en-suite bedroom that they are encouraged to personalise so that they can feel comfortable and happy in their own space. There is also significant communal indoor and outdoor space.

The staff team is fully equipped to deal with the complex needs of the young people, with education care and therapy all on site.

#### **The Grange Learning Centre**

Through offering a highly personalised, structured curriculum for learners, The Grange Learning Centre aims to ensure positive learning and social outcomes for its learners.

The staff team comprises a vast range of skills and expertise, to support the young people that are placed there to achieve their potential.

Like all Witherslack Group homes, The Grange has a full-range of on-site provision available to the young people who attend; from clinical specialists, physical and psychological therapists, supplementing the 24-hour care on top of the educational provision.

### *The young people that attend The Grange*

What sets The Grange apart from other specialist provisions, is the extremely high level of need of the young people who are placed there. The Grange sits firmly at the highest level of need that we have seen at a residential school setting in the team's lengthy experience of working in the non-LA SEMH specialist sector.

As will become clear in Section 3 and onwards, a placement with The Grange can sometimes be seen as a last resort with regard to educational provision. Many of the young people, will have been transferred to The Grange from two types of setting:

- Specialist education provision who do not have the capacity to fully support the escalating needs of the young person; or
- Secure settings, such as secure mental health units, where there is a recognised need to return the young person to education but where they recognise the high levels of need and the need for trauma-informed support that is not commonly found even in the specialist SEMH sector.



Section 4 looks more deeply into the probable alternative long-term life course trajectories of learners, extrapolating on from their experiences prior to placement at The Grange. The likelihood of the learners being able to go onto to live meaningful and fulfilling adult lives without specialised support would be severely diminished. Comparing the actual life courses of learners to this 'counterfactual' highlights the significant difference that is made by the team at The Grange.





### 3. Meeting the extreme needs of young people with an Integrated Therapeutic Approach

Whilst the young people that attend The Grange each have a unique set of needs, we see common threads of historical childhood trauma and adverse childhood experiences (ACEs). To understand their needs, and how The Grange is able to make a difference to their lives, we conducted a series of workshops with staff from The Grange who are closely involved in the everyday lives of the learners. The workshop group was made up of clinical, care and academic focused staff, enabling us insight into every aspect of the lives of learners.

Based on that discussion, and drawing on the unique case studies of real learners, we have created the Theory of Change (see Figure 4) that provides a detailed, but generalised, summary of the typical range of needs and the changes/outcomes that The Grange is able to achieve. Whilst every learner has similar types of needs, they do not have each of them to the same degree. For example, due to experiences in their early lives, some may have a greater need for safety and containment than others.

#### *Theory of Change*

As part of developing an understanding of the change The Grange brings about for the young people that they support, a Theory of change can map out the difference that is possible. The Theory of change (Figure 4) traces a logical pathway between a child's needs, the activities of The Grange, and the changes (outcomes) that are achieved in the learner's life as a result. The Theory of change was informed by all elements of our research, including building upon the recent research for NASS into the value of SEND provision<sup>3</sup>.

To support interpretation of the Theory of change, the key components are outlined in Figure 3 and described below.




Figure 3: Components of a Theory of change

Each element of a Theory of change can be explained as:

- **Needs:** of learners, as well as the needs of their families and carers where applicable
- **Activities:** the provision and services The Grange delivers to meet the needs of their learners
- **Approaches:** distinctive features of the methods or qualities of the approach taken by The Grange that are particularly effective in bringing about change (positive outcomes)

<sup>3</sup> Reaching my potential: The value of SEND provision demonstrated through learners' stories – A report for the National Association of Independent Schools and Non-Maintained Special Schools (NASS) [Reaching-my-potential-The-value-of-SEND-provision-demonstrated-through-leaners-stories.pdf \(sonnetimpact.co.uk\)](https://www.sonnetimpact.co.uk/reaching-my-potential-the-value-of-send-provision-demonstrated-through-leaners-stories.pdf)

- **Primary outcomes:** the short-term, direct changes for learners that arise from the activities (typically these align to needs and take the form of those needs being met)
  - **Secondary outcomes:** the longer-term and indirect changes in the lives of learners, their families and other stakeholders in society; these outcomes arise from the activities (these may align to needs but may also positively change beyond the needs initially identified)
- 

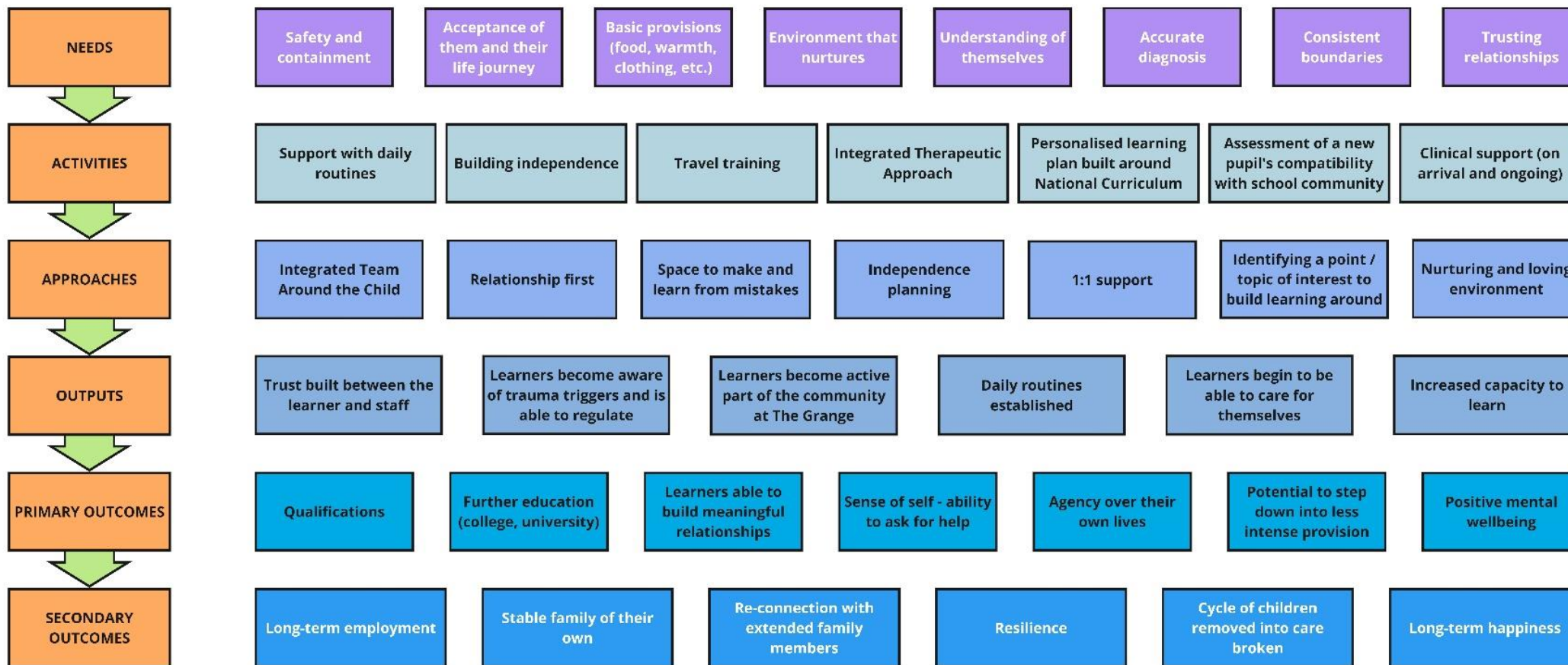


Figure 4: Theory of change for The Grange



### *The approaches of the staff at The Grange is central to achieving positive outcomes*

All Witherslack Group provisions use the unique Integrated Team Around the Child (ITAC) model to provide intensive and adaptable support to every one of their learners. The key feature of the provision that makes this possible is permanently having experienced experts in each of the clinical, therapeutic and academic elements on-site and available to the learners. It is also notable that there has been long-term stability of the team at The Grange, with many of the key support workers having been in post for ten years or more. That stability has been a significant contributor to impact for young people, as the interventions that we discuss in this section are enhanced further by that consistency of approach and the working relationship between staff and learners.

These specialists all contribute to the learners' regular Child Focussed Meetings, that are in place to ensure that their personal provision and treatment remains focused and appropriate for their changing needs and requirements over time. The team around the child are in constant contact with each other, ensuring that all are aware of any developments or changes for the learner, so that all aspects of their support can adjust where needed to ensure that the learner continues to progress.

The other six approaches listed in the Theory of Change (Figure 4) underpin the ITAC approach and are all equally critical to achieving positive outcomes for learners. We highlight two of these in particular that can serve to demonstrate how the unique setting of The Grange enables such positive changes:

- First, identifying a point or topic of interest upon which to base a learner's development can only be done in a setting such as The Grange, where staff are able to build such a strong and intimate understanding of their learners and their personality and interests. In our conversations with staff members, we often heard this referred to as 'finding the spark.' This spark can come from anywhere and can take time to find but, once identified, provides staff with something from which they can hang all aspects of a learner's development and even core elements of the school curriculum.

In its simplest form, this can be using the spark as the thing to get them up and out of bed in the morning, providing some excitement and purpose about their day. In other instances, this spark can be what staff use to engage the learner in their academic studies, having learning material that is able to flex to the interests of the learner makes this possible. Staff know that the learners are far more likely to engage and progress, if the subject matter is interesting to them. Sticking to a standard, classroom-based approach is never going to ensure consistent and positive engagement from the learners.

- The second approach to highlight is the nurturing environment that The Grange provides. For many of the learners that attend, affection and nurture are foreign concepts that they have not consistently (if at all) experienced in their early lives and placements prior to The Grange. The consistency of this nurturing environment is essential to long-term positive outcomes for the learners. For them to know, every day, that they are cared for, and in a safe place, is a central foundation from which they can take positive steps in other aspects of their lives.

This environment is only made possible by the consistency of the staff that the learners engage with, and the dedication, care and love that those staff members demonstrate. The long-serving nature of the staff at The Grange ensures that consistency, whilst the outstanding dedication to the learners that they exhibit is evidence of the affection and care provided.

The activities, approaches and outcomes of The Grange are only possible with the exemplary staff that work there. They are aware that, for many of the learners, The Grange is a last resort educational setting as opposed to a more secure setting that would deliver significantly fewer positive outcomes. Once a learner is placed with The Grange, the staff will go to any reasonable length to ensure that positive change occurs, no matter how difficult the journey.

### *How this approach correlates to the relationship between staff and the young people*

The outputs and primary outcomes achieved for learners lead to the longer-term outcome trends presented in Figure 5. Over time, as the learners progress, the intensity of support and therefore staff time that the learner requires decreases – which is in direct correlation with their behaviour.

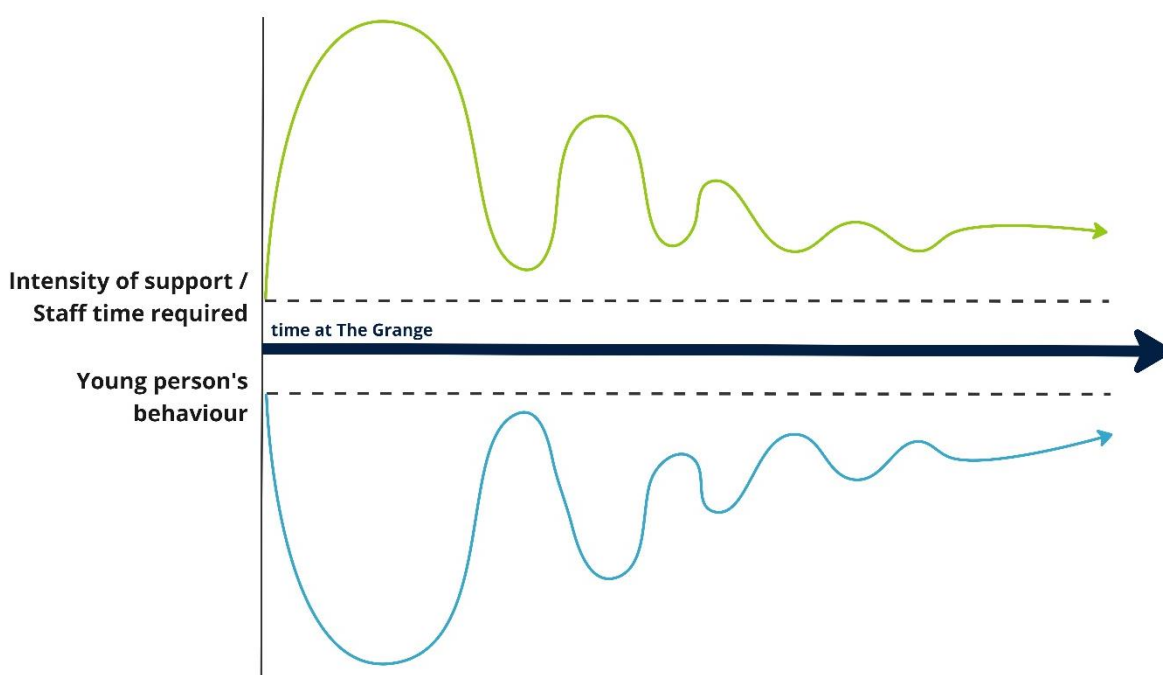


Figure 5: The relationship between the behaviour of young people and the intensity of support required



In addition, staff observe that the escalations in behaviours that challenge, tend to reduce after longer periods of time under the support of The Grange. Staff also become better able to see early signs of distress and to take early and preventative action, bringing stability and ultimately enabling young people to develop better ability to self-regulate. Outcomes such as greater sense of self, positive mental wellbeing, ability to build meaningful relationships and increased resilience were all attributed with contributing to the lessening of these arcs on the chart. Staff also agreed that learners were quicker to return to a point of stability over time, as they were better supported and equipped with tools and techniques to calm the situations which had triggered their behaviour.

This effect is not limited just to the learners' time at The Grange; contact with some learners has been maintained long after they have left The Grange. Further demonstration of staff's commitment to the young people and the strength of the relationships that they have forged with them. Staff who provide support can, in the very long term, have a role akin to a parental figure in the lives of the young people as they progress into adulthood: being the person the learner wants to tell first when a landmark is reached (like a new job), or the person to whom they turn when they are struggling and don't know what to do next (like when a relationship ends). Staff are open to this role, and will continue to offer that informal support to learners long after they have moved on from The Grange. That is consistent with the Witherslack Group's commitment to providing lifelong support for its learners in respect of employment (demonstrated in the Futures Programme).

This long-term support by staff and the Group as a whole is not a contractual obligation. Rather, it is a sign of the commitment and care for learners seen across staff and the Group's embedded way of working.

## 4. Exploring needs and outcomes through archetypes

This section tells the stories of learners that attend The Grange, and what difference it makes to them if they have their significant needs met.

### *Approach to developing archetypes*

We use the stories of The Grange learners to demonstrate the impact that the ITAC approach to specialist provision can make to them. In exploring how The Grange meets their needs and the difference it makes to them during and after their time at The Grange, it demonstrates the impact that can be achieved by fully meeting the complex and significant needs of learners akin to those represented. Following best practice for evaluation in complex systems<sup>4</sup>, this approach is qualitative, story-based and person-centric, using profiles of two learners. The needs and stories of these ‘archetypes’ are representative of learners supported by The Grange.

Information gathered via facilitated workshops carried out with staff at The Grange, was supplemented by insight from the recent Sonnet report for NASS: *Reaching my potential*<sup>5</sup>. Insight from *Reaching my potential* was caveated with the knowledge that learners who attend The Grange are at the most extreme end of need and therefore would never be able to attend the majority of schools represented in the *Reaching my potential* report. However, this information still provided useful understanding and context for the special education sector, the ecosystem that learners sit within and the alternatives for them should a placement at The Grange not be possible.

### *Outline of learner journeys*

Stories of each of the archetypes are detailed in the pages that follow. This includes life-story charts, which detail the likely trajectory of the archetype learners’ lives, contrasting what happens when they are placed in The Grange with the most likely alternative provision (typically this can be evidenced by looking at the placement and/or trajectory of placements prior to The Grange).

These life-stories are blended case studies of multiple current and historical learners, pseudonymised to protect their identities. The names given to the archetypes are chosen at random, without consideration for gender or any other element of their stories, in order to minimise the risk that they could be identified.

---

<sup>4</sup> HM Treasury (2020), Magenta Book 2020, Supplementary Guide: Handling Complexity in Policy Evaluation, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/879437/Magenta\\_Book\\_supplementary\\_guide\\_Handling\\_Complexity\\_in\\_policy\\_evaluation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879437/Magenta_Book_supplementary_guide_Handling_Complexity_in_policy_evaluation.pdf)

<sup>5</sup> [The value of special educational needs and disabilities provision \(sonnetimpact.co.uk\)](https://sonnetimpact.co.uk)



### **Archetype 1: Oscar**

#### ***A child with significant trauma of multiple foster placement breakdown Placed at The Grange at 11 years old***

##### **Needs and background**

This archetype is a profile of learner that is historically common at The Grange. They come to The Grange having experienced multiple failed foster placements, after being taken into care at an early age. Children that match this archetype tend to be taken into care relatively early in their lives due to it being extremely apparent to Social Services that their parents are unable to care for them.

Oscar was born to a young single mother who struggles on their own throughout his early life, and then dies unexpectedly when the Oscar is only three years old. His mother's death prompts Oscar's placement in a foster setting, followed by a search for a placement that will offer permanence.

Losing their mother is a traumatic experience and Oscar struggles to deal with this trauma, therefore finding it hard to make new connections with foster carers that they are placed with. During their time in foster care, the trauma is not effectively addressed, leading to delayed development. In foster care, the focus is on finding the right place for Oscar to live but the repeated new placements (typically triggered by escalating behaviours that challenge) make it incredibly hard for him to settle into his new environment. The constant sense of an imminent move and being somewhere new again makes it even harder for Oscar to build meaningful connections, and can further entrench the early childhood trauma.

As he grows older and becomes more aware of his situation, feelings of not having a 'normal' childhood, like those they see their classmates enjoying, perpetuate Oscar's delayed development of social skills. He regresses into himself, isolating him further and becoming almost entirely uncommunicative.

Oscar's struggles at school persist and periods of dysregulation serve to isolate him further from fellow pupils. There are times when his frustration spills over into violent outbursts at those around him. The violent episodes become increasingly frequent, each time it happens Oscar feels more anxious, guilty and confused both by his actions, his inability to control them and being able to see how it affects those around him.

When one episode leads to a teacher suffering injuries that require hospital attention, Oscar is placed into a medium secure mental health setting. It is at this point that Social Services begin to explore the possibility of an alternative placement.

##### **Factual life-course (where their needs are met at The Grange)**

Being placed at The Grange is a big change from the secure mental health setting, which Oscar is very happy to leave. He does take a little time to adjust to his new surroundings at The Grange, especially since he is used to new placements not lasting very long. As Figure 5 shows, this can result in early patterns of dysregulation and

behaviours that challenge until Oscar sees evidence that the staff at The Grange are not going to reject him or trigger a placement breakdown, but rather that they will support by matching their level of support to the type and level of need shown in his behaviour.

Staff start slowly with Oscar, doing everything that they can to show him that they are there to support him and care for him. Everything about their approach is based upon moving at Oscar's pace and making sure that he is comfortable. The staff know that they cannot rush this part of his journey with them, establishing a good relationship with Oscar will enable them to support him fully for the rest of his time at The Grange.

As time passes, Oscar realises that he is not going to be moved-on from The Grange and that no matter the behaviour he exhibits, the staff will always be there to support him. This brings great comfort and relieves some of their anxiety of potential further moves and perceived abandonment. With this realisation, trust begins to be built between Oscar and the staff that they are growing closer to. He has a team around him that have regular Child Focus Meetings, who are all aware of Oscar's needs and developments.

He remains largely uncommunicative during the early part of his time at The Grange. The Grange's speech and language specialist, complemented by other therapeutic intervention, spends a lot of time with Oscar and he begins to have small interactions with some staff with whom he has built relationships. It may take time for Oscar to build relationships with any of the other learners at The Grange, which is compounded by the fact that the other learners also have their own trauma and ACEs, making interaction challenging in both directions. Staff offer regular therapeutic support that gradually helps Oscar to build friendships and become part of a stable community.

The routines that staff are able to establish for him play a big role in helping Oscar to feel secure and that he has control over his day, and therefore comfort in the stability of his daily life. This sense of security enables Oscar to make progress in other areas of his development, for example his academic studies. For a long time, the staff knew that putting pressure on Oscar to progress with his schoolwork, alongside his personal development, would not lead to positive outcomes. Now that he is settled into his life at The Grange first: as he become more secure in his understanding of himself, focus is able to turn to making academic progress with a curriculum that is tailored to Oscar's aptitudes and interests.

### **Counterfactual life-course (if a specialised setting such as The Grange did not exist)**

Finding a placement for Oscar to be able to leave the secure mental health setting is challenging for the Local Authority. As a result, Oscar remains in the secure unit for a longer period of time. Eventually a placement is found for him to attend a residential special school.

The special school provides a step up for Oscar in terms of the support that he is receiving, and the environment is much nicer for him, having spent so much time in the institutionalised environment of the secure unit, where dysregulation and behaviours that challenge may have escalated to the point that staff have resorted to medication, such as sedation, to control those behaviours. The school still struggle to fully meet Oscar's needs. In

order to develop and make progress he needs constant 1-2-1 support and a range of intensive therapeutic work, delivered by a consistent team in a way that few settings are able to deliver. Oscar's needs continue to escalate in this placement.

The school continue to try to support him as best as they can for three years, but they make very little progress, and Oscar has a number of episodes of dysregulation. After a violent episode that leads to an injury to a fellow learner, the school reports that it is unable to meet needs on grounds of risk and safety concerns. This leads social services to move Oscar to another specialist provision, in the hope that they are more able to support him.

Another change of setting significantly disrupts Oscar, and he struggles to settle in the new environment. Having to learn a new routine, environment, staff and classmates to get used to is too much for him and his episodes of dysregulation increase dramatically in frequency and severity. A number of these episodes are violent, and staff also notice that he has begun to self-harm. Primarily for his own safety, Oscar is placed into a Secure Training Centre (STC) for the remaining years of his education.

In the STC he is further institutionalised as he approaches early adulthood. The focus of the staff is much more on making sure that violent dysregulation does not occur rather than on any academic progress towards qualifications. Eventually, Oscar leaves formal education without any formal qualifications and with little prospect of gaining paid employment.

Upon leaving the education system, Oscar quickly begin a cycle of stays in local authority temporary accommodation and rough sleeping. Around this same time, he has maintained contact with other young people from the STC. This group of friends introduce Oscar to a further group, that are involved in criminal activity.

Oscar has struggled socially but this new social group appeals to him. He quickly realise that the easiest way to impress them and increase his standing in the group is to take part in their criminal activity. His involvement in petty crime gradually increases over time, and in direct correlation so does his interaction with the police. Oscar becomes well known to local police officers and is regularly arrested for minor incidents, and often spends time detained by the police.

The majority of Oscar's crimes involve theft from shops, but there are instances where he becomes triggered, and is unable to control how he reacts to those trying to intervene or stop him. Often these episodes can lead to violence and Oscar's repeated offending eventually results in him being sentenced to prison.

Prison is an extremely challenging environment for Oscar, it triggers trauma held from his time in the secure mental health unit in earlier childhood as well as from his time in the STC in adolescence. It leaves him, at best, feeling extremely isolated or, at worst, falling into harmful relationships with other inmates. Oscar can easily become dysregulated without any support around him, leading to episodes of violence. The response of the prison system triggers an escalation of violence (as opposed to therapeutically working to de-escalate the

situation). One violent episode is a particularly violent altercation with another inmate, leaving Oscar with serious injuries and resulting in an extension to his sentence.

Upon being released from prison, Oscar quickly falls back into his previous behaviour patterns and the cycle of re-offending, prison time and release is something that continues throughout his adult life.

# Oscar

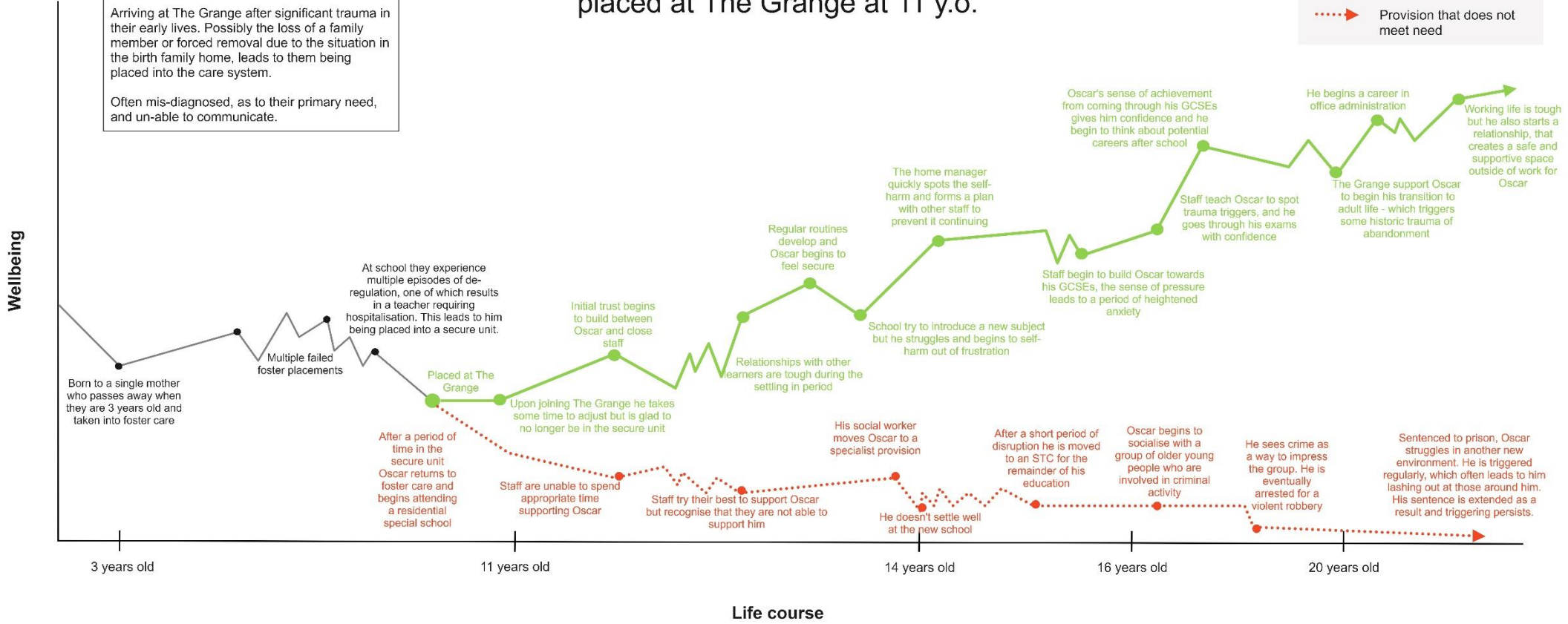
## Trauma of multiple placement breakdowns placed at The Grange at 11 y.o.

**Key**

- ▶ Life pre-intervention
- ▶ Provision that meets need
- ...▶ Provision that does not meet need

Arriving at The Grange after significant trauma in their early lives. Possibly the loss of a family member or forced removal due to the situation in the birth family home, leads to them being placed into the care system.

Often mis-diagnosed, as to their primary need, and un-able to communicate.



**Archetype 2: Alicia**  
***A child with significant trauma and ACEs***  
***Placed at The Grange at 7 years old***

**Needs and background**

Alicia arrives at The Grange at the age of seven years old. This archetype represents an earlier intervention seen at The Grange, which is becoming more frequent. Despite her young age, she has had a chaotic and challenging early life with a number of episodes of uncertainty and upheaval which has the potential to have a lasting impact for the entirety of her life.

Alicia is born into a severely chaotic household, where it is immediately clear that her parents are incapable of caring for her on any level. As a result, Alicia's grandparents step in and assume care of her whilst she is still in her infancy. This step reduces her exposure to the chaos of the birth home, but she is not completely removed from it and therefore the lifestyle of her parents still has a negative impact upon Alicia's development.

The most profound impact is upon her social and emotional development. Even at an early age Alicia has an acute sense of not being wanted and she struggles to understand why this is. Despite the best attempts of the grandparents, Alicia feels rejected and unloved because of the choices made by her mother and father; at times she feels that it must be her own fault that her parents do not seem to want her.

She is still under the care of her grandparents when she starts at primary school, where the extent of Alicia's social and emotional needs come to the fore. Alicia lacks the social skills to interact with her classmates and members of school staff. She finds the environment at school very intense and triggering and Alicia's response is to withdraw into herself.

Teachers identify Alicia's struggles at school and begin to suspect that the home environment with her grandparents does not support her adequately to make the social and emotional progress needed. This is escalated to Social Services and, following a period of work with the grandparents, Alicia is removed from the care of her grandparents and into foster care, where it is felt that trained foster carers will be better able to support her.

Moving into care does not result in progress for Alicia, and it becomes clear that her difficulties and trauma are far more deep-set than was initially anticipated. The trauma manifests itself in increasing levels of dysregulation and behaviours that challenge, leading to safety concerns. There is a need for more intensive therapeutic intervention (including therapeutic parenting techniques) than the foster setting can provide.

**Factual life-course (where their needs are met at The Grange)**

The acuity of need leads Alicia to be placed at The Grange, where she initially struggles to understand why she has been moved into another setting having not long been placed into foster care. The staff at The Grange have

prepared for this and create a safe space for her to come to terms with the change of environment. They also know not to make Alicia feel under pressure to settle quickly, allowing her to take small steps until she begins to feel comfortable.

Communication with Alicia is challenging, as it may be hard for staff to know exactly how she is feeling and what she needs, much less to feel able and to have the skills to articulate those feelings and needs. However, staff are consistent in the support that they offer, ensuring that Alicia feels supported and that she can see the hard work being put in to develop a trusting relationship.

As with all learners that attend The Grange, the staff that are supporting Alicia have regular Child Focus Meetings to ensure that everyone is up to date with her progress and any developments, and also to ensure that the approaches of all elements of staff at The Grange is joined up, integrated and working towards the same targets. For Alicia the team around the child decide that they need to continue to pursue the nurturing approach.

As she becomes more settled the staff introduce more tasks into her daily routines. These are designed to gradually stretch Alicia. She finds the greater self-responsibility is tough at times. However, with the support of the staff, she is a lot more resilient now and has the confidence to persevere knowing that her life will improve and the positive attachments formed with the team at The Grange begin to redress the early childhood trauma.

Eventually, Alicia is able to take responsibility for the entirety of her daily routine and self-care. She is very proud of this progress, which also allows staff to begin to turn more focus to Alicia's education. Alicia is now in a place where she is able to learn; with episodes of dysregulation becoming far less frequent or severe. Her desire to learn, with a curriculum tailored to address her particular needs, enables Alicia to be more focused than before.

The school routine brings further stability to her everyday life and Alicia enjoys that her education at The Grange is built around her own interests as opposed to having to follow a strict and restrictive curriculum. School staff see that she is really interested in technology and how things work. They begin to do as much as they can structured around technology and look for opportunities to align other curriculum areas with this (e.g. structuring reading, writing and numeracy tasks that are connected to or make use of technology).

When Alicia is fifteen years old her grandparents, who she had previously lived with, reach out and want to begin a relationship again. This is a very confusing time for Alicia and re-triggers a lot of the feelings of neglect and abandonment that she felt in her early life. Episodes of dysregulation increase for a short while and her education suffers setbacks. However, the potential to rebuild a birth family relationship is seen as a positive outcome by staff at The Grange and they plan an approach to enable that connection to be developed. They have extensive experience of supporting children to reconnect with birth families (where it is safe to do so), and they draw on this in developing a plan. Alicia's contact with her grandparents is facilitated by staff at The Grange which means that staff can guide her, working to manage risk and enabling a meaningful relationship to grow from the initial contact.



Establishing the relationship with her grandparents is a big step forward for Alicia who grows to look forward to seeing her grandparents. The renewed relationship also builds and nurtures a sense of belonging and connection that had previously been missing. It helps her to understand more about her past and why she went through the upheaval and challenges in her early life, further strengthening Alicia's sense of resilience and achievement at what she had already overcome in her life.

Having regained stability after her grandparents returning to her life, Alicia continues to progress academically, and she is now of the age where staff begin to encourage her to think about what she would like to do upon leaving school. The Witherslack Group Futures programme allows Alicia to explore potential career paths and her keen interest in technology leads her towards considering a career as an electrician, and with the help of the programme and staff at The Grange she begins considering college courses.

As the time to leave The Grange gets closer, the prospect of change and potential upheaval makes Alicia extremely anxious. Staff work hard with Alicia to help her to plan her next steps and adopt a positive attitude to the future. She eventually starts to look forward to her next step. Having chosen a college course in a subject area in which she is really interested, staff support Alicia to find somewhere to live close by to her grandparents. She recognises that this is the first time that she is making a change where she is in control of where and what she does next.

Upon leaving The Grange, Alicia takes some time to adapt to living independently but she is able to take great comfort from her grandparents being close by. Alicia also maintains contact with some of the staff from The Grange, who continue to be there to guide and support her whenever she feels like she is struggling.

Alicia benefits from the routine of college, which feels like a continuation of her routine at The Grange, and she graduates at the first attempt from her course. Her course introduces Alicia to some local electrical firms, and she quickly finds employment. Transition to working life is a lot smoother than previous changes in Alicia's lifetime because her previous experiences mean she is well equipped to deal with it. She also benefits from the stability she now has in other areas of her life, meaning that Alicia's focus can be fully on her new job. Earning money and providing for herself is something that Alicia is very proud of and she takes confidence from becoming independent.

She is very content with the life that she has built for herself and when Alicia thinks back to when she first joined The Grange she is able to recognise how far she has come. One thing that does get her down however, is that as she grows older and sees those around her having relationships, Alicia can often feel lonely at the lack of companionship.

Alicia has formed good friendships with some of her colleagues at work, some of whom try to help her find a partner, setting her up on dates with friends. Dating is not a smooth process and rejections can be triggering for Alicia. Eventually, she does find a long-term partner and she is very proud to be able to introduce them to her grandparents.

A stable and happy relationship inspires new confidence in Alicia and after a few years of stability, the couple decide to move in together and start a family of their own. Whilst excited to take the next step in their relationship and for a family, Alicia is self-aware and apprehensive that her own historical ACEs may negatively impact on her new family. On the advice of her grandparents and staff from The Grange, Alicia decides to speak with their partner about this and together they attend counselling.

Counselling strengthens the relationship and Alicia's resolve to provide her new family with the happy and positive childhood that she was not able to have.

### **Counterfactual life-course (where their needs are not met)**

Continuing in foster care, moving between a number of different carers, sees Alicia continue to regress to the point that she is completely uncommunicative. She often moves from one carer to another because the carer feels that they are not suitably equipped to support her. Often foster carers have fostered more than one child, but with Alicia requiring such a high level of attention and support it is detrimental to the other children under their care for her to remain with them.

Regular change and upheaval punctuate Alicia's life and she retreats further into isolation as a result. She is extremely distrusting of those that attempt to care for her, which makes simple self-care and personal hygiene tasks extremely challenging. Her general health suffers which compounds her isolation and Alicia's mental health deteriorates into severe depression and episodes of dysregulation.

Alicia spends almost all of her time alone in her room and as she enters puberty, her mental state declines rapidly. She is very confused by the changes that her body is going through and all of the new feelings that she is having. There is no secure attachment between Alicia and her carers, which means that she has no parental figure to confide in and talk with about her struggles.

Her depression and confusion culminates in repeated incidence of self-harm. Signs of the self-harm are not spotted straight away due to Alicia's withdrawn nature and once the true extent is realised Social Services begin to intervene, eventually reaching the conclusion that there is no other option but to commit her to a secure mental health unit for her own protection.

Long periods of time in the secure unit are spent under heavy sedation to prevent further self-harming. Whilst preserving Alicia's immediate safety, this severely limits her quality of life and can trigger feelings of distress as the sedation begins to wear off in between doses.

Alicia remains living in the secure unit, in and out of differing levels of sedation, until she leaves the care of Social Services at the age of seventeen. Having lived such an institutionalised and subdued life in the secure unit, she is

entirely unable to care for herself so she moves back in with her grandparents who have expressed willingness to attempt to care for Alicia again.

This new living arrangement does not last long, as it becomes clear that the grandparents are not equipped with the skills or resilience to care properly for Alicia. On a number of occasions Alicia's trauma, arising from ACEs, is triggered and she loses control, lashing out at her grandparents. As a result, for her safety and that of her grandparents, Alicia is recommitted to a secure mental health unit. Here she returns to her heavily subdued and sedated state. It becomes clear that Alicia's long-term life prospects are severely limited.

Clinicians at the secure unit do make an attempt to reduce Alicia's medication and level of sedation, and she initially responds well to this. She likes not being so physically and mentally restricted. These improvements do not last long however, and not being sedated leads Alicia to become acutely aware of how alone and isolated she is, and she becomes resolved to the fact that her life is not going to improve. Alicia has such significant unresolved trauma from her childhood and now her adult life that she makes a number of failed suicide attempts – which staff ultimately prevent.

Alicia's life continues in this cycle of periods of heavy sedation, followed by attempts to reduce medication but for her the trauma is now too deep for her to be able to overcome.

# Alicia Significant trauma and ACEs placed at The Grange at 7 y.o.

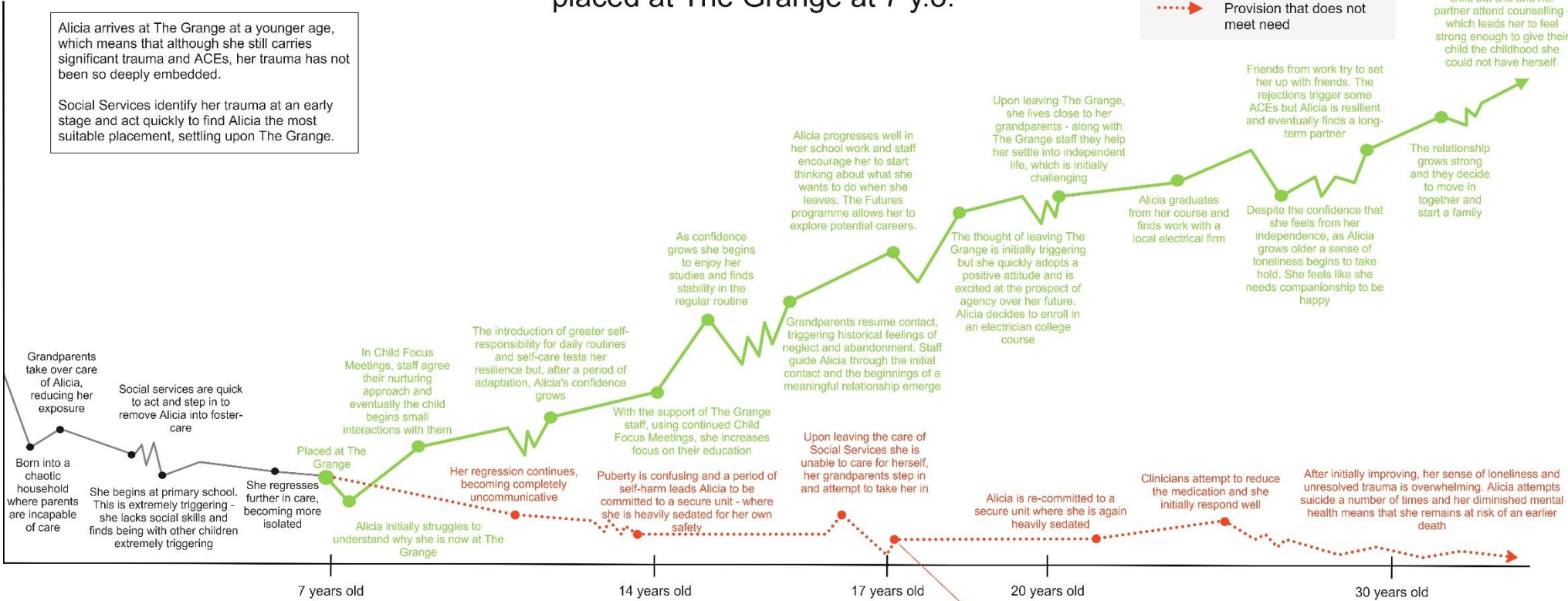
**Key**

- Life pre-intervention
- Provision that meets need
- Provision that does not meet need

Alicia arrives at The Grange at a younger age, which means that although she still carries significant trauma and ACEs, her trauma has not been so deeply embedded.

Social Services identify her trauma at an early stage and act quickly to find Alicia the most suitable placement, settling upon The Grange.

Wellbeing



Initially Alicia is scared that her own ACEs may negatively impact on her child but she and her partner attend counselling - which leads her to feel strong enough to give their child the childhood she could not have herself.

It quickly becomes clear that the grandparents cannot care for Alicia - being with them is extremely triggering and she lashes out at them



## 5. Ensuring that step-down of provision is done in the right way for the learner

During the course our research we heard that it is possible for some learners to progress to the point that they are able to successfully step-down from The Grange to a less intense provision. It has become clear however, that in order for this to bring about positive outcomes this must be done in a carefully planned way and at the right time, to allow the learner to make the transition. It is, perhaps, tempting to assume that an improvement in outcomes from a short time at The Grange is an indicator that a young person could move to a lower-intensity provision: care is needed, though, in making this assessment as it may be that outcomes are only being sustained because of the intensive therapeutic support that is provided. The risk to outcomes of suddenly removing that support (provided by adults to whom the young person feels securely attached) is high.

In this section we set out a further archetype - Amy, this time examining three differing lifecourses for a learner with the potential to step-down in provision:

- The first, where Amy has not been placed at The Grange
- Second, when Amy has been placed at The Grange but the step-down in provision is done too soon for her and against the advice of The Grange staff
- Third, when Amy has been placed at The Grange and the step-down decision is made in collaboration with staff at The Grange

### Needs and background

Amy is born to a single mother with mental health issues, which means that her early years are extremely chaotic and damaging to her development. When she is three, Amy's mother recognises that she is not able to care for her and seeks support, culminating in a decision by Social Services to take Amy into care.

Initially in a foster care setting, episodes of dysregulation lead to safety concerns and a decision to move her to a residential setting. She does find some stability in this setting, compared to living with her mother, but Amy makes very little progress with her social development despite the best efforts of the professionals who are caring for her. Amy's social worker and care home staff identify the severity of her regression with her speech and language. In addition, she is also severely lacking in simple self-care skills. At the age of six, the Local Authority decide that Amy needs to be placed into a more intense provision that is more able to support her needs.

### Lifecourse 1: Amy not placed in The Grange

Amy attends a residential special school where the ratio of staff per student is in line with her requirements, but where funding constraints limit access to the wider range of therapeutic support that she needs. It is likely that needs may have been mis-diagnosed or missed prior to a placement decision being made, such that Amy's level of need may exceed the normal capabilities of the school. She finds the new environment very hard to adapt to, especially relocating and being at the setting full-time. The combination of her needs and behaviours mismatches to the setting and existing community of students, resulting in some challenges.

She receives support from a speech and language therapist who is able to make some limited progress, the support is not frequent enough to make lasting impact to her ability to communicate. Any instance of her ACEs being triggered results in Amy's ability to communicate deteriorating almost to the level that it was when she first arrived at the residential special school.

After an especially triggering episode of dysregulation, Amy's communication deteriorates to such a level that she is no longer able to communicate her needs at all. The on-site speech and language therapist struggles to recover any progress that she had made, and this leads to Amy's health deteriorating.

Over an extended period of time, a therapeutic approach from the staff at the residential special school sees her ability to engage and interact increase. At the age of eighteen, Amy is becoming more confident and is starting to enjoy the relationships that she has built with staff and fellow classmates. The improvements that she has made come to a peak just when she is about to leave the special school due to her age. The renewed upheaval and uncertainty of where she will live and what she will do when she leaves sadly unravels the majority of Amy's progress.

Having previously been in care and without any contact with her family the Local Authority place Amy into a supported living care home, which they deem the most suitable place for her; especially given that Amy still requires significant amounts of support.

In supported living, Amy quickly becomes very lonely and isolated due to her inability to interact with housemates which makes it extremely difficult to make friends. The situation is made worse for her when she sees other residents being visited by their family members, further deepening the sense of loneliness. Staff do all that they can with their limited time, but they are severely stretched and unable to give Amy the amount of time and support that they would have had when she was in the special school setting.

Ultimately, these factors lead to Amy spending the majority of her time alone in her room, with contact and interaction with others limited to mealtimes. She actively avoids interactions where she can because she now gets anxious around others and also wants to avoid the feeling of a potential connection with someone which, in Amy's experience, eventually always ends with disappointment and further loneliness.

### **Lifecourse 2: Amy is placed at The Grange but the step-down in provision is done too soon and against the advice of The Grange staff**

Amy takes a short amount of time to adapt to the new environment at The Grange but as the staff make it clear that there is no pressure or rush for her to progress and interact straight away Amy settles well. She feels comfortable at The Grange and the staff's approach of allowing Amy her own space to settle brings security for her. It also feels, for the first time in her life, that she is in control and not having to do what everyone around her directs her to do, Amy feels that she has a voice and some agency.



The consistent support from staff at The Grange eventually leads her to become more and more comfortable at the setting, and her levels of interaction with the staff that she sees every day improves. Engaging with other residents at The Grange is more challenging for Amy, she struggles due to the unpredictable and, at times, erratic behaviour of the other learners. Conversely, attempts to interact with other learners leads to Amy becoming dysregulated herself and her behaviour can become challenging for those around her too.

Amy can get very frustrated by her episodes of dysregulation because she feels as though they represent steps backward and regression. Staff are very good at putting her at ease when she becomes like this and assuring Amy that she is still making progress. Over time, interacting with others does become easier for her and the beginnings of relationships with fellow learners start to emerge.

When Amy is ten years old, her rapid positive progress is noted by her social worker, who reports that she is out-performing initial expectations and EHCP outcomes set at the start of primary education. These reports prompt service commissioners to begin discussion of a step-down into a less intensive provision. Staff at The Grange advise strongly against this, arguing that Amy needs more time for the positive changes to be embedded to secure long-term positive outcomes. They do not disagree with the potential for Amy to step-down, should her progress continue further into adolescence. Staff are concerned that an 'early' step-down would bring too much disruption and ultimately unravel the progress she has made to date.

Despite the counsel of The Grange, Amy is removed from The Grange and placed into the less intense setting of a lower intensity and cost residential special school. Adapting to another new setting is hard for her, having put so much energy into settling into The Grange only a few years previously, and having lost connection with adults with whom she had formed secure attachments. Amy is reluctant to make such an effort again, if she is only going to be moving on again after a relatively short period.

Amy had built strong, trusting relationships with the staff at The Grange and she misses her daily routines and interactions with those staff. It had been the first time that she had felt connection to a caregiver in her life and Amy feels the loss of them heavily, triggering some of her historical ACEs of abandonment from her early life. It takes a long time for Amy to be able to build relationships again with staff at the residential special school and she is a lot more guarded about giving out her trust now.

Over time it becomes clear that Amy is not capable of living independently, and concerns emerge on her ability to manage transition into adulthood and independence. As Oscar (Lifecourse 1), she is placed by the Local Authority into a supported living setting, where her gradual regression continues in the downward spiral of loneliness.

### **Lifecourse 3: Amy is placed at The Grange and the step-down decision is made in collaboration with staff at The Grange**

Instead of stepping-down to the residential special school at the age of ten, Amy continues at The Grange where she continues to make progress. Remaining at The Grange allows staff to work with her to build upon her positive



response to outdoor activities. The Grange's location and setting is the perfect place to explore this, the staff begin to build Amy's school and other activities around being outside as much as is possible.

The staff have found Amy's 'spark' and her progress is impressive. One notable milestone is that she begins to enjoy, and seek out, the company of other learners at The Grange. Amy had previously actively avoided them, in part because the other learners had unpredictable behaviour but also because she was worried how she would respond herself to potentially triggering behaviour from others. Amy is now much more comfortable and feels more in control of her behaviour and therefore more confident being part of the community.

Having built a foundation of stable behaviour in a place where she feels safe and able to communicate fully, Amy begins to make significant progress academically too. This progress is consistent for a number of years and is closely monitored by Social Services. As she approaches the age of fifteen, and demonstrates that she has managed the transition from childhood to adolescence securely, the team around Amy at The Grange reappraise her readiness to step-down to a less intense provision. Amy is now fully communicative and is making progress academically (extending beyond the emotional and behavioural improvement noted at age 10 and 11). The decision is made, with full agreement of all parties, that she will be placed into a day-only special school provision, that will also see her placed with a foster carer.

Amy is initially very anxious about the change and is worried that all of her progress will be un-done. However, staff are able to show her that this is a step forward and the next step of her progression toward being able to have an independent life after leaving care and the education system. In the period leading up to her transition, staff focus their work on preparing Amy for her new environment, doing everything they can to ensure that the change is a success.

Staff also work closely with the foster carer, making sure that they are able to make the transition as smooth as possible and taking time to make introductions and develop a similar trusting relationship with the foster carer before the move is formalised. When Amy moves, she is able to continue with the routines that she has developed at The Grange, making the transition easier for her to process.

Despite a short period of adaptation, Amy takes confidence from making friends quickly at her new school and she enjoys being with other students. The friendships that Amy forms provide her comfort when she is struggling and feeling anxious and it feels like she has a community around her again.

Having settled well and built solid friendships, the focus of the staff at the new school setting can be firmly upon Amy's academic progress. She responds well and increases in confidence across a number of subjects. Amy leaves the special school and goes onto further education at a mainstream college, where she receives a small amount of additional learning support but is largely independent.

As the end of her college course approaches, this coincides with Amy leaving foster care. She has maintained contact with some members of staff from The Grange and, together with her foster carer, Amy is supported to

prepare for her next life transition. She is unsure what she will do for work once she leaves college but the parent of one of Amy's close friends has their own company and offers Amy an entry-level role once she leaves college. She also has the option to seek support from Witherslack Groups Futures Programme.

Having successfully gone through a number of transitions in her life already, Amy adapts quickly to working life. She is glad to have a set routine and enjoys her work and the sense of purpose that it brings. Her hard work, dedication and progress is recognised by her manager and Amy is quickly promoted. Promotion is validation for Amy of her work and also a tangible real-life demonstration of the distance that she has travelled since first being placed at The Grange. The accompanying increased wage also enables her to begin to rent her own flat, of which Amy is extremely proud.

Some dysregulation does return to Amy's life when she learns of her birth mother's death. She experiences an overload of confusing emotions and for a short period of time, in an attempt to deal with these emotions, Amy turns to drinking alone in her flat. Some of her close friends pick up on her drinking and encourage Amy to seek some support. A teacher from The Grange, who she is still in contact with, helps Amy through this troubling period in her life and encourages her to seek support from a counselling service. She does not want the quality of her work be affected by this drinking and has an open discussion with her manager, who encourages Amy to engage with a company employee assistance programme as part of that support.

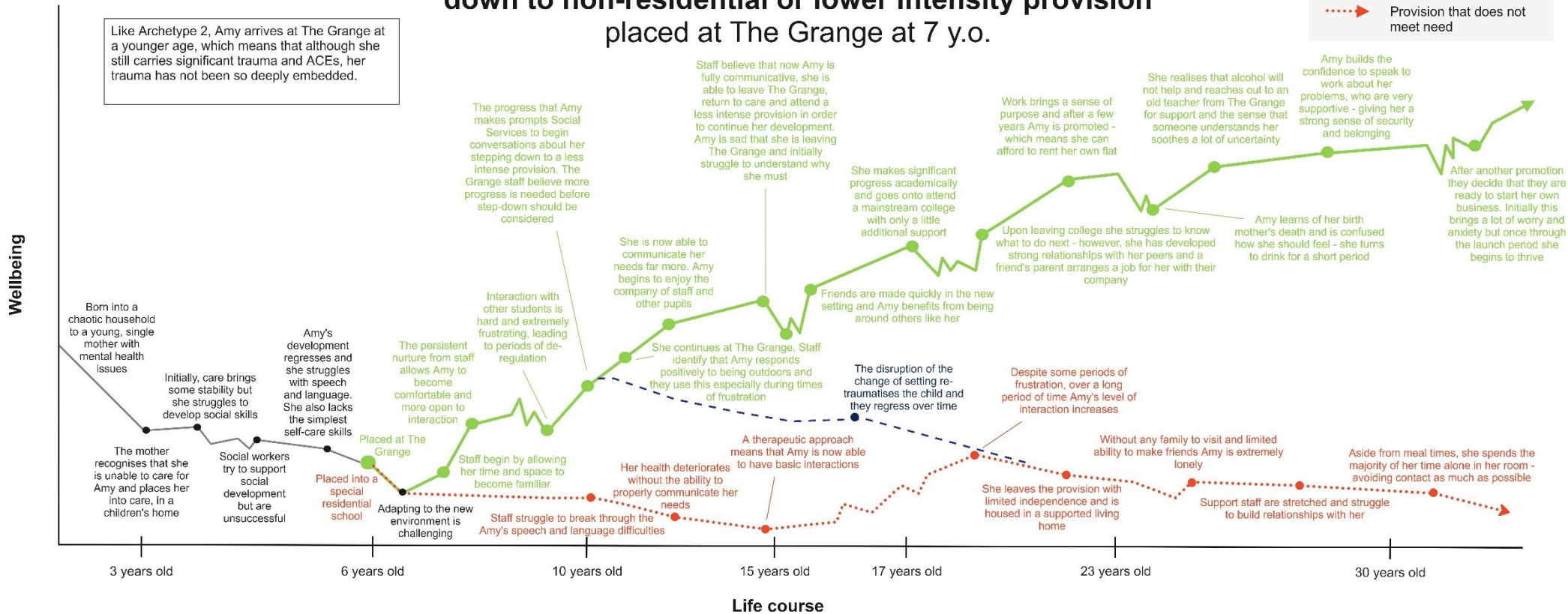
With support, Amy is able to regain control over her drinking and, with the support of the friends and professionals around her, begins to process her complex grief from losing her mother. Reflecting on this troubling period of her life, Amy feels security from the circle of support she has been able to build around herself.

# Amy

## Significant trauma and ACEs but with the potential to step-down to non-residential or lower intensity provision placed at The Grange at 7 y.o.

**Key**

- Life pre-intervention
- Provision that meets need
- Provision that does not meet need



## 6. Value to society of meeting the needs of young people

This section provides an evaluation of the difference that the provision delivered at The Grange makes to the lives of Oscar, Alicia and Amy, the community and family around them and to society as a whole. We are able to express the difference that The Grange makes in monetary terms for each of the archetypes, by comparing the cost of provision at The Grange and the outcomes achieved there, with the outcomes identified from their counterfactual journeys. This analysis takes account of long-term outcomes values and/or costs of provision as well as comparing the short-term costs of provision noted under each scenario during their childhood and adolescence.

Modelling outcomes and costs for The Grange’s provision as compared to the probable alternative life courses shows the high impact value of this provision. Explaining what life could look like for the archetypes at The Grange, where their extremely high levels of need are effectively and fully met provides part of the picture. The difference that the right provision can make can only truly be conveyed when that life course is viewed in the context of what could happen if those learners were not to be placed with The Grange.

This evaluation builds on the archetypal life journeys of Oscar, Alicia and Amy presented in Sections 4 and 5.

### *Value to society: the difference between outcomes and costs*

From the comparison of the outcomes and costs of provision in the converse scenarios of each archetype, we can establish the additional value brought about by appropriate high-level provision when compared to the probable alternative. The calculation takes into account two elements to ascertain the social value that is generated by The Grange, and are represented in Figure 6:

- Incremental outcomes observed in the lives of learners (these are assigned monetary values using social value databases) compared to the counterfactual; and
- The incremental cost incurred by placement at The Grange compared to the alternative provision



Figure 6: Calculating social value



## Value of outcomes

Table 1 sets out the themes into which the values of outcomes and events in the archetypes' life courses are categorised. For example, these events or outcomes include NHS treatment or paid employment. These outcomes and events represent costs to various stakeholders, including the NHS and local authorities, and some represent benefits. These are assigned monetary values based on recognised social value databases<sup>6</sup> and grey or academic literature. They are organised by different themes and which stakeholder incurs the cost or saving based on the identified outcome.

Table 1: Themes and descriptions

Themes & stakeholder(s)	Description
1. Education outcomes <b>Local authorities &amp; DfE</b>	This encompasses the costs of exclusion and the costs of truancy to LAs in supporting learners to catch up with their wider peer group's level of progress.
2. Economic outcomes <b>Economy</b>	Captures the additional productivity generated in the economy by pupils and their parents or carers being able to work longer and in better paid roles. For pupils at The Grange this arises from better engaging in learning and being equipped with key skills for work.
3. Physical health <b>NHS</b>	Accounts for the costs to the NHS of treatment for physical conditions for pupils, families and teachers. For pupils this may be due to reducing the risk of homelessness and risks including injury arising from self-harm which would lead to poorer health outcomes in the counterfactual. For families and teachers this covers the treatment for child-on-adult violence.
4. Mental health <b>NHS &amp; local authorities</b>	Captures the costs to the NHS and local authorities of treatment for mental health conditions experienced by pupils and their families.
5. Social care <b>Local authorities</b>	Covers the long-term costs of residential or supported living, and housing benefit payments that may be received later into the archetypes' lives if they are not supported to develop resilience and independence skills. This also includes costs of homelessness to the local authority comprising temporary accommodation and costs of community support services.
6. Criminal justice <b>Police and courts</b>	Represents the costs of learners being involved in crime, whether as a perpetrator or victim. This encompasses the costs of arrests, detention and prison.

<sup>6</sup> Like the [Personal Social Services Research Unit](#) and the [Greater Manchester Combined Authority CBA Model](#)

## Cost of provision

Below sets out the different types of provision that have been considered as part of this evaluation, and the annual cost of a placement in each setting (all costs have been updated to 2023 values for inflation<sup>7</sup>):

Table 2: Type of provision included in the evaluation

Type of provision	Annual cost	Description	Data source
The Grange	£347k p.a.	Full cost per learner of a placement at The Grange including; staff costs, young person costs, and organisational costs.	Information supplied by the Witherslack Group in February 2024
Supported mainstream school	£33k p.a.	Cost of placement in a mainstream school, with some additional SEN support	National Association of Independent Schools and Non-Maintained Special Schools (2012) <sup>8</sup>
Out-of-county residential special school	£208k p.a.	Cost of residential placement in a specialist school	National Association of Independent Schools and Non-Maintained Special Schools (2012) <sup>9</sup>
Out-of-county day special school	£79k p.a.	This is the combined cost of the school provision, and the LA-provided travel to and from school each day.	Local Government Association Briefing: Special Educational Needs and Disability Funding (2020) <sup>10</sup>
Medium Secure Mental Health Setting	£649k p.a.	Cost secure mental health setting for a young person	Children's Commissioner (2019) <sup>11</sup>
Secure Training Centre (STC)	£213k p.a.	Cost of STC	Government Criminal Justice and Courts Bill (2014) <sup>12</sup>

## Evaluation parameters

The average social values generated by The Grange across the archetypes presented in this section are in reflection of the following parameters:

- They are the value of improved outcomes in the lives of learners up until the age of 35 years. For prudence, we have not considered the whole life value of certain outcomes to allow appropriately for risk

<sup>7</sup> HM Treasury (Dec 2023), [GDP deflators at market prices, and money GDP - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/gdp-deflators-at-market-prices-and-money-gdp)

<sup>8</sup> Clifford, J. and Theobald, C., (2012), Summary of findings: Extension of the 2011 cost comparison methodology to a wider sample, National Association of Independent Schools and Non-Maintained Special Schools.

<sup>9</sup> Clifford, J. and Theobald, C., (2012), Summary of findings: Extension of the 2011 cost comparison methodology to a wider sample, National Association of Independent Schools and Non-Maintained Special Schools.

<sup>10</sup> [Special Educational Needs and Disability Funding, House of Commons, 29 January 2020 \(local.gov.uk\)](https://www.local.gov.uk/news/special-educational-needs-and-disability-funding)

<sup>11</sup> [Children's Commissioner](https://www.childrenscommissioner.gov.uk/)

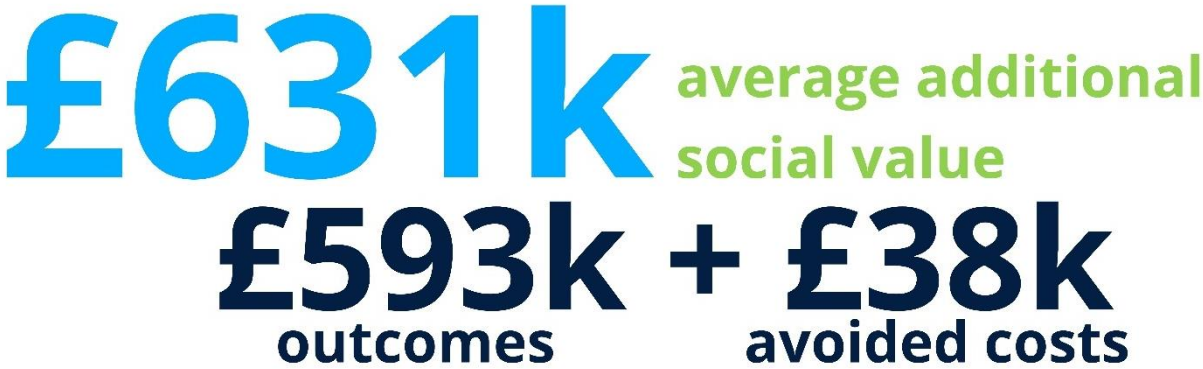
<sup>12</sup> [Gov.uk - Criminal Justice and Courts Bill - Fact sheet: Secure Colleges \(2014\)](https://www.gov.uk/government/statistics/criminal-justice-and-courts-bill-2014)



(although some, such as employment, have high longer-term value). In addition, we have tended to select more conservative assumptions for certain outcomes to avoid a risk of over-claiming impact values. Hence the average values should be treated as at least the value generated.

- The results of this analysis show the evaluation of these costs and benefits in net present value terms – i.e. stating future values of all costs and benefits in today’s terms (after applying discounts to future values in line with Green Book methodology);
- Our approach seeks to approximate average outcomes for the storylines and archetypes shown earlier. In reality, some will fall either side of the analysis<sup>13</sup>; and
- These figures are also adjusted for deadweight (i.e. the possibility that the young people would have experienced positive outcomes anyway without any intervention) and alternative attribution (being the proportion of the outcomes value that should be attributed to action by other organisations including public bodies).

*Average additional social value of a placement at The Grange*



*Figure 7: Average additional social value of placement at The Grange*

To establish the average social value of a placement at The Grange we have used the evaluation of Oscar and Alicia (Archetypes 1 and 2). These archetypes represent two commonly identified learner and circumstance at The Grange, whilst also accounting for the fact that whilst many learners join at the later ages of around eleven years old (as for Oscar), there are an increasing number of learners joining at an earlier age, such as age seven (as in Alicia).

Amy’s lifecourse is evaluated later in this section, in a separate examination of the impact of an appropriate step-down decision. Due to the nature of the comparison and the importance of the subject of step-down in provision.

<sup>13</sup> We are aware, for example of at least one learner who has gone on to further education and successfully obtained a degree, which would be expected to result in a premium compared to the average productivity modelled here.





### Archetype 1: Oscar

A child with significant trauma of multiple foster placement breakdown

Placed at The Grange at 11 years old

**£396k** additional social value  
of Archetype 1

**£583k** - **£187k**  
outcomes costs

Figure 8: Additional social value for Archetype 1

The values in Figure 8 make clear that for a learner akin to Oscar, there is significant long-term social value that can be achieved by following the intensive ITAC approach used at The Grange. This is despite a placement at The Grange costing more than their counterfactual setting, therefore supporting the argument that greater investment in a learner's early life presents significant long-term value for money.

We shall now examine how these values are achieved and highlight the key points of difference between the factual (where Oscar's needs are met at The Grange) and the counterfactual (where he is not placed with The Grange) lifecourses.

#### Outcomes: £583k

This is the result of significant positive outcomes becoming achievable in the factual lifecourse, whilst in the counterfactual lifecourse (both set out in Section 4) significant and costly negative outcomes are identified. Figure 9 sets out the striking difference between the lifetime outcomes for the contrasting lifecourses.

 **£181k** positive outcomes in  
factual lifecourse

negative outcomes in  
counterfactual lifecourse **-£402k** 

Figure 9: Comparative outcome values for Oscar's lifecourses

The greatest contributor to the £583k difference between the -£402k and the positive £181k of outcomes is the economic benefit that derives from Oscar's employment status. In the factual life course, having gained steady and stable employment at the age of twenty, he represents a benefit to the national economy through productivity contributions. Before alternative attribution and deadweight are applied, the economic benefit to society equates to at least **£242k**. Conversely, in the counterfactual, Oscar is not close to any form of formal employment, termed as being NEET (Not in Education, Employment or Training), which carries a lifetime cost to the economy of **£93.6k** (at NPV of future cost).

In the comparison of the two life courses there are two significant savings to society achieved by avoiding the counterfactual life course occurring. The first saving is to the criminal justice system, where the counterfactual sees Oscar involved in significant criminal activity and therefore incurring costs for numerous instances of arrest and time spent in prison. The total cost of his criminal activity in the counterfactual is **£185k**. In the factual life course, this cost is almost totally avoided, with just a small total of under £2k incurred, in recognition that there is still the possibility of some activity occurring.

The second major saving is for future social care costs once Oscar has left the education system. These are experienced by the Local Authority and amount to **£207k**. These costs are made up of elements such as; paying for Oscar to be housed in temporary accommodation at various points in his life and periods of rough sleeping (when not in prison). The largest avoided cost however is a result of Oscar being able to go onto have a fulfilling and stable family life of his own and therefore breaking the cycle of children inevitably being taken into care in his family. In avoiding his future children entering the care system, £149k (NPV) is saved. In the interest of presenting a conservative and suitably prudent evaluation, we have included this cost for a single child being taken into care as opposed to multiple children of Oscar.

#### *Costs: £187k*

This is the difference in cost of the two different educational provisions that Oscar experiences in the two lifecourses. For the eight years evaluated (from, and including, the age of eleven to eighteen), each lifecourse has a different combination of provision and costs (set out in Table 2).

In the counterfactual the total cost of their education provision is **£1.806m** (discounted for deadweight and alternative attribution), consisting predominantly of:

- 1 year in a Medium Secure Mental Health Setting
- 4 years in an out-of-county residential setting
- 3 years in a Secure Training Centre (STC)

There are some further costs included such as instances of persistent truancy and the costs of additional support, like occupational therapy, during his time at the out-of-county setting.

In comparison, for the same period, a placement with The Grange costs the DfE just under **£1.993m** (discounted for deadweight and alternative attribution). Unlike the counterfactual, a placement at The Grange is the only cost incurred due to the full holistic nature of the provision.

Therefore, for the eight-year period, the factual life course costs £187k more than the counterfactual.

Archetype 2: Alicia  
A child with significant trauma and ACEs  
Placed at The Grange at 7 years old



Figure 10: Additional social value for Alicia

Alicia is an example of a learner at The Grange for whom the alternative is such a severe and costly provision that, despite the high cost of a placement at The Grange, it in fact represents a cost saving due to the even higher cost of the probable alternative (assuming the pre-placement trajectory of failed placements were to continue). When this is combined with the significant outcomes generated by the placement at The Grange, the social value achievable represents strong positive value for money for society as a whole.

As for Oscar (Archetype 1), we will now examine the differing points of value and cost within the alternate life courses.

Outcomes: £602k

Figure 11 sets out the net outcomes from each of the life courses evaluated, which result in the £602k total outcomes for Alicia.



Figure 11: Comparative outcome values for Alicia's lifecourses



The greatest single set of negative outcomes in the counterfactual, which are totally avoided in the factual life course, are the social care costs amounting to **£300k**. In the counterfactual, Alicia has, in her thirties, two children removed from her and placed into care, with a total NPV of £218k. This takes place at a particularly hectic and uncertain time in her life, when she is caught in a spiral of time spent in a secure mental health unit and rough sleeping. As she is known to public services due to her mental health issues, when Alicia's child is born they are removed into care almost immediately, prompting further spiralling of her mental health.

These, and the other social care costs in the counterfactual, are avoided completely in the factual life course due to the resilience and self-regulation that Alicia develops with support from staff at The Grange, and the fact that through stable employment she does not need to rely upon the State for housing provision.

Alicia's mental health is another significant contributor to the overall outcomes. In the counterfactual, she requires significant intervention from NHS mental health services throughout childhood and into her adult life. A total of **£121k** of cost is incurred through interventions such as CAMHS, counselling, secure mental health services in adulthood and addressing repeated instances of self-harm.

In comparison, the factual lifecourse reflects far less intensive support in connection with mental health, requiring isolated instances of professional support, totalling just **£9k**. This is attributed to two features of provision at The Grange:

- Alicia has been supported to build a much greater understanding of herself and her historical trauma, and has therefore been able to process it and develop coping strategies over time; and
- Alicia has been able to build a trusted circle of support around herself with friends and eventually a romantic partner.

These would not have been possible, if it were not for the progress she had made socially and communicatively at The Grange, with the ultimate proof of this seen in being able to go onto be a positive parental figure to a child of her own.

Akin to Oscar (Archetype 1), Alicia also generates significant economic contribution to society through employment in her factual life course. Like Oscar, this outcome is far from possible in the counterfactual due to her struggles with mental health (amongst other challenges) preventing any possibility of employment. The net difference in economic contribution of **£372k** is derived from an economic cost of £151k in the counterfactual, in contrast to an economic benefit of £221k in the factual life course.

The reason for her higher economic cost in comparison to Oscar, is that in addition to carrying the cost of being NEET upon leaving the care of the education system, Alicia also has an impact on the economic output of the family members who she remains in touch with. Here we have included a cost for the loss of productivity due to family members presenting absenteeism, when they are physically at work but their performance suffers due to their worrying and pre-occupation with the state of Alicia. Oscar, sadly, does not have any family members with whom to keep contact.

The economic contribution of Alicia in their factual life course is based upon £30k being the average UK GVA per capita<sup>14</sup>, which is then discounted in future years for inflation to achieve the net present value. Therefore, we believe this figure to be a conservative representation of her true earning potential as she progresses in her chosen employment. As is noted above, there are examples of learners going on to obtain degree-level education, which would be expected to attract above-average productivity. The Witherslack Futures Programme targets achieving 100% employment amongst former students: it offers lifelong support, where needed to protect and sustain that outcome. As such, the success rates assumed for The Grange may be prudent. Further review is recommended once the Futures Programme has been running for long enough to revisit the assumptions we have used in this analysis.

#### *Avoided costs: £263k*

The avoided cost, or cost saving, is derived from the fact, after discounts are applied for deadweight and alternative attribution, that the counterfactual lifecourse carries a total cost of **£3.065m** whilst the factual life course, at The Grange, has a total cost of **£2.802m**.

In the counterfactual, Alicia spends between the ages of seven and eleven in the relatively low cost supported mainstream school, with additional teaching assistant and therapeutic support. Then from the age of twelve, upon the severe deterioration of her mental health, the Local Authority feel that they have no choice but to place her into a Medium Secure Mental Health Setting. This setting carries a significant annual cost, as shown in Table 2, and is over £300k more expensive per year than The Grange.

Before deadweight and alternative attribution are taken into account, the seven years that Alicia spends at the Medium Secure Mental Health Setting in the counterfactual costs £3.458m. In comparison, in the factual life course Alicia spends twelve years with The Grange which costs £3.477m. This demonstrates just how significant the choice of setting can be, even before taking into account the future outcomes for a learner.

#### *Average additional value to society could be as high as £683k*

As is set out in detail in Appendix 2, the average additional value presented for each archetype is a weighted average of three scenarios (high, medium and low outcomes), which are compared to the outcomes of the counterfactual scenario. This approach mitigates against the study being perceived to have only evaluated the best case scenario versus the worst case scenario (the counterfactual).

However, if just the highest outcome scenario was considered for Oscar and Alicia (Archetypes 1 and 2), then the average additional value to society would therefore be the far higher value of **£683k**. In stating this figure it is important to be clear as to how it has been achieved, in comparison to the more prudent weighted average driven value stated at the top of this section.

<sup>14</sup> Office for National Statistics (2021)

<https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/nominalregionalgrossvalueaddedbalancedperheadandincomecomponents>

### Economic impact of step-down in provision taking place at the right time

As set out by Amy's story (Archetype 3) in Section 5, there are two approaches to stepping-down a learner's provision that have been experienced at The Grange. The first, is when the decision is made too early for the learner and they regress almost to the point of being in line with the counterfactual life course. Whilst the second, is when the decision is at the most appropriate time and the staff at The Grange are able to prepare the learner for the transition and which ultimately leads to far better outcomes being achieved.

#### Outcomes

For ease of comparison, we have evaluated the counterfactual life course (Lifecourse 1) alongside the two step-down life courses. Lifecourse 2 represents the early step-down decision, and Lifecourse 3 represents the timely step-down decision. Table 3 sets out the differing outcomes achieved in the lifecourses. These figures are after having accounted for deadweight and alternative attribution.

Table 3: Outcomes comparison for Amy

	Lifecourse 1	Lifecourse 2	Lifecourse 3
Value of outcomes	-£129,065	-£131,880	£125,466
Net difference to Lifecourse 1		-£2,815	£245,530
Net Difference to Lifecourse 2			£257,345

Lifecourse 2, with the earlier step-down decision has outcomes that are marginally more costly to society than the counterfactual, when Amy attends a residential special school instead of The Grange. The slightly higher cost is derived from her entering foster care for a short period in Lifecourse 2.

Lifecourse 3 has Amy entering foster care for a longer period than in Lifecourse 2 but, with the step-down taking place for her when she is truly ready means that she avoids the negative outcomes later in life and instead can go onto contribute to society, as for our other two archetypes. Indeed, the step down is projected to be to a lower cost setting (day-only special school) than would have been possible with an earlier step-down (to other residential provision).

#### Costs

The costs for Lifecourse 2 and Lifecourse 3 are dramatically different too. The cost saving of following Lifecourse 3 as opposed to Lifecourse 2 is **£1.378m** over the course of their education, with Lifecourse 2 costs of £3.5m incurred and for Lifecourse 3 costs of £2.2m.



The leading factor behind this drastic difference in cost is that the upheaval and damaging transition sees Amy's mental health regress sharply to such an extent that a year on from leaving The Grange, she enters a Medium Secure Mental Health Setting for the remainder of her years in education.

In summary, by combining the difference in value of the outcomes between Lifecourse 3 and Lifecourse 2 with the difference in costs incurred in the two, we can show that the total social value of pursuing step-down from The Grange's provision in a patient manner and when the learner is most ready is at least **£1.6m**.

## 7. Conclusion

This study demonstrates unequivocally that a placement with The Grange, and the ITAC approach that they follow, delivers significant impact primarily for the learner themselves and secondly for wider society in the form of financial outcomes and cost savings.

The severity of the needs of learners at the point of first joining The Grange are so extreme, with so much trauma already embedded during their early lives, that the counterfactual life courses set out in the stories of Oscar, Alicia and Amy in Sections 4 and 5 are highly probable to occur (and may be almost a ‘best case’ unless effective provision is commissioned). The stories of learners that we learned about during this study, and that are captured in the factual life courses, are inspirational. The stories we heard of the position in which young people arrive at the Grange are amongst the most extreme that our team has encountered in many years’ experience of this sector.

### *Working with the learner, for the learner*

Every single element of life at The Grange, enabled by the ITAC, is moulded to the needs of the learner and able to adapt and change as the learner grows older, eventually preparing them to live independent and fulfilling adult lives upon leaving. The work that The Grange’s staff carry out (set out in activities in the Theory of change at Figure 4) is underpinned by the way in which they deliver it, and this is the catalyst for the drastic turnaround in the trajectory of the lives of the learners. Figure 12 pulls these approaches out separate to the Theory of change.



Figure 12: Approaches employed by The Grange's staff

Alongside the ITAC, they employ further measures that combine to create the environment for the learner that is most likely to enable them to succeed and progress. The focus of the progression is not solely in an academic sense but predominantly upon their social, emotional, mental and physical health development – which eventually facilitates their academic progress.

To highlight one specific approach, aside for the ITAC, identifying a point or topic of interest to build learning around (second from the right in Figure 12), is something that struck us as extremely powerful and that would not be fully possible in many other types of provision. This was described to us as ‘finding their spark!’ Staff described how, once the spark was identified, the structure of the setting combined with the financial capability the wider Witherslack Group allowed them to explore the thread of interest as far as possible with the learner. They were able to purchase sets, games and material specifically so that the learner can increase their engagement with the interest, acting as a catalyst for their development without the structure, pressure and anxiety that formal education can cause.

The culmination of the activities and approaches is seen in the progress they make, both at The Grange and upon leaving, and one of the most easily tracked marks of their progress is in their behaviour. As shown in Figure 13, as they spend more time at The Grange, with the work and approaches of the staff embedding themselves over that time, the level of support that the learner requires reduces. This is mirrored by the outcomes achieved in relation to behaviour, with fewer episodes of dysregulation and a reduction in severity of the episodes that do still occur.

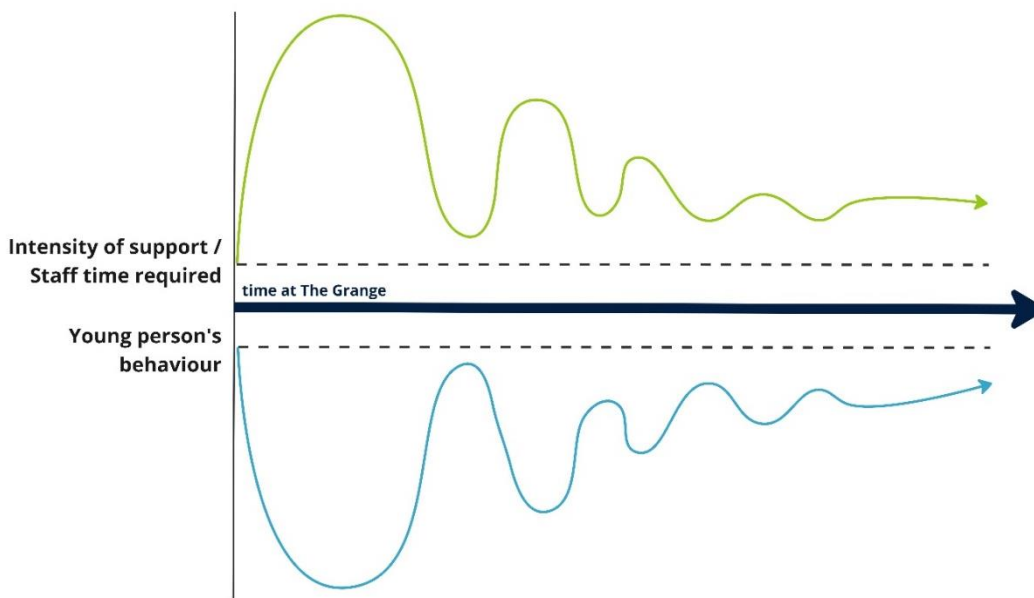


Figure 13: The relationship between the behaviour of young people and the intensity of support required

Figure 13 can also be considered to represent the increasing independence and self-awareness that the learners develop over their time at The Grange, empowering them with resilience to overcome the challenges of their traumatic experiences and the challenges of adult life.

Figure 14 shows how the support and approach at The Grange eventually results in the long-term secondary outcomes at the outer edges of the circle.



Figure 14: Summary of outcomes achievable for learners

### Significant social value from meeting the most intense of needs

In economic terms, the lifetime outcomes of the contrasting life courses for Oscar, Alicia and Amy mirror the striking differences in the two trajectories; the factual (where their severe needs are met) and the counterfactual (where their needs are not met and they continue their negative trajectory).

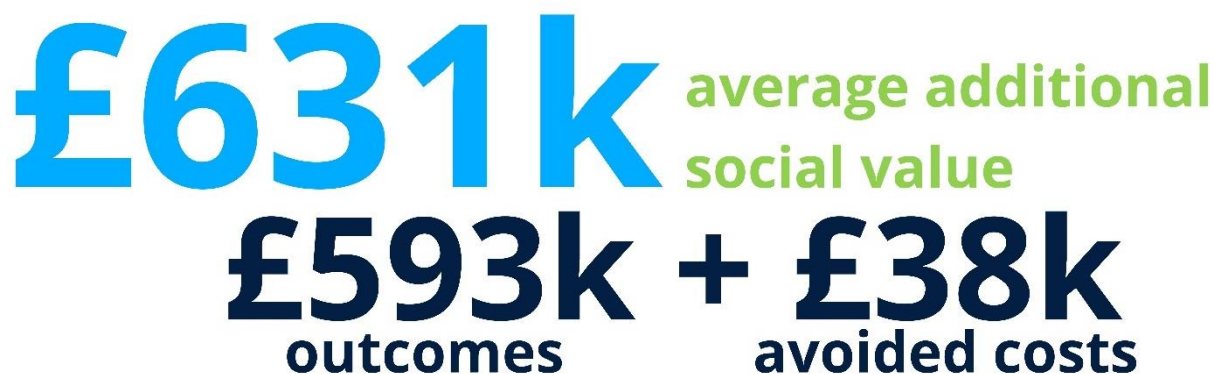


Figure 15: Average additional social value of placement at The Grange

As Figure 15 sets out, substantial value to society is achieved by placing a learner with The Grange. Section 6 provides greater detail as to the specific outcomes and costs that contribute to this value. What these numbers make clear is that despite the high financial cost of placing a learner at The Grange, this cost represents significant value for money when the full lifetime possibilities for the learners are taken into account.

For example, for Alicia (Archetype 2) the probable destination for her, if not The Grange, is a prolonged and ultimately traumatic period in a Medium Secure Mental Health Unit. Here she would likely be under sedation and isolation for a lot of her time spent in the setting, which does nothing to prevent the significant costs to society that she will go onto incur in her adult life, with numerous further interventions required.

### An approach to step-down in provision that will deliver long-term positive outcomes

Incorporated into this study, alongside examining the trajectory of archetypical learners who join and stay with The Grange for their remaining education (Oscar and Alicia), we have also explored the likely trajectories for learners at The Grange who are deemed able to step-down into less intense provisions (like Amy).

We examined two life courses for step-down, alongside a counterfactual:

- Lifecourse 1: Counterfactual lifecourse where they does not attend The Grange
- Lifecourse 2: When spend a short period of time with The Grange and step-down takes place prematurely
- Lifecourse 3: When they spend a longer period of time with The Grange and step-down occurs when all stakeholders feel it is appropriate

The contrasting long-term outcomes of the two life courses are again significant and make clear the need for step-down, where appropriate, to be done in a patient, measured and structured way that allows it to become a successful positive step for the learner. As Lifecourse 2 shows, detailed in Section 5, the consequences of step-down taking place when the learner is not fully ready for the transition to a less intense setting, are drastic in comparison to the success of Lifecourse 3.

This is also demonstrated financially in Section 6, where the life courses are evaluated, with the combined outcomes and avoided costs totalling £1.6m over the course of the archetype's life.

### *Recommendations*

1. Spread the word! As well as using this report to support and ease conversations with the numerous stakeholders, including service commissioners, it can also be used more broadly to demonstrate what can be achieved for young people with effective therapeutic support. The stories told in this report show that they all have something to contribute and with the right support they are more than capable of doing just that.
2. Use opportunities when young people who have moved on from The Grange visit to share their experiences as an opportunity to gather more formal case study evidence. Stories of change as powerful as those we have heard about in this project are valuable evidence to show long-term sustained positive outcomes.
3. Gather data to show the outcomes achieved by the Futures Programme. The ambition to secure 100% employment for the young people who move on from Witherslack Group schools is striking. A robust evidence base to prove outcomes (both the number who go on to employment and the quality of that employment) may help to demonstrate even higher outcomes values in future updates.
4. Consider key aspects of the theory of change highlighted in this report, and the activities or features of delivery at The Grange that differentiate it and are key to delivery of the outcomes value shown here. Can aspects of that model be used to enhance outcomes elsewhere across the Group? Can this report provide a foundation upon which other sites can develop their own evaluations?

## Appendix 1: Research approach and methodology

### *Research approaches and underlying principles*

The following approaches and principles were used to develop and deliver this study.

#### *Developing stories based on archetypes*

To explore how The Grange meets learners' needs, we took a qualitative story-based and person-centric approach. Through this we developed profiles of three archetypal learners. Archetypes 1 and 2 were designed to represent and capture the stories of a large proportion of learners that attend The Grange, whilst Archetype 3 was designed specifically to explore the implications of timely and untimely step-down in provision.

These stories served as a foundation for the evaluation of identified outcomes to learners that attend The Grange, and to explore what drives these valuable outcomes. Rather than evaluating outcomes, and then attaching some case studies to illustrate them, this approach builds the evaluation on the foundation of these stories. As such, it follows the approach advocated in the EU GECES standards<sup>15</sup> and in other best practice guidance.

The archetypes are used to explore how The Grange meets their needs, and what difference that makes to the learners themselves as well as their communities and wider stakeholders like local authorities, government departments and the economy.

#### *Supported by evidence*

These archetypes and their stories were developed through research with staff from The Grange, as well as being informed by secondary sources. The stories told in this report are highly nuanced and built using the evidence gathered during this research. Further evidence to support the analysis in this report was drawn in from The Grange and the wider Witherslack Group, from appropriate and similar sector studies by Sonnet (such as the *Reaching my potential*<sup>16</sup> report for NASS) and from external sources such as national cost databases and third-party research studies.

#### *Evaluating primary and secondary outcomes*

This study has sought to find and evaluate both primary and secondary outcomes to learners. It also considered how changes in the learners' lives would affect other people and stakeholders. The analysis takes into account secondary outcomes to groups like other teachers, commissioners, NHS services and the economy.

<sup>15</sup> Clifford, J., Hehenberger, L. and Fantini, M. (2014). *Proposed approaches to social impact measurement in European Commission legislation and in practice relating to EuSEFs and the EaSI*, report by GECES (Groupe d'experts de la Commission sur l'entrepreneuriat social) subgroup on impact measurement. Brussels. European Commission.

<sup>16</sup> 'Reaching my potential: The value of SEND provision demonstrated through learners' stories. A report for the National Association of Independent Schools and Non-Maintained Special Schools (NASS)', London. Sonnet Impact.

### Model-based quantitative evaluation

Informed by the likely assessment of outcomes for the archetypes with and without their needs met, we developed an Excel model which values outcomes and events in the lives of the archetypes for both of these eventualities.

For Archetypes 1 and 2, the model compares their journey in The Grange's provision against their most probably alternative pathway (where their needs are not met). For Archetype 3, which explores step-down of provision there are three lifecourses evaluated:

- The first, where the learner has not been placed at The Grange
- Second, when the learner has been placed at The Grange but the step-down in provision is done too soon for the learner and against the advice of The Grange staff
- Third, when the learner has been placed at The Grange and the step-down decision is made in collaboration with staff at The Grange, and the learner ultimately benefits

### Research activities

A mixed-methods approach was used to develop the archetypes and life journey modelling. Table 4 provides detail on each stage of research and the research participants involved. At each stage we have sought to involve The Grange and Witherslack Group staff members as much as possible, in order to ensure that our findings are truly reflective of The Grange and its learners.

Table 4: Summary of research activities

Research activity	Description and purpose	Participants
Rapid-literature review	<ul style="list-style-type: none"> <li>• Review of national statistics, academic and grey literature to provide the wider context for this study</li> <li>• Topics explored included: SEND policy, education spending, and impact of specialist provision</li> </ul>	N/A
Initial information gathering meeting with The Grange/ Witherslack Group	<ul style="list-style-type: none"> <li>• A meeting to gain an overview of The Grange, and how it works and plan for the first workshop</li> </ul>	Steering Group for this study (including project leads from Witherslack Group and The Grange)
Workshop 1: Theory of change and archetype development	<ul style="list-style-type: none"> <li>• Exploring the approaches of The Grange's provision</li> <li>• Understanding the stories of learners that attend The Grange</li> <li>• Outlining the archetypes of The Grange's learners</li> </ul>	Staff from all elements of The Grange's provision



Theory of change and archetype development	<ul style="list-style-type: none"> <li>• Analysis of findings from information gathering and workshop 1</li> <li>• Developing theory of change and archetype storylines (including counterfactuals)</li> </ul>	N/A
Workshop 2: Testing of theory of change and archetypes	<ul style="list-style-type: none"> <li>• Testing and refining the theory of change and archetypes with the team from The Grange</li> </ul>	Staff from all elements of The Grange’s provision
Archetype lifecourse modelling	<ul style="list-style-type: none"> <li>• Building an Excel model which values the cost of provision and the value of outcomes and events in the life journeys of each of the archetype</li> </ul>	N/A
Review and refinement with Steering Group	<ul style="list-style-type: none"> <li>• Reviewing initial modelling outputs, cost lines and assumptions within the lifecourse modelling</li> </ul>	Steering Group for this study

### Limitations of this research

#### Direct involvement of The Grange’s learners in the research

Learners from The Grange were not directly involved in this research. There are two key reasons for this, the first is that the learners at The Grange have such intense levels of need and have experienced significant trauma, that attempting to gather their stories would be highly challenging and also have a very high likelihood of re-traumatising them. Even with appropriate safeguarding and support in place from staff at The Grange, we could not be certain that our conversations would not be triggering. It would, for example, be unhelpful to ask them to imagine what their life would have been like without the support they are currently receiving.

Secondly, while learners may be able to comment on their current educational experience, they will not be able to anticipate what their education means for their future outcomes, e.g. in terms of qualifications, and their long-term wellbeing, health and productivity. As such, learners themselves are a less well-informed audience on the effectiveness of specialist provision. Staff are able to comment on these matters based on their knowledge of historical case studies, giving a more balanced view across a broader sample of young people they have supported.

The people best placed to assisted and collaborate with us on the development of the archetypical learner profile, their educational journeys and outcomes upon leaving The Grange, are the staff who work every day to support the learners. They are well informed about the immediate difference The Grange’s provision can make, and, as set out in this report they are heavily invested in the lives of learners even upon them leaving The Grange. Many learners maintain contact with staff with whom they were close at The Grange, allowing insight into their long-term outcomes also.



*Limited evidence on long-term outcomes for learners of having their needs met*

Academic literature on the longer term outcomes of and what difference provision made to them is limited. This research is underpinned by the assumption that better outcomes on leaving education should lead to better life outcomes for The Grange's learners. This seems to be a reasonable assumption to make given that government policy in SEND is targeted towards meeting learners' needs to prepare them for adulthood.

## Appendix 2: Evaluation approach to lifecourse modelling

### *Model overview*

This section sets out data and key assumptions used to develop the archetype lifecourse modelling, the results of which are presented in Section 6 of this report. The key feature of this model is that it compares the societal costs and benefits in the lives of the archetypes if they have their needs met in The Grange (the factual lifecourse), with the societal costs and benefits in the most probable alternative provision where their needs are not met (the counterfactual lifecourse). We present the difference between the two converse scenarios as the net value to society of the archetypes having their needs met at The Grange.

For Archetypes 1 and 2, the model is based on the following sequential steps:

1. Estimate the costs of provision in the factual and counterfactual scenarios during the school years for each learner
2. Value a range of outcomes in the factual and counterfactual lifecourses for each learner, with a range of outcomes (low, medium and high) explored in the learners' factual lifecourses.
3. Bring together the incremental costs of provision with the value of incremental benefits achieved when learners have their needs met

For Archetype 3, which considers the process of step-down for a learner from The Grange to a less intense specialist provision, the steps follow the same methodology however, instead of low, medium and high outcomes, we instead consider three scenarios:

1. Where step-down takes place at an appropriate time, facilitating good long-term outcomes
2. Where step-down takes place too early for the learner to have benefited fully from their time at The Grange, and where their long-term outcomes suffer as a result
3. A counterfactual scenario where the learner is not placed at The Grange at all, which acts a benchmark comparator for the two step-down scenarios

### *Cost of provision in the contrasting scenarios*

#### *Calculating costs where the archetypes are placed with The Grange*

We have used information provided to us by The Witherslack Group to calculate the annual cost of provision at The Grange. The total average cost is £347,684, with £90,000 of this being the cost of the education provision and the remainder categorised as the cost of care for a learner. Table 5 provides a detailed breakdown of the annual cost of care for a learner at The Grange.

Table 5: Breakdown of average annual care costs for a placement at The Grange

Cost category	Percentage of total	Cost
Staff costs	82.8%	£213,362
Young person's costs	6.1%	£15,362
Organisational costs	11.1%	£28,603
<b>Total</b>	<b>100%</b>	<b>£257,684</b>

In addition to the cost of a placement at The Grange, our calculations also include the annual pupil premium cost of £2,530<sup>17</sup>, which is incurred by DfE for each learner. This results in the annual total cost for a learner at The Grange being £350,214. Table 6 sets out the total cost of each of the archetypes' time spent at The Grange. Archetype 3 (Amy) has two costs, as the step-down of provision takes place at different times in her different lifecourses.

Table 6: Total cost of The Grange provision per archetype

Archetype	Years at The Grange	Total cost
1. Oscar	8	£2,491,613
2. Alicia	12	£3,502,683
3. Amy (timely step-down good outcomes)	8	£2,491,613
4. Amy (early step-down poorer outcomes)	4	£1,331,386

The total costs in Table 6 are at Net Present Value (NPV), with costs in future years discounted for future inflation.

*For Archetypes 1 and 2 (Oscar and Alicia), these costs are equivalent to the total cost of their education provision, as well as their residential provision, with The Grange covering both of these elements. For Archetype 3 (Amy), the cost of her education and residential provision upon stepping-down to a less intense provision must also be taken into account in order for there to be a fair comparison. Table 7 and*

Table 8 detail the services and provision for each of Amy's lifecourses where she attends The Grange and then steps-down.

<sup>17</sup> Gov.uk <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Table 7: Total cost of education and residential provision for Amy with timely step-down and good outcomes

Service or provision	Annual cost	No. of years required	NPV of total cost
<b>Whilst at The Grange</b>			
The Grange (inc. pupil premium)	£350,214	8	£2,491,613
<b>After step-down occurs</b>			
Day only special school (inc. pupil premium)	£48,475 <sup>18</sup>	4	£139,947
Travel cost provision for out-of-county special school	£33,298 <sup>19</sup>	4	£96,130
Occupational therapist	£47 per session <sup>20</sup>	4 (1 session per week)	£7,056
CAMHS (Child and Adolescent Mental Health Services)	£8,883 per intervention <sup>21</sup>	4 (2 interventions)	£12,815
Foster carer	£41,600 <sup>22</sup>	4	£120,099
Community occupational therapy	£98 per session <sup>23</sup>	4 (5 sessions)	£359
GP visits	£32 per visit <sup>24</sup>	4 (3 visits)	£68
<b>Total</b>			<b>£2,860,783</b>

<sup>18</sup> Day only special school £40,000 p.a. adjusted to £45,945 for inflation, plus pupil premium. Gov.uk (2017)

<https://www.local.gov.uk/sites/default/files/documents/29012020%20LGA%20briefing%20-%20SEN%20support-WEB.pdf>

<sup>19</sup> See Table 9 and Table 10

<sup>20</sup> PSSRU [https://www.pssru.ac.uk/pub/uc/uc2022/Unit\\_Costs\\_of\\_Health\\_and\\_Social\\_Care\\_2022.pdf](https://www.pssru.ac.uk/pub/uc/uc2022/Unit_Costs_of_Health_and_Social_Care_2022.pdf)

<sup>21</sup> £7,150 adjusted for inflation

Clifford, J. and Theobald, C., (2012), Summary of findings: Extension of the 2011 cost comparison methodology to a wider sample, National Association of Independent Schools and Non-Maintained Special Schools.

<sup>22</sup> Capstone Foster Care (2023) [How Much Do Foster Parents Get Paid? | Fostering Allowance | Capstone Foster Care](#)

<sup>23</sup> £93 adjusted for inflation. The King's Fund (2021)

<https://kar.kent.ac.uk/92342/25/Unit%20Costs%20Report%202021%20-%20Final%20version%20for%20publication%20%28AMENDED%29.pdf>

<sup>24</sup> University of Kent (2022)

[https://kar.kent.ac.uk/100519/1/Unit\\_Costs\\_of\\_Health\\_and\\_Social\\_Care\\_2022%20%287%29.pdf](https://kar.kent.ac.uk/100519/1/Unit_Costs_of_Health_and_Social_Care_2022%20%287%29.pdf)

Table 8: Total cost of education and residential provision for Amy with early step-down and poorer outcomes

Service or provision	Annual cost	No. of years required	NPV of Cost
<b>Whilst at The Grange</b>			
The Grange (inc. pupil premium)	£350,214	4	£1,331,386
<b>After step-down occurs</b>			
Day only special school (inc. pupil premium)	£48,475	1	£42,243
Travel cost provision for out-of-county special school	£33,298	1	£29,017
Foster carer	£41,600	1	£36,252
Out-of-county residential setting (inc. pupil premium)	£210,341	1	£177,101
Occupational therapist	£47 per session <sup>25</sup>	8 (52 sessions p.a. – 1 session per week)	£15,153
CAMHS (Child and Adolescent Mental Health Services)	£8,883 per intervention	8 (1 intervention p.a.)	£55,074
Community speech therapy service	£112 per session	8 (26 session p.a. – 1 session every two weeks)	£18,134
GP visits	£32 per visit	7 (14 visits)	£341
Medium Secure Mental Health Setting (inc. pupil premium)	£651,469	6	£2,922,816
<b>Total</b>			<b>£4,627,517</b>

<sup>25</sup> PSSRU (2022) [https://www.pssru.ac.uk/pub/uc/uc2022/Unit\\_Costs\\_of\\_Health\\_and\\_Social\\_Care\\_2022.pdf](https://www.pssru.ac.uk/pub/uc/uc2022/Unit_Costs_of_Health_and_Social_Care_2022.pdf)

Table 9 and Table 10 set out how the £33,297.50 cost for travel for out-of-county provision has been calculated.

Table 9: Calculation for travel costs for out-of-county day provision

		Source/Note
Assumed journey length (miles)	50	Assumption includes travel to collect chaperone, then to collect child and onto school
No. of journeys per day	2 x	
Mileage allowance (per mile)	£0.45 x	<a href="#">Essex County Council allowance</a>
Days per school year	190 x	
<b>Annual cost of travel</b>	<b>£8,550</b>	

Table 10: Calculation for cost of chaperone to accompany learner in travel for out-of-county provision

		Source/Note
Assumed journey length (miles)	50	Assumption includes travel to collect chaperone, then to collect child and onto school
	5 x	
Time per journey (hours)	4.2	Equivalent to 250 minutes
No. of journeys per day	2 x	Journeys to and from school
Time travelling per day (hours)	8.3	
Days per school year	190 x	
Travel time per year (hours)	1,583.3	
National Living Wage (per hour)	£10.42	<a href="#">GOV.UK</a>
Assumed uplift for NI + pension	50% x	
Hourly cost for chaperone	£15.63 x	



Annual cost for chaperone

**£24,747.50**

*Calculating costs where the archetypes are not placed at The Grange*

The counterfactual stories differ across the archetypes in terms of the type of educational provision.

Table 11: Cost of provision in counterfactual lifecourses of archetypes

Service or provision	Annual cost	No. of years required	NPV of Cost
<b>Oscar</b>			
Medium Secure Mental Health Setting (inc. pupil premium)	£651,469	1	£651,469
Out-of-county residential setting (inc. pupil premium)	£210,341	4	£772,599
Travel cost provision for out-of-county special school	£33,298	4	£122,304
Teaching assistant support	£26,000 <sup>26</sup>	4	£100,407
Occupational therapist	£47 per session	4 (1 session per week)	£8,977
Secure Training Centre (STC)	£216,746	3	£528,031
<b>Total for Oscar's counterfactual</b>			<b>£2,186,724</b>
<b>Alicia</b>			
Supported mainstream school (inc. pupil premium)	£35,622	5	£166,465
Teaching assistant support	£26,000	5	£127,743
Occupational therapist	£47 per session	5 (1 session per week)	£11,421
Medium Secure Mental Health Setting	£588,015	7	£3,457,855
<b>Total for Alicia's counterfactual</b>			<b>£3,763,484</b>
<b>Amy</b>			

<sup>26</sup> National Careers Service (2021) <https://nationalcareers.service.gov.uk/job-profiles/teaching-assistant>

Out-of-county residential setting (inc. pupil premium)	£210,341	12	£2,078,431
Travel cost provision for out-of-county special school	£33,298	12	£333,027
Occupational therapist	£47 per session	12 (1 session per week)	£24,444
<b>Total for Amy's counterfactual</b>			<b>£2,461,205</b>

#### *Net cost of provision*

In Table 12, the difference in cost between the contrasting lifecourses of each of the archetypes' stories. As is shown the net difference column, for all aside for Alicia, a placement at The Grange is more expensive than the counterfactual lifecourse.

*Table 12: Difference in cost of provision for the archetypes - The Grange v. counterfactual*

Archetype	The Grange	Counterfactual provision	Net difference
Oscar	£2,491,613	£2,186,724	-£304,899
Alicia	£3,502,683	£3,763,484	£260,801
Amy (step-down with good outcomes)	£2,860,783	£2,461,205	-£399,578
Amy (step-down with poor outcomes)	£4,627,517	£2,461,205	-£2,166,312

## Value of outcomes

To value the difference that the archetypes having their needs met makes, we use a cost-based and economic approach which values outcomes and events in each of the scenarios. These events and outcomes are often costs incurred or avoided by stakeholders and productivity gains through employment. These follows the stories of each archetype told in Section 4.

The outcomes and events in the modelling and their assumed values are set out in Table 13, and are arranged by cost theme.

Table 13: Unit value of outcomes assumed in modelling (separately inflation-adjusted and expressed in 2023 values)

Cost theme	Outcome	Unit value	Source
Education outcomes	Persistent truancy	£1,656 p.a.	2007, Misspent Youth, Education costs of truancy <a href="https://www.thinknpc.org/resource-hub/misspent-youth/">https://www.thinknpc.org/resource-hub/misspent-youth/</a>
	Exclusion	£1,844 p.a.	2006, Manchester Unit Cost Database E&S2.0.4 <a href="https://www.greatermanchester-ca.gov.uk/media/unit-cost-database-v20">https://www.greatermanchester-ca.gov.uk/media/unit-cost-database-v20</a>
Economic outcomes	Baseline productivity	£22,853 p.a.	Someone employed at national minimum wage (£9.50 per hr) and work 40 hours a week, earns £19,760; apply 10% uplift to this to allow for productivity exceeding wages <a href="#">ONS GVA 2023</a>
	Absenteeism	£123 per day	UK GVA per capita 2020, divided by number of working days in a year (248) <a href="#">ONS GVA 2023</a>
	NEET	£119,204 lifetime cost	Drawn from academic and government sources and includes JSA and productivity costs during the ages of 18-21 years
	Parental productivity	£32,007 p.a.	England GVA per capita 2021 <a href="#">ONS GVA 2023</a>
Health outcomes – physical	GP visits (excl. direct care)	£32 per visit	<a href="#">PSSRU</a> , 2022, Unit Costs of Health and Social Care 2022
	A&E visits	£359 per visit	<a href="#">Kings Fund</a> , 2022
	Community physiotherapist	£99 per session	<a href="#">PSSRU</a> , 2021, Unit Costs of Health and Social Care 2021
	Community Occupational Therapy	£98 per session	<a href="#">PSSRU</a> , 2021, Unit Costs of Health and Social Care 2021

Cost theme	Outcome	Unit value	Source
	Community speech therapist	£112 per session	<a href="#">PSSRU</a> , 2021, Unit Costs of Health and Social Care 2021
Health outcomes – mental	MH treatment – adult	£2,386 per intervention	Estimate cost of a series of sessions to treat mental health concern. Based on <a href="#">NICE guidance</a> for social anxiety disorder, 2015
	MH treatment – pupil/young person	£1,280 per intervention	Average cost per counselling intervention for children with mental or emotional difficulties <a href="#">PSSRU</a> , 2022
	Secure mental health services	£722 per intervention	Cost of high dependency secure provision <a href="#">PSSRU</a> , 2022
	CAMHS	£8,883 per intervention	Clifford, J. and Theobald, C., (2012), Summary of findings: Extension of the 2011 cost comparison methodology to a wider sample, National Association of Independent Schools
	Self-harm incidence	£971 per incidence	Mean hospital cost per episode of self-harm Tsiachristas A, et al. (2017) General hospital costs in England of medical and psychiatric care for patients who self-harm: a retrospective analysis. <i>The Lancet Psychiatry</i> 4, 759–767. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5614771/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5614771/</a>
Social care outcomes	Temporary accommodation	£131 per week	<a href="#">New Economy Manchester Unit Cost Database</a> , 2021
	Rough sleeping	£9,661 p.a.	Average annual LA expenditure per individual, <a href="#">New Economy Manchester Unit Cost Database</a> , 2021
	Supported Living	£1,802 per week	<a href="#">Mencap</a> , <i>Funding supported housing for all</i> , 2017
	Residential care (adult)	£2,022 per week	<a href="#">Mencap</a> , <i>Funding supported housing for all</i> , 2017
	Housing benefit	£143 per week	2022, Manchester Unit Cost Database v.2.3.1 HO9.4
	Future child into residential care	£266,900	Total Local Authority expenditure (minus capital) weekly rate multiplied by service use by client of 52.18 weeks p.a. Jones, Karen C. and Burns, Amanda (2021) Unit Costs of Health and Social Care 2021. Unit Costs of Health and Social Care . <a href="#">PSSRU</a> , 2022 <a href="#">Department for Education</a> (2020) Section 251 documents, Department for Education [accessed 29 October 2021]. Markus, F., Cox, J., Morris, D. and Greenhalgh, R. (2015). <a href="#">New Economy Manchester Unit Cost Database</a> , 2021

Cost theme	Outcome	Unit value	Source
	Foster carer wage	£41,600 p.a.	<a href="#">Capstone Foster Care, 2023</a>
Criminal justice outcomes	Arrest – detained	£1,140 per incident	£342 police costs; £245 duty solicitor costs; £6 YOS input (Most arrests will not include YOS input) <a href="#">New Economy Manchester Unit Cost Database, 2021</a>
	Arrest – no further action	£548 per incident	Police cost only <a href="#">New Economy Manchester Unit Cost Database, 2021</a>
	Prison	£50,897 per place p.a.	<a href="#">Ministry of Justice, 2015</a>
	Juvenile custody	£343 per night	Average unit cost of bed per night in young offender institution <a href="#">New Economy Manchester Unit Cost Database, 2021</a>

### Low, medium and high outcomes

For Oscar and Alicia, the model has three different outcome levels when needs are met: low, medium and high. These scenarios capture the possibility that learners will not always realise their full potential, despite being in a high level provision. In our research we heard that learners may not always be able to achieve their full potential because of factors like:

- Other public services not providing the support learners need during their education, for example CAMHS
- Insufficient support from other public services for learners as they transition into adult life
- Lacking a supportive family
- Vulnerability to outside influences in adult life

The weights on the outcomes for each archetype assumed in this modelling are set out in Table 14.

Table 14: Weights placed on low, medium and high outcome scenarios

Archetype	Outcome weights		
	Low	Medium	High
Oscar	30%	40%	30%
Alicia	30%	40%	30%

For Amy, we have not placed any weighting upon her lifecourses due to the study of her stories already being varied by the timing of the step down of provision taking place.

### *Assumed outcomes when needs are and are not met*

The model is informed by assumptions on how often certain outcomes occur in the archetypes' lives when their needs are met (low, medium and high) and when their needs are not met. These are summarised in the following tables:

- Oscar - Table 15
- Alicia - Table 17

These tables show how many times each outcome occurs in the lives of each archetype when their needs are met in low, medium and high scenarios) and when their needs are not met. It presents the two by broad time periods: when they are a child or young person after joining The Grange (and up to the age of 18 years), and in adulthood – from age 19 to 35 years. We model outcomes up to the age of 35 years for all of the archetypes, assuming tail off in the strength of outcomes over time due to their educational provision.<sup>27</sup>

The numbers in these tables represent the number of times each outcome or event is assumed to happen to each archetype in their childhood or adulthood. Each table is then followed by a summary of the value of the outcomes set out in four modelled situations: when their need are not fully met and high, medium and low outcomes when needs are met.

---

<sup>27</sup> We only extend the modelling to 35 years of age for costs of provision and benefits to ensure the modelling is appropriately cautious.





Table 16: Summary of valued outcomes for Oscar

	When needs are not fully met	When needs are met		
		Low	Medium	High
Education outcomes	-£2,186,724	-£2,491,613	-£2,491,613	-£2,491,613
Economic outcomes	-£93,693	£195,184	£238,505	£293,968
Health – physical	-£26,272	-£918	-£335	-£324
Health – mental	-£61,214	-£13,601	-£7,576	-£876
Social care	-£207,081	-£13,466	-£4,222	£0
Criminal justice system	-£184,902	-£4,006	-£1,379	£0
<b>Total</b>	<b>-£2,759,886</b>	<b>-£2,328,421</b>	<b>-£2,266,620</b>	<b>-£2,198,844</b>



Table 18: Summary of valued outcomes for Alicia

	When needs are not fully met	When needs are met		
		Low	Medium	High
Education outcomes	-£3,763,484	-£3,502,683	-£3,502,683	-£3,502,683
Economic outcomes	-£151,399	£177,197	£212,113	£277,236
Health – physical	-£30,401	-£1,801	-£929	-£324
Health – mental	-£121,185	-£15,118	-£7,466	-£3,490
Social care	-£300,168	£0	£0	£0
Criminal justice system	£8,656	-£3,543	-£2,365	£0
<b>Total</b>	<b>-£4,375,294</b>	<b>-£3,345,948</b>	<b>-£3,301,330</b>	<b>-£3,299,261</b>

With Amy we are specifically focusing on the process of step-down in provision. Similarly to Oscar and Alicia, [table] shows the assumptions for each of Amy's lifecourses. As a reminder, these are:

1. The counterfactual – where Amy has not been placed at The Grange
2. Step-down with poor outcomes – when Amy has been placed at The Grange but the step-down in provision is done too soon for her and against the advice of The Grange staff
3. Step-down with good outcomes – when Amy has been placed at The Grange and the step-down decision is made in collaboration with staff at The Grange

Table 19: Amy - key lifecourse assumptions

Amy	Counterfactual		Attending The Grange			
	Childhood	Adulthood	Step-down poor outcomes		Step-down good outcomes	
			Childhood	Adulthood	Childhood	Adulthood
<b>Education provision</b>						
Maintained special school	0	0	0	0	0	0
Supported mainstream school	0	0	0	0	0	0
Special school (residential)	0	0	0	0	0	0
Teaching Assistant support	0	0	0	0	0	0
Occupational therapist	624	0	416	0	208	0
The Grange placement	0	0	4	0	8	0
PRU placement	0	0	0	0	0	0
Medium Secure Mental Health Setting	0	0	6	0	0	0
Secure Training Centre (STC)	0	0	0	0	0	0
Persistent truancy	0	0	0	0	0	0
Exclusion	0	0	0	0	0	0
Local special school (day)	0	0	0	0	0	0
Alternative Provision	0	0	0	0	0	0
Out-of county residential setting	12	0	1	0	0	0
LA travel provision for out-of-county	12	0	1	0	4	0
Day only special school	0	0	1	0	4	0
Pupil premium (primary school)	0	0	0	0	0	0
Pupil premium (secondary school)	0	0	0	0	0	0
Pupil premium (adopted child)	12	0	12	0	12	0
<b>Economic outcomes</b>						
Productivity	0	0	0	0	0	17
Baseline productivity	0	0	0	0	0	0
Absenteeism	0	0	0	0	0	0
NEET	0	1	0	1	0	0
Parental productivity	0	0	0	0	0	0
<b>Health - physical</b>						
GP visit (excl. direct care)	17	0	14	0	3	0
GP visits (inc. direct care)	0	0	0	0	0	0
GP visit (excl. direct care) - pupil	7	0	0	0	0	0
GP visit (excl. direct care) - sibling	0	0	0	0	0	0
GP visit (excl. direct care) - parent	0	0	0	0	0	0
Community physiotherapy	0	0	0	0	0	0
Community occupational therapy	0	0	0	0	5	0
Community speech therapy service	624	0	208	0	0	0
A&E visits	0	0	0	0	0	0
A&E visits - pupil	7	0	4	0	0	0
A&E visits - sibling	0	0	0	0	0	0
A&E visits - parent	0	0	0	0	0	0
A&E visits - teacher	0	0	0	0	0	0
<b>Health - mental</b>						
Mental health adult	0	36	0	8	0	0
Mental health pupil	0	0	0	0	0	0
Mental health sibling	0	0	0	0	0	0
Mental health parent	0	0	0	0	0	0
Secure mental health services	0	59	0	59	0	0
Self-harm incidence	0	0	0	0	0	0
CAMHS	144	0	8	0	2	0
<b>Social care</b>						
Temporary accommodation	0	0	0	0	0	0
Rough sleeping	0	0	0	0	0	0
Supported Living	0	17	0	17	0	0
Residential care (adult)	0	0	0	0	0	0
Housing benefit	0	0	0	0	0	0
Future child into residential care	0	0	0	0	0	0
Foster carer wage	0	0	1	0	4	0
<b>Criminal justice system</b>						
Cost of arrest - detained	0	0	0	0	0	0
Cost of arrest - no further action	0	0	0	0	0	0
Prison	0	0	0	0	0	0
Juvenile custody	0	0	0	0	0	0
First time entrant to criminal justice syst	0	0	0	0	0	0

Table 20: Summary of valued outcomes for Amy

	When needs are not met	Attending The Grange	
		Step-down poor outcomes	Step-down good outcomes
Education outcomes	-£2,461,205	-£4,517,717	-£2,734,746
Economic outcomes	-£78,887	-£78,887	£277,358
Health – physical	-£61,344	-£19,596	-£427
Health – mental	-£1,130,121	-£87,707	-£12,815
Social care	-£15,617	-£51,869	-£120,099
Criminal justice system	£0	£0	£0
<b>Total</b>	<b>-£3,747,174</b>	<b>-£4,755,775</b>	<b>-£2,590,729</b>

Table 21 shows the results from the outcomes by each of Oscar and Alicia assuming low, medium and high outcomes for provision that meets the need of the archetypes, set against the provisions that do not meet their needs.

Table 21: Value of outcomes for Oscar and Alicia archetypes - adjusted for alternative attribution and deadweight

Archetype	Net outcomes gain per archetype		
	Low	Medium	High
Oscar	£532,701	£582,142	£636,362
Alicia	£559,757	£595,452	£653,106

Table 22 shows the results once weights are applied on low, medium and high outcomes to create one set of outcomes for when the learners are placed at The Grange (where needs are met). It shows the value gained to learners, their families and society from attending The Grange, leading to improved long-term outcomes.

Table 22: Value of outcomes for Oscar and Alicia archetypes - weighted outcomes and adjusted for alternative attribution and deadweight

Archetype	Net outcomes gained per archetype (weighted average)
Oscar	£583,576
Alicia	£602,040
<b>Average</b>	<b>£592,808</b>

For Amy, we are using her story to explore the impact that can come from step-down in provision being done well when appropriate. Table 23 sets out the value of outcomes for Amy, setting the two step-down scenarios (good and bad outcomes) against the counterfactual, where her needs are not met.

Table 23: Value of outcomes for Amy - adjusted for alternative attribution and deadweight

	Net outcomes per step-down scenario	
	Step-down poor outcomes	Step-down good outcomes
Amy	-£2,815	£254,530

The outcomes calculated in this model take reasonable account of the key areas of deduction required in impact evaluations – they are adjusted for deadweight and alternative attribution. For a summary of these adjustments see Table 24.

Table 24: Key model adjustments for outcomes

Adjustment	Description	Key assumptions/source
Deadweight	Best practice <sup>28</sup> requires any evaluation of outcomes to be adjusted to exclude 'deadweight' – the extent to which those outcomes could have arisen without the intervention.	We have assumed a relatively low (5%) deadweight loss as their needs are relatively pronounced and, as such, if their support needs are not fully met then it is very unlikely that they are able to fulfil their potential.
Alternative attribution	This accounts for positive outcomes that are reasonably attributable to a partner or third party.	We have set a modest (15%) alternative attribution as attribution is limited to other agencies that may be in the lives of the archetypes. However The Grange's provision is wholly-holistic and intensive, therefore reducing the need for third party involvement.

<sup>28</sup> Clifford, J., Hochenberger, L. and Fantini, M. (2014). Proposed Approaches to Social Impact Measurement in European Commission legislation and in practice relating to: EuSEFs and the EaSI

It is also important to note that both future values of outcomes and costs in the model are discounted per HM Treasury guidelines for social cost/benefit analysis with brief details provided in Table 25. Impacts taking place from the second year of the modelling and into adult life are discounted appropriately reflecting the number of years into the future they take place.

Table 25: Key model adjustments to outcomes

Adjustment	Description	Key assumptions/source
Discounting cash flows	This analysis takes into account, where necessary, the premise that the value of money changes over time.	We adjust future cash flows by 3.5% per HM Treasury Green Book convention and methodology. <sup>29</sup>

### Impacts not quantified

It is important to note that not all outcomes for The Grange learners are quantified in this modelling. Due to a lack of evidence or complexity of modelling the following outcomes, these are not accounted for in the values estimated above.

#### Cost of further education

In some of the stories of learners we heard of The Grange learners going onto further education. Attending The Grange will have played a significant part in this being the pupil's destination upon leaving school. The costs of further education are not taken into account in this analysis since they are not directly attributable to The Grange's provision.

### Limitations

#### Some assumptions in the model are subject to additional uncertainty

The model's scope is broad, and we might not have costed all elements of a particular story in the life of an archetype. For example, if an archetype is involved in a crime and goes through a process within the criminal justice system, we might not have factored in all of the costs of this process due to the limited time to model every aspect of this journey. We are confident, however, that we will have captured the key outcomes that generate costs to stakeholders.

<sup>29</sup> HM Treasury (2022), The Green Book: Central Government Guidance on Appraisal and Evaluation



# DELIVERING IMPACT MATTERS

Sonnet Advisory & Impact CIC is a Community Interest Company, delivering consultancy and advisory services in association with Sheffield Hallam University and its Centre for Regional Social and Economic Research (CRESR).

"Sonnet", "Sonnet Advisory" and "Sonnet Impact" are trading names of Sonnet Advisory & Impact CIC

A Member of the Institute of Chartered Accountants in England & Wales | Company Number: 12328935

Registered Office: 45 Flitwick road, Ampthill, Bedfordshire, MK45 2NS

Visit us at [www.sonnetimpact.co.uk](http://www.sonnetimpact.co.uk)

