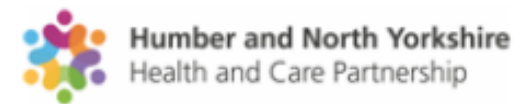




parentcarer voice
NORTH YORKSHIRE
WORKING TOGETHER FOR POSITIVE CHANGE



North Yorkshire Local Area Partnership Self-Evaluation

Review June 2024

About North Yorkshire

This section provides some background and context to North Yorkshire as a place and the strategic vision of North Yorkshire Council and our Children and Families Services.

- Our Demographics – Pg. 3
- The Council's Vision – Pg. 4
- Being Young in North Yorkshire – Pg. 5
- The Local Area SEND Strategy – Pg. 6
- The Strategic Plan for SEND – Pg. 7
- The Local Area Partnership – Pg. 8-9
- The Education system in North Yorkshire – Pg. 10
- The Social Care System in North Yorkshire – Pg. 11
- Health Services in North Yorkshire – Pg. 12- 14

Population: 615,400

0–25-Year-olds: 151,000

North Yorkshire has an older population with fewer young adults due to the limited access to further education and the pull of big cities locally for younger working-age residents.

Profile of our Children

- **16.5%** of children in our schools are eligible for FSM.
- **19.9%** of children live in Relative low-income households, ranging from 9.3% in Harrogate to 22.3% in Scarborough.
- **5.2%** of children and young people are from minority ethnic groups
- **1 in 20** school pupils are from a Service family
- **197** Gypsy/Roma/Traveller pupils
- **5.9%** of children in North Yorkshire schools have English as an additional language, compared to 19.5% nationally.

North Yorkshire's Population Profile

- **24.5%** of the population are children and young people aged 0-25
- Approximately 3% of the population are from Black or Minority Ethnic Groups.
- Slightly increasing population, by 2.9% in the past 10 year, driven partly by internal migration
- North Yorkshire has seen an increase of 1,250 (+22.2%) in the **unemployed Claimant Count** over the past 4 years (September 2019 – September 2023).

The difference in **life expectancy** between the most and least deprived areas amongst the lowest in the region in North Yorkshire, at 6.3 years for men (regional average: 10.7 years) and 4.9 years for women (regional average: 8.8 years)

The Council's Vision (Council Plan)

Our vision

We want to build on North Yorkshire's natural capital, strong local economy and resilient communities, to improve the way local services are delivered and support a good quality of life for all.

Our ambitions:

Place and Environment	Economy	Health and Wellbeing	People	Organisation
<ul style="list-style-type: none">• A clean, environmentally sustainable and attractive place to live, work and visit• A well connected and planned place with good transport links and digital connectivity• Communities are supported and work together to improve their local area• Good quality, affordable and sustainable housing that meets the needs of our communities	<ul style="list-style-type: none">• Economically sustainable growth that enables people and places to prosper• Culture, heritage, arts and sustainable tourism all play their part in the economic growth of the county• New and existing businesses can thrive and grow• North Yorkshire has a high profile, is influential nationally and receives its fair share of resources	<ul style="list-style-type: none">• People are supported to have a good quality of life and enjoy active and healthy lifestyles• Reduced variations in health through tackling the root causes of inequality• People can access good public health services and social care across our different communities• People have control and choice in relation to their independence and social care support	<ul style="list-style-type: none">• People are free from harm and feel safe and protected• People can achieve their full potential through lifelong education and learning• People are better supported, by strengthening families or other appropriate networks• In times of hardship, support is provided to those that need it most	<ul style="list-style-type: none">• Good quality, value for money services that are customer focused and accessible to all• A well-led and managed, financially sustainable and forward- thinking council• A carbon neutral council• One council, where colleagues work together to achieve our ambitions and support each other

The four pillars of locality working at the heart of everything we do:

Local services and access: Locally based and integrated council, partner and community services	Local accountability: 6 area committees to oversee and champion local areas, strengthen local relationships, make important decisions locally and hold the council to account	Local action: Community Partnerships, bringing together local Councillors, public sector agencies, communities and businesses to get things done in their local area	Local empowerment: Devolution of services and assets to town and parish councils and community groups where they want to take these on and have the capacity to do so
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The North Yorkshire Safeguarding Partnership Strategy for children and young people living in North Yorkshire.

Our Vision:

All children and young people are safe, happy, healthy, and able to achieve in North Yorkshire.

Four key themes

The image displays four key themes in separate colored boxes. Theme One (blue) is 'A safe life' with bullet points: Protected from harm, Live in safe communities, and Supported by Family networks. Theme Two (orange) is 'A happy family life' with bullet points: Families are empowered to be resilient, School Years are happy, and Community Support Networks help families thrive. Theme Three (purple) is 'A healthy life' with bullet points: Promote health and wellbeing through positive choices, Improve Social, Emotional and mental Health, and Reduce health inequalities. Theme Four (light blue) is 'Achieving in life' with bullet points: Ensure children are 'School Ready', Raise Achievement levels for all, and Create environments where children have aspirations for their future.

Theme One	Theme Two	Theme Three	Theme Four
A safe life	A happy family life	A healthy life	Achieving in life
<ul style="list-style-type: none">Protected from harmLive in safe communitiesSupported by Family networks	<ul style="list-style-type: none">Families are empowered to be resilientSchool Years are happyCommunity Support Networks help families thrive	<ul style="list-style-type: none">Promote health and wellbeing through positive choicesImprove Social, Emotional and mental HealthReduce health inequalities	<ul style="list-style-type: none">Ensure children are 'School Ready'Raise Achievement levels for allCreate environments where children have aspirations for their future

Local Area SEND Strategy

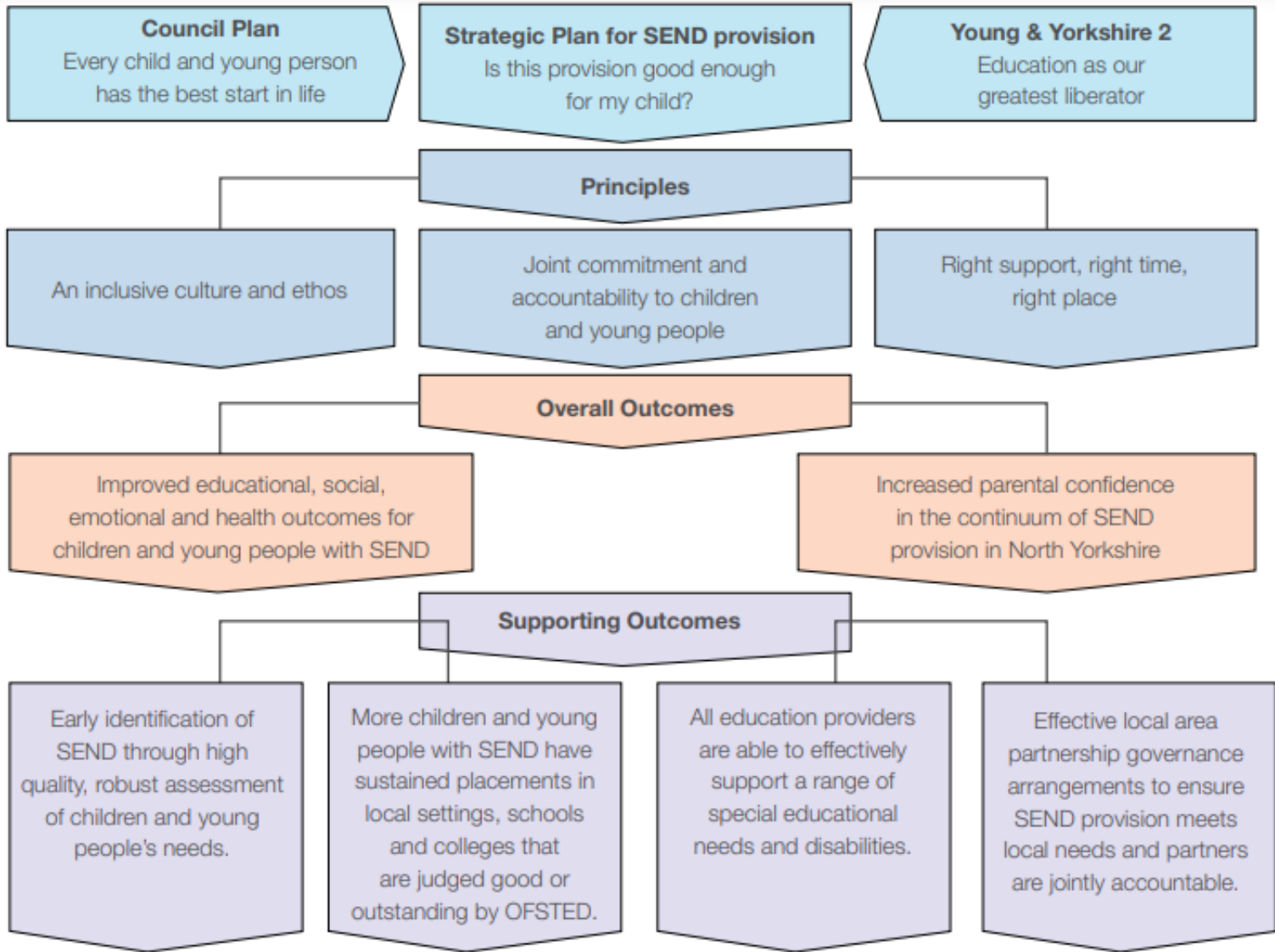
Vision for our children and young people with SEND:

They have the best opportunities so that they achieve the best outcomes	They are able to attend a school or provision close to home, where they can make friends and develop their place within their local community	Have good social, emotional and physical health and are fully prepared for a fulfilling adult life.	Developing independence and high aspirations are a focus for all throughout their entire educational journey	They are able to have their needs identified early and met at whatever period in their lives needs arise	Partners share a collective responsibility for providing high quality support that builds confidence and supports smooth transitions	Young people move confidently into adulthood where they feel equipped to thrive and enjoy life
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Priorities

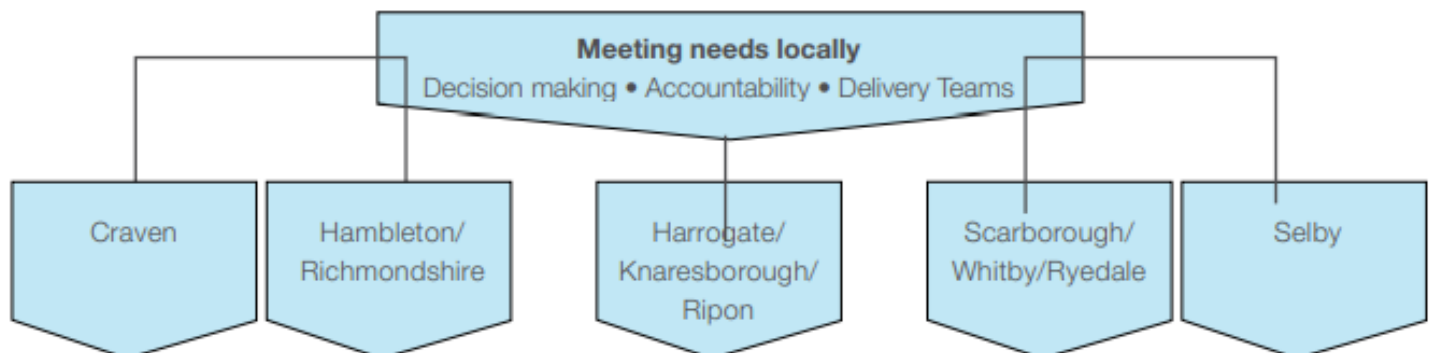
Identifying needs	Working together	Improving outcomes	Preparing for adulthood	Achieving best value
We know that identifying the Special Educational Needs and Disabilities of children at an early stage improves outcomes and life chances. Across Education, Health and Care services in North Yorkshire improving early identification systems will remain a key focus so that children can access the support they need as they need it.	<p>We want as many children, and young people with SEND to receive the right support from health, education, and care services to meet their needs. High quality services are informed by lived experiences of those who access them.</p> <p>Good communication is important so that children and young people, parents and carers feel listened to, their views inform decisions and that transparency develops trust across all partners. Parents have told us that clear communication is of high importance.</p>	Our ambition is that children and young people with SEND have the best opportunity to live healthy and happy lives and are supported to have high aspirations and achieve their goals. Helping children and young people to achieve outcomes in education, health, employment, <u>relationships</u> and participation in society is central to this vision	Developing independence and preparing for adulthood is important to young people and their families. Done well and at the earliest stages it allows children and young people to develop skills that will serve them well throughout their lives. Through engagement it was clear from feedback that it is important for children and young people to feel they make a valuable contribution in their communities, that their talents and skills are recognised and supported and that this in turn develops self-esteem and supports them in maintaining high aspirations.	The Local Authority and the National Health Service have a statutory duty to meet the assessed needs of all children with SEND in North Yorkshire. Alongside this duty is an expectation that statutory bodies utilise public finances efficiently and effectively. It is important that all stakeholders understand what resources are available, that they are used to best effect for all children and the local system is sustainable.
Communication and engagement				

Strategic Plan for SEND Provision 7



A continuum of universal, targeted and specialist provision across the county for children and young people aged 0-25.

Based on detailed forecasting model • Re-shaping High Needs Budget • Influenced by voice of parent and carers, young people.



The Local Area Partnership ⁸

The Local Area Partnership in North Yorkshire is a relatively complex picture. Whilst the establishment of Integrated Care Boards (ICBs) has improved consistency, there are still two separate ICBs that are non-coterminous with North Yorkshire, alongside SENDIASS, Parent Carer Voice and the Local Authority and the Local Safeguarding Children Partnership.

2 Integrated Care Boards



2 NHS 'Place' partnerships



1 SEND Independent Advocacy and Support Service

1 Parent Carer Voice Group

CYP Participation Group



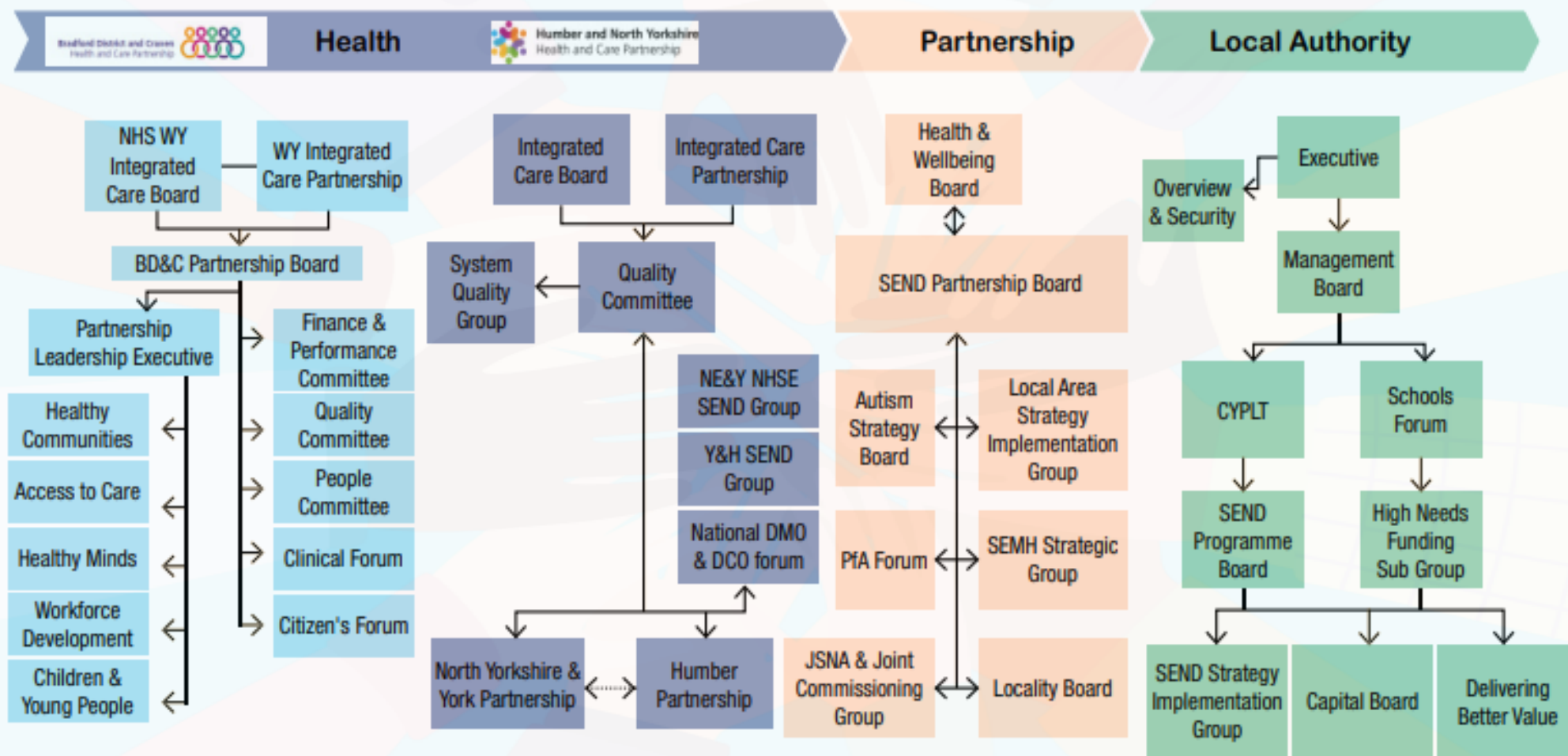
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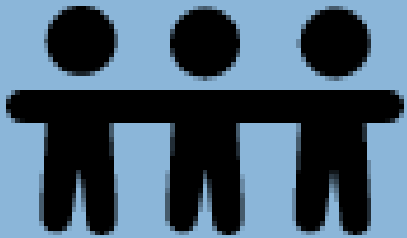
1 Safeguarding Children Partnership



5 Locality Boards with representatives from Schools across North Yorkshire

The Local Area Partnership





EARLY YEARS

- 3 maintained nurseries
- 253 Childminders
- 148 Private Day Nurseries
- 85 pre-schools
- 158 maintained/academy schools with nursery classes
- 13 Independent Schools with nursery classes
- 128 Out of School clubs
- 40 Holiday clubs
- 65 Under 5s have an EHCP



PRIMARY SCHOOLS

- 44,000 pupils attending a North Yorkshire Primary School
- 2.5% have an EHCP
- 13.9% are in receipt of SEN Support
- 297 Primary Schools
 - 180 LA maintained
 - 117 academies/free schools
- 42% of primary schools have fewer than 100 pupils
- 16% of primary schools have fewer than 50 pupils
- Average class size: 24 pupils



SECONDARY SCHOOLS

- 37,595 pupils attending a North Yorkshire Secondary School
- 2.5% have an EHCP
- 11.5% are in receipt of SEN Support
- 43 Secondary Schools
 - 15 LA maintained
 - 28 academies/free schools
- The number of pupils on roll ranges from 342 (Holy Family Catholic High, Carlton)) to 2,115 (Harrogate Grammar School)



SPECIAL SCHOOLS & ALTERNATIVE PROVISION

- 11 state Special Schools in North Yorkshire
 - 1,268 pupils attend a state Special School or academy in North Yorkshire
- 5 Pupil Referral Units in North Yorkshire
 - 141 pupils attend a PRU
- 11 Targeted Mainstream Provisions
- In the 2023 SEN2 return, 1247 of EHCP Pupils attended a Special School
- 21 attended AP or PRU



POST 16

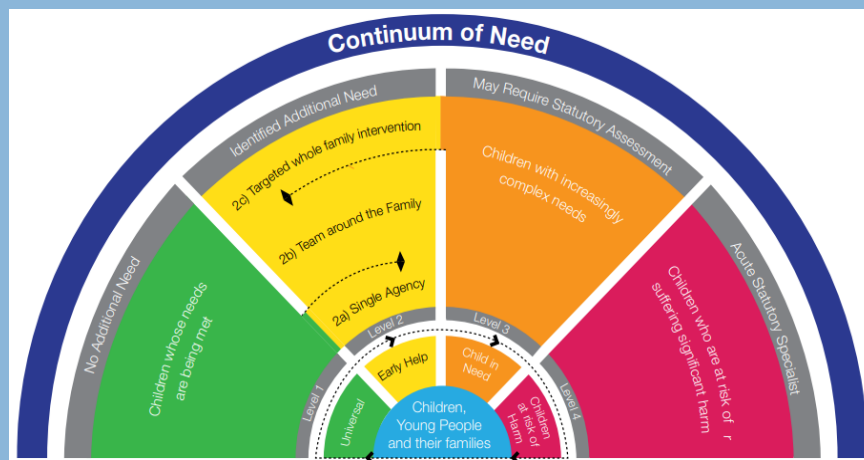
- 25 of 43 secondary schools in north Yorkshire have a Sixth form
- 3 dedicated further education colleges
- Many young people access further education outside of North Yorkshire

Social Care System in North Yorkshire

Children & families can access support and Early Help through universal services, for example: a midwife, General Practitioner, schools, 0-19 Health Child Practitioners, early years providers or Children and Family Hubs. All agencies and services have a duty to work together to identify, assess and respond to Early Help Needs.

The Continuum of Need outlines the 4 levels of support available to a child, young person, and their family:

North Yorkshire’s Children and Families Service received an Outstanding judgement in a recent ILACS Ofsted Inspection. Ofsted reported: ‘Children and their families in North Yorkshire benefit from an outstanding children’s service. Leaders have built on their well-established culture and service initiatives to further develop and improve services for children since the outstanding judgement at the last inspection in 2018. The new judgement area for care leavers is also judged outstanding.’ This highlights the great work that is undertaken by dedicated workers who support children and their families. The service is immensely proud of everyone’s achievements, hard work and commitment.



Approx. 5,750 children supported by Children & Families Service at any given time:

- **~2,750** 0–19-year-olds supported by the Early Help Service
- **~3,000** children supported by Social Care, including:
 - **~472** Children in Care
 - **350-410** Child Protection Plans

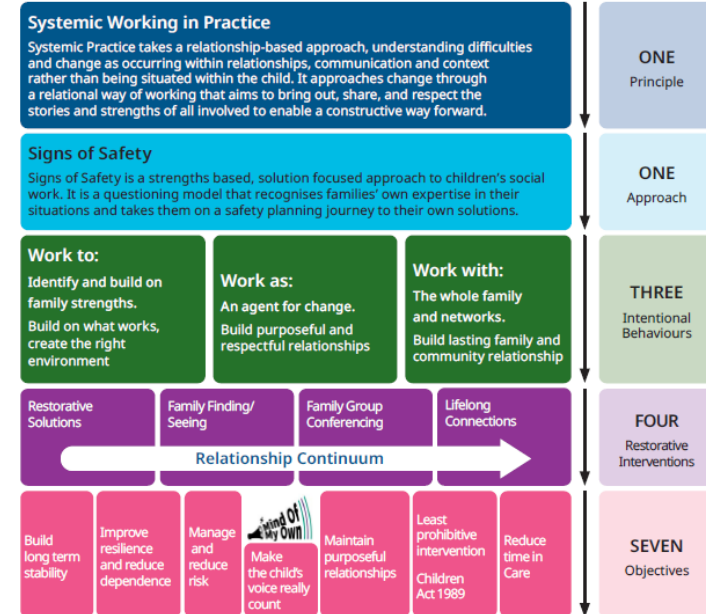


‘Strength in Relationships’ Practice Model

North Yorkshire Children and Families

Our Purpose

To support positive change that continues after we no longer need to be involved. We will create conditions that allow relationships to flourish. Our Practice system is built to deliver this outcome.



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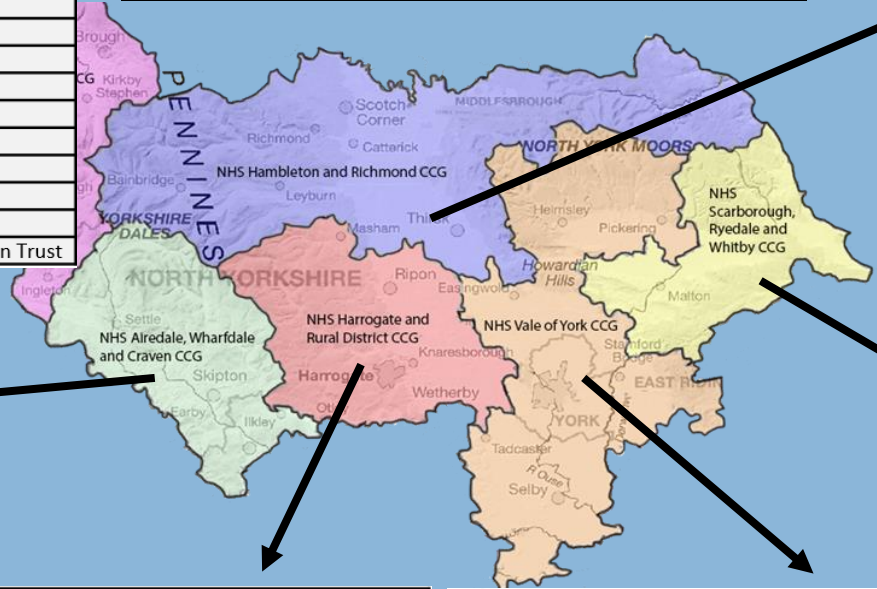
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Health Services in North Yorkshire

Abbreviations & Key	
ADHD	Attention Deficit Hyperactivity Disorder
ANHSFT	Airedale NHS Foundation Trust
AP	Alternative Provision
BDCFT	Bradford District Care Foundation Trust
CAMHS	Child and Adolescent Mental Health Services
CDC	Child Development Centre
CC/CHC	Continuing Care/Continuing Health Care
CYP	Children and Young People
HDFT	Harrogate District Foundation Trust
H&NYICB	Humber & North Yorkshire Integrated Care Board
LD	Learning Disability
NTHFT	North Tees and Hartlepool Foundation Trust
STHFT	South Tees Hospital Foundation Trust
TEWV	Tees Esk and Wear Valley
WYICB	West Yorkshire Integrated Care Board
YSTHFT	York & Scarborough Teaching Hospitals Foundation Trust

Local Area Wide Services	
Service	Provider
Public Health Nursing (Healthy Child Programme)	HDFT
Compass Phoenix (CYPMH)	Compass

Hambleton & Richmondshire (H&NYICB)	
Service	Provider
Audiology	HDFT
ADHD Assessment	TWEV
Autism Assessment	HDFT
Children's Community Nursing	STHFT
CDC/Com Paeds/General Paediatrics	HDFT & STHFT
Children's LD Nursing Services	HDFT
Community Eating Disorder Service	TEWV
Continence Complex Health Needs/LD	HDFT
Continuing Care	H&NYICB
Equipment & Wheelchairs	H&NYICB(CC)/NRS
Mental Health (CAMHS/MHST)	TEWV
Ophthalmology	HDFT
Sleep Service	The Sleep Charity
Health Needs in Special Schools/AP	HDFT
Specialist Therapy - OT/Physio/SLT	HDFT
Children in Care Health Assessments	HDFT



Craven (WYICB)	
Service	Provider
Audiology	ANHST
ADHD Assessment	BDCFT
Autism Assessment (<7yrs/over 7yrs)	ANHST/BDCFT
Children's Community Nursing	ANHST
CDC/Com Paeds/General Paediatrics	ANHST
Children's LD Nursing Services	BDCFT (SNSN)
Community Eating Disorder Service	BDCFT
Continence Complex Health Needs/LD	BDCFT (SNSN)
Continuing Care	WYICB
Equipment & Wheelchairs	ANHSFT
Mental Health (CAMHS/MHST)	BDCFT
Ophthalmology	ANHST
Sleep Service	The Sleep Charity
Health Needs in Special School/AP	BDCFT
Specialist Therapy - OT/Physio/SLT	ANHSFT
Children in Care Health Assessments	ANHSFT/BDCFT

Harrogate & Rural (H&NYICB)	
Service	Provider
Audiology	HDFT
ADHD Assessment	TWEV
Autism Assessment	HDFT
Children's Community Nursing	HDFT
CDC/Com Paeds/General Paediatrics	HDFT
Children's LD Nursing Services	HDFT
Community Eating Disorder Service	TEWV
Continence Complex Health Needs/LD	HDFT
Continuing Care	H&NYICB
Equipment & Wheelchairs	H&NYICB(CC)/NRS
Mental Health (CAMHS/MHST)	TEWV
Ophthalmology	HDFT
Sleep Service	The Sleep Charity
Health Needs in Special Schools/AP	HDFT
Specialist Therapy - OT/Physio/SLT	HDFT
Children in Care Health Assessments	HDFT

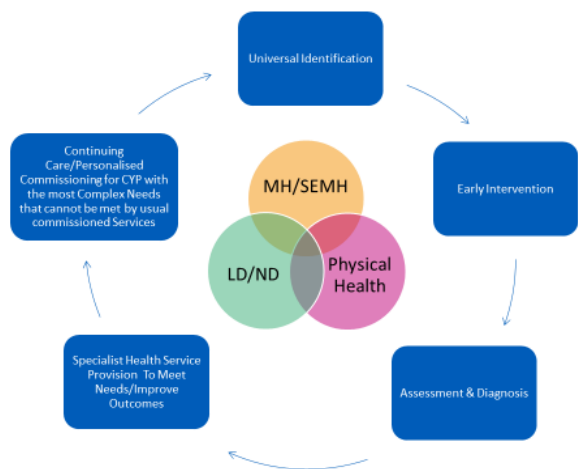
Vale of York & Selby (H&NYICB)	
Service	Provider
Audiology	YSTHFT
ADHD Assessment	TWEV
Autism Assessment (<5yrs/over 5yrs)	YSTHFT/TEWV
Children's Community Nursing	YSTHFT
CDC/Com Paeds/General Paediatrics	YSTHFT
Children's LD Nursing Services	None in this area
Community Eating Disorder Service	TEWV
Continence Complex Health Needs/LD	YSTHFT
Continuing Care	H&NYICB
Equipment & Wheelchairs	H&NYICB(CC)/NRS
Mental Health (CAMHS/MHST)	TEWV
Ophthalmology	YSTHFT
Sleep Service	None
Health Needs in Special Schools/AP	YSTHFT
Specialist Therapy - OT/Physio/SLT	YSTHFT
Children in Care Health Assessments	HDFT

Scarborough, Ryedale & Whitby (H&NYICB)	
Service	Provider
Audiology	YSTHFT
ADHD Assessment	TWEV
Autism Assessment	ABL Health
Children's Community Nursing	YSTHFT
CDC/Com Paeds/General Paediatrics	YSTHFT
Children's LD Nursing Services	TEWV
Community Eating Disorder Service	TEWV
Continence Complex Health Needs/LD	HDFT
Continuing Care	H&NYICB
Equipment & Wheelchairs	H&NYICB(CC)/NRS
Mental Health (CAMHS/MHST)	TEWV
Ophthalmology	YSTHFT
Sleep Service	The Sleep Charity
Health Needs in Special Schools/AP	YSTHFT
Specialist Therapy - OT/Physio/SLT	YSTHFT
Children in Care Health Assessments	Bevan/Nimbus/YSTHFT

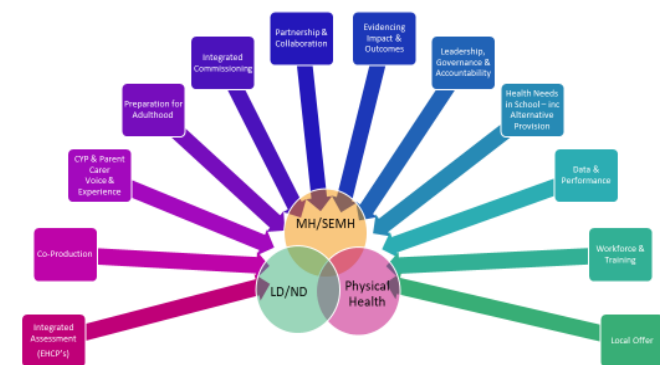
All children and young people are safe, happy, healthy, and able to achieve in North Yorkshire

Health Services Role in Supporting Children & Young People with SEND

Assessment & Provision



Duties & Responsibilities



Children's Act (2014)

SEND Code of Practice (2015)

Health Services Supporting Children, Young People & Families with SEND

In 2021 the **0-19 Healthy Child Service delivery model** changed. The changes were considered within a broad consultation. The Council prioritised the delivery of 0-5 health reviews to vulnerable families, safeguarding and emotional wellbeing of children and young people.

The model works off four pillars:

- The **0- 6 Pillar** delivers the mandated health reviews and family support. Early identification remains a priority. There is a clear pathway for S23 notifications and since its launch and recording of notifications have increased.
- The **Infant Feeding Family Diet and Nutrition Pillar** provides:
 - Breastfeeding and formula feeding support
 - Breastfeeding Support and Weaning groups
 - Mandated National Child Measurement Programme
- The **Safeguarding Children in Care Pillar** provides a service for the workforce, including training and supervision. This also includes support and reporting to the safeguarding process and ensuring child review health assessments are completed. The service has representation at the North Yorkshire Multi-Agency Screening Team (MAST).
- The **Emotional Health and Resilience Pillar** provides low level one to one support for wellbeing issues and provides support to parents so they can, in turn, support their child.

There is a single point of contact telephone number for the service and a daily duty offer. Where a duty officer is unable to address the query, the family will be offered a virtual contact that afternoon. In addition, if a call is received for a need outside of the service offer the team would signpost/ redirect to other services so families can access support needed.

This means we no longer have a generic school nursing service, though school nurses are still members of the workforce. As part of this change, vision and hearing screening was stopped. Mitigation put in place includes website information on both the North Yorkshire Council and Healthy Schools websites advising parents and schools on what to do if they believe there is a hearing or vision issue. The level one continence offer for night-time enuresis also stopped, with website advice still available, as well as primary care input.

As the impact of these changes was unlikely to be fully evident or objectively quantifiable for at least 2 years, it is now appropriate to start looking at whether the mitigations had the desired effect, and whether a needs assessment is now required around certain aspects of children's health.

There is a concern that some children will not be taken to the Optician by their families. In Spring 2024 a behavioural science approach will be used to encourage families to use local opticians. We are also liaising with local services to audit the impact of the loss of vision screening.

To improve the level one continence advice available, there is now a confirmed plan to develop a jointly funded NYC and HNY ICB information and advice video which will be available across the system. It will contain locally relevant signposting and ensure consistency of advice between different agencies.

Another impact of the loss of school nursing is the effect on asthma support within schools. Therefore, we are in the process of identifying a local trusted VCSE organisation to lead promotion and support of Asthma Friendly Schools for 10 schools in the Scarborough area working in partnership with the HNY team.

What we know about the North Yorkshire's strategic approach to planning support for children and young people with SEND

This section provides a summary of North Yorkshire Council's strategic approach to supporting children and young people with SEND, including:

- Coproduction, Engagement and Participation – Pg. 16-21
- Strategic Leadership & Governance – Pg. 22-23
- Strategic Planning – Pg. 24
- Finance – Pg. 25
- Joint Commissioning & Joint Strategic Needs Assessment – Pg. 26-27



parentcarervoice
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Parent Carer Forum

- Our Parent Carer Forum (Parent Carer Voice (PCV)) consisting of over 840 members has a positive working relationship with the local authority and health colleagues. A Co-produced pledge of working together has been established to agree and formalise working relationships.
- PCV has recently gained charitable status, enabling PCV to function without the need for an umbrella organisation.
- PCV has received joint funding from health and the local authority to support their work with parents and carers.
- PCV has recruited six locality-based Parent Participation Officers (PPOs) to increase engagement at locality level with parents. Local Authority and Health staff will work with these locality PPOs to improve communication and access to information on SEND related issues.
- PCV and other parent representatives are actively engaged in the recruitment of senior posts in the local authority, including most recently the Head of SEND and the new Assistant Director for Inclusion.
- PCV and SENDIASS have an increasing social media presence with a high volume of members accessing information this way. There is also a regularly updated, comprehensive list of parent/carers self-help organisations available on the local offer.
- The Local Authority meet with PCV, SENDIASS and local support groups termly to discuss SEND issues affecting parents and carers.

Our Strengths

PCV and Youth Voice and Creative Engagement (YVCE) involvement in Strategic Decision Making

- Embedded practice across the partnership to engage and consult with parents and carers on key strategic developments, e.g., the co-production of the Joint Commissioning statement and plan, SEND Strategic plan and Local Area Strategy
- Parent, carer voice and Youth voice are core members of the SEND Partnership Board
- There is a SEND voice development plan that sets out the ambition for increase reach, range, and efficacy of our SEND voice.
- Young Inspectors report into statutory case work has informed future improvements required

“Let’s Talk” Events

- Joint 'Let’s Talk' events proved a success during COVID-19 and has been continued as good practice to ensure parents can discuss specific themes for SEND.
- PCV identify areas for development alongside LA officers and offer support and challenge, ensuring parent voice directly influences and informs practice.

Social Prescribers Project

- The Social Prescribers project aims to develop a new collaborative model of working, enabling much earlier access to services by strengthening interventions through building community capacity by using a social prescribing model where professionals refer people to a range of locally based non-clinical services for children on the autism spectrum.
- This provides opportunities for SEN Children and their families to 'receive the right support at the right time' from a trusted source within their communities which is accessible and sustainable.
- The specific ways in which social prescribers support families, includes providing emotional support to parents and carers, sharing strategies that families can implement to help CYP cope with, for example, attending school or managing behaviour, providing advice and help to families to enable CYP to access education and working directly with CYP to address issues such as social isolation and anxiety.

Communication and Consultation

- Significant engagement and consultation in the development of major plans and strategies
- A partnership agreement is in place to streamline proactive and reactive communication across the area
- The new SEND partnership newsletter is reaching over 1600 people
- Six parent participation offices (PPO) are establishing relationships with key stakeholders in each locality, including attendance at the SENCo networks, holding meet and greet sessions in localities

The role of Young People

- Our Youth Council for Children with SEND ('Flying High') meets online on a weekly basis to support each other, carry out reviews and are consulted with on a regular basis by the Local Authority and Health Services. Members of the Youth Council were recently involved with the interview for the new AD for Inclusion.
- Young People with SEND are also prominent in North Yorkshire's Youth Cabinet
- Young People with SEND take part in the interview process for senior managers in North Yorkshire and have been trained in safer recruitment.
- Last year, several young people with SEND attended a devolution Q&A, allowing them to actively participate in the conversation regarding the Local Government review.
- Young inspectors recently reviewed the EHCP process and documentation and produced a report with recommendations for the SEND team to improve accessibility and quality of EHCP

Our Strengths

Humber and North Yorkshire Young People's Mental Health Advisory Group

- The Humber and North Yorkshire Young Peoples mental health advisory group is a group of young people helping to improve mental health services and support to ensure that young people have a say in how mental health services are decided and run.
- There is a big Humber and North Yorkshire group, which is split into 3 smaller groups - Hull & East Riding, North & Northeast Lincolnshire, and North Yorkshire & York
- There are two big events every year for the big group (one in the summer holidays, and one in November), plus smaller meetings more often in the 3 areas
- Any young people from across Humber and North Yorkshire, who are 25 or younger, and who care about mental health or have experience with mental health challenges can join the group

The three local Advisory Groups have had their first meetings focusing on the Advisory Groups priority on how to improve access to children & young people's mental health services

NORTH YORKSHIRE AND YORK

Nothing About Us Without Us

- Lorna Galdas, Children and Young Peoples Mental Health Lead for North Yorkshire, explained that more young people are needing support but there is less money available for services. So to make it easier for young people to access mental health support, different services need to work together, along with young people, to understand where improvements can be made and what training would help professionals. Lorna showed us the Go To website that was designed with young people in North Yorkshire to help children and young people.
- Chris Klays, from York Mind, showed us the Yormind website, for young people in York, and invited any young people interested to be on the Chat Chit podcast about mental health.
- Robert Mooney, from the Flying High group in North Yorkshire, explained some of the difficulties young people with disabilities experience when trying to get the help that they need for their mental health.
- We all agreed to do the same consultation as the other two advisory groups, to help us help Lorna, and other decision-makers, make it easier for children and young people to get mental health support when they need it.
- We voted to meet every six weeks, switching between face-to-face meetings and online.



Humber and North Yorkshire Health and Care Partnership

Our Partnership Values

Partnership working is a family centered way of involving people in the design, planning and delivery of services across North Yorkshire.





Communication



- Actively listen to me and the people who support me.
- Choose language carefully and avoid abbreviations and jargon.
- Give me the time and information I need to prepare.
- Inform me of what support is available and enable me to contribute.
- Involve me in the planning, design and delivery of support and take my views seriously.
- Keep me involved and informed about outcomes and next steps.

Open

- Be open and honest.
- Keep me updated.
- Help me prepare for meetings.
- An agenda is always useful.
- No conversations behind closed doors.
- Be clear about the level of engagement we are working at.
- No surprises or shocks and let me know if something changes.
- Be clear about time frames.

Responsible

- Take ownership.
- Be clear who is responsible and accountable for actions.
- Be honest if something cannot be done.
- Be realistic and don't give false hopes.
- Commit to participation and where things arise have a 'Plan B'.
- Ensure appropriate people relevant to the conversation are represented.

Understand

- Treat me as an equal.
- Engage me in all aspects of support planning and delivery.
- Include me in decision making.
- Respect my right to participate.
- Embrace my knowledge.
- Be flexible...my time is as valuable as yours.
- Ask my boundaries and understand confidentiality.
- All partners have a clear understanding of levels of engagement.
- Everyone understands their roles and responsibilities.

Respect

- Create an environment which enables me to engage.
- Give me opportunities to share my skills, knowledge and expertise.
- I can learn a lot from you.
- You can learn a lot from me.
- My opinion counts so allow my voice to be heard in the way that meets my needs.

Together

- Working as equal partners.
- Learn from one another.
- Make a commitment to work together.

Care

- Have empathy and respect.
- Support one another.
- Be truly invested in what we are doing and who it is for.



Our Formal Commitment

Working as equal partners we are committed to making a difference to the lives and outcomes of children and young people with additional needs and their parents and carers. Partnership working will be at the heart of everything we do.



Find out more:

www.northyorks.gov.uk/send-local-offer

SEND Partnership Values
March 2022



Areas of Focus

Broaden engagement to increase feedback from children and young people, including the development of a circulation list of parents/carers who wish to receive the SEND bulletin and other updates regarding SEND, and how they can be involved.

Strengthen opportunities for further communication and engagement at a locality level with parents/carers

Continue to explore ways of increasing PCV membership

Update the Communication and Engagement Plan and a schedule to include drop-in surgeries in localities for parents to discuss issues regarding SEND and Inclusion alongside focus groups for children & young people with SEND to discuss support and communicate this with parents/carers and schools

Further develop formal feedback processes and processes for capturing lived experiences so that this can inform service planning and delivery whilst further our focus on continually improving practice.

Promote completion of the EHCP SNAP Survey to increase feedback and identify lessons for learning.

Our Strengths

Strong strategic leadership across all levels of the organisation

An ADCS led Peer Review recognised: *"There is a strong and clear council vision for Children's and SEND services and outcomes, shared across members and officers. The vision is clear and simple and is underpinned with a strong sense of what is right for children. Members described officers as committed and having pride in their work and the work relationship between officers and members is good."*

Robust scrutiny of performance

- Quarterly performance reports scrutinised at Service, Directorate Leadership Team and Corporate Management Teams
- Elected Members have oversight via Overview & Scrutiny, Area Constituency Meetings, Executive Meetings, and themed members seminars
- Service Planning Challenge sessions are held each year through Management Board to discuss performance, challenges, and value for money.

Democratic Strategic Decision making

- Decisions that remain the responsibility of the Local Authority follow clear routes of democracy, progressing from Senior Officers to decisions by elected members
- Health decision makers follow individual routes of approval in relation to responsibilities of place-based health and care partnerships. QA systems in health also in place.
- Lead Portfolio members meet on a weekly basis with the Corporate Director of Children's Services to consider business and make decisions within their level of delegation.

Outward looking and keen to build opportunities for learning and development

- Transformation is guided by stakeholders, parents/carers, children and young people and independent scrutiny from organisations such as Council for Disabled Children, ISOS and Impower. Recent engagement includes:
 - Council for Disabled Children - independent engagement on the new Local Area Strategy, Joint Commissioning Plan and Dispute Resolution
 - Impower - workshop and engagement to finalise the DBV priorities for action
 - Peer to peer learning

Areas of Focus

Building relationships with new members as we move to the new authority through the Local Government Review and building members' knowledge of SEND and our ambitions.

Ensure feedback from the Government proposals (inc. SEND and AP Plan) considered to inform current practices and when finalised inform longer-term developments.

Ensure partnership governance reflects the new Health Integrated Care System (ICS) arrangements, including clarification regarding the ICS decision making framework relating to services for Children with SEND.

Our Joint Operational Plan pulls together the actions of our partnership plans and strategies into one place to provide a strategic focus on areas for improvement

Our Strengths

Multi-Agency SEND and AP Partnership Board

- Progress against SEND plans are monitored by a multi-agency SEND and AP Partnership Board with defined governance relationships to respective leadership teams and the Health and Wellbeing Board
- All plans have been developed following significant engagement and consultation with stakeholders, parents/carers and children and young people

Proactive in taking action to resolve problems and issues

- Investment across health and the local authority to employ additional SEND staff to address increasing demand in casework.
- Investment of £800k pa in locality-based inclusion boards to drive forward priorities for SEND and Inclusion
- Partnership commitment to deliver Mental Health system transformation and consider access to neurodevelopmental diagnosis and support when needs present

Locality Boards

- In response to ISOS review feedback, we established 5 locality boards - partnerships between 0-25 education leaders and the local authority to jointly identify areas for improvement in SEND and Inclusion and to promote collaborative leadership to address these priorities. The boards are constituted with agreed terms of reference and memberships
- Boards work with an agreed annual funding allocation to drive through improvements specific to the needs of the local areas.
- The boards are now fully established and use data and analysis to identify priorities for improvement and change to improve outcomes for children.

School Forum

- Schools Forum is actively engaged in SEND, helping to inform plans to manage the high needs budget.
- A high needs subgroup of the forum meets with the local authority on a quarterly basis to consider specific items for change and development.

Areas of Focus

Refreshing the terms of reference and membership of the SEND Partnership Board

Strengthen the relationship between the Locality Boards and the SEND Partnership Group by extending the membership to include representation for the Boards.

Three major areas of transformation – Speech and Language, Neurodiversity and Mental Health

Further develop performance reports for Locality Boards to ensure priorities in their area can be identified

Strengthen the function of the Schools Forum High Needs Sub-Group, including through our involvement in the Delivering Better Value programme

Working collaboratively with the Schools Forum and the wider SEND Partnership to engage in the DBV programme to achieve a sustainable SEND system

Our Strengths

Overarching plans & strategies set the framework for Children and Young People, including those with SEND

The local area adopts a shared ambition and vision

The SEND Joint Strategic Needs Assessment provides context for SEND across the area

Continued focus on strategic development

- North Yorkshire Council Plan, which outlines the key ambition '*Every child and young person has the best possible start to life*'
- Being Young in North Yorkshire Strategic Plan 2021-24. Our Children and Young People's Plan, co-produced with safeguarding partners
- Joint Health and Well-being strategy, which reflects the ambitions of Being Young in North Yorkshire.
- Local Area Special Needs and Disabilities Strategy 2023 – 2026
- Director of Public Health report tells the story of the 151,000 children and young people aged under 25 who live in North Yorkshire. It reflects on the impact of the last few years, bringing in young people's own words and creativity to help tell their tale [Public Health Annual Report](#)

North Yorkshire's ambition for children and young people is set out in "Being Young in North Yorkshire 2021-2024: Our vision is set out in our [Local Area Special Needs and Disabilities Strategy](#).

The JSNA informs the developments of detailed and ambitious co-produced SEND Strategies, including:

- SEND Strategic Plan for Education
- Local Area SEND Strategy, together with the autism and mental health strategy
- Joint Commissioning Plan

- Comprehensive social care review of support for families with disabled children and young people and are now working on implementation with partners
- Joint pilots of a revised autism assessment pathway in Scarborough and Selby.
- Continued implementation of the SEND strategic plan, including capital programme and successful free school bids for SEMH and Autism

Areas of Focus

Revised SEND Strategic Plan for Education and associated sufficiency plan to be completed and approved for implementation

Seek approval and implement the SEND Capital Programme

Planned launch of the updated all age autism and mental health

Establish the implementation group and action plan for the social care review report and recommendations for improvement actioned

Active contribution to DfE Delivering Better Value Programme

Increased awareness of elected members on SEND related issues via Induction, Overview and Scrutiny and Area Constituency Meetings

Our Strengths

Increase in EHCPs without a disproportionate increase in special school placements

- Over the course of the last three years, there has been an increase in the number of young people with EHCPs in Special schools. The Local Area has responded to the challenge of meeting growing EHCP numbers without incurring a disproportionate increase in numbers of independent and non-maintained special school placements. This is despite our HNPCA allocations totaling £9.2 million being the lowest funding per pupil in the country.

New Targeted Mainstream Provision

- Developed new Targeted Mainstream provisions at 10 schools across the county
- The objective was that these provisions could provide different pathways to support young people – other than increasing pressure upon Special school capacity, and ultimately reduce the dependency upon independent sector placements

Independent Sector Placements

- The Local Area has experienced significant growth in recent years in expenditure on independent sector placements. The LA has worked robustly in assessing the need for new placements, so that the number of EHCPs per 000 population is ranked 93rd in 2022 compared to 99th in 2020, and our expenditure on Independent and Non-Maintained Special schools is around the national median.

SEN Home to School Transport

- The Local Authority has experienced significant cost pressures in what is a major budget commitment area in a large rural area.
- There has been a robust evaluation of the need for transport provision in all cases. This position has also been assisted by the progress we have made in increasing the % of the cohort qualifying for transport, accessing a Personal Transport Allowance from 5.8% to 11.8% between 2015 and 2024. We have also kept the efficiency of route organisation under review so that the percentage of young people qualifying for transport on solo runs has dropped from 19% in Nov 2020 to 16.8% in Jan 2024, whilst the number of those pupils entitled has increased by 33% in the same period.

Areas of Focus

Deliver SEND Capital programme, which combines other capital resources with the HNPCA allocation. The Local Area anticipates this will enable an increase in specialist capacity by 300 places over the next 3 years

Progress discussions with several interested school parties to secure new provisions in the course 2023/24 particularly in locations in parts of the county with limited access to targeted mainstream provisions

The Local Area has a challenge with the limited capacity in the specialist capacity. The Local Area will explore whether there is greater scope to reintegrate pupils at key transition points from independent sector placements.

The level of expenditure being committed on the SEN Home to School Transport is forecast to continue to grow as a result of (a) the increases in the overall population of pupils with EHCPs and (b) the particularly sharp inflationary pressures in relation to transport costs.

Joint Commissioning

Our Strengths

Strategic Commitment

- A formalised common understanding across the partnership in relation to Joint Commissioning, outlined within the Joint Commissioning Statement
- Our interpretation of Joint Commissioning extends beyond joint funding of services and incorporates the joint-commissioning cycle in commissioning, planning and broader strategic discussions and strategy, including an integrated and collaborative approach

SEND JSNA

- The SEND JSNA 2020/21 was completed and published in the summer of 2021. A revised JSNA is expected in April 24.
- Each chapter has a lead which included representation from senior leaders across education, health, and care.

Established DCO and ADCO role

- Increased partnership investment and establishment of roles have driven improvement in how health advice is delivered, the timing and how the health contribution is understood.
- There has been a graduated training model designed to update staff and ensure continuity when new staff arrive.

Emotional wellbeing & mental health strategy and commissioning

- Joint governance across the system setting strategy and steering delivery through the SEMH Steering Group and Emotion Health and Wellbeing Group alongside a variety of Task & Finish Groups.
- Examples of jointly commissioned services include, Compass Phoenix (Apr. 22), refreshed PIPA agreement (Autumn 2022), aligned Emotional Health and Resilience Service (July 2021) and 'Go-To' website (Spring 2023)

School readiness Pilot

- Developed to support early identification of language difficulties, including testing an 18-month contact and providing 0-6 services and Early Years settings with the Welcome tool alongside promoting community support and communications.
- The outcomes of the pilot were reported to CYPLT and will be considered when developing the planned Early Years and Children Care Strategy.
- The Grow and Learn Early Language pathway has also been launched.

Areas of Focus

Explore a joint transition protocol, including consideration of a case meeting for young people with complex health needs

Further improve how the voice of the child is captured in regard to Joint Commissioning, and that the service offer reflects the needs communicated. This will include further use of the Young Inspectors and co-production of key priorities

Planned development and implementation of a joint dispute resolution process.

Develop the joined-up training arrangements for staff supporting children with complex needs access education and short breaks. We recognise this needs to include considerations about stability and resilience.

Understanding the needs of the SEND population is limited by the recording of SEND status on health care records. To address this, partners have developed a draft SEND Health dashboard and have matched lists to Children and Young People with EHCP's to NHS care records to understand patterns of service usage, and plan to expand this to Mental Health dashboard.

Review the refreshed EHEN (section 23 notification).

Review pre- and post-assessment support for autism and ensure the clear communication of process. This will be linked to the Learning Disability and Autism (DLA) Board and plan.

Three major priorities, speech and language, mental health system transformation, and neurodiversity

What difference does our strategic approach to planning support for Children and Young People with SEND make?

- The involvement of Parents, Carers and Young People in planning through effective engagement ensures that all plans are co-produced and ensure that service users are directly involved in the development of our Strategic Objectives.
- Locality Boards bring a localised understanding of needs. This ensures that needs are met locally, recognising the challenges to strategically meeting needs across England's geographically largest county.
- Parent Carer Voice positive working relationship with the Local Authority and Health Colleagues has been formalised through a co-produced pledge, ensuring that PCV play a central role in service development, planning and shaping delivery.
- Our Communication, Engagement and Participation Group has enhanced the effectiveness of Communication. The First NY SEND Newsletter was released in October 2022, providing information for families and professionals to over 1,500 individuals.
- The development of our TMP offer is driving improved outcomes for pupils:
 - *"She has done so well. Socially she has come on a lot. She has come so far in all areas of learning"*- parent of a pupil attending Alverton TMP
 - *"can't thank you enough for the support you have given [pupil] through this very difficult time, you and the team have gone over and above to support her"* – parent of a pupil at Wensleydale TMP
 - *"[Pupil] has settled in so well and this is a testament to the support that you have given him, he is now getting up in the morning and keen to go to school"* parent of a pupil at Wensleydale TMP
 - *"It is good for me..."* Pupil at Alverton TMP
 - *"It's quieter here. I learn more. I like being at Pegasus, especially the drawing group [fine motor skills], reading comprehension and story time assembly. This is my best school following a successful transition]."*

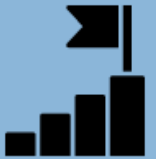
What we know about the impact of North Yorkshire's SEND arrangements on the experiences of children and young people with SEND

This section provides an evaluation of the effectiveness and impact of arrangements on the experiences of children and young people with SEND, including:

- Early Identification of Need – Pg. 29 – 32
- Statutory Assessment – Pg. 31 – 36
- Meeting Need – Pg. 37– 47
- Key Data SEND Hubs – Pg. 48
- Educational Placements – Pg. 49
- Alternative Provision – Pg. 50
- Inclusion – Pg. 51 - 56
- Education Other Than at School – Pg. 57
- Children Missing Education – Pg. 58
- Support for Disabled Children and their Families – Pg.59– 62
- Preparation for Adulthood – Pg. 63 & 64
- Academic Outcomes – Pg. 65 & 66



99.6% of eligible children have completed an Ages and Stages Questionnaire at 2-2.5 years in Q3 2022/23



In 2021/22, **68.3%** of children achieved a Good Level of Development at Early Years – above the national average of 65.2%



Numbers of EHCPs are increasing overall, the proportion of North Yorkshire's EHCPs attributed to children in Early Years is lower than the national benchmark (3.8%) at **2.9%** (as of SEN 2 2022).

On average, **200** SENCoS attended at least one of the 3 School SENCo Networks in the 2021/22 academic year.

Based on the findings of the SENCo survey:

- **96%** of childminder SENCoS were 'somewhat' or 'very' confident identifying additional needs
- **86.8%** of Early Years SENCoS were 'somewhat' or 'very' confident



12.8% of primary school pupils in receipt of SEN Support, virtually in line with the national rate of 13%

At secondary school, the rate of SEN Support is lower than the national rate of 11.9% at **10.8%**.

Analysis at an individual school level highlights variation, with 54% of primary schools and 39.5% of Secondary schools having lower rates of SEN Support than the Countywide rate.

Dingley's Promise

Dingley's Promise is a training package which is being rolled out across North Yorkshire (one of 30 LAs nationally) specifically targeted at developing the knowledge and understanding of SEND across all Early Years practitioners, including nurseries, schools, and childminders. The aim of the training is to upskill practitioners to support early identification and increase the number of young children with SEND accessing early years and childcare places. In December 2022 161 learners had signed up and NY had the highest signup of the pilot LAs.

Our Strengths

Awareness of Identification

- Information on SEN levels are shared at SENCo networks using easy read data tools so they can compare their level of identification to NY and national.
- An education focus day was held for all social care staff to stress the importance and relevance of early identification of SEND.

Strong Levels of support for SENCos

- Comprehensive offer in terms of ongoing CPD, regular networks and bespoke training.
- Health colleagues contribute to the SENCo networks.
- Training sessions run for healthy child teams, health providers and primary care on Early Identification and health notifications

SENCo networks are valued

- SENCos value the SENCO network, with an average of 200 SENCos attending each of the SENCO networks during the 2021/22 academic year.
- SENCo networks are promoted through the SEND and Inclusion Newsletter, NYES targeted marketing and through the SEN mailing list
- The Core Offer also enables informal conversations with SEND hub professionals.
- We work with SENCOs in the network to develop consensus are good practice and develop clear expectations of 'what good looks like'

Specific tools developed and shared to support SENCo

- Specific tools include Ladder of Intervention; Progression Pyramid, SNAP, Boxall, Verbo, SLCN progression tool.
- There is evidence that schools use these tools within hub referrals, EHCAR and in feedback from schools as part of the pupil support pathways for exclusions
- Locality boards have prioritised Early Identification, funding projects that will be evaluated at the most relevant times for those projects. The impact reports will be used to inform the boards' future decisions.

Areas of Focus

Promote consistency in Early Identification and support from schools and settings

Continue to raise awareness of early identification with professionals across health, Healthy Child Programme, Care Services, and parents/carers.

Explore a roll out of the neuro-development pathways and autism pilots with health partners

Work with School Improvement and MATs to refresh how self-evaluations are used in relation to SEND, following notable turnover in the School Improvement Team

Prioritise Early Identification with early years providers – Focus on early identification pathway at early years including through SENCo networks and Dingley's Promise training package.

Review SEN Support levels in school that are significantly below or above NY average across to ensure robust identification and identify training needs

Evaluation of Locality Board funded projects

Develop guidance on early identification to ensure clarity of expectation and support from settings and schools.

Develop a training session for heads and/or governors on how to evaluate inclusion in their school which follows from the existing statutory duties for governors training

Our Strengths

Strong programme of CPD

- North Yorkshire Council facilitates a strong programme of CPD for all schools and settings on a range of topics relating to SEND either as core or a traded service.

SEND Hubs are improving early identification and intervention

- The establishment of locality based multi-disciplinary SEND hubs in 2020 is integral to improving early identification of the needs of children and young people with SEND, and early intervention to meet these needs.
- The SEND hubs offer drop-ins on a regular basis for early discussions about SEND.
- The Hubs support schools and settings to identify emerging SEN and to develop knowledge, skills, and interventions to support children in the local mainstream setting

Locality boards use data to identify priorities

- The 5 locality boards are responsible for analysing data for SEND and inclusion in their area and identifying priorities for improvement
- All 5 boards have prioritised early identification and supported initiatives such as SNAP tool, employment of an area SENCo and employment of an ASC specialist teach working across 0-25 settings to identify and meet needs
- Locality boards run their own SENCo Surveys, informing priorities and training offers

Areas of Focus

Consider locality-based peer SENCo scrutiny of identification. This could include discussions about particular cases in regard to identification of need and intervention. These will be facilitated by

Embed and monitor our recently revised health notification pathway (EHEN), to remind health clinicians of their duty to notify the LA.

Establish reference groups with school staff as part of the DBV transformation work to support consistent good practice around 'ordinarily available' and associated resources

Develop a Multi-agency panel for decisions to ensure consistent and robust decision-making around requests to assess. Discussions to be recorded using response template and further develop support at SEN Support level identified where assessment is not progressed.

Promote the roles and responsibilities of all agencies and partners for identifying needs of CYP who are electively home educated, too unwell to attend school or receiving exclusions.


Evaluate feasibility of multi-agency parent helpline/increasing the online info offer to parents/professionals/increasing number of information sharing webinars.

Commitment to undertake full review of the impact of Locality Hubs

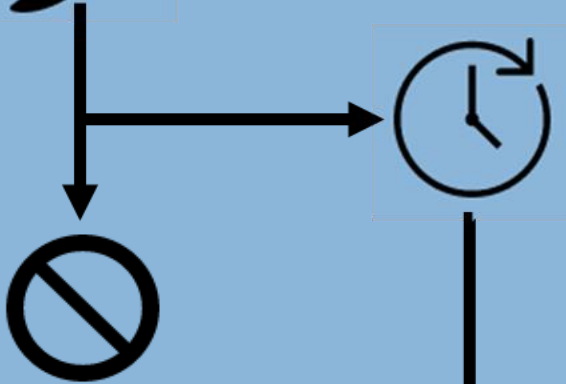
What difference does our approach to improving Early Identification make to Children, Young People, and their families?

- Children in Early Years provision with SEND in North Yorkshire are more likely to have a higher level of achievement than their peers nationally.
- Our rate of SEN Support at both Primary and Secondary remains below the national average, levels of identification are increasing
- SENCo Networks are ensuring that schools are equipped to support children and young people with SEND within their settings, through a strong programme of CPD, tools to support children and the local-level agenda setting of the Locality Boards
- The SEND Hubs are providing early intervention, with approx. 2 in 3 cases they support not currently having an EHCP.

Key Data – Statutory Assessment



Fuelling the increase in the number EHC plans funded by the Council is an increase in requests for statutory assessment of children. We received **264** requests for assessments in quarter 3, a 12% increase (n=36) compared with Q3 last year. There is some evidence of a seasonal surge in requests in Q4 and we can expect around **1,240** assessments for 2023/24 in total. This would be an increase of 28% (n=269) compared with 2022/23.



Over 2023 we have seen timeliness of EHC plans improve with **45%** issued within 20 weeks. This is significantly better than timeliness in 2022 (33%) but still lower than pre-pandemic (90% in 20 weeks). Much of the delay in issuing plans can be ascribed to difficulties in gathering required information and evidence from specialists.



As of the end of the quarter (Q3) there were **4,787** EHC plans funded by North Yorkshire. This is a 9% increase (n= 413) compared to the end of Q3 last year (4,374) and a continuation of the steady increase in EHC plans since the introduction of the new SEND code of practice in 2014.



- There has been a notable reduction in the proportion of appeals received for the reason of a refusal to assess for an EHC plan. This has fallen from 44% (n=18) of all appeals in 2016/17 to 9% (n=13) in 2022/23. The most common reason for an appeal received relates to the content of an EHC plan, and this accounted for 72% (108) of appeals. This often relates to the disagreement around the school placement recorded in the document. 2023/24 figures indicate that these trends are continuing.



An audit of plans indicates that:

- **86%** of Plans capture the young person's voice and aspirations
- **94%** of plans capture parent's voice and aspirations

The Local Authority has invested additional funding to improve performance. This includes additional resources to increase capacity across SEND Casework and Business Support Teams and the Educational Psychology (EP) Agency Contract.

Our Strengths

Ongoing focus on improving quality and performance at all levels

- Strong governance oversight of performance, from Head of SEND, Assistant Director, SEND Partnership and Management Board/Executive.
- Monthly statutory assessment improvement group to drive improvement
- Locality-level performance updates are shared with each SEN Case work team on a weekly basis.
- Senior Strategy & Performance Officer has delivered training on performance improvement and data analysis processes within teams
- Weekly Quality Assurance check of every new draft plan carried out by the Lead for SEND as part of EHC Plan Panel process.
- Revised Terms of Reference for the EHCP panel

Multi-agency involvement

- Strengthened multi-agency involvement in the Statutory Assessment process, including consistent Assistant Designated Clinical Officer, Social Care Team Leader and Mainstream and Special School representation on EHCP Plan Panel to support decision making and improving the quality of plans issued.

Response to EP capacity challenges

- EP Capacity has been addressed through a hybrid model of agency and NY-employed EPs to support improvement in the proportion of advice received in 6 weeks. EP service growth plan developed in 2023 and on track.
- Current performance stands at 91.7% of EP Advice returned in 6 weeks following allocation

Parent/Carer Liaison

- A Parent and Carer Liaison Officer post has been created to support improvements in communication and early resolution of potential disputes/appeals to the SEND tribunal.

Areas of Focus

Continue to work with the Educational Psychology Service to support 6-week timeliness and further improve the quality of EP advice, including monitoring and ensuring advice is received in a timely manner.

Introduce multiagency QA process for scrutiny of EHC plans

Improve SMART outcomes in EHCPs and analysis of outcomes achieved

Improvement in Phase Transfer and annual review performance through ongoing scrutiny and performance challenge meetings for each team. This includes undertaking focused analysis of outcomes across Phase Transfer Stages to identify improvement

Develop approaches to tracking achievement of outcomes in EHCPs at locality and service level

Deliver training for SEN and Inclusion staff on relational-based casework and communication.

Provide further training for SEND Casework Team on early discussions with parents and carers about stepping down/discontinuing plans. Liaise with PCV and SENDIASS about providing 'Let's Talk' workshops on this topic.

Our Strengths

Improving quality of Health advice

- An Associate DCO has been appointed with a focus on improving timeliness and quality of Health advice in the statutory process, including:
 - Delivery of training for NHS colleagues
 - drop-in sessions for SEND Caseworker Teams
 - QA of all new EHCPs

Young Inspectors

- Our young inspectors have undertaken a review of the EHCP process from a child/young person's perspective and have reported back to senior managers with areas for improvement and strengths, to ensure a child-centered plan

Clear expectations with SENCOs

- The Local area has worked with SENCOs to ensure clear expectations in regard to statutory duties.
- The Local area has strengthened the notification process for children with EHCPs who are not attending, on part-time timetables or AP, and EOTAS pupils

16 – 25 SEND Outcomes

- Effective approaches to post-school transition planning, including transitions to adult services.
- Positive feedback from the parents of young people attending the Personal Learning College (PLC) as part of recent Ofsted inspection

Areas of Focus

Improve process of early identification of potential appeals to SEND tribunal to support early resolution through the early dispute resolution process.

Monitor the effectiveness of new processes for decisions to assess and issue plans to ensure effectiveness in providing the right support in the right place

Continue to closely monitor performance in Annual Review timeliness; ongoing termly reminders to schools and settings and focused work with FE/HE settings and providers

Embed new consultation process for Special Schools to support timely decision-making around school placement

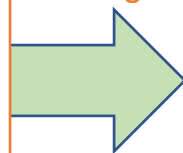
Develop approaches to tracking and monitoring of NEET and potentially NEET young people, to support progression into positive destinations.

Embed Post-19 planning guidance and timeline including co-delivery of training for teams across SEND Casework, HAS and Children and Families.

Areas of Focus - Process for Health Updates for EHCP Annual Review

- Tribunal learning shows ARs are an area weakness regards health advice not being up to date
- Clinician's report being asked for advice too late to meaningfully contribute to ARs.
- Clinicians concerned that they discharge then the EHCP is not updated to reflect change in provision
- SEN team report that other providers (private or outside local area) won't provide updates
- When CYP transitions to adult care there is a change in offer and thresholds and providers
- LD health reviews not being tied in
- LAC health assessments not being tied in

Actions we are taking



- **Health questionnaire** introduced as part of AR process so that YP/families asked if any new health needs and who is currently involved in CYP health.
- **Generic Inboxes** - agreement with health providers and LA that requests only sent to generic inboxes. Generic emails shared with LA and SENCOs.
- **Agreement between LA and health service providers that when a CYP discharged from service with an EHCP-** clinician shares report/discharge letter with LA SEN team who can forward to SENCO in setting and EHCP can be updated accordingly.
- **Examples of Generic wording developed and shared with health teams.**
- **YP aged 18-25:**
If no secondary care team involved then agreement with primary care network that GPs will provide advice with an associated cost met by PCN

CYP Transition from Special schools to post 16 provision often complex needs and multiple health needs- service specifications been amended to include special school nurse teams to ensure those CYP in SS have EHCPs updated by nursing team including those who are transitioning to adult service.


YP who are under specific services such as Adult learning disability teams- requests for AR advice sent directly to their generic inboxes.

If LA/SENCOs need advice on who to request AR from then they to contact NY and Y Health SEND team who can advise on appropriate place to request.
- **Process map, timeline and resources for AR developed and shared with SENCOs and health providers**
- **Delivered training to SENCO forums and plan to deliver training to LA casework officers on new processes**
- **Amended annual training to health providers to ensure AR is included**

Meeting Need – Right support, Right Place, Right Time ³⁷

Key Data – Meeting Need

Advice and guidance to Parents and Schools




Over 3,400 people were given information and advice in 2022/23 via SENDIASS

Unlocking Autism training has been delivered to over 350 parents


The Sleep Tight Training is underway, with 31 parents are booked on to the next course.

Provision and Support




As of 2022 **92%** of Children under 5 with an EHCP are educated in an Early Year Provision (PVI), this rises to **95%** when those under 5 in school are included.

As of November 2022, **76%** of EY providers have been judged as good or outstanding by Ofsted, with 15% waiting for their first inspection.



Building expertise and capacity




As of December 2023, 85.8 % of Primary Schools in North Yorkshire were judged to be either Good or Outstanding by Ofsted at their most recent inspection, up from 84% at the same point last year.

As of December 2023, 79.1% of Secondary Schools in North Yorkshire were judged to be either Good or Outstanding by Ofsted at their most recent inspection, unchanged from the same point last year.

64% of Special Schools were judged as Good or Outstanding, down from 73% at the same point in 2021

SEND Hubs and Central Teams



Since establishment in September 2020, 96.7% of the 1,422 cases have closed to the SEND Hubs, have either fully or partially achieved their targets (as of Dec. 22)

- 73.3% fully achieved their targets
- 23.4% partially achieved their targets

Over 1,500
Children and Young People currently supported by the SEND Hubs

Meeting Need – Right support, Right Place, Right Time ³⁸

Transformation Projects

The local area is working on several transformative projects:

All Age Autism Strategy

Currently undergoing public consultation for our all-age autism strategy, we are actively seeking input from families to understand their priorities and determine where our focus should lie in the coming years. The implementation of Autism Central across North Yorkshire represents an indirect yet substantial support system for young people with autism. Collaborating with our autism assessment providers, we've contributed to the development of health passports within post-assessment support packs.

Engaging proactively with the national PINS program, North Yorkshire is dedicated to enhancing neurodiverse support in schools. Our collaboration with the Parent Carer Forum underscores our commitment to this initiative. Additionally, we're championing the ICB's role as a host organisation for DFN Project Search, fostering employment opportunities for autistic individuals.

Despite constrained budgets and increased demand for assessments, our ongoing partnership with autism assessment providers aims to better cater to the needs of children and young people. HDFT's implementation of a needs-led pathway has garnered positive feedback and is correlated with a reduction in referrals to the Early Help Team. ABL Health, our new provider, is closely engaging with the local community and has introduced an efficient 1-week assessment pathway with a multidisciplinary team.

Additional transformative projects include improvements to the selective mutism pathway, establishment of melatonin clinics as part of STOMP and STAMP initiatives, and hearing checks for children in special residential schools, underscore our commitment to supporting children and young people with autism.

Short Breaks Review

The Disabled Children's Service provides support to children and young people with disabilities and their families. This support includes a range of short breaks in the community, with short breaks foster carers and in Children's Resource Centres (CRC's). The service continues to work across the County in an attempt to increase the range and availability of short breaks to help children to access inclusive community activities and services, close to where children live. We have recently increased our short breaks foster carers capacity and will continue to work on this. We are developing a Short Breaks Approved Provider List to increase choice and value for money and are also in the process of reviewing our CRCs to ensure quality and efficiency of service for those who need this the most.

Dingley's Promise

The development and on-going rollout of the Dingley's promise training package. North Yorkshire is one of 30 LAs nationally to roll out the training, specifically targeted at developing the knowledge and understanding of SEND across Early Years practitioners, including nurseries, schools, and childminders.

Meeting Need – *Right support, Right Place, Right Time* ³⁹

Transformation Projects

The local area is working on several transformative projects to further inform identification and meeting of need:

Delivering Better Value (DBV)

North Yorkshire has participated with the Department for Education in Tranche 3 of the 'Developing Better Value in SEND' programme. The aim of the programme is, through diagnostic and case review work, to identify and implement sustainable changes that improve support and outcomes for children and young people with SEND, as well as to improve the financial stability of High Needs Block budgets. In February 2024 we secured £1m of transformation funding to focus on family and school confidence in the mainstream offer, maintaining children and young people in education settings close to home. This work will focus on transition into primary and secondary school, as well as the development of a shared set of standards as to what provision should ordinarily be available. This compliments other transformation work with young people, families and partners to create consistently high inclusive practice across N Yorkshire schools and settings.

Capital Programme

North Yorkshire has developed a SEND Capital programme, which is focused on expanding the specialist provision locally. The Capital programme includes expansion of the established targeted mainstream provision (TMP) network. TMPs are in primary and secondary schools providing specialist support, enabling children and young people with SEND can make progress within a mainstream school environment. There are currently 80 TMP places in the county, 40 in primary schools and 40 in secondary.

'Beyond the Therapy Offer'

A graduated offer for Children and Young People with physical, sensory and speech and language needs.

- There is a clear understanding of offers across the partnership
- Collated offer published for families to access
- Identification of gaps and improvements

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Our Strengths

Advice and guidance to Parents, Carers and Schools to seek advice and help early

- Advice and guidance for parents/carers regarding SEND and Inclusion is provided via the Local Offer, SEND Hub drop-ins, Parent Carer Voice and Let's Talk sessions in localities. The Customer Resolution Centre will also direct enquiries to services directly. SEN Admin will direct general SEND advice calls to the duty caseworker although we know there is more to do.
- Inspire2gether (11-25 years) was formed in 2022. The agenda is formulated by young people with support on how to plan together to collaborate with identified relevant services
- SENDIASS North Yorkshire is impartial, confidential, and independent for parent's carers 0-25 years with SEND, young people with SEND and professionals. All refer via the website, phone, media, or email that filter to our advice line. Over 3,400 people were given information and advice in 2022/23. A variety of monthly information sessions are offered to parent's carers, young people and twice termly to all professionals. Our IAS service is shaped by Inspire 2gether, our young person's group (11-25 years with SEND), being an associate member of PCV North Yorkshire forum and being part of various strategic forums and meetings hosted by the Local Authority and Health.
- Opportunities for parent/carer training has been enhanced across CYPS including Unlocking Autism has been delivered to parents. Feedback on the training indicates that this is highly valued by parents who attended.
- Parent Carer Voice have Parent Participation Officers (PPO) in 7 localities across the county to empower their members and ensure that their voices are heard at a local, regional, and national level; or to signpost to services that may be able to help if appropriate.

Building expertise and capacity

- A comprehensive training programme to build expertise and capacity is available for schools and settings via the LA SEND Hubs and commissioned activity by the Locality Boards. An approved provider list has been developed
- Training sessions have been held across CYPS re legislation and practice for disabled children and young people and their families, this will now be an ongoing offer on the training calendar
- Locality Boards identify key areas for development in their locality and commission support accordingly. Over the last 2 years, this has included commissioning training and extending alternative provision. There was a well-attended celebration and engagement event in Sept 2023
- All Children and Families staff have access to face-to-face training covering Understanding ADHD – How to work with children and families

Meeting Need – *Right support, Right Place, Right Time* 41

Our Strengths

Provision and Support

SEND Hubs and Central Teams

- Multi-disciplinary SEND Hubs are developing and providing advice and support to schools and settings to meet the need of children and young people with SEND. The hubs are made of a range of specialist staff
- All children have an intervention plan which agrees the focus of each period of support with the school and family.
- There are clear referral criteria for support from the hubs including a core and traded offer.
- All referrals not reaching criteria receive a phone call explaining why, encouraging re-referral if it was due to inadequate information, or signposting to the traded offer.
- A revised offer will be available from the summer of 2024 with regular visits to all schools promoting earlier identification and meeting of needs

SEND Strategic Plan 2018-23 and 2023-26 Local Area SEND Strategy

- Implementation of the SEND Strategic Plan 2018-23 resulted in the development of additional provision for SEND and AP, such as the establishment of Targeted Mainstream schools and a preventative offer for Alternative provision at both and primary and secondary level. Special school places have increased by 330 since 2018
- Development and implementation of the 2023-26 SEND Strategy. There are inconsistencies in Inclusive practice across North Yorkshire schools and settings, the Local Area aims to address this through Delivering Better Value and other transformation projects

Health

- A graduated mental health offer has been developed in joint partnership and with joint commissioning to develop the Go To Website and Compass Phoenix, an integrated mental health and wellbeing service for children and young people.
- A directory of Health care pathways has been developed and will be added to the Local Offer, with information about each Health service and provider web page.
- There has been scoping for both SaLT and OT and a joint commissioning statement is under development with support from Council for Disabled Children.

Meeting Need – *Right support, Right Place, Right Time* 42

Our Strengths

Provision and Support

Meeting need

The Local Areas support to schools and settings to meet need early in education provision has been strengthened by:

- As part of the school improvement core offer, all LA maintained schools have an inclusion focus visit from a Senior Education Advisor (SEA). There is a consistent approach to the inclusion focus visit using the school improvement (SI) SEND evaluation toolkit.
- The creation of the Targeted mainstream Provisions (TMPs). As of April 2024, we have 11 TMPs established, which created 60 specialist places for children and young people with an EHCP alongside 20 additional places.
- Since 2017, the local authority has created further places in specialist provision and has a capital plan to create further specialist placements in North Yorkshire, plugging current gaps in Autism and SEMH provision. We were successful in bids to create a special free school in Selby, a free school in Northallerton for SEMH, and for autism in Harrogate.

Alternative Provision

Places in PRS are allocated by locality Alternative Provision Panels who meet fortnightly and make arrangements for timely Fair Access placement back in mainstream schools to ensure places remain available at the PRS. In Primary, intensive support to prevent exclusion, and 6th day provision for children who have been permanently excluded is provided by the SEND hub team.

Meeting Need – Right support, Right Place, Right Time ⁴³

Our Strengths

Provision and Support

Emotional Wellbeing Support

- The community offer of Emotional Wellbeing Support includes a wide range of services, ranging from self-help support through to specialist community services.
- The Social Emotional Mental Health Strategic Group has pulled together the offer in one place and mapped the services against the THRIVE Framework to show the continuum of support available in the community.
- A pool of resources was launched to help children, young people, and families in North Yorkshire access mental health support, including:
 - a young person's guide to mental health support
 - mini marketplace
 - social and emotional mental health guidance for professionals and parents and carers

Support for vulnerable groups

Dedicated Support for Vulnerable Groups

- The SEN team meet the terms of the forces covenant, fast tracking new arrivals with part completed plans. This is driving an increase in new plans for Service Pupils
- We have targeted funding at SEN Support for new arrivals in North Yorkshire – these are often Children in Care, Service Pupils and Gypsy/Irish Travellers.
- Service pupils entering North Yorkshire with a Statutory Assessment underway are fast-tracked, Service Pupils entering from outside England with SEN are eligible for funding and fast-tracked assessments.
- Robust Fair Access Process for Asylum Seeking & refugee pupils to support integration into schools/settings whilst assessment takes place.

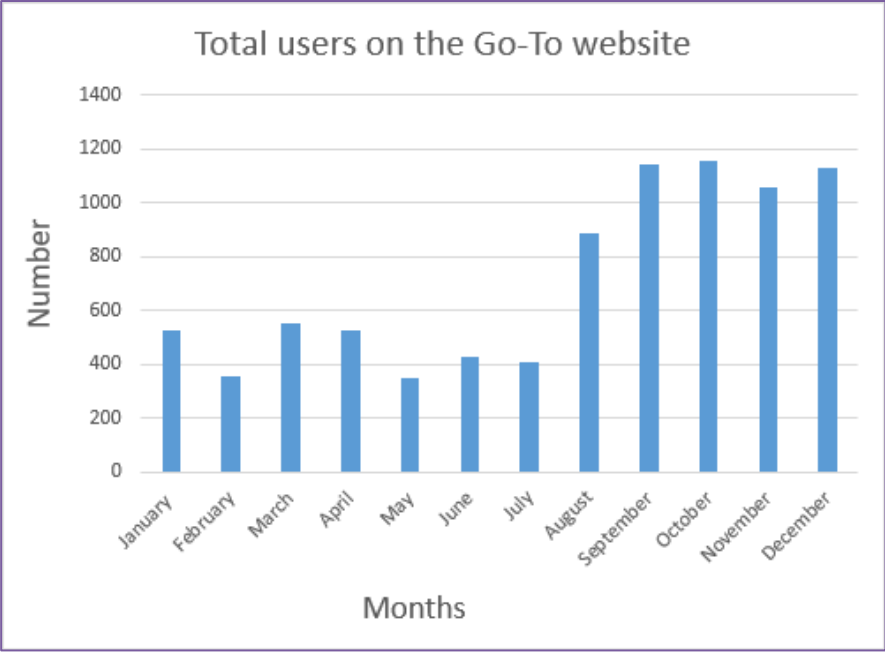
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The Go-To For healthy minds in North Yorkshire



Top Pages (2023)

July	Feeling low or extremely sad Celebrating Difference About specialist CAMHS
August	Feeling low or extremely sad LGBTQ+ Support About specialist CAMHS
September	Feeling low or extremely sad LGBTQ+ Support Compass BUZZ coronavirus poem
October	Feeling low or extremely sad About specialist CAHMS Celebrating difference
November	Feeling low or extremely sad Celebrating difference Specialist CAMHS
December	Feeling low or extremely sad Specialist CAMHS Celebrating difference



The Go-To - Emotional wellbeing and mental health (thegoto.org.uk)

Meeting Need – *Right support, Right Place, Right Time* ⁴⁵

Our Strengths

Support for vulnerable groups

Virtual School Interventions to Support SEN

The Virtual School team consists of Education Liaison Officers, Sessional Tutors, SENCo and offers support with:

- Ensuring early identification of children's needs when they start Early Years setting or enter care
- Advocating for young people with complex needs
- Co-ordinating Alternative Provision for those young people who require an alternative curriculum
- Ensuring PEPs are high quality with SMART targets that link with the SEN support plan from the EHC Plan
- Facilitating Multi-Agency Complex Case discussions including Circle of Adults and consultation and identifying learning differences and planning interventions.
- Advising schools around Medical Education referrals
- ACE (Adverse Childhood Experiences) awareness training for schools
- **121** Schools involved in the Trauma Awareness project. This includes full school training in Developmental Trauma and Emotion Coaching and the subsequent embedding of an aspect of practice using either Emotion Coaching or Circle of Adults. An audit is used to support planning and development.
 - Schools are also encouraged to develop Relational Behaviour policies
- A Trauma/Emotion Coaching North Yorkshire Council interest group has been set up. This group is open to any interested schools to encourage participation in the project and to support general development in this area. Currently over **65** schools are involved with the group and meetings are well attended.
- North Yorkshire Council schools are also involved in the Rees Centre research examining Attachment and Trauma Awareness in schools.

Meeting Need – *Right support, Right Place, Right Time* ⁴⁶

Our Strengths

Support for vulnerable groups

Advocacy and Young Carer Support

North Yorkshire Council Commissioned Carers' Resource and Carers Plus Yorkshire to deliver services to young carers aged 8-18 from July 2022. The support includes:

- Assessing the impact of caring responsibilities and transition to adult service
- One to one support
- Respite trips and activities
- Peer support through regular youth clubs
- Information and signposting

In addition to this work NYAS also carry out monthly unannounced visits in accordance with the Children's Homes (England) Regulations 2015. This entails 72 visits per year to our three Children's Resource Centres for Disabled Children.

The work NYAS undertakes can range from single issue-based advocacy, independent advocacy as part of the age assessment process, complaints and disagreements relating to their plans, raising issues on the young person's behalf at their looked after reviews, EHCP meetings/reviews and child protection conferences.

Meeting Need – *Right support, Right Place, Right Time* ⁴⁷

Areas of Focus

- Co-produced framework and toolkit outlining what should be ordinarily available to support children and young people with SEND in schools and settings
- Workforce development audit with schools and settings via Locality Boards to formalise a forward plan to CPD
- Explore sector-led support in localities using peer to peer learning to share good practice and collaboration to support inclusion
- Review the sufficiency of support services and identify gaps for further consideration
- Build the capacity of EPs through national and international recruitment
- Consider the feasibility of a help/support line for parents/carers and schools to provide early advice on meeting need
- Peer review of SEND Hubs to ensure levels of intervention are appropriate and impact is evidenced.
- Parent Carer Voice to recruit full team of Parent Participation Workers
- Partnership Review of Short Breaks offer and emergency provision for children with complex disabilities
- Review the Alternative Provision Offer in localities at Primary and Secondary and continue to promote Targeted Mainstream Provisions
- Children in Need and Child Protection Plan 'surgery', multi-agency drop-in for advice and information from Virtual School Education Liaison Advisers.

What difference does our approach to meeting need make to Children, Young People, and their families

- Summer 2022 Health notification training led to 60 children receiving specialist support faster. 161 EY practitioners have signed up for Dingley's Promise SEND training to improve the quality of provision they access: 92% of children with an EHCP under the age of 5 in NY attend an Early Years Provision (PVI).
- The attainment gap between North Yorkshire Pupils with SEN and non-SEN pupils has closed, whilst nationally the gap has remained consistent or grown
- The SEND Hubs and Central Teams effectively meeting the needs of the children and young people that they support, with over 95% of closed cases achieving their individual goals.
- The offer of support through SENDIASS is providing an increasing broad level of support to parents. During 2021/22, 2,184 referrals were received through SENDIASS's standalone, arm's length, confidential advice line for parents, carers, young people, and professionals.
- The work of the locality boards is improving how schools and settings identify and support needs:
 - *"We are better able to identify needs. We are able to identify more specific ways to support students with their needs"* Selby High School, 'SNAP'
 - *"[it was helpful in] identifying needs and offers ideas of interventions"* Ripon Cathedral School, 'Boxall'
 - *"It has benefitted so many children"* Hambleton C of E Primary School, 'Widgit On-line'
 - *"This will fill a big communication and language hole"* Early Years Provider, 'Talk Boost'
 - *"Staff are more skilled at reengaging children in learning once they be to dysregulate"* Sunbeck PRS 'Thrive'
 - *"It gives [children] confidence and enables them to produce work similar to their peers and does not make them different"* Staff member 'Clicker 8 or Docsplus training'

Key Data – SEND Hubs

The implementation of more localised specialist SEND services for children living in or being educated in North Yorkshire through the introduction of SEND locality Hubs is continuing to see positive outcomes. SEND Hubs have now been established for four years (since September 2020). The total caseload of SEND hubs as of Q3 of 2023/24 was 1580 an increase of 6.5% from the same point last year (1484). Increases in caseloads have been recorded across all 3 localities. The current caseload is made up of 1516 individual children supported across a range of specialist services. Sensory services (Hearing and Visual Impairment) have the highest numbers of cases, followed by the Autism Service.

Each child being referred to a SEND hub will have individual clearly defined outcomes to be achieved as part of the specialist service involvement. These expected outcomes are shared with the child’s school and family. The list of expected outcomes will vary considerably depending on the specialist service, but they can include improved educational attainment or outcomes relating to physical therapy. 97% of outcomes were either fully or partially achieved in Q3, similar to the same period last year (99%).

Locality	Q3 23/24	% change since Q2 2022/23
Hambleton & Richmondshire	413	+9.3%
Harrogate/Knaresborough/Ripon and Craven	465	+2.2%
Scarborough/Whitby and Ryedale	378	+5.3%
Selby	306	+12.5%
Total	1580	+6.5%
Other Area/not yet known	18	

Service	Caseload	
Communication and Interaction	Autism	208
	Speech, Language, Communication	139
Cognition and Learning	Early Development	72
	Learning Difficulty	112
	Portage	127
Sensory	Hearing Impairment	419
	Visual Impairment	187
Medical Education	122	
Occupational Therapy	27	
Social Emotional Mental Health	167	

Our Strengths

Confidence in the mainstream provision

- North Yorkshire is an inclusive authority, with 39.4% of children and young people with an EHCP attending mainstream school, similar to 39.8% amongst our statistical neighbours
- As of Census Day, 82.3% of children with SEND attended a school judged as Good or Outstanding.

Clear ambitions for educational placements

- The SEND Strategic Plan 2018-23 clearly specifies our ambition and intention to establish increased capacity across NY for specialist provision and to address gaps in provision. To date, we have:
 - Created 11 Targeted Mainstream Provision schools with ongoing discussions with a further 6 schools.
 - Growth in Special Placements, from ~820 to ~1,150
 - Finalised the Capital Plan for enhancing education provision

Jointly Commissioned AP placements

- 5 Secondary Pupil Referral Services and 2 Alternative Provision organised by schools provide 172 places for children who have been or at risk of permanent exclusion.
- Transport subsidies are in place to support access.

Locality Boards

- Using the expertise of all partners to draw on good practice
- Locality Boards are supporting initiative to build capacity in mainstream schools, using the expertise of the specialist sector.
- Examples of this include the Autism project in Hambleton and Richmondshire.

Areas of Focus

. Within Locality Boards school leaders are increasingly developing plans that enable more creative alternative solutions to supporting secondary pupils at risk of exclusion. We continue to work with Locality Boards to monitor the impact of this. Furthermore, the Inclusion Service has introduced a new locality-based approach to supporting secondary school aged pupils to access alternative provision and managed moves via Inclusion Locality Panels. This has been welcomed by Headteachers as a more responsive approach to supporting very vulnerable young people.

Revise the sufficiency plan to ensure it reflects the current trends in terms of SEND and Targeted Mainstream Provision, Alternative Provision and Specialist Placements.

Development of the new SEND Strategic Plan for Education Provision from September 2023.

Review the current six-day provision and partnership response to children who are at risk of suspension or exclusion

Review the capacity of preventative Alternative Provision across primary and secondary. This includes, working with secondary and Alternative Provider head teachers in localities to further refine the preventative Alternative Provision model in localities

Review approaches to inclusion in mainstream schools, with a focus of building further capacity in mainstream schools for SEND and Inclusion, including early identification/support.

Alternative Provision

Our Strengths

Co-produced preventative model

- A more preventative model of Alternative Provision has been co-produced with secondary head teachers in 2019/20 to reduce permanent exclusions which were near rising above the national average.
- The model offered part-time short-term and longer-term placements based on an agreed commissioned number in the area.
- Transport subsidies were introduced by the local authority to aid schools' access.
- Since launching in September 2020 and offering a greater number of preventative placements, we have seen a reduction in exclusions.
- As of the 1st April 2024 there have been 71 permanent exclusions. In 2022/23 there were a total of 96 permanent exclusions, a 35% increase from 2021/22 which is comparable with pre-pandemic numbers.
- The Post Implementation Review in February 2022 reinforced the commitment for the preventative approach but did highlight a potential need to reconsider capacity and the vision at a locality level in the light of the SEND Green Paper.

AP Directory

- An Alternative Provision Directory is updated by the local authority on a termly basis and currently lists 50 providers who have met our framework requirements to be listed.
- Guidance documents are available to schools/AP providers to reaffirm their responsibilities for initial checks and on-going monitoring of AP. This is reinforced by regular webinars with schools on their roles and responsibilities for AP, especially in relation to safeguarding, health, and safety and the Quality Assurance of Provision.
- Schools have been asked to notify the LA of all children placed on AP from September 2022.

Quality and Intelligence Group

- The Quality and Intelligence Group (part of the QA framework for placements and provision), pools intelligence regarding the illegal functioning of unregistered providers.
- Unannounced visits may be undertaken and if required findings escalated to Ofsted
- Established a regional network meeting to support LA cross-border monitoring arrangements

Intensive Support Team

- An Intensive Support Team was developed in 2020 to support Primary aged children at risk of exclusion and to meet the requirement for 6th day provision for those permanently excluded.

Areas of Focus

Identify sufficiency required in each locality base for full time and part time placements of Secondary aged pupils.

Co-produce the definition of 'school ready' and supporting curriculum for children returning to school from AP, in line with the Green paper.

Transition tracking of children from AP into post-16 to develop a 'Good Practice transition guide', strengthening guidance on transition planning into post-16

Streamlining the processes for Quality Assurance of Settings and Provisions under one governance framework

Formalise data collection from PRS in terms of outcomes – inc. attendance, progress & attainment, and destinations

Develop an AP Strategy



During the two-years most impacted by the pandemic, North Yorkshire's permanent exclusion rate as a percentage of the total school population were below the National Rate:

- 2019/20: National = 0.06% // **NYC = 0.05%**
- 2020/21: National = 0.05% // **NYC = 0.03%**
- 2021/22: National = 0.08% // **NYC = 0.06%**

In 2022/23 there were 97 permanent exclusions from all schools in North Yorkshire. This is an upward trend in permanent exclusions in the past two academic years with a:

- 111% (+29) increase between 2020/21 to 2021/22
- 76% (+42) between 2021/22 and 2022/23



In North Yorkshire, the percentage of children suspended at least once has risen:

- 2019/20: National = 1.9% // **NYC = 1.9%**
- 2020/21: National = 2.2% // **NYC = 1.9%**
- 2021/22: National = 3% // **NYC = 2.5%**

In 2022/2023, **7609 suspensions** from all schools (Mainstream, Special and PRU). With **2674 children** suspended at least once. This is an upward trend in suspensions in the past two academic years

- 46% (+ 1644) increase between 2020/21 and 2021/22
- 46% (+2412) increase between 2021/22 and 2022/23

Key Data – Inclusion

The increased focus on attendance through training, attendance monitoring and multi-disciplinary support is improving attendance in North Yorkshire Schools

According to the Pupil absence in schools in England publication, for compulsory school age pupils:



- Overall attendance rate: **93.7%** - *higher than 93.6% nationally*
- **13,893** persistently pupils, equivalent to **19.3%** - *lower than 21.2% nationally*
- **1,595** severely absent pupils, equivalent to **2.2%**

		Overall Absence			Persistent Absence		
		No SEN	SEN Support	EHCP	No SEN	SEN Support	EHCP
2018/19	North Yorkshire	4.30%	6.70%	9.10%	9.00%	18.00%	26.40%
	England	4.30%	6.50%	8.70%	9.00%	17.90%	24.60%
2020/21	North Yorkshire	3.70%	6.60%	16.20%	8.30%	18.20%	53.90%
	England	3.90%	6.50%	13.10%	9.30%	18.90%	42.30%
2021/22	North Yorkshire	7.10%	10.30%	13.60%	19.90%	31.00%	40.40%
	England	6.90%	10.00%	12.10%	20.00%	32.00%	36.90%
2022/23	North Yorkshire	6.30%	10.00%	14.10%	16.40%	29.00%	38.80%
	England	6.60%	10.20%	12.30%	18.40%	31.10%	36.00%

Overall Attendance - Provisional data for the 2022/23 academic year (Source: DfE statistical release – (* 2022/23)

Attendance in North Yorkshire primary and secondary schools is yet to recover from pandemic but similar to national rates

- In 2022/23, **94.7%** (provisional data) attendance rate at **primary schools**
 - similar to national (94.1%)
 - Lower than rate pre-pandemic (96.1%)
- 2022/23, **91.2%** attendance rates at **secondary schools**
 - also similar to national rate (90.7%)
 - Lower than rate pre-pandemic (94.4%)

Persistent Absence - Provisional data for the 2022/23 academic year (Source: DfE statistical release – (* 2022/23)

As with overall attendance, persistent absence (absent from 10% or more of sessions) remaining higher than previous years but similar to national rates

- In 2022/23 **12.7%** (provisional data) persistent absence at **primary schools**
 - Higher than the 7.3% in 2018/19
- 2022/23, **26%** persistent absence rates at secondary schools (**28.3%** nationally)
 - Higher than the 14.3% in 2018/19

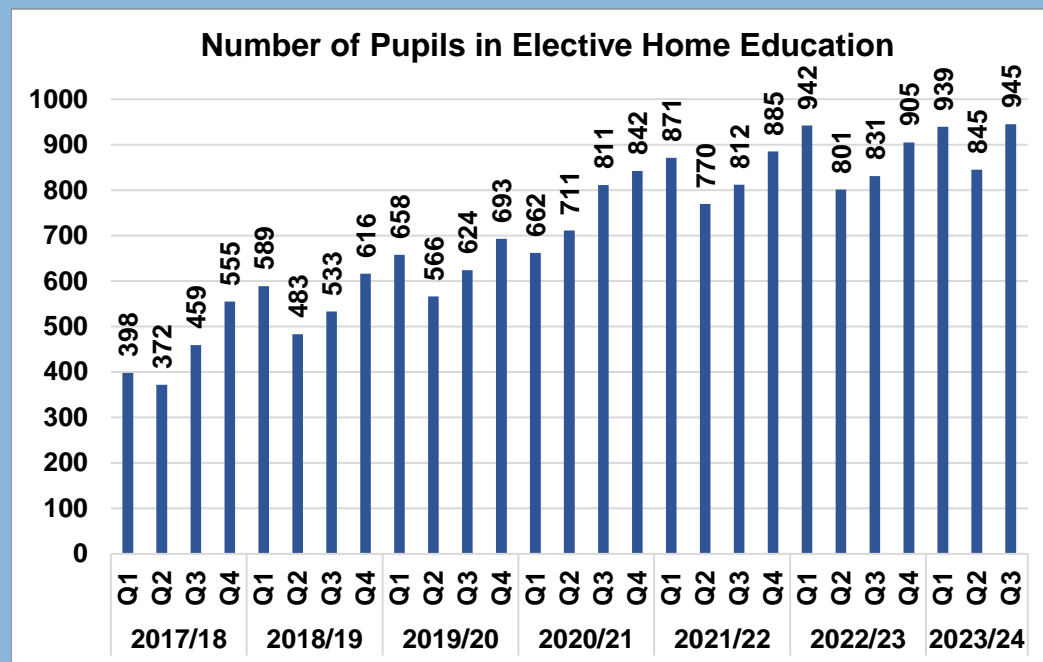
Key Data – Inclusion



We continue to see a rising trend in the number of children recorded as being Electively Home Educated in North Yorkshire (EHE) and this follows the sharp increase in EHE following the Covid-19 pandemic. North Yorkshire is not alone in seeing an increase in EHE and this trend is being replicated nationally. The number of children in EHE is now being recorded nationally as part of a voluntary submission Local Authorities on a termly basis. Current rates show that North Yorkshire has been in line with the national picture, with approximately of 1% of the mainstream school population in EHE.

At the end of the quarter there were a total of 945 children recorded as being EHE in North Yorkshire. This is an increase of 13.7% (n=114) compared with the same period in 2022/23.

December 2019	December 2020	December 2021	Q3 2023/24
627	818	820	945
EHE pupils	EHE pupils	EHE pupils	EHE pupils



Medical Education Service



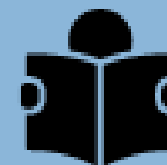
120

Children and Young People currently in receipt of education through the Medical Education Service as of March 2024

Educated Other Than at School

Children and Young People currently educated other than in school (EOTISC) as of March 2024

14



Inclusion – Exclusions & Suspensions 55

Our Strengths

Weekly exclusion tracking

- Weekly exclusion reports are used to track, monitor, support, and challenge school in relation to exclusions, both at a school level and at an individual pupil level.
- An escalation process has been developed should this be required.

Locality level approach to oversight meeting need

- Termly and annual reports are shared with the NYAP panel so that they can proactively consider preventative placements for children at risk of exclusion at a locality level.
- Locality Boards receive updates on exclusions, enabling them to consider plans to reduce these as appropriate.
- A notification process has been developed so that schools can notify the LA of children in receipt of part-time timetables and monitor the use of these.

Direct line to exclusions team

- Schools have a direct email for queries and correspondence with the LA and can seek advice from the exclusion team via telephone.
- Schools are also all aware of the CYPS info exclusions page, which have a range of supportive guidance documents and templates to support schools.

Information for parents / carers

- Information on exclusions specifically for parents/carers is available online, and parents/carers are also able to access the information provide for schools.
- Parents are given the contact details of the exclusion team within the exclusion letter template so that they can make enquiries and seek advice in relation to exclusions.

Areas of Focus

Co-produce a new multi-agency approach to supporting primary children at risk of or experiencing exclusion or suspension

Further develop the Day Six offer for Primary Children who have been permanently excluded

Review the pupil support pathway and processes with Early Help for tracking challenge conversations with schools in relation to exclusion

Further improve how the exclusion pupils and school support pathways are communicated with other services and schools.

Targeted interventions with schools experiencing high levels of exclusion or low levels of attendance and evidence the impact of these interventions.

Our Strengths

Strong offer of information

- There is a School Attendance CYPS page which outlines the LA's and schools' responsibilities, parent/carer responsibilities, schools/LA's formal attendance procedures (Fast Track) including template letters and proforma, early intervention, Stage 1 (Schools' responsibility), Stage 2 (schools' responsibility) Stage 3 (LA's responsibility), penalty notices, useful external lines and contact details for the Attendance & Enforcement Officers.

School Attendance Support Pathway

- The School Attendance Support Pathway includes school-based intervention.
- There are template letters for schools to use to implement early intervention on the CYPS school attendance page.

Training

- Attendance and Enforcement Officers deliver training to schools, head teacher cluster meetings and head teacher training to ensure schools have an informed understanding of how to follow the school attendance pathway, when it is appropriate to refer and to build relationships with the schools.
- A first webinar took place in September 2022, to promote the school attendance support pathway, this webinar is updated and delivered at the start of each academic year.

Multi-disciplinary support

- Attendance and Enforcement Officers work closely alongside the Medical Education Service to ensure schools are referring into the MES when a child has been absent of 15 days or more due to a medical need if the school cannot make arrangement to access a full-time education offer.
- Attendance and Enforcement Officers work closely alongside the Elective Home Education (EHE) Advisors to ensure legal intervention is used when an EHE child is not in receipt of a suitable education.

Anxious about School

- Training to support children who are anxious about school has been delivered to many schools and professionals to support schools and professionals to identify reasons for and solution to absence.
- A working group of parents/carers, health and LA professionals are developing good practice guidance and about school anxiety and engagement
- The SEND Hubs support eligible individual pupils when referred by schools

Areas of Focus

Increase the number of schools providing live attendance data and develop a regular report for monitoring attendance and supporting the implementation of “Working Together to improve attendance.”

Consider the partnerships approach to DFE attendance guidance

Education Other than at School/ MES ⁵⁷

Our Strengths

Education Other than at Schools (EOTAS) Service

The LA is compliant with its statutory responsibilities in line with Section 437 of the Education Act and has developed protocols and procedures for EOTAS, underpinned by a strong partnership governance process:

- A North Yorkshire Council position statement and EOTAS Guidance document
- An EOTAS panel has been set up to discuss EOTAS requests, and to monitor the existing EOTAS cases.
- An EOTAS steering group has been created to analyse the history and trends of the existing cases and to ensure strategic developments ensuring the LA is compliant and the EOTAS offer provides value for money
- Transformation model of delivery is under development to ensure co-ordination and value for money.

Medical Education Service (MES)

- Well established team of teachers delivering medical education in conjunction with school, utilising a range of approaches, including direct tuition, on-line learning and AV1 computers.
- Guidance and Protocols established and embedded, demonstrating strong partnership with schools and settings
- Strengthened approaches to joint working with health to ensure common understanding of EOTAS and MES, including:
 - Regular CAMHS meetings have been established in Scarborough, Ryedale, Whitby, Selby, Hambleton and Richmondshire. These have resulted in Pupil Reintegration Education Plans (PREPs) being updated on a regular basis with input from health professionals
 - Podcasts created for GPs as part of their CPD, explain the purpose of MES.
 - Joint working between MES and SEND Hubs resulting in a more integrated approach for CYP with SEND.

Areas of Focus

Embed approved guidance and protocols, including anxious about school training and finalise the funding arrangements for EOTAS.

Approve the strategic model of delivery for EOTAS to ensure quality for the education offer and VfM

Create pathways to ensure pro-active measures to ensure children can access an appropriate school. To better understand inter-relationships with MES and attendance.

Establish further SEND provision for autistic children with high levels of anxiety, including through TMP.

Ensure schools are meeting their statutory duties to make arrangements for CYP with medical needs.

Ensure schools have a policy in place for supporting Children with Medical Conditions to be in line with their statutory duty.

Increase communication with internal service areas, education settings and health to ensure they have a clear understanding of the MES offer.

To better understand the numbers of children that access MES due anxiety/mental health needs.

Review the capacity and delivery model of the Medical Education Service and identify gaps in current provision to enable the children with significant anxiety to move into school-led provision.

Our Strengths

Compliant with Legal Duties

- North Yorkshire Council is fully compliant with legal duties section 436A of the Education Act 1996
- In line with duties under Section 10 of the Children Act 2004, there are joint working arrangements with services and agencies such as Children & Families Services, Health, Police, Housing/Council Tax, Military Welfare, Youth Justice, Probation, HMRC/UK Visas and Immigration, Immigration Enforcement, Voluntary, Charity, etc.

Multi-agency Information Sharing

- The 'North Yorkshire Multi-Agency Information Sharing Protocol' was created with the Data Governance Officer to enable external agencies to share data with the CME coordinator.

CME Co-ordinator

- Named CME Co-ordinator in place, providing a named contact for professionals
- The CME Co-ordinator works closely with EHE Advisors to ensure any children who are EHE who are not in receipt of suitable education are also recorded as CME.
- The CME Co-ordinator also works closely with Attendance and Enforcement Advisors to ensure legal intervention is pursued where appropriate.

Awareness raising with schools and settings

- Regular awareness raising is undertaken with schools and settings to ensure they are aware of protocols and guidance.
- First webinar took place in January 2022 to introduce the revised protocol and repeated regularly
- Briefings are also circulated to schools and settings

Areas of Focus

Further update the CME Process, to include:

- Notification of children that have not taken up their school place
- Ensure robust system for children who are returning to their birth country and language is a barrier
- Improving support for parents who move to North Yorkshire with English as an additional language
- CME co-ordinator to attend all Fair Access Protocol meetings and follow up with each school who has agreed to take a child
- Review of the CME structure in line with the developments for the new Attendance guidance published in 2022.
- C&F workers to meet with parents/carers who have moved into the LA and language is a barrier to support them through the admissions process.

Improve joint-working across CME, Schools & admissions to ensure children access an offered school place

Governance of CME to be further strengthened to align with the new attendance guidance from September 2024

Our Strengths

Social Care
Support for
disabled
children
and their
families

- Our Threshold guidance document helps determine levels of need, with a focus on early intervention and least intrusive intervention to prevent needs/worries from escalating. This is outlined in the *'Framework for decision making: Right Help, at the right time by the right person'*.
- Assessments and support plans are multi-agency; we work with the family to identify unmet needs and how best those needs can be met, to achieve positive outcomes for the child and their family.
- Our Strengths in Relationships Practice Model focuses on working with families to achieve positive and sustainable change. Seeing the family as the expert and building on support networks. This ensures children and families are involved in their individual support plans, which clearly record what the family outcomes/goals are as well as professional outcomes/goals.
- Support Plans have clear timelines to ensure support is provided in a timely way, tracking progress, and recording when outcomes are achieved.
- Following a robust review of social care support provided to disabled children and their families in North Yorkshire we identified a number of areas to strengthen our practice. An Implementation Steering Group is in place and regularly reviewing progress of the workstreams carrying out the recommendations and action plan from the review.
- Children & Families Service (C&F) and Disabled Children's Services (DCS) are working in a more joined-up way, to ensure children with SEND and their families get the care and support they need, at the right time and place to achieve positive outcomes.
- North Yorkshire Council have a transitions pathway for young people transitioning into Adult Social Care.

Areas of Focus

Implementation of the action plan from the review of services for children with disabilities and their families

Continue to strengthen joint working between DCS and C&F to ensure that the impact of SEND on children and families is recognised and taken into account when assessing needs and developing support plans.

The Short Breaks manager will be engaging with children and young people and their families, partner agencies and key stakeholders to ensure that future service development is co-produced; that service delivery is informed/shaped by feedback from children and families and from their lived experiences.

Workshops are planned, involving colleagues HAS, CYPS, Education and Health to further develop and improve the transitions pathway.

Our Strengths

Short Breaks

- In North Yorkshire, children, and young people with SEND and their families can access universal, additional/targeted or specialist support dependent on the level of their needs. This is outlined on our website and in the threshold document for families and professionals
- Our 'Local Offer' page has been updated with support from young people and parents/carers, to provide clearer information for families about what support is available. This aims to offer choice and control to families and a graduated response to needs. The Local Offer page has links to the North Yorkshire Connect website (a community directory of services), the Short Breaks statement and Children and Family Hubs.
- Our Early Help Service administer short breaks grants (with a budget of £110,900 this year; 2023-24), a total of 450 children were awarded a grant in 2023-24, with a maximum award of £350 per child, utilising the full budget.
- Children & Families (C&F) Services or Specialist Disabled Children's Services (DCS) can carry out assessments of children and families' needs and provide a range of short breaks in house, via commissioned services, through personal budgets and direct payments.
- Our Short Breaks Manager is continuing to work on developing the short breaks offer across the county, ensuring that this is co-produced with children, young people, and their families and with parent agencies/key stakeholders and that provision is developed for the whole continuum of need.
- There are 3 Children's Resource Centres (CRCs) across the county, providing specialist short breaks for children with the highest level of needs including regular day care, holiday care and overnight care. The CRCs remained open during the pandemic to provide short breaks, although capacity was limited. They are now working hard to build capacity back up and develop business continuity plans to safeguard short breaks provision in the future.
- C&F and DCS are working together increasingly to share expertise and knowledge, ensuring there are no gaps in service, so families' needs are met at the right level.

Areas of Focus

- The Short Breaks manager will develop our short breaks offer and ensure co-production is improved.
- Implementation of the action plan from the review of services for children with disabilities and their families, including updating public facing information as appropriate, including short breaks statement.
- Fostering team are leading a recruitment campaign to attract short breaks foster carers to meet the needs of disabled children and young people, particularly around autism and physical/mobility needs.
- Short Breaks manager is reviewing how CRCs operate and developing the service offer for short breaks and business continuity planning.
- Formalise how we collate feedback from children and families with SEND across CYPs, to inform service development for short breaks. The Short Breaks manager will develop regular participation and consultation events for children and families to ensure there is ongoing involvement from them in service planning.

Our Strengths

Deprivation of Liberties (DOL) and Liberty Protection Safeguards (LPS)

- Social Workers work with families and other professionals across health and education services to ensure multi-agency risk assessments and care plans are developed. This ensure that all options are explored before any restrictions are considered necessary, these are a last resort and least restrictive.
- Mental capacity assessments are completed as necessary for young people aged 16+
- Social workers and managers in DCS are working with NYC children’s legal department to identify/prioritise where applications need to be made to court.
- Our Legal department have updated the process map for Deprivation of Liberties for children under 16 and for children and young people aged 16 & 17 to help social workers be clear about the current legal process for the individual circumstances. This is used in case discussions.
- NYC have procedures around mental capacity, deprivation of liberties and consent, specifically covering children and young people; below and above 16 (as if a young person is over 16 the Mental Capacity Act 2005 applies).
- NYC has provided training via learning zone to the CYPs workforce around mental capacity and consent and complex decision making for 16- and 17-year-olds.
- NYC have run several webinars for staff across HAS and CYPs regarding DOL and LPS.

Areas of Focus

Embed training for staff across HAS and CYPs regarding DOL and LPS

Workforce development group will be embedded, looking at training needs and building experiential learning opportunities

Locality team leaders in DCS are undertaking sessions in teams to build workers’ confidence around DOL and MCA assessments.

Now that the government have confirmed their decision to delay the implementation of the Liberty Protection Safeguards beyond the life of this Parliament. Managers in DCS and NYC legal are undertaking a review of all 16- and 17-year-olds open to DCS to consider whether any Court of Protection applications are required.

What difference does our approach to social care support make to Children, Young People, and their families

- Learning conversations in DCS evidence strong multi-agency working and show that support plans are developed and reviewed with the family and relevant professionals, with shared goals and shared responsibilities to meet the child and family's needs.
- Closer working relationships and joint working between C&F and DCS is helping to improve families' experiences of social care support, helping families to get the right help from the right team at the right time.
- Learning conversations and feedback from families known to DCS show that many families find the support from their social worker and short breaks provision invaluable, helping children and young people to access social and leisure opportunities, to have a fun time with their peers and to build their independence skills. Whilst also providing parents/carers with much needed breaks from their caring role so they can rest and recoup, supporting families to stay together.
- 450 children and young people were awarded a short breaks grant this financial year (2023-24) helping them to access suitable short breaks in their communities.
- The Transitions pathway has helped CYPS to work more joined up with HAS and more young people are now having a smoother transition to adulthood and adult social care.
- Children and young people with the highest levels of needs are supported by our CRC's who provide specialist short breaks and shared care arrangements which help parents/carers to maintain their caring role, keeping children at home with their families.

Our Strengths

Integral to SEND Strategic Plan

- Preparation for Adulthood (PfA) is integral within the current North Yorkshire SEND Strategy. There is a comprehensive action plan in place for PfA, which covers the main priorities for PfA.
- All areas have added measurable impact data and clear next steps.
- A PfA guide is available for young people to support them to understand their options for the future.
- A Transitions Guide for 14–25-year-olds has been developed to support young people at every step of the process, broken down into age related advice
- North Yorkshire Connect now has a SEND section to ensure information about what is available in the local area is easy to find

PfA Forum

- Delivery of the PfA Action Plan is undertaken by the PfA forum, made up of a range of partners from across North Yorkshire, including Inclusion, DCS, Health, Youth Voice, SENDIASS, HAS, C&F and Parent Carer Voice.
- The PfA forum is well attended with strong commitment to ensuring the action plan is taken forward

Areas of Focus

Increase employability opportunities for young people including supported internships and apprenticeships

Embed consistent awareness and working across SEND development officers and case workers.

Increase the number and quality of supported internship placements, in turn increasing the number of people accessing supported internships

Continue to raise awareness of PfA with young people, parents/carers, and professionals. This includes the development of PfA and Employability curriculum frameworks to support schools

Within the PfA forum, work has been split into six sections. The below provides an overview of the work that has taken place:

1. Employment:

- a. Increasing route into employability, including the development of PLC employment pathways, Project SEARCH Supported Internship provision in Harrogate and further development of a Supported Internship programme at County Hall
- b. Increased training for employers

2. Education:

- a. Production of a PfA guide developed for children and young people, co-produced with Parent Carer Voice, SENDIASS, Inspire2gether and Flying High
- b. Increased awareness of PfA, undertaken through training for both internal North Yorkshire Council staff and interactive webinars for schools (both primary and secondary)

3. Leisure:

- a. Further development of access to the Holiday Activity Fund (HAF) and FEAST. The team are actively working to increase the number of available sessions and attendance at the sessions
- b. Develop a directory of SEND leisure facilities and Short Breaks available – these directories are available via the Local Offer and the new SEND tab on NY Connect.

4. Health:

- a. Webpage for PfA developed on the NYCCG website – this has links across the health system, sign-posting and resources (northyorkshireccg.nhs.uk/your-health-and-local-services/children-and-young-people/send/transitions/)
- b. Create PfA training for health colleagues – these are available via the website
- c. Adopt the 'Ready, Steady, Go' pathway for NY providers
- d. Development of a Continuing Care Pathway – this transition pathway has been created to provide a smooth transition into adult services.

5. Transitions:

- a. Training for internal staff – this included feedback and training around transitions pathways, including mental health, DoLs and lived experience
- b. Development of the Transitions Locality meetings – these are set up to ensure close multi-agency working where individual Children and Young People can be discussed. Oversight actions, emerging trends etc. is provided via the Transitions Core Group and Board.

6. Independent Living:

- a. Collation of information – all relevant information in relation to supporter living has been collated and is available via the new Local Offer.
- b. Creating of a Transitions Guide – this will cover all aspects of PfA. Ensuring information is available and accessible to all young people and their families



Early Years

Children with SEN in North Yorkshire are more likely to achieve a Good Level of Development at Early Years than children with SEND national

National
18.8%
of SEN pupils
achieved GLD

North Yorkshire
20.4%
of SEN pupils
achieved GLD



Key Stage 1

Academic outcomes at Key Stage 1 are slightly lower for SEN pupils in North Yorkshire, compared to their SEN peers nationally.

NYC

		
Reading	Writing	Maths

24.6%	15%	28.4%
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National

26.1%	17.2%	29.2%
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Key Stage 1 to 2 progress

NYC

Reading	Writing	Maths
-2.79	-2.96	-2.34

National

-1.88	-2.13	-1.57
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Key Stage 2

As we see at Key Stage 1, outcomes for SEN Pupils at Key Stage 2 are also slightly lower than the national average

NYC

Reading	Writing	Maths
36.2%	24.7%	32.5%

National

37.4%	25.9%	33.9%
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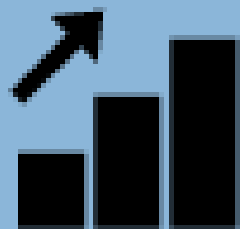
Key Stage 4



The proportion of pupils with a Special Educational Needs achieving grade 5 to 9 in English and Maths in 2022/23 was lower than the national rate of 17% at 15.5%. The gap between the SEN and non-SEN cohort in North Yorkshire (-35.9pp) was also higher than the national gap (-34.3pp).

National
17%
Grade 5-9 in
English & maths

North Yorkshire
15.5%
Grade 5-9 in
English & maths



Attainment 8
North Yorkshire
26.8
National
28.1

Progress 8
North Yorkshire
-0.64
National
-0.62



Post-16



The proportion of pupils with Special Educational Needs in Education and Training is higher than national:

- EHCP: NYC: 97% / England: 87.2%
- SEN Support: NYC: 95% / England: 85.9%
- No SEN: NYC: 95.9% / England: 93.2%

% Of all EHCP Plans by placement type	2022	
	North Yorkshire	England
General FE and tertiary colleges/HE/Other FE	18%	14%
Post-16 institutions	1%	2%
Work based learning	1%	1%

Term	Definition	Term	Definition	Term	Definition
ADCO	Assistant Designated Clinical Officer	HE	Higher Education	SPIP	School Partnership Improvement Plan
AP	Alternative Provision	HT	Head Teacher	SI	School Improvement
ASD	Autism spectrum disorder	HNPCA	High needs provision capital allocation	TMP	Targeted Mainstream provision
CAMHs	Child and Adolescent Mental Health Services	ICB	Integrated Care Board		
C&F	Children and Families	ICS	Integrated Care System		
CME	Children missing from Education	JSNA	Joint Strategic Needs Assessment		
CofG	Chair of Governors	KPI	Key performance indicator		
CPD	Continuing professional development	LA	Local Authority		
CRC	Children’s Resource Centres	LPS	Liberty Protection Safeguards		
CYPLT	Children and Young Peoples Leadership Team	MCA	Mental capacity assessment		
CYPS	Children and Young Peoples Service	MES	Medical Education Service		
DBV	Delivering better value	NEET	Not in education, employment, or training		
DCO	Designated Clinical Officer	NYC	North Yorkshire Council		
DCS	Disabled Children’s Service	NY	North Yorkshire		
DfE	Department for Education	NYES	North Yorkshire Education Service		
DLA	Learning Disability and Autism	PCV	Parent, Care Voice		
DOLs	Deprivation of Liberties	PfA	Preparation for adulthood		
EHCAR	Education, Health and Care Assessment Request	PIB	PIB -Progress Impact Board meeting		
EHEN	Electronic Health notification	PRS	Pupil referral Service		
EHCP	Education Health and Care Plan	QA	Quality Assurance		
EOTAS	Education other than at school	SEND	Special Educational Needs and Disabilities		
EP	Educational Psychologist	SEN	Special Education Needs		
EY	Early Years	SENCo	Special Educational Needs co-ordinator		
FE	Further Education	SEMH	Social, Emotional and Mental Health		
FSM	Free school meals	SEA	Senior Education Advisor		
HAS	Health and Adult Service	SMART	Specific, measurable, achievable, realistic, and timely		