Strategic Review of Special Educational Need and Disability (SEND) Provision in Leeds 2017-2021
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Introduction and context

This Strategic SEND review is to ensure that in Leeds, we have a clear and collective approach to making specialist provision for pupils with SEND. Leeds City Council has been allocated approximately £1 million of government funding over three years, to help with sufficiency. We need to make sure that any future provision is prioritised and made in right areas of the city and in line with the wishes of our families. As part of our duty to keep SEND provision under review, this strategic plan will show the current picture of SEND provision in Leeds for children and young people aged 0-25, and will set out what we think are the predicted growth areas. More importantly, it will explain what our principles and priorities will be for future planning. Within this review document, (it is the ‘Principles’ and the ‘Priorities’ p.31-33) we are seeking feedback on.

Our vision for Leeds to be recognised as a ‘child friendly city’ is at the core of everything we do within Children and Families services. We strive to achieve this ambition by involving children and young people in developing our ideas and making decisions in areas that have an impact on their lives.

In Leeds there is a growing population of children and young people and proportionally a growing number of children and young people with SEND. The majority of children and young people with SEND can access mainstream schools and through the graduated response of support will be able to receive the right provision at the right time to enable them to lead fulfilling lives and achieve their potential. Mainstream inclusion, increasing capacity and consistency within mainstream schools in Leeds, from early Years to post-16 providers, is therefore the starting point of this Strategic Review of SEND provision and will remain a focus for services to develop and support.

In Leeds we already keep our SEND provision under review. For example, we identify demand and need, and have recently invested significantly in special school provision. We have also worked closely with our education providers across all age groups (0-25) to continue to plan the right provision in the right locations in an affordable and sustainable way, to get the best outcomes for our children and young people.
We are committed to working with local partners to achieve our vision. Those partners include NHS Leeds, Youth Offending Service, West Yorkshire Police, West Yorkshire Probation Service, Job Centre Plus, education providers, cross council partners including Social Care, Housing, Early Years, Children’s Centres and the voluntary, community and faith sectors.

How making high quality SEND provision links to Children and Families priorities

 anthem Our Children and Young People’s Plan (2015-2019) includes 14 priorities to fulfil our vision to be the best city in the UK. We ensure that these priorities are central to our planning strategies, especially the aspirations to improve outcomes for children and young people with SEND, around supporting children to have the best start in life and be ready for learning, and increasing participation, voice and influence.

 anthem Our SEND Strategy (2014-2017) is in place to support our aim to be an inclusive authority, enabling pupils with SEND to access mainstream schools. Some children and young people may require some time limited additional support and some might require specialist support therefore increasing specialist capacity is an important element of this review.

 anthem Included in this is our drive to improve the ‘3 A’s. Attendance (working to ensure good attendance at school), Attainment (improving results for young people and closing the attainment gap) and Achievement (development in the arts, music and opening up more opportunities for young people etc.).

 anthem In line with prioritising the ‘3 A’s, we are determined to narrow the gap of educational outcomes between vulnerable learners and their peers to give all Leeds children a fair and firm foundation on which further accomplishments can be built. This means that we need to increase provision in areas of the city where demand outstrips places. We will only plan places in Ofsted rated ‘Good’ or ‘Outstanding’ schools and monitor our existing provision to ensure our children and young people with SEND make progress.
Part of the Future in Mind: Leeds (2016-2020) joint education and health strategy is to *invest in the transformation of our specialist education settings to create world class provision*. Work has already started on this by investing £45 million on three new schools in the east, south and north of the city, all focusing on Social, Emotional and Mental Health (SEMH) needs. This plan represents a significant increase in SEMH provision in Leeds.

Our planning also links to the Preparing for Adulthood Strategy (2017-2022) and the focus on this as part of our SEND provision, so that we enable, empower and support our young people with SEND to participate in society, live as independently as possible, be healthy, and access education and employment opportunities.

The Leeds Local Offer will ensure that all information about the SEND provision available is easily accessible to all and kept up-to-date to allow everyone to make informed choices about the type of provision available to them. We will also ensure that the priority to work with education providers to develop their post 16 education offer is a key part of this review.

Future planning must take into account the needs of our children in the early years as well as those young people aged 19-25. We want to make sure that all our early years providers are able to support pupils with SEND by accessing training, advice and resources, enabling parents of 0 – 5 year olds to arrange childcare in their local area. We also need to ensure that young people have the option to stay local to Leeds at all stages of their education within a range of mainstream and specialist provision.

Leeds Children’s Services Transport Policy was recently reviewed and subsequently updated in July 2017. Personal travel allowances will in future be offered as an alternative to providing transport for young people with SEND in post-16 education. Any future development of new specialist provisions is therefore underpinned by a need to enable children to attend their local school in the least restrictive way possible.

Throughout September 2017, the High Needs Block was reviewed with partners. The funding of SEND provision in Leeds follows the national guidance on school funding policy and it is important that any changes to future SEND provision are considered in a way that is sustainable in
the long term. It is important to note that any additional increases in SEND provision, increase the pressure on the High Needs Block. The local authority therefore needs to consider future planning in a way that is affordable.

Consultation and engagement

As a local authority we value the opinions of our service users to help us shape the provision we offer. In addition to that we have a statutory process to follow if we want to establish, remove or alter any SEN provision. This statutory process also includes consultation with those people that use the services we propose to create or change in any way. We will be asking for feedback on this review regarding settings that serve 0-25 year olds with SEND. This is a list of our stakeholders:

- Children & young people in a Leeds SEND setting
- Children & young people that access provision outside a Leeds SEND setting
- Parents and carers
- Health professionals
- Education professionals
- Cross council partners
- Other local authorities
- Voluntary sector colleagues

We will use a wide variety of methods to communicate with all of our stakeholders including:

- Email
- Leeds City Council’s website & Leeds Local offer
- Letters
- Meetings and drop in sessions
- Newsletters
We propose to revisit this review annually to ensure that we have the right type and amount of SEND provision to meet the needs of the children and young people of Leeds.

**SEN Improvement Test**

Whenever we want to change or improve the SEND provision in Leeds, we must make sure it meets the SEN improvement test. This essentially means that making any changes to or creating additional provision must enhance or add to the range of SEND provision in the city. We must do it in a way that meets with the wishes of children and their families.

In keeping SEND provision under review and making sure that new provision is created in the right places with improved access to SEND services and provision, as well as ensuring that we follow a proper consultation process we can show that we are meeting the SEN improvement test.
Governance

A cross-council project team keeps the current SEND provision in Leeds under review. The diagram below shows who is responsible for making the decisions about this review, the board that supports the project team and other key stakeholders that have had an input into this review. The project team will continue to monitor the impact of this review on outcomes for children and young people with SEND and provide regular progress reports to the Executive Board.
The diagram above shows how any new SEND provision follows its own specific consultation process.
The Leeds SEND context

The number of children being born in Leeds grew rapidly until 2010 and has remained relatively stable at above 10,000 each year. The number of children with SEND has been rising as has the number of children who require specialist provision. Additionally, the numbers of children being identified with SEND has increased faster than we might expect just from the general rise in child population. This is partly because people are getting better at identifying SEND. It may also be because of increased survival rates of babies who are born prematurely and have complex needs as a result.

In recent years there has been an increase both nationally, and in Leeds, of the number of children and young people with SEND. Based on the data at January, projections show that the total number of pupils with SEND is likely to increase by 10.5% by 2021. Whilst there are likely to be only modest increases in Reception and Key Stage (KS) 1, and KS5 going forward, there are projected to be larger increases in KS2, KS3 and KS4 as larger cohorts of children continue to feed through.

Around 412 providers in Leeds have experience of offering Childcare to children with SEND. 98% children with physical or sensory needs access their Free Early Education Entitlement (FEEE) provision in mainstream settings. According to the January 2017 Early Years Census, 122 two year olds and 652 three/four year olds with SEND were accessing FEEE. 3.5% of total FEEE claims (637 children) are from children who are in receipt of Early Years Funding for Inclusion, 38 have Education Health and Care Plans.

In Leeds we maintain fewer Education and Health Care Plans (EHCPs) than nationally, (1.8% compared to nationally, 2.8%) as a result of our Funding for Inclusion (FFI - the top up money that supports pupils with SEND and EHCPs), which supports schools to make provision for pupils with SEND, reducing the need for an EHC plan.
In Leeds, recently, there has been an approximate 20% increase in new requests for EHCP needs assessments which has led to the Local Authority issuing more EHCPs. It is important that we keep track of this trend, as of the new EHCPs issued, a significant proportion of those children and young people will require a specialist place. This means that year on year we will need to continue to increase specialist places in the city. By 2021, we may need approximately 150 additional specialist places. A proportion of these additional specialist places will be needed for pupils with SEMH and the Springwell provision will be in place to meet this demand. It is important to note that Leeds now maintains EHCPs for pupils aged up to 25, which will in part explain some of the increase. At September 2017, Leeds maintained approximately 3,348 EHC plans.
The chart below shows the total number of pupils with SEND in the January Census 2014-2017, including a breakdown by Key Stage. Projections for 2018-2021 are also included based on January Census 2017 data. Whilst there are likely to be only modest increases in Reception and KS1, and these are predicted to flatten out, there are projected to be large increases in KS2 and KS3 as larger cohorts are feeding through. This means that there will be more pressure on secondary and post-16 SEND provision in the future as the KS2 and KS3 feed through and it will be important to consider how we make additional capacity at both pre-16 and post-16 specialist provision.
The chart above shows the number of pupils with an EHCP (or statement) at January Census 2014-2017, including a breakdown by Key Stage. Projections for 2018-2021 are also included based on January Census 2017 data. This does not include the pupils who have EHC plans in college settings.
The chart above shows the percentage of pupils with Statements/EHCPs in Leeds compared to our statistical neighbours, other core cities, the rest of England, and the Yorkshire Humber region (2007-2017).
Geographical spread of need

January Census 2017 - % SEND Pupils by Cluster - Primary Phase
The maps above show the percentage of the cluster population with SEND for primary and secondary age children respectively. This is based on where the child or young person lives. Whilst the maps differ slightly both show a higher percentage of children and young people with SEND and EHC plans in the inner south and east area but also some pressures in the west.

Furthermore, although there is a city wide growth in the number of children and young people with EHC plans there are areas of the city where there is a higher percentage. Therefore when we look at increasing SEND provision we will need to focus on the areas of the city where there are more pupils with EHC plans and where potentially demand outstrips places from the inner east and south through to the west of the city. It is in these areas that we should consider future planning as locating new provision in these areas can cater for pupils in the surrounding areas without the need to travel long distances.
Identification of need

In Leeds the main areas of need identified for children and young people with SEND and EHC plans include those who have Complex Communication and learning needs. This includes pupils with Autism and moderate/severe learning needs. Additionally there is also a growth in social emotional and mental health needs. (School Census, Jan 2017). Although there is demand for special school places in nursery and KS1 this demand for special school places tends to increase from Key Stage 2 upwards but particularly at the change from primary to secondary school in Year 6 and this is also going to be a pressure area in the future. The biggest area of support through Funding for Inclusion is in the area of learning, communication and social, emotional and mental health needs. (FFI data 2017)

Current range of SEND provision in Leeds

There are currently 219 mainstream primary, two infant, two junior, and 39 mainstream secondary schools and two through schools. These are made up of a mixture of local authority maintained and academy trusts. There are 121 private voluntary and independent (PVI) providers offering wrap around childcare in Leeds, before and after school and during school holidays. 136 schools and academies offer before and after school care – just 18 do not offer any wrap around care at all, however childminders collect from ten of these. In October 2017, there were 809 childminders in Leeds; 192 had experience of working with children with SEND.

Leeds also has a wide range of SEND provision in place. This includes five generic SILCs for pupils with generic complex learning needs from age 2 to 19, as well as The Lighthouse Special Free School. There is also the new Springwell Leeds, SEMH provision. Within the SEMH continuum of provision there are also Area Inclusion Partnerships (AIP), who support inclusion and reduce the need for exclusions, and also Alternative Provision (AP - educational settings where places are provided for children who can’t go to a mainstream school because of exclusion, illness or other reasons) academies, including Elland and Stephen Longfellow. There are also a number of partnerships between the SILCs and mainstream schools. Leeds also has a range of Resourced Provisions within mainstream schools. (See pages 21-28).
SILCS are a popular choice for families and just over half of our pupils with EHC plans (pre-16) attend a SILC or SILC partnership provision, (a partnership school includes children from the SILC as part of mainstream school and has teachers employed by the SILC but working in a mainstream school. The pupil is on the roll of the SILC). SILCs mainly cater for Leeds pupils with only a very small number of places taken up by pupils who live in neighbouring authorities. Between 2013 and 2017, SILC places increased from 843 to approximately 1,081 (this does not include SEMH provision and Lighthouse places). The majority of pupils who attend a SILC pre-16 will tend to continue to remain in their post-16 education until they are 19. This cohort of pupils makes up approximately 20% of the whole SILC population. This is a consistent trend over the last few years. (Analysis SILC Return 2013-2017).
Leeds has responded to the continued demand for specialist places by increasing provision. September 2015 saw the opening of West Oaks Woodhouse Specialist Learning College with an additional 150 places available by 2018. The South SILC was also expanded by 50 places. Despite this there is a significant shortage of SILC places in the city.

The chart below shows the number of pupils attending a SILC at January Census 2014-2017, including a breakdown by Key Stage. Projections for 2018-2021 are also included based on January Census 2017 data.
Leeds has also made significant investment in its SEMH provision including 3 brand new specialist academies under the Wellspring Academy Trust – Springwell Leeds. This also includes Oakwood which is the primary site. This will provide up to 340 places by September 2018 and will meet the growing need for SEMH provision.

Out of area places

The majority of places in Leeds SILCs are taken up by Leeds pupils. Only a small amount of places are taken from pupils who are living in other authorities. Additionally, only a small number of Leeds pupils attend other local authority special schools.

Over the last three years the number of independent and non-maintained out of area placements (OOA) commissioned by the local authority has tripled and is now approximately 131. A significant amount of these placements (83) are for pupils with SEMH needs as previously there was not sufficient capacity in city. It is envisaged that even with a growth in need around SEMH, the development of Springwell will reduce the need for pupils to go out of Leeds.

It is positive that we may be able to reduce OOA placements for our pupils with SEMH. However, we will need to continue to work to make mainstream schools inclusive and to make enough specialist places in the city for pupils with complex communication and learning needs and ASC. If we are not able to do this in the future it may mean that OOA placements increase, therefore increasing the cost to the local authority.
Overall, the majority of young people with an EHC plan who are in post-16, attend a mainstream college. The range of provision is set out below:
Geographical spread of provision
SILCs
(Specialist Inclusive Learning Centres)

There are five SILCs across the city, all designed to meet the needs of local children and young people with a vast range of complex needs. All staff members are well-trained and experienced, and the teaching and learning is vastly differentiated in order to enable all children and young people to make progress from their individual starting points.

North West SILC
Green Meadows site
Ravenscliffe, Gildersleeve LS20 8BP
Tel: 0113 3860105
www.marlic.org
Acting Principal: Rob Arrowsmith
Ages 2-19, variety of SEN

South SILC
Broomfield
Broom Place, Belle Isle LS10 3JP
Tel: 0113 771 1401
www.broomfieldschool.org.uk
Principal: John Foy
Ages 2-19, variety of SEN

West SILC
Milestone site
Town Street, Stanningley LS28 6HL
Tel: 0113 3862480
www.westsilc.co.uk
Principal: Mike Wiles
Ages 2-19, variety of SEN

West Oaks School
Woodhouse Learning site
Crowthers Place, LS6 2SF
Tel: 0113 293 2936
www.westoakschool.co.uk
Principal: Andrew Hodgkinson
Ages 2-16, variety of SEN

East SILC
John Jamieson School
Holm Hill Drive, Oakwood LS5 2PN
Tel: 0113 293 2936
www.eastsilc.org
Principal: Diane Reynolds
Ages 2-19, variety of SEN

West Oaks School
Boston Spa Learning site
Westwood Way, Boston Spa LS23 6DX
Tel: 01937 844772
www.westoakschool.co.uk
Principal: Andrew Hodgkinson
Ages 2-19, variety of SEN

NHS Leeds
Leeds City Council
<table>
<thead>
<tr>
<th>SILC Provision</th>
<th>Type of Provision for children with SEN</th>
<th>Number of occupied places (Oct 17)</th>
<th>Ofsted rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>East SILC (John Jamieson)</td>
<td>Variety of SEND (ages 2-19)</td>
<td>150</td>
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<td>East SILC (Kippax Ash Tree Primary School)</td>
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<td>Good (2017)</td>
</tr>
<tr>
<td>East SILC (Temple Moor High School)</td>
<td>Variety of SEND (Specialism PMD &amp; VI - ages 11-19)</td>
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<td>West Oaks - Boston Spa</td>
<td>Variety of SEND (ages 2-19)</td>
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<td>Outstanding (2017)</td>
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<td>West Oaks – Woodhouse Learning Site</td>
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<td>South SILC (Rodillian)</td>
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<td>Variety of SEND (ages 11-16)</td>
<td>24</td>
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</tbody>
</table>

*If a school or setting receives an Inadequate Ofsted rating, they must become an academy and that is the process used to lead the improvement in the school. The local authority continues to work with the Multi Academy Trust to oversee provision for pupils in SEND provision. If a school or setting receives a less than ‘Good’ Ofsted rating then the local authority will respond to this to support the provision to improve. As part of this work we are examining our monitoring process and we will be putting in place Service Level Agreements (SLAs) with our providers which set out the relationship between the local authority and the school and which have a focus on monitoring the progress of our children and young people. It is important to note that in the NW SILC and South SILC, all of the partnership schools, where the pupils attend (Allerton, Brudenell, Rawdon St Peters, Windmill & Rodillian), have a Good Ofsted rating.
Springwell Special Academy

Academic Year 2016-17

In order to meet the needs of pupils with social, emotional and mental health (SEMH) difficulties Leeds has invested over £45 million in providing the infrastructure for a brand new special academy which will cater for up to 340 young people aged between 5 and 16. Springwell Leeds Special Academy is currently still in development and is expected to be fully open and ready in September 2018. Currently the school has opened a number of smaller ‘satellite’ provisions across the city for groups of children in different age ranges. In general, children/youth/young people must have an EHCP plan to access a place at Springwell, although there are a small number of places available for some children/young people without an EHCP plan in very exceptional circumstances.
Please note that between January 2018 and September 2018 the new schools will fill gradually and the interim provisions will no longer be in place.
*Please note that Bramley Primary School is no longer a planned SEN RP*
<table>
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<tr>
<th>Resourced Provision</th>
<th>Type of Provision for children with SEN</th>
<th>Total capacity</th>
<th>Number on roll*</th>
<th>Ofsted rating</th>
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<td>RI (2017)</td>
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*Data source: SILC return, SENSAP, October, 2017

Please note that Hawksworth Wood and Middleton Resourced Provision for pupils with Speech and Language needs, subject to the SEN Improvement Test and consultation may cease to provide specialist places for Speech Language and Communication, due to lack of demand for this provision.
Grafton Learning Centre is moving to Queenswood Education Centre (West) in October 2017

* note Pennyfield and Farnley numbers are also included in overall SILC numbers, P23.
Principles for future planning of high quality SEND provision in Leeds

Making sufficient, affordable, high quality SEND provision supports our ambition for Leeds to be the best city for all our children and young people to grow up in. We want to improve the outcomes of children and young people with SEND and their families and prepare them for adulthood.

We therefore will consider that any future planning includes the following principles:

- We will make sure that we keep our SEND provision under review so that we co-plan and have 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 and so that we continue to put the right provision in the right places of the city.
- We will support and develop consistent access and inclusion in our mainstream education settings, from nursery to post-16.
- We will add new future SEND provision in a way that offers choice and diversity for families in the areas of the city where there is demand.
- We will consider new SEND provision in a way that provides choice and diversity for families including, Resourced Provisions, SILC Partnerships, expansion of existing SILCS and where appropriate, new special schools.
- We will establish a working group from existing providers to support developing good practice.
- We will continue to work with our SILC Principals to support the post-16 educational offer. To empower, enable and support young people into adulthood and maximise their independence, we will continue to work closely with health and social care to ensure provision, where appropriate, is alongside the specialist SILC education provision supporting the key outcomes of Preparing for Adulthood.
- We will explore the possibility of releasing pre-16 capacity in SILCs to meet the growth in demand by exploring, in collaboration with existing SILCs, the idea of creating a specialist central post-16 provision.
- We will develop new provision so that it meets the main growing area of need - complex communication and learning, including ASC.
- In creating new SEND provision, we will consider how to support the before and after school day provision including wrap around care.
🌞 We will monitor existing provision at least annually and we will only put new SEND provision in Good or Outstanding schools.
🌞 We will take action if a school Ofsted judgement falls below ‘Good’ or if we have concerns about the progress of our learners.
🌞 We will develop shared arrangements with other local authorities to collaborate on placements on additional new specialist provision to accommodate increasing demand, where this is appropriate.
🌞 We will always carry out an SEN Improvement Test when changing, ceasing to provide or adding new SEND provision in Leeds.
Key priorities for future SEND provision

**Priority 1**
Increase the percentage of pupils attending mainstream placements for pupils with EHC plans supported by our strategic approach to inclusion and the drive to enable capacity in mainstream schools.

**Priority 2**
Establish 3 primary and 3 secondary Resourced or SILC Partnership Provisions, (25 primary places and 75 secondary places) for CYP with Complex Communication and Learning and ASC in focused areas of the city. We will aim to have the extra places available from 2021.

**Priority 3**
Continue to work with our post-16 providers to develop the post-16 offer including mainstream settings and SILCs to support preparing young people for adulthood and to offer a range of local SEND provision, including consideration of a central post-16 provision in collaboration with our SILCs.

**Priority 4**
Continue to work with our Early Years and Childcare providers to ensure accessible and inclusive provision as well as ensuring that providers offer the Free Early Education Entitlement and comply with the statutory duty to publish their ‘Local Offer’.
Conclusion

Following the review of Leeds SEND provision there is a clear picture of the future demand for specialist places. After consulting with our families and partners and subject to their approval of this review, Leeds will focus any future investment and expansion in Specialist places in line with the set priorities and an approach defined in the principles. We are focussed on improving outcomes for our children and young people with SEND.

Furthermore the Council remains focused on identifying need correctly and in building confidence and capacity in mainstream schools so that we have local schools for local children.

Most importantly we want or our families and children and young people to be confident and in agreement with the continuum of SEND provision in place in the city.
## Words and phrases explained

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Alternative Provision</td>
<td>Educational settings where places are provided for children who can’t go to a mainstream school because of exclusion, illness or other reasons.</td>
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<tr>
<td>Capital funding</td>
<td>Money set aside for the purchase of capital or fixed assets, such as land, school buildings or manufacturing equipment.</td>
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<td>Census</td>
<td>An official count or survey of people.</td>
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<tr>
<td>Child Care</td>
<td>Any form of care for a child that includes education (for a pre-school child only) or any other supervised activity that is not care provided by a parent, relative or carer.</td>
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<tr>
<td>CMLN</td>
<td>Complex and Multiple Learning Needs</td>
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<tr>
<td>Core Cities</td>
<td>Birmingham, Bristol, Cardiff, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Sheffield. The mission of Core Cities is: <em>To unlock the full potential of our great cities to create a stronger, fairer economy and society.</em></td>
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<tr>
<td>CYP</td>
<td>Children and young people</td>
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<tr>
<td>EHC plan</td>
<td>Education, Health and Care Plan - A legal document that describes a child or young person's special educational, health and social care needs, and recommend most suitable provision.</td>
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<td>Executive Board</td>
<td>The decision making body formed by the Leader of the Council and nine other Executive Members. Representatives of all political parties attend the Executive Board.</td>
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<td>EY</td>
<td>Early Years – children between 0 and 5 years of age</td>
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<td>FFI</td>
<td>Funding For Inclusion – the Leeds system for sharing out the special educational needs (SEN) High Needs Top Up budget to education settings</td>
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<tr>
<td>FEEE</td>
<td>Free Early Education Entitlement</td>
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<tr>
<td>Good Learning Places Board (GLPB)</td>
<td>Governance board that provides support and challenge to the development of mainstream and specialist placements in the city.</td>
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<tr>
<td>High Needs Block</td>
<td>This is the LA funding allocation intended to support “High Needs” pupils and students ranging from 0 to 25. This funding allocation is utilised to support the delivery of SEN support in settings via top-up funding and also provide quality provision in specialist settings e.g. SILCs/RPs.</td>
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<tr>
<td><strong>Mainstream Provision</strong></td>
<td>A mainstream school is a maintained school or academy which is not a special school.</td>
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<tr>
<td><strong>Net Capacity</strong></td>
<td>This is the space in the school expressed in terms of the number of pupils this space is suitable for. It is calculated by combining the space in a school that is available for classrooms as well as essential non-teaching activities, such as hall, storage and staff rooms.</td>
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<tr>
<td><strong>OOA</strong></td>
<td>Out Of Area (outside of the Leeds local authority boundary)</td>
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<tr>
<td><strong>Resourced Provision</strong></td>
<td>A resourced provision is based in a mainstream school and has its own specialist area e.g. Speech and Language facilities (the pupil is on the roll of the mainstream school).</td>
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<tr>
<td><strong>SEMH (Social, Emotional Mental Health)</strong></td>
<td>An overarching term for the special educational needs of children who demonstrate difficulties with emotional regulation, social interaction or are experiencing mental health problems.</td>
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<tr>
<td><strong>SILC (Specialist Inclusive Learning Centre)</strong></td>
<td>Schools that support children and young people with the most complex needs who may not flourish in a mainstream environment. SILCs offer a high level of expertise and facilities to support complex needs in a specialist and highly accessible environment.</td>
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<tr>
<td><strong>SILC Partnership</strong></td>
<td>A partnership school includes children from the SILC as part of mainstream school and has teachers employed by the SILC but work in a mainstream school (the pupil is on the roll of the SILC)</td>
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<td><strong>SILC Return</strong></td>
<td>A monthly return between SILCs and the Council which keeps track of pupil numbers</td>
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<td><strong>Special school</strong></td>
<td>See SILC above</td>
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<tr>
<td><strong>Stat Neigh</strong></td>
<td>Statistical Neighbours – Bolton, Bury, Calderdale, Darlington, Derby, Kirklees, Newcastle Upon Tyne, North Tyneside, Sheffield, Stockton-On-Tees.</td>
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<tr>
<td><strong>Statutory notice period or statutory notice</strong></td>
<td>A period of time required by law to inform the public that the local authority is proposing to do or change something. The statutory notice is published with the proposal details, and invites comments. It follows a period of consultation like this one, allowing the local authority to adapt the proposals based on the views raised in the initial consultation.</td>
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