

# DRAFT

## SEND INCLUSION PLAN ANNUAL REPORT

2019/2020



### Foreword

Welcome to our Special Education Needs and Disabilities (SEND) Inclusion Plan Annual Report for 2019-20.

This annual report provides an opportunity to summarise the work we have undertaken to implement our SEND Inclusion Plan 2017-20 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-19 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 achieve good outcomes.

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](#).



Councillor Julie Reed  
Cabinet Member for Children  
and Families



**Everyone is focused on making a real difference to children, young people and families' lives:**

- We have passionate and committed staff who are clear about their purpose and the people they serve.
- We have high quality accessible education and childcare, close to home which meets children's and their families' needs and circumstances, so that parents can go to work knowing their children are safe, cared for and having their emotional and learning needs met.
- We want to ensure the most vulnerable get the support they need so they can thrive.

**Children (and their families) are more likely to:**

- Be educated in highly inclusive mainstream early years settings, schools or colleges
- Be educated in early years settings, schools or colleges which are judged good or better by Ofsted
- Experience excellent childcare – Ofsted has judged our early years settings as being some of the best in the country
- Feel included in their community

**We have strong systems leadership:**

- A single strategic plan
- Strength in the system to develop, evaluate and improve practice, provision and outcomes
- Collaborative approaches with a common understanding of how everyone contributes
- Strong effective settings/practitioners support others to improve practice; peer to peer support

**We have well-managed transitions:**

- Well understood principles which ensure positive transitions
- Intelligence informed approaches. Agreed transition documentation; settings and schools meet to share information pre and post transitions
- Joint work is implicit; settings, schools, colleges, community groups and children's centres share information, strategies, models of support
- Early identification right from the start, midwives who are integral to families accessing early help
- Specific tracking of individual children and vulnerable groups to ensure better transition
- Agreed expectations on focus for 'School Readiness'

**We have universal high quality provision:**

- Tiered comprehensive training programme with progression routes which reaches across the sector pedagogy; practice; SEND; child development
- Joined up planning and delivery linked to community approaches
- One Family Approach to support for vulnerable families
- Overarching statutory universal provision i.e. sufficiency, health visitors and midwifery services

**We have effective integrated working:**

- 0-19 practitioners deliver integrated services to families
- Community offer which meets the needs of parents and children
- Phone in/drop ins – SALT (Speech & Language Therapy), Behaviour, Child development
- Staff with high levels of expertise across all services
- Partnership planning and working with voluntary sector to understand and reach families who don't access mainstream services

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:

- 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
- 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
- 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 also:

- 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 (Education, Health and Care Plan) 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



And 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).



Independence within the Foundation Department covers skills needed from making a hot drink, snack or meal, to learning to use the washing machine, ironing, travel training and budgeting, to move towards independent living (John Leggott College)

Due to the outbreak of Covid-19 and subsequent school shutdown and cancellation of examinations in the summer term, the usual analysis concerning end of Key Stage attainment for 2020 could not take place. Our **key performance highlights**, based on the most recent official published data available for each benchmark, are set out below.

Children and young people in North Lincolnshire ranked within the **top 25% of performance in the country** in the following measures

- Children with an EHC Plan achieving the expected levels in each of reading, writing and maths at the end of key stage 1 (2019)
- Progress made by children with an EHC Plan between key stages 1 and 2 in each of reading, writing and maths (2019)
- Overall absence and persistent absence rates in special schools (2019) and overall absence and persistent absence rates for children with an EHC Plan (2019)
- Fixed term and permanent exclusion rates in special schools (2019) and permanent exclusion rates for children at SEND Support (2019)
- Young people with an EHC Plan (at age 19) qualified to level 2 including English and maths (2019) and young people with an EHC Plan (at age 19) qualified to level 3 (2019)
- Young people with SEND who are in Education, Employment or Training at age 17 (2018), young people at SEND Support who are in Education, Employment or Training (2018) and young people with an EHC Plan who are in Education, Employment or Training (2018)

In addition, performance of our children and young people was **above the national average** in the following measures

- Children at SEND Support achieving a good level of development in the Early Years Foundation Stage (2019)
- Children at SEND Support and children with an EHC Plan achieving the expected standard in the year 1 phonics screening test (2019)
- Progress made by children at SEND Support between key stages 1 and 2 in writing (2019)
- Progress 8 score for young people at SEND Support at the end of key stage 4 (2019)
- Young people at SEND Support and those with an EHC Plan achieving a GCSE grade 5 or above in both English and maths (2019)
- Overall absence rates for children at SEND Support (2019)
- Proportion of 16-17 years olds with SEND in education and training at 31<sup>st</sup> December (2018)



During Covid-19 our mainstream and independent schools remained open and our most vulnerable children and young people have been supported to attend education.

We worked to ensure the outcomes and provision identified in the EHC Plan could continue to be delivered in the home and education settings. We made contact with families to ensure they understood how the EHC Plan would be delivered and whether services would be delivered remotely or face to face.

We also used our [Local Offer](#) as a platform to keep in touch with families and professionals and produced a wealth of helpful information and resources to support parents and carers. We also used remote group chats such as WhatsApp and face-to-face where this was appropriate.

We 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.

We worked to identify new and emerging needs and how best to support children, young people and their families through the pandemic.

### What was it like for our children?

- The vast majority of children and young people have transitioned back into schools, settings and colleges successfully.
- Children have adapted well to their bubbles and have responded well to changes in the structure of the school day.
- Schools' workforce resilience has remained high – 98% staff availability.
- Online learning provision has strengthened.
- There has been a sharp focus on children and young people's emotional health and wellbeing, including:
  - working with the Youth Council on the Well-being for Education Return roll out, with local adaptations for early years settings and for Children's Centres.
  - emotional literacy training for support assistants
  - the Mentoring School for pastoral leads, focusing on social and emotional development
  - bereavement support training for mental health champions
  - hosting an emotional health and well-being conference.



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.

<b>Employment and Careers</b>	<b>Friends, Relationships and Community</b>	<b>Good Health</b>	<b>Independent Lives</b>
<p style="text-align: center;"><b>We have</b></p> <p>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.                      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.                      Begun the development of a new adult service provision at a local college to enable young people to progress from education to adult based activities in a familiar setting.                      Continued to offer supported internships to young people as a pathway into employment - one young person was placed at a council recycling facility and has secured permanent employment.</p>	<p style="text-align: center;"><b>We have</b></p> <p>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.</p>	<p style="text-align: center;"><b>We have</b></p> <p>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.</p>	<p style="text-align: center;"><b>We have</b></p> <p>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.</p>

During this period we have been busy developing new ways to support children and young people with SEND.

We are pleased to announce the addition of a new Key Stage 2 provision within Coritani Academy, for children with social emotional and mental health needs.

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



*Beauty Room at the Headway Centre, Baysgarth School*

In partnership with the **DfE, Wellspring Academy Trust and Morgan Sindall Construction** we are proud to be building a **new 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
- Potentially challenging and complex behaviours

The new school will have a vocational focus and provide skills and employability opportunities for all its young people.

Subject to planning permission, construction will be started on site in October 2021. We are aiming to complete the new building by September 2022.

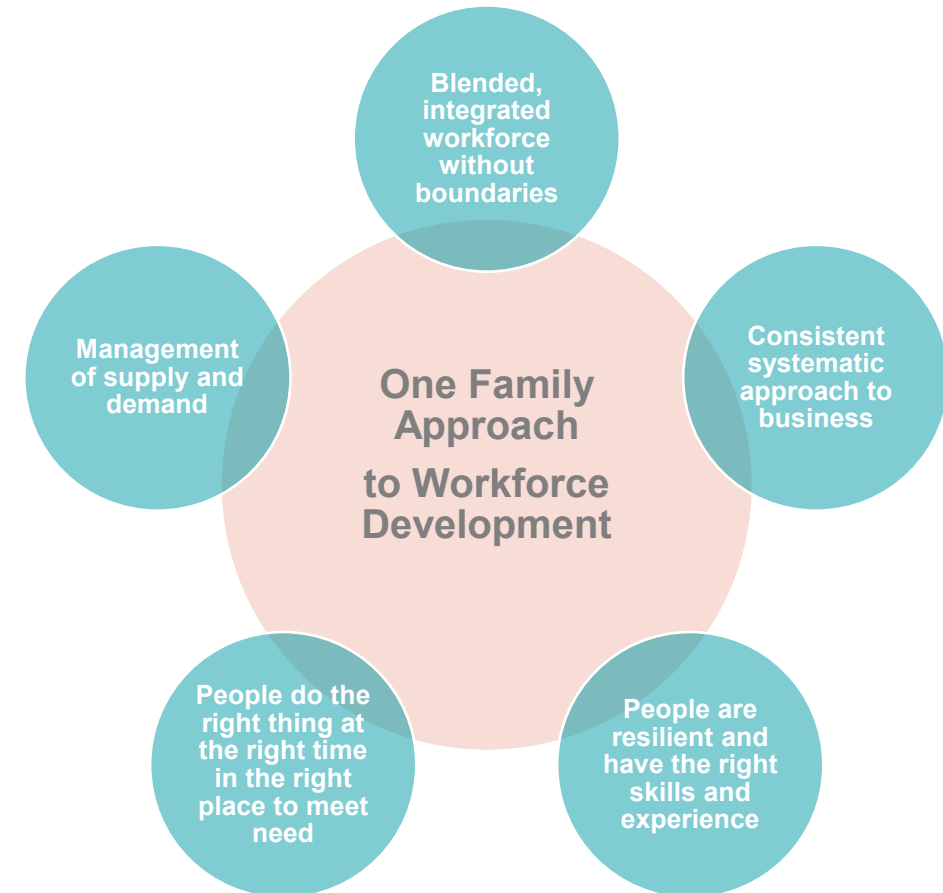


A key factor to ensuring improved outcomes for our SEND children and young people is that we have a workforce that is equipped with the appropriate skills, knowledge, experience and qualifications to meet the needs of our children and young people with SEND

**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.





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

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.

**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



**Engagement activities co-produced with our Parents Forum include:**

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

The 'lived experiences' of children, young people and families are reflected in what they and their families tell us. These help to create the right type of support:

This young person is 18 years old and attends a local post-16 college. He recently engaged in an Annual Review of his Education, Health and Care Plan and told us about his experiences.

He said that everything had been going well at college and he had been enjoying his course, although he found English difficult. He had found it challenging without a teaching assistant with him in college, but it was important to him that he worked well and tried his best. He would like to pass his English GCSE.

Currently, he is a student advocate within college and is also completing his Duke of Edinburgh Award. This young person was pleased with his progress in Information Technology in college. He said that he would like to improve his English skills. He is considering a career in Information Technology and would like to find an apprenticeship in the future. His mum said that she would like him to have a laptop wherever possible and be given extra time in lessons to complete tasks. She would like him to do well and follow the courses that he would like to do.

In response to these comments by this young person and his mum, he will be given opportunities to participate in employability workshops and sessions through the curriculum to support in developing employability skills. He will be provided with access to independent and impartial careers guidance. He will also be provided with a range of resources, blended learning opportunities and revision materials to support with independent study. To reduce note taking, he will be allowed to access his phone to use as a means of recording key concepts and ideas, and he will also have access to a named adult for support to help ease his anxiety and support with motivation.



### We will:

- Continue the further development of integrated commissioning and service provision in line with the One Family Approach (OFA).
- Continue to improve outcomes particularly in the context of Preparing for Adulthood.
- Continue to improve education outcomes (e.g. SEND Support 'shine a light' focus across all key stages of learning).
- Continue to ensure equity of expectation, access and support across all providers (e.g. What should ordinarily be available in settings, schools and colleges) and to continue to support/challenge in relation to specific areas of practice (e.g. secondary schools where fixed term exclusion rates are high).
- Further strengthen the Local Offer in certain areas of provision to ensure that there is stability in school and the community and for specific needs (e.g. SEMH, Post-16 specialist provision/5-day offer, next stage of neuro-diversity pathway and Personal Budget/market-place review).

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North Lincs Local Offer

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