



Making Leeds a great place to learn for all our children and young people: the Leeds SEND Strategy 2014 -2017

For any more information about this strategy, or to get involved in reviewing and developing it, please contact the best practice team via: bpteam@leeds.gov.uk or behaviour and SEN inclusion lead Joan Tattersall via joan.tattersall@leeds.gov.uk

1. Introduction:

Since 2001 there has been a statutory requirement for every Local Authority (LA) to have a current special educational needs policy. The policy must clearly set out the LA's aspirations for developing educational support and provision for children and young people with special educational needs and disabilities (SEND). To date in Leeds our policy has been set out in our Leeds Inclusive Learning (LILS) strategy.

The policy must be reviewed whenever there are 'significant changes'. The Children and Families Act received assent in March 2014 and reforms services for children and young people with special educational needs and disabilities (SEND). Due to these significant changes, it is timely to review our former strategy and refresh it.

This new revised strategy sets out how partners across Leeds plan to support learners with SEND aged 0-25 to achieve their best possible outcomes, in line with the reforms and in light of our current local position and other local developments.

It sets out our aspirations for the period from 2014 to 2017, and an action plan (see Appendix 1) to achieve them. There will be regular review of progress against this plan.

2. Who has contributed to this strategy?

The Complex Needs Service in Leeds City Council (see page 5) is responsible for co-producing this strategy (drawing it up together) with all partners who are affected, including learning providers, parents and carers, and children and young people. The Service's best practice team, managed by Val Waite, have coordinated this.

As the strategy covers such a wide range of issues, a number of activities have taken place over 2013/14 focused on specific issues and the outcomes of these activities combined to form a draft document. This draft document has then been circulated widely to all those involved for feedback, discussion and revision before completing the final document.

Stakeholders involved in these activities have comprised: education providers including mainstream and specialist schools or different kinds, early education settings of different kinds, post 16 education settings of different kinds; local authority partners; parents and carers groups; children and young people's groups; and health service and third sector partners working to support education settings.

Activities have included:

- Regular updates on the development of the strategy and related work in the complex needs service newsletter, sent to all stakeholders including: colleagues leading schools and other educational settings; SENCOs; school governors; children and young people (in a short accessible format); parents and carers; and a range of other partners with an interest
- Regular working groups with multi-agency representation, including parents and carers and education practitioners, to address the reforms of the Children and Families Act
- Workshops and co-production events focusing on: specialist education provision in the city; provision for autism spectrum conditions in the city; post -16 provision in the city; short breaks provision in the city
- Regular focused groups focusing on: early years provision and inclusion; post 16-provision for high needs students
- Meetings of the SEN task group with members from a range of education settings
- Updates to and feedback from the multi-agency Complex Needs Partnership Board, chaired by Councillor Judith Blake, Deputy Leader of the Council, which includes representatives from education, health, social care, third sector organisations and parents and carers
- Engagement activities with children and young people, including focus groups and accessible surveys focusing on the reforms of the Children and Families Act and reviews of ASC provision, short breaks provision and post -16 provision
- Circulating the draft strategy to all with an interest

3. How is this strategy reviewed and updated?

This strategy and the action plan that supports it are regularly monitored by a steering group, which includes representation of all stakeholders including parents and carers and

education providers of various kinds. The group meets at least quarterly and the action plan in Appendix 1 is standing item on the agenda.

Children and young people will be supported to have input in a way that meets their needs, supported by our network of 'voice, influence and change champions' for children and young people with SEND in schools and settings across the city.

4. Context and background – what is the national picture?

National best practice was defined in 'Removing Barriers to Achievement' (2004). This paper set an agenda of enabling all children and young people, including those with SEND, to be able to learn, play and develop alongside peers and within their local community of schools.

In June 2010 the coalition Government began a series of reforms relating to processes and provision for children and young people with SEND. Areas for action included:

- Improving diagnostic assessment for school children
- Preventing the unnecessary closure of special schools
- Extending the personal budgets to give young people and parents/carers more choice and control

The Ofsted 'SEN and disability review' in September 2010 was commissioned to evaluate how well the legislative framework and arrangements were serving children and young people with SEND. Outcomes influenced the March 2011 Green Paper 'Support and Aspiration: A New Approach to SEND' which set out proposals to improve outcomes for children and young people, minimise the adversarial nature of the system for families and maximise value for money. It emphasised the importance of the following:

- Early identification and assessment
- Providing parent and carers and young people with more choice and control
- Learning and achievement / improving teaching standards
- Preparing for adulthood
- Services working together for families

Recommendations from the Green Paper were incorporated into the 'Children and Families Bill' in February 2013. After consultation, the Bill received assent and became

the Children and Families Act in March 2014. It must be implemented from 1st September 2014.

Specific to children and young people with SEND the new Act will:

- Ensure more effective integrated working across agencies and joint commissioning by local authorities and health services
- Reform the statutory assessment system, replacing statements and learning difficulty assessments focused , with new integrated Education, Health and Care Plans (EHC Plans) addressing wider needs across education, health and social care. These can be available for young people aged up to 25 in education or training, extending support that previously ceased at 16 or 19.
- Give families more choice and control in decision making
- Offer families more personalised services including personal budgets
- Require local authorities to involve children, young people and parents in reviewing and developing SEND services
- Require local authorities to publish a 'Local Offer' detailing support available and how it can be accessed, informed by the views of children, young people and their families

Significant reforms also took place in 2013 to arrangements for funding for schools. A new system for funding for SEND needs was established as follows:

- Local authorities are given a budget for children and young people with higher level needs. This budget is called the High Needs Pupil Block and will fund all additional provision across early years, schools and post-16 education and training.
- Mainstream schools are generally expected to spend up to £10,000 out of their existing 'base' budget to meet SEND needs before the local authority provides additional 'top up' funding out of the High Needs Pupil Block.
- All state funded special schools will be funded for a set number of places at £10,000 for each child. Local authorities who wish to name that school in a child's statement must agree the 'top-up' amount for each child.

Legislation and statutory guidance:

- a) 'Removing barriers to achievement' (2004)

http://www.education.gov.uk/lamb/resources/Universal/removing_barriers.pdf

- b) The Ofsted SEN and disability review (September 2010)
<http://www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review>
- c) The Green Paper 'Support and Aspiration: A New Approach to SEND' (March 2011)
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>
- d) Children and Families Bill 2013
<http://services.parliament.uk/bills/2012-13/childrenandfamilies/documents.html>
- e) SEN draft code of practice
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304534/Code_of_Practice_Draft.pdf
- f) School Funding Reform: Arrangements for 2013 / 14
<http://media.education.gov.uk/assets/files/pdf/s/school%20funding%20reform%20-%20final%202013-14%20arrangements.pdf>

5. The local context: what is the current picture in Leeds?

Vision and aspiration for the city:

Leeds City Council and partners are working together to make Leeds a child friendly city (www.leeds.gov.uk/childfriendlyleeds); a place where children are valued, supported, enjoy growing up, and look forward to a bright future.

In order to forward this agenda a **Children's Trust Board** (CTB) has been formed that brings together partners committed to making Leeds the best city in the UK to grow up in. Partners include: NHS Leeds; Leeds City Council services such as children and young people's social care, housing, early years, and education and learning; local schools, colleges and children's centres; Leeds Youth Offending Service; West Yorkshire Police; West Yorkshire Probation Service; Job Centre Plus; and the voluntary, community and faith sectors.

The Board draws up a Children and Young People's Plan (CYPP) that describes the outcomes, priorities and actions needed to improve outcomes for children and young people growing up in Leeds. The CYPP 2011 to 2015 identifies the following outcomes and priorities :

- **Being safe from harm;** children to live in safe and supportive families and the most vulnerable are protected.
- **Doing well in learning and having the skills for life;** young children are supported to be ready for learning; behaviour, attendance and achievement are positive; young people are in in employment, education, or training; children and young people accessing learning who have additional needs are supported.
- **Choosing healthy lifestyles;** healthy eating and activity, sexual health
- **Having fun growing up;** play, leisure, culture and sporting opportunities
- **Active citizens who feel they have a voice;** reduced youth crime and anti-social behaviour and increased participation, voice and influence
- **Free from harmful effects of poverty;** children and young people do not suffer harmful effects to their health, learning, wellbeing and aspirations due to poverty

Three key priorities have also been identified in the areas where we need to make the greatest difference as quickly as possible. They are:

1. **Help children to live in safe and supportive families**
2. **Improve behaviour, attendance and achievement**
3. **Increase numbers in employment, education or training**

A number of approaches are used to achieve these priorities, but the two key overarching strategies are: outcomes-based accountability (OBA), which is an approach that develops practical action plans based on the outcomes we want to achieve; and restorative practice, which focuses on positive change through working 'with' people, rather than doing things 'for' or 'to' them.

The **Complex Needs Partnership Board (CNPB)** has been set up to ensure that the support needs of children and young people with SEND and their families are considered in the above. It works closely with and reports to the Children's Trust Board.

In 2012 and 2013 the Children's Services Directorate in Leeds City Council was re-structured into four key service areas. This has seen the return of educational services back to the Council under the remit of Learning Skills and Universal Services (LSUS) and the development of Safeguarding, Specialist and Targeted Services (SSTS). The **Complex Needs Service** sits within SSTS but links closely with LSUS.

The Complex Needs Service has a statutory responsibility to support children and young people aged 0 – 25 with SEND to access services. The Service brings together all Leeds City Council services for children and young people from 0-25 with SEND and aims to provide a joined-up response to their needs in order to maximise life chances and improve outcomes. The service delivers direct support to children and families where this is required, as well as working to build capacity in schools and settings to facilitate the inclusion of children and young people with SEND.

Encompassed within the service are: educational psychology, SEN and inclusion support from early years onwards, sensory services, child health and disability social work, occupational therapy, a small best practice development team and the SEN statutory assessment and provision functions. Services are arranged on an area basis where possible in order to foster positive local relationships and joint working.

The Service works across children's services and with a broad range of partners including adult services, health, the voluntary, community and faith sector, schools and other education settings and so forth, in order to deliver an effective co-ordinated approach.

Documentation:

a) Leeds Children and Young People's Plan 2011 – 15

<http://www.leeds.gov.uk/docs/CYPP201115%20approved%20by%20CTB.pdf>

b) Vision for Leeds 2030

<http://www.leeds.gov.uk/docs/Vision%20for%20Leeds%202011%20-%202030.pdf>

c) Leeds Learning Improvement Strategy

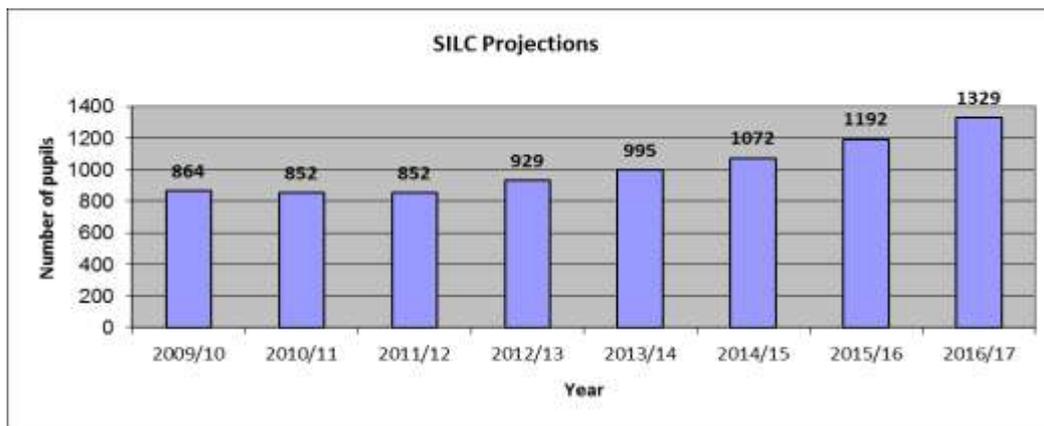
The local context: current trends in demand for SEND services:

The Complex Needs Service analyses trends in demand and supply of specialist educational provision, to plan how to meet changing needs and make sure there is sufficient provision to meet needs locally.

There has been a major increase in the birth rate in Leeds of 36.86% between 2000/01 and 2011/12. This has had significant impact on demand for all educational provision and this increased demand is predicted to continue; in Leeds higher rises are projected than are projected nationally. National pupil projections (DfE 2013) predict rises in pupil numbers in

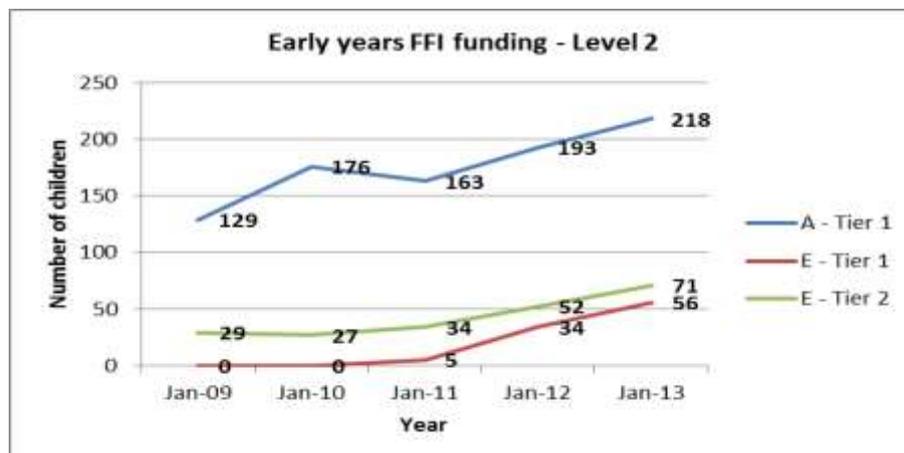
maintained nursery and primary education of 18% 2011/12 to 2020/21. However, Leeds projects that by just 2016/17, pupil numbers will already be 23% higher than in 2011/12.

As a result Leeds has experienced rising demand for support for those with SEND both in mainstream and in specialist provision. We project that demand for places in specialist educational provision of various kinds will continue to rise from 1147 places in 2012, to approx. 1600 in 2016. Places in Specialist Inclusive Learning Centres specifically are projected to increase to potentially approx. 1300 by 2016 (38% rise since 2009):



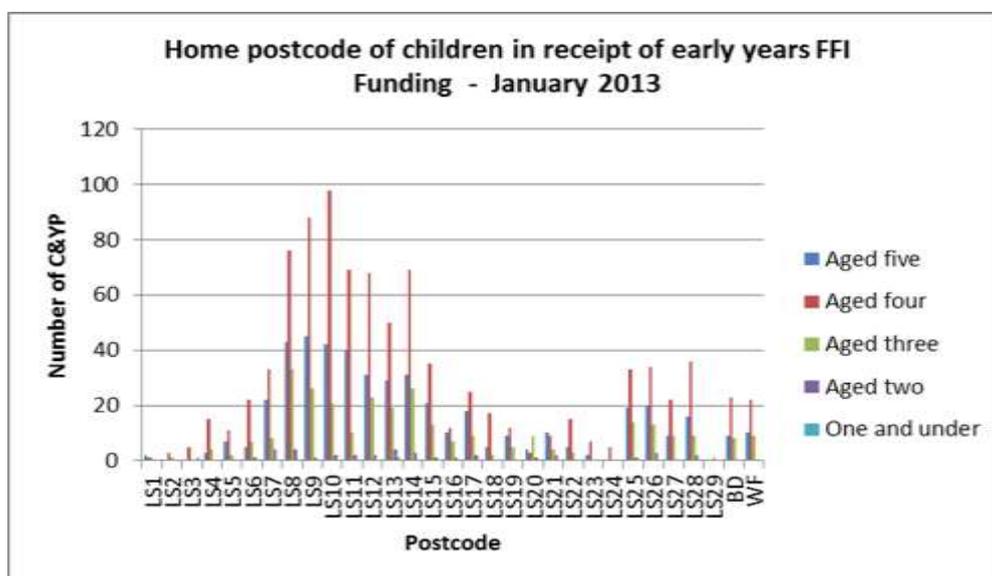
(NB: projected numbers are estimates based on historical patterns and do not account for variables such as migration etc)

Demand for Funding for Inclusion to support those in mainstream provision has also steadily increased in recent years, most notably in the under-5 age group:



Most notable rises can be observed in the areas of cognition and learning needs (13.6% rise in 4 years); and complex communication difficulties and ASC (18.7% rise in four years). Increasing numbers are accessing funding for multiple needs (386 in 2012, 252 in 2009, 53% rise).

Demand for services is significantly greater in the south and the centre of Leeds where the population of children under the age of five years is more highly concentrated. Increased demand in specific postcodes of the city as a result can be observed below in the postcodes of those children accessing Funding for Inclusion:



The local context: current provision for pupils with SEN/LDD in Leeds:

In Leeds the provision for children and young people with SEND is often described as a “continuum”. This reflects the view that children and young people should be able to receive the provision they need at a level and in a setting which is appropriate to their individual needs:

Support for children with SEND in their early years:

Leeds has over 50 Children’s Centres and several hundred group early education and childcare settings, and nearly 1,000 childminders. All are expected to deliver a ‘core’ offer of support which has been developed in Leeds by the Early Years SEN Inclusion group. This group is chaired by Anne Kearsley, Early Start Manager and includes representatives of early years settings managed by the local authority and the private, voluntary and independent sectors, and parents and carers. The local offer of support for SEND in the early years will need to be published as part of the local offer for education as per the requirements of the new Children and Families Act, by 1st September 2014. This core offer will be communicated to all settings in June 2014 and in Leeds individual settings will also be asked to publish details of how they provide this minimum offer.

Settings can access support from the local authority's teams including a dedicated team for early years provision. Support can also be access through Scope, a service which is commissioned by Leeds City Council to support providers of short breaks (which many childcare providers deliver). Settings can also access equipment and resources to support accessibility and inclusion, via the local authority.

Support in mainstream schools: Many children with SEND can enjoy and achieve within a mainstream school. These children and young people may or may not have a statement of special educational needs or EHC Plan. The Local Authority expects that that all schools will provide a 'core' offer support through their existing staff and budgets. Schools have a dedicated budget for supporting additional needs including SEND and there is an expectation that schools will provide a certain level of support for SEND from their existing budgets.

Work has been undertaken by behaviour and SEN inclusion lead Joan Tattersall and the complex needs service best practice team to develop and communicate the 'core offer' that all mainstream schools are expected to deliver to support those with SEND. This has been developed in consultation with schools. It will need to be published as part of the local offer for education as per the requirements of the new Children and Families Act, from 1st September 2014. This core offer will be communicated to all mainstream schools in June 2014 and they will be required under the new Act to publish details of how they provide this minimum offer as an individual setting.

Additional support for a limited period of time: Some children and young people with SEND in mainstream education may need some extra support for a period of time to help them enjoy and achieve in education. Mainstream providers can access a number of services to provide this support.

This might be:

- a service that comes into a school, college or setting for a period of time
- an off-site provision that a child or young person goes to for a period of time, before returning to mainstream education.

This includes some services that Leeds City Council commissions for education providers across the city. It also includes some services organised by 'Area Inclusion Partnerships'

who are groups working in each area of the city to support SEND. Mainstream providers are usually expected to fund these services through their existing budgets. If the costs are too significant to meet from their existing budgets, they may be able to access additional Funding for Inclusion from the Local Authority.

Support is different in the different areas of the city and work is underway to articulate the provision in each area for publication in the Local Offer as per the requirements of the Children and Families Act. In future it may also be necessary to identify a common 'core' offer amongst them city –wide, so we can demonstrate equity. This is especially true of primary off-site provision for Social Emotional and Behavioural Difficulties and this is being considered as a specific issue.

Additional long term support in mainstream education for those with higher levels of need: Some children and young people may need a higher level of support on an on-going basis throughout their education. They may need support services that education providers are not able to fund through their existing budgets. 'Funding for Inclusion' managed by Leeds City Council is available to support these needs.

These children and young people may benefit from a statement or EHC plan to help decide what support will best meet their individual needs. However this is not necessary to access Funding for Inclusion from the Local Authority. Children and young people can access this funding whether or not they have a statement/ or EHC Plan.

Support is different in the different areas and work is underway to articulate the provision in each area, as above.

Specialist support and provision: for a small number of children and young people with complex difficulties, more specialised provision is needed either for an extended period or for the whole of a child's school career, dependent upon their needs or progress. All these children and young people will have had a statutory assessment and will have a statement of special educational needs or an EHC Plan which identifies the most appropriate placement to meet their needs. The placement will usually be funded directly by Leeds City Council.

Our policy is to place these children and young people in the most appropriate specialist provision closest to their own home. In Leeds there are three main types of specialist

provision: Specialist Inclusive learning Centres (SILCs); SILC Partnerships; and Resourced provisions in mainstream schools.

A workshop attended by partners from these settings, parents and carers and local authority colleagues has taken place to help identify and articulate the 'core' offer of services provided by these specialist provisions, in addition to the 'core offer' of support offered by all schools as above. This specialist offer will be communicated to all specialist provisions in June 2014 and they will be required under the new Act to publish details of how they provide this offer as an individual setting.

Support for young people with SEND post-16:

Complex Needs Area Lead Barry Jones has worked with a 'post-16 high needs work group' to identify and articulate the a minimum 'core' offer that it is expected all mainstream post 16 providers (schools and colleges) will deliver in terms for their support for those with SEND. This is being developed in consultation with post-16 providers. Work through this group is also underway with SILC Principals and college and training providers to identify a minimum core offer of specialist support for post 16 learners with complex needs. This will be published as part of the local offer for education as per the requirements of the new Children and Families Act, by 1st September 2014. This minimum core offer will be communicated to all post 16 providers in June 2014. While they will not be required under the new Act to publish details of how they provide this minimum offer as an individual setting, in Leeds this is strongly encouraged and the Leeds Pathways site has been reviewed to ensure it facilitates post 16 providers to articulate their support for SEND needs.

6. Our philosophy: the principles underpinning our approach to SEND services in Leeds:

We are committed to the underlying principles of making Leeds a Child Friendly City.

We are also committed to the Early Support principles. Early Support is a national agenda and a delivery partner for the implementation of the proposals set out in the 'Support and aspiration' Green Paper. Early Support aims to ensure that services are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. It focuses on ensuring that service delivery is child, young person and family centred and that services and practitioners work in partnership with

children, young people and their families. The Early Support principles are therefore at the heart of our strategy for improving SEND services:

- **Valued Uniqueness:** the uniqueness of children, young people and families is valued and provided for
- **Planning Partnerships:** An integrated assessment, planning and review process is provided in partnership with children, young people and families
- **Key working:** service delivery is holistic, co-ordinated, seamless and supported by key working
- **Birth to Adulthood:** Continuity of care is maintained through different stages of a child's life and through preparation for adulthood
- **Learning and Development:** Children and young people's learning and development is monitored and promoted
- **Informed choices:** Children, young people and families are able to make informed choices
- **Ordinary Lives:** Wherever possible, children, young people and their families are able to live "ordinary lives"
- **Participation:** Children, young people and families are involved in shaping, developing and evaluating the services they use
- **Working together:** Multi-agency working practices and systems are integrated.
- **Workforce Development:** Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience

7. Our aspirations for Leeds SEND services for the future:

Reflecting the Early Support principles and child friendly city agenda as above, we aspire to:

- A culture that keeps the child and family at the centre of our work
- Early intervention and support for CYP with SEND
- High quality, coordinated, holistic assessment of need for CYP with SEND and their families
- Personalisation to meet individual needs
- The opportunity wherever possible for children and young people 0 to 25 with SEND to be educated as close to home as possible, in order to foster and maintain strong

supportive networks within their own communities that continue beyond their school years.

- Sufficient places in inclusive mainstream settings to meet the needs of the majority of CYP with SEND within their local community and with their peers
- Sufficient places in high quality specialist provision across a continuum of needs, to enable children and young people with the most complex SEN/LDD to be educated in the most appropriate provision to meet their needs, as close as home as possible
- Equality of opportunity to access high quality provision
- Collaborative working and co-planning with parents, carers and children and young people regarding SEND developments and provision
- Capacity building through partnership working between the LA , schools and settings
- Integrated services with effective partnerships that will be locally available to support children and young people, parents and settings
- Local pathways with clear transition arrangements across phases to promote positive outcomes for CYP with SEND throughout school and into adulthood
- Clear, transparent information about services to support families in making informed choices and accessing services
- Robust accountability and quality assurance frameworks
- Best value for money

8. What will we do to improve education for those with SEND in the future?

The implementation of the SEND reforms of the Children and Families Act will in many ways support us to achieve our aspirations as above. To implement the major changes that the Act requires, a number of multi-agency working groups have been formed. These working groups are:

- Reforming the statutory assessment process, replacing statements of SEN and Learning Difficulty Assessments with integrated multi-agency assessment and joint Education Health Care Plans (EHC Plans)
- Developing personalised approach to services, including personal budgets for those with an EHC Plan
- Improving information about services and providing a forum for families to feedback their views of how well services meet their needs: the Leeds Local Offer

Each of these strands of work has a specific action plan and regularly report to a project board or 'steering group' that coordinates the overall programme of work and in turn reports regularly to the Complex Needs Partnership Board.

Each strand is taking a collaborative approach, working closely with families and partners across all relevant agencies, to 'co-produce' these reforms. Specific work is on-going to ensure children and young people with SEND also understand the reforms and have opportunities to influence their implementation in Leeds. Full details of all this work is available in project documentation available via email request to bpteam@leeds.gov.uk Overviews, updates and guides for partners are available online at www.leeds.gov.uk/SENDreforms

Whilst a major drive of the SEND strategy will be a focus on the implementation of the Children and Families Act, additional actions will also be required to embed the Early Support principles that we aspire to as described above.

Three priority areas (in line with Leeds Learning Improvement Strategy 2014-2015) have been identified:

- Improving educational outcomes of children, young people with SEND and their families
- Improving the quality and sufficiency of SEND education provision and services
- Co-planning and collaborative working between education services, local authority education providers and parents, carers, children and young people with SEND and other partners and stakeholders

An overview of all the actions to be taken to achieve these priorities is in Appendix 1.

9. Evaluation and review: how will we know if we are successful?

Improved data management and more opportunities for effective data sharing will be critical in supporting evaluation and identifying progress on improving outcomes. Our action plan in Appendix 1 identifies both the outcomes we want to achieve and the indicators that we will measure that will help us to determine if we are achieving those outcomes or not.

Significant work is underway to consider the data needs implicit within the Children and Families Act SEND reforms and to ensure that they are addressed. The Best Practice Team in the Complex Needs Service is leading on this.

A new Children's Disability Register to record information about children and young people with SEND is also being planned. This will provide improved knowledge to support more effective planning of services. This is being undertaken in consultation with parents of children and young people with SEND and partners in health services.

Data improvement work is also underway to develop the 'single view of the child'. This will enable professionals to have access to key pieces of information from multiple sources about a child to inform preventative work and support early intervention more effectively. The 'single view of the child' will provide Children's Services with comprehensive data about all children across the city and this will better identify where resources have the most benefit and help in directing resources to areas of greatest need.

A key indicator to measure will be the 'achievement gap' between children and young people with SEND and their peers who do not have SEND. While we might expect there to be some gap, it is notable that our last recorded data in 2013 showed that this 'gap' is wider in Leeds than in other areas of the country. Pupils in Leeds who have SEND do not perform as well as the national averages for pupils with SEND. Data on pupil attainment is gathered by schools. There is an opportunity for the Complex Needs Best Practice Team to work in partnership with schools and the Children's Services Performance Team to develop a robust system that will collate, analyse and monitor pupil attainment data on a yearly basis. By analysing and understanding this trend data, a strategy will be developed for achieving better outcomes for pupils with SEND and set targets for improvement. There may also be an opportunity to provide more rigorous data on the destinations of young people with SEND aged 16-25 in terms of education, training or employment.

A steering group, including representatives of all stakeholders affected by this strategy, will meet to review our progress on the action plan and the indicators measured. This will help us to determine our success and what we may need to do differently to achieve our aspiration of a child friendly Leeds where all our children and young people, including those with SEND, can enjoy and achieve in education and look forward to adult life.

Our action plan follows in appendix 1. For any more information about this strategy, or to get involved in reviewing and developing it, please contact the best practice team (manager Val Waite) via: bpteam@leeds.gov.uk

Appendix 1: Making Leeds a great place to learn for all our children and young people: the Leeds SEND Strategy 2014 -2017: action plan

Please note this action plan is a working document and subject to change, please mail bpteam@leeds.gov.uk for the most up to date version

All local authorities are required by law to publish their policy or strategy for education of children and young people with SEND.

Our detailed strategy document describes our approach to this in Leeds and the wider context of national and local developments. It also describes the 3 significant priority areas for improvement identified by partners:

- **Improving outcomes of children, young people with SEND and their families** – and narrowing the achievement gap between outcomes of those with SEND and their peers without SEND
- **Improving the quality and sufficiency of SEND education provision and services** – making sure there is enough high quality education provision to meet the needs of learners with SEND in the city
- **Co-planning and collaborative working** with parents, carers, children and young people with SEND and other partners and stakeholders – making sure that all partners have opportunities to influence service development

These priorities have been informed by views gathered from: education practitioners from mainstream and specialist education settings; colleagues in the local authority with an interest in education; and parents and carers of children and young people with SEND (see full strategy document for details). Further feedback is sought on an ongoing basis through a cycle of planning and review.

This appendix to the strategy document provides an overview of specific pieces of work underway to help achieve these improvements. It also highlights gaps where no work has yet been undertaken and where partners need to plan actions.

This is an **overview** of several significant pieces of work and many cases there are more detailed action plans available as well. Contact details are provided to access these.

Much of the work already underway and included here is related to the SEND reforms of the Children and Families Act (find more details at www.leeds.gov.uk/SENDreforms).

To implement the major changes to SEND services that the Act requires, there are 3 multi-agency working groups with a focus as follows:

- Reforming the statutory assessment process and replacing education-focused Statements with more integrated joint **Education, Health and Care Plans** (EHC Plans)
- Developing **personalisation of services**, including personal budgets for those with EHC Plan
- Improving information about the range of SEND services available and how to access them, and involving families in developing local services: **the Leeds Local Offer**

Each group has a specific action plan and regularly reports to a project board or 'steering group' that coordinates the overall programme and in turn reports to the complex needs partnership board. More information is available from bpteam@leeds.gov.uk

Progress of this action plan is regularly monitored by a steering group, which includes representatives from education providers from a variety of mainstream and specialist settings, parents and carers, and incorporates the views of children and young people with SEND. The steering group reviews progress and identifies further actions for continuous improvement.

To give feedback or ask any questions about this plan, or for any more information, please contact the complex needs service best practice team (Manager: Val Waite) via bpteam@leeds.gov.uk

Outcome 1: Children, young people (C and YP) with SEND and their families have improved outcomes			
Action/piece of work: scope and purpose (what will we do and how will it improve education for those with SEND?)	Outcomes (what will the end result be) and indicators (what will we measure to know we are achieving the end result?)	Timescales (when will we do this by?)	Who is responsible (local authority lead and education partner leads will be identified in each case)?
<p>1.1 Implement the Children and Families Act: EHC plans: a work group is charged with reforming the processes of statutory assessment, replacing statements of SEN and Learning Difficulty Assessments with new integrated Education Health and Care Plans. EHC Plans will provide a more outcomes-focused and more streamlined approach for families. They will also be quicker, produced in 20 weeks rather than 26 weeks as per current processes</p>	<p>Outcome: C and YP with the most complex needs and their families will benefit from timely, joined-up assessment and care plan processes that value their involvement and support their outcomes from childhood to adult life</p> <p>Indicators: % of assessment achieved within 20 weeks (target 100%). Satisfaction of families and C and YP. Satisfaction of multi-agency practitioners Progress against EHC plan outcomes.</p>	<p>From Sept 14 all new requests for assessment will use the new system</p> <p>All existing statements/LDAs will be converted within 3 years</p>	<p>EHC plan multi-agency working group: lead SENSAP team leader</p> <p>Reporting to: steering group for Children and Families Act, reporting in turn to complex needs partnership board</p>
<p>1.2 Implement the Children and Families Act: personalisation and personal budgets: this work group is implementing a more personalised approach to services, including personal budgets associated with EHC plans as above. Families with an EHC plan will have more choice and control in how the budget for their plan is spent. This could include managing the budget themselves in some</p>	<p>Outcome: Effective systems will be in place to allocate resources and identify personal budgets smoothly. Families with EHC plans will have choice and control in the spending of resources, including the option to manage funding themselves in some cases</p>	<p>From Sept 14 all new EHC plan will have an associated personal budget</p> <p>As statements are converted to EHC</p>	<p>Personalisation working group: lead Children's Commissioning</p> <p>Reporting to: as above</p>

cases.	Indicators: number of personal budgets shared with parents, number of parents who choose some or all of their personal budget as a direct payment. Parent satisfaction. % parents and practitioners who rate improved outcomes as result of increased flexibility	plans over 3 years, a personal budget will be associated with the new EHC plan	
<p>1.3 Implement the Children and Families Act: Local Offer work group: improve information for families of C and YP with SEND by publishing a clear local offer of all services for those aged 0-25 across education, health and social care. Ensure families have opportunities to influence future development of the local offer through feedback. Information must be presented in a new website and other formats. See also outcome 2 on development of education provision within our Leeds Local Offer</p>	<p>Outcome: An accessible, attractive website with high quality content will be available. Families and practitioners will be aware of the site and it will be well used and considered useful. It will provide functions for gathering feedback for use in service development</p> <p>Indicators: Numbers of visitors to site: benchmarking for new site initially. Feedback from users</p>	Website established from Sept 14 with the core content; fully developed website inc. all content and a full non-digital offer by Sept 15	Local Offer working group and Best Practice team Reporting to: as above
<p>1.4 Implement schools funding arrangements for all CYP with SEND 0-25:</p>	<p>Outcomes: The LA and all stakeholders will be clear on the rationale for additional 'top up' funding and the provision that is needed to meet identified need.</p> <p>Criteria for 'top up' funding will be transparent to all stakeholders and process for additional 'top up' funding for secondary needs will be clear and understood.</p> <p>Schools will be clear about the expectations of provision that is to be in place from the base budget, and it will be</p>	April 2014	SENSAP team, complex needs service

	<p>clear at what point schools are able to apply for Top Up Funding</p> <p>Indicators: Budgets delivered in a timely manner annually by 1st April 2014</p>		
<p>1.5 Analyse and monitor data re: progress of CYP with SEND and establish baselines and trajectories for improvement: a best practice officer in the complex needs service is reviewing and improving data collection and reporting.</p>	<p>Outcome: Robust data will be available to inform service delivery and development. Systems to manage data will be efficient and user friendly</p> <p>Indicators: EHC Plan outcomes Attainment gap between C and YP with SEND and their peers</p>	<p>EHC Plan outcomes: If measured at the yearly EHC review – first set of data will be available from Sept 2015.</p>	<p>SENSAP Team and Children’s Service Performance Team.</p>
<p>1.6 Implement “Closing the gap” agenda for CYP with SEND (Leeds learning Improvement strategy 2014-15): (‘Quality First’ teaching programme)</p>	<p>Outcome: C and YP with SEND will achieve the best educational outcomes they can and the gap between their outcomes and those of their peers will be reduced</p> <p>Indicators: Establish baseline -and see above re data</p>	<p>TBC</p>	<p>School Improvement team</p>

<p>1.7 Establish and embed a coordinated Early Help multi-agency approach: A working group is reviewing current tools for non-statutory assessment and planning or 'Early Help' (for those who are not at a level of need that requires an EHC Plan, but do need support). The aim is to identify ways to improve information sharing and reduce replication. Also to identify of the role of the 'lead person'/'lead professional', agree this role across all agencies and communicate it. This work will link with the EHC plan process and with the 0-5 complex needs pathway work (Best Start).</p>	<p>Outcome: To develop a proactive, co-ordinated, non-statutory assessment and planning process for C and YP with complex needs, which reduces the number of assessments families require.</p> <p>Indicators: To be determined by the working group.</p>	<p>TBC –working group to determine</p>	
<p>1.8 Update and implement good practice protocols for transition for C and YP with SEND across each phase of education</p>	<p>Outcome: Children who are looked after will benefit from effective transition planning and advice from year 9 and close monitoring thereafter to ensure that their aspirations are realised and plans remain relevant to those aspirations. A dedicated STA will maintain records of activity monitored by the SENSAP Children Looked After Working Group</p> <p>Indicator: reduction in % of C and YP who are looked after who become NEET</p>	<p>Process fully implemented by August 2014 and maintained thereafter.</p>	<p>SENSAP Team Quality Assurance leads</p>
<p>1.9 Establish and implement a work force reform programme re SEND and Early Support principles: The children's workforce development team are forming a working group to establish training to embed the ES principles across the children's workforce, including the education workforce</p>	<p>Outcome: The Early Support principles will be well established within the workforce including education practitioners, from and will be a foundation of practice</p> <p>Indicators: numbers of staff trained and evaluation of training</p>	<p>To be determined by working group</p>	<p>Children's workforce development team and working group</p>

Outcome 2: Quality and sufficiency of SEND education provision and services across the city			
Work strand underway: scope and purpose (what are we doing and why?)	Outcomes (what will the end result be) and indicators (what will we measure to know we are achieving those outcomes)	Timescales (when will we do this by?)	Who is responsible?
<p>2.1 Establish and implement a 'core offer' for SEND in all mainstream schools: the new SEN code of practice on the Local Offer says that local authorities must set out their 'core' expectations of all education providers of different kinds. ALL schools must in turn publish details of how they fulfil those expectations. Joan Tattersall and the SEN task group have worked to define the core offer of support from mainstream schools</p>	<p>All partners including CYP and parents/carers will know what to expect and there will be equity in core SEND provision across all mainstream school provision in the city</p> <p>Indicators: Feedback and satisfaction levels from CYP/parents/carers/other stakeholders.</p>	<p>All mainstream schools will receive guidance in May 2014 and publish details of their Offer by Sept 14</p>	<p>Best practice team complex needs service and SEN Education lead</p>
<p>2.2 Establish and implement a core offer for SEND in early years settings: the new code of practice on the Local Offer says that local authorities must set out their expectations of all education providers, including early years providers. The Early Years Inclusion Group, chair Anne Kearsley, is working to define the core offer of support from early years providers.</p>	<p>All partners including CYP and parents/carers will know what all early years providers should offer in terms of support and there will be equity in core SEND provision across all mainstream school provision in the city</p> <p>Indicators: Feedback and satisfaction levels from CYP/parents/carers/other stakeholders.</p>	<p>All early years settings will receive guidance y June 2014 and publish details of their Offer by Sept 14</p>	<p>Early years inclusion group chaired by Early Start lead</p>
<p>2.3 Establish and implement the core offer of support in specialist schools: as above, the draft code of practice says LAs must set out expectations of all education providers. For specialist schools there will be an expectation of</p>	<p>All partners including CYP and parents/carers will know what to expect from specialist providers and there will be equity in provision across all SILCs, partnerships and resourced provisions in the city.</p>	<p>All specialist settings will receive guidance by June 2014 and publish details of</p>	<p>Best practice team complex needs service and SEN Education lead</p>

<p>an additional offer of services over and above what all mainstream schools provide</p> <p>A workshop has been held with specialist settings in Leeds to define this 'core' common offer from SILCs/SILC partnerships and resource schools in the city</p>	<p>Indicators: Feedback and satisfaction levels from CYP/parents/carers/other stakeholders</p>	<p>their Offer by Sept 14</p>	
<p>2.4 Establish and implement a core offer for targeted services specific to areas and clusters for SEND for those aged 0-25: The daft Code of Practice is clear that the Local Offer for education must include details targeted services and information about how they can be accessed.</p>	<p>All partners including CYP and parents/carers will know what to expect from targeted services in their cluster. There will be equity in provision across targeted services in the city.</p> <p>Indicators we will measure: Feedback from CYP/parents/carers/other stakeholders.</p>	<p>Details published by September 2014</p>	<p>Integrated processes head of service</p>
<p>2.5 Establish and implement a core offer and a 'high needs' offer for SEND in post 16 education settings: the new SEN code of practice says that local authorities must set out their expectations of all education providers, including post 16 providers. In Leeds we strongly advise that post 16 providers publish details of what support the offer, using the Leeds Pathways site which the Local Offer site will link to. Area lead Barry Jones leads a post-16 working group to define what the core offer of support from all post-16 providers should be and what additional support should be in place for 'high needs' learners accessing specialist provision post 16</p>	<p>Outcome: All partners including YP and parents/carers will know what to expect from post16 provision. There will be equity in provision across post 16 provision in the city.</p> <p>Indicators we will measure: Feedback from families captured from Local Offer website</p>	<p>Details published by September 2014</p>	<p>Complex needs service era lead with responsibility for education and post 16 steering group</p>

<p>2.6 Review partnership and resource provision and service level agreements: review of agreements for service delivery between the local authority and specialist settings</p>	<p>Outcome: There will be clarity of the type of provision which is delivered through partnerships and resource provision</p> <p>100% of Service Level Agreements will be reviewed and where needed set up.</p> <p>Indicators we will measure: Numbers of Service Level Agreements reviewed and where needed set up</p>	<p>January 2015</p>	<p>SENSAP team complex needs service</p>
<p>2.7 Establish coordinated planning process for the development of mainstream and specialist provision 0-25: a new 'good learning places' board has been convened to plan for all developments in education provision and the complex needs service has been invited to sit on this board to ensure that inclusion is a consideration at the earliest point of developing any new mainstream provision, and to raise any needs for developing new specialist provisions</p>	<p>Outcome: Inclusion of those with SEND is a consideration at the earliest point of developing new mainstream provision</p> <p>Indicators we will measure: Joint enterprises and provision agreed and developed to meet identified SEND need</p>	<p>Attendance at good learning places board from June 2014</p> <p>Joint enterprises agreed from April 14</p>	<p>Complex needs service and capacity, planning and sufficiency team</p>
<p>2.8 Extend and develop capacity in generic special school provision: The complex needs service has sought approval and secured funding for expansions to the South SILC and West Oaks school and college, providing an additional 200 places in the south and centre of the city where demand has increased the most in recent years.</p>	<p>Outcome: There will be sufficient additional places in specialist schools in Leeds to meet demand and avoid costly and inconvenient out of area placements.</p> <p>Indicators we will measure: Successful completion of building works and places available at sept 15. Sufficiency of places to meet identified needs. Feedback and satisfaction levels from CYP/parents/carers/other stakeholders.</p>	<p>New builds operational and places available by September 2015</p>	<p>Built environments team, best practice team</p>

2.9 Implement specialist provision placement policy:	There will be clear guidance for all partners including CYP and parents carers on how decisions are made about placing C and YP in specialist education places	Guidance in place by April 15	SENSAP team
2.10 Review services specific to physical and medical difficulties: provision to support these needs is currently in place via a commissioning arrangement which requires review to ensure needs are met and best value achieved	Service in place will be delivered according to need, best value and best practice	TBC	Complex needs area lead with lead responsibility for health
2.11 Establish and disseminate strategy specific to supporting social emotional and mental health issues across the continuum:	<p>Outcome: Children and young people with social, emotional, and mental health needs will have access to a continuum of high quality provision to meet differing needs and achieve positive outcomes</p> <p>Indicators we will measure: outcomes and progress levels. Percentage of those with SEMH in mainstream, specialist and out of district provisions Feedback from CYP/parents/carers/other stakeholders.</p>		Principal educational psychologist; behaviour and SEN inclusion lead
2.12 Review SEND service support to schools and settings	Barbara Newton to advise		
2.13 Facilitate SEND networks for schools and settings	<p>Outcome: Networks are well attended and valued</p> <p>Feedback from settings</p>		
2.14 Establish baseline measurements and maintain accurate yearly data sets of SEND need across the city to inform future capacity in education provision	Robust data will be available to inform service delivery and development. Yearly data set using January School Census and FFI data to be provided by the CS Data Management team in March / April.	March/April 2015	CS Data Management team and CS Performance team and best practice officer leading on data

Outcome 3: Co-planning and collaborative working with parents, carers, children and young people (C and YP) with SEND and other partners and stakeholders			
Work strand underway: scope and purpose (what are we doing and why?)	Outcomes (what will the end result be) and indicators (what will we measure to know we are achieving those outcomes)	Timescales (when will we do this by?)	Who is responsible?
3.1 Implement the Children and Families Act - Local Offer, EHC plan and personalisation working groups – please see above	<p>Outcome: The SEND reforms under the C and F Act will be co-produced with all relevant partners including parents and carers and C and YP</p> <p>Indicators we will measure: Numbers of partners engaged in work groups, focus groups and ‘virtual’ activities. Feedback from partners involved</p>	By September 14 the core elements of the Act will be implemented with ongoing development and input from all partners from thereon	Work group leads as above and steering group members; reporting to complex needs partnership board
3.2 Develop effective communication structures between services and people who use them: work group for communications of the Children and Families Act and best practice officer supporting communications. Work includes: regular newsletter for partners inc. schools, settings and families; newsletter for C and YP; digital and social media communications; events; establishing network of voice, influence and change ‘champions’	<p>Outcome: people who use services can easily contact services and their views and feedback are welcomed. Information opportunities to get involved in shaping service delivery is available in various media and is accessible</p> <p>Indicators we will measure: Numbers of partners signed up to newsletter. Feedback from partners</p>	Ongoing. Newsletter produced bi-monthly. Full plan and log of all communications available	Best practice team and SEN Education lead:

<p>3.3 Develop and establish effective communication structures between services and schools and settings: regular newsletter as above. Regular networking and information/good practice sharing forums for SENCOs, Head Teachers. New Education Hub Inclusion section and complex needs service sections</p>	<p>Outcome: settings can easily contact services and their views and feedback are welcomed. Information opportunities to get involved in shaping service delivery is available in various media and is accessible</p> <p>Indicators we will measure: Feedback on communications and forums; attendance at forums</p>	<p>Ongoing. Newsletter produced bi-monthly</p> <p>Forums held 3 times a year</p>	<p>SEN Education lead</p>
<p>3.4 Build on and develop existing parent/carer and C and YP's forums and communication networks: a Voice Influence and Change (VIC) SEND working group and a new network of VIC 'champions' in schools and settings has been established to improve dialogue and plan activity to engage families in the Children and Families Act reforms and other service developments</p>	<p>Outcomes: there are strong established networks of partners to support VIC and facilitate 2-way dialogue between people who use services and those developing services. People who use services have opportunities to influence change</p> <p>Indicators we will measure: numbers of champions signed up to network. Activity reported by champions. Numbers of C and YP and parents/carers involved in VIC activities</p>	<p>Network to be in place by Jan 2014. Families engaged in C and F act VIC activities Jan – Sept 2014</p>	<p>Voice, influence and change team and complex needs service</p>
<p>3.5 Support good practice and provide resources for good practice in supporting the voice and influence of C and YP with SEND in education settings: publish resources and good practice tools online and promote use through networks as above. Promote use of the toolkit developed by Leeds Youth Council to raise</p>	<p>Outcomes: colleagues in education settings will have access to quality resources to promote learner voice and influence</p> <p>Indicators we will measure: Numbers of partners signed up to newsletter. Feedback from partners</p>	<p>Resources to be in place by September 2014 and Local Offer to signpost to them</p>	<p>Voice, influence and change team and complex needs service</p>

awareness of SEND issues in schools			
<p>3.6 Establish a feedback loop regarding provision and services to inform future planning and commissioning: one of the requirements of the Local Offer is that it must be a place where families can feedback their views of provision – including the local offer of education provision for SEND – and services must then publish details of how they will respond to this feedback and develop services accordingly</p>	<p>Outcome: The Local Offer provides functions for gathering feedback for use in service development and commissioning of new services.</p> <p>Indicators we will measure: Numbers of visitors to site: benchmarking for new site initially. Feedback from users. Customer satisfaction with local offer of services provided</p>	<p>A new website and alternative formats must be in place from Sept 14 with the core content; a fully developed website inc. all content in the Code of Practice and a full non-digital offer must be in place by Sept 15</p>	<p>Local Offer working group: and best practice team</p>

INFORMATION ENDS