

NORTH LINCOLNSHIRE COUNCIL

Health & Wellbeing Board

SEND Inclusion Plan Annual Report 2017-2018

1. OBJECT AND KEY POINTS IN THIS REPORT

- 1.1 To report on the progress being made with the implementation of the Special Educational Needs and Disabilities (SEND) Inclusion Plan 2017 – 2020 and the impact that this is having upon improving outcomes for SEND children and young people in North Lincolnshire.
- 1.2 To note the publication of the SEND Inclusion Plan *Annual Report 2017 – 2018*.
- 1.3 To report on the work of the SEND Standards Board.

2. BACKGROUND INFORMATION

- 2.1 The Special Educational Needs and Disabilities (SEND) Inclusion Plan 2017-2020 outlines the key priorities for driving improved outcomes for SEND children and young people in North Lincolnshire. This was published in September 2017 and is available on North Lincolnshire's SEND Local Offer website. Publication of a local area strategy for SEND children and young people that is accessible to all ensures compliance with the Children and Families Act 2014 SEND reforms and the subsequent SEND Code of Practice 2014.
- 2.2 The SEND Inclusion Plan Annual Report 2017 - 2018 summarises the work undertaken in 2017 - 2018 to implement the SEND Inclusion Plan and highlights local area achievements.
- 2.3 The key aims of the SEND Inclusion Plan 2017 - 2020 are that:
 - Families receive the right support at the right time and in the right place.
 - Young people are prepared for adulthood.

- There is equity of expectation, access and support across North Lincolnshire.

2.4 The above key aims are all within the context of the aspirations all partners have for all our children and young people in North Lincolnshire. That they will:

- Feel safe and be safe.
- Enjoy good health and emotional wellbeing.
- Recognise and achieve their potential.

2.5 The SEND Inclusion Plan 2017 - 2020 has been informed by stakeholders, partners and families through various consultations, including conferences, workshops and meetings with specific individuals and groups (e.g. education leaders, health professionals, Parents' Involvement and Participation (PIP) Forum). It has also been informed by the Primary and Adolescent / College Lifestyle Surveys, the outcomes of local Young Voice and 'Make Your Mark' activity, the SEND Joint Strategic Needs Assessment (JSNA) and a SEND Peer Challenge event that took place in May 2017. It is therefore very much a partnership plan.

2.6 Much has been achieved during the SEND reform period leading up to 2018. These successes include:

- Full compliance with the SEND reforms and North Lincolnshire met the target to complete all conversions of SEN Statements to Education, Health and Care Plans (EHCPs) by the end of March 2018.
- The vast majority of all education settings are judged to be good or better by Ofsted – a strong foundation upon which 'All our children', including those with SEND, can achieve better educational and life outcomes.
- Significant improvements in education outcomes for our children and young people with SEND both at SEND Support and those with EHCPs at all Key Stages of learning – testament to the engagement and aspiration of all North Lincolnshire education settings to improve outcomes for 'All our children'.
- Publication of a SEND Local Offer that meets compliance requirements and is accessible to both families and professionals. This has recently been refreshed as the Local Offer of information, advice and support changes through the influence of child, young person and family voice.
- The voice of children, young people and families has gone from strength to strength during this period with 'co-production' being the key to all that is done in North Lincolnshire. The PIP Forum has been instrumental in leading and supporting partners to do this more effectively so that the Local Offer truly reflects what families would like to see.
- Partners and agencies across education, health and care and wider continue to play a full part in SEND developments through North Lincolnshire's Children and Young People's Partnership, SEND Partnership and the Education Inclusion Partnership, including the development of the SEND Inclusion Plan 2017 - 2020.

- Governance and accountability arrangements for SEND have been strengthened during this period by the introduction of a SEND Standards Board. The membership of this Board includes senior leaders and chief officers. This is the main governance forum of collective accountability amongst partners and agencies for supporting children and young people with SEND to achieve outstanding outcomes.
- 2.7 There is a Joint Strategic Needs Assessment (JSNA) in place that specifically focuses upon SEND populations and prevalence of need. This is now being refreshed for 2019 – 2020 and will be presented to the SEND Standards Board and HWBB.
- 2.8 The achievements outlined in the SEND Inclusion Plan *Annual Report 2017 - 2018* include:
- Attendance at school for children and young people with SEND has improved significantly resulting in children being safe and well placed to learn effectively.
 - Overall absence in special schools is ranked 3rd best in the country, whilst the overall percentage of special school pupils classed as persistent absentees was ranked best in the country.
 - The fixed period exclusion rate for special schools in North Lincolnshire for 2016/17 was 2.07%, which is lower than the England average rate of 13.03%. This outcome is in the top 25% of all local authorities.
 - In 2018, the proportion of children at SEND Support in North Lincolnshire achieving a Good Level of Development in the Early Years Foundation Stage Profile is higher than the national average.
 - In 2018 there has been an improvement of 16 percentage points for pupils with an Education, Health and Care Plan who met the expected standard in Phonics Decoding in year 1. This is above the national average and places North Lincolnshire in the top 25% of all Local Authorities.
 - In 2017 (latest available data) at Key Stage 2, the result for children with SEND Support meeting the expected standard in reading, writing and mathematics combined increased compared to the previous year.
 - Children with an EHCP made better progress than children with a similar starting point nationally in writing and mathematics, being placed in Quartile B.
 - Successfully undertaking medical needs audits across all providers to inform support and commissioning requirements.
 - Identifying Mental Health Champions in all our settings as part of the Emotional Health and Well-Being Plans and Child and Adolescent Mental Health Services (CAMHS) Transformation.
 - Developed Key Stage 2 provision and focussing the SEND Capital Grant to support locality based Social, Emotional and Mental Health (SEMH) provision at Key Stage 3 and 4.
 - Co-ordinating a streamlined service between health and education to ensure standardised delivery of the Integrated Health Check.
 - Worked with parents and professionals across education, health and care to develop a Sensory Needs Framework which builds upon the existing multi-

disciplinary/multi-agency approach to sensory needs assessment and intervention in North Lincolnshire.

- Developed a supporting housing scheme incorporating assistive technology for people with a learning disability/autism.
- Linked a local Community Hub with a new supported housing scheme to ensure young adults with learning disabilities/autism are involved in their local communities.
- Co-produced transport guidance with the Learning Disability Partnership and the Youth Council.

2.9 Whilst a significant amount has been achieved there is still more to be done to ensure that children and young people with SEND in North Lincolnshire achieve even better outcomes.

2.10 The SEND Inclusion Plan Annual Report 2017 - 2018 was submitted for discussion at the SEND Standards Board in November 2018. This included a focus upon key areas for further development. For instance, the SEND Standards Board considered the review of the neuro-developmental pathway refresh identified within the report and the information provided at the meeting by the Clinical Commissioning Group (CCG). The CCG working with partners has committed to:

- Undertake work to refresh the pathway for the diagnosis of ASD in children under 5 and also to review the pathway for school age children.
- Address average waiting times that have risen from the standard target of 10 weeks to 8+ months.
- Undertake independent surveys to capture the experience of children, young people and their families.
- Develop pathways that are accessible to families and published on the Local Offer website.

2.11 The SEND Standards Board also considered that achievement at age 19 is below that seen nationally and work is already underway to identify the reasons behind this with all post-16 providers.

2.12 The SEND Inclusion Plan Annual Report also makes reference to the use of multi-media WIKI's to support planning for children and young people with an Education, Health and Care (EHC) Plan. Moving forward the implementation of a web based, EHC assessment system will provide young people and their families with opportunities to contribute more readily to their own plans which will be easy to access and to understand. It will also enable professionals across education, health and care to contribute to assessments, report on progress and outcomes with real time, up to date information.

3. OPTIONS FOR CONSIDERATION

3.1 The HWBB to note the achievements and successes of the SEND Inclusion Plan in the first year (2017/18).

3.2 That the HWBB supports the continued work to address specific issues identified in the plan such as the review of the neurological developmental pathway, improving educational outcomes at age 19, developing web based solutions for EHC Planning into the future and refreshing the SEND JSNA for 2019-2020.

4. ANALYSIS OF OPTION

4.1 This report is for information.

5. RESOURCE IMPLICATIONS (FINANCIAL, STAFFING, PROPERTY, IT)

5.1 There are no specific resource implications with the publication of this report.

6. OUTCOME OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)

6.1 Not applicable.

7. OUTCOMES OF CONSULTATION AND CONFLICTS OF INTERESTS DECLARED

7.1 All partners have contributed to the SEND Inclusion Plan Annual Report through SEND Partnership meetings and SEND Focus Groups. The Parents' Involvement and Participation Group (PIP) has been a key stakeholder and co-producer throughout.

8. RECOMMENDATIONS

8.1 The HWBB note the achievements and successes of the SEND Inclusion Plan in the first year (2017/18) – SEND Inclusion Plan Annual Report 2017 – 2018.

8.2 That the HWBB support the continued work to address specific issues identified in the plan such as the review of the neurological developmental pathway, improving educational outcomes at age 19, developing web based solutions for EHC Planning into the future and refreshing the SEND JSNA for 2019 - 2020.

DIRECTOR OF LEARNING, SKILLS AND CULTURE

Church Square House
30-40 High Street
SCUNTHORPE
North Lincolnshire

Author: Darren Chaplin Head of Access and Inclusion, North Lincolnshire Council.
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Background Papers used in the preparation of this report
SEND Inclusion Plan Annual Report 2017-18



North Lincolnshire Council

SEND Inclusion Plan Annual Report 2017/18



Foreword

Welcome to our Special Education Needs and Disabilities (SEND) Inclusion Plan Annual Report for 2017/18.

Our SEND Inclusion Plan was co-produced with North Lincolnshire Council, North Lincolnshire Clinical Commissioning Group (CCG) and the Parents' Involvement and Participation (PIP) Forum.

All partners have a very important role to play in improving the outcomes for children and young people with SEND. The aspiration in North Lincolnshire is that all our children and young people with SEND will:

- Feel safe and be safe
- Enjoy good health and emotional wellbeing
- Recognise and achieve their potential

As partners working together we set ourselves very high aspirations and expectations so that equity of opportunity and excellence in achievement do become the norm for all.

This annual report provides an opportunity to summarise the work we have undertaken in 2017/18 to implement our SEND Inclusion Plan and it is also an opportunity to celebrate our shared successes.



Cllr David Rose

Cabinet Member for
Children, Families,
Learning and Leisure



Governance and Accountability – the SEND Standards Board

The SEND Standards Board is the main governance forum of *collective accountability* amongst partners and agencies for supporting children and young people with SEND to achieve outstanding outcomes.

The SEND Standards Board ensures a clear line of sight for holders of statutory responsibilities on the duties of the local area for children and young people aged 0-25 years with SEND.

- Annual reporting
- Cross - cutting quality assurance and audit
- Well targeted scrutiny and challenge



Stakeholder Engagement – the Partnerships

Our Partnerships have a role in SEND strategy development and through annual reporting have direct connectivity to the SEND Standards Board

The SEND Partnership

- Is a multi-agency stakeholder engagement group which has a central role in the development of strategy and initiatives in relation to SEND.
- Includes North Lincolnshire's Parents' Involvement and Participation (PIP) Forum, the Youth Council and representatives from across education, health, care, housing, leisure and transport.



The Inclusion partnership

- Is a multi-disciplinary partnership group that includes representatives from across the range of educational settings – mainstream and specialist - pre and post-16.
- Focuses upon championing inclusion and challenging exclusion of the most vulnerable, improving attainment and achievement and ensuring quality and sufficiency of education.

Children recognise and achieve their potential

Where children and young people are vulnerable or disadvantaged it is our ambition that we will all go the extra mile to ensure that they reach their individual potential

Attendance at school for children and young people with SEND has improved significantly resulting in children being safe and well placed to learn effectively. Overall absence in special schools is ranked **3rd best in the country**, whilst the overall percentage of special school pupils classed as persistent absentees was ranked **best in the country**.

The **fixed period exclusion rate** for special schools in North Lincolnshire for 2016/17 was **2.07%**, which is lower than the England average rate of 13.03%. This outcome is in the **top 25% of all local authorities**.

In 2018, the proportion of children at **SEND Support** in North Lincolnshire achieving a **Good Level of Development** in the Early Years Foundation Stage Profile is higher than the national average.

In 2018 there has been an improvement of 16 percentage points for pupils with an Education, Health and Care Plan who met the expected standard in Phonics Decoding in year 1. This is above the national average and places North Lincolnshire in the **top 25% of all Local Authorities**.

In 2017 (latest available data) at Key Stage 2, the result for children with SEND Support meeting the expected standard in reading, writing and mathematics combined increased compared to the previous year. **Children with an EHCP** made **better progress** than children with a similar starting point nationally in writing and mathematics, being placed in **Quartile B**.



Data sourced from the DfE:

- Pupil absence in schools 2016 to 2017
- Permanent and fixed-period exclusions 2016 to 2017
- The LA Data Matrix
- Phonics Screening Check and Key Stage 1 Assessments 2018
- Early Years Foundation Stage 2018, Pupil characteristics

Children recognise and achieve their potential

In 2017 at Key Stage 4 (latest available data), the average **Attainment 8** score for pupils with an **EHP** was higher than the national and regional averages **and these pupils made more progress between Key Stage 2 and Key Stage 4 than their national counterparts**, whilst pupils at SEND Support also had a higher average Attainment 8 score than their national counterparts. In terms of average progress between Key Stage 2 and Key Stage 4, pupils with SEND support were placed in **the top 25% of all local authorities**.



In North Lincolnshire (measured in 2017), 93% of the Key Stage 4 cohort with an EHCP were in education, employment or training at age 17 which is higher than the national average of 91%.

In the same period, 86% of the KS4 cohort with SEND and without a statement were in education, employment or training at age 17 which is slightly below the national average of 88%.



Achievement at age 19 is below that seen nationally and work is underway to identify the reasons behind this and to work with post-16 providers on improving outcomes.

Data sourced from the DfE:

- LAIT Tool and LA Data Matrix

Children feel Safe and are Safe

100% of North Lincolnshire schools have been judged effective for safeguarding in their most recent inspection by Ofsted

“It is clear that showing respect, and an understanding of why everyone should behave respectfully, is high on the school’s agenda”

“Pupils speak confidently about the lessons they have had. Some of them have been trained as cyber mentors so that they can support other pupils in using the internet safely”

“Parents also commented positively on the dedication of staff and the support they provide to all pupils”

“Staff know their pupils well and make pupils’ well-being a priority”

“Keeping pupils safe is a high priority and every member of staff is made aware of their duty of care”

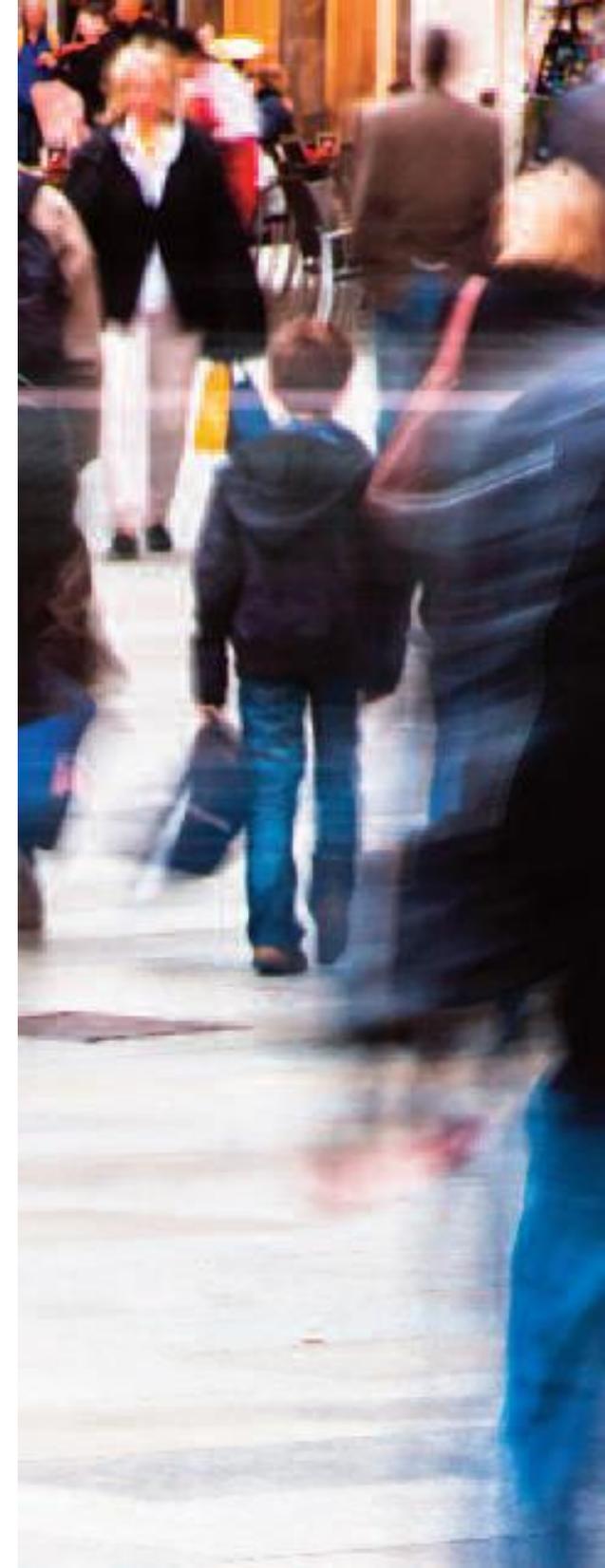
“The leadership team are passionate about the need to safeguard pupils. As a result, safeguarding practice and principles are threaded through all that the school does”

“Pupils know what to do and whom to go to if they are worried or upset. Staff make sure that pupils know how to stay safe at home and at school and what to do if emergencies arise”

“Tight systems for recording concerns, referrals and actions ensure that the right people have access to relevant information at the right time”

“The school provides strong support for pupils’ mental and emotional health and well-being”

“Through regular training, all staff have a secure understanding of current safeguarding guidance and procedures”



Children enjoy good health and emotional wellbeing

Significant progress has been made to support children and young people to enjoy good health and wellbeing. Our initiatives include:

- Undertaking **medical needs audits** across all providers to inform support and commissioning requirements.
- Identifying **Mental Health Champions in all our settings** as part of the Emotional Health and Well-Being Plans and Child and Adolescent Mental Health Services (CAMHS) Transformation.
- Reviewing our **neuro-developmental diagnostic pathway** in relation to Autism, Attention Deficit Hyper-Activity Disorder (ADHD) and/or 'attachment' difficulties.
- Improving our **referral processes** to ensure equity of access to specialist support.
- Developing our **Key Stage 2 provision** and focused the SEND Capital Grant to support locality based **Social, Emotional and Mental Health (SEMH)** provision at Key Stage 3 and 4.
- Co-ordinating a streamlined service between health and education to ensure **standardised delivery of the Integrated Health Check**.
- Working with **parents and professionals** across education, health and care we have **developed a Sensory Needs Framework** which builds upon the existing multi-disciplinary/multi-agency approach to sensory needs assessment and intervention in North Lincolnshire.



Ensuring children and young people are prepared for adulthood

Employment and Careers

- Promoting a culture of life-long learning in North Lincolnshire.
- Ensuring access to excellent careers education, information, advice and guidance.
- Encouraging innovation and enterprise amongst young people.
- Working with post 16 providers to increase the number of supported internships available to young people with SEND.
- Driving the confidence and capability of businesses to recruit and retain people with additional needs.
- Developing clear progression pathways for groups who have vulnerabilities.

Independent Lives

- Developed a supporting housing scheme incorporating assistive technology for people with a learning disability/autism
- Linked a local Community Hub with a new supported housing scheme to ensure young adults with learning disabilities/autism are involved in their local communities.
- Worked with schools, colleges, post-16 and independent providers to promote housing advice about specialist schemes and ensure independent living is explored during EHCP reviews.
- Co-produced transport guidance with the Learning Disability Partnership and the Youth Council.

Friends, Relationships and Community

- Introduced activities to the Short Break programme through a range of identified topics - using public transport, shopping, preparing meals.
- Worked with other providers who can offer additional experiences such as creative music and leisure activities.
- Developed a volunteer scheme to enable young people who have left short breaks to support and mentor those still accessing activities.

Good Health

- Supported young people to manage their own health as they move into adulthood.
- Continued to develop opportunities for young people to participate in physical activity and make healthier lifestyle choices that will improve their long-term health and well-being.

Empowering children and young people

We are committed to engaging with children, young people, parents and carers at an individual, service and strategic level

Individual – children and young people are involved in decisions that affect their lives (including assessments, plans and reviews).

Service – children and young people have an opportunity to feedback on services and are consulted upon service changes (including service review and service redesign).

Strategic – information gathered from individual and service level engagement is fed into priority setting, strategies and plans and children and young people are supported and encouraged to get involved in things that matter to them.



Children, young people and their families have also contributed to and been involved with:

- The SEND Standards Board
- The SEND Partnership
- Local Offer development
- Re-commissioning and commissioning of service provision
- Recruitment and selection
- Conferences, seminars and workshops

We recognise that using a **multimedia** approach can create a better platform for sharing information and experiences and impact upon shared outcomes and involvement in decision-making. Through the use of **Wikis** (web-based person centred planning tool), work is ongoing to develop the use of this innovative practice to capture the views of children, young people and their parents and carers, so we have

- Worked with our PIP Forum to co-produce training and support events for parents and families who are producing their own Wikis
- Promoted Wikis at events including workshops and conferences

Building family and community capacity

Families know themselves and their children the best so it is important that any support provided encourages self-resilience and self-reliance, builds upon strengths and self-solution-finding and removes the potential for dependency and intrusive intervention. In order to build family and community capacity we have:

- Developed the use of **Joint Strategic Needs Assessment** (JSNA) specifically for SEND to increase understanding of populations, localities and communities.
- Provided young people, parents and carers with high quality information on our refreshed **Local Offer website**.
- Encouraged young people and their families to access **Community Wellbeing Hubs** for advice and support and basing some short breaks sessions in locality Hubs.

“Children who have disabilities receive an excellent service in North Lincolnshire. Assessments are thorough and support clear child-focused plans. There is effective multi-agency working that ensures that children’s complex needs are met. Social workers are ambitious for their children and they know them well. Their work successfully balances an analysis of risk and enablement” – Ofsted, June 2017



Commissioning for children and young people with SEND

Effective commissioning in North Lincolnshire is about shaping place, creating and developing the **right support**, at the **right time**, in the **right place**, delivered by the **right people** in response to the changing population and changing needs.

During 2017-2018 we have:

- Begun the transformation of Group-Based Short Break Services
- Reviewed the Children's Domiciliary Care so that it is fully supportive of the transition to adulthood for children with complex needs
- Re-commissioned and embedded Health Visiting and School Nursing to create one service delivering the Healthy Child Programme for children and young people aged 0-19 (0-25 SEND).
- Refreshed the North Lincolnshire Children and Young People's Emotional Health and Well-Being Transformation Plan 2015 - 2022
- Commissioned educational, health and care provision for children and young people with complex needs as close to home as possible so that they can remain within their family and community setting
- Initiated a review of delivery approaches and re-commission Alternative/Personalised Provision for young people at Key Stages 3 and 4

Commissioning for children and young people with SEND

We have

- Jointly commissioned an All-Age Carers' Service which will help create seamless support for parents/carers as young people transition into adulthood
- Reviewed short breaks provision for children and young people with complex needs
- Continued to develop a range of independent living and supported housing provision and options for young adults with more complex needs
- Increased the number of post-16/19 Supported Internships so that more young people with SEND can access learning and training opportunities in the workplace
- Continued to invest in the Complex Care Play Scheme



You Said, We Did

Our fourth **You Said, We Did** report provides information on how our [Local Offer](#) has been shaped by the views of children, young people and their families

We consult about the Local Offer using our:

- Local Offer online feedback button
- Local offer online questionnaire
- Local Offer Annual Questionnaire, which is posted to all families of children and young people with an EHCP/distributed by our education providers to families of children and young people at SEND Support. **We hold co-production workshops with children and young people and parents and carers to review and develop the SEND Local Offer.**



Engagement activities co-produced with our PIP Forum include:

- Parents and Carers SEND Conferences
- PIP Forum AGM and Wiki Event
- Preparing for Adulthood Events
- SEND Conference for Schools – Excellence & Achievement
- Maximising the Impact of Teaching Assistants (MITA) Conference
- SEND Roadshow
- Parents and Carer Local Offer Group
- Children and Young People's Local Offer Group
- Professionals Local Offer Group

Our plans for the next 12 months

The local drive towards even better outcomes for children and young people will be characterised by child centred approaches, improving outcomes for vulnerable and disadvantaged children and young people with SEND.

Our [SEND Inclusion Plan](#) sets out ambitions for children and young people with SEND from 2017-2020.



Contact us:

Email: special.needssection@northlincs.gov.uk

Tel: 01724 297148

North Lincs Local Offer:

Website: <http://www.northlincslocaloffer.com>

