



North

Yorkshire County Council

Improvement and Integration

North Yorkshire's Strategy for Special Educational Needs and Disability

2011-14

Children and Young People's Service

A responsive County Council providing excellent and efficient local services

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1. Introduction

All children and young people deserve a fair start in life, opportunities which help them to meet their aspirations and to become independent and fulfilled as they move into adulthood. This strategy is about what we will do in North Yorkshire to provide additional help and support to children and young people who have special educational needs or who are disabled. It is also about support for their families, where this is needed.

There are many success stories in North Yorkshire where provision for children with additional learning and complex needs are concerned. Our special schools and children's resource centres are highly regarded by Ofsted. We have put in place a new pattern of specialist support and outreach to our mainstream schools, in which there has been significant involvement. There has also been sustained additional investment over several years in the level of support provided in statements of special educational needs. Significant improvements have been made in arrangements for transition to adult services. We have a good and businesslike relationship with Partnership, Advocacy, Co-operation and Teamwork (PACT), the group which represents parents and we are developing our approach to listening to young people through the Flying High Group; we have skilled and committed staff in our schools and settings, disabled children's teams, residential and outreach staff in children's resource centres and local authority services for children with special educational needs.

There is, of course, always more to be done so that whilst this strategy is about maintaining and protecting what is already established, it is mainly about improvement. That is, quite simply, what we are here to achieve, working with partners and listening carefully to parents and children and young people as we set about the job of designing appropriate pathways.

We want to:

- improve the confidence of parents in our schools and settings to help their children to learn and achieve;
- help parents to have greater influence and say in the type of provision which is made for them;
- make further significant improvements in transition and progression arrangements to help prepare our young people with disabilities for adulthood.
- improve the integration of services and planning for children so that the world is more 'joined up' for parents and needs are identified and assessed as soon as possible
- continue to improve all aspects of provision including Short Breaks, transition support, specialist support in schools and other services to enhance local access to opportunities.
- continue to improve the quality of all aspects of our practice, whether in the classroom, care setting or in assessment

The Local Authority cannot achieve this alone. Crucially, we will draw on the knowledge and understanding of parents when planning or reviewing services or assessing and making provision for their children.

Working together with services provided by Health and the Voluntary and Community Sector is also vital to making improvements. This is why the Children's Trust Board has committed to a Change and Integration Programme for Special Education Needs and Disability as one of its key priorities. It is closely aligned to the proposals in central government's Green Paper 'Support and aspiration: A new approach to special educational needs and disability.'

There is no escaping the fact that all our services must achieve efficiencies and contribute to the savings targets in our medium term financial strategy. That is not incompatible with making improvements and the emphasis in the strategy on service integration is key to this.

We continue to be ambitious and will test our progress against a published performance framework so that we can all see how we are doing.

Cynthia Welbourn
Corporate Director – Children and Young
People's Service

Carl Les
Lead Executive Member for Children's Services

Scope of the Strategy

This strategy is for all children and young people 0-25 who have special educational needs and those to age 18 who require Short Breaks or other significant personal or family support.

Some children and young people will need excellent classroom practice and skilled teachers', some will benefit from additional specialist support from outreach services or the provision of specialist equipment; some will need high levels of personal care and their families may benefit from Short Breaks; others will progress into adulthood requiring additional support during transition to adult services.

A complementary strategy will be prepared for those children and young people whose primary need is behaviour, emotional and social difficulties.

The Council's vision and strategy for adults with learning disabilities 2011-16 is contained in the document 'Moving on with Valuing People Now' and 'Valuing Employment Now' in North Yorkshire. This can be provided by contacting Support Officers, Health and Adult Services, NYCC, Northallerton, DL7 8DD. Tel: 01609-798830 or 01609-533529.
Email: adultsocialcarevision@northyorks.gov.uk.

2. SEND Policy Framework

National Context

The Government set out in the **Coalition Agreement**¹ a series of public sector reforms relating to special educational needs and disability in June 2010. These include:

- “improvement in diagnostic assessment for school children,
- prevention of the unnecessary closure of special schools, and removal of the bias towards inclusion.
- Extending the greater roll-out of personal budgets to give people and their carers more control and purchasing power”.

These reforms have been outlined in the recent **Green Paper ‘Support and Aspiration: A new approach to special educational needs and disability’**². The Green Paper outlines changes in five key areas:

a) Early identification and Assessment

- including a new two-year old development check and reform of the statementing system to a new integrated ‘education, health and care plan’.

b) Giving Parents Control

- including the option of personal budgets by 2014, increased transparency on services and entitlements and increasing the range of parental preference in school choice.

c) Learning and Achieving

- Reform of the special educational needs system, encouragement for special schools to become academies and the ability of parents to take over special schools earmarked for closure as ‘free schools’.

d) Preparing for Adulthood

- improved options for post-16 education and training, increased opportunities for paid work and improved transitions between children’s and adult health services.

e) Services working together for families

- Strategic planning and commissioning role for local authorities, reform of funding arrangements and increased opportunities for frontline staff and the voluntary and community sector to run public services.

The Government is also reforming the process for post-19 educational support and provision, with local authorities anticipated to take on the responsibility for post-19 educational funding in 2013-2014.

The Council has responded to the various central government consultation proposals on changes to funding. Once the outcome of the consultations is known, the Local Authority will need to consider the policy, practice and financial implications of the changes and reflect them as far as possible in the delivery of this Strategy.

The national policy context for special educational needs and disability is changing and it is important that North Yorkshire responds constructively to the challenges that this will bring. It will have to do so however in the financial context outlined by the **Coalition’s Spending Review 2010** which requires reductions in public sector finance of an unprecedented scale. Budget reductions for local authorities between 2011/12 and 2014/15 are large and front loaded. Budgets for schools, which include SEN resources, are also reducing in real terms. Implementation of the strategy must, therefore, contribute to efficiencies and cannot presume increased resources.

¹ Cabinet Office <http://www.cabinetoffice.gov.uk/news/coalition-documents>

² Department for Education www.dfe.gov.uk

The local context

The Council Plan for North Yorkshire 2011-14 sets the vision and priorities for our overall purpose and work. The Council plan has six aims to improve the lives of North Yorkshire residents:

- ensure good access for all;
- help people to live in safe communities;
- help all children and young people to develop their full potential;
- promote a flourishing economy;
- maintain and enhance our environment and heritage; and
- improve health and wellbeing and give people effective support when they need it

For the next three years, the Council will prioritise four areas of service delivery:

1. Protecting and supporting vulnerable people;
2. Supporting economic growth and employment;
3. Improving accessibility for all our communities and supporting active communities; and
4. Managing our environment and promoting environmental sustainability.

The Children and Young People's Plan (CYPP) 2011-14 provides details how the North Yorkshire Children and Young People's Service will deliver on the priorities for children and families.

The CYPP 2011-14 sets out a commitment that all children and young people should be supported to:

- Succeed in good schools and other settings.
- Lead healthy lifestyles and have good health care.
- Be kept safe and protected from harm.
- Make positive choices for personal responsibility.
- Be economically secure.

Children with special educational needs and/or a disability (SEND) are a priority for the Children and Young People's Service. The CYPP sets out the commitment to service reform for children with SEND, to deliver improved outcomes through better integration across disciplines.

Further key plans and strategies that influence the development of services and provision for children with SEND are:

The Children and Young People's Service Savings and Transformation Strategy sets out the financial strategy for achieving spending reductions across the Children and Young People's Service from 2010-15.

The Short Breaks Statement sets out the local offer for short breaks and how to access short breaks services.

The SEN and Behaviour Review 2006 established changes to the pattern of special educational needs and behaviour services across North Yorkshire. This strategy builds upon that work.

Legislation and Statutory Guidance

The Strategy for SEND is underpinned by legislation and our aims and principles have regard to the authority's duties. In developing this strategy and supporting work, we have taken account of:

- The Children Act 1989
- The Education Act 1996
- The SEN and Disability Act 2001
- The SEN Regulations 2001
- The SEN Code of Practice (2001)
- The Disability Rights Commission Code of Practice for Schools (2002)
- The Children Act 2004
- The Education and Inspections Act 2006
- The Education and Skills Act 2008
- The Apprenticeships, Skills, Children and Learning Act (2009)
- The Breaks for Carers of Disabled Children Regulations 2010
- The Equality Act 2010
- The Green Paper 'Support and Aspiration: A new approach to special educational needs and disability' (2011)
- Framework for the assessment of children in need and their families (Department of Health April 2000)
- Short Breaks Statutory guidance on how to safeguard and promote the welfare of disabled children using short breaks (2010)
- The Children Act 1989 Guidance and Regulations Volume 2: Care Planning, Placement and Case Review (DCSF 2011).

3. Aims and Principles

We seek to:

- Promote positive outcomes for young people with SEND.
- Enable families to stay together through access to local services, settings and support.
- Provide earlier, better integrated support for families.
- Promote active engagement of children, young people and their families in shaping services.
- Prepare young people well for future life.
- Be effective, efficient and sustainable.
- Link what we do in communities so these children can be part of where they live.

The following high level principles have informed the proposals for change. They are intended as general principles to inform decisions and ways of working:

1. Keeping the child and family at the centre of our work.
2. So far as is reasonable and practicable, the preferences of the parents or young person should be followed in decisions on service provision, giving greater control and influence.
3. Integrating our approach to assessment and decision making at key points in a child's life, with shared standards and core competencies for staff.
4. Ensuring interfaces with partner agencies are managed to improve the experience for families.
5. Ensuring our services provide the best value for money through being both effective and efficient.
6. Take full account of legislation, national policy and evidence-based practice in shaping services and decision-making around individuals.

4. Current provision and reasons for change

The North Yorkshire County Council's Children and Young People's Service is committed to improving outcomes for all North Yorkshire children and young people. We have reviewed our data and the feedback from parents and children and young people to help inform our strategy and proposals for change.

Current provision and trends

The recent Green Paper 'Support and Aspiration: A new approach to special educational needs and disability' highlights that, although the proportion of pupils with a statement has remained stable over time, there has been a sharp rise in the number of pupils with SEN without a statement in the period 1995 to 2010.

This national trend has not been mirrored in North Yorkshire with both the number and proportion of SEN pupils without a statement falling from January 2000 to January 2010. This in part reflects the strategic decision made in 2004 in North Yorkshire to delegate to a high level resources to SEN statements which makes increased demand additionally difficult. However, this high-level analysis does not draw attention to increases in the number of North Yorkshire pupils with SEN within specific groups and the challenges these emerging trends will pose in the future.

Requests for statutory assessment (RSA) submitted to the Local Authority have almost doubled from 113 in the financial year 2003/04 to 204 in 2010/11. Coupled with an increase in RSA volume there has been a sustained increase in the number of new statements issued.

Nationally, there has been a marked increase in certain primary need types of SEN in recent years. For example, the number of pupils with speech, language and communication needs (SLCN) has increased by 58 %, to 113,000 pupils; and the number of children with Autism has increased by 61 %, to 56,000 pupils.

Following national trends, the number of SEN pupils with a primary need of Autism or SLCN in North Yorkshire is rising. Autism is now the most common primary need among pupils with a statement in North Yorkshire, with 350 statements maintained by the Authority³. This represents an increase of 20% on 2008 data and trend analysis indicates this will continue to rise. The number of pupils at School Action Plus (SAP) has increased by 54% over the last four years to a peak of 167 recorded in January 2011. Although the number of pupils with a statement for SLCN is stable, the number of pupils at SAP has risen substantially in the last four years. The % of children with sensory or physical needs has remained steady, with those with hearing impairments (HI) accounting for around 3% of the statemented population and 2.73% of the SAP cohort. There has been an increase in the number of statements for visual impairment.

The cases open to the Disabled Children's social care team remain comparatively stable. Short breaks cases have increased with the recent pathfinder. The numbers of Child Protection Plans and Looked After Children (LAC) for those with disabilities are generally static, although a slight increase in LAC has been noted in line with the general county and national rise. The disabled LAC cohort is predominantly older children (aged 11 upwards). This can often be linked to the increasing size of the child which challenges parents' physical ability to manage their child. In some cases it is the disabled child's behaviour which is the challenge.

These trends point to a future in which:

- more pupils aged between 5 and 10 years old receive a statement than in the previous decade;

³ As at 1 April 2011

- more pupils will be diagnosed with Autistic Spectrum Disorder or Speech, Language and Communication Needs;
- more pupils will require additional support from the Authority and for longer than in the previous decade;
- there is likely to be an increase in demand for Short Breaks provision to provide social and leisure opportunities for children and a break from caring responsibilities for families.

Local provision

North Yorkshire is committed to developing local provision for children and young people with SEND to keep families together and enable children and young people to grow up in their local communities.

There have been significant developments in local specialist provision following the implementation of the SEN and Behaviour Review, which changed the pattern of educational provision, and through the Short Breaks Pathfinder which increased the range and accessibility of short breaks for disabled children and their families. A further area of development is increasing local provision for post-16 education in the County, with more flexible and personalised packages of support to access local colleges and workplace providers.

This strategy seeks to build upon these developments to further develop provision and opportunity which will enable children and young people with SEND to more easily access community services, such as children's centres, youth clubs and outdoor education. In addition to this we aim to review our specialist residential provision, to ensure it remains fit for purpose and helps keep families together.

It is important that we retain a County-wide approach to provision, as children and young people with SEND are distributed across the County and require access to services across large rural areas and in urban centres.

Consultations and Performance

It is fundamental that children and young people with SEN and/or disabilities and their families have the opportunity to influence and shape the services they receive. As part of the SEND change and integration programme, a communications strategy and action plan has been developed to ensure key stakeholders are engaged in the change programme and developments regarding the change programme are communicated effectively to all concerned.

Extensive consultation was undertaken on the draft strategy during Autumn 2011, including 15 public meetings for parents/carers. The key areas requiring development and improvement which were identified are:

- communication in individual cases and when planning changes to policies or provision;
- transition planning;
- ensuring that systems are working to support and challenge schools and other universal settings;
- personal budgets;
- issues relating to the integration of services;
- transport;
- the provision of Short Breaks;
- funding and Performance Management of the Strategy;
- Health related issues.

The draft strategy has been amended in places to acknowledge the concerns which were raised and specific actions will be set out in the development plan.

These consultations, in addition to internal reviews, performance monitoring and quality assurance procedures, have been important in identifying the areas where we perform well and areas where we can improve.

What we need to protect

The Short Breaks Pathfinder has significantly increased access to short breaks. Short Breaks enable families, to have a break in their caring arrangements. This can be to provide social or leisure opportunities for the child or young person, respite for the family, support to siblings or to help parents' access training and employment. The number of children's needs met through Short Breaks has increased year-on-year to 607 in 2010/11 (from 432 in 2008-9) and the number of Short Break nights through residential care has also risen every year since 2008-9 (from 3441 nights in 2008/09 to 3713 nights in 2010/11)⁴. The full short breaks offer was completed in September 2010 and a full evaluation report has been completed to inform future pathfinder projects and to embed short breaks practice for the longer term. Additionally, Training Education for Short Break Services (TESS) is now operational, further enabling children with health needs to access short break activities.

A complete review of provision for special educational needs and behaviour was undertaken in 2006. Significant improvements have since been made in the range and availability of local specialist support to mainstream schools. This has been achieved through the opening of 25 Enhanced Mainstream Schools (EMS) and the continued development of support and outreach from North Yorkshire's special schools. The EMS deliver support to schools in their localities to help them to better meet the needs of individual pupils referred to the EMS. This has included working alongside Head teachers, SENCOs, class teachers and teaching assistants to develop the provision a school is able to offer. In some cases, EMS are also providing support to pupils already on their own school roll, or who have been admitted to the EMS following review.

The 2006 review envisioned a rationalisation of North Yorkshire's special schools for SEN so that, over a period there would be 5 instead of the current 8. It has not proved possible to proceed with this phase of delivery mainly because of the reduction in the availability to the Council of the necessary capital which would need to be invested. Nevertheless, North Yorkshire's special schools continue to be highly regarded with all of them judged by Ofsted as satisfactory or above with 91% good or outstanding.

North Yorkshire's three Children's Resource Centres which provide care for disabled children are high quality, well regarded and assessed by Ofsted as at least satisfactory and one as outstanding.

Service improvements include year nine transition review meetings, where parents are now invited to attend alongside their child, Connexions and health representatives and school SENCOs, and improved parental involvement within the Early Support programme. Additionally, trials of a new format for Pupil Centred planning meetings have been undertaken in our special schools, to give a more holistic view of the young person and provide a greater voice for users of the services.

The Flying High Group are a group of young adults between the ages of 16 and 25 who have extra support needs or disabilities. The group was created in 2008 and set about consulting with young people with similar needs. The Flying High Group has undertaken a number of important pieces of work, ensuring a voice is given to young people with disabilities across North Yorkshire.

The group has undertaken consultation work with a number of schools regarding leisure opportunities and the support required in order for young people with SEN and/or disabilities to access these services. As a result of these consultations a number of new activities have been put in place, reflecting the views of the young people who took part in the consultation.

⁴ Performance & Outcomes: CYP Annual Review 2010-11

Teachers have identified members of the Flying High Group as excellent role models for school pupils, encouraging them to participate and voice their opinions. The Flying High Group receives support funding through CYPS, which has been secured to 2014, ensuring it can continue to meet and act as a key young people's participation steering group, providing a direct input in shaping North Yorkshire SEND services.

Why we need to change

North Yorkshire is ambitious for all its children and young people. Working together across agencies, we aim to support a happy, healthy and nurturing childhood and enable the best possible life opportunities for young people. Children and young people with SEND face additional challenges to their peers in their childhood and adolescence, which can impact on their outcomes.

From our data analysis we know that:

- Children with SEND can have poorer outcomes; for example nationally children in the care system are 3 ½ times more likely to have SEN than the whole child population
- There is a significant gap in educational performance locally, and nationally, between children with SEN and their non-disabled peers
- Young people with SEND are less likely to stay in full time education after Year 11 and are more likely to not be in education, employment or training by the age of 18, than their non-disabled peers
- Children and young people with SEND are more likely to have low self-esteem and locally report higher rates of bullying than their non-disabled peers
- Children and young people with SEND are more likely to require free schools meals, indicating lower levels of family income.

While much has been done to improve local provision and experience for children and young people with SEND and their families, this hasn't translated into improved outcomes for them in many instances.

In general terms, parental satisfaction for services is lower for parents with children with SEN and/or disabilities when compared to the whole parent cohort. The consultation on the draft SEND strategy⁵ identified key areas for development or improvement. These are:

With reference to childcare, disparities are evident between parents of children with SEND compared with the whole parent cohort, expressing lower satisfaction with the standard (65% compared with 85% overall), location (47% compared with 82% overall), value for money of childcare (53% compared with 72% overall) and the extent to which childcare met the child's needs (54% compared with 80% overall)⁶. Furthermore, satisfaction levels were lower for parents of children with SEND regarding the accessibility of information about services (60% compared to 69% overall) and the work done to prepare pupils for employment or further training (76% compared to 80% overall)⁷. Difficulties with transport are also a key issue for both young people and parents in order to access SEND services.

We want to improve life chances and opportunities for children and young people with SEND, and ensure children and young people with SEND are not at risk of poorer outcomes when compared with their non-SEND peers. Without reforming our approach to services for SEND within the Children and Young People's Service and providing a clear pathway for families and reducing opportunities for duplication, it will be difficult to achieve the improvements we want for families in North Yorkshire in a period of financial challenge.

⁵ Feedback from consultation held in autumn 2011

⁶ 2011 Childcare Sufficiency Audit.

⁷ 2010 CYPP Parents Survey

5. Proposals for change

Focus Area 1: Integrated Assessment and Decision Making

Early identification of needs and effective, holistic assessment provide the best mechanisms to ensure children get the right support they need at the earliest opportunity. This can provide both a better experience for families and crucially enable children to fulfil their potential. We are committed to implementing an integrated approach to assessment and decision-taking across different service specialisms. This will reduce the number of assessments families have to experience through improved information sharing and decisions based upon a better understanding of all the factors in a child's life.

North Yorkshire has been successful in becoming a national pathfinder for the new 'Education, Health and Care Plan' and will focus on improved early identification and integrated assessment through Early Support and transition to adulthood.

To achieve these outcomes, we will change the way we work in the Children and Young People's Service. An integrated service for children with SEND will be developed to provide leadership, accountability, efficiency and direction for the local authority's duties in relation to provision for children with SEND.

We will continue to develop and embed the Early Support programme for children with complex needs and to promote the Key Worker concept so that support to parents is integrated.

Focus Area 2: Giving Parents Greater Control

Information and support

Young people and parents have reported that they find it difficult to access information about our services and the range of opportunities and support available to their children. To improve our information services for children and young people with SEN we are reviewing all published information, our SEND website pages and service directories to ensure that families can access the most up-to-date information when they need it.

Increasing engagement and participation in planning services

We are committed to involving service users and their families in designing and shaping the services available to them locally. Involving people in the services they use allows the services to be more responsive, better focussed and can improve the experience for service users.

This Strategy seeks to build on developing good practice to enhance participation through:

- increasing opportunities for capturing feedback on services and making greater use of feedback in designing or re-shaping services;
- securing the role of the Flying High group and PACT as representative groups for strategy work and consultation;
- ensuring specialist consultation and engagement activity is linked to other universal mechanisms, such as the youth councils;
- embedding person-centred approaches through assessment and decision making.

Personalised approaches

The Green Paper sets out a commitment to tailor services to the individual and give greater control to families through the use of Personal Budgets by 2014. Personal Budgets will allow families to choose how resources are spent; allowing them to choose alternative provision and not just Council services. Families who receive a service from disabled children's social care can already access 'direct payments', which give parents the equivalent cost of in-house Council services to allow them to purchase alternative care. The Green Paper seeks to expand this through personal budgets to include some aspects of education and health services.

A personalisation strategy for North Yorkshire will be developed to enable families to have greater choice and control in the services their children and young people receive. This work will be informed by the national SEND Pathfinders, including North Yorkshire's, which will test the scope and practicalities relating to Personal Budgets over the next two years.

A significant issue to address will be the availability and quality of provision in all parts of the county for parents to purchase.

Focus Area 3: Enhancing Local Provision

Learning and Achieving

Supporting children with all levels of SEN in Early Years settings and at school

Ensuring that all children have access to high quality provision in their local school or Early Years setting is a key priority of this strategy. All schools and settings should:

- ensure that a key focus of improvement is to develop good, inclusive universal provision to meet a broad range of needs within the classroom;
- seek to develop personalised provision to meet the more complex needs of some children and young people
- maintain high expectations for all children and young people and support them where possible to 'catch up' to age related expectations;
- provide supportive and targeted intervention where appropriate to ensure that all children make good progress;
- liaise closely with parents and pupils when developing provision;
- liaise closely with other agencies where appropriate to identify need earlier;
- support successful transition to and between schools by developing inclusion passports.

The Local Authority will support and challenge Early Years settings and schools to continually improve the quality and range of provision, so that more children, with a broader range of needs, can make good progress alongside their peers and so that attainment gaps are narrowed

Support and Outreach

Our special schools continue to play a key role in delivering support and outreach to mainstream schools for Severe Learning Difficulties and for Autism. Additionally they are key partners in helping to integrate services and to bring information together, for instance in developing approaches to meeting the needs of children and young people with Complex Learning Difficulties and Disabilities and in taking forward the Learning for Living and Work Framework which will be at the heart of transitions to Post 16 provision.

The SEND support and outreach service will continue to enhance its programme of professional development for schools, settings and the wider workforce. The majority of the training is available free at the point of delivery for all North Yorkshire maintained schools. Opportunities include:

- A programme of universal training, support and development at whole school level for meeting the needs of children and young people with SEND in mainstream schools.
- A programme of specific SEND training at enhanced, specialist and extension levels aimed at further developing specialist knowledge, skills and competence.
- Specialist courses and conferences delivered by experts in more in-depth, specialist aspects of SEND.

The training delivered will be closely matched to the needs of schools identified through the school's development plan and/or the needs of individuals identified through performance management. Opportunities will also be made to support parents and carers and voluntary sector organisations with up-to-date training and information on best practice approaches.

A suite of strategies will be developed to meet the needs of children and young people with Autism, Speech, Language and Communication and Specific Learning Difficulties.

The Authority will use its system of monitoring, challenge and support of settings and schools actively to promote this agenda.

Specialist Provision

The Green Paper makes clear that local authorities, working with partners, will remain responsible for securing a range of high quality provision for children and young people with special educational needs or who are disabled, and for strategic planning for services that meet the needs of local communities.

It will not be possible during the lifetime of this Strategy, and bearing in mind the absence of the significant capital which would be required, to remodel or replace our special school stock. If this becomes a realistic possibility in the future then a significant piece of strategic work would be required including extensive consultation.

Our approach will be:

- to continue to make important improvements to special schools where practicable (e.g. since 2008, the development of Spring Forest Sixth Form at Springwater School, Harrogate; additional classroom provision at The Dales School, Morton on Swale; improvements at Springhead School, Scarborough)
- actively encourage local special schools to collaborate to achieve efficiencies and improvements to provision
- to take account of the Residential Review which might provide opportunities for local developments involving education, care and health provision.

Any initiatives or suggestions for development which come forward from special schools (e.g. to extend their purpose or age range) will need to be considered in a county wide and local strategic context.

Short Breaks for Families

Local authorities have a duty to provide Short Breaks, and are required to publish a 'Short Breaks Statement' to set out the short breaks available to families in the local area and how they can be accessed. North Yorkshire has developed a wide-range of short break activities over the last three years, and the statement sets out the commitment to continue to deliver these breaks for families. The Short Breaks Statement can be found at: <http://www.northyorks.gov.uk/index.aspx?articleid=2926>

Access to social and leisure activities

The Short Breaks Pathfinder has provided a strong foundation for improving access to local provision, with investment in equipment and training to help young people access services. During 2011-14, we will seek to improve access to local community services, such as children's centres, leisure facilities and youth clubs to enable children and young people with SEND to use local services and remain in their community for social and leisure activities. This will require accessibility audits and further investment in equipment and infrastructure over the coming years.

Focus Area 4: Preparing for Adulthood

Making the transition from childhood, through adolescence and into adulthood is challenging for any young person. Young people with SEND can face significant additional barriers, including a lack of local post-16 or post-19 learning opportunities, limited access to paid work and changes to health and care provision. This period of time, often referred to as 'Transition' can be both daunting and frustrating for young people and their parents.

Significant work has been done over the past three years, through the Transitions Support Programme, to develop systems which will improve the experience of young people in North Yorkshire but there is much more to do. This focus area will include:

- Improving local provision for post-16 learning opportunities, including the development of flexible and personalised packages of support to continue in education or training.
- Integrated and person-centred assessment approaches through the transition period, using the Learning for Living and Work Framework.
- Close working with colleagues in Health and Adult Services and with NHS health providers and commissioners to improve the pathway from children's services to adult services.
- Improving information, advice and support to families.

Focus Area 5: Integration – working better together

At a strategic level we will develop planning and commissioning arrangements with the new Clinical Commissioning Groups and the Health and Wellbeing Board. We will actively engage with partner agencies when developing strategies to meet need e.g the Autism strategy.

At service level we will review and align existing functional teams (e.g. social care and educational assessment) into a single service to provide one point of contact for families and agencies.

The new service will be modelled on the child and family's journey, with a clear pathway through our service, based on key points in a child's life, for example identification of additional needs, starting school, moving to secondary school and moving on into adulthood. The premise of the new service is to provide support for children to enjoy childhood, fulfil their potential and grow up prepared for adulthood.

The new service will include a range of SEND functions to enable children and young people to enjoy their childhood and fulfil their potential:

- Commissioning for Portage/ early years support
- Special Education Needs assessment & commissioning
- Commissioning of inclusive local/ community provision
- Assessment & commissioning of respite care/ short breaks for families

- Assessment & commissioning of placements in post-16 education.

The reformed service will be responsible for:

- a) Undertaking, and maintaining, a needs assessment, to ensure all service planning and decision-making is based upon a rigorous understanding of need and provision and is transparent.
- b) Commissioning the required services on the basis of the needs assessment, in line with legislative and regulatory responsibilities and to reduce out of county placements.
- c) Enhancing access to provision at the universal and targeted levels.
- d) Reengineering processes and structures at the complex and acute levels to provide a clear pathway for families.
- e) Embedding an integrated assessment framework across service provision.
- f) Providing quality assurance on assessments, decision-making and placements.
- g) Supporting the transition process to adulthood.
- h) Ensuring user voice informs all decisions on care planning and service developments.
- i) Standardised communication and publication for all services relating to children with SEND.
- j) Streamlining policies across the children and young people's service.
- k) Performance management of the assessment processes and service provision for children and young people with SEND.

6. Implementation and Delivery

Change and Integration Programme

The SEND Change and Integration Programme has been established to deliver the SEND Strategy.

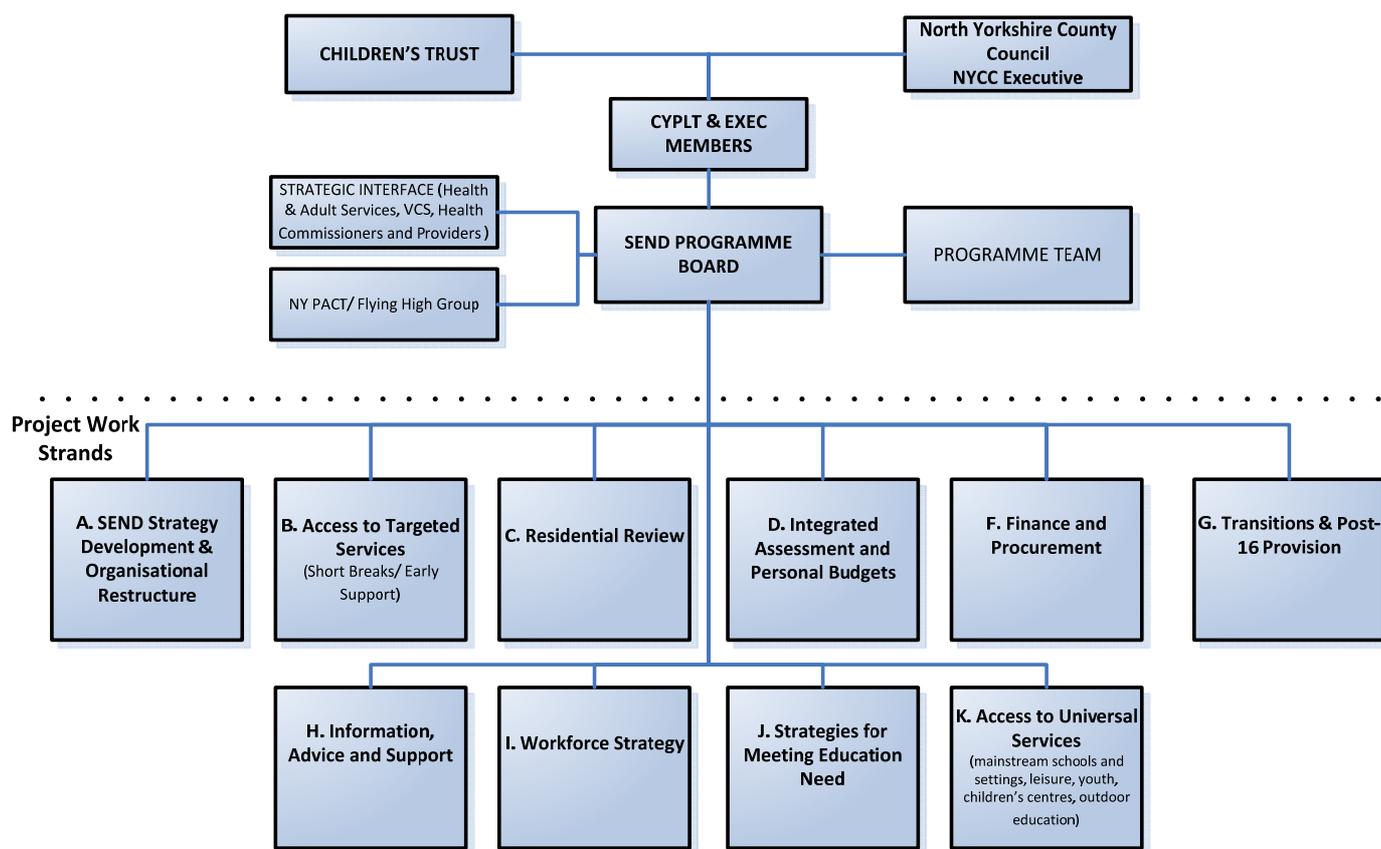
The programme is led by the Assistant Director, Access and Inclusion, supported by a programme team and board, which is a sub-group of the Children's Trust. It comprises senior managers from all service disciplines, Health and Adult Services and PCT commissioners for children.

The Board oversees the delivery of work-strands, each of which is responsible for delivering on the priorities within the strategy. The work strands are each led by a senior manager within the Children and Young People's Service and comprise representatives from disability services, SEN services, health and other relevant colleagues. The strategic linkages to the work strands is shown, below.

Aims for the Strategy	Workstrand	Focus Area Link
Promote positive outcomes for young people with SEND.	Strategy Development	5 Integration
Provide earlier, better integrated support for families.	Integrated Assessment	1 Integrated assessment and decision making
Enable families to stay together through access to local services and settings and support within inclusive communities.	Access to Universal Services Access to Targeted Services (Short breaks/ Early Support) Residential Review Strategies for Educational Need	3 Enhanced local provision
Promote active engagement of children, young people and their families in shaping services.	Personalisation Communication Review	2 Giving Parents Greater Control
Prepare young people well for future life.	Transitions and Post-16 Provision	4 Preparing for Adulthood
Be effective, efficient and sustainable.	Funding Organisational Review Workforce Development	5 Integration 3 Enhanced local provision

Full details of the leads for and remits of the work strands, the membership of each work strand and timescales for the work, as well as minutes of the Programme Board, can be found at on the North Yorkshire County Council intranet on <http://intranet/directorate/cyps/savings/SEND/Pages/Home.aspx> or contact send@northyorks.gov.uk

SEND CHANGE AND INTEGRATION PROGRAMME STRUCTURE



Engagement with Stakeholders

The SEND Change and Integration Programme is wide ranging and deals with complex areas of work. To help ensure that all stakeholders, such as parents, young people and staff who working with children with SEND, are aware of the changes and are kept up to date, there is a specific communications strategy for this work. This can be found at:

<http://intranet/directorate/cyps/savings/SEND/Pages/Home.aspx> or by contacting send@northyorks.gov.uk. This strategy and action plan outlines the main communication methods that will be used by the Programme Board and associated work strands.

It is very important that children, young people and parents have a voice and can influence the changes through this strategy. CYPS have committed to the ongoing support of the NY PACT parent's forum and the Flying High Group, of young disabled people to enable them to engage with this strategy and provide appropriate challenge.

Workforce Development

Ensuring that we have a high quality workforce is essential to providing good quality services. This is of particular importance for people working with children and young people with SEND. As services develop and change over the period of the strategy, and new ways of working are introduced, the workforce must be supported to adapt to the changes and learn new skills. To this end, there will be a dedicated workforce development strategy for SEND, seeking to recruit and attract excellent staff and setting out the core competencies for all people working with children and young people with SEND, and additional requirements for specialist services. A comprehensive training programme will be established to deliver this workforce strategy.

Safeguarding

The new integrated SEND service will give primacy to the safeguarding and protection from harm of this especially vulnerable group of children and young people. Procedures will be in place that ensure early identification and, where need or risk is identified ensure that the focus of the work is appropriate to the individual child and their journey from needing to receiving help, from entering to leaving the child protection system.

Information Sharing

Effective service provision relies on an organisation communicating and sharing information appropriately in order to ensure the right information is available to the right people at the right time, whilst maintaining an individual's privacy. As services integrate, information will be shared across service disciplines to support integrated assessment, joint planning and decision making. We recognise that it is vitally important that people remain confident that their personal information is kept safe and secure and that professionals maintain the privacy of the individual, whilst sharing information to deliver better services.

Information governance (IG) plays a key part in ensuring information is managed in a legal, secure, efficient and effective manner. IG also ensures compliance with the individual and social obligations the council has regarding all the information it holds. North Yorkshire County Council corporate IG policies and standards will be followed at all times to provide assurance to the council, its service users and other stakeholders that all information, including confidential and personal information, is dealt with in accordance with legislation and regulations, and that its confidentiality, integrity and availability is appropriately protected.

Risk Management

The management of risk is an ongoing activity throughout the SEND Change and Integration programme. As part of the risk management arrangements, a SEND project risk register has been developed in order to identify potential risks associated with the change programme. Additionally, detailed risk logs are also maintained in order to assess the probability of a risk occurring and the impact on the programme should the risk occur. The risk register and logs are reviewed and maintained on an ongoing basis, assisting in the measurement and evaluation of potential risks and capturing the actions being taken to mitigate against each risk.

Commissioning Arrangements

To improve local provision we need to have the right services in the right places. Understanding the need of the local area, the market and the existing provision available is very important to get the pattern of provision right for children and young people with SEND and their families. 'Commissioning' means planning services, based on need, procuring or providing those services and reviewing their effectiveness and value for money.

We will continue to promote a mixed economy of provision, and CYPS both directly provides some services using local authority staff, and commissions others to provide them on our behalf, for example through the voluntary sector. As we review the services available to children and young people with SEND and their families, we will seek to ensure that services are as local as possible and that universal

provision, for example children's centres, leisure activities and youth settings are accessible to disabled children.

In reviewing and redesigning services, key principles will inform our commissioning:

Services must, regardless of who they are delivered by:

- Deliver the appropriate support to help children fulfil their potential.
- Keep the child and family at the centre of our work.
- Safeguard children and young people.
- Be of high quality, demonstrated by evidence of impact.
- Provide the best value for money through being both effective and efficient.

Through the strategy will we endeavour to retain a mixed-economy of provision, including in-house council services and a range of voluntary, community, independent and/or private sector services to promote choice for families.

7. Accountability and Performance Framework

Accountability Framework

The local authority has an overall responsibility to ensure that the needs of children with SEND are met. This responsibility will be discharged through the Children and Young People's Service, and within it, the new SEND service. The Assistant Director for the new SEND service will hold management responsibility for the delivery of this strategy and the supporting work.

The North Yorkshire Children's Trust has prioritised the integration of services for children with SEND and as such will receive regular reports on progress.

Performance Management

The success of this strategy will be measured against the outcomes and aims we want to deliver. This will include reviewing:

- a) Delivery of the Change and Integration Programme within set timescales (progress)
- b) Improved performance against key performance indicators (impact/ process)
- c) Feedback from children, young people and families (impact)
- d) Achievement of financial savings (sustainability)

Performance management will follow the pathway for families to consider both the service response to families (e.g. how quickly children are assessed) and how effective the service has been at improving outcomes for families.

The performance indicators below will be used as one measure of performance.

Indicator	Baseline
Initial Assessments completed within timescales (Children in Need)	95.9%
Core Assessments completed within timescales	83.8%
The number of young people aged 19 to 25 with SEND undertaking Personalised Pathways	5
Young people with a statement of SEN who receive a s139a within timescales	100.0%
SEN Statements issued within 26 weeks (excluding exceptions)	100.0%
SEN Statements issued within 26 weeks (including exceptions)	89.4%
SEN Gap English and Maths at KS2	56.8% *
SEN Gap 5 A*-C GCSEs inc English and Maths	50.3% *
The % of pupils with SEND achieving 5+ A*-C GCSE including English and Maths	19.6%
The % of pupils with SEND achieving the English Baccalaureate at GCSE	2.6%
Average point score at A level for pupils with SEND (per candidate)	698
Average point score at A level for pupils with SEND (per entry)	201
% of young people with SEND who are NEET	9.3% *
% SEND pupils scoring in the highest bracket for self esteem scores	34.0%
% SEND pupils enjoying most of their lessons at school	61.0%
% of SEND pupils who think that the opinions of young people make a difference to decisions in school	65.0%

* where a low value is positive

Local Authority maintained schools are required to submit an annual return detailing how their resources for SEND are deployed. Information contained within the return is fed into a School Inclusion Profile. Where the school has identified estimated expenditure which is significantly different to that of similar schools, this will be identified. It is expected that the School senior leadership team and governors will use this analysis of the deployment of resources to inform its own evaluation of SEN provision. Local Authority Advisers may also seek to discuss this with the school in helping to evaluate whether resources are being deployed most effectively. Information within the return may also be considered when schools make requests for statutory assessment. From April 2012 schools will not receive their full allocation of resources for SEN until the return has been submitted.

Schools are required to publish outcomes for all children and young people including those with SEND. This information is also fed into the School Inclusion Profile. The Local Authority monitors these outcomes closely to provide differentiated challenge and support to schools.

8. Resourcing the Strategy

Services for SEND are funded through a number of sources; the Dedicated Schools Grant (DSG); Local Authority budgets, the Young People's Learning Agency (YPLA) for post-16 learning, and contributions from other partner agencies. It is anticipated that funding for the education of 19 – 25 year olds will come to the Local Authority from the YPLA with effect from 2013-2014.

The total CYPS gross expenditure on SEND service per year in North Yorkshire is around £42.7 million, including funding from the YPLA and partner agencies. The budget is spent on commissioning services for children and young people, either in-house from County Council services, including Children's Resource Centres and special schools, or from private providers.

The Medium Term Financial Strategy of the Children and Young People's Service has incorporated a savings target of £1,150k in relation to SEND. The service has delivered against its financial targets for 2010-11 and 2011-12 without impact on the frontline, it has a remaining £450k to deliver by 2014-15 and the SEND Strategy will play a significant part in achieving that. The reduced resource must also provide for any increase in demand.

Making changes to local provision also requires some initial investment. The SEND Change and Integration Programme has a budget of £360k over this period to enable new ways of working and to deliver the management restructure.

We are committed to meeting the funding challenge through more efficient ways of work and redesigning services to limit the impact on front-line services. This strategy outlines how we are transforming to deliver a more efficient and integrated approach to SEND, which will deliver the savings required.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES RESOURCES 2011-2012

	£000
	Adjusted Gross Expenditure
Early Years Providers - (Maintained Schools and Private Voluntary & Independent Providers)	
Allocated to Early Years Provision to support SEN	210
Mainstream Schools	
Allocated to Schools to support High Need Statements	8,386
Special Schools	
Day Provision	10,482
Residential Provision	975
	11,457
Outreach Services	
Severe Learning Difficulties	348
Autistic Spectrum Disorder	67
North Yorkshire Communication Aids Partnership	32
	447
Enhanced Mainstream Schools	
Schools for High Functioning Autism	548

Schools for Specific Learning Difficulties	914
Schools for Communication & Interaction	774
Schools for Behaviour Emotional Social Difficulties	0
	2,236
Independent Special Schools	
Fees and Support	1,943
Recoupment with Other Local Authorities	
Payments / income to & from other local authorities	1,159
Independent Specialist Placements for pupils aged 19 - 25	
Placement Costs	4,493
Commissioning Budgets for Disabled Children's Services	
Direct Payments and Fees	3,511
Other Budgets for Disabled Children's Services	
Support and Equipment	606
Residential Short Break Budgets	
May Lodge	134
Morton-on Swale Children's Resource Centre	603
Nidderdale Children's Resource Centre	795
Beck House Children's Resource Centre	54
The Ghyll Children's Resource Centre	515
	2,102
Retained Staffing supporting disabled children	
Retained Staffing supporting the education of children	
Assessment & Commissioning / Placement (Education)	378
Assessment & Commissioning / Placement (Care)	1,386
SEN Support & Outreach	1,699
Personalisation & Transition	168
Education Psychology	1,729
Early Intervention Managers	70
Inclusion Officers	248
Other Retained Staffing budgets eg. Travel, equipment etc	496
	6,174
TOTAL SEND BUDGETS	42,725

These budgets exclude provision for BESD and Low Needs SEN funding which is delegated to mainstream schools