Plain English Summary

North Yorkshire County Council (NYCC) has published draft proposals for the strategic plan for SEND provision. The proposals have been developed after consultation with professionals, parents and carers during summer and early Autumn 2017. You can download the draft proposals from www.northyorks.gov.uk/send-specialist-support-and-provision

NYCC is asking for informal feedback on its proposals for SEND provision. If you would like to give feedback on them please go to https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=150764512184

The final version of the strategic plan for SEND provision will be published in March 2018.

Introduction

People developing the proposals have asked:
Is this provision good enough for my child?

Answering this question has led to the development of three key principles:
1. An inclusive culture and ethos
2. Joint commitment and accountability to children and young people
3. Right support, right time, right place

There is a glossary of terms used at the end of this summary.
Proposal

1. Governance, accountability and decision making

- A new 0-25 SEND strategic partnership will be set up. The partnership will have overall responsibility for identifying priorities for the SEND strategy. It will also be responsible for delivering the strategy.

- There will also be SEND steering groups in each local area. The chair of each local steering group will sit on the SEND strategic partnership group. The SEND steering groups will be responsible for some high needs funding. This funding will be used to meet the needs of children and young people in their local area.

- Further Education Network meetings for SEND will be established. These meetings will report back to the strategic partnership and the steering groups.

- Behavioural and Attendance Collaboratives will be replaced by locality based inclusion panels. Each panel will be chaired by a headteacher and will be able to make decisions about SEND provision, including some funding, in their area.

   They will receive referrals and adopt an approach that meets the needs of children and young people by searching for solutions, rather than focussing on problems.

2. High Needs Funding

- There will be a review of how high needs funding is allocated within NYCC, to support the SEND strategic plan’s outcomes, principles and actions. The review will include:
  - A reform of high needs funding by involving professionals in a high needs funding sub-group. This will be agreed by the North Yorkshire Schools Forum.
  - Approaches to decision making on the allocation of top-up funding, including funding SEN support without the need for an education health and care plan (EHCP).
  - The opportunities for local decisions on identified high needs funding.
  - Looking at how high needs funding is used from 0 – 25 years.
  - How funding for special schools; targeted provision; post 16/19 and Further Education is used.
  - The funding model for supporting children with medical needs who cannot attend school. This may lead to the introduction of a joint funding model with schools.

3. The continuum of SEND provision

- Support for children and young people with SEND will follow a - an approach which goes across universal, targeted and specialist provision. This is called a continuum.

- People working with children and young people with SEND should use an agreed language when describing these ‘areas of need’:
  - Cognition and learning (C&L)
Communication and interaction (C&I)
Social, emotional and mental health (SEMH)
Sensory, physical and medical (SPM)

This will include recognising that a child or young person’s behaviour is a symptom of an unmet need.

- Support received by young people with SEND will be responsive to need, not to a specific diagnosis.

- NYCC will promote tried and tested approaches to providing support for children and young people with SEND. This will include the Thrive approach, Language Link and Autism Education Trust training.

- There will be a clear approach to identify, assess and meet the SEND needs of children in their early years. This will include:
  - Guidance on the duties and responsibilities of education, health and social care services.
  - An evidence based approach to the pathway for identifying needs
  - Processes for sharing information about children with SEND between health services and NYCC.
  - Guidance on the roles and responsibilities of teams and services including Health Child Practitioners, Children’s Centres, Early Years Advisory Teachers, and Portage.
  - Guidance on the roles and responsibilities of early years settings and schools, including special schools.
  - A minimum offer of free support from local specialist teams to help children with SEND to be ready for school.
  - Information and support for parents and carers.
  - A key working approach

- Preparation for adulthood should be considered from the start of secondary school for all children and young people. This will be supported by the preparation for adulthood licence.

- NYCC will work with Further Education providers to develop a range of learning options and post-16 pathways for young people with SEND. This will include:
  - High quality work experience
  - Traineeships
  - Apprenticeships
  - Supported internships

**Specific proposals**

a. **Universal provision**

**Culture and ethos of inclusion**

- NYCC will provide guidance on policies for schools to promote inclusion.
• Local SEND steering groups and inclusion panels will ensure they challenge schools and other providers on promoting inclusion of children and young people with SEND.

• NYCC, schools and other education providers will commit to working towards not excluding pupils.

• NYCC will recommend that Further Education provision follows the National Development Team for Inclusion (NDTi) framework.

**Workforce development**

• Training on SEND will be provided for trainee and newly qualified teachers.

• NYCC will provide training for all schools in ‘thrive’ and ‘language link’.

• NYCC will recommend ways of ensuring all the SEND skills needed by schools and other education providers are in place.

• SEND local area steering groups will be responsible for sharing good practice and information

• The appointment of a local area SENCO should be considered.

• There will be an annual prospectus for continuous professional development (CPD) for settings, schools and colleges. This will include:
  - CPD offered by NYCC
  - CPD offered by other providers
  - Local area based and county-wide CPD
  - Online CPD

**SEN support (graduated response – assess, plan, do, review)**

• NYCC will recommend approaches to schools and education providers. They will be used to help identify the needs of young people as soon as possible.

• There will be an agreed template for SEN support plans.

• The ‘ladder of intervention’ will set out the actions required by education providers at SEN support. It will also set out support available for education providers. NYCC will ask headteachers to use their knowledge to help develop this approach.

• There will be an agreement that all possible options to support and child or young person will have been explored before a request for an Education Health and Care assessment is made.

• SEND mainstream guidance will be extended to cover 16-25 year olds. Training and information will be available for service providers.
NYCC expects that SENCOs should be part of the school leadership team. They should have enough time and resources to carry out their responsibilities.

NYCC will suggest to Further Education providers that they identify a member of staff to take on the role of SENCO.

**b. NYCC SEND support services**

NYCC will review its central SEND support service so it can provide specialist teams in local areas. These teams will deliver:

- Specialist support for schools and other providers so they can deliver the responsibilities to pupils.
- A minimum free offer of support for children and young people with SEND at key points in their lives.
- Schools and education providers will be able to purchase additional support from NYCC.
- Targeted group sessions and training for children and young people with SEND, and their parents and carers.
- Targeted rapid response for crisis/urgent needs. This will be based on clear, agreed criteria.

Each local area team will have a manager who will co-ordinate case management.

Speech and language therapy and occupational therapy specialists will form part of the local area team.

The local team will use a key working approach with children and young people, and their families.

Prevention, social care and health service specialists will work together to support vulnerable children and young people in their local area.

**c. Targeted provision**

**School based provision**

NYCC will commission targeted provision across the whole county. This provision will:

- Be commissioned for ages 2 – 16.
- Be for small groups will the right number of staff trained to meet identified needs.
- Be focused on meeting social, emotional and mental health, and communication and interaction needs.
- Include therapeutic support.
- Include assessment of needs.
- Allow flexibility around curriculum and placements.
- Provide provision for primary school pupils who have been permanently excluded.
- Be provision for primary pupils who have mental health or anxiety issues.
work with SEND steering groups, inclusion panels and specialist teams.
Include support for parents and carers.
Include activities outside the usual school day.
Be commissioned from mainstream schools, or jointly from mainstream and special schools.
Planned to ensure that the new services do not disrupt pupils who are currently receiving support from enhanced mainstream schools.

Alternative provision

- The ‘Pupil Referral Service’ (PRS) and ‘Alternative Provision’ (AP) will be renamed.
- PRS/AP services will be planned annually by the local area steering groups and inclusion panels to ensure there is enough capacity to meet needs.
- PRS/AP management groups will have more representatives from local schools to ensure services meet their needs.
- New services will make it possible to provide more flexible placements between PRS/AP provision and schools. This will help avoid the need for permanent exclusion. The current outreach service will be replaced by specialist support within the new local area teams.
- Funding for PRS/AP should include school contributions to ensure enough provision is available in the local area.
- NYCC will work with the SEND steering groups to commission AP provision that meets the needs of pupils in the local area. This will include:
  - Full time provision for pupils who are permanently excluded.
  - Full time alternative provision.
  - Vocational provision.
  - College provision for pupils aged 14-19.
  - Partnership working with the local area specialist teams.
- NYCC will work with schools and PRS/AP providers to agree a curriculum. This will include academic, social and personal content to prepare for transition into adulthood.
- NYCC will consider:
  - Capital investment in identified PRS/AP sites, and the development of satellite sites to ensure local provision and reduce transport costs. These sites could be in a school or other NYCC building.
  - Specialist local teams working from PRS/AP sites.
- NYCC will audit local alternative providers and a new commissioning model will be developed. This will meet OFSTED regulations, focus on delivering better outcomes for children and young people, and give best value for money.
Pupils with medical needs

- The guidance for schools about pupils with medical needs will be updated to clarify responsibilities. A new funding model will be developed to ensure joint financial contribution from schools and NYCC.
- For children and young people unable to attend school, statutory medical provision will be supported by a pro-rata contribution from the AWPU.
- For pupils with statutory medical needs at secondary level, NYCC will maintain education provision via the PRS/AP.
- There will be a clear pathway for pupils with medical needs which will:
  - Set out the responsibilities of education providers, health providers and NYCC.
  - Clarify the age span of provision for medical needs.
  - Set out the required actions for schools and health providers.
  - Set out the actions and information needed to refer pupils with medical needs. This will include which health professionals are required to make decisions about children and young people attending school (including pupils with mental health/anxiety needs via CAMHS).
  - Set out processes for review and monitoring.
  - Explain that, everything possible will be done to support a sustained educational experience in a pupil’s own school.
  - Set out a commitment that school age pupils will receive 25 hours of education if they are well enough.
  - Include a curriculum to ensure progress and attainment and development of independence.
  - Explain NYCC’s role in monitoring attendance, entitlement and progress.

d. Specialist provision

- The number of special school places needed in future will be predicted using a new model.
- There will be building improvements to increase places and improve the facilities at special schools.
- The types of needs special schools provide for will be looked at when the strategic plan is finalised.
- NYCC will work with special schools to provide dual placements between different types of schools.
- Additional specialist provision will be developed locally across North Yorkshire.
- Special schools provision will be provided for girls with social, emotional and mental health needs. These services will be available across North Yorkshire.
- NYCC will produce new guidelines for residential and enhanced day placements in special schools.
- Therapy services to be available for special schools.

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