

DRAFT

# SEND INCLUSION PLAN ANNUAL REPORT

2019/2020

**Foreword**

Welcome to our Special Education Needs and Disabilities (SEND) Inclusion Plan Annual Report for 2019/2020.

This annual report provides an opportunity to summarise the work we have undertaken in 2019/20 to implement our SEND Inclusion Plan and it is also an opportunity to celebrate our shared successes.

The academic year 2019/20 came to be dominated by the sudden and unexpected rise of the Covid-9 pandemic, and this report will show how well placed we were to be able to respond to the radical changes that the pandemic required and enable children, young people and families to remain safe, well, connected and prosper.

During this year we have been working with our partners to create a new SEND and Inclusion Plan for 2021 to 2024, which you can find by visiting our [SEND local offer](#).



The  
#Best Place  
to Live,  
Work, Visit and  
Invest

We all want to live in a place we call home, with the people and things that we love, in communities where we look out for one another, doing things that matter to us. This is at the heart of the [One Family Approach](#).

As children, young people and families, we want to be:



Resilient



Happy



Positive



Inspired



Interested



Ambitious



Informed



Individual



Empowered



Enabled

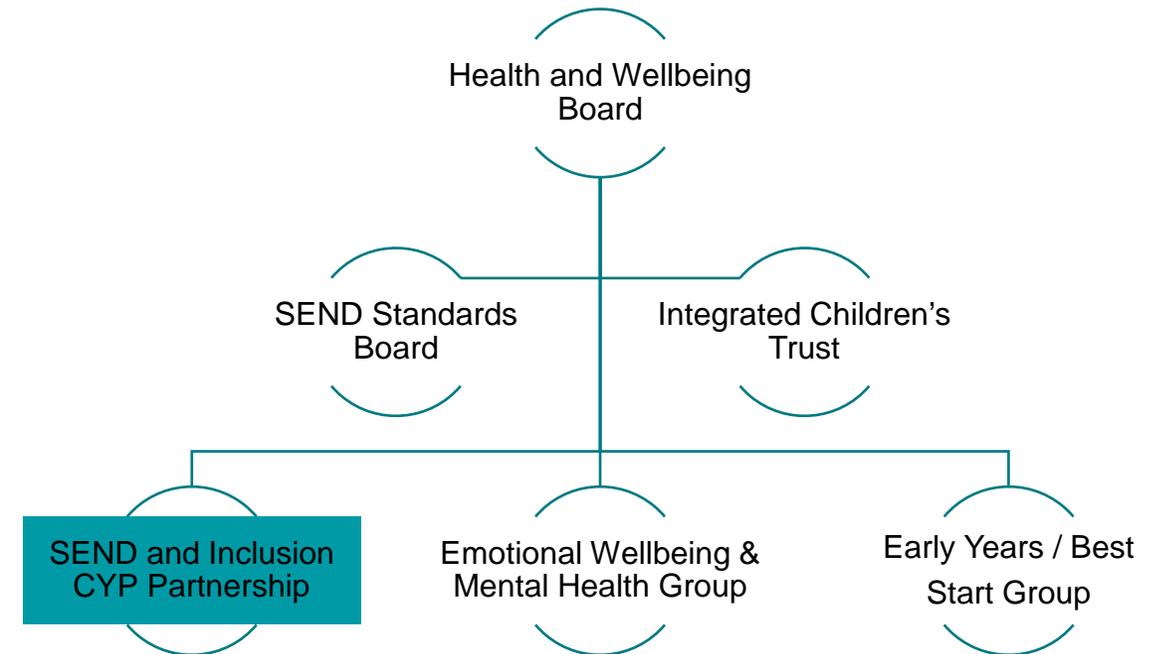
So we can all be **SAFE, WELL, PROSPEROUS** and **CONNECTED**.

## Who has oversight of the priorities for children and young people in North Lincolnshire?

In North Lincolnshire, our **One Family Approach** aims to create a system that works for all children, young people and families where we work together to provide and commission integrated services for children and young people. The One Family Approach - Helping Children and Families in North Lincolnshire 2020 / 24 sets out how services support children, young people and families to participate, find help online and in their networks and communities, to be resilient and stay independent.

Through the Health and Wellbeing Board Integration Statement, the commonalities, expectations and behaviours of individuals, partners and organisations across the area in relation to 'organisation' and ultimately our workforce, are clearly articulated.

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. It 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.



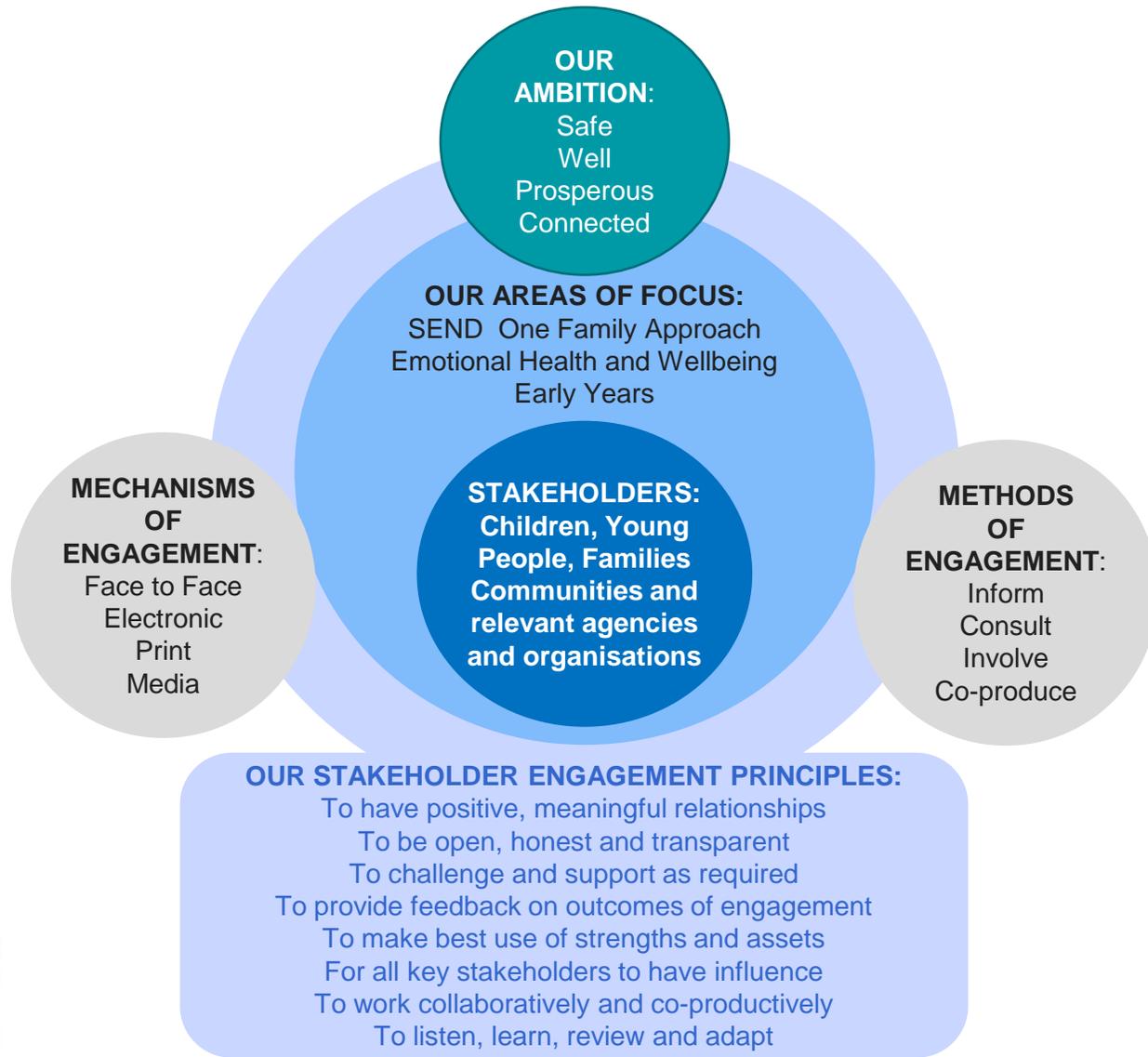
# Stakeholder Engagement

Children, young people, families and communities are at the heart of all we do. By making use of their strengths, assets, views and experiences and by engaging with partners and with other key stakeholders we will co-produce local services and support which meets needs and helps to achieve positive outcomes.

The **SEND and Inclusion Partnership** has a role in SEND strategy development and has direct connectivity to the SEND Standards Board. There is also direct reporting to the Children and Young People's Partnership (CYPP).

The Partnership is a multi-disciplinary partnership group that includes representatives from across the range of educational settings – mainstream and specialist - pre and post 16. It also includes North Lincolnshire's Parents' Forum, the Youth Council and representatives from across health, care, housing, leisure and transport.

The Partnership focuses upon championing inclusion and challenging exclusion, improving attainment and achievement and ensuring quality and sufficiency of education, health and care provision.



## Local context

“The local drive towards even better outcomes for children will be characterised by child centred approaches, improving outcomes for vulnerable and disadvantaged children, and embedding the sector led system” - North Lincolnshire’s Education Plan [All Our Children 2020](#) (AOC 2020)

- In North Lincolnshire **13%** of the pupil population in North Lincolnshire received special educational needs (SEN) support, with **3%** having an education and health care (EHC) plan
- **99.18%** of early years childcare settings are rated **good or better** by Ofsted\*\*
- **100%** of our special schools are rated **good or better** by Ofsted\*
- **No education provision** in North Lincolnshire is judged inadequate
- Requests for an EHC assessment of need has risen year on year, in line with national comparators.
- The majority of our children and young people with SEND are educated in our mainstream early years settings, schools or colleges, judged good or better by Ofsted
- All registered childcare providers are now rated good or outstanding helping to give children in North Lincolnshire the best start to their education.
- Our two maintained special schools are judged good and outstanding
- We have three independent special schools (all judged ‘good’), two of which also provide post 16 education.
- The SEND Capital Grant has now funded three on site provisions within our secondary schools



- During the coronavirus pandemic there has been a **significant increase** in requests for an EHC assessment of need
- Our mainstream and independent schools have **remained open** and our most vulnerable children and young people have been supported to attend education.
- **100% of Early Years providers fully opened** in September with the majority providing support throughout the lock-down period for key worker and vulnerable children.
- Schools undertook **EHCP Risk Assessments** to determine if children and young people's needs could be met at home, namely those not receiving personal care from their educational setting, or whose limited need for personal care can be met in their family home.
- We **made contact with families** to ensure they understood how the EHCP would be delivered and whether services would be delivered remotely or face to face.
- We developed **local information and FAQs** which were shared with our Parents Forum, SENDIASS and education providers.
- We used our **Local Offer as a platform to keep in touch** with families and professionals and produced helpful information and resources to support parents and carers.
- Our **specialist teams** across education, health and care continued to keep in touch with families, remotely through group chats such as WhatsApp and face-to-face where this was appropriate.
- Teams also dropped off resources to family homes and worked with families to **develop transition plans** for those children and young people returning to school or college, moving placement or key stage.
- 'First steps to get ready for transition' included a workbook and a worksheet 'My Lockdown Experience' which **captured student voice**.
- Multi-agency **Daily Tasking meetings** have drilled down to individual level to identify support necessary to enable vulnerable children and young people, including those with an EHCP, to return to education provision.
- The **Designated Clinical Officer for SEND** has led a task group to understand the effect of Aerosol Generating Procedures in education settings and is working in partnership with families and professionals across education, health and care



Our previous SEND and Inclusion Plan for 2017-2020 set out our commissioning intentions for children and young people with SEND. Much has been achieved to improve outcomes for families across a range of education, health and care measures during this time. We have also:

- Successfully bid to the DfE for a new SEND Free School for students over the age of 16 who have severe learning disability, profound and multiple learning disability, speech and language communication needs, Autism Spectrum Disorder and / or potentially challenging and complex behaviours (scheduled to open September 2022) – this new provision will have a vocational focus.
- Developed our Key Stage 2 primary provision to support children with more complex needs in relation to Social, Emotional and Mental Health (SEMH) needs (open January 2021)
- Opened a new secondary phase SEMH inclusion support provision – ‘Headway’ – at Baysgarth School in Barton-upon Humber (SEND Capital Grant) with plans for two further provisions in 2020
- Identified Mental Health Champions in all of our schools as part of the Emotional Health and Well-being Plans and Child and Adolescent Mental Health Services (CAMHS) transformation
- Coordinated a streamlined service between health and education to ensure standardised delivery of the Integrated Health Check
- Launched our new and integrated neuro-diversity diagnostic pathway in relation to Autism, Attention Deficit Hyper-Activity Disorder (ADHD) and / or Learning Disabilities – involving professionals across a spectrum of expertise
- Worked with parents and professionals across education, health and care to implement 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 learning disabilities 'health check register' of young people aged 14 and over with learning disabilities



We have:

- Re-commissioned the Children's Domiciliary Care Framework
- 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)
- Reviewed the Sensory Needs Framework based on evaluation, experience and need
- Transformed and agreed a new jointly commissioned approach and specification to meeting the needs of children and young people with Speech, Language and Communication Needs (SLCN) – with school / setting delivery model
- Reviewed and enhanced our approach to meeting the needs of children and young people with palliative and end of life care needs
- Refreshed the North Lincolnshire Children and Young People's Emotional Health and Well-Being Transformation Plan 2015 - 2022
- Continued to commission education, 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
- Worked with Headteachers and Principals to review delivery approaches in relation to the re-commissioning of Alternative Learning Provision (ALP) for young people at Key Stages 3 and 4 and introduced various initiatives (including provision development and Early Help Networks) to support quality inclusion
- Introduced and co-produced a digital / web-based real-time solution to SEND statutory functions – the 'EHCP Hub' with direct young person, parent / carer and professional access with plans to roll-out Annual Review modules in 2021
- Explored the sufficiency of North Lincolnshire's special school estate and delivery options for the future



We have:

- Transformed Group-Based Short Break Services with North Lincolnshire Council providing an in-house service
- Published a children's version of the Short Breaks Information Statement
- Jointly commissioned an All-Age Carers' Service which will help create seamless support as young people prepare for adulthood
- Reviewed and developed the Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) in line with changes in national guidance
- Continued to develop a range of independent living and supported housing provision and options for young adults with more complex needs
- Expanded the number of post-16/19 Supported Internships so that more young people with SEND can access learning and training opportunities in the workplace
- Re-commissioned the Complex Care Play Scheme and developed this in accordance with future demand and need (Easter and summer)
- Continued to develop the 'Good to Great' training and support model for Special Educational Needs Co-ordinators (SENCOs) to support appropriate identification of need, equity of access and consistency of support (including guidance on appropriate time allocation)
- Continued to provide a training offer to settings, schools and wider professionals in relation SEND
- Reviewed and completely updated the SEND Local Offer website including key co-produced policies and protocols (e.g., the North Lincolnshire Preparing for Adulthood Protocol 2020).



## Developing SEND Provision

**Headway** is an inclusion support provision at **Baysgarth School** funded by **Department For Education (DFE) SEND Capital Funding**. Headway includes a new two-classroom extension and a refurbishment of the Skills Centre on the site, to make the facility more practical and adapted to pupils' needs.

With space for up to 30 pupils when it is at its full capacity, the centre includes an intervention room, an IT suite, a gym, a motor vehicle room and a beauty room, as well as the more traditional classroom spaces and will support young people with social, emotional and mental health needs.

**Further funding has been allocated to develop two new inclusion support provisions in Frederic Gough School and Winterton Secondary School. These will support young people with Social, Emotional and Mental Health (SEMH) needs to successfully access mainstream school provision.**



*Beauty Room at the Headway Centre, Baysgarth School*

Development is underway on a Key Stage 2 provision for children with social emotional and mental health needs - due to open in Spring term 2021

In partnership with the **DFE** we are developing a **new Free School**. The new school will be for students over the age of 16 who have:

- Severe learning disability
- Profound and multiple learning disability
- Speech and language communication needs
- Autism Spectrum Disorder
- Potentially challenging and complex behaviours

## Ensuring children and young people are prepared for adulthood

Working with partners we have developed our new [Preparing for Adulthood policy](#).

Preparing for Adulthood was the focus of both our Annual SEND Conferences for schools and colleges and also our SEND Conference for parents and carers.

### Good Health We have

- 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.
- Developed a learning disabilities 'health check register' of patients aged 14 and over with learning disabilities. All 19 GP practices have signed up to deliver the Learning Disabilities Annual Health Check.

### Friends, Relationships and Community We have

- 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.

### Employment and Careers We have

- Supported and challenged schools to provide access to excellent careers education, information, advice and guidance (CEIAG)
- Included a special school as one of the 6 North Lincolnshire schools in the Humber Careers Hub
- The council's Careers and Progression team achieved the Matrix Standard for their delivery of CEIAG
- Continued to drive the confidence and capability of businesses to recruit and retain people with additional needs
- Agreed a framework for a 5 Day Local Offer in North Lincolnshire

### Independent Lives We have

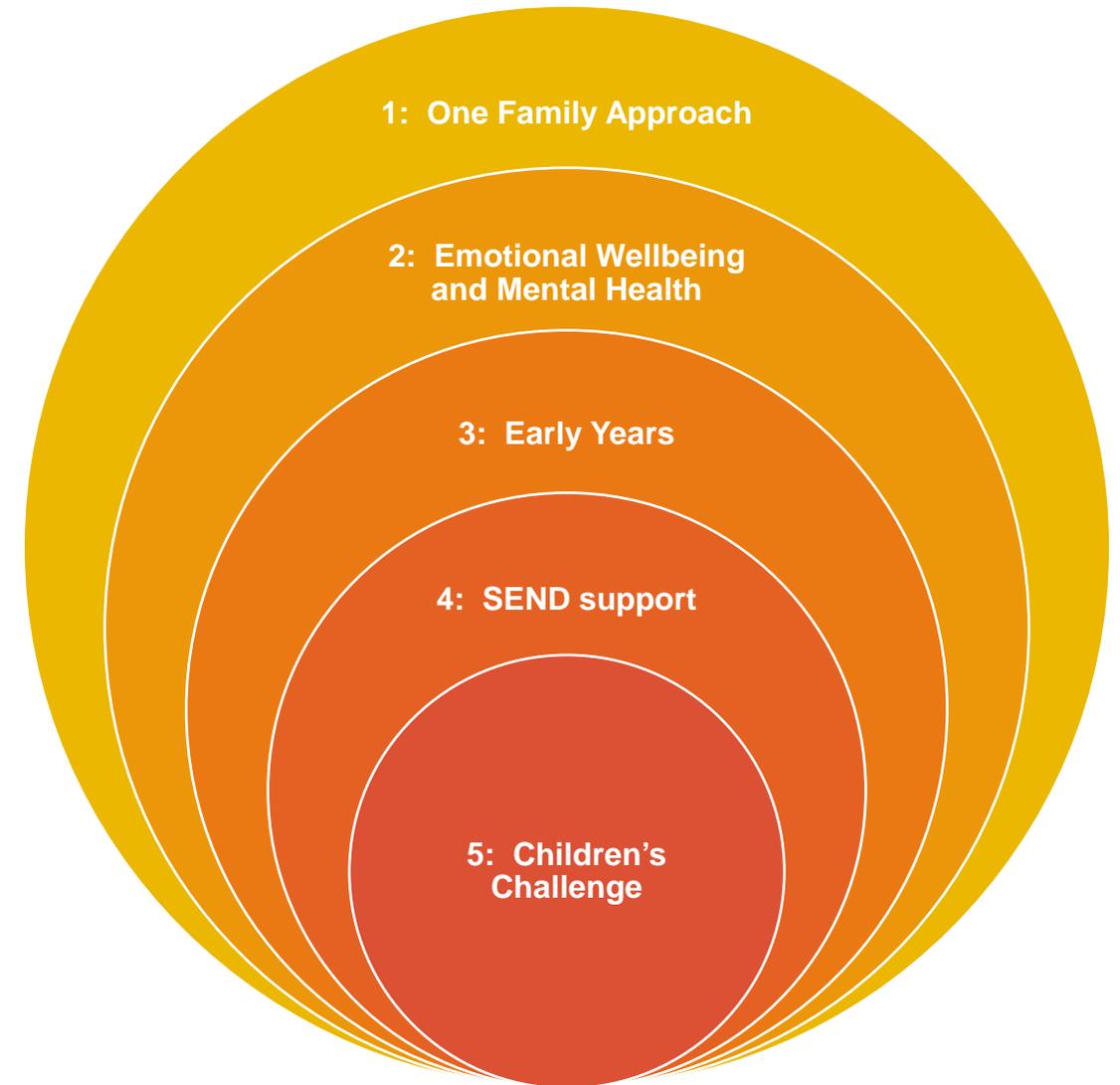
- Developed a supporting housing scheme incorporating assistive technology for people with a learning disability/autism.
- Linked a local Community Hub with a new supported housing scheme to ensure young adults with learning disabilities/autism are involved in their local communities.
- Worked with schools, 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.

## Ensuring equity of expectation, access and support

### Moving towards a One Family Approach

In the Autumn term 2020, work began with schools and Special Educational Needs Coordinators (SENCOs) to '**shine a light**' on **SEND Support** to prevent exclusion and further improve outcomes.

SENCOs recognise the importance of their role and contribution to enabling equity of access and consistency of support for all children and young people



## 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 and Needs Assessments
- Re-commissioning and commissioning of service provision
- Recruitment and selection

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.

Our **EHC Hub** is a new online area for families, professionals and education settings **to work together and contribute** on EHC assessments, plans and reviews.

**The EHC Hub puts children and their families at the heart** of these processes and provides secure access to anyone who needs to be able to contribute and view information. It has been designed to support local processes and to work alongside existing systems.

It offers:

**Children, young people and families a voice** so they can contribute, view information and track their case.

The **statutory assessment team** a secure platform to coordinate assessment, planning and reviews.

**Professionals** who are involved, a simple way to contribute advice easily and securely.

**Education settings** an intuitive hub for managing all EHC assessment and review cases.

Our digital-first platform will **transform the way we work** with partners and is the key to driving meaningful engagement and providing the best outcomes for children and young people with special educational needs and disabilities.

## Developing the workforce

A key factor to ensuring improved outcomes for our SEND children and young people is that we have a workforce that is equipped with the appropriate skills, knowledge, experience and qualifications to meet the needs of our children and young people with SEND

**Our Good to Great for SEND** tool has supported SENCOs to analyse and judge the **progress and attainment** of pupils with SEND and **make decisions** about **future provision**.

We have:

- continued to develop the '**Good to Great**' training and support model for Special Educational Needs Co-ordinators (SENCOs) to support appropriate identification of need, equity of access and consistency of support (including guidance on appropriate time allocation)
- continued to provide a **training offer** to settings, schools, governors and wider professionals in relation SEND
- reviewed and completely updated the **SEND Local Offer** website including key co-produced policies and protocols (e.g., the North Lincolnshire Preparing for Adulthood Protocol 2020).
- introduced and co-produced a **digital / web-based real-time solution** to SEND statutory functions – the 'EHCP Hub' with direct young person, parent / carer and professional access.
- worked with key partners to **provide training and support** to schools and professionals in readiness for the next stage of the **EHCP Hub roll out of Annual Review in 2021**
- used a **variety of communication platforms** - Keeping in Touch events and SENCO Networks - to continue delivering an effective local SEND offer to children, young people and families throughout the Covid-19 pandemic.



## You Said, We Did

Our **You Said, We Did** reports provide 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:

- Developing and implementing the Sensory Needs Toolkit
- Developing the Local Offer
- Commissioning the digital EHC Hub



NORTH LINCOLNSHIRE  
SPECIAL EDUCATIONAL  
NEEDS & DISABILITY (SEND)

**LOCAL OFFER**



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North Lincs Local Offer

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