

Children, Education and Communities Policy 29 October 2019 and Scrutiny Committee

Report of the Assistant Director, Education, SEND and Skills

Special Educational Needs and Disabilities Update Report

Summary

1. This report provides elected Members with an update on the work taking place to support children and families with special educational needs and disabilities (SEND).
2. This report provides Members with information about the prevalence of SEND in York and the work taking place to meet current and future needs, including supporting the preparation for adulthood.
3. This report also provides Members with an update on the progress of the Inclusion Review and preparations for the Ofsted/CQC inspection of the implementation of the SEND reforms in the local area.

Background

4. The Inclusion Review has for the last three years focused on developing an understanding of the needs of children and young people with special educational needs and disabilities (SEND), how they are supported in mainstream and specialist education settings and how we can plan for the future. IMPOWER, external public sector consultants are now working with CYC to provide an external assessment of the impact of that support to see how we can manage the increasing demand for specialist support in the current financially challenging environment.
5. York is expecting the SEND area inspection before April 2021. The inspection covers education, health and care for children and young people (CYP) 0-25 years, with a focus on:
 - Effective early assessment of need
 - Improving outcomes for children, young people and their families

- Effective preparation for adulthood from the beginning
 - Evidence of participation of children and their families with a co-production approach to all developments
6. Two thirds of local areas have had their first inspection and a number of local areas who have been required to complete a written statement of action, have now had a re-visit.
 7. The landscape is a complex one that aims to take account of all children with SEND and aims to ensure a shared vision with our partners. Since the introduction of the Children and Families Act in 2014 York in common with local authorities nationally has seen increasing pressure for services and a growth in the number of children and young people (0-25) supported by an Education, Health and Care plan. In York this has increased from 500 in 2015 to 950 at the present time. Numbers of children and young people with a primary need of social emotional mental health needs or/and autism have increased significantly, also in line with the national picture.
 8. The number of young people with high needs continuing in education post 19 continues to increase year on year at around 10% increase per annum. There is evidence to show there is a general upward shift in the academic level of study of this cohort i.e. between 2015 and 2019 the percentage studying at Entry level or below has changed from 58% to 45%. Over the same period the percentage studying at Level 2 or above has increased from 19% to 25%. The numbers of supported internships has also grown steadily from 5% to 12%. Developing more opportunities for supported employment remains a priority.
 9. The offer for young people with high needs has been increased in number, range of offer and flexibility. We now have more personalised learning programmes in place through different small providers who work in partnership with York Learning. The introduction of 'The Minster' provision at Askham Bryan College has been critical in expanding our local offer for post 19 PMLD students. A small scale capital investment to enhance the facilities using the SEND Capital Grant has taken place in 2019.

Main Points

10. In January 2019 we began phase 3 of the Inclusion Review. The Inclusion Review aims to ensure that:
 - There is a shared vision for the inclusion of children and young people across the City.

- We use our resources wisely to make the most effective provision for our children and young people with special educational needs.
- There is a 'meeting in the middle' between achievement and inclusion; recognising outcomes for children and young people in terms of academic progress (rather than attainment) as well as engagement.
- There are clear and agreed pathways for children and young people with SEND.
- These pathways are described across a continuum of support from early years settings, mainstream schools, Enhanced Resource Provision, central provision, satellite and special school.
- Appropriate and sufficient alternative provision is in place which ensures that children and young people are supported in the most appropriate provision to meet their needs.
- Remodelled support arrangements to increase capacity, confidence and skills across staff in the education community so that more children and young people can remain in mainstream settings and schools, including systematically sharing best practice.
- Reviewed pathways will secure positive longer-term outcomes in terms of learning, health and preparation for adulthood.

11. The information provided in Annex 1 provides an overview of the growth in the numbers of children and young people with SEND and pressures that this creates in terms of planning provision and the financial impact of the growth in the numbers of children and young people being supported by Education, Health and Care plans up to the age of 25.
12. Funding for SEND comes from the High Needs Block of the Dedicated Schools Grant and ensuring that financial pressures can be managed effectively is a focus of the Inclusion Review and is being supported through an external evaluation provided by

IMPOWER, a public sector best value consultancy which is currently supporting of review of the management of SEND in York.

How are we responding to the growth in the numbers of children and young people with SEND in York?

13. We have agreed to a number of **capital projects** that will enhance and extend our current provision for children and young people with SEND.
14. York has opened a provision for young people with profound and multiple needs or complex autism post 19 at Askham Bryan College- The Minster Provision. This is supported by the SEN capital fund. Applefields School staff this inclusive provision and young people are able to access a wide range of facilities on site. It went in to its second year in September 2019.
15. A 'Job Shop' run by Blueberry Academy opened last year with some adaptations from the capital grant. Young people are able to access this central location for advice, guidance or training as part of a supported internship. This is helping young people to successfully move into employment, building their confidence and skills.
16. Clifton Green Primary School now have the adaptations for ramped access to some external areas allowing children with physical disability to be fully included.
17. Osbaldwick Primary School have a new hygiene suite at each site to enable children with continence needs to be fully supported in school.
18. Hob Moor Oaks Special School has a bespoke provision Woodlands, to support children with complex needs who need a personalised programme and more quiet space away from the busy school. This has enabled children with complex needs who have previously struggled to come into school to reduce their anxiety and have access to their own space, both indoors and outside.
19. September 2019 will see the opening of the second secondary satellite provision. The satellite at Manor is oversubscribed and working well to support young people with learning needs to have

specialist teaching within a mainstream school and to access some mainstream lessons as appropriate to their needs. The second satellite opened at Millthorpe in September 2019. The young people are on the Applefields roll, but part of the Millthorpe community and wear their uniform.

20. Agreement to develop mainstream provision for children identified as SEN support with Special Emotional and Mental Health Needs as their primary need. This Kestrel type provision will support children short term who have struggled to manage the demands of mainstream and then support them back into mainstream when they are ready.
21. Agreement to develop a second primary Enhanced Resource Provision (ERP) for children with communication and interaction needs, including autism. The Haxby Road ERP successfully enables children with speech, language and communication needs to be part of specialist provision in the mornings and return to their home school in the afternoon. Children with autism generally stay at Haxby Road Academy in the afternoon, as their need for stability and consistency would make travel back to their local school very challenging. This model has helped children make significant progress, but is oversubscribed. A second ERP is planned, but details not finalised.

What other developments will support our early years providers, schools and colleges to be more inclusive?

22. The Local Offer for SEND has been reviewed by parents and children and improved as a result of some very helpful suggestions. This website includes a wealth of information about what is available in York around education, health, care, leisure, preparing for adulthood, parent support groups. It also includes information about how children, young people and parents have worked with staff to co produce plans to improve what is available in York: Shaping SEND Together. The Local Offer Facebook page provides up to date information on exciting one off events. www.york.org.uk/localoffer Our priority is to increase awareness of the Local Offer through increased sharing of information by professionals and parent Local Offer champions.

23. In order to better understand the needs of children with SEND it is important that we have a focus on improving the professional development of staff in mainstream settings and schools. Currently work is taking place in early years to improve the identification of and interventions for children with speech, language and communication needs. Addressing these needs pre-5 can make a significant difference to children being able to thrive when they reach statutory school age. York has been successful in gaining support from the national Early Years SEND Partnership which has been contracted by the Department for Education to improve outcomes for SEND children in the early years and promote social mobility. As part of this project we have secured expert support from The Communication Trust to begin to develop a Speech Language and Communication Needs Pathway.
24. Training is also going to be provided to staff, so they can understand more about why some children have challenging behaviour- often an indication of other needs. York is developing a focus on trauma-informed practice, both through the training provided by the educational psychologists and the commissioning of training from Pivotal Education. Understanding the impact of trauma on children's behaviour and the significant barriers to learning that this creates is central to ensuring that children receive the teaching and interventions that they need. We aim to promote the regional Whole School SEND offer which supports peer review, training and increased CPD. This provides a wider understanding of SEN and how good practice supports inclusion.
25. SENCOs access a wide range of training through their forums and the Local Authority share updates, policies and procedures with them. A wide range of training/support programmes have been funded for whole schools by City of York Council and delivered through Pathfinder. For example The School Writing Project saw significant improvements in the schools undertaking it. From 2016 to 2018 pupils with SEND in the writing project schools improved by 22.4% whilst non-project schools improved overall by 5.5% and disadvantaged pupils improved by 30.7% compared to 8.5% in schools not part of the project. Collaboration with "Inclusion Expert" has supported a number of schools to develop action plans, update

school systems, provide bespoke resources and work with senior leaders to achieve improvement for children with SEND.

26. York Special Schools Partnership: This project has been born out of the inclusion review work done in York over the past 3 years looking to develop provision for complex additional needs now and in the future and to address the lack of teacher training routes in the local area for special schools teachers. There will be focused, specialist training for staff to better enable them to provide for the complex and varied needs of pupils and operational and strategic development work at leadership level. The purpose will be to give more flexible skills to existing staff to allow for partnership delivery, supporting improved transition between Hob Moor Oaks and Applefields School.
27. Improved information about what is normally available in mainstream settings and about specialist provision for children with SEND, admission criteria and processes is now on the Local Offer.
28. There has been over a 60% rise in school aged children identified with a primary need of autism and many more seeking diagnosis. This has placed a significant challenge on local services to provide timely assessments. The local area has, against a very challenging financial background, invested in autism assessments to reduce waiting times:
 - 2017/202018: CCG invested £50K one-off for additional autism assessments
 - 2018/19: TEWV invested additional recurring £60K into autism and neuro developmental work
 - CCG invested £120K one off for additional autism assessments
 - 2019/2020: CCG investing £189K recurrent in neurodevelopmental pathway.

This recurrent investment will reduce waiting times further.

29. The School Wellbeing Service support children and young people with emerging mental health needs, such as anxiety. Each cluster of schools has a designated Wellbeing Worker supporting children and advising staff, so that their needs are met early, before they

escalate, needing to move to specialist support through CAMHS. A smaller minority is referred on to CAMHS as needed.

Consultation and engagement

30. In planning provision for children and young people with special educational needs, we have continued to consult young people, parents and professionals through a variety of ways. We have been out to meet children/young people in schools and through Access4All, the young people Participation group. We have attended parent carer meetings including York Parent Carer Forum and York Inspirational Kids, met parents at school engagement events and run another survey monkey. Parents were able to respond in person, send in a hard copy of the survey or respond on line. Summarised feedback is found below.

Feedback from Parents:

31. 92% of parents reported positively that the capital developments in York will help to meet the needs of children and young people with SEND in York and that they are targeted to meet a wide range of needs. The continued need for development was recognised as being needed across the whole age range with parents prioritising different age groups (31% choosing post 16, 27% secondary school, 20% primary school and 22% early years).
32. When asked where we needed to focus future capital development 31% said it should be focused on mental health needs, equal importance was given to developing provision for children with autism, learning difficulties and those in mainstream school (20 or 21% each) and a lower number asked for the focus to be on special school (8%).
33. Priorities for parents re capital development included:
- Post 16 provision for young people with autism
 - Enable young people to stay in secondary mainstream
 - New satellite provision- It would be fantastic to have another satellite

Conclusion

34. The vision for inclusion in York is that all children and young people can access appropriate provision to meet their needs, building the

skills they need to live successful lives fully included in their local community.

35. The recent changes to the Ofsted Education Inspection Framework have highlighted the importance of leaders having “a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice”. This is consistent with the vision for inclusion in York.
36. In order to ensure that we have the right provision in place work has been taking place to review the effectiveness of our current provision and to identify the gaps to better support children and young people, their parents and carers, early years settings, schools and colleges.

Recommendations

37. As this report is for information only there are no specific recommendations.

Reason: To provide the committee with an update on special educational needs and disabilities in York.

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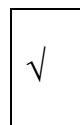
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Report
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For further information please contact the author of the report

Wards Affected: All

Annexes

Annex 1: SEND Data

Abbreviation

CAMHS- Child and Adolescent Mental Health Services

CCG- Clinical Commissioning Group

CQC- Care Quality Commission

CYC- City of York Council

CYP- Children and Young People

ERP- Enhanced Resource Provision

Ofsted- Office for standards in Education

PMLD- Profound Multiple Learning Difficulties

SEN- Special Educational Needs

SEND- Special Educational Needs and Disability

SENCO- Special Educational Needs Coordinators

TEWV – Tees Esk Wear and Valley NHS Trust