

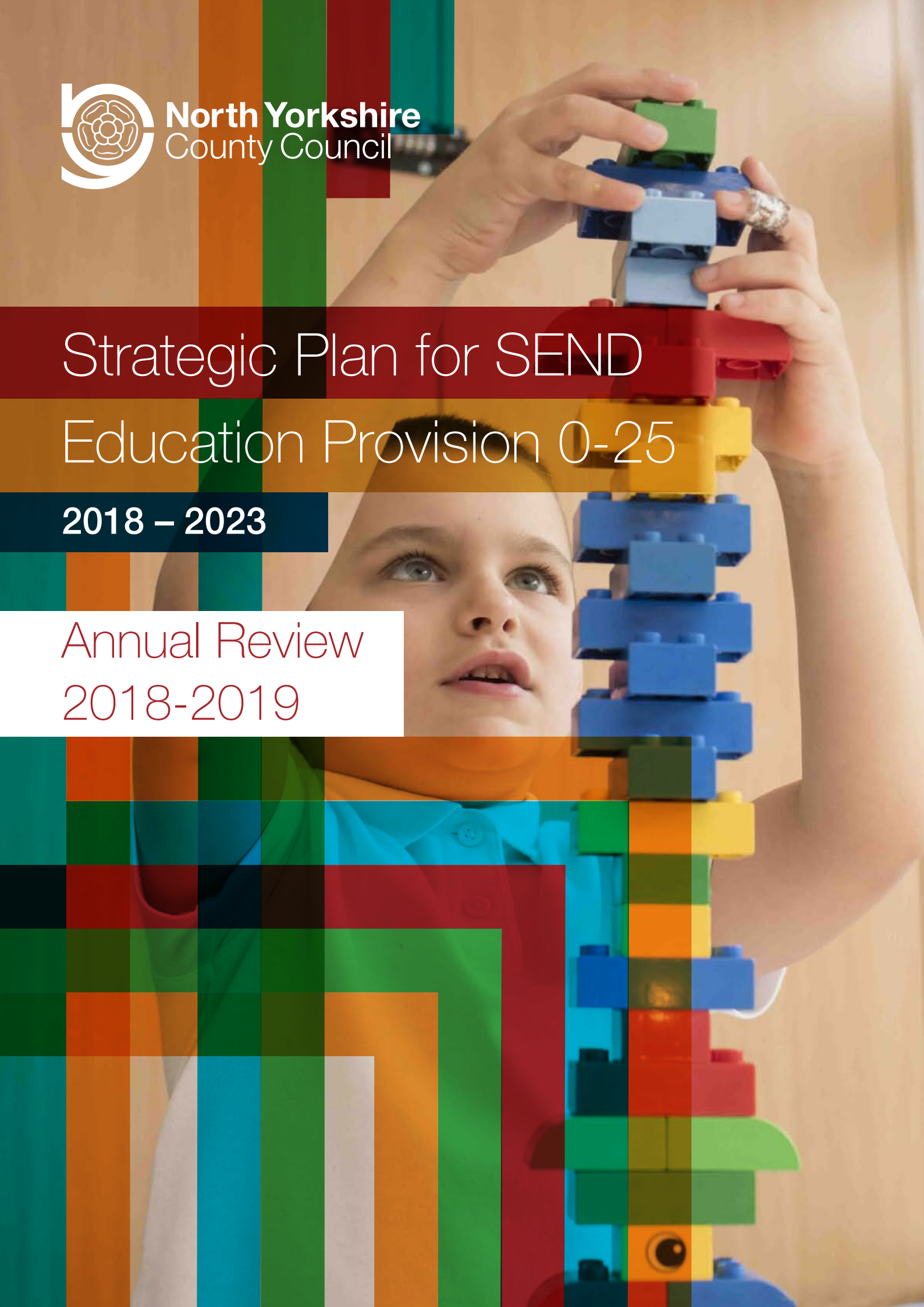


North Yorkshire
County Council

Strategic Plan for SEND Education Provision 0-25

2018 – 2023

Annual Review
2018-2019



Introduction

In September 2018 North Yorkshire County Council published the Strategic Plan for SEND Education Provision 0-25 (the Strategic Plan). The Strategic Plan was the result of extensive engagement and consultation with stakeholders, including parents/carers, children and young people, and professionals working in the area of special educational needs and/or disabilities (SEND).

Our vision set out in the Strategic Plan is clear. We want all children and young people in North Yorkshire to:

- Have the best educational opportunities so that they achieve the best outcomes.
- Be able to attend a school or provision locally, as close to their home as possible, where they can make friends and be part of their local community.
- Make progress with learning, have good social and emotional health, and be prepared for a fulfilling adult life.

We also set out our underpinning principles:

Strategic Plan Principles		
An inclusive culture and ethos	Joint commitment and accountability to children and young people	Right support, right time, right place.

Key to the successful delivery of our plan are ensuring that:

- There is early identification of the needs of children and young people and early intervention to meet these needs.
- There is flexible and local support that can meet needs quickly.
- Most children and young people can attend a school in North Yorkshire, as close to their home as possible.

We have remained true to the vision and underpinning principles as we have begun to implement the plan. The breadth of the actions in the plan, the unique circumstances of the county and the pressure on the high needs budget means this has been challenging at times. Despite this strong progress has been made in each of the three key areas of the plan. We have identified next steps as we know there is still much to do.

This review focuses on those three key areas of the plan:

- Ensuring a continuum of SEND provision across the county for children and young people aged 0-25.
- Robust and local governance, accountability, decision making and support.
- Re-shaping the High Needs Budget.

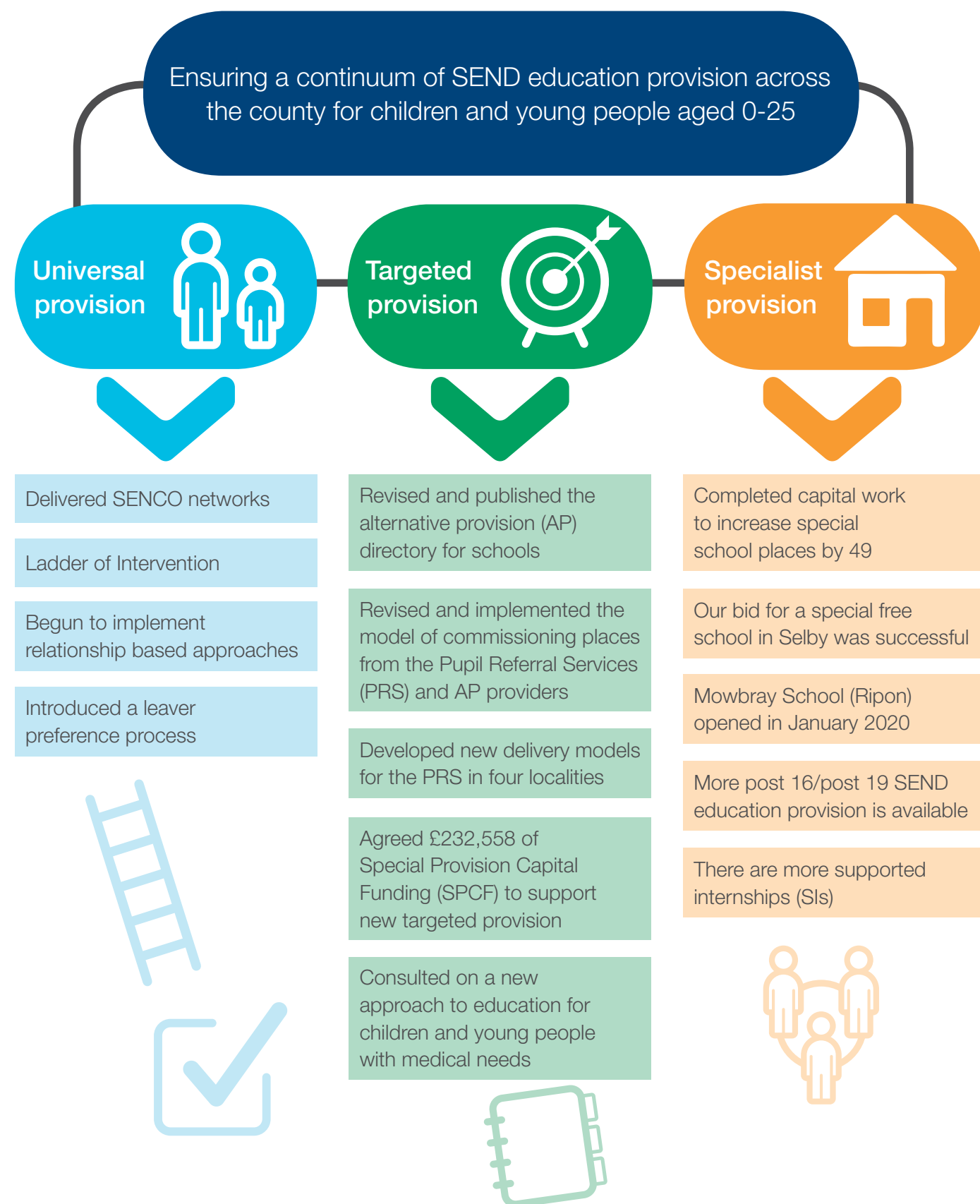
Ensuring a continuum of SEND education provision across the county for children and young people aged 0-25

We are committed to making sure there is early identification and intervention for children and young people with SEND, to make sure they get the right support at the right time, as close to home as possible.

As a result, the main focus of our work over the last year has been on developing and improving the continuum of education provision for children and young people with SEND to promote inclusion, develop local provision and reduce exclusion. This work has covered universal (mainstream), targeted and specialist provision.



What have we achieved?



Universal provision:

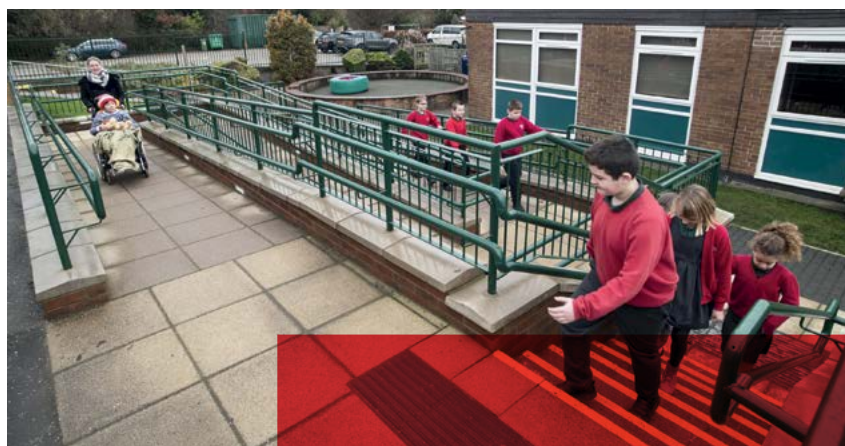
- We have delivered SENCO networks every term for early years settings and schools, and leads for SEND from further education have started to attend secondary SENCO networks.
- A directory of continuous professional development (CPD) opportunities has been developed. This also includes guidance on appropriate levels of CPD for different staff groups. This due to be published shortly.
- We have made it clear who are the key contacts for settings, schools and colleges.
- A North Yorkshire 'ladder of intervention' to support children and young people with social, emotional and mental health (SEMH) needs has been developed, and aligned with the new Early Help strategy. This was published in September 2019.
- We have secured funding from the Opportunity Area in the east of the county to support schools to implement relationship based approaches.
- A conference to highlight the Pivotal approach to working with children and young people with SEMH needs has been held. Following this seven schools will be piloting the approach, supported in the first year by funding from the Council.
- We have supported schools and SENCOs in the identification and support for children and young people requiring SEN support in mainstream schools.
- A leaver preference process has been introduced for young people with Education, Health and Care Plans. This tells us about what young people would like to do in the future so we can work with providers to secure this.

Targeted provision:

- We have revised the alternative provision (AP) directory for schools, including minimum standards for providers, and this was published in September 2019.
- A provider forum has been established for AP providers.
- We have revised the model of commissioning places from the Pupil Referral Services (PRS) and AP providers (Whitby and Ryedale). The new model was implemented from April 2019.
- Working in partnership with headteachers we have developed new delivery models for the PRS in 4 localities (Craven, Hambleton/ Richmondshire, Scarborough and Selby.) These include a preventative approach and financial contributions from schools. These will be implemented from September 2020.
- A specification for the new model of targeted mainstream provision (to replace the current enhanced mainstream school [EMS] model) has been developed and discussed with existing EMS schools.
- The application process is now underway for schools wishing to host a new targeted provision and there will be further consultation linked to this.
- £232,558 of Special Provision Capital Funding (SPCF) has been agreed for developing the new targeted provision.
- We have consulted on proposals for a new approach to education provision for children and young people with medical needs.

Specialist provision:

- We commissioned 38 more places in North Yorkshire special schools for academic year 2019/20 compared to 2018/19.
- There are stronger processes for making decisions for children and young people who may need an extended day or residential curriculum at North Yorkshire's residential special schools.
- Work funded through the SPCF has been completed at The Dales School, Springwater School, Springhead School and Brooklands Community Special School. £217,600 was allocated to this work. It has improved facilities and increased places by at least 24 in total. The work at Brooklands School was completed early.
- Work to improve facilities and increase places by 25 has been completed at the Forest School. This was funded by £1.1 million of Schools Condition Grant.
- The Council's bid for a special free school in the Selby area was successful. The proposed school will be for up to 100 pupils aged 3 to 19 with needs in the areas of communication and interaction and/or cognition and learning.
- Approval and £373,679 SPCF funding was secured to develop a satellite provision for Mowbray Special School on the former Moorside Infant School site. Mowbray School (Ripon) opened in January 2020.
- We have implemented the Preparing for Adulthood Guide from year 7. This strengthens the involvement of young people in planning for their future and making choices. The guide was runner up in the 2018 North Yorkshire County Council Innovation Awards, in the category of improving the customer experience.
- A model for independent travel training has been developed in partnership with parent/carers, young people, schools and colleges. It has been piloted and was rolled out from September 2019. So far 86 school staff have been trained and over 100 parents/carers have attended workshops.
- A broader range of post 16/post 19 provision is available across a larger number of providers. There has been an increase of 8% in young people with an Education, Health and Care Plan (EHCP) attending a post 16 further education course between 2017 and 2018.
- Phase 1 of the redesign of the learning offer from the Adult Learning and Skills Service (ALSS) has been completed.
- The number of places on the personalised learning programme (PLP) has increased and a further increase of over 30% is expected for September 2019.
- In a recent OFSTED inspection (June 2019) provision for learners with high needs from ALSS was judged as good.
- The number of supported internships (SIs) has increased. In 2018/19 there were 28 SIs, and from September 2019 there were 46. Supported internships have been introduced in the Council, with four interns starting in September 2019.



What does the data tell us about the impact of our work so far?



The Strategic Plan is a longer term five-year plan. A number of the key actions for the continuum of provision are yet to be completed. Consideration of the data at this point only therefore give a snapshot and short term impact at the end of the first year.

- The number and proportion of children receiving SEN Support has risen in each of the last 3 years. Although the proportion of children receiving SEN support in North Yorkshire is lower than the national average, the gap is narrowing. In January 2019 there were 9740 children receiving SEN support, 1623 more than in January 2016. In contrast, the overall school population grew by 300 children. It is clear that the increase in the number of children receiving SEN support is not as a result of an increase in the overall school population. This may point to improved identification of needs within school, so more children can access the support they need to reach their potential in North Yorkshire's schools.
 - North Yorkshire has seen an increase in the number of children and young people with EHCPs. This is also seen nationally, but the rate of increase between January 2018 and January 2019 has been significantly higher in North Yorkshire than nationally. There has been an increase of 18.1% (432 additional children) locally compared with an increase of 10.7% nationally.
- It is very positive that 42.5% of children and young people with an EHCP were attending a mainstream school in January 2019. This is significantly higher than the national picture (39.2%) and almost identical to the picture in January 2018 (42.6%).

North Yorkshire is also very strong in completing EHC assessments in the 20 week timescales. In the first 2 quarters of 2019/20 87% of EHCPs were issued within 20 weeks. This compares favourably with the most recent national figure of 58%.

Feedback from parents and carers about EHCP planning and reviews indicates a general high level of parent/carer satisfaction. We still need to improve the involvement of children and young people in their plans and reviews.

- Among children with an EHCP there is some evidence of a decrease in the number of fixed term exclusions and permanent exclusions over the last two and a half years. However, the picture is less positive in terms of children receiving SEN Support or those children without SEND. There is a similar picture in terms of permanent exclusions – there has been a reduction in the number of children with an EHCP subject to a permanent exclusion¹. The number of children receiving SEN Support or those without SEND subject to a permanent exclusion has hardly changed.
- Across the whole school population there is some evidence of a slight reduction (and so an improvement) in absence rates² between the 2017/18 and 2018/19 academic years for both primary and secondary. However, these improvements have not been made for children with SEND, and absence rates in 18/19 among children in receipt of an EHCP or SEN Support are still very similar to those recorded in 17/18.
- 9 out of the 10 maintained/academy special schools in the county are rated either good or outstanding by OFSTED. 86.6% of primary schools and 79.1% of secondary schools have a good or better OFSTED judgement.

1 From 8 in the first six months of 2018/19 to 4 in the first six months of 2019/20
2 Based on 2 term attendance data

What are our next steps?

Universal provision:

- Developing and reintroducing an inclusion quality mark.
- Embedding the ladder of intervention across schools in the county.
- Carrying out the work on relationship based approaches in the Opportunity Area in the East.
- Evaluating the pilot of the Pivotal Approach and rolling it out to more schools in the county, including primary schools.
- Gathering examples of inclusive evidence based practice across the county and sharing these with schools, settings and FE providers.
- Extending the SEND mainstream guidance to cover 16 -25 and deliver training in this for FE providers.
- Embedding the leaver preference process including using the information provided to expand the post 16 offer for young people with EHCPs.

Targeted provision:

- Finalising and preparing for implementation of the new PRS/AP models across the county in September 2020.
- Further engagement with schools to prepare for and begin a phased roll out of the new targeted mainstream provision model from September 2020.
- Finalising our new approach to education provision for children and young people with medical needs and preparing for implementation from September 2020.

Specialist provision:

- Work with the Department of Education and stakeholders in Selby to progress the work on the special free school.
- Work towards developing specialist provision for children and young people with Autism who need access to a mainstream curriculum.
- Work with special schools to develop their offer across the continuum of provision.
- Review and develop the post 16 (sixth form) offer across all North Yorkshire maintained special schools as part of the overall preparing for adulthood offer.
- Continue to develop the preparing for adulthood offer across all providers.



Robust and local governance, accountability, decision making and support

North Yorkshire County Council has the strategic overview and a number of statutory duties it must carry out for children and young people with SEND. Nevertheless, there was a strong message received during the development of the Strategic Plan that there should be some local governance and decision making for each area which should include a range of stakeholders. The plan therefore set out actions to develop Local Area Inclusion Steering Groups and Inclusion Panels.

In order to ensure effective joined up working, the best use of time, and maximum impact for children and young people, it has become clear that it is better to develop locality boards which bring together both Inclusion and Education and Skills services to work locally with stakeholders. This will enhance the local approach, accountability and responsibility. In terms of children and young people with SEND these boards will:

- Consider priorities for action and improvement.
- Be involved in discussions regarding commissioned targeted and specialist provision.
- Make decisions about the use of locally allocated high needs funding.

Alongside the boards we are working to establish the SEND multi-disciplinary locality based teams which are a key part of the Strategic Plan.



What have we achieved?

Local governance, accountability and decision making



Local support – the creation of SEND multi-disciplinary locality based teams



Local governance, accountability and decision making:

- Working in partnership, the Inclusion and Education and Skills services have begun to develop five locality boards which will incorporate and enhance the role of the proposed Inclusion Steering Groups set out in the Strategic Plan. The Boards will involve partnership working on priorities for SEND and inclusion and school improvement in localities.
- The terms of reference, constituted membership and associated supporting documentation for the boards is being drafted.
- First versions of locality dashboards setting out performance information for the locality boards have been produced.
- The initial meetings of boards in Selby, Hambleton/Richmondshire and Scarborough/Whitby/Ryedale have been held.

Local support – the creation of SEND multi-disciplinary locality based teams:

- Proposals for restructuring the Inclusion service to create multi-disciplinary locality based teams have been consulted on and amendments made to the new structure. The restructure is progressing.

How are we going to measure impact?

We are developing a locality based dashboard which will provide up to date information on a range of performance data, including:

- Attainment (Early Years, Key Stage 2 and Key Stage 4).
- Exclusions from school.
- Pupil absence.

- Information about children and young people with SEND in the locality. This will include the proportion of children and young people with EHCPs and the proportion of children and young people receiving SEN Support in schools.
- Requests for statutory assessments.
- Ofsted school inspection outcomes.

The dashboard means we will be able to look at performance and improvement in each locality. We will also be able to compare how things are going in different localities across the county. It is important in supporting us to have a conversation about performance, looking at we're doing well, what we're not doing well and what we need to do to improve.

What are our next steps?

Local governance, accountability and decision making:

- Complete work on the terms of reference, constituted membership and supporting documentation for the boards.
- Further develop locality dashboards.
- Facilitate initial meetings of boards in Craven and Harrogate/Knaresborough/Ripon.
- Develop mechanisms for parent/carer and young person voice to feed into the boards.
- Develop Local Inclusion Panels sitting underneath the boards – this will be alongside the implementation of the restructured Inclusion service.

Local support – the creation of SEND multi-disciplinary locality based teams:

- Implement the new structure for the Inclusion Service. This will be from April 2020.
- Link locality teams with locality boards through the new Locality Manager for Inclusion role.

Re-shaping the High Needs Budget

The Council receives funding from the Government, called the High Needs Block allocation from Dedicated Schools Grant (DSG), for education provision for children and young people with SEND. North Yorkshire received £46.6m in 2019/20 for the high needs budget. In 2020-21, early information suggests that the local authority will receive a further £5.4m in addition to the £1.2m funding announcement by Government in December 2018. However, this will not be enough to meet the shortfall in funding and there will still be significant pressures on the High Needs Budget. It was, and remains, a key element of the Strategic Plan to re-shape the High Needs Budget to ensure SEND education provision can be delivered, and the budget is used efficiently.

What have we achieved?

Element 3 high needs funding:

- We have piloted, reviewed and implemented a process for schools to access high needs funding for pupils without an Education Health and Plan (EHCP) in three specific circumstances – moved-in, transitions and sudden short term high needs. This is known as SEN Support funding.
- We have consulted on and introduced a banding system for allocating element 3 funding for children and young people with EHCPs which is more transparent, more equitable and less bureaucratic.
- We have consulted on and implemented a system for joint funding provision between Children and Young People's Services and Health and Adult Services for young people post -19 with EHCPs in five-day provision.

Pupil referral services and alternative provision:

- We consulted on proposals for a revised place based funding model for pupil referral services and alternative provision in North Yorkshire.
- In the light of responses to the consultation, the proposed model and timescale was revised, however the agreed model continues to be place based commissioning.
- Initial changes to the funding model were implemented from April 2019.
- Proposed models for alternative provision in Craven, Hambleton/Richmondshire, Scarborough and Selby include financial contributions from schools.

Targeted mainstream provisions:

- The new specification for targeted mainstream provisions which will replace EMS is based on a place model determined by government high needs funding guidance.

Specialist provision:

- We are commissioning more special school places, and have increased capacity in The Dales School, Springwater School, Springhead School, Brooklands Community Special School and The Forest School, as well as developing Mowbray School (Ripon).
- The bid for the proposed special free school in the Selby area was successful and work is taking place to develop the school.

The creation of SEND multi-disciplinary locality based teams:

- The Inclusion restructure considered the most efficient way to use centrally allocated high needs funding to create teams providing the roles and expertise required to support early identification and intervention for children and young people with SEND.

What impact have we seen and do we expect?

- Over half of those children and young people in receipt of the SEN Support funding were maintained at SEN support.
- All children and young people in special schools were moved to the new banding system for April 2019. All pupils in mainstream schools will be moved to the new system by the end of March 2020.
- Once the place based funding model for PRS/AP is fully in place in 2021/22 there will be a reduction in spend against the High Needs Budget of £1.2 million.
- We expect the increase in places and capacity in special schools to reduce the need for placements in more expensive other local authority and independent and non-maintained schools.

- It is estimated that being able to educate pupils at the proposed special free school in Selby in Selby would:
 - Result in a long-term saving to the High Needs Budget which could be in the region of £250,000 to £500,000 per annum.
 - In the longer term, result in savings of £300,000 to £500,000 per annum in the Local Authority transport budget.
- The restructure of the Inclusion Service will result in a reduction in spend against the high needs budget of £250,000.

What are our next steps?

- The implementation of the new PRS/AP models, the new targeted provisions and the new model of education for children and young people with medical needs will be from September 2020.
- The restructure of the Inclusion Service will be from April 2020.

The Strategic Plan – Phase 2

When the Strategic Plan was published, it included broad proposals for other areas of work to be delivered in phase 2:

- Early years provision.
- Commissioning additional targeted mainstream provision.
- Capital funding to support the Strategic Plan.
- Exploring and developing opportunities for joint commissioning of services and provision for children and young people with SEND.

We are now scoping the phase 2 work in more detail, and will be providing more information about this in due course. Some elements of phase 2 work may require further engagement and/or consultation.

Strategic Plan for SEND Education Provision 2018 – 2023

Annual Review 2018-2019

Contact us

W: www.northyorks.gov.uk E: customer.services@northyorks.gov.uk

T: **01609 780 780** (Monday to Friday 8.00am - 5.30pm closed weekends and bank holidays)

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

You can request this information in another language or format at
www.northyorks.gov.uk/accessibility