

# Public Document Pack

**Late report for Scrutiny Board (Children's Services) on 10<sup>th</sup> September 2015**

Item 9 – Draft Terms of Reference - Scrutiny Inquiry

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## Report of the Head of Scrutiny and Member Development

### Report to Scrutiny Board (Children's Services)

**Date: 10<sup>th</sup> September 2015**

**Subject: Draft Terms of Reference – Preparing for the Future, Supporting Special Educational Needs and Disabled Young People**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## 1. Summary of Main Issues

Leeds City Council has an ambition to be the best council in the UK: fair, open and welcoming with an economy that is both prosperous and sustainable so all our communities are successful. The vision encompasses the aim to be a Child Friendly City by 2030. The methodology for delivering this vision is defined in The Children and Young People's Plan (CYPP) 2015-19 from good to great which details five headline outcomes one of which is to ensure Children and Young People do well at all levels of learning and have the skills for life. The CYPP also states that improving outcomes for children and young people with special educational needs and disabilities is a priority.

At its meeting on the 18<sup>th</sup> of June 2015, the Scrutiny Board considered potential sources of work for the 2015/16 municipal year. Following discussion with the Executive Board Member (Children and Families) and representatives from Childrens Services the Board expressed a desire to undertake an inquiry which would consider what it is like to grow up in Leeds if you are a child with special educational needs and/or a disability.

## 2. Recommendation

The Scrutiny Board (Children's Services ) is recommended to:

Note the information contained within this report, make further recommendation to update the terms of reference where necessary and agree the terms of reference for the inquiry.

Note that the terms of reference may incorporate additional information during the inquiry should the Children's Services Scrutiny Board identify any further scope for inquiry or request further witness or evidence.

DRAFT

## **1 Purpose of this report**

- 1.1 This report sets out the draft terms of reference for the Scrutiny Boards inquiry into Preparing for the Future, Supporting Special Educational Needs and Disabled Young People.

## **2. Scope of the Inquiry**

- 2.1 The Scrutiny Board at its meeting on the 18<sup>th</sup> of June 2015 resolved to undertake an inquiry looking at what it is like for a child with special educational needs and disability to grow up in Leeds. The Board discussed a range of concerns affecting children and young people from birth to adulthood including early diagnosis of conditions to improve outcomes in later life. The Board was keen to focus on the educational provision including Specialist Inclusive Learning Centres as the Annual Standards Report presented to the Scrutiny Board in April 2015 identified that significant focus is required to improve results at all the key stages, particularly key stage 4. The Board also expressed a desire to understand the support available to prepare Special Educational Needs and Disabled young people for adulthood.

- 2.2 In October 2014 the predecessor Scrutiny Board (Children and Families) received a report from the Head of Service: Complex Needs on the Children and Families Act 2014: SEN and Disability Reforms. This report clarified that Children's Services wish to identify the opportunities that the Act offers to actively engage young people at risk of disenfranchisement and prepare them for adulthood and active citizenship. The report also stated that children and young people with special educational needs and disabilities (SEND), despite significant deployment of resource, do less well than their peers: they are more likely to be absent or excluded from school and are more than twice as likely to be NEET. Longer term outcomes continue to be poor with 93% of learning disabled people unemployed.

To ensure the inquiry is managed within the 2015/16 municipal year it is suggested that the Scrutiny Board (Children's Services) inquiry is undertaken with initial focus on the challenges that face children and young people from year 9 onwards, in education training and into employment. It is also suggested that there is focus on the services available to young people as they mature into adulthood to enable them to live 'ordinary lives'. It is proposed that a further inquiry is undertaken at a later date with a focus on early learning and development, early diagnosis of conditions and support, having fun and play.

- 2.3 The purpose of the inquiry is to make an assessment of and, where appropriate, make recommendations on the following areas:
- The voice of the Child and their families and the extent to which Children, Young People and their families feel informed and involved in decisions affecting their lives particularly in preparing for adulthood.
  - Learning and achievement from year 9 onwards. Education settings and the educational pathways available to generate opportunities for Children and Young people to obtain skills for life and/or qualifications.
  - Promoting good school attendance.
  - Increasing the number of SEND young people in education, employment or training
  - Preparation for adulthood and transition support.

- 2.4 Additional guidance has been sought from Barbara Newton – Head of Service Complex Needs, Barry Jones – Complex Needs Area Lead, Andrew Eastwood – Head of Service Learning Improvement and Hannah Lamplugh - Voice and Influence Lead in order to recommend areas of focus for the inquiry.

### **3. Desired Outcomes and Measures of Success**

- 3.1 In conducting the Inquiry the Board wishes to reflect on the aspirations of the City and understand how we identify the needs of SEND children, young people and their families; the extent to which Children, Young People and their families feel informed and involved in decisions affecting their lives particularly in aspects that will prepare young people for adulthood. The Scrutiny Board will endeavour to establish if robust strategies, partnerships and services are in place to provide the necessary support Children, Young People require as they progress through the later stages of their education, into post 16 provision and into meaningful employment. If during the course of the inquiry it is evident that improvements are required the Scrutiny Board will seek to clarify what is being done to change things to ensure better outcomes.
- 3.2 It is important to consider how the Scrutiny Board will deem if their inquiry has been successful in making a difference to local people. Some measures of success may be obvious at the initial stages of an inquiry and can be included in these terms of reference. Other measures of success may become apparent as the inquiry progresses and discussions take place.
- 3.3 Following the inquiry the Scrutiny Board will publish its report which will identify clear desired outcomes. These will be reflected in the recommendations made. The director or organisation to whom the recommendations have been made will be responsible for monitoring the impact of each recommendation and for advising the Scrutiny Board accordingly as the board reviews progress.

### **4. Comments of the relevant Director and Executive Member**

- 4.1 In line with Scrutiny Board Procedure Rule 12.1 where a Scrutiny Board undertakes an Inquiry the Scrutiny Board shall consult with any relevant Director and Executive Member on the terms of reference.

### **5. Timetable for the inquiry**

- 5.1 It is anticipated that the inquiry will take place between October 2015 and will be completed in the new year. Information will be gathered using a range of methods including meetings and visits. The length of the inquiry and range of evidence to be collected is however subject to change by agreement of the Board.

### **6. *Submission of evidence***

#### Introduction, Aspirations and where are we now

- Legislation and Every Disabled Child Matters
- Leeds SEND Strategy 2014-17 and the Complex Needs Partnership Board
- The Leeds Local Offer

- Voice and Influence
- Known challenges for Childrens and Young People year 9 to adulthood (25).

#### What do we know

- Communication with young people and their families and the communication and feedback structures in place
- Identifying the needs of SEND Children and Young People in Leeds
- The main concerns for SEND young people and their siblings, parents/carers in Leeds and how we are responding to this
- The involvement of SEND young people in the design, development and review of services

#### Improving Outcomes and Opportunities

- Educational settings for SEND children and young people including SILC's, SILC partnerships, resourced provision and mainstream schools.
- The SEND Ofsted framework
- Training of educational staff on SEN and Disability
- Sufficiency of educational places and quality of curriculum for SEND young people to meet their needs and aspirations.
- SEND attainment data at Key Stage 4 and beyond and the strategy for narrowing the attainment gap.
- The use of data to identify success in the various educational settings and the sharing of good practice.
- Suitable educational pathways for key stage 4 and post 16 learners to provide skills for life and independence and qualifications for employment.
- SILC Cluster – aspirations and development plan
- Cluster Partnerships – identification of need in their geographical areas and the support provided to educational settings to meet the needs of SEND children and their siblings.
- Promoting good attendance of SEND children and young people in educational settings.

#### Looking forward to adult life

- The Transitions Team and Specialist Transitions Advisors
- Transition planning, advice, support and challenges
- Careers Education, Information, Advice and Guidance
- Leaving school, positive destinations and preventing NEET
- Support to access work experience and meaningful employment

## **7. Witnesses**

7.1 The following witnesses have been identified as possible contributors to the Inquiry:

- Members of the Childrens Trust Board
- Members of the Complex Needs Partnership Board
- Elected Members
- Third Sector and Voluntary Organisations
- Stakeholders, Partners and Support Groups
- Director of Children's Services
- Children's Services Officers, including the Learning Improvement Service, Complex Needs Service and Partners

- Education Practitioners and School Governors from SILC's, Partner Schools, Resourced and Mainstream Schools.
- SILC Cluster Representatives
- Children and Young People with special educational needs and disabilities (SEND)
- Leeds Youth Council
- Parents
- Voice Influence and Change Leads

7.2 The Board will always seek to include the views of children and young people and their parents and carers as evidence to its inquiries wherever possible and practicable.

## **8 Corporate Considerations**

### **8.1 Consultation and Engagement**

Where the board deems it appropriate to undertake in consultation in order to conduct the inquiry or gather necessary evidence consultation could be undertaken.

### **8.2 Equality and Diversity / Cohesion and Integration.**

8.2.1 Equality Improvement Priorities have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best City in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

8.2.2 Equality and diversity will be a consideration throughout the Scrutiny Inquiry and due regard will be given to equality through the use of evidence, written and verbal, outcomes from consultation and engagement activities.

8.2.3 The Scrutiny Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.

8.2.4 Where an impact has been identified this will be reflected in the final inquiry report, post inquiry. Where a Scrutiny Board recommendation is agreed the individual, organisation or group responsible for implementation or delivery should give due regard to equality and diversity, conducting impact assessments where it is deemed appropriate.

### **8.3 Council Policies and City Priorities**

This inquiry will assist in achieving outcomes and priorities as defined in the Children and Young Peoples Plan 2015-2019 and the Child Friendly City Priority Plan.

### **8.4 Resources and Value for Money**

There is no resource or value for money implications relating to this report. At the conclusion of the inquiry any identified impact will be reported in the final inquiry report.

### **8.5 Legal Implications, Access to Information and Call In**



None

## **8.6 Risk Management**

There are no risk implications relating to this report. At the conclusion of the inquiry any identified risk will be reported in the final inquiry report.

## **8.7 Recommendations**

The Scrutiny Board (Children and Families) is recommended to:

- 8.7.1 Note the information contained within this report, make further recommendation to update the terms of reference where necessary and agree the terms of reference for the inquiry.
- 8.7.2 Note that the terms of reference may incorporate additional information during the inquiry should the Scrutiny Board identify any further scope for inquiry or request further witness or evidence.

## **8.8 Background documents<sup>1</sup>**

None

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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