Story Board Template – The Leeds education offer for young people with SEND

Cohort

Children and young people (CYP) with SEND aged 0-19 in education settings in Leeds (0-25 where an Education, Health and Care (EHC) plan is in place).

How do we identify children and young people who have special educational needs or are disabled?

Skills and knowledge to support early identification of SEND are considered a minimum requirement of all education settings as part of the Leeds Local Offer for education. All these settings will have a special educational needs co-ordinator with expertise in early identification and assessment tools; however all learning staff should also be able to identify possible SEND needs. Settings should support staff to access training in these skills, and ensure awareness of sources of further support (e.g. in the cluster).

All education settings should provide a contact for parents/carers or young people who have identified a possible need which they want to discuss. A supportive discussion should be provided if this arises.

Desired Outcome:

The LA will co-produce, publish and implement a strategy for supporting CYP with SEND in education. The following are key elements of the strategy:

All education settings in Leeds will provide a minimum offer of support for CYP with SEND. This offer will be co-produced by the LA and education colleagues, parents/carers, and CYP. This will ensure equity across the city, and transparency and clarity for families. All schools will publish details of how they provide or exceed the minimum offer of support on their website and/or printed information materials.

All mainstream education settings will seek to be inclusive, and the right of CYP to a mainstream education will be protected wherever possible. A high quality offer of targeted services will be accessible to provide targeted early help and inclusion. A high quality offer of alternative provision will also be available (to supplement a mainstream setting with additional curriculum options, or to provide CYP with challenging behaviours with intensive support and/or an EHC needs assessment). Education and cluster practitioners will have the skills and knowledge to identify when EHC needs assessment is appropriate and to instigate it swiftly and effectively.

Where EHC needs assessment finds that a CYP’s needs cannot be met in a mainstream environment, high quality area-based specialist education will be offered near to the CYP’s local community. Specialist provision will also be made for CYP who cannot access a physical setting (e.g. those in hospital) and those who cannot attend full time (e.g. due to complex medical needs).

The high quality offer of support available will ensure that CYP with SEND in mainstream, alternative and specialist provision achieve the best possible outcomes that they can.

How do we know we are achieving the desired outcomes?

- A co-produced SEND strategy will be published which sets out the Leeds vision and plan
- The local offer will clearly set out the Leeds offer of support in education for CYP with SEND
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- Analysis of settings’ websites will confirm whether or not they published details of how they provide or exceed the local minimum offer of support for SEND
- Ofsted reports will indicate the quality of local alternative and specialist provision, as will feedback from families via feedback provided via the Leeds Local Offer
- There will be adequate capacity in specialist provision to ensure CYP can access local support.
- Educational outcomes for CYP with SEND in all type of provision, and their destinations after education, will indicate if the support provided makes a difference to CYP and to what extent.

**How effectively does the local area meet the needs and improve outcomes?**

- Our SEND strategy has been co-produced and is implemented and monitored by a board of representatives from mainstream, alternative and specialist education provisions, parents and carers, and LA officers. The strategy is published on our Leeds Local Offer site.
- The Leeds Local offer site sets out our offer of support in education:

  All mainstream settings can access additional support via their cluster (including support and guidance, emotional and mental health support and family support). Mainstream schools have access to school nursing, and specialist school nurses in the case of specific conditions; support and capacity building from our commissioned autism support service STARS; and support from teams in the complex needs service, including our SEN and Inclusion team, Educational Psychology Service, Sensory Service, SENSAP team (managing EHC needs assessment) and our Access Officer.

  Our Access Strategy and Medical Needs Policy are accessible to schools, with guidance on how to deliver the policies (co-produced with a Leeds child with medical needs). Schools also have support for inclusion of CYP with challenging social, emotional, mental health and wellbeing needs via Area Inclusion Partnerships (AIPs; 6 partnerships of schools which support inclusion and access to alternative provision, using funds devolved from the LA).

  For our 5 Specialist Inclusive Learning Centres (SILCs) in Leeds, a specific SILC cluster has been formed to provide tailored support. Inclusion nurses also support the SILCs (and also liaise with school nurses where a CYP with complex needs is accessing mainstream provision). Our SILCs have also formed SILC partnerships with mainstream schools to provide specialist support in a mainstream environment.

  Our commissioned Medical Needs Service delivers appropriate education to those who cannot access typical full-time mainstream teaching due to medical needs, including those in hospital. Our Elective Home Education lead offers advice to families considering Elective Home Education and monitoring to ensure EHE is being delivered appropriately.

- Analysis has found that the majority of settings in Leeds have published details of how they meet or exceed the minimum offer of support for SEND. A small number (approx. 5 out of hundreds of settings) were contacted at September 16 to remind them to do this.
- Capacity in specialist provision has been an issue, most notably in our SEMH provisions, with a significant number of CYP with SEMH needs being placed out of authority – see next section on developments to address this. Capacity issues in generic SILCs have recently been eased with the expansion of 2 of the SILCs in 2015, which is positive.
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- Permanent exclusions in Leeds have been kept at low or very low levels in recent years, due to the work of AIPs and a local approach of ‘zero permanent exclusions’
- At September 16, we are in the process of analysing Ofsted ratings for all our specialist provisions (SILCs, resource schools and SILC partnership schools). Little or no feedback from families via Leeds Local Offer has been received regarding education provision, other than where we have specifically consulted on our SEMH specialist provision. This found areas for improvement – see next sections.
- We know that the attainment gap between learners with SEND and other learners is greater in Leeds than the national mean and our statistical neighbours. We lack adequate data to analyse this by type of need, area etc. and to identify destinations after education in detail. This is a priority for development – see below.

What is the story behind the baseline?

Leeds has seen a significant rise in SEND needs over the past 10 years, in line with our significant rise in birth rate– which exceeded the national mean for 2001 – 2011. This has placed pressure on services, particularly capacity in our specialist provision, which was of major concern in 2014. Our specialist provision for SEMH needs has lacked not only adequate capacity, but also quality and range of provision which has been of increasing concern.

Our ability to monitor outcomes in attainment for CYP with SEND across the city has been undermined by lack of appropriate tools/resources. The diversity of practices in monitoring outcomes in our big city – especially with our cluster model – also poses challenges for monitoring attainment at a city wide level.

Best ideas, what works in Leeds?

- The cluster model for Leeds was described in our 2015 Ofsted inspection report as being “effective at identifying needs”, and offering “extensive early help services to families at the first emergence of a problem’.
- The recent development of a specific cluster for our SILCs has been effective and well-received
- The recent offer of cluster-based emotional and mental health support, co-commissioned by schools and Leeds CCGs, has been effective and well-received
- The development of Area Inclusion Partnerships in Leeds has supported school-led decision-making and alternative provision arrangements. A recent review and developments have strengthened AIPs and increased consistency and rigour.
- Our Quality Assurance Officers work closely with schools to support good practice in SEND
- The expansion of 2 of our SILCs in 2014/15 has increased capacity and ensured future sufficiency
- Our current developments to invest significantly in our SEMH provisions (see below) should radically improve specialist SEMH provision; meanwhile our Future in Mind SEMH strategy aims to build capacity in schools to promote good SEMH and wellbeing for all CYP

Key Partners:
Education providers of all kinds; parents and carers; CYP; public health colleagues inc. school nursing teams and specialist school nurses; CCGs; commissioned education support services; LA teams inc. complex needs service, Healthy Schools Service, Children Missing out on Education and EHE lead.
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**Best Practice and Data Development Agenda:**
Developments planned and underway at September 16 include:

- Reviewing our position terms of data collection to analyse outcomes for CYP with SEND in education – this is a priority and is being addressed by a working group
- Reviewing and refreshing our SEND strategy
- Ongoing review, refresh and development of the Local Offer for education, liaising with partners and analysing feedback from families
- Continuing to implement The Future in Mind SEMH strategy and plan, including: building capacity in schools to promote SEMH; offering early emotional and mental health help via clusters; improved access to mental health services; and more (see the ‘SEMH’ storyboard)
- Transforming our offer of specialist education provision for SEMH needs to provide approx. 200 new places to address inadequate capacity. New ‘state-of-the-art’ buildings specifically tailored to SEMH needs will be provided, based in different areas of the city for improved access. The provision will be led by an academy known for outstanding provision for SEMH needs.
- Monitoring national developments in school funding, and in alternative provision and permanent exclusions as per the Educational Excellence Everywhere White Paper, to ensure we plan for implications of changes locally.