



# Cognus

No Limits on Learning

# DRAFT

**BUSINESS PLAN**

**2019/20**



## OVERVIEW

### 1. Foreword

This business plan has been prepared for our Shareholders; the London Borough of Sutton and twenty-three Sutton schools. The business plan seeks to build on the foundations that we have laid over the last year by focusing on continuous improvement, ensuring that we deliver the best services possible for children, young people, parents/carers, educational settings and our shareholders. Our teams have decided to make 2019/20 the year of “Excellence” when we will focus on quality and improvement, with a particular focus on fulfilling our role in supporting children and young people with Special Educational Needs “SEN” within Sutton.

Given the ongoing financial pressures that all local authorities face, there is an urgent need for Cognus to deliver services efficiently and with great impact. We must do this whilst ensuring that the children, young people and families that we support remain absolutely at the heart of what we do.

We have already reviewed and managed downwards our overhead costs so that we can make the very best use of our funds and we have started on a journey to transform the services that we deliver. We must continue this journey, changing how we deliver services and making sure that we make the biggest impact possible. We are working to share knowledge and skills with educational settings, and we will maintain this approach helping the local area to improve.

We want to continue to develop our reputation with all our stakeholders and to celebrate our successes, but also to recognise where we must do better. We will work harder to help families understand what we do and how we can help to support them and, where appropriate, we will use technology to do so. We will engage with more parents/carers to help us develop the best possible method for communicating important messages and to do our best to meet and manage expectations.

We will also change the way that we work with other stakeholders to ensure that collectively as the Sutton area we can be even more inclusive, and we are developing the business to ensure that all our commissioners can benefit from the economy of scale that we can offer. We will fully support and engage with the Sutton Education Partnership as it develops, and we see this as a key step moving forwards.

We will be embracing new technologies not only make us more efficient, but to enable us to demonstrate the difference that we make. We will use outcome measures to monitor and review our impact and we will report on these at the end of the year, demonstrating the value for money that we must provide.

As an organisation we know that the future will always bring change and we are preparing both the business and our teams to be able to manage this effectively by continuing to invest in both our people and technology to ensure that we embrace these changes and seize every opportunity.



Tracey Burley

Managing Director

## 2. Our Vision

### **“No Limits on Learning”**

Our vision refers to everyone we encounter with our ultimate focus to maximise learning for every child, young person, parent/carer, professional and our own team.

## 3. Our Purpose

### **“To be the leading provider of specialist education services”**

Our purpose is to be the best in our sector and to achieve this by supporting schools in Sutton and other local authority areas.

#### 4. Our Values

Our values, shown in figure 1, were developed by our team, providing a common understanding that that is shared by all employees unifying us to achieve our vision and purpose.

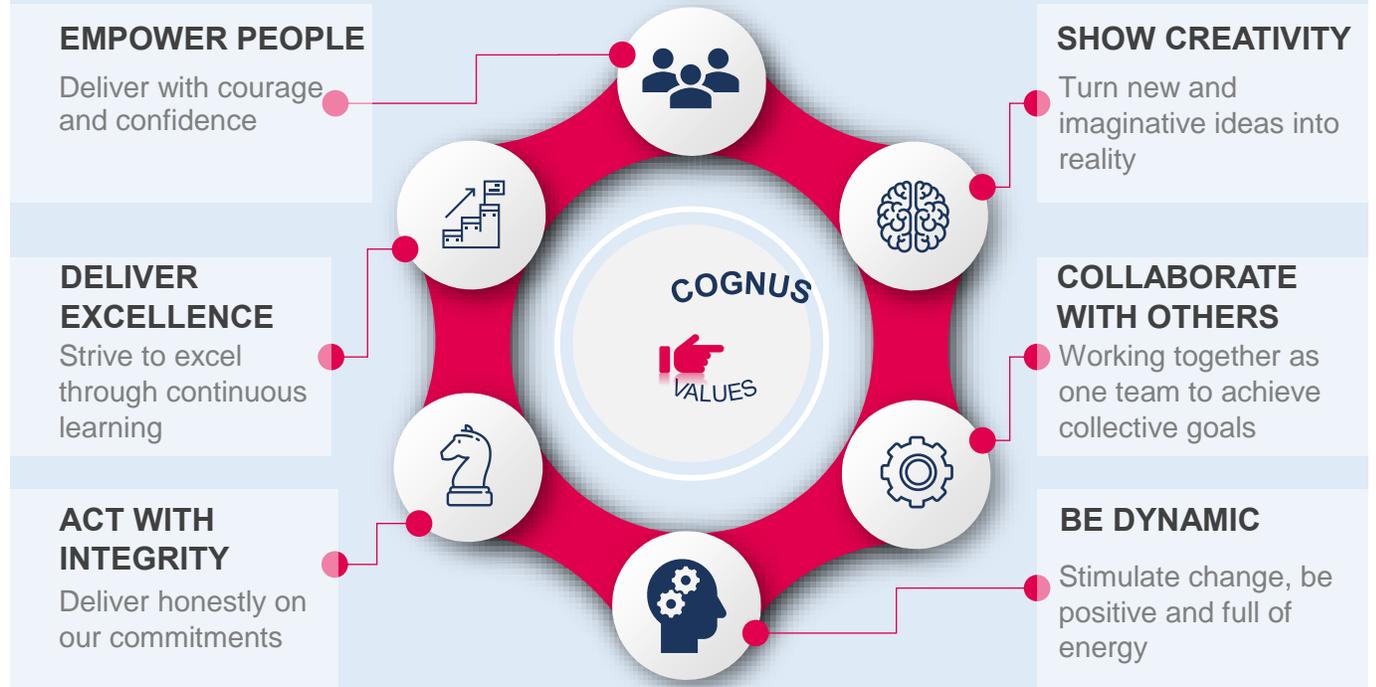


Figure 1 - The Cognus Values

## 5. Our Services

Our services focus on supporting children and young people with Special Educational Needs and Disabilities. We provide a range of services which are universal, and which support the majority children and young people such as through the provision of the Admissions service for school children in Sutton. Other services are targeted at providing services to enable schools and settings to support children themselves and less frequently we provide services that work directly to support children and young people.

Our teams therefore will deliver through two main channels, those services that provide support to schools and educational settings and those that support children by working directly with them.

During the year we will evolve our structure to better reflect how our services work together and we will work to improve stakeholder understanding of what we do.

The range of services we offer is shown in figure 2 below.

<p><b>Admissions</b></p> <p>We enable parents/carers to access education for their children in schools by processing school applications for residents for entry to reception, junior school and secondary school as part of a pan-London process.</p>	<p><b>Attendance</b></p> <p>We support education settings, children and young people, parents/carers to ensure attendance levels are maintained at appropriate levels. We deliver training to professionals and directly intervene, where appropriate, to remove barriers to attending and to improve outcomes for all stakeholders.</p>	<p><b>Autism</b></p> <p>We work to support young people aged 4-18 with social communication differences or an autism diagnosis. We do this through supporting the school, family and the young person themselves.</p>
<p><b>Brighter Futures</b></p> <p>We help students aged 15-18, who aren't in mainstream schools and require extra support to explore, understand, apply and stay in their chosen destination once they leave school. We help them and their families to prepare for the change by providing personalised support.</p>	<p><b>Continuing Professional Development</b></p> <p>We collaborate with Sutton teaching schools to deliver a comprehensive and appropriate suite of training that meets local need. We upskill local professionals ensuring that our Sutton providers have highly skilled, knowledgeable teams, aware of the latest national standards and best practice.</p>	<p><b>Early Years</b></p> <p>We support, guide, moderate and monitor all settings for the 'under 5s', ensuring quality and best practice is delivered across early year's settings. We train childminders, professionals, inform families and carers about their rights, ensure settings are safe and all working within the latest legislative guidelines.</p>

<p><b>Education Business Partnership</b></p> <p>We work with schools, training providers and employers to help young people with their progression to education, employment and training. We co- ordinate work placements for students in Key Stage 4 and 5, programmes of work-based learning and a range of employability skills activities and interview workshops.</p>	<p><b>Educational Psychology</b></p> <p>We ensure education settings and families are knowledgeable and well equipped to deliver the best learning journey. Having undertaken assessments and given ideas for practical help we empower others to maximise the impact on those they work alongside and care. We also support where there are mental health concerns and deliver direct support to institutions where staff and/or students are managing the consequences of traumatic events.</p>	<p><b>Education other than at School</b></p> <p>We ensure that the local area is following the law relating to excluding children and young people, support settings and families with advice and information regarding exclusions. We monitor and broker appropriate provision where a child or young person is not in mainstream education with a view to reintegrate them into mainstream, wherever possible.</p>
<p><b>Elective Home Education</b></p> <p>We monitor the quality of provision and broker activities to ensure those children and young people educated at home are receiving a suitable education. We report our work to the Department for Education.</p>	<p><b>Inclusion</b></p> <p>We provide advice and support to education settings, families and professionals, taking a lead on strategies to ensure individuals are educated in mainstream whenever appropriate. We work in partnership to maximise local capacity, enhancing the local offer to improve outcomes for all.</p>	<p><b>Licensing and Chaperone</b></p> <p>We ensure that any child resident of the London Borough of Sutton from 0-16 years who is employed to work is safeguarded and working legally. Work includes voluntary and paid employment and entertainment.</p>
<p><b>Sutton Music Service</b></p> <p>We are funded by the Arts Council England to create opportunities for all children and young people across the London Borough of Sutton to have an excellent, inspirational musical education.</p> <p>We run a range of out of school music groups and we work with schools to support the music curriculum and provide an affordable instrumental loan service.</p>	<p><b>Newly Qualified Teachers</b></p> <p>We work collaboratively with schools to support, guide, challenge and provide strategies to improve the quality of those new to the teaching profession in the local area where required.</p>	<p><b>Paving the Way</b></p> <p>We keep children happy and engaged in their school and at home by providing support to primary school children who are facing challenges that effect their behavior. For some 5 to 18-year-olds our assessment will lead to a diagnosis of social communication or attention and concentration difficulties.</p>
<p><b>SACRE</b></p> <p>We administer the SACRE funding and ensure the local area delivers on the statutory functions of training and supporting the local area in delivering the SACRE responsibilities. We do so by engaging with the SACRE steering group.</p>	<p><b>Safeguarding</b></p> <p>We provide safeguarding and child protection advice, training and support for all education establishments in Sutton and beyond to enable them to meet their statutory duties set out in government statutory guidance.</p>	<p><b>School Improvement</b></p> <p>We deliver an independent review of performance for maintained schools and identify where improvements might be made. We broker support for schools in collaboration with the respective head teacher where there are needs identified. Support is delivered by local teaching schools.</p>

<p><b>SEN Caseworkers</b></p> <p>We coordinate the statutory processes, helping individuals meet their potential at a holistic level. We ensure all professionals place the individual at the centre of everything they do. This is accomplished by knowing the individual and their family's views, wishes and aspirations.</p>	<p><b>SEN Finance and Transport</b></p> <p>We provide a statutory service that ensures that young people can travel to school or college when they would otherwise be prevented by circumstance, disability or need, and that they arrive ready to learn. We also administer the SEN budget on behalf of the Local Authority.</p>	<p><b>Sensory Impairment</b></p> <p>We work with children where sensory impairments have been identified, from age 0 to 25. We ensure access to learning is available and enhanced with the use of equipment and strategies to remove barriers and improve outcomes for every child and young person.</p>
<p><b>Surrey Governor Services</b></p> <p>We work on behalf of Surrey County Council to deliver a statutory role across Surrey. We record, place, train, support and guide anyone already involved or wishing to become involved as an education governor or clerk to a governing body.</p>	<p><b>Sutton Information and Advice Service</b></p> <p>We provide services to disabled children and young people and those with Special Educational Needs aged 0-25 and their parents/carers. The service is free, impartial, confidential and 'at arm's length' from the local authority.</p>	<p><b>Traveller Education</b></p> <p>We work across Sutton (and in collaboration with Merton) to make sure education settings support those with traveler heritage to access and fully engage with services available to them. We work with families and support professionals to maximise outcomes for traveler children and young people.</p>
<p><b>Virtual School</b></p> <p>We work directly children and young people in care to help improve their educational outcomes. We collaborate with social care, schools and carers to ensure that educational continuity is sustained wherever possible and high-quality PEP meetings are undertaken in line with statutory responsibilities.</p>		

Figure 2 - Table of services provided by Cognus

## 6. Our Budget

**i** In 2018/19 we received income of £4.729m from the Dedicated Schools Grant (“DSG”) and General Fund combined. Traded services, contract income and grants contributed another £4.160m taking the annual total to £8.889m. Final expenditure in 2018/19 is forecast as being £8.538m.

In March 2019, confirmation was received regarding a number of funds and these were released to Cognus in March 2019. These funds have been deferred for use in 2019/20 to cover the capacity required to deliver against our objectives and the changing commissioning agreement.

As of 31<sup>st</sup> March 2019, the English as an Additional Language, Therapies and Autism services which were funded through DSG have had the income from the DSG reduced to £0.

In 2019/20 we are anticipating a combined income £4.332m from the Dedicated Schools Grant and General Fund combined. Traded services, contract income and grants will contribute another £3.825m. Additionally, we are deferring £0.637m of income into 2019/20 to deliver services taking the annual total to £8.794m.

Expenditure in 2019/20 is anticipated as being £8.616m and a breakdown of the team commitments is captured below in section 7.

## 7. Financial Performance

Our financial planning for 2019/20 is set out below.

	2016/17	2017/18	2018/19	2019/20
	Actual	Actual	Forecast	Budget
Income	£000s	£000s	£000s	£000s
Dedicated Schools Grant		£ 2,977	£ 2,637	£ 2,401
General Fund		£ 1,941	£ 2,091	£ 1,931
Traded Services		£ 980	£ 972	£ 1,193
Contracts		£ 998	£ 2,698	£ 1,916
Grants		£ 390	£ 489	£ 716
Deferred Income				£ 637
<b>Total Income</b>	£ 2,677	£ 7,286	£ 8,887	£ 8,794
<b>Less Costs of Services</b>	£ 2,965	£ 6,908	£ 8,539	£ 8,616
<b>Profit / Loss (pre-tax)</b>	-£ 288	£ 378	£ 348	£ 179

Figure 3 - Annual Budget Plan

A full breakdown of investment is provided below with a benchmark against last year. During 2019/20 Cognus will see the final year of removal of the Speech and Language Therapy, Autism and English as an Additional Language services, all of which will no longer be funded by the Dedicated Schools Grant (“DSG”) provided through the London Borough of Sutton. The Company will continue to offer these services on a traded basis in order to meet the needs of children and young people.

	2018/19	2019/20	Change	Explanation
	Budget Income	Budget Income		
Admissions	£335,900	£337,600	£1,700	
Alternative Provision	Not applicable	£283,602	£283,602	Successful bid to DfE new additional project funding.
Attendance	£198,102	£178,102	£20,000	Expected reduction in traded service.
Autism	£150,800	£78,000	£72,800	Reduction in funding from DSG to zero - Traded or contract only.

Continuing Professional Development	£65,000	£65,000	£ -	Purely traded and in partnership with local Teaching Schools.
Paving the Way	£361,700	£454,100	£92,400	Jointly commissioned service by the Clinical Commissioning Group and London Borough of Sutton.
Early Years Service	£555,000	£618,100	£63,100	Support from SEN Support strategy.
Education Business Partnership	£87,700	£102,000	£14,300	Traded services only.
Education Other than at School and Vulnerable Pupil Panel	£265,600	£255,400	-£10,200	
Educational Psychology	£702,723	£791,169	£88,446	Traded sales and support from SEN Support strategy.
Elected Home Education	£38,000	£38,006	£6	
English as an Additional Language	£65,800	£ -	-£65,800	Reduction in funding from DSG to zero.
Information, Advice and Support Service	£72,576	£117,526	£44,950	Successfully secured additional funding from Council for the Disabled Children.
Licensing and Chaperone	Included in Attendance	£25,606	£25,606	Previously included within the Attendance service.
Music	£683,806	£644,404	-£39,402	Reduction in traded and grant income
Newly Qualified Teachers	£6,048	£6,000	-£48	
Occupational Therapy	£395,000	£580,000	£185,000	Increase in contract and traded income.
Safeguarding	£290,573	£306,953	£ 16,380	Increase in contract income.
Schools Causing Concern	£144,400	£215,300	£70,900	Grant received in 2018/19 for services in 2019/20
SEN Caseworkers	£882,617	£882,617	£ -	
SEN Finance and Transport	£385,649	£385,649	£ -	
Sensory Impairment	£254,600	£ 250,500	-£ 4,100	
Speech and Language Therapy	£1,403,675	£1,471,150	£67,475	Reduction in funding from DSG to zero. Traded sales and support from SEN Support strategy
Standing Advisory Council on Religious Education	£8,600	£8,600	£ -	
Surrey Governor Services	Not applicable	£94,147	£94,147	Successfully secured new service in Surrey.
Travellers Education	£208,600	£184,900	-£ 23,700	
Virtual School	£333,160	£420,160	£87,000	Grant received in 2018/19 for services in 2019/20

<b>Total</b>	<b>£7,895,629</b>	<b>£8,794,591</b>	<b>£898,962</b>	
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*Figure 4 - Breakdown of investment by service*

## 8. Our Key Priorities 2019/20

**i** The Business Plan for 2019/20 includes four key priorities for the year:

### 1. Transforming the business

Transforming the business means, being one team and sharing collective responsibility, sharing best practice and having a common goal of delivering quality services that exceeds the requirements of stakeholders. Customer feedback, data and research will inform practice and service developments. Services will demonstrate clear impact data and outcomes for children, young people and their families, and will deliver value for money. Process review will drive innovation, dynamic approaches and excellence across the board.

Customer care and relationship management will be integral to all that we do and going the extra mile to ensure satisfaction.

### 2. Ensuring financial stability

Creating financial stability will come as a result of using the particular skills and experience of our team members to budget both income and expenditure effectively, always being mindful of potential risk, but being prepared to take calculated risks where appropriate. Including the ability to horizon scan and develop the business aligned to potential changes and growth.

Delivering differently and using new approaches to increase productivity and effectiveness reducing costs.

This will allow us a level of control and accountability over our finances that lets us not only meet the expectations of our stakeholders but also empowers us to make informed decisions about new opportunities as they arise; whilst retaining the comfort of knowing that our reserves held aligned to our reserves policy will be there, if needed, to support our decisions.

### 3. Developing relationships

We recognise the importance of working with others to achieve the very best for children and young people. We will seize opportunities to improve by better understanding the needs of children and young people and the demands placed upon us by our commissioners. We will nurture relationships with stakeholders from as early as possible and we will use and share intelligence and evidence of what works to improve outcomes.

We will work with and listen to new and existing and internal and external stakeholders to help us to improve the existing and future offer. We will work in partnership with others to seek out new ways of working and if any new intellectual property is created through such partnerships, we will always enter into formal legal agreements to ensure our rights are fully protected by law.

We will work to understand the marketplace, gaps and threats and we will use this understanding to develop our future business opportunities working with children and young

people from birth through to the age of 25 to provide services that support each child's education and progression through life.

Most importantly we will be open and honest and always try to keep promises.

#### 4. Delivering effective services

To deliver effective services we will improve our understanding of the needs of children and young people (and those who commission services) to ensure we provide services that they want to access and in the case of commissioners are willing to purchase, delivered to specification within the agreed timeframe.

We want a flexible business model that can be continuously measured, reviewed and adapted to the changing needs and real-world environment of the client. This will make sure that children and young people are able to access the best services possible, but also that Cognus remains relevant and able to adjust quickly to changing demands.

We want to ensure that we have well-planned policies and procedures in place for our internal customers, leading to exceptional HR, Finance and Business Intelligence services that are delivered by the right people with the right skills, knowledge and experience.

## 9. Our Improvement Plan

- i** Over the course of the next year Cognus will continue to make significant improvements to the way we operate in line with our strategic objectives and best practice.

### Priority 1 – Transforming the business

In 2019-20 we will	By	Who is responsible	By when
Fully embed our new ICT platform	Using Sharepoint to develop libraries of documents for use by each team	Heads of Service	August 2019
	Using technology to enable access to documents and content for parents/carers	Heads of Service	September 2019
	Using technology to enable access to documents and content for schools and settings	Heads of Service	October 2019
Improve feedback and	Review the current feedback mechanisms that we use	Heads of Service	July 2019

satisfaction rates about the quality of our services	Ensure a consistent style and approach for every team	Heads of Service	September 2019
	Establish a clear set of metrics for each team (in line with new LBS KPIs)	Heads of Service	September 2019
Improve opportunities for young people and residents to support the work that we do	Review and consider best practice in volunteering	Head of Inclusion	July 2019
	Create a model to test the use of volunteers within Cognus ensuring suitability and cost effectiveness for use within Cognus	Head of Inclusion	August 2019
	If proven, implement the volunteering model	Head of Inclusion	September 2019
	Provide Apprenticeship opportunities for young people within Sutton	Head of Finance and Corporate Services	September 2019
	Promote all work opportunities proactively to Sutton residents	Head of HR	September 2019
Invest in our people to drive change	Providing competitive and attractive employment packages to attract and retain the best employees	Head of HR	September 2019
	Continue to provide leadership training ensuring strong leadership and succession planning	Head of HR	September 2019

**Priority 2 – Ensuring financial stability**

<b>In 2019-20 we will</b>	<b>By</b>	<b>Who is responsible</b>	<b>By when</b>
Increase our range of revenue streams	Bidding for new funds from central government and other funders	Services Director	March 2020
	Increasing the number of non-Sutton schools that we serve	Services Director	March 2020
Maximise income	Making our money work for us through low risk, high liquidity	Head of Finance and Corporate Services	April 2019

	investments with the best returns possible		
	Reducing percentage of long-term debt compared to turnover	Head of Finance and Corporate Services	June 2019
Ensuring that we have the best possible external business advice	Reviewing our professional services advisors and considering the current services and our required services	Head of Finance and Corporate Services	September 2019
Ensure we are prudent stewards of public funds	Review and update all financial policies and procedures	Head of Finance and Corporate Services	May 2019
	Continue to approach budgeting using scenario planning	Head of Finance and Corporate Services	May 2019
	Using our reserves policy to create a platform from which we can take opportunities	Head of Finance and Corporate Services	May 2019
Ensure that we are efficient within our accounts processing	Reviewing the most effective accounts software	Head of Finance and Corporate Services	September 2019

### Priority 3 – Developing relationships

In 2019-20 we will	By	Who is responsible	By when
Develop a stronger reputation with those we serve	Implementing new phone system which enables calls to be directed to the required person immediately	Head of Finance and Corporate Services	April 2019
	Develop a customer charter which includes expectations around returning phone calls	Head of Quality and Customer Care	November 2019
	Integrate the customer charter into the Quality Management Framework	Head of Quality and Customer Care	September 2019
Build knowledge of and trust in Cognus	Developing a communications strategy by better understanding the requirements of our stakeholders	Managing Director	May 2019

	Increasing our co-production with local stakeholders to ensure they are fully involved in our work	Services Director	March 2020
	Increasing communications to our stakeholders	Managing Director	June 2019
	Celebrating successes through promoting the work that we do	Managing Director	July 2019
	Improving how we manage our complaints to better support parents/carers	Heads of Service	May 2019
Work in partnership with stakeholders to improve outcomes for children and young people	Looking for opportunities to prepare joint bids for funding	Services Director	March 2020
	Supporting Sutton Parents Forum at their parent/carer events	Head of Inclusion	Termly
	Running a school's event twice a year to enable schools to access all Cognus teams in one place at the same time and including thematic workshops	Services Director	March 2020

**Priority 4 – Delivering effective services**

<b>In 2019-20 we will</b>	<b>By</b>	<b>Who is responsible</b>	<b>By when</b>
Cognus teams working together	Teams working together to record information on Synergy which anyone can access and use to support knowledge and inform activities.	Heads of Service	May 2019
	Ensuring every team (within Cognus) provides advice and information to the SEN EHCP teams within the required timeframes. Discussions to be had and information exchanged between professionals to ensure the EHCP Coordinators become the	Heads of Service	Sept 2019

	genuine central point of contact for parents/carers of children with SEN needs.		
	Sharing intellectual and physical resources/ capacity across and within teams to enable better and more effective communications with families, education settings and other stakeholders.	Heads of Service	Sept 2019
Fully embed the quality management framework	Revise our standards to ensure that we continue to strive for the best possible service delivery	Head of Quality and Customer Care	May 2019
	Undertaking monthly reviews of our services against our standard operating procedures	Head of Service	Monthly
	Implement improvements to services as a result of our audits	Head of Service	Monthly
Increase the impact of therapies by moving to a coaching and facilitating approach to education.	Changing therapy packages to enable therapists to embed therapy fully within curriculums	Head of Service	September 2019
	Enabling parents/carers to understand the benefit of the whole school approach through workshops	Head of Service	Starting September 2019
	Providing training to increase the use of therapeutic strategies within classroom practices	Head of Service	September 2019
Make the referral process easier to improve access to services	Review our current referral process	Head of Quality and Customer Care	July 2019
	Create a single approach for all teams	Head of Quality and Customer Care	September 2019
	Provide a more efficient online option	Head of Quality and Customer Care	September 2019

Improve the quality of our HR function	Fully implementing our new HR system and developing automated workflows to reduce manual transactional processing	Head of HR	June 2019
	Implementing a new mandatory online training package to support team members	Head of HR	July 2019
	Reviewing our policies and procedures	Head of HR	September 2019
	Providing training to all managers and teams to ensure that policies and procedures are effectively implemented	Head of HR	September 2019
	Create and implement an effective onboarding, induction, in employment and exit process.	Head of HR	September 2019

## 10. Key Priority Deliverables

**i** The key priority deliverables will allow us to monitor business performance across the year. In some cases, such as employee turnover rates, the deliverables are not targets, but will be used as measures against which we will provide a narrative describing how performance has changed across the period and the reasons for this.

Where previously measured, we have provided performance measures in the previous 12 months as a benchmark for the future.

Indicator Description	2018/19	2019/20	Comment
<b>Priority 1 – Transforming the business</b>			
Number of unique users accessing information through the Cognus website	8,807	9,687	We anticipate a 10% increase based on making the website more useful for families.
Percentage of Apprenticeship levy utilised (£5,744 paid in levy during 2018/19)	Zero	110%	We anticipate benefitting from the 10% top-up in 2019/20.
Satisfaction rates	97.7%	98%	97.7% refers to education settings who were satisfied or better in 18/19.
Employee turnover rate (2017: UK Average 15%, Local Government Average 8.6%)	22.31%	18%	Includes agency workers.
<b>Priority 2 – Ensuring financial stability</b>			
Debt at and over 3 months old as a percentage of turnover (excluding the London Borough of Sutton)	1.03%	0.75%	
New business secured (£)	£81k	£250k	Through traded work and new funding
Percentage of reserves policy achieved (2019/20 policy requirement £879k)	44%	65%	2018/19 estimated until accounts complete
<b>Priority 3 – Developing relationships</b>			
Number of education settings and commissioners who buy our services	124	145	

The number of complaints we resolve at informal stage.	27 (31) 87%	32 (35) 91%	
The number of complaints which are escalated and are resolved at formal stages.	4 (31) 13%	3 (35) 8.5%	
<b>Priority 4 – Delivering effective services</b>			
Net positive achievement of outcome measure where a child demonstrates an improvement as a result of accessing the services.	Not measured	75%	For example, TOMS or Outcome Star tools
Quality Management Framework ratings rated green.	30%	50%	
Percentage of expenditure spent on front line services.	81%	85%	
Company absence rate (days lost per employee) (UK average 4.1).	5.96	5	Impacted by unavoidable long-term sickness.

## 11. Risks and mitigation

**i** Our risk review considers the wider context within which we operate, and therefore how we decide upon our priorities for the next year.

Our significant risks remain largely unchanged and many of the risks to Cognus are within our control. The most significant change and potential risk the impact of any potential changes in education policy by the London Borough of Sutton as a result of the High Needs Block spending review which may mean significant in year changes for Cognus in how we deliver our services.

Other risks continue to be the need for continued organisation development to support our staff through the culture change to a more effective private organisation, to further improve our company infrastructure and provide our teams with the resources and tools to do the job, as well as to demonstrate our impact through stronger performance management are just four relevant examples.

As you might expect other risks are outside our control, such as the reliance on income from the Local Authority and the potential changes in Government policy, however, while we cannot control them, we cannot afford to ignore them and so we will continue to work with the London Borough of Sutton changing how we work to deliver efficiencies without sacrificing on quality.

Risk	Mitigation	Owner
Changing local policy as a result of the High Needs Block review resulting in significant changes to delivery of services which may be hard to achieve in the time scales needed as well as potential reputational risks should the changes not be perceived as positive.	The development of the Sutton Education Partnership coproducing responses and changing practices.  Negotiation with the London Borough of Sutton with regard to timescales and values.	Services Director
Failure to continue to change our culture and therefore failure to change how we deliver services and find new ways of working leading to stagnation.	The Organisational Development of Cognus will continue to be a focus of the Managing Director ensuring	Managing Director

<p>Failure to adapt our corporate services leaving our teams without the tools to do the job.</p>	<p>Recruitment of appropriate leadership positions to own and embed new ways of working.</p> <p>Investment in new infrastructure controlled by Cognus with fit for purpose tools supported by better relationships with the suppliers under contract.</p>	<p>Head of Finance &amp; Corporate Services</p>
<p>Failure to effectively use the Synergy database to manage performance.</p>	<p>Appointment of a Business Systems Intelligence Manager to focus on Synergy development.</p> <p>Creation of a task group to enhance implementation and training for teams.</p>	<p>Head of Finance &amp; Corporate Services</p>

# Contact

Cognus Limited

24 Denmark Road

Carshalton

SM5 2JG

Email: [enquiries@cognus.org.uk](mailto:enquiries@cognus.org.uk)

Phone: 020 8323 0450

[www.cognus.org.uk](http://www.cognus.org.uk)

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