Report of the Director of Learning, Skills and Culture

Decision to be taken after:
3 September 2021

NORTH LINCOLNSHIRE COUNCIL

**CHILDREN AND FAMILIES
CABINET MEMBER**

**THE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
ANNUAL REPORT 2019-20**

1. **OBJECT AND KEY POINTS IN THIS REPORT**

   1.1 This annual report provides an opportunity to summarise the work undertaken during the period 2019/20 to implement the North Lincolnshire SEND and Inclusion Plan 2017-2020.

2. **BACKGROUND INFORMATION**

   2.1 This report is directly linked to the SEND and Inclusion Plan 2017-2020

   2.2 It describes progress made against the priorities and commissioning intentions of the SEND and Inclusion Plan. For example, the opening of a new secondary phase Social, Emotional and Mental Health (SEMH) inclusion support provision – 'Headway' – at Baysgarth School in Barton-upon Humber. There has also been a successful bid to the Department for Education for a new 60-place SEND Free School for young people 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 enhance access to skills and employment for this particular group of young people with more complex needs – supporting preparation for adulthood.

   2.3 Headline strengths include well established integrated partnership working across the local authority, successful completion and compliance with SEND reforms and rollout of a new digital Education, Health and Care (EHC) Plan Hub to enable children, young people and families to participate more effectively in the statutory special educational needs assessment process.

2.4   The SEND Standards Board is referenced as the governance forum of collective accountability amongst partners and agencies for supporting children and young people with SEND to achieve outstanding outcomes. It has ensured 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.

2.5   This report also details the range of priorities for development in 2020/2021 that will enable progress to be made against the place partnership ambitions of safe, well, prosperous and connected and the continued One Family Approach (OFA) drive to ensure that children and young people remain within their families, schools and communities.

3.   **OPTIONS FOR CONSIDERATION**

3.1   Adopt the SEND Annual Report 2019/2020 as submitted.

4.   **ANALYSIS OF OPTIONS**

4.1   The report is a summary of progress and has gone through a process of scrutiny by senior officers.

5.   **FINANCIAL AND OTHER RESOURCE IMPLICATIONS (e.g. LEGAL, HR, PROPERTY, IT, COMMUNICATIONS etc.)**

5.1   There are no financial or other resource implications to this particular report.

6.   **OTHER RELEVANT IMPLICATIONS (e.g. CRIME AND DISORDER, EQUALITIES, COUNCIL PLAN, ENVIRONMENTAL, RISK etc.)**

6.1   There are no other relevant implications

6.2   Equalities issues under the Equalities Act 2010 have been considered and included in this plan.

6.3   This report is linked via the SEND and Inclusion Plan 2017-2020 to the Council Plan, supporting its aspiration and ambition to be the #BestPlace for our residents and the #BestCouncil we can be.

6.4   No environmental implications or significant risks have been identified as arising from the recommendation to adopt this plan.

7.   **OUTCOMES OF INTEGRATED IMPACT ASSESSMENT (IF APPLICABLE)**

7.1   Not Applicable

8.   **OUTCOMES OF CONSULTATION AND CONFLICTS OF INTERESTS DECLARED**

8.1   Consultation has not been required.

8.2   There are no conflicts of interest.

9.   **RECOMMENDATIONS**

9.1   That the SEND Annual Report 2019/2020 is adopted and published.

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Date: 15/05/2021

Background Papers used in the preparation of this report –

The Council Plan
SEND and Inclusion Plan 2017-2020
The Joint Strategic Needs Assessment (SEND) 2019
The SEND Code of Practice 2014