



## SCRUTINY BOARD (CHILDREN'S SERVICES)

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Meeting to be held in Civic Hall, Leeds, LS1 1UR on  
Thursday, 15th October, 2015 at 9.45 am

*(A pre-meeting will take place for ALL Members of the Board at 9.15 a.m.)*

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### MEMBERSHIP

#### Councillors

- S Bentley (Chair) - Weetwood;
- N Dawson - Morley South;
- C Dobson - Killingbeck and Seacroft;
- J Elliott - Morley South;
- C Gruen - Bramley and Stanningley;
- A Lamb - Wetherby;
- P Latty - Guiseley and Rawdon;
- A Ogilvie - Beeston and Holbeck;
- K Renshaw - Ardsley and Robin Hood;
- B Urry - Roundhay;
- F Venner - Kirkstall;

#### Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Mr A Graham - Church Representative (Church of England)
- Vacancy - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)
- Ms J Hazelgrave - Parent Governor Representative (Special)

#### Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Ms K Jan - Teacher Representative
- Mrs S Hutchinson - Early Years Representative
- Ms T Kayani - Young Lives Leeds
- Ms C Bewsher - Looked After Children and Care Leavers

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**Agenda compiled by:**  
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# A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p><b>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</b></p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).</p>	
2			<p><b>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</b></p> <p>1 To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report.</p> <p>2 To consider whether or not to accept the officers recommendation in respect of the above information.</p> <p>3 If so, to formally pass the following resolution:-</p> <p><b>RESOLVED</b> – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p><b>No exempt items have been identified.</b></p>	

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3			<p><b>LATE ITEMS</b></p> <p>To identify items which have been admitted to the agenda by the Chair for consideration.</p> <p>(The special circumstances shall be specified in the minutes.)</p>	
4			<p><b>DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS</b></p> <p>To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 of the Members' Code of Conduct.</p>	
5			<p><b>APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES</b></p> <p>To receive any apologies for absence and notification of substitutes.</p>	
6			<p><b>MINUTES - 10 SEPTEMBER 2015</b></p> <p>To confirm as a correct record, the minutes of the meeting held on 10 September 2015.</p>	1 - 6
7			<p><b>PREPARING FOR THE FUTURE, SUPPORTING SPECIAL EDUCATIONAL NEEDS AND DISABLED YOUNG PEOPLE</b></p> <p>To receive a report from the Head of Scrutiny and Member Development presenting the Board with information as part of its Inquiry into Preparing for the Future, Supporting Special Educational Needs and Disabled Young People.</p>	7 - 126
8			<p><b>LEEDS RESIDENTIAL CHILDREN'S HOMES REVIEW AND UPDATE</b></p> <p>To receive a report from the Head of Service (Children Looked After) providing an update on the findings and recommendations of the Residential Review and progress towards modernising the provision for Leeds' children.</p>	127 - 132

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9			<p><b>WORK SCHEDULE</b></p> <p>To agree the Board's work schedule for the remainder of the municipal year.</p>	133 - 154
10			<p><b>DATE AND TIME OF NEXT MEETING</b></p> <p>Thursday, 12 November 2015 at 9.45 a.m. (pre-meeting for all Board Members at 9.15 a.m.)</p> <p><b>THIRD PARTY RECORDING</b></p> <p>Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts on the front of this agenda.</p> <p>Use of Recordings by Third Parties – code of practice</p> <ul style="list-style-type: none"> <li>a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title.</li> <li>b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.</li> </ul>	

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## SCRUTINY BOARD (CHILDREN'S SERVICES)

THURSDAY, 10TH SEPTEMBER, 2015

**PRESENT:** Councillor S Bentley in the Chair

Councillors N Dawson, C Dobson, J Elliott,  
C Gruen, J Jarosz, A Lamb, P Latty,  
A Ogilvie, B Urry and F Venner

### CO-OPTED MEMBERS (VOTING)

Mr E A Britten – Church Representative (Catholic)  
Mr A Graham – Church Representative (Church of England)  
Mrs J Ward – Parent Governor Representative (Secondary)  
Ms J Hazelgrave – Parent Governor Representative (SEN)

### CO-OPTED MEMBERS (NON-VOTING)

Ms C Foote – Teacher Representative  
Ms S Hutchinson – Early Years Representative

## 20 Late Items

The Board received the following late / supplementary information:

- Agenda item 7 – School attendance by Special Educational Needs and Disabled (SEND) children and young people in the 2014/15 academic year (Minute no. 24 refers)
- Agenda item 9 – Draft terms of reference for the Board's inquiry into Preparing for the Future, Supporting Special Educational Needs and Disabled Young People. (Minute no. 26 refers)

The above information was subsequently made available on the Council's website.

## 21 Declaration of Disclosable Pecuniary Interests

There were no disclosable pecuniary interests declared to the meeting.

## 22 Apologies for Absence and Notification of Substitutes

Apologies for absence were submitted by Councillor K Renshaw and Co-opted Members; Ms C Bewsher, Ms K Jan and Ms T Kayani. Notification was received that Councillor J Jarosz was substituting for Councillor K Renshaw.

## 23 Minutes - 23 July 2015

**RESOLVED** – That the minutes of the meeting held on 23 July 2015 be approved as a correct record.

## **24 Review of the School Attendance Inquiry Actions (2014) and General Progress Update on School Attendance**

The Director of Children's Services submitted a report which provided the Board with an update on the outstanding actions arising from the School Attendance Inquiry.

The following information was appended to the report:

- Review of Improving School Attendance Inquiry (September 2015)
- Details of changes to national attendance legislation (September 2013)

The following were in attendance:

- Councillor Lucinda Yeadon, Executive Member (Children and Families)
- Councillor Jane Dowson, Deputy Executive Member (Children and Families)
- Nigel Richardson, Director of Children's Services
- Paul Brennan, Deputy Director of Children's Services (Learning)
- Gillian Mayfield, Targeted Services Area Lead
- Martyn Stenton, Targeted Services Area Lead
- Becky Lawrence, Performance Programme Manager

The key areas of discussion were:

- The role of head teachers and governing bodies to challenge suspected term time holidays recorded as illness.
- Potential difficulties arising from schools operating different holiday arrangements.
- Persistent regular unauthorised absences.
- The positive work undertaken by clusters to improve school attendance and the need to share good practice.
- An acknowledgement of some complex issues regarding unauthorised absence linked to behaviour and disability.
- Concern regarding attendance at secondary school and the need for children to form good attendance habits at an early age.
- Exploring best practice across local authorities.
- Clarification that different arrangements existed for data collection at SILCs and a request that data regarding this be reported back to the Board.
- Cultural attitudes to school attendance and the need to work with families new to the UK.
- The rationale behind the potential increase from one penalty notice per year to two. The Board also sought confirmation regarding how many cases had resulted in court proceedings.



The status of recommendations for the Board's inquiry into Improving School Attendance were agreed as follows:

- Recommendation 2 – Achieved
- Recommendation 6 – Achieved
- Recommendation 11 – Stop monitoring
- Recommendation 12 – Stop monitoring.

**RESOLVED –**

- (a) That the above requests for information be provided.
- (b) That the Board approves the status of recommendations as set out above and the inquiry actions be closed as progress has either been made or the actions are no longer relevant due to changes in legislation or practice.
- (c) That the Board supports the proposal to change the number of penalty notices that can be issued per year for unauthorised school attendance from one per year to two per year.

**25 Increasing the Number of Young People in Employment Education or Training**

The Head of Scrutiny and Member Development submitted a report which presented information in relation to increasing the number of young people in employment, education or training.

The following information was appended to the report:

- Recommendation tracking flowchart
- Review of increasing the number of young people in employment, education or training
- Report submitted by Children's Services providing a detailed update on key areas of activity to increase the number of young people in employment, education or training
- Performance information containing city-wide and cluster level data
- A plan of the journey to sustained employment
- Employability support work plan
- Details of post 16 infrastructure collaboration
- Success and progression for young people on devolved youth contract (June 2015)
- Data flow into and out of the Local Authority for 16-18 year olds.

The following were in attendance:

- Councillor Lucinda Yeadon, Executive Board Member (Children and Families)
- Councillor Jane Dowson, Deputy Executive Member (Children and Families)
- Nigel Richardson, Director of Children's Services
- Paul Brennan, Deputy Director of Children's Services (Learning)
- Barbara Newton, Head of Complex Needs

- Richard Amos, Partnership Team Senior Manager 14-19
- Sally Lowe, Partnership Manager 14-19.

The key areas of discussion were:

- Concern regarding the quality of independent careers advice and guidance for young people due to the reduction in Aspire, IGEN and Connexions service.
- Concern regarding a number of funding streams that had been reduced or due to end.
- An update on the network arrangements in place across schools in Leeds, including details of a survey being undertaken in relation to independent careers advice and guidance. The Board requested to be updated on the outcome of this survey.
- Development of the Leeds pathways website and online prospectus.
- The perceived benefits of starting careers advice at an earlier age, in year 7 and 8.
- Transition from education to training, including an update on development of the Leeds Universal Technical College (UTC) specialising in advanced manufacturing and engineering (opening September 2016)
- The role of the Leeds Apprenticeship Training Agency (ATA), particularly in terms of supporting young people into small and medium sized businesses.
- The provision of short courses and other study programmes aimed at the 16-19 year group.
- An update on work undertaken by Voluntary Action Leeds (VAL) and Department of Work and Pensions (DWP) to support long term NEETs. The Board asked to receive an update on this.
- Breaking the cycle of worklessness in families to reduce the risk of NEET and the need to focus on supporting young people to develop 'soft' skills such as communication and presentation.
- Development of supported internships for special educational needs (SEN) group. Details of a pilot being undertaken later in the year to be included as part of a future reporting update.

The status of recommendations for the Board's inquiry into Increasing the Number of Young People in Education, Employment or Training were agreed as follows:

- Recommendation 1 – Stop monitoring
- Recommendation 2 – Achieved
- Recommendation 5 – Achieved
- Recommendation 6 – Not achieved (Progress made acceptable. Continue monitoring.)
- Recommendation 7 – Not achieved (Progress made acceptable. Continue monitoring.)
- Recommendation 8 – Achieved
- Recommendation 9 – Stop monitoring

- Recommendation 10 – Not achieved (Progress made acceptable. Continue monitoring.)
- Recommendation 11 – Not achieved (Progress made acceptable. Continue monitoring.)
- Recommendation 12 – Achieved.

**RESOLVED –**

- (a) That the Board approves the status of recommendations as set out above.
- (b) That the above requests for information be provided.

**26 Draft Terms of Reference - Scrutiny Inquiry**

The Head of Scrutiny and Member Development submitted a report which presented draft terms of reference for the Board's inquiry into 'Preparing for the Future, Supporting Special Educational Needs and Disabled Young People.

The following were in attendance:

- Councillor Lucinda Yeadon, Executive Board Member (Children and Families)
- Jane Dowson, Deputy Executive Member (Children and Families)
- Nigel Richardson, Director of Children's Services
- Paul Brennan, Deputy Director of Children's Services (Learning)
- Barbara Newton, Head of Complex Needs.

**RESOLVED –** That the Board approves the terms of reference for the inquiry, subject to the inclusion of adult social services representatives under the list of witnesses.

**27 Work Schedule**

The Head of Scrutiny and Member Development submitted a report which invited Members to consider the Board's work schedule for the 2015/16 municipal year.

The following updates were provided:

- A joint working group proposal to consider safeguarding arrangements in relation to taxis.
- Potential involvement for the Board in relation to school transport following a report to October Executive Board.

**RESOLVED –** That subject to the above comments, the work schedule be approved.

**28 Date and Time of Next Meeting**

Thursday, 15 October 2015 at 9.45am. (Pre meeting for all Board Members at 9.15am)

(The meeting concluded at 12.24pm)

## Report of the Head of Scrutiny and Member Development

### Report to Scrutiny Board (Children and Families)

**Date: 15 October 2015**

### **Subject: 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

#### **1.0 Purpose of this report**

1.1 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. Terms of reference were agreed by the Scrutiny Board on the 10<sup>th</sup> of September 2015. The Board resolved to initially scrutinise the needs of young people from year 9 onwards.

1.2 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.

## **2.0 Submission of evidence – October 2015 Meeting**

2.1 In accordance with the terms of reference the Scrutiny Board has requested information on the following areas at this meeting:

### 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 Children 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

2.2 In addition to information attached evidence will also be submitted verbally to the Board.

2.3 In accordance with the inquiry terms of reference the following is scheduled to be subject to further scrutiny in November and December 2015.

### 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

### **3.0 Recommendations**

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

- a) Note and consider the documented information provided and presented verbally to the Board on the 15<sup>th</sup> October 2015.
- b) Make recommendations as deemed appropriate.
- c) Note that the terms of reference may incorporate additional information to extend the inquiry should the Children's Scrutiny Board identify any further scope for inquiry or request further witness or evidence during this session.

### **4.0 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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**Report of the Head of Complex Needs Service and Head of Learning Improvement  
Report to Scrutiny Board (Children’s Services)**

**Date: 15<sup>th</sup> October 2015**

**Subject: 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

**1.0 Summary of the Main Issues**

This report is intended to provide the Children and Families Scrutiny Board with background information to assist in the inquiry into the experience of children and young people with Special Educational Needs and disabilities growing up in Leeds.

**2.0 Recommendations**

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

- 2.1 Focus its inquiry on the experience and attainment of children and young people who receive services at the statutory level i.e. those with a Statement, Learning Disability Assessment (LDA) or an Education Health Care Plan (EHCP). Recent government changes in the classification of children and young people requiring SEN support or statutory services has impacted on the School Census data that the authority uses to identify type of need and severity of need in such a way that this large group is difficult to discuss with confidence.
- 2.2 Consider the experience of young people from Year 9 upwards in the first instance.
- 2.3 Consider what would be helpful in terms of visits, dialogue, and other means of engagement in exploring this issue in more depth.

## **Purpose of this report**

- 1.1 This report responds to the draft terms of reference for the Scrutiny Board's inquiry into Preparing for the Future, Supporting Special Educational Needs and Disabled Young People.

## **2.0 Background Information**

- 2.1 The Leeds City Council (LCC) and partner vision and aspiration for the city, working together, is to make Leeds a child friendly city; a place where children are valued, supported, enjoy growing up, and look forward to a bright future. The Children and Families Trust Board (C&FTB) brings together our partners who are committed to making Leeds the best city in the UK to grow up in.
- 2.2 To illustrate its commitment to children and young people with Special Education Needs and Disabilities (SEND) the authority signed the Every Disabled Child Matters Charter in February 2013. By signing the charter, the authority agreed to meet its 12 commitments within 12 months of signing. The commitments cover a range of pertinent issues that intend to improve provision and outcomes for SEND children and young people and their families. Topics covered by the commitments include: engagement and participation; integrated working; governance and leadership; and early intervention and transition to adulthood. A copy of the signed LA Charter is included in appendix 1. The responses to the EDCM Charter is attached as appendix 2.
- 2.3 Improving the Voice and Influence of *all* children and young people is a key priority of the Children and Young People's Plan (CYPP). Within the CYPP there is now a new priority for children and young people with SEND entitled 'Improve outcomes for children and young people with special educational needs and/or disability'. Progress on this priority will be reported to Children and Families Trust Board.
- 2.4 The aspirations for SEND services in Leeds are documented in 'Making Leeds a great place to learn for all our children and young people: the Leeds SEND Strategy 2014 – 2017 (Appendix 3)'. These aspirations reflect early support principles and the child friendly city agenda and include:
  - Early intervention and support for children and young people with SEND
  - Personalisation to meet individual needs
  - The opportunity whenever possible for children and young people with SEND to be educated as close to home as possible, in order to foster and maintain strong supportive networks within their own communities that continue beyond their school years into adulthood
  - Collaborative working and co planning with parents, carers and children and young people regarding SEND developments and provision
  - Local pathways with clear transition arrangements across phases to promote positive outcomes for children and young people with SEND throughout school and into adulthood
  - Clear, transparent information about services to support families in making informed choices and accessing services

- 2.5 The Children and Families Act 2014 came into force on the 1st September 2014 to reform services and information provided to children and young people with SEND, and their families. The reforms impose requirements on education, health and social care services work together to support children and young people with SEN and disabilities to achieve their full potential by:
- Making sure education, health and social care services work together to improve outcomes for children and young people with SEN and disabilities
  - Making assessments and care planning for those with the most complex needs quicker and more joined up by replacing Statements of SEN and Learning Difficulty Assessments (LDAs) with Education Health and Care plans (EHCPs)
  - More of a focus in the new EHCP on outcomes and getting ready for adult life. The new EHCP can go up to age 25 for those who stay in education and have complex needs
  - Giving families with an EHCP more choice and control about the services they access and how the budget for their care is spent
  - Making sure children and young people with SEN and disabilities and their families have more of a say about the services they access and about how services are developed locally
  - Better information for families about services in their area through a Local Offer website
- 2.6 The SEND Code of Practice (2014)<sup>1</sup> provides a clear focus on how local authorities must implement the SEND reforms including the participation of children and young people and parents in decision-making at individual and strategic levels; a strong emphasis on having high aspirations and improving outcomes for children and young people; ensuring close co-operation between education, health and social care; enabling children and young people with SEN to succeed in their education and make a successful transition to adulthood.
- 2.7 In Leeds, a Children and Families Act Steering Group was established to provide a strategic steer for the implementation of the SEND reforms within the Act. This multi-agency group reports to the Complex Needs Partnership Board (CNPB) and is flexible to reflect the changing work focus of the group. Initially the group focused on preparations for the SEND reforms, following that, their implementation, and finally the consolidation of this work. The group is currently focusing on the new Ofsted area SEND Inspection framework.
- 2.8 The Leeds Local Offer website was launched on the 1st September 2014 as a new way to find useful services for children and young people from 0-25 with SEND. The Leeds Local Offer also provides an entry point for families to give their feedback on the quality, accessibility and usefulness of both information and the actual services that are provided in Leeds by LCC, Health, schools and settings, private organisations, charities, faith and community groups and other third sector partners.
- 2.9 The Leeds Local Offer search engine is hosted externally to the LCC website. It works by providing links to specific web pages that are held within other

<sup>1</sup> The SEND Code of Practice (2014) - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

organisations' websites. Each organisation keeps responsibility for updating their own information on their own website. Every separate web page that is available to view in the Leeds Local Offer has been 'tagged' so that it will appear under specific directory headings or will be returned when key words are used in a search. To meet the needs of young people the search engine has specific sections in the Directory structure such as the 'Young Person's Version' and 'Preparing for Adulthood'. The web links in these sections are focused on providing the following information:

- Learning and training
- Participating in the community
- Preparing for work
- Housing support
- Managing disability
- Having your say
- Relationships
- Health

### **3.0 Main Issues**

- 3.1 Complex Needs and the Voice, Influence and Change team (VIC) work closely together to ensure families, children and young people with SEND are included in the design and decisions of services that are relevant to them. Work with parents via EPIC Leeds – the parent participation forum is an integral part of the developmental work. There are now established mechanisms in place to enable children and young people with SEND to be made aware of opportunities to participate in decision making via VIC Lead network and decision makers are informed of progress and key challenges. The VIC team provide a summary of voice and influence activity every six months via a report card to the Children and Families Trust Board. The VIC Team also provide a regular update, report good practice from a range of partners and share any key challenges with the Complex Needs Partnership Board (CNPB)
- 3.2 A multiagency partnership "Voice and Influence of Children and Young People with SEND Working Group" was established in June 2013 and met on a bi monthly basis. The main aim of establishing this group was to help develop mechanisms and communication channels with staff working directly with children and young people with SEND. The working group action plan and priorities were based on national findings from Council for Disabled Childrens VIPER research which identified recommendations for local authorities to increase voice of children and young people with SEND in decision making processes. The group succeeded in what it aimed to achieve and met all the jointly agreed actions in the plan and therefore closed in March 2015. Achievements include development of two training sessions for VIC SEND Leads to increase their skills and confidence in supporting children and young people with SEND to have a voice and influence change, young person's guidance for newsletter articles being produced and Brighter Futures Magazine now regularly including pages for children and young people's articles and group members signing up to the Rights Respect and Readiness Quality Standards.

- 3.3 The working group also played a key role in developing a VIC SEND network of Voice Influence and Change Lead staff across the city. The VIC SEND network includes representatives from every SILC, partnership and resourced school, third sector organisations, health, children social care staff etc. To illustrate their commitment to increasing the voice and influence of children and young people with SEND, all members of the CNPB became members of the VIC Network and have the chance to contribute to it, and its work. To provide an example of the work of the network, members shared Local Offer communication resources e.g. films, leaflets, newsletters etc with staff, parents and children and helped facilitate children and young people's involvement in consultations.
- 3.4 Good practice, news, training, events, consultations and opportunities for children and young people continue to be shared with the 250 + members of the VIC SEND Network via the quarterly VIC Newsletter and regular E bulletins. VIC SEND leads positively responded to takeover opportunities and guidance promoted via the network. Consequently children and young people from short break and residential homes and SILCs participated in a range of takeover days including being a bus inspector, chef, cleaner, manger and taking over the Head of Complex Needs.
- 3.5 The VIC team provide advice and guidance and encourage VIC Leads to set up inclusive and accessible voice and influence opportunities. Earlier this year the Leeds Youth Council won a Diana Award for their campaigning (included a disability awareness campaign) where the young people produced a presentation which went into all secondary schools in Leeds and is also now on the Leeds Local Offer Website.
- 3.6 The Leeds Local Offer is, and continues to be, co-produced in the spirit of the Children and Families Act reforms. More than 30 different engagement activities were held as part of the process of developing the Leeds response to the reforms and these involved groups of parents, partners and young people. EPIC Leeds was also included from the beginning to ensure the parents and carers of children and young people with SEND were represented and that their needs and views were heard and understood.
- 3.7 There are several areas of content in the Leeds Local Offer that the Complex Needs service is looking to improve and expand for young people including, for example, working with our neighbouring local authorities in West Yorkshire to develop web based information<sup>2</sup> specifically for young people with hearing impairment. This will include video content and simplifying written English on web pages in co-production with young people.

Information relating to engagement activities with parents, partners and young people on aspects of the Leeds Local Offer can found in the Leeds Local Offer Annual Feedback Report in appendix 4.

- 3.8 Over the course of the academic year 2013/14 the Special Educational Needs Statutory Assessment and Provision (SENSAP) team, along with families and other professional colleagues from across health and social care, worked on embedding

<sup>2</sup> Leeds Local Offer search engine <http://www.leedslocaloffer.org>

the new working practices developed in relation to the Children and Families Act 2014. The development of the EHCP pathway involved all partners giving feedback and expressed their opinions in relation to the new systems.

- 3.9 A significant focus of the Children and Families Act 2014 is to ensure that children and young people's views are captured in any decision making processes about them and that their views are recorded in EHCPs.
- 3.10 An evaluation of the EHCP process was undertaken in July 2015. The 67 families who had been through the whole process were invited to take part in the survey. A total of 35 EHCPs were reviewed and the evaluation identified that all of the plans considered the views, wishes and thoughts of the children and young people involved. The children and young people's voices were represented in a variety of ways within the plans for example via photographs, diagrams, conversations and questionnaires. In over half of the EHCPs sampled, the children and young people's voice was echoed by more than one person i.e. parents, class teacher, SENCo, and educational psychologist. This evaluation compares very positively to the 20 previously written SEN statements sampled in the academic year 2013/14.
- 3.11 The impact of the new assessment process on meeting outcomes for families, children and young people is difficult to measure accurately until EHCPs have been in place for longer. The first cohort of EHCPs will be due for review late January / early February 2016 and evidence can then be gathered to inform an impact study at the same time as the review of recommendations. A copy of the Education Health and Care Plan Review Report - SENSAP, Complex Needs Service, and Leeds Children Services - can be found in appendix 5.
- 3.12 There are many other examples of consultation and engagement projects undertaken with children and young people, parents, and partners. Further examples can be provided by the Complex Needs service and VIC.

### **Identifying the needs of children and young people in Leeds who experience SEND**

- 3.13 All the data presented in this report is from 2013/14 unless otherwise stated. Where the data is drawn from the DfE School Census, the SEN variable in operation comprises those children and young people classified as requiring support through School Action, School Action Plus, or have a statement of SEN (this classification was in place prior to the changes made under the Children and Families Act 2014).
- 3.14 This categorisation by the DfE is currently being replaced. From 2015 a new category of SEN Support is being phased in and the old categories of School Action and School Action Plus are being phased out. Similarly the category of Statement will also be phased out and replaced with EHCP. The impact of this change of reporting will be seen in the analysis of School Census data 2015/16 and 2016/17 as schools are currently using both the old and new categories together. The trend of rising SEND continues to be seen but is accentuated by this changeover. Children who would have been recorded as having School Action support (where no type of SEND was previously recorded) are now included in the SEN Support category and as such increase the count.

- 3.15 A data set drawing on both the January School Census and Leeds Funding For Inclusion (FFI) data has provided the Complex Needs service with basic information about children and young people who experience SEND. This data is produced by CS Performance and is provided on an annual basis.
- 3.16 Analysing this data has enabled the service to build a city wide picture of SEND. This cohort of children and young people have been classified through the January School Census as either having a Statement of SEN or requiring extra support in education at the level of School Action Plus. Where a child or young person is recorded by the school as being in either one of these two categories, additional information is gathered as to the type of need. This information is not gathered for children and young people classified as requiring support in school at the level of School Action.
- 3.17 Analysis of this data shows that there has been a significant rise in the number of children and young people in Leeds who have SEND, particularly in early years. In 2008 there were 8290 children and young people (N1 to year group 14) with SEND rising year on year to 9651 in 2014. This is an increase of 16.4% over a six year period. For early years children alone (N1 to Reception) in 2008 there were 626 children in Leeds who have SEND rising to 1153 in 2014. This is an increase of 84% over the same period.
- 3.18 There has also been a steady rise in the complexity of need for this cohort of children and young people with over 22.5% experiencing more than one type of need in 2014.
- 3.19 With regard to gender, more males than females experience SEND. In 2014 6599 males were classified as receiving support through a statement or School Action Plus. This figure was 3051 for females. With regard to ethnic type 75.55% of children and young people in the 2014 cohort are white.
- 3.20 It is possible to map this cohort of children and young people by type of need and where they live in Leeds, with the greatest concentration being seen in the inner city and South Leeds. This mirrors other mapping that has been undertaken to look at where children under five live and areas of the city with greater deprivation.

Further SEND demographic information is included in appendix 6

### **SEN Sufficiency and Projections**

- 3.21 There has been a major increase in the birth rate in Leeds of 21% between 2000/01 and 2013/14.
- 3.22 This has had significant impact on demand for all educational provision and increases are predicted to continue; in Leeds higher rises are projected than are projected nationally. National pupil projections (DfE 2013) predict rises in pupil numbers in maintained nursery and primary education of 18% 2011/12 to 2020/21; however Leeds projects that by just 2016/17, pupil numbers will already be 23% higher than in 2011/12.

- 3.23 In response to the growing population in Leeds of children and young people with SEND, Leeds successfully bid for resources under the Targeted Basic Need Funding Bid April 2013. The bid has enabled Leeds to increase its number of Specialist Inclusive Learning Centre (SILC) places by 200 between 2015/16 and 2017/18.
- 3.24 Demand for school places for children and young people with SEND continues to increase. From Sept 2013 to March 2015 an additional 34 children and young people were placed in Resourced provision – an increase of 10.6% over the 18 month period. For the same time period an additional 27 children and young people were given places in a (SILC) (an increase of 2.7%). It is important to note that this figure does not include the management of children and young people with social, emotional and mental health needs (SEMH) through the Elmete SILC and out of area placements.
- 3.25 Additional work was undertaken at the beginning of 2015 to project the increases in demand for school places for children and young people with SEND and the impact on mainstream as well as Resourced and SILC provision. The historical patterns from the data of the proportions of pupils with each SEND category were applied to the most recent Primary and Secondary projections.
- 3.26 Total projected increases for children and young people classified as needing specialist help were calculated as follows:

Year	No. of children and young people
2015	9,783
2019	10,667

This is an increase of 884 children and young people (9%) over the next four years.

- 3.27 All types of SEND show a projected increase in numbers. However the types of needs with the biggest projected increases in actual numbers of children and young people are:

Type of Need	Year 2015	Year 2019	% Increase
Social emotional and mental health	2594	2852	9.9%
Moderate learning difficulties	1945	2145	10%
Speech, language and communication needs	2762	2959	7.1%

- 3.28 An increase in SILC capacity has been rolled out this academic year as follows: NE SILC Woodhouse Learning 50 places 2015 / 2016 and South SILC 25 places 2015 / 2016.

### **Attainment**

- 3.29 It is worth noting that comparing levels of attainment for children and young people with SEND across England has its difficulties. There are no national thresholds for



undertaking statutory assessment and as such, a child in one local authority area with a statement or EHCP may be supported differently in another local authority area. For example, when introducing FFI, Leeds aimed to reduce numbers of statements by ensuring children with high level needs could access funding regardless of whether they had a statement.

- 3.30 School attainment can be influenced by other criteria such as ethnicity, gender, immigration status, type of SEND, socio-economic wellbeing and levels of deprivation. These attributes are prevalent to a lesser or greater degree between local authority areas.
- 3.31 In Leeds, children and young people with SEND attend both mainstream schools and SILCs, at primary and secondary level. Of the children and young people in Leeds classified as having SEND, 6% attend a SILC and 94% attend a mainstream school, of which a small proportion (1%) are in resourced provision. (School Census May 2015).
- 3.32 A resourced school provides specialist provision in a mainstream setting. The mainstream school has its own specialist area, for example; speech, language and communication or hearing impairment. Children are fully included in the mainstream school, whilst receiving the specialist interventions they need to address their individual needs. There are 10 resourced primary schools and eight resourced secondary schools in Leeds.
- 3.33 Where children and young people with SEND attend a mainstream school setting they are assessed in the same way as all young people, at the end of each Key Stage (KS), although they may be given additional support do so (for example additional time, assistive software etc.).
- 3.34 Alternatively, a child or young person with SEND may attend a SILC. There are six LA-maintained SILCs and one Free School SILC (Lighthouse) in Leeds. All are generic and cover all age ranges (all offer post-16 provision) with the exception of the SEMH SILC (Elmete) which offers provision for secondary age young people with a social, emotional or mental health need.
- 3.35 Children and young people with SEND who attend a SILC are assessed at the end of each Key Stage. There will be some children and young people who take National Curriculum tests (SATs) at the end of Year 6 and GCSEs and other equivalent qualifications in Year 11, but there are likely to be many more children and young people in these schools who cannot access the National Curriculum and for whom this form of assessment is not appropriate. P scales are a national alternative for assessing the progress of these children and young people.
- 3.36 Performance attainment targets (P scales) and *performance descriptors* are used for pupils aged 5-16 with special educational needs (SEN) who cannot access the national curriculum.<sup>3</sup> These performance measures use a finer grading of assessing performance with ratings ranging from P1 through to P8 depending on the Key Stages being measured.

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<sup>3</sup> DfE - <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

3.37 P scales and performance descriptors apply to Key Stages 1, 2 and 3.

3.38 In Key Stage 4, the P scales and performance descriptors can be used as non-statutory guidelines describing some of the types and range of performance that pupils with SEN who cannot access the national curriculum might characteristically demonstrate.

3.39 The subjects SEND pupils are taught and assessed against include:

<p>English</p> <ul style="list-style-type: none"> <li>- Speaking</li> <li>- Listening</li> <li>- Reading</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Languages</li> <li>• Geography</li> <li>• History</li> <li>• Computing</li> <li>• Design and Technology</li> <li>• Music</li> <li>• Physical education</li> <li>• PHSE and Citizenship</li> <li>• and Religious Education</li> </ul>
<p>Mathematics</p> <ul style="list-style-type: none"> <li>- Using and applying mathematics</li> <li>- Number</li> <li>- Shape, Space and Measures</li> </ul>	

3.40 The use of P scales is statutory for reporting teacher assessment in English, mathematics and science to the DfE at the end of Key Stages 1 and 2. P scales can also be used for reporting teacher assessment to parents in other national curriculum subjects and at other times.

3.41 In summary, personalised pathways to learning are underpinned by a fully differentiated approach to the National Curriculum. Through their learning, pupils are encouraged to fulfil their potential and develop confidence, self-esteem and a wide range of key skills. Alongside this, strategies to enhance and develop communication skills are delivered through a range of interventions.

3.42 At Key Stage 4, students can embark upon externally accredited courses in many subject areas, which are commensurate with individual ability. In addition to GCSEs, pupils could do Entry Level Certificates, AQA units and ASDAN.

3.43 Direct comparison between the attainment of children and young people with SEND in mainstream settings and in SILCs should be avoided. There is a different context to pupil assessment within a SILC and it is not exclusively focused on learning outcomes, but can also be on the relevant attainment of life skills; for example achieving greater independence.

## Key Stage 2

3.44 At KS2, as the data in the table below illustrates, SEND pupils do not perform as well as SEN pupils nationally across all categories of SEND, with the exception of those pupils categorised as School Action Plus who have equalled or exceeded the

national School Action Plus figure over the past three years. CYP at School Action level received learning intervention for a large number of reasons, which include for SEND, and so the data reflects this larger diversity of need.

- 3.45 At a national level, of all reported pupil characteristics, pupils with SEND have the largest attainment gap when compared to those without any identified SEND.

Comparison of Leeds and national KS2 results – percentage of pupils achieving level 4 or above in Reading, Writing and Maths for the periods 2011-12, 2012-13 and 2013-14:

Category	2012	2013	2014
Leeds Non SEND	85	85	87
National Non SEND	88	88	90
Leeds School Action	32	36	35
National School Action	41	42	47
Leeds School Action Plus	33	31	36
National School Action Plus	29	31	36
Leeds Statemented	6	12	7
National Statemented	13	14	15

#### Key Stage 4

- 3.46 At the end of Key Stage 4, in mainstream schools and SILCs, one of the main performance indicators, in 2013/14 and previous years, is '5+ A\*-C GCSEs (or equivalent) including English and mathematics'. This is one of the key indicators reported for attainment each year in DfE performance tables.
- 3.47 The table below describes the attainment of SEND and non-SEND pupils at the end of KS4 in Leeds mainstream schools in 2011-12, 2012-13 and 2013/14.

Category	2012	2013	2014
Leeds Non SEND	98	99	97
National Non SEND	99	99	98
Leeds School Action	93	93	81
National School Action	95	96	89
Leeds School Action Plus	78	81	57
National School Action Plus	85	86	76
Leeds Statemented	45	48	25
National Statemented	51	52	40

- 3.48 Direct comparison between the 2013/14 GCSE and equivalent results and those of previous years is problematic as two major reforms were implemented which have affected the calculation of KS4 performance data for 2013/14.
- 3.49 These reforms, which arose from Professor Alison Wolf's Review of Vocational Education, were to:
- Only include qualifications in performance measures which meet the new quality criteria. This led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14;

- Adjust the associated point scores for non-GCSEs so that no qualification would count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it was reduced to the equivalence of a single GCSE in its contribution to performance measures.
- Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

3.50 These reforms should be taken into consideration when reviewing the 2013/14 results alongside previous years. These changes only apply to figures shown for 2013/14.

For further information relating to the information provided above on Leeds attainment figures see appendix 7.

3.51 Attainment results for particular category of young people with SEND, those with either a hearing impairment (HI) or a visual impairment (VI) is available from the National Sensory Impairment Partnership (NATSIP). Their benchmarking data for 2012-2014 attainment shows that in Early Years and Secondary education (end of KS 2 and to the end of KS 4) pupils with either HI or VI in Leeds have attainment levels below the national average. However for primary education at KS 2 Leeds has above the national average in attainment. A copy of the (NATSIP) benchmarking data is included in appendix 8.

3.52 The local authority's role in school improvement is now one of providing support and challenge through school improvement adviser allocations that are targeted according to need. Schools can also buy additional adviser support, and could choose to use this to focus on raising attainment for particular pupil groups, such as SEND learners. The local authority works with its schools and settings to drive developments through influencing city-wide school improvement strategies, as this top-down model has been replaced nationally with a move towards system-led improvement practice. The Learning Improvement Team will work with leaders from within our schools sector to both provide and enable training and support across the city.

3.53 Both primary and secondary schools are able to access analytical tools to help them identify where vulnerable groups (including, but not restricted to SEND learners) are making less progress or attaining less well than the rest of the cohort. Schools are able to access support and training around making good use of systems such as Fischer Family Trust, Raise Online and school data analysis provided by the children's services to support their school improvement planning. The role of governors is also critical in holding schools to account for the outcomes of all pupil groups.

3.54 For many SEND learners, there may also be support needs beyond a child's learning needs, as well as within their families. Clusters are the route by which schools access much of this additional support. There is now a SILC Cluster which will be working to understand the needs and views of families with children and young people with complex needs.

## **Attendance**

- 3.55 The DfE uses two key measures to monitor pupil absence; overall absence and persistent absence.
- 3.56 Children and young people with SEND in general, have a higher percentage of overall absence and persistent absence than non-SEND pupils. Nationally in 2013/14, pupils with a statement of special education needs (SEN) had an overall absence rate of 7.5% whereas pupils with no identified SEND had an overall absence rate of 4.1%, and the percentage of pupils with a statement of SEN that are persistent absentees (11%) is more than four times higher than the percentage for pupils with no identified SEND (2.6%). Further investigation is required as to whether pupil absenteeism is as a consequence of hospital care or social, emotional and mental health needs.
- 3.57 In relation to attendance at Primary Stage, attendance has improved across all SEND groups in Leeds in the last three years, with the biggest increase of 1.7 percentage points for pupils who are categorised as statemented, putting Leeds in line with the national average.
- 3.58 At Secondary Stage, attendance has also improved across all SEND categories in the last three years, but despite this Leeds remains below the national average across all SEND groups. School Action pupils have the highest attendance rate of 92.9%, an increase of 1.8 percentage points, compared to the national increase of 0.7 percentage points, bringing the Leeds' result more in line with the national average.
- 3.59 From the perspective of SILCs, low levels of attendance have been a long standing cause for concern at SEMH SILC. This school is now buying into the traded attendance service and the developing SILC cluster partnership has arranged an OBA session on attendance to take place in October.

For further information relating to the information provided above on Leeds attendance figures see appendix 7.

## **The Post 16 Education Offer in Leeds**

- 3.60 The Leeds Pathways website<sup>4</sup> provides young people with help, advice and information on careers, courses, supported learning, jobs and apprenticeships. The supported learning page has information about all of the different providers for more complex needs.<sup>5</sup>

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<sup>4</sup> Leeds Pathways <http://www.leedspathways.org.uk>

<sup>5</sup> Post 16 education offer -

<http://www.leeds.gov.uk/docs/post%2016%20education%20offer%20document.pdf>

- 3.61 There is a Post 16 High Needs Students Steering Group which is made up of representatives of post 16 education providers, partners from education, health and social care services (adults' and children's services). The steering group agreed that all post 16 education providers who access funding from LCC should be asked to publish simple details of their individual offer of support for children with SEND on their own websites and/or provide printed information.
- 3.62 The steering group, with VIC, undertook a survey - the Learner Voice Participation survey - with students in years 9 to 14 with SEN and/or disabilities. 500 surveys were given out across all mainstream secondary and special schools in Leeds. 121 surveys were completed and returned. Comments in the surveys influenced the final offer.

### **Post 16 SILC Offer**

- 3.63 Post 16 provision within the city's SILCS is designed to develop confidence, self-reliance and independence skills through vocational, key skills, personal and social development teaching framework.
- 3.64 SILC sixth forms provide individually-tailored pathways where SEND young people can gain a range of qualifications that prepare them for adult life. They are also often provided with opportunities to take on responsibilities. In addition, there are extensive community links which afford SEND young people work-related opportunities and, where appropriate, some gain the educational and social benefits of learning at a further education college.

### **EHCPs and destinations**

- 3.65 The new EHCP can go up to age 25 for those who stay in education and have complex needs. The EHCP focuses on the aspirations of young people and on intended destinations into adulthood. Young person centred reviews in year 9 begin to explore intended destinations and the EHCP ensures that a young person's education and learning better prepares them for the transition into adulthood and an appropriate positive destination; whether that be into further learning, employment, independent or support living, or a meaningful adult life. The initial year of conversions to the new EHCP has been successful and Leeds has been recognised as demonstrating good practice by the DfE. The local authority in partnership with post 16 education providers has designed and implemented a fair and equitable process for funding Post 16 learning.
- 3.66 Complex Needs Specialist Transitions Advisors (STAs) have worked closely with education providers and year 11 students with SEND to ensure that all year 11 students with an EHCP had a planned education, training or employment (ETE) destination at the end of year 11 (June 2015).
- 3.67 There are in the region of 350 young people in post 16 education receiving additional funding to enable them to have their SEND needs meet. Precise figures for the 16-25 cohort (2015/16) will be available later in the autumn / winter 2015 once the: funding deadline has passed; decision panels have been held; and, the annual reviews / conversions from LDs to EHCP have taken place.

- 3.68 A post 16 (HNS) providers' forum has been established and ran an OBA turning the curve workshop exploring ways to increase the numbers of young adults with SEND accessing the world of work when they leave post 16 provision. As a result a supported internship pilot for post 16 students with SEND has been established. LCC is working closely with employers, post 16 providers and supported employment advisers and a strategic group chaired by Cllr Dowson is overseeing the supported internship pilot.
- 3.69 The supported internship is a study programme offered by colleges and post learning 16 providers. They aim to help young people with learning difficulties and disabilities achieve paid employment by giving them the skills and experience they need through learning in the workplace.
- 3.70 We recognise that we need to do more to develop insight and intelligence into the actual destinations of school leavers and 16-25 year olds with EHCPs. Work is underway to develop a post 16 high needs student scorecard and put systems and processes in place to: match data across various systems; track; monitor; and, report on actual destinations of 16-25 year olds with EHCPs. For example, the next wave of conversions will include converting LDAs to EHCPs. This process will be used by STAs and SENSAP to capture where all 16-25 year olds with an EHCP are in terms of ETE and put plans into place that focus on preparation for, and destinations into, adulthood.
- 3.71 Work is also planned to co-produce a 'preparation to adulthood' strategy for Leeds. The strategy will bring together all key partners and activity across Leeds with a focus on working with young people with EHCPs, their parents / carers to ensure a successful transition into adulthood.

### **SEND Young People Not in Education, Employment or Training (NEET)**

- 3.72 An update report on progress relating to increasing numbers of young people in employment, education and training which included information on young people with SEND was presented to Children and Families Scrutiny Board on 10<sup>th</sup> September 2015. Information covered in the report included data between November 2014 and January 2015 on young people tracked as SEND; information on the conversion of young people with SEND to EHCPs; the establishment of the supported internship pilot for post 16 students and information on the emerging different approaches to careers duties. The full report presented to Scrutiny Board in September 2015.<sup>6</sup>

### **Preparing for Adulthood**

- 3.73 Leeds City Council transitions team is jointly funded by adults and children's services. They are a multi-disciplinary team (mainly social workers) with a wide range of skills, knowledge and experience who work city wide to provide specialist advice, guidance and support to young people with a range of disabilities and or complex health needs. The team work with young people between the ages of 14

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<sup>6</sup> <http://democracy.leeds.gov.uk/ieListMeetings.aspx?CommitteeId=1037>

and 25 years and also support their families, parents and carers during this journey from childhood into adulthood.

- 3.74 The team works closely alongside other social workers (both children and adult), education providers and health professionals, as well as a wide range of voluntary and independent sector providers to assess the life choices for the young person in the longer term and not just the immediate future.
- 3.75 The young people who are eligible for this service:
- Have a diagnosed disability; and
  - Have an allocated social worker from Children's Social Work Service who has identified that the young person may have care and support needs from adult services; and
  - Have either a Statement of Special Education Needs or an EHCP; and
  - Are between the ages of 14 and 25 years; and
  - Must live within the Leeds boundary
- 3.76 Pathways between Children's Services and Adult Social Care (ASC) are currently being developed to ensure that children with special educational needs are effectively screened for eligibility of service under the Care Act 2014 at the adult point at 17.5 years. Those young people with a disability will be referred to the transitions team, who will assess and identify the correct adult pathway to provide social care support post 18. It has been identified that the transitions team will be able to recruit two additional staff to take into account the increase in role and workload. The team works with young people who may not have had social workers and received services via the Common Assessment Framework. Under the current criteria these young people would not have been eligible for a service as they would not have had an allocated children's social worker. Nevertheless they can still have a level of need requiring adult services.

## **4.0 Corporate Considerations**

### **4.1 Consultation and Engagement**

- 4.1.1 Consultation and engagement information is included in the body of this report. Where further information is required relating to consultation and engagement more details can be requested from the relevant services.

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

- 4.2.1 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.

- 4.2.2 It is stated that ‘Among adults of working age, those with a disability are roughly half as likely to have degree level qualifications as those without, and lower qualifications levels impinge directly on employment prospects. The evidence suggest that young people with disabilities today are still significantly less likely than their counterparts to gets good GCSEs and to enter higher education.’<sup>7</sup> 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.
- 4.2.3 The Scrutiny Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.
- 4.2.4 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.

### **4.3 Council Policies and City Priorities**

- 4.3.1 This inquiry will assist in achieving outcomes and priorities as defined in the Children and Young People’s Plan 2015-2019; Child Friendly City Priority Plan and Leeds SEND Strategy 2014-17.

### **4.4 Resources and Value for Money**

- 4.4.1 The level of investment in children and young people with SEND is considerable. It is therefore particularly important that these young people achieve the best possible life outcomes.

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

- 4.5.1 None

### **4.6 Risk Management**

- 4.6.1 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.

## **5.0 Conclusions**

- 5.1 The number of children and young people with SEND in Leeds is significant and rising. In keeping with Leeds’ aspiration to have a strong economy in a

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<sup>7</sup> Equality and Human Rights Commission – How Fair is Britain <http://www.equalityhumanrights.com/about-us/our-work/key-projects/how-fair-britain/full-report-and-evidence-downloads>

compassionate city, it is important that the potential of this group of citizens is maximised.

5.2 A new Ofsted framework for area inspection of SEND will test the extent to which young people with disabilities and special educational needs

- make progress towards high expectation targets
- progress to higher education or employment
- are able to live independently
- participate in society
- are as healthy as possible in adult life.

5.3 An enquiry by the Children and Families Scrutiny Board into the experience of these children and young people is therefore timely and will assist in determining what actions need to be taken by Leeds City Council and its partners to secure the best possible outcomes.

## **6.0 Recommendations**

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

6.1 Focus its enquiry on the experience and attainment of children and young people who receive services at the statutory level i.e. those with a Statement, LDA or EHCP. Recent government changes in the classification of children and young people requiring SEN support or statutory services has impacted negatively on the School Census data that the authority uses to identify type of need and severity of need, and therefore this large group is difficult to discuss with confidence.

6.2 Consider the experience of young people from Y9 upwards in the first instance.

6.3 Consider what would be helpful in terms of visits; dialogue and other means of engagement in exploring this issue in more depth.

## **7.0 Background Documents<sup>8</sup>**

None

## **8.0 Appendices**

- 1) Copy of the LA EDCM charter
- 2) Responses to the LA EDCM Charter
- 3) Leeds SEND Strategy 2014 – 2017
- 4) Leeds Local Offer Annual Feedback Report

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<sup>8</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.

- 5) ECHP Review Report - SENSAP, Complex Needs Service, Leeds Children Services – link to be provided
- 6) Demographic data
- 7) Leeds SEND Attainment and Attendance data
- 8) NATSIP Outcomes Benchmarking data

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## Local Authority Disabled Children's Charter

**We will make sure that in our authority...**



- We know how many disabled children live in our area and we plan services to meet their needs.



- There is one person in the council in charge of services for disabled children and their families.



- There is clear information for parents about services in the local area.



- There is information available about how decisions about services are made. Families are able to tell the council what they like and don't like about services.



- Disabled children and their families are included in creating all services for disabled children in our area.



- The Council and Parent Carer Forum work together to create and review services in our area.



- The Council includes disabled children and young people in any decisions made about them.



- There is a Parent Partnership Service available in the local area. This gives parents help and information.



- All staff have had basic training so they can work with disabled children.



- The council has a statement about short breaks in the local area. This is created by the council working together with disabled children and their families. The statement is easy to access.



- We think about childcare for disabled children, when we look at childcare in our local area.



- We work with local disabled young people and adult services to make sure disabled young people have a smooth transition to adult services.

Signed

*Judith Blake*

**Lead Member for Children's Services (or equivalent)**

**Name of Local Authority:** LEEDS CITY COUNCIL

### Responses to EDCM Charter Commitments

#### ***Commitment no.1 - We know how many disabled children live in our area and all agencies in our area are working together to plan services based on this knowledge***

The Complex Needs service gathers and analyses data from a variety of internal and partner agency sources about disabled and SEN children and young people. This includes information from:

- Special education needs / sensory teams
- Schools
- Children's health and disability social work teams
- Funding teams
- Commissioned short breaks
- Health

The service also uses externally available information such as census and population data to identify and describe the needs of children and young people with SEND living in Leeds.

The data that helps to identify the number of children and young people in Leeds who are the most vulnerable comes from the following:

- C&YP who are Statemented and receive FFI
- C&YP who are Statemented and don't receive FFI
- C&YP who received FFI but are not Statemented

The Children's Disability Register which is currently being developed will hold data about disabled children and their needs. It is a voluntary register and parents will need to sign up to it. It won't give the authority a complete figure but the register, with the above information, is helping the authority and key stakeholders to build up a picture of the numbers of disabled children and young people accessing our services in Leeds. In December 2013, a consultation questionnaire will go out to parents to ask them what information they would be prepared to share about their child(ren) and what benefits they would like to receive in return. The findings from this consultation will inform an options paper that will go to the Complex Needs Partnership Board (CNPB) and Children Services Leadership Team (CSLT) by the end of Feb 2014.

It should be noted that Leeds has an increasing number of children under five. Data analysis and observations by service providers is showing that the demand for SEND services is increasing more in the areas of cognitive learning; communication and autism.

There is also an increase in the number of C&YP with complex needs – this is evidenced by the increasing numbers of C&YP (with SEND) that have both primary and secondary needs. For example children who have a primary need relating to a physical disability and also have behavioural difficulties.

***Commitment no.2: We have an identified lead with specific responsibility for services for disabled children***

Childrens Services in Leeds City Council has a Complex Needs Service which is led by Barbara Newton. The service sits under Safeguarding, Specialist and Targeted Services lead which is Steve Walker. This Complex Needs Service brings together all Leeds City Council Services for children and young people 0-25 with special educational needs and disabilities, with the aim of providing a joined up response to their needs in order to maximise life chances and improve outcomes. The service delivers direct support to children and families where this is required, as well as works to build capacity in schools, settings and other providers to facilitate the inclusion of, and support for, children and young people with complex needs.

In terms of the provision of a governance framework, there is a Complex Needs Partnership Board (CNPB). This board brings together agencies and key stakeholders involved in the provision and commissioning of services for children with complex needs in Leeds. It seeks to provide governance and direction on all aspects of complex needs, in order to support services to make a significant contribution to improving outcomes for children and young people aged 0-25 with complex needs. The partnership aims to improve outcomes through the identification of key priorities and providing a clear decision making and accountability mechanism for complex needs services. The CNPB is required to produce an annual report in the early autumn to inform the Children's Trust Board of progress and inform the development and review of the Children and Young People's Plan (CYPP). This should cover progress made over the last year and plans for the year ahead in the context of emerging policy developments and resource availability.

The Complex Needs Service includes the following services: Educational Psychology; SEN and inclusion support from early years onwards; sensory services; child health disability social work; occupational therapy; a small best practice development team and the SEN statutory assessment and provision functions. Services are arranged on an area basis where possible in order to foster positive relationships and joint working. There are three Complex Needs area leads, each of whom also fulfils a thematic leadership role city-wide. Some services are managed centrally where this is most appropriate, usually either because they are very small or they are dealing with processes such as the allocation of SEN funding to schools that must be administered in a consistent manner.

The Vine Service for post 19 young people with the most significant learning difficulties and disabilities is also currently part of the Complex Needs Service, working in partnership with Leeds City College. A crucial role of the Complex Needs Service is to work across children services and with a broad range of partners including adult services, health, the voluntary and community faith sectors, schools, settings, learning providers and so forth in order to deliver an effective co-ordinated approach.



***Commitment no.3 - We are providing clear information to support choice and control for parents that explains how we provide specialist services and also make all universal services accessible.***

The Family Information Service (FIS) in Leeds is a service for parents and carers of children and young people aged 0-19 (or up to 25 if their child has a disability). They provide information on a wide range of family services including childcare, family support and activities.

The FIS website provides a significant amount of information for parents and carers of disabled children and young people with special educational needs (SEN) including information about the Common Assessment Framework (CAF), Early Support, Short Breaks, Sports and Leisure Activities and Transitions as well as information on available advice and support.

The FIS website is being further developed to share information and communications with parents, carers and families on the role of the strategic voice and influence groups for parents, carers and families. In addition to this, it will be a central place to share information about consultation activity.

As a result of the Children and Families Bill, local authorities are required to produce a 'local offer'. The aim of the Leeds local offer is to make sure families can easily find out what services are available for children and young people with special educational needs (SEN) and disabilities in their local area. The Leeds local offer will provide clear, comprehensive, accessible and up-to-date information about all services from birth to 25, including all education, health and social care services in one place. It will help families to find out what help they can access to meet their individual needs. The local offer will also provide a place where families will be able to share their views of services and how they would like to see them develop. These views will then be taken into account as services are reviewed and developed.

The Complex Needs Service is coordinating work to develop the Leeds local offer. They are working closely with partners, including parents and carers, young people, and service providers like schools, health services and voluntary organisations.

EPIC is a partner organisation to Leeds City Council and other stakeholders that helps to ensure clear information to support choice and control is provided to parents, carers and disabled and SEN children and young people. They do this through being involved in different areas including service design, consultation with other parents and carers and through quality assuring and assessing the services provided, etc. EPIC are on the steering group for the Leeds local offer to ensure that its development takes into account the views and requirements of parents and carers of disabled and SEN children and young people.

***Commitment no.4: Parents and carers in our area have access to transparent information on decisions made about their child, and have access to mechanisms for providing feedback***

In Leeds it is integral to service delivery that children, young people and their families have a voice in decision making and work in partnership with us to plan and deliver services across the city.

In Leeds we aim to support families to become better equipped to solve their own problems and address the challenges they face. We are developing our role as a facilitator, so that more of what we do enables families to make positive changes themselves that ultimately make them stronger together and more resilient. Working in this way, doing things *with* children, young people and families rather than to them or for them, is a technique known as restorative practice and over the last 18 months we've been gradually introducing a revolution in this approach across children's services.

Ultimately restorative practice is about creating the conditions for people to have better quality conversations, ones that avoid blame and instead focus on understanding how people feel and finding meaningful solutions to their problems. This is done through things like asking the right type of questions, creating the right setting to make the conversation as equitable as possible and having the right facilitation skills present to keep the conversation flowing, focused and constructive.

Over the last 18 months more and more of our staff have been on restorative practice training. A number of our schools now use restorative practice techniques to structure their day and shape how pupils and staff communicate with each other.

Of particular importance is our roll-out, city-wide, of an approach called Family Group Conferencing (FGC), which is a form of restorative practice that takes the techniques mentioned above into the heart of families experiencing serious challenges. It is a decision making meeting in which a child's wider family network come together, discuss concerns and make a plan about the future arrangements for the child. Parents, children, members of the wider family and family friends are given clear information about safeguarding concerns and are asked to produce a plan that addresses those concerns.

Each FGC is co-ordinated by an accredited FGC co-ordinator who is neutral and independent from the social work service. Most families, social workers and other professionals value this level of independence. The planning for each FGC involves the Co-ordinator spending time with each family member and allowing for private time at the FGC.

In Leeds, we have developed a permanent FGC service and we are planning to support further development of our FGC work. We currently receive around 40 referrals a month from social workers and hold around 25 initial FGCs per month with families. As part of the current expansion we are creating three area focused teams with increased capacity and better links with local services and communities.

We have built a team of skilled facilitators who are leading this work and we're already seeing some fantastic results to help families take control of their problems and make positive changes.

Another important mechanism which has been in use in Leeds longer than FGC is the Common Assessment Framework (CAF). A CAF is the first step towards Early Support and short breaks. It involves listening to parents and carers to find out about their needs, and what works well for their child. An action plan is agreed with parents/carers and their child to make sure they get the help they need.

The approach to CAF in Leeds, like with FGC, is restorative, focusing more on solutions than problems. That means taking a particular interest in what is working in people's lives, as opposed to what is not and helping them to work out how to change the parts of their lives that are not running so well. Parents, carers and children and young people are put at the centre of the CAF and are helped to understand the process through information leaflets. This makes the process helpful and empowering for them, and enables them to contribute effectively to the partnership between them and all the other agencies involved in the CAF. Being involved in their child's CAF means that parents and carers are able to not only see how a decision has been made, but also enables them to contribute to decisions that have been made about their child and provide feedback about their experiences.

The CAF in Leeds also recognises that disabled children are children first. This means that a child's needs may not be related to disability but could still require access to different services dealing with issues such as: income, housing, bullying, early years provision and access to play and leisure.

As well as having the opportunity to provide feedback through the FGC or CAF process, information is available to parents and carers about decision making processes and mechanisms for providing feedback are made more accessible through our commitment to the use of Plain English. An example highlighted by EPIC Leeds, is the Draft Short Breaks Activity Guide of which there is also a One Minute Guide as well as a twenty page summary for parents. In addition, all Information published on the FIS website as well as information in printed formats, includes contact details which parents can use to provide positive as well as negative feedback about their experiences.

The Leeds Parent Partnership Service (PPS) also plays a vital role in provides parents, carers and professionals with impartial advice, support, help and information around special educational needs (SEN), choice advice (admissions) and behaviour (on-going behaviour, fixed term exclusions and permanent exclusions). The PPS operates a helpline which is guaranteed between the hours of 10am to 3pm on weekdays during term time. The service is confidential and is open throughout the year, including school holidays.

The improved accessibility of information and opportunities for feedback available to parents has been driven by the 'parent voice' and the use of a restorative approach. Parents and carers in our area increasingly have access to transparent information on decisions made about their child, and have access to mechanisms for providing feedback.

Ensuring parents and carers in our area have access to transparent information on decisions made about their child, and have access to mechanisms for providing feedback is a key tenant of the development of the Local Offer in Leeds and other developmental work related to the implementation of the Children and Families Bill.

***Commitment no. 5: Disabled children and their families are involved in the planning, commissioning and monitoring of services in our area, including both specialist and universal services.***

The involvement of disabled children and their families in the planning, commissioning and monitoring of services in Leeds is demonstrated through the strong involvement of our parent forum EPIC Leeds in the design, development and procurement of services for SEN and disabled children and young people.

EPIC Leeds has been involved in leading a number of procurement contracts with LCC and the NHS. These include the Independent Support Workers contract, the Portage Service contract with Barnados, and the Leeds inclusion Support Service contract which is now with Scope. EPIC Leeds is also a member of the steering group which is responsible for the monitoring of the Scope contract. As well as scoring for tenders, EPIC Leeds also takes on the role of 'mystery shopper' to help with the monitoring of these services.

Parents, carers and disabled young people have also been involved in decision making of the use of the governments short breaks capital grants scheme. Leeds received £400,000 from the government to enable more disabled children and young people to access short breaks. Parents and carers helped to determine the beneficiaries of the funding of which there were 17 in total. The beneficiaries were both internal to the council, for example Herd Farm, and external such as Northern Ballet. The capital was used to buy equipment, vehicles and, in some cases, for building work to enable children and young people to access the short breaks.

Young people with disabilities/complex needs were involved in citywide consultation around assistive technology services and support provision in Leeds. The consultation event for children and young people with physical, learning and care needs and their families was held on 14th August 2013. The aims of the event were to provide information about plans for the new Assistive Technology Hub for Leeds, consult service users on plans for Phase 2 of the project and talk to professionals for information and advice.

Currently there are pages on the LCC website relating to services that come under the umbrella of Complex Needs. Work has begun within the service to write new material to go on these webpages. A significant amount of improvement work has begun that will provide parents, carers and children and young people with service information in line with the government requirements of producing a local offer.

The Children and Families Bill will also bring in to effect changes by September 2014 that will require local authorities, the NHS and other stakeholders to start implementing a new Education, Health and Care plan (EHC) which will replace the old statementing process. Parents and carers will be involved in the development and roll out of these new processes to ensure they satisfy the needs of the Bill and to ease and support the transition for disabled and SEN children, young people and their families.

***Commitment no.6: Our Parent Carer Forum is instrumental in developing and reviewing services in our area and promoting choice and control for parents.***

EPIC Leeds is the parent / carer participation forum in Leeds which aims to empower parents and carers to work in partnership with services, organisations and professionals to improve choices for disabled children and young people with additional needs.

EPIC Leeds meets on a bi-monthly basis with professionals from across services. There is an EPIC Steering Group which provides an opportunity for EPIC Leeds to update professionals on their progress and ask for information advice and guidance.

EPIC Leeds works closely with a number of services, agencies and organisations from across children's services. In particular, EPIC has a very strong relationship with the Parent Partnership Service (PPS), and chair the Parent Partnership Service Advisory Board. In addition, the Coordinator of the PPS in Leeds is a member of the EPIC Leeds Steering Group. EPIC have developed good relationships which have paved the way for better and meaningful partnership working which in turn has strengthened their role in promoting choice and control for parents.

EPIC Leeds are members of a number of project groups, steering groups which enable them to fully participate in the development and review of services for SEN and disabled children and young people and their families. Some of the most recent work streams they have been involved with include: the Short Break Commissioning Project Team; Brighter Future Magazine Steering Group; Parent Partnership Steering Group; Windmill Children's Centre Steering Group; Early Years Inclusion; Independent Support Worker Commissioning Project; NHS Review of Therapy in Schools; Portage Service Commissioning; the Leeds Inclusion Support Service Commissioning Project and Short Breaks Steering Group.

EPIC hold monthly information sessions to promote choice and control to parents and carers. These are meetings at Chapel Lane Resource Centre where families get together with EPIC Leeds and have discussions about what is happening locally, citywide and nationally. There are often guest speakers from relevant services and organisations which are chosen by the parents/carers who attend these sessions. The sessions provide parents and carers with an opportunity to ask questions, make suggestions for future consultation topics and raise any issues that EPIC Leeds may be able to assist them with. EPIC also provide a sign posting service at these sessions and can link into LCC for relevant support and advice, or refer parents and carers to other support groups within Leeds that may be able to meet their needs.

EPIC Leeds has 500 active members, but there are many more parents and carers which they reach through their networks and through social media such as their Facebook and Twitter accounts. They have also developed links with parents in the traveller community and with parents in the BME community through The Halo Project.

EPIC Leeds receives funding from the Department for Education to facilitate participation at all levels. Each year EPIC Leeds holds a large consultation event to facilitate wider participation and involve new parents and carers. EPIC Leeds has now held 10 events in total.

In 2013, EPIC took over the role of facilitating the Annual SEN Marketplace event which took place in the Centenary Pavilion at Elland Road Football Ground. The event attracted

75 stall holders and 463 people attended the event with 123 signing up as new members of EPIC Leeds.

In 2014, EPIC will again be facilitating the Annual SEN Marketplace event, and children from a Yeadon Primary school will be involved with the running of the event as part of the 'Take Over Day' initiative.

***Commitment no. 7: We actively include disabled children and young people in any decision made about them and the services that they access that might affect them.***

As mentioned under commitment 4, restorative practice and its premise of working *with* children, young people and their families rather than to them or for them is integral to the delivery of services across children's services.

In addition, as a Child Friendly City, the 'voice of the child' is a major priority for Leeds and there is an expectation for the involvement of children and young people including those with SEN and disabilities in any decisions made about them and the services they use. Children's Services has a Voice and Influence Team who work to strengthen the voice of all children, young people and their families.

Further to the work of the Voice and Influence team, all services within children's services are working to make sure that the voice of the child is at the centre of what they do. For example, the Special Education Needs Statutory Assessment and Provision (SENSAP) team are working on ensuring that all statements of SEN include the child's views. A new approach is being developed to seek the views of sensory impaired children and young people and evidence the difference the Sensory Service makes to their lives.

In Leeds we have a Voice and Influence of Children and Young People with Disabilities and SEN Working Group. The group is a sub group of the Strategic Voice and Influence Children and Young Peoples Partnership Group which reports to the Child Friendly Leeds Programme Board. This working group aims to ensure that services seek the views of children and young people with disabilities and SEN, hear what they have to say, respond to their views and work together to improve outcomes that lead to positive change. This is a citywide, multi-agency, partnership group and members either have responsibility for, or an active interest, in increasing the voice and influence of children and young people with disabilities and Special Educational Needs (SEN).

The Voice and Influence of Children and Young People with Disabilities and SEN Working Group aims to provide information, guidance and challenge to organisations and services seeking to meaningfully involve children and young people with disabilities and SEN in the design, development or review of their services. The role of the group involves the championing and promoting of good practice in Leeds through members giving presentations to the group, group members enabling children and young people to produce articles for the bi-monthly Voice and Influence Update, and key achievements and actions being reported on the twice yearly Voice and Influence Report card.

The Voice and Influence of Children and Young People with Disabilities and SEN Working Group meet bi monthly and meetings are co-ordinated by the Voice and Influence Team. The group also provides an update report to, and seeks feedback from, the Complex Needs Partnership Board. The work of this group is underpinned by the Every Disabled Child Matters Charter.

In Leeds we have youth council who are passionate about making a difference. The Leeds Youth Council is a group of 11-18 year olds who live in Leeds. Leeds Youth Council first started in 2003 and has recently celebrated its 10th birthday. The youth council which now has 51 members, including members with additional needs, represents the views of young people in Leeds at a citywide level. Members of the Leeds Youth Council have worked together to deliver an workshop on disability awareness for colleagues within the LYC and

members of the 2013/14 Leeds Youth Council cohort have chosen *accessibility* as a key issue on which they will campaign over their time as members.

Children and young people are also actively involved in the recruitment process for independent reviewing officers and managers, youth offer managers, advanced practitioners, and youth workers and specialist occupational therapists for complex needs. Disabled children and young people were involved in the interview panels for the recruitment of Independent Reviewing Officers in July 2013.

The involvement of children and young people in recruitment has been further promoted through the issue of some guidance for LCC departments and partner organisations. This guidance provides information on how children and young people can be involved in staff recruitment and selection processes using a consistent and effective approach. It covers young people aged 11 to 19 years and up to 25 in the case of disabled young people or those in receipt of after care services. The guidance is based on the feedback received from young people and staff that have been involved in staff interviews or supported young people in this process.

Training is provided for children young people involved in recruitment processes which covers: introduction to Interviews; equal opportunities, confidentiality and employment law; job descriptions and person specifications; understanding application forms and the short listing process; planning an Interview; interview questions and methods; and mock interviews. They are also given feedback as to how their views have made a difference i.e. what action has or has not been taken and why.

In response to the national VIPER research project that explored disabled children and young people's participation in decision making about services, the Voice and Influence of Children and Young People with Disabilities and SEN Working Group is considering how the recommendations of the research, including the toolkit, could be implemented in Leeds. These recommendations include:

- Giving disabled children and young people the opportunities to participate in all decisions about their lives, including individual and strategic level decisions;
- Meeting disabled children and young people's access needs including disability and age-appropriate support and training to participate in decision making;
- And, involving disabled children and young people in strategic decisions about services, for example deciding what services to commission and for disabled young people to have proper feedback about the difference their participation has made.

A specific example of disabled children and young people's involvement in service design is the work undertaken to renew arrangements to deliver autism support services to education practitioners. A significant amount of consultation activity with parents and children and young people was involved in this project including two OBA styled workshops and consultations at 'drop in' sessions for parents and at youth groups and activities for C&YP with Autism Spectrum Conditions (ASC). Both parents and children and young people received feedback on the consultation activity which included a summary of what was said and details on how the service was going to respond to the issues they had raised.



***Commitment no.8: Parents in our area benefit from our Parent Partnership Service, which is able to provide impartial advice and support to parents of disabled children and young people***

Leeds Parent Partnership Service (PPS) provides parents, carers and professionals with impartial advice, support, help and information around special educational needs (SEN), choice advice (admissions) and behaviour (on-going behaviour, fixed term exclusions and permanent exclusions). The PPS operates a helpline which is guaranteed between the hours of 10am to 3pm on weekdays during term time. The service is confidential and is open throughout the year, including school holidays.

The PPS has seven members of staff, three of whom are SEN Officers with a workload of 70 cases. All PPS officers have [Independent Parental Educational Advice \(IPSEA\)](#) Level 1 and 2 legal training in SEN, Social Care, health and transport and exclusions. This ensures that the advice provided by PPS officers is of high a quality and benefits parents and carers in the Leeds area. The PPS also maintains an information library which provides parents and carers with access to PCs and impartial advice, information and national and local guidance which enables them to make the right choices for their child.

Parents and cares can arrange to meet a PPS officer at their home, school, or any other suitable venue. They provide parents and carers with impartial advice and support based on available information. Where there is an issue around a child, an officer will attend a meeting between the school and the parents or carers to make sure they are working effectively together so the child can receive the appropriate provision. PPS officers don't, however, advocate for parents at school meetings. The service also trains volunteers who can support parents at admissions appeals, exclusions hearings and SEN tribunals if they are available.

The PPS provides a number of services for parents and carers in Leeds which include:

- Supporting parents and carers through the statutory assessment process
- Answering any questions parents and carers have around their child's statement
- Attending annual and care plan reviews
- Supporting and advising parents and carers through the tribunal process
- Explaining the Funding For Inclusion process to parents and carers
- Helping parents and carers to understand their child's Individual Education Plan (IEP) and/or Individual Behaviour Plan (IBP)
- Explaining the process of School Action / School Action Plus
- Attending school visits and school meetings
- Signposting parents and carers to other services where necessary
- Giving parents and carers access to independent mediation
- Providing parents and carers with Independent Parent Supporters (trained volunteers) to support and advocate at meetings and tribunal hearings.

The PPS also has an Advisory Board, the role of which is to ensure that the PPS delivers a high quality service that is responsive to local needs, taking into account best practice both locally and nationally and to ensure that all stakeholders' views have representation. The Advisory Board is chaired by EPIC Leeds to provide a level of scrutiny and has representation from statutory services such health, social care and education, the voluntary sector and parents of children with special educational needs.

***Commitment no. 9: Our staff receive both disability equality training and training to ensure that they have core competencies to work with disabled children.***

The Children's Services Workforce Development Team was formed following the Children's Services restructure. It brings together functions from across Children's Services to provide a workforce offer for all staff who work within the directorate. This comprises of a range of training and development opportunities to build a child friendly workforce with the skills for both working with children and families using a restorative approach. This offer now includes the Short Breaks Inclusion Training which the team has recently developed in-house for both children services staff and colleagues in partner organisations.

The Short Breaks Inclusion Training, which was successfully piloted in September 2013 and will be available from January 2014, aims to create a shift of focus from the disability of a child to a child with individual needs which we need to meet. It will also provide consistency in the level of training and good practice across all children's settings.

The short breaks inclusion training has been developed with the involvement of both disabled children and young people and our parent forum EPIC Leeds. Children and Young People are also being included in the delivery of training in the future. An event has taken place which involved them coming to talk to us about the attitudes and behaviours they would like to see adopted by those who will be working with them. These will then be incorporated in to training sessions and will be led by C&YP themselves. The result of this will be a film which can be used in training sessions.

A CS Workforce Development Strategy is currently underway which will include the short breaks inclusion training as well as specialist training such as training for autism, training on equality awareness, legislation and good practice. Stand-alone safeguarding training is provided where relevant. It is important to note that children with SEN and disabilities are more vulnerable to safeguarding issues. Training is provided to staff in children's services, providers and other agencies.

***Commitment no.10: We have produced a short breaks services statement that have been drawn up in partnership with disabled children and their parents and have made it widely available.***

The Complex Needs service has co-produced its short breaks guide with children, young people and families as well as key stakeholders. The statement should be finalised and published by Jan 2014.

The Short Break Steering Group is going to meet on a quarterly basis to review and monitor short breaks in Leeds. They will also undertake the task of reviewing the statement again next year in partnership with parents and children and young people.

The Short Break Steering Group has a very wide and diverse membership and includes most of the key stakeholders such as: EPIC; Parents Forum; Mencap; SCOPE; NE SILC; Targeted Contracts; various representatives from health; Social care; FIS; PPS and V&I, etc. (a full list members can be provided in the written response to the commitments).

The Short Break Steering Group also reviewed access to specialist short breaks. A data solution in the form of a database is being developed to record and monitor short breaks and short break providers.

Universal service provision is the 'gold standard' – exploring what can be accessed in universal provision first and if requirements aren't met then going to targeted and specialist services. The local offer will provide a 'menu of choice' for Parents and C&YP to suit the individual which again should see the reduction of target and specialist services.

Complex Needs has employed a Short Breaks Officer to develop a database; interact with clusters; remind people of their duties under Equality Act, etc. This person will have a good overview of everything and therefore be a central point of contact which will subsequently provide greater cohesion for the service.

The council received a £389k capital grant for short breaks in 2013/14 which helped to buy equipment and other items to support the provision of short breaks. Parents were heavily involved in decisions made about spending the grant.

A legacy from Aiming High was the development of training programme for short breaks providers. Parents were heavily involved in the development of this training. Inclusion awareness was one of the elements of this training and a quality standard was developed. SCOPE are going to link their training to this quality standard.

As mentioned under commitment 9, the Short Breaks Inclusion Training will be available from January 2014. It aims to create a shift of focus from the disability of a child to a child with individual needs which we need to meet. It will also provide consistency in the level of training and good practice across all children's settings.

***Commitment no.11: We have regard to the provision of services suitable for disabled children when assessing the sufficiency and supply and childcare in their area.***

The sufficiency and provision of childcare will be a key element of the Local Offer in Leeds. Work is underway to develop existing Leeds City Council provision and we are working closely with parents on this area as part of the Local Offer roll out. The Special Education Needs and Disability Group which has recently been established, is looking at the issue of childcare of disabled children. An area of work it intends to do is update the Childcare Sufficiency Strategy 2011 to 2014 – Disabled Children’s Access to Childcare.

In Leeds we have a Capacity, Planning and Sufficiency Team within our Strategic Development and Investment Service. The team includes the Admissions Service which is directly linked with colleagues who undertake the capacity planning to ensure there are sufficient early years, primary, secondary and SEN place available. The Capacity, Planning and Sufficiency Team will support the development of the local offer.

Leeds City Council actively promotes inclusion in local schools and there is an expectation that all mainstreamed schools are able to provide for the majority of children with learning and medical difficulties. It is also an expectation that all Leeds schools provide an inclusive and nurturing environment that meets the needs of those vulnerable children who have social and emotional needs. Our Chief Executive makes all offers of a school place for Reception and Year 7 place on behalf of Leeds City Council, which is the admissions authority in Leeds. Children with a statement of educational needs are admitted to the school they have identified on their statement. The Parent Partnership Service offers independent advice and support to parents and carers whose children have a special education need that may affect their education. Schools and SILCs are also key providers of childcare and play schemes, particularly over the summer holidays.

Children's Centres in Leeds offer a wide range of supportive services for families, single and teenage parents who have children from ages 0-5 years old. All of the city’s Children's Centres will offer different services, facilities and activities. Services may vary in different areas but they all offer core services, which include parental support, Early Learning integrated with childcare, child and family health services, support for children and families with special needs, a base for child minding and links with Job Centre Plus for parents.

In Leeds we have developed The Family Support and Parenting Strategy. The strategy sets out how Children Leeds will work together with parents, to make sure that our family support and parenting services go further to recognise and respond to every parents’ needs. We also have a Family Support and Parenting Team which is a small central team within our Children’s Trust arrangements which has the purpose of improving coherent planning and commissioning.

The Family Information Service also provides information on a wide range of family services including childcare, family support and activities.

As we develop the local offer we will be looking at creative ways to develop and build on the provision of child care available in Leeds and through doing this link in the personalised budget agenda along with inclusion training.

***Commitment no.12: We are working together with disabled young people and adult service providers in our area to ensure a smooth transition to adult services for disabled young people preparing for adulthood.***

Adult Social Care Services has a specialist disability Transitions Team. The Transitions Team is a city wide service that offers advice, guidance and support to disabled young people, and their parent carers, who are in transition between a range of Childrens Services and Adult Social Care Services.

The Team works with young people with a range of disabilities / complex health needs who are between the ages of 14 to 25 years. Transition workers work closely alongside social workers, education providers, health professionals, and a wide range of voluntary and independent sector providers to develop future needs assessments and support plans (using adult documentation). The team secures adult services as required as young people move into adulthood. The assessments and plans made are built around the young persons' needs and look at all aspects of their life, care and support needs. The transitions team is jointly funded by Leeds Social Care – child and adult services.

Responsibility for transition is shared between all agencies who are involved in the lives of children and young people who have a statement of special educational needs and / or who are disabled.

The Scheme of Delegations identifies the Director of Adult Social Care as responsible for transitions. The transitions team reports through Adult Learning Disability Services to the Director of Adult Services. Also Transitions Operational Management Group oversees the work and development of the team.

At a strategic level, there is a reciprocal arrangement between the Leeds Safeguarding Children Board and the Leeds Safeguarding Adults Partnership Board; also, The Leeds Safeguarding Adults Partnership Support Unit work with the Child Protection Coordination Team to ensure that interface issues can be jointly managed.

The legal framework for providing services generally changes when a young person turns eighteen. As an adult, a young person has rights to independence with the choice and control that accompanies it. In transitions work it is expected that from the age of fourteen, partners prepare young people to take on more responsibility for their own decisions in readiness for becoming an adult where they are able. Parent/Carers are also involved working in partnership with the key agencies and services involved.

It is essential to ensure that there is a clear strategic overview of Childrens and Adults safeguarding processes to ensure they dovetail together well. Staff involved in transitions work have an operational responsibility to ensure that safeguarding procedures are applied to best effect in the lives of individual young people.

A corporate project led by Children's and Adult Safeguarding staff has developed a joint procedures manual and training for Leeds City Council staff to ensure that front-line staff recognize abuse of vulnerable people. The policy context for the procedures manual is provided by the Leeds Multiagency Transition Strategy 2010-2015 – "It's My Life: A person-centred approach to transition between children's and adults' services".

In terms governance arrangements, there is one Transitions Governance Structure and three Transitions Management Structures in Leeds. The governance structure is a Multi-

Agency Commissioning Board that is a sub-group of the Joint Strategic Commissioning Group and the Healthy Leeds Partnership. The three Transitions Management structures are comprised of the following:

- A Transitions Operations Management Group
- The Social Care Transitions Panel
- Learning Disability Services, Adult Social Care

The Transitions Operational Management Group is jointly chaired by Barbara Newton, Head of Complex Needs in Children's Services and Maxine Naismith Head of Learning Disability, Transitions, EDT and Mental Health in Adults Services. The purpose of the group has been jointly agreed and the group has recently revised its terms of reference. A set of strategic operational priorities have also been agreed and both services have the same objectives.

There is a shared vision between Children's and Adult Services in relation to transitions services. Both services are committed to safeguarding and both services are working together and separately to address safeguarding issues.

The Local Authority is signed up to the EDCM Local Authority charter (see attached). We have completed an audit against this charter and have attached our responses to this. We are in the process of updating these responses to reflect the activity over the last year particularly in response to the introduction of the Children and Families Act 2014.



**Making Leeds a great place to learn for all our children and young people:  
the Leeds SEND Strategy 2014 -2017**

**For any more information about this strategy, or to get involved in reviewing and developing it**, please contact the best practice team via: [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) or behaviour and SEN inclusion lead Joan Tattersall via [joan.tattersall@leeds.gov.uk](mailto:joan.tattersall@leeds.gov.uk)

## **1. Introduction:**

Since 2001 there has been a statutory requirement for every Local Authority (LA) to have a current special educational needs policy. The policy must clearly set out the LA's aspirations for developing educational support and provision for children and young people with special educational needs and disabilities (SEND). To date in Leeds our policy has been set out in our Leeds Inclusive Learning (LILS) strategy.

The policy must be reviewed whenever there are 'significant changes'. The Children and Families Act received assent in March 2014 and reforms services for children and young people with special educational needs and disabilities (SEND). Due to these significant changes, it is timely to review our former strategy and refresh it.

This new revised strategy sets out how partners across Leeds plan to support learners with SEND aged 0-25 to achieve their best possible outcomes, in line with the reforms and in light of our current local position and other local developments.

It sets out our aspirations for the period from 2014 to 2017, and an action plan (see Appendix 1) to achieve them. There will be regular review of progress against this plan.

## **2. Who has contributed to this strategy?**

The Complex Needs Service in Leeds City Council (see page 5) is responsible for co-producing this strategy (drawing it up together) with all partners who are affected, including learning providers, parents and carers, and children and young people. The Service's best practice team, managed by Val Waite, have coordinated this.

As the strategy covers such a wide range of issues, a number of activities have taken place over 2013/14 focused on specific issues and the outcomes of these activities combined to form a draft document. This draft document has then been circulated widely to all those involved for feedback, discussion and revision before completing the final document.

Stakeholders involved in these activities have comprised: education providers including mainstream and specialist schools or different kinds, early education settings of different kinds, post 16 education settings of different kinds; local authority partners; parents and carers groups; children and young people's groups; and health service and third sector partners working to support education settings.

Activities have included:

- Regular updates on the development of the strategy and related work in the complex needs service newsletter, sent to all stakeholders including: colleagues leading schools and other educational settings; SENCos; school governors; children and young people (in a short accessible format); parents and carers; and a range of other partners with an interest
- Regular working groups with multi-agency representation, including parents and carers and education practitioners, to address the reforms of the Children and Families Act
- Workshops and co-production events focusing on: specialist education provision in the city; provision for autism spectrum conditions in the city; post -16 provision in the city; short breaks provision in the city
- Regular focused groups focusing on: early years provision and inclusion; post 16-provision for high needs students
- Meetings of the SEN task group with members from a range of education settings
- Updates to and feedback from the multi-agency Complex Needs Partnership Board, chaired by Councillor Judith Blake, Deputy Leader of the Council, which includes representatives from education, health , social care, third sector organisations and parents and carers
- Engagement activities with children and young people, including focus groups and accessible surveys focusing on the reforms of the Children and Families Act and reviews of ASC provision, short breaks provision and post -16 provision
- Circulating the draft strategy to all with an interest

### **3. How is this strategy reviewed and updated?**

This strategy and the action plan that supports it are regularly monitored by a steering group, which includes representation of all stakeholders including parents and carers and



education providers of various kinds. The group meets at least quarterly and the action plan in Appendix 1 is standing item on the agenda.

Children and young people will be supported to have input in a way that meets their needs, supported by our network of 'voice, influence and change champions' for children and young people with SEND in schools and settings across the city.

#### **4. Context and background – what is the national picture?**

National best practice was defined in 'Removing Barriers to Achievement' (2004). This paper set an agenda of enabling all children and young people, including those with SEND, to be able to learn, play and develop alongside peers and within their local community of schools.

In June 2010 the coalition Government began a series of reforms relating to processes and provision for children and young people with SEND. Areas for action included:

- Improving diagnostic assessment for school children
- Preventing the unnecessary closure of special schools
- Extending the personal budgets to give young people and parents/carers more choice and control

The Ofsted 'SEN and disability review' in September 2010 was commissioned to evaluate how well the legislative framework and arrangements were serving children and young people with SEND. Outcomes influenced the March 2011 Green Paper 'Support and Aspiration: A New Approach to SEND' which set out proposals to improve outcomes for children and young people, minimise the adversarial nature of the system for families and maximise value for money. It emphasised the importance of the following:

- Early identification and assessment
- Providing parent and carers and young people with more choice and control
- Learning and achievement / improving teaching standards
- Preparing for adulthood
- Services working together for families

Recommendations from the Green Paper were incorporated into the 'Children and Families Bill' in February 2013. After consultation, the Bill received assent and became

the Children and Families Act in March 2014. It must be implemented from 1<sup>st</sup> September 2014.

Specific to children and young people with SEND the new Act will:

- Ensure more effective integrated working across agencies and joint commissioning by local authorities and health services
- Reform the statutory assessment system, replacing statements and learning difficulty assessments focused , with new integrated Education, Health and Care Plans (EHC Plans) addressing wider needs across education, health and social care. These can be available for young people aged up to 25 in education or training, extending support that previously ceased at 16 or 19.
- Give families more choice and control in decision making
- Offer families more personalised services including personal budgets
- Require local authorities to involve children, young people and parents in reviewing and developing SEND services
- Require local authorities to publish a 'Local Offer' detailing support available and how it can be accessed, informed by the views of children, young people and their families

Significant reforms also took place in 2013 to arrangements for funding for schools. A new system for funding for SEND needs was established as follows:

- Local authorities are given a budget for children and young people with higher level needs. This budget is called the High Needs Pupil Block and will fund all additional provision across early years, schools and post-16 education and training.
- Mainstream schools are generally expected to spend up to £10,000 out of their existing 'base' budget to meet SEND needs before the local authority provides additional 'top up' funding out of the High Needs Pupil Block.
- All state funded special schools will be funded for a set number of places at £10,000 for each child. Local authorities who wish to name that school in a child's statement must agree the 'top-up' amount for each child.

#### **Legislation and statutory guidance:**

- a) 'Removing barriers to achievement' (2004)

[http://www.education.gov.uk/lamb/resources/Universal/removing\\_barriers.pdf](http://www.education.gov.uk/lamb/resources/Universal/removing_barriers.pdf)

- b) The Ofsted SEN and disability review (September 2010)  
<http://www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review>
- c) The Green Paper 'Support and Aspiration: A New Approach to SEND' (March 2011)  
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>
- d) Children and Families Bill 2013  
<http://services.parliament.uk/bills/2012-13/childrenandfamilies/documents.html>
- e) SEN draft code of practice  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/304534/Code\\_of\\_Practice\\_Draft.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304534/Code_of_Practice_Draft.pdf)
- f) School Funding Reform: Arrangements for 2013 / 14  
<http://media.education.gov.uk/assets/files/pdf/s/school%20funding%20reform%20-%20final%202013-14%20arrangements.pdf>

## 5. The local context: what is the current picture in Leeds?

### Vision and aspiration for the city:

Leeds City Council and partners are working together to make Leeds a child friendly city ([www.leeds.gov.uk/childfriendlyleeds](http://www.leeds.gov.uk/childfriendlyleeds)); a place where children are valued, supported, enjoy growing up, and look forward to a bright future.

In order to forward this agenda a **Children's Trust Board** (CTB) has been formed that brings together partners committed to making Leeds the best city in the UK to grow up in. Partners include: NHS Leeds; Leeds City Council services such as children and young people's social care, housing, early years, and education and learning; local schools, colleges and children's centres; Leeds Youth Offending Service; West Yorkshire Police; West Yorkshire Probation Service; Job Centre Plus; and the voluntary, community and faith sectors.

The Board draws up a Children and Young People's Plan (CYPP) that describes the outcomes, priorities and actions needed to improve outcomes for children and young people growing up in Leeds. The CYPP 2011 to 2015 identifies the following outcomes and priorities :

- **Being safe from harm;** children to live in safe and supportive families and the most vulnerable are protected.
- **Doing well in learning and having the skills for life;** young children are supported to be ready for learning; behaviour, attendance and achievement are positive; young people are in in employment, education, or training; children and young people accessing learning who have additional needs are supported.
- **Choosing healthy lifestyles;** healthy eating and activity, sexual health
- **Having fun growing up;** play, leisure, culture and sporting opportunities
- **Active citizens who feel they have a voice;** reduced youth crime and anti-social behaviour and increased participation, voice and influence
- **Free from harmful effects of poverty;** children and young people do not suffer harmful effects to their health, learning, wellbeing and aspirations due to poverty

Three key priorities have also been identified in the areas where we need to make the greatest difference as quickly as possible. They are:

1. **Help children to live in safe and supportive families**
2. **Improve behaviour, attendance and achievement**
3. **Increase numbers in employment, education or training**

A number of approaches are used to achieve these priorities, but the two key overarching strategies are: outcomes-based accountability (OBA), which is an approach that develops practical action plans based on the outcomes we want to achieve; and restorative practice, which focuses on positive change through working ‘with’ people, rather than doing things ‘for’ or ‘to’ them.

The **Complex Needs Partnership Board (CNPB)** has been set up to ensure that the support needs of children and young people with SEND and their families are considered in the above. It works closely with and reports to the Children’s Trust Board.

In 2012 and 2013 the Children’s Services Directorate in Leeds City Council was re-structured into four key service areas. This has seen the return of educational services back to the Council under the remit of Learning Skills and Universal Services (LSUS) and the development of Safeguarding, Specialist and Targeted Services (SSTS). The **Complex Needs Service** sits within SSTS but links closely with LSUS.

The Complex Needs Service has a statutory responsibility to support children and young people aged 0 – 25 with SEND to access services. The Service brings together all Leeds City Council services for children and young people from 0-25 with SEND and aims to provide a joined-up response to their needs in order to maximise life chances and improve outcomes. The service delivers direct support to children and families where this is required, as well as working to build capacity in schools and settings to facilitate the inclusion of children and young people with SEND.

Encompassed within the service are: educational psychology, SEN and inclusion support from early years onwards, sensory services, child health and disability social work, occupational therapy, a small best practice development team and the SEN statutory assessment and provision functions. Services are arranged on an area basis where possible in order to foster positive local relationships and joint working.

The Service works across children's services and with a broad range of partners including adult services, health, the voluntary, community and faith sector, schools and other education settings and so forth, in order to deliver an effective co-ordinated approach.

Documentation:

- a) Leeds Children and Young People's Plan 2011 – 15  
<http://www.leeds.gov.uk/docs/CYPP201115%20approved%20by%20CTB.pdf>
- b) Vision for Leeds 2030  
<http://www.leeds.gov.uk/docs/Vision%20for%20Leeds%202011%20-%202030.pdf>
- c) Leeds Learning Improvement Strategy

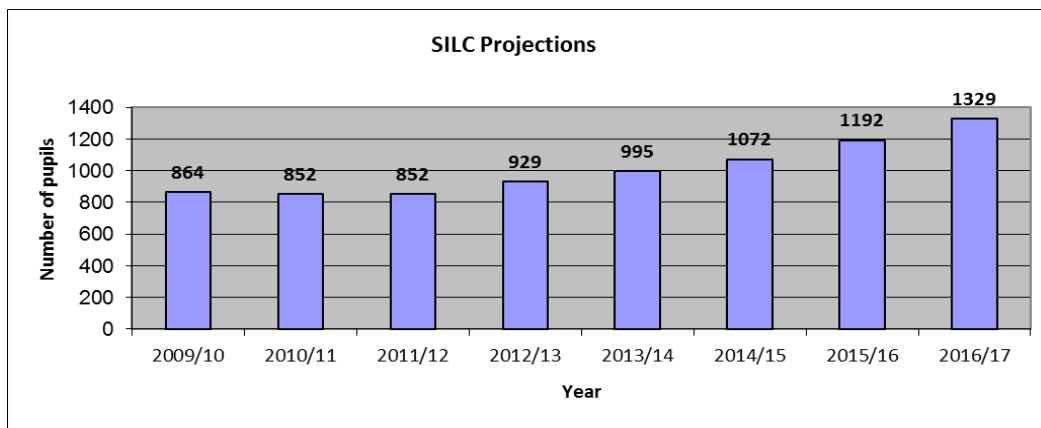
### **The local context: current trends in demand for SEND services:**

The Complex Needs Service analyses trends in demand and supply of specialist educational provision, to plan how to meet changing needs and make sure there is sufficient provision to meet needs locally.

There has been a major increase in the birth rate in Leeds of 36.86% between 2000/01 and 2011/12. This has had significant impact on demand for all educational provision and this increased demand is predicted to continue; in Leeds higher rises are projected than are projected nationally. National pupil projections (DfE 2013) predict rises in pupil numbers in

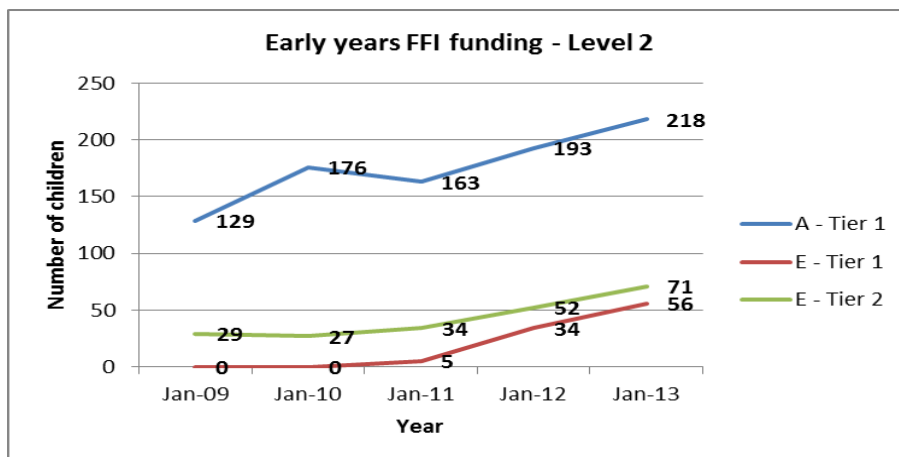
maintained nursery and primary education of 18% 2011/12 to 2020/21. However, Leeds projects that by just 2016/17, pupil numbers will already be 23% higher than in 2011/12.

As a result Leeds has experienced rising demand for support for those with SEND both in mainstream and in specialist provision. We project that demand for places in specialist educational provision of various kinds will continue to rise from 1147 places in 2012, to approx. 1600 in 2016. Places in Specialist Inclusive Learning Centres specifically are projected to increase to potentially approx. 1300 by 2016 (38% rise since 2009):



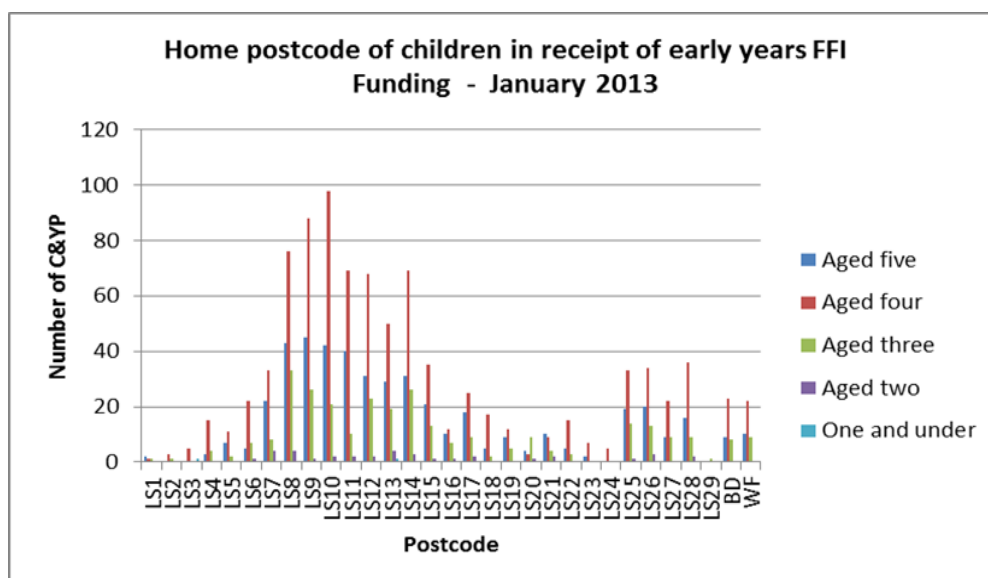
*(NB: projected numbers are estimates based on historical patterns and do not account for variables such as migration etc)*

Demand for Funding for Inclusion to support those in mainstream provision has also steadily increased in recent years, most notably in the under-5 age group:



Most notable rises can be observed in the areas of cognition and learning needs (13.6% rise in 4 years); and complex communication difficulties and ASC (18.7% rise in four years). Increasing numbers are accessing funding for multiple needs (386 in 2012, 252 in 2009, 53% rise).

Demand for services is significantly greater in the south and the centre of Leeds where the population of children under the age of five years is more highly concentrated. Increased demand in specific postcodes of the city as a result can be observed below in the postcodes of those children accessing Funding for Inclusion:



**The local context: current provision for pupils with SEN/LDD in Leeds:**

In Leeds the provision for children and young people with SEND is often described as a “continuum”. This reflects the view that children and young people should be able to receive the provision they need at a level and in a setting which is appropriate to their individual needs:

**Support for children with SEND in their early years:**

Leeds has over 50 Children’s Centres and several hundred group early education and childcare settings, and nearly 1,000 childminders. All are expected to deliver a ‘core’ offer of support which has been developed in Leeds by the Early Years SEN Inclusion group. This group is chaired by Anne Kearsley, Early Start Manager and includes representatives of early years settings managed by the local authority and the private, voluntary and independent sectors, and parents and carers. The local offer of support for SEND in the early years will need to be published as part of the local offer for education as per the requirements of the new Children and Families Act, by 1<sup>st</sup> September 2014. This core offer will be communicated to all settings in June 2014 and in Leeds individual settings will also be asked to publish details of how they provide this minimum offer.

Settings can access support from the local authority's teams including a dedicated team for early years provision. Support can also be access through Scope, a service which is commissioned by Leeds City Council to support providers of short breaks (which many childcare providers deliver). Settings can also access equipment and resources to support accessibility and inclusion, via the local authority.

**Support in mainstream schools:** Many children with SEND can enjoy and achieve within a mainstream school. These children and young people may or may not have a statement of special educational needs or EHC Plan. The Local Authority expects that that all schools will provide a 'core' offer support through their existing staff and budgets. Schools have a dedicated budget for supporting additional needs including SEND and there is an expectation that schools will provide a certain level of support for SEND from their existing budgets.

Work has been undertaken by behaviour and SEN inclusion lead Joan Tattersall and the complex needs service best practice team to develop and communicate the 'core offer' that all mainstream schools are expected to deliver to support those with SEND. This has been developed in consultation with schools. It will need to be published as part of the local offer for education as per the requirements of the new Children and Families Act, from 1<sup>st</sup> September 2014. This core offer will be communicated to all mainstream schools in June 2014 and they will be required under the new Act to publish details of how they provide this minimum offer as an individual setting.

**Additional support for a limited period of time:** Some children and young people with SEND in mainstream education may need some extra support for a period of time to help them enjoy and achieve in education. Mainstream providers can access a number of services to provide this support.

This might be:

- a service that comes into a school, college or setting for a period of time
- an off-site provision that a child or young person goes to for a period of time, before returning to mainstream education.

This includes some services that Leeds City Council commissions for education providers across the city. It also includes some services organised by 'Area Inclusion Partnerships'



who are groups working in each area of the city to support SEND. Mainstream providers are usually expected to fund these services through their existing budgets. If the costs are too significant to meet from their existing budgets, they may be able to access additional Funding for Inclusion from the Local Authority.

Support is different in the different areas of the city and work is underway to articulate the provision in each area for publication in the Local Offer as per the requirements of the Children and Families Act. In future it may also be necessary to identify a common 'core' offer amongst them city –wide, so we can demonstrate equity. This is especially true of primary off-site provision for Social Emotional and Behavioural Difficulties and this is being considered as a specific issue.

**Additional long term support in mainstream education for those with higher levels of need:** Some children and young people may need a higher level of support on an on-going basis throughout their education. They may need support services that education providers are not able to fund through their existing budgets. 'Funding for Inclusion' managed by Leeds City Council is available to support these needs.

These children and young people may benefit from a statement or EHC plan to help decide what support will best meet their individual needs. However this is not necessary to access Funding for Inclusion from the Local Authority. Children and young people can access this funding whether or not they have a statement/ or EHC Plan.

Support is different in the different areas and work is underway to articulate the provision in each area, as above.

**Specialist support and provision:** for a small number of children and young people with complex difficulties, more specialised provision is needed either for an extended period or for the whole of a child's school career, dependent upon their needs or progress. All these children and young people will have had a statutory assessment and will have a statement of special educational needs or an EHC Plan which identifies the most appropriate placement to meet their needs. The placement will usually be funded directly by Leeds City Council.

Our policy is to place these children and young people in the most appropriate specialist provision closest to their own home. In Leeds there are three main types of specialist

provision: Specialist Inclusive learning Centres (SILCs); SILC Partnerships; and Resourced provisions in mainstream schools.

A workshop attended by partners from these settings, parents and carers and local authority colleagues has taken place to help identify and articulate the 'core' offer of services provided by these specialist provisions, in addition to the 'core offer' of support offered by all schools as above. This specialist offer will be communicated to all specialist provisions in June 2014 and they will be required under the new Act to publish details of how they provide this offer as an individual setting.

### **Support for young people with SEND post-16:**

Complex Needs Area Lead Barry Jones has worked with a 'post-16 high needs work group' to identify and articulate the a minimum 'core' offer that it is expected all mainstream post 16 providers (schools and colleges) will deliver in terms for their support for those with SEND. This is being developed in consultation with post-16 providers. Work through this group is also underway with SILC Principals and college and training providers to identify a minimum core offer of specialist support for post 16 learners with complex needs. This will be published as part of the local offer for education as per the requirements of the new Children and Families Act, by 1<sup>st</sup> September 2014. This minimum core offer will be communicated to all post 16 providers in June 2014. While they will not be required under the new Act to publish details of how they provide this minimum offer as an individual setting, in Leeds this is strongly encouraged and the Leeds Pathways site has been reviewed to ensure it facilitates post 16 providers to articulate their support for SEND needs.

### **6. Our philosophy: the principles underpinning our approach to SEND services in Leeds:**

We are committed to the underlying principles of making Leeds a Child Friendly City.

We are also committed to the Early Support principles. Early Support is a national agenda and a delivery partner for the implementation of the proposals set out in the 'Support and aspiration' Green Paper. Early Support aims to ensure that services are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. It focuses on ensuring that service delivery is child, young person and family centred and that services and practitioners work in partnership with

children, young people and their families. The Early Support principles are therefore at the heart of our strategy for improving SEND services:

- **Valued Uniqueness:** the uniqueness of children, young people and families is valued and provided for
- **Planning Partnerships:** An integrated assessment, planning and review process is provided in partnership with children, young people and families
- **Key working:** service delivery is holistic, co-ordinated, seamless and supported by key working
- **Birth to Adulthood:** Continuity of care is maintained through different stages of a child's life and through preparation for adulthood
- **Learning and Development:** Children and young people's learning and development is monitored and promoted
- **Informed choices:** Children, young people and families are able to make informed choices
- **Ordinary Lives:** Wherever possible, children, young people and their families are able to live "ordinary lives"
- **Participation:** Children, young people and families are involved in shaping, developing and evaluating the services they use
- **Working together:** Multi-agency working practices and systems are integrated.
- **Workforce Development:** Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience

#### **7. Our aspirations for Leeds SEND services for the future:**

Reflecting the Early Support principles and child friendly city agenda as above, we aspire to:

- A culture that keeps the child and family at the centre of our work
- Early intervention and support for CYP with SEND
- High quality, coordinated, holistic assessment of need for CYP with SEND and their families
- Personalisation to meet individual needs
- The opportunity wherever possible for children and young people 0 to 25 with SEND to be educated as close to home as possible, in order to foster and maintain strong

supportive networks within their own communities that continue beyond their school years.

- Sufficient places in inclusive mainstream settings to meet the needs of the majority of CYP with SEND within their local community and with their peers
- Sufficient places in high quality specialist provision across a continuum of needs, to enable children and young people with the most complex SEN/LDD to be educated in the most appropriate provision to meet their needs, as close as home as possible
- Equality of opportunity to access high quality provision
- Collaborative working and co-planning with parents, carers and children and young people regarding SEND developments and provision
- Capacity building through partnership working between the LA , schools and settings
- Integrated services with effective partnerships that will be locally available to support children and young people, parents and settings
- Local pathways with clear transition arrangements across phases to promote positive outcomes for CYP with SEND throughout school and into adulthood
- Clear, transparent information about services to support families in making informed choices and accessing services
- Robust accountability and quality assurance frameworks
- Best value for money

## **8. What will we do to improve education for those with SEND in the future?**

The implementation of the SEND reforms of the Children and Families Act will in many ways support us to achieve our aspirations as above. To implement the major changes that the Act requires, a number of multi-agency working groups have been formed. These working groups are:

- Reforming the statutory assessment process, replacing statements of SEN and Learning Difficulty Assessments with integrated multi-agency assessment and joint Education Health Care Plans (EHC Plans)
- Developing personalised approach to services, including personal budgets for those with an EHC Plan
- Improving information about services and providing a forum for families to feedback their views of how well services meet their needs: the Leeds Local Offer

Each of these strands of work has a specific action plan and regularly report to a project board or 'steering group' that coordinates the overall programme of work and in turn reports regularly to the Complex Needs Partnership Board.

Each strand is taking a collaborative approach, working closely with families and partners across all relevant agencies, to 'co-produce' these reforms. Specific work is on-going to ensure children and young people with SEND also understand the reforms and have opportunities to influence their implementation in Leeds. Full details of all this work is available in project documentation available via email request to [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) Overviews, updates and guides for partners are available online at [www.leeds.gov.uk/SENDreforms](http://www.leeds.gov.uk/SENDreforms)

Whilst a major drive of the SEND strategy will be a focus on the implementation of the Children and Families Act, additional actions will also be required to embed the Early Support principles that we aspire to as described above.

Three priority areas (in line with Leeds Learning Improvement Strategy 2014-2015) have been identified:

- Improving educational outcomes of children, young people with SEND and their families
- Improving the quality and sufficiency of SEND education provision and services
- Co-planning and collaborative working between education services, local authority education providers and parents, carers, children and young people with SEND and other partners and stakeholders

**An overview of all the actions to be taken to achieve these priorities is in Appendix 1.**

#### **9. Evaluation and review: how will we know if we are successful?**

Improved data management and more opportunities for effective data sharing will be critical in supporting evaluation and identifying progress on improving outcomes. Our action plan in Appendix 1 identifies both the outcomes we want to achieve and the indicators that we will measure that will help us to determine if we are achieving those outcomes or not.

Significant work is underway to consider the data needs implicit within the Children and Families Act SEND reforms and to ensure that they are addressed. The Best Practice Team in the Complex Needs Service is leading on this.

A new Children's Disability Register to record information about children and young people with SEND is also being planned. This will provide improved knowledge to support more effective planning of services. This is being undertaken in consultation with parents of children and young people with SEND and partners in health services.

Data improvement work is also underway to develop the 'single view of the child'. This will enable professionals to have access to key pieces of information from multiple sources about a child to inform preventative work and support early intervention more effectively.

The 'single view of the child' will provide Children's Services with comprehensive data about all children across the city and this will better identify where resources have the most benefit and help in directing resources to areas of greatest need.

A key indicator to measure will be the 'achievement gap' between children and young people with SEND and their peers who do not have SEND. While we might expect there to be some gap, it is notable that our last recorded data in 2013 showed that this 'gap' is wider in Leeds than in other areas of the country. Pupils in Leeds who have SEND do not perform as well as the national averages for pupils with SEND. Data on pupil attainment is gathered by schools. There is an opportunity for the Complex Needs Best Practice Team to work in partnership with schools and the Children's Services Performance Team to develop a robust system that will collate, analyse and monitor pupil attainment data on a yearly basis. By analysing and understanding this trend data, a strategy will be developed for achieving better outcomes for pupils with SEND and set targets for improvement. There may also be an opportunity to provide more rigorous data on the destinations of young people with SEND aged 16-25 in terms of education, training or employment.

A steering group, including representatives of all stakeholders affected by this strategy, will meet to review our progress on the action plan and the indicators measured. This will help us to determine our success and what we may need to do differently to achieve our aspiration of a child friendly Leeds where all our children and young people, including those with SEND, can enjoy and achieve in education and look forward to adult life.

**Our action plan follows in appendix 1. For any more information about this strategy, or to get involved in reviewing and developing it, please contact the best practice team (manager Val Waite) via: [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk)**

## Appendix 1: Making Leeds a great place to learn for all our children and young people: the Leeds SEND Strategy 2014 -2017: action plan

Please note this action plan is a working document and subject to change, please mail [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) for the most up to date version

All local authorities are required by law to publish their policy or strategy for education of children and young people with SEND.

Our detailed strategy document describes our approach to this in Leeds and the wider context of national and local developments. It also describes the 3 significant priority areas for improvement identified by partners:

- **Improving outcomes of children, young people with SEND and their families** – and narrowing the achievement gap between outcomes of those with SEND and their peers without SEND
- **Improving the quality and sufficiency of SEND education provision and services** – making sure there is enough high quality education provision to meet the needs of learners with SEND in the city
- **Co-planning and collaborative working** with parents, carers, children and young people with SEND and other partners and stakeholders – making sure that all partners have opportunities to influence service development

These priorities have been informed by views gathered from: education practitioners from mainstream and specialist education settings; colleagues in the local authority with an interest in education; and parents and carers of children and young people with SEND (see full strategy document for details). Further feedback is sought on an ongoing basis through a cycle of planning and review.

This appendix to the strategy document provides an overview of specific pieces of work underway to help achieve these improvements. It also highlights gaps where no work has yet been undertaken and where partners need to plan actions.

This is an **overview** of several significant pieces of work and many cases there are more detailed action plans available as well. Contact details are provided to access these.

Much of the work already underway and included here is related to the SEND reforms of the Children and Families Act (find more details at [www.leeds.gov.uk/SENDreforms](http://www.leeds.gov.uk/SENDreforms)).



To implement the major changes to SEND services that the Act requires, there are 3 multi-agency working groups with a focus as follows:

- Reforming the statutory assessment process and replacing education-focused Statements with more integrated joint **Education, Health and Care Plans** (EHC Plans)
- Developing **personalisation of services**, including personal budgets for those with EHC Plan
- Improving information about the range of SEND services available and how to access them, and involving families in developing local services: **the Leeds Local Offer**

Each group has a specific action plan and regularly reports to a project board or 'steering group' that coordinates the overall programme and in turn reports to the complex needs partnership board. More information is available from [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk)

Progress of this action plan is regularly monitored by a steering group, which includes representatives from education providers from a variety of mainstream and specialist settings, parents and carers, and incorporates the views of children and young people with SEND. The steering group reviews progress and identifies further actions for continuous improvement.

To give feedback or ask any questions about this plan, or for any more information, please contact the complex needs service best practice team (Manager: Val Waite) via [bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk)

Outcome 1: Children, young people (C and YP) with SEND and their families have improved outcomes			
<b>Action/piece of work: scope and purpose</b> (what will we do and how will it improve education for those with SEND?)	<b>Outcomes</b> (what will the end result be) <b>and indicators</b> (what will we measure to know we are achieving the end result?)	<b>Timescales</b> (when will we do this by?)	<b>Who is responsible</b> (local authority lead and education partner leads will be identified in each case)?
<p><b>1.1 Implement the Children and Families Act: EHC plans:</b> a work group is charged with reforming the processes of statutory assessment, replacing statements of SEN and Learning Difficulty Assessments with new integrated Education Health and Care Plans. EHC Plans will provide a more outcomes-focused and more streamlined approach for families. They will also be quicker, produced in 20 weeks rather than 26 weeks as per current processes</p>	<p><b>Outcome:</b> C and YP with the most complex needs and their families will benefit from timely, joined-up assessment and care plan processes that value their involvement and support their outcomes from childhood to adult life</p> <p><b>Indicators:</b> % of assessment achieved within 20 weeks (target 100%). Satisfaction of families and C and YP. Satisfaction of multi-agency practitioners Progress against EHC plan outcomes.</p>	<p>From Sept 14 all new requests for assessment will use the new system</p> <p>All existing statements/LDAs will be converted within 3 years</p>	<p>EHC plan multi-agency working group: lead SENSAP team leader</p> <p>Reporting to: steering group for Children and Families Act, reporting in turn to complex needs partnership board</p>
<p><b>1.2 Implement the Children and Families Act: personalisation and personal budgets:</b> this work group is implementing a more personalised approach to services, including personal budgets associated with EHC plans as above. Families with an EHC plan will have more choice and control in how the budget for their plan is spent. This could include managing the budget themselves in some</p>	<p><b>Outcome:</b> Effective systems will be in place to allocate resources and identify personal budgets smoothly. Families with EHC plans will have choice and control in the spending of resources, including the option to manage funding themselves in some cases</p>	<p>From Sept 14 all new EHC plan will have an associated personal budget</p> <p>As statements are converted to EHC</p>	<p>Personalisation working group: lead Children's Commissioning</p> <p>Reporting to: as above</p>

cases.	<p><b>Indicators:</b> number of personal budgets shared with parents, number of parents who choose some or all of their personal budget as a direct payment. Parent satisfaction. % parents and practitioners who rate improved outcomes as result of increased flexibility</p>	plans over 3 years, a personal budget will be associated with the new EHC plan	
<p><b>1.3 Implement the Children and Families Act: Local Offer work group:</b> improve information for families of C and YP with SEND by publishing a clear local offer of all services for those aged 0-25 across education, health and social care. Ensure families have opportunities to influence future development of the local offer through feedback. Information must be presented in a new website and other formats. See also outcome 2 on development of education provision within our Leeds Local Offer</p>	<p><b>Outcome:</b> An accessible, attractive website with high quality content will be available. Families and practitioners will be aware of the site and it will be well used and considered useful. It will provide functions for gathering feedback for use in service development</p> <p><b>Indicators:</b> Numbers of visitors to site: benchmarking for new site initially. Feedback from users</p>	Website established from Sept 14 with the core content; fully developed website inc. all content and a full non-digital offer by Sept 15	Local Offer working group and Best Practice team  Reporting to: as above
<p><b>1.4 Implement schools funding arrangements for all CYP with SEND 0-25:</b></p>	<p><b>Outcomes:</b> The LA and all stakeholders will be clear on the rationale for additional 'top up' funding and the provision that is needed to meet identified need.</p> <p>Criteria for 'top up' funding will be transparent to all stakeholders and process for additional 'top up' funding for secondary needs will be clear and understood.</p> <p>Schools will be clear about the expectations of provision that is to be in place from the base budget, and it will be</p>	April 2014	SENSAP team, complex needs service

	<p>clear at what point schools are able to apply for Top Up Funding</p> <p><b>Indicators:</b> Budgets delivered in a timely manner annually by 1<sup>st</sup> April 2014</p>		
<p><b>1.5 Analyse and monitor data re: progress of CYP with SEND and establish baselines and trajectories for improvement:</b> a best practice officer in the complex needs service is reviewing and improving data collection and reporting.</p>	<p><b>Outcome:</b> Robust data will be available to inform service delivery and development. Systems to manage data will be efficient and user friendly</p> <p><b>Indicators:</b> EHC Plan outcomes <b>Attainment gap between C and YP with SEND and their peers</b></p>	<p>EHC Plan outcomes: If measured at the yearly EHC review – first set of data will be available from Sept 2015.</p>	<p>SENSAP Team and Children’s Service Performance Team.</p>
<p><b>1.6 Implement “Closing the gap” agenda for CYP with SEND (Leeds learning Improvement Strategy 2014-15):</b> ( ‘Quality First’ teaching programme)</p>	<p><b>Outcome:</b> C and YP with SEND will achieve the best educational outcomes they can and the gap between their outcomes and those of their peers will be reduced</p> <p><b>Indicators:</b> Establish baseline -and see above re data</p>	<p>TBC</p>	<p>School Improvement team</p>

<p><b>1.7 Establish and embed a coordinated Early Help multi-agency approach:</b> A working group is reviewing current tools for non-statutory assessment and planning or 'Early Help' (for those who are not at a level of need that requires an EHC Plan, but do need support). The aim is to identify ways to improve information sharing and reduce replication. Also to identify of the role of the 'lead person'/'lead professional', agree this role across all agencies and communicate it. This work will link with the EHC plan process and with the 0-5 complex needs pathway work (Best Start).</p>	<p><b>Outcome:</b> To develop a proactive, co-ordinated, non-statutory assessment and planning process for C and YP with complex needs, which reduces the number of assessments families require.</p> <p><b>Indicators:</b> To be determined by the working group.</p>	<p>TBC –working group to determine</p>	
<p><b>1.8 Update and implement good practice protocols for transition</b> for C and YP with SEND across each phase of education</p>	<p><b>Outcome:</b> Children who are looked after will benefit from effective transition planning and advice from year 9 and close monitoring thereafter to ensure that their aspirations are realised and plans remain relevant to those aspirations. A dedicated STA will maintain records of activity monitored by the SENSAP Children Looked After Working Group</p> <p><b>Indicator:</b> reduction in % of C and YP who are looked after who become NEET</p>	<p>Process fully implemented by August 2014 and maintained thereafter.</p>	<p>SENSAP Team Quality Assurance leads</p>
<p><b>1.9 Establish and implement a work force reform programme re SEND and Early Support principles:</b> The children's workforce development team are forming a working group to establish training to embed the ES principles across the children's workforce, including the education workforce</p>	<p><b>Outcome:</b> The Early Support principles will be well established within the workforce including education practitioners, from and will be a foundation of practice</p> <p><b>Indicators:</b> numbers of staff trained and evaluation of training</p>	<p>To be determined by working group</p>	<p>Children's workforce development team and working group</p>

Outcome 2: Quality and sufficiency of SEND education provision and services across the city			
Work strand underway: scope and purpose (what are we doing and why?)	Outcomes (what will the end result be) and indicators (what will we measure to know we are achieving those outcomes)	Timescales (when will we do this by?)	Who is responsible?
<p><b>2.1 Establish and implement a 'core offer' for SEND in all mainstream schools:</b> the new SEN code of practice on the Local Offer says that local authorities must set out their 'core' expectations of all education providers of different kinds. ALL schools must in turn publish details of how they fulfil those expectations. Joan Tattersall and the SEN task group have worked to define the core offer of support from mainstream schools</p>	<p>All partners including CYP and parents/carers will know what to expect and there will be equity in core SEND provision across all mainstream school provision in the city</p> <p><b>Indicators:</b> Feedback and satisfaction levels from CYP/parents/carers/other stakeholders.</p>	<p>All mainstream schools will receive guidance in May 2014 and publish details of their Offer by Sept 14</p>	<p>Best practice team complex needs service and SEN Education lead</p>
<p><b>2.2 Establish and implement a core offer for SEND in early years settings:</b> the new code of practice on the Local Offer says that local authorities must set out their expectations of all education providers, including early years providers. The Early Years Inclusion Group, chair Anne Kearsley, is working to define the core offer of support from early years providers.</p>	<p>All partners including CYP and parents/carers will know what all early years providers should offer in terms of support and there will be equity in core SEND provision across all mainstream school provision in the city</p> <p><b>Indicators:</b> Feedback and satisfaction levels from CYP/parents/carers/other stakeholders.</p>	<p>All early years settings will receive guidance by June 2014 and publish details of their Offer by Sept 14</p>	<p>Early years inclusion group chaired by Early Start lead</p>
<p><b>2.3 Establish and implement the core offer of support in specialist schools:</b> as above, the draft code of practice says LAs must set out expectations of all education providers. For specialist schools there will be an expectation of</p>	<p>All partners including CYP and parents/carers will know what to expect from specialist providers and there will be equity in provision across all SILCs, partnerships and resourced provisions in the city.</p>	<p>All specialist settings will receive guidance by June 2014 and publish details of</p>	<p>Best practice team complex needs service and SEN Education lead</p>

<p>an additional offer of services over and above what all mainstream schools provide</p> <p>A workshop has been held with specialist settings in Leeds to define this 'core' common offer from SILCs/SILC partnerships and resource schools in the city</p>	<p><b>Indicators:</b> Feedback and satisfaction levels from CYP/parents/carers/other stakeholders</p>	<p>their Offer by Sept 14</p>	
<p><b>2.4 Establish and implement a core offer for targeted services specific to areas and clusters for SEND for those aged 0-25:</b> The draft Code of Practice is clear that the Local Offer for education must include details targeted services and information about how they can be accessed.</p>	<p>All partners including CYP and parents/carers will know what to expect from targeted services in their cluster. There will be equity in provision across targeted services in the city.</p> <p><b>Indicators we will measure:</b> Feedback from CYP/parents/carers/other stakeholders.</p>	<p>Details published by September 2014</p>	<p>Integrated processes head of service</p>
<p><b>2.5 Establish and implement a core offer and a 'high needs' offer for SEND in post 16 education settings:</b> the new SEN code of practice says that local authorities must set out their expectations of all education providers, including post 16 providers. In Leeds we strongly advise that post 16 providers publish details of what support the offer, using the Leeds Pathways site which the Local Offer site will link to. Area lead Barry Jones leads a post-16 working group to define what the core offer of support from all post-16 providers should be and what additional support should be in place for 'high needs' learners accessing specialist provision post 16</p>	<p><b>Outcome:</b> All partners including YP and parents/carers will know what to expect from post16 provision. There will be equity in provision across post 16 provision in the city.</p> <p>Indicators we will measure: Feedback from families captured from Local Offer website</p>	<p>Details published by September 2014</p>	<p>Complex needs service era lead with responsibility for education and post 16 steering group</p>

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<p><b>2.6 Review partnership and resource provision and service level agreements:</b> review of agreements for service delivery between the local authority and specialist settings</p>	<p><b>Outcome:</b> There will be clarity of the type of provision which is delivered through partnerships and resource provision</p> <p>100% of Service Level Agreements will be reviewed and where needed set up.</p> <p><b>Indicators we will measure:</b> Numbers of Service Level Agreements reviewed and where needed set up</p>	<p>January 2015</p>	<p>SENSAP team complex needs service</p>
<p><b>2.7 Establish coordinated planning process for the development of mainstream and specialist provision 0-25:</b> a new 'good learning places' board has been convened to plan for all developments in education provision and the complex needs service has been invited to sit on this board to ensure that inclusion is a consideration at the earliest point of developing any new mainstream provision, and to raise any needs for developing new specialist provisions</p>	<p><b>Outcome:</b> Inclusion of those with SEND is a consideration at the earliest point of developing new mainstream provision</p> <p><b>Indicators we will measure:</b> Joint enterprises and provision agreed and developed to meet identified SEND need</p>	<p>Attendance at good learning places board from June 2014</p> <p>Joint enterprises agreed from April 14</p>	<p>Complex needs service and capacity, planning and sufficiency team</p>
<p><b>2.8 Extend and develop capacity in generic special school provision:</b> The complex needs service has sought approval and secured funding for expansions to the South SILC and West Oaks school and college, providing an additional 200 places in the south and centre of the city where demand has increased the most in recent years.</p>	<p><b>Outcome:</b> There will be sufficient additional places in specialist schools in Leeds to meet demand and avoid costly and inconvenient out of area placements.</p> <p><b>Indicators we will measure:</b> Successful completion of building works and places available at sept 15. Sufficiency of places to meet identified needs. Feedback and satisfaction levels from CYP/parents/carers/other stakeholders.</p>	<p>New builds operational and places available by September 2015</p>	<p>Built environments team, best practice team</p>



<b>2.9 Implement specialist provision placement policy:</b>	There will be clear guidance for all partners including CYP and parents carers on how decisions are made about placing C and YP in specialist education places	Guidance in place by April 15	SENSAP team
<b>2.10 Review services specific to physical and medical difficulties:</b> provision to support these needs is currently in place via a commissioning arrangement which requires review to ensure needs are met and best value achieved	Service in place will be delivered according to need, best value and best practice	TBC	Complex needs area lead with lead responsibility for health
<b>2.11 Establish and disseminate strategy specific to supporting social emotional and mental health issues across the continuum:</b>  Page 75	<p><b>Outcome:</b> Children and young people with social, emotional, and mental health needs will have access to a continuum of high quality provision to meet differing needs and achieve positive outcomes</p> <p><b>Indicators we will measure:</b> outcomes and progress levels. Percentage of those with SEMH in mainstream, specialist and out of district provisions Feedback from CYP/parents/carers/other stakeholders.</p>		Principal educational psychologist; behaviour and SEN inclusion lead
<b>2.12 Review SEND service support to schools and settings</b>	Barbara Newton to advise		
<b>2.13 Facilitate SEND networks for schools and settings</b>	<p><b>Outcome:</b> Networks are well attended and valued</p> <p>Feedback from settings</p>		
<b>2.14 Establish baseline measurements and maintain accurate yearly data sets of SEND need across the city to inform future capacity in education provision</b>	Robust data will be available to inform service delivery and development. Yearly data set using January School Census and FFI data to be provided by the CS Data Management team in March / April.	March/April 2015	CS Data Management team and CS Performance team and best practice officer leading on data

Outcome 3: Co-planning and collaborative working with parents, carers, children and young people (C and YP) with SEND and other partners and stakeholders			
Work strand underway: scope and purpose (what are we doing and why?)	Outcomes (what will the end result be) and indicators (what will we measure to know we are achieving those outcomes)	Timescales (when will we do this by?)	Who is responsible?
<p><b>3.1 Implement the Children and Families Act - Local Offer, EHC plan and personalisation working groups – please see above</b></p> <p>Page 76</p>	<p><b>Outcome:</b> The SEND reforms under the C and F Act will be co-produced with all relevant partners including parents and carers and C and YP</p> <p><b>Indicators we will measure:</b> Numbers of partners engaged in work groups, focus groups and ‘virtual’ activities. Feedback from partners involved</p>	<p>By September 14 the core elements of the Act will be implemented with ongoing development and input from all partners from thereon</p>	<p>Work group leads as above and steering group members; reporting to complex needs partnership board</p>
<p><b>3.2 Develop effective communication structures between services and people who use them:</b> work group for communications of the Children and Families Act and best practice officer supporting communications. Work includes: regular newsletter for partners inc. schools, settings and families; newsletter for C and YP; digital and social media communications; events; establishing network of voice, influence and change ‘champions’</p>	<p><b>Outcome:</b> people who use services can easily contact services and their views and feedback are welcomed. Information opportunities to get involved in shaping service delivery is available in various media and is accessible</p> <p><b>Indicators we will measure:</b> Numbers of partners signed up to newsletter. Feedback from partners</p>	<p>Ongoing. Newsletter produced bi-monthly. Full plan and log of all communications available</p>	<p>Best practice team and SEN Education lead:</p>

<p><b>3.3 Develop and establish effective communication structures between services and schools and settings:</b> regular newsletter as above. Regular networking and information/good practice sharing forums for SENCOs, Head Teachers. New Education Hub Inclusion section and complex needs service sections</p>	<p><b>Outcome:</b> settings can easily contact services and their views and feedback are welcomed. Information opportunities to get involved in shaping service delivery is available in various media and is accessible</p> <p><b>Indicators we will measure: Feedback on communications and forums; attendance at forums</b></p>	<p>Ongoing. Newsletter produced bi-monthly</p> <p>Forums held 3 times a year</p>	<p>SEN Education lead</p>
<p><b>3.4 Build on and develop existing parent/carer and C and YP's forums and communication networks:</b> a Voice Influence and Change (VIC) SEND working group and a new network of VIC 'champions' in schools and settings has been established to improve dialogue and plan activity to engage families in the Children and Families Act reforms and other service developments</p>	<p><b>Outcomes:</b> there are strong established networks of partners to support VIC and facilitate 2-way dialogue between people who use services and those developing services. People who use services have opportunities to influence change</p> <p><b>Indicators we will measure:</b> numbers of champions signed up to network. Activity reported by champions. Numbers of C and YP and parents/carers involved in VIC activities</p>	<p>Network to be in place by Jan 2014. Families engaged in C and F act VIC activities Jan – Sept 2014</p>	<p>Voice, influence and change team and complex needs service</p>
<p><b>3.5 Support good practice and provide resources for good practice in supporting the voice and influence of C and YP with SEND in education settings:</b> publish resources and good practice tools online and promote use through networks as above. Promote use of the toolkit developed by Leeds Youth Council to raise</p>	<p><b>Outcomes:</b> colleagues in education settings will have access to quality resources to promote learner voice and influence</p> <p><b>Indicators we will measure:</b> Numbers of partners signed up to newsletter. Feedback from partners</p>	<p>Resources to be in place by September 2014 and Local Offer to signpost to them</p>	<p>Voice, influence and change team and complex needs service</p>

awareness of SEND issues in schools			
<p><b>3.6 Establish a feedback loop regarding provision and services to inform future planning and commissioning:</b> one of the requirements of the Local Offer is that it must be a place where families can feedback their views of provision – including the local offer of education provision for SEND – and services must then publish details of how they will respond to this feedback and develop services accordingly</p>	<p><b>Outcome:</b> The Local Offer provides functions for gathering feedback for use in service development and commissioning of new services.</p> <p><b>Indicators we will measure:</b> Numbers of visitors to site: benchmarking for new site initially. Feedback from users. Customer satisfaction with local offer of services provided</p>	<p>A new website and alternative formats must be in place from Sept 14 with the core content; a fully developed website inc. all content in the Code of Practice and a full non-digital offer must be in place by Sept 15</p>	<p>Local Offer working group: and best practice team</p>

**INFORMATION ENDS**



# Leeds Local Offer

You said: We did  
**Annual Report 2015**

## Executive summary

The Leeds Local Offer website was launched on the 1<sup>st</sup> September 2014 as a new way to find useful services for children and young people from 0-25 with Special Educational Needs or Disabilities (SEND). The Leeds Local Offer also provides an entry point for families to give their feedback on the quality, accessibility and usefulness of both information and the actual services that are provided in Leeds by Leeds City Council, Health, some private organisations, charities, faith and community groups and other third sector partners.

## Background

### The Leeds Local Offer

The Children and Families Act 2014 came into force on the 1<sup>st</sup> September 2014 to reform services and information provided to children, young people and their families who have SEND. The reforms make sure education, health and social care services work together to support children and young people with SEN and disabilities to achieve their full potential by:

Personalising services for families so that they have choice and more control with the resources that are available

Making sure children and young people with SEND and their families have more of a say about the services they access and about how services are developed locally

Providing better information for families about services in their area through a 'Local Offer' website

## Co-production

The Leeds Local Offer is and continues to be co-produced directly in line with the code of practice. More than 30 engagement activities were held that involved groups of parents, partners and young people. EPIC Leeds was also included from the beginning to ensure the parents and carers of children and young people with SEND were represented and that their needs and views were heard and understood.

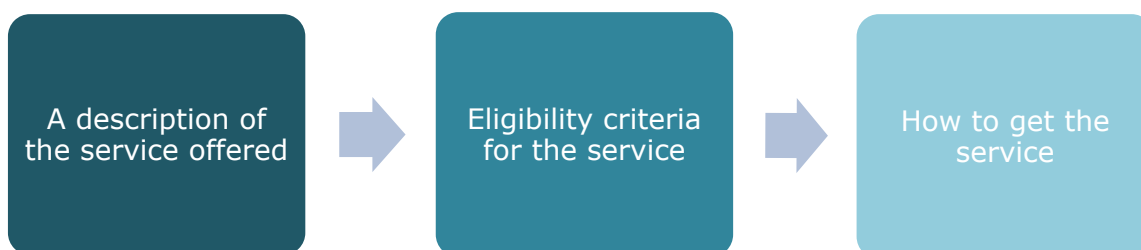
## The Leeds Local Offer search engine

The Leeds Local Offer search engine (<http://leedslocaloffer.org.uk>) is hosted externally to the Leeds City Council website. It works by providing links to specific web pages that are held within another organisations' website. Each organisation keeps responsibility for updating their own information on their own website. Every separate web page that is available to view in the Leeds Local Offer has been labelled so that it will appear under specific directory headings or will be returned when key words are used in a search e.g. Scope, autism, short breaks.

The Leeds Local Offer search engine is fully accessible from both desk top computers and mobile devices i.e. smart phones.

## The Leeds City Council (LCC) website

The LCC website contains information and services provided by LCC including children social work services, adult social care and complex needs. For the launch of the Leeds Local Offer many Children's Services were re-drafted to provide the following content:



Additional information was provided on how the authority were responding to the SEND Reforms and describing what the LCC service offer is for parents, carers, children and young people (aged 0-25) with SEND. These new and revised web pages were grouped together under a main heading of the Leeds Local Offer on the LCC website <http://www.leeds.gov.uk/localoffer>

Similar work was undertaken with partner teams in health services and the third sector to improve access to information and services for SEND.

These specific partners' webpages were linked into the externally hosted Leeds Local Offer search engine along with pertinent LCC web pages. The SEND code of practice: 0 to 25 years provided statutory guidance as to the content to be included in the Leeds Local Offer

The SEND code of practice can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Where a family or young person is not able to access the Leeds Local Offer, the Leeds SEND Information Advice Support Service (SENDIASS) are placed to provide help and advice. They are able to provide guidance on how to access and search the Leeds local Offer; they can search content for the enquirer and will send information through the post to the enquirer

SENDIASS can be contacted through the Helpline on 0113 3951200 or emailed via: [education.pps@leeds.gov.uk](mailto:education.pps@leeds.gov.uk)

The Leeds Local Offer provides an entry point for families and young people to provide their feedback on both content and accessibility of the Leeds Local Offer search engine but also feedback on local services and gaps in provision

Families are invited to tell us what they think using the web page Leeds Local Offer feedback: You said, we did at:

<http://www.leeds.gov.uk/residents/Pages/feedback.aspx>

## What the data tells us so far

### LCC web site – Complex Needs service web pages

Baseline measurements of how visitors were using the LCC Complex Needs web service webpages were taken before the Leeds Local Offer was launched. On average we received 2072 unique page views each month with visitors spending on average 93 seconds looking at our LCC Complex Needs service web pages.

As expected, for the month of September 2014 the number of unique page views made to our LCC Complex Needs service web pages, more than doubled in number



[bpteam@leeds.gov.uk](mailto:bpteam@leeds.gov.uk) - Complex Needs Service, Children's Services



(from an average of 2072 to 4724 unique page views - 128%). However, the average length of time that visitors were spending looking at our LCC Complex Needs service web pages increased to 100 seconds.

This amount of extra traffic dropped month on month for the remainder of 2014 as the SEND Reforms became 'business as usual'. Analysing the 'traffic' to these same web pages for the first third of 2015 (Jan to the end of April) shows that on average there are 2588 unique page views per month. This is an average increase of 516 (25%) unique page views per month compared to the levels of traffic seen before the implementation of the Leeds Local Offer. The average amount of time spend looking at our LCC Complex Needs service web pages has remained steady at an average of 102 seconds per visit.

Some of these unique page views will have been triggered by either navigation through the structure of the LCC website, via a Google search or by using the link within the Leeds Local Offer search engine.

### **Leeds Local Offer search engine**

We have used Google Analytics to measure the take up of the Leeds Local Offer search engine. Analysis of the traffic between January 1<sup>st</sup> and 27<sup>th</sup> July 2015 shows increasing numbers of new and returning visitors. For this period there were 1,795 UK based visits to the search engine with 48% of these sessions being made by returning users. An average session in the search engine is seven minutes long with UK based users accessing 11 different pages during their visit.

### **Feedback**

Information about how to submit feedback about the Leeds Local Offer is described on the 'Leeds Local Offer feedback: You said, we did' web page. The feedback can be sent using the 'Contact us' form or by writing into us at the address provided.

Ad hoc feedback has been provided by individual professionals working within Children's Services and the LCC Contact Centre. Feedback has also been gathered during demonstrations of the Leeds Local Offer search engine to:



Parent groups
School settings
Childrens Centres

Professionals who work directly with families, children and young people including
SENDIASS
Child Health and Disability social workers
Scope in Leeds
Sensory impairment teachers
SEN inclusion teams
New SENCo training

### What families said about our Leeds City Council web pages?

Families want to know who they have to talk to get the service and who is responsible?

The words Local Offer don't mean anything and do not relate to SEND

Reference names /number on forms do not tell you what the form is for

Key messages can be contradictory especially where we talk about statutory timelines but say we can actually do it quicker

Once a service is set up - families would like to know how the service is managed and delivered, what can they change, when does it end?

Information is not easy to find unless you know what you are looking for

### What families said about the Leeds Local Offer search engine?

The content provided through the search engine included specific information about SEND but also returned some irrelevant information. Initially the search engine was set up so that it could provide content from several platforms including Wikipedia, YELP, Meetup and Facebook. A 'blacklisting' approach was used to determine what content was available to view. Irrelevant webpages could be 'blacklisted' and blocked from appearing if it was felt that the content could be inaccurate or unhelpful. Because of the breath of material available on the wider internet it became difficult to manage the content in this way.

## What we did in response

The platforms for Wikipedia, YELP, Meetup and Facebook were switched off so that only the web pages actively added into the search engine by the Complex Needs service would be available to view. Over 1300 web pages have been added into the Leeds Local Offer search engine so far and more are added every month.

### What professionals, the DfE and our partners said?

#### Positives

Mainstream school offer is very clear

General transport and school transport links very good

Short Breaks information quick and easy to find

#### Areas for development

It is confusing to have two points of entry into the Leeds Local Offer - the LCC web pages and the search engine. Better to have one home page

The access button to the Leeds Local Offer search engine does not stand out sufficiently on LCC web pages

Some search returns are not specific enough e.g. school websites only

Information about transition into adulthood and the role of a SENCo

Access Strategy was hidden due to tagging

Unexplained abbreviations and acronyms

Site needs to return more specific information when using the Directory search

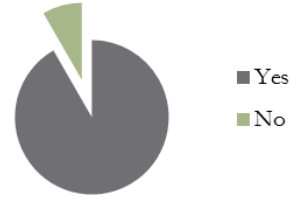
EPIC Leeds held a SEND Info & Fun Day on 27 June 2015. They asked families about the Leeds Local Offer. These are the results from the questionnaire:



Are you aware of the Leeds Local Offer?



Have you used the Leeds Local Offer?



If not aware or used before would you like more information?

## What

### we did in response

To improve awareness of the Leeds Local Offer and to direct families and professionals to one single point of entry into the Leeds Local Offer business cards are currently being produced that direct users to the search engine url

<http://leedslocaloffer.org.uk/> as this is the single website that contains the complete Leeds Local Offer of services and information from all types of providers in Leeds including Leeds City Council.

A review of the Complex Needs webpages within the LCC website is currently underway and will focus on improving content and accessibility so that families can more easily find the help that they want when searching services and information provided by Leeds City Council.

### Planned for 2015 / 2016

'Whitelisting' functionality is expected to be available shortly. This would enable specific web pages to be made available from Wikipedia, Twitter and Facebook in the search engine. Whilst continuing to provide the ability to exclude inaccurate, dubious or purely business Facebook pages. Many parental support groups and voluntary sector organisations use social media sites to actively communicate with families and young people with SEND especially for localised support

Further promotion of the Leeds Local Offer will be undertaken so that more families can:

- Benefit from the support and service information that is contained within the search engine

- Provide feedback on current services and influence how SEND provision for children and young people can be delivered in the future

There will be continued focus on providing good quality and helpful content, improving the search experience with better tagging and the development of the Directory structure within the search engine

There are several areas of content that we are looking to improve and expand for young people including:

Working with our neighbouring local authorities in West Yorkshire to develop web based information specifically for young people with hearing impairment. This will include video content and simplifying written English on web pages in co-production with young people

LCC are helping to develop a new web site resource called Mindmate.

The site provides information for young people about emotional and mental health services and how best to get the support that is right for them. A link to Mindmate has been added to the Leeds Local Offer search engine

The offer of services for those children and young people with social, emotional and mental health needs (SEMH)

# Education Health and Care Plan Review Report, SENSAP, Complex Needs Service, Leeds Children Services

## Executive summary

The Children and Families Act 2014 was implemented on 1 September 2014 with the purpose of giving families, children and young people with special education needs and disabilities (SEND) greater involvement in decisions about their support; and to ensure that social care, education and health services to work together more closely in the provision of that support.

A key area for reform has been to improve the statutory process of assessment of SEND. To make assessments and care planning for those with the most complex needs quicker and more joined up; by replacing Statements of SEN and Section 139a assessments with Education Health and Care plans (EHCPs) from September 2014. The Department for Education expect that all current statements and S139a assessments will be converted to EHCPs by April 2018 where appropriate.

EHCPs have the same legal rights, entitlements and protections as a statement, but have a

A greater focus on the child or young person's outcomes. Each outcome will be met through provision from education providers, health authorities, social care and any other agency or person supporting the child and family. Outcomes will look toward preparing the child or young person for adulthood, further education and employment, and independence

A greater focus getting ready for adult life (new EHCPs can go up to age 25 for those who stay in education and have complex needs)

Reducing the legal timeframe of the assessment process from 26 weeks to 20 weeks

Giving families with an EHCP more choice and control about the services they access and the potential to have a personal budget in order to help meet the outcomes as outlined in the EHCP

A greater emphasis on representing families' and children and young people's views, wishes and aspirations for the future

A focus on all the child's needs, including educational, health and care-related

Shared ownership of the EHCP with the child, young person and their family, through a more integrated assessment process and a much friendlier, easier to read and accessible plan

Over the course of the last academic year September 2013 to July August 2014 the Special Educational Needs Statutory Assessment and Provision (SENSAP) team, along with families and other professional colleagues from across health and social care, were working on embedding the new

working practices developed in relation to the Children and Families Act 2014. The review of the EHCP pathway has involved all partners and a high number of families giving feedback and expressing their opinions in relation to the new systems.

The review focused on four main areas; communication, paperwork, Multi Agency Panel Meeting and Next Steps meeting and is reported on in these sections. Strengths of these areas as well as areas for development are reported on. The report then makes recommendations to address the points raised.

The vast majority of families are very happy with the support, service and outcome of the EHCP. Overall they felt that the communication with the SENSAP team was appropriate and timely and they were supported throughout the 20 week process. Families did have concerns about the timeliness of the draft EHCP being made available before the Next Steps meeting. This is something that as a service we must aim for improving however the increasing level of demand on the team makes this difficult. A further piece of work needs to be undertaken in relation to professionals sharing advice with families before it is submitted to SENSAP.

The feedback from the professionals highlighted that they believe the new working practices are starting to make a difference and change the systems and level of engagement with children and families. Professionals identified that whilst the Multi Agency Panel meeting was more open and transparent for families and schools there are concerns about the long term sustainability of the panel due to staffing issues and demands from other areas of work.

Overall the implementation of the Children and Families Act in Leeds has progressed very well over the course of the year however there is still considerable work to be undertaken across the partnership in order to ensure a good level of service for all families in Leeds. The recommendations made in the main body of the report will be reviewed and reported on after six months.

All of the work we have undertaken has moved us considerably closer to a more integrated assessment process however there continues to be additional work to be undertaken to ensure all services are working together for a more integrated child centred approach.

The impact of the new assessment process on meeting outcomes for children, young people and their families is difficult to measure accurately until EHCPs have been in place for longer ie at least a full year. The first cohort of EHCPs will be due for review late January / early February 2016 and evidence can then be gathered to inform an impact study at the same time as the review of recommendations.

## Background

### Children and Families Act 2014

The Act came into force on the 1st September 2014 to reform services and information provided to children, young people and their families who have special education needs and disability (SEND). The reforms include:

Making sure education, health and social care services work together to support children and young people with SEND to achieve their full potential

Making sure assessments and care planning for those with the most complex needs is quicker and more joined up by replacing statements with EHCPs

The new EHC plans can go up to age 25 for those who stay in education and have complex needs

Personalising services for families so that they have choice and more control with the resources that are available

Making sure children and young people with SEND and their families have more of a say about the services they access and about how services are developed locally

Providing better information for families about services in their area through a published 'local offer'

### EHCP Review Overview

The new assessment has been in place for 10 months with a number of families having experienced the new process from start to finish. Of these families a cohort of 67 families

The scope of the review focused on the following EHCP processes and products:

Compliance with the Code of Practice

Participation of families, children and young people

Communication with families and professionals

Administration of the EHCP processes

Home visits and telephone conversations

Multi Agency Panel (MAP) meeting that considers requests for assessment. This is held at Adams Court.

Requesting information and advice using the EHC1 and EHC2 forms

Next Steps meeting where the caseworker, SENCo and parents / carers review the draft EHCP or discuss non-statutory alternatives. A request for a personal budget would also be discussed in this meeting and recourse to mediation or appeal to tribunal if indicated

## Methodology

The sample group comprised 67 identified families, where the child or young person's assessment had been undertaken using the new EHCP processes and the completion of this assessment resulted in an EHCP. Those involved in the EHCP process as either parent / carers

Parents and carers (*Questionnaire and results – Appendix 1*)

Advice givers internal to Leeds City Council e.g. Educational psychology, social work and teams within in the Complex Needs Service (*Questionnaire, additional comments and results – Appendix 2*)

Advice givers external to Leeds City Council e.g. Speech and language therapy and occupational therapy (*Questionnaire, additional comments and results – Appendix 2*)

School e.g. Special education needs co-coordinators (SENCOs) (*Questionnaire and results – Appendix 3*)

Officers from the Business Support Unit (BSU) who provide administrative support (*Questionnaire and results – Appendix 4*)

3rd sector agencies that provide support and advice to families e.g. SENDIASS, EPIC Leeds, Scope and Barnardos (*Questionnaire and results – Appendix 5*)

Senior health managers e.g. Designated Medical Offer (DMO) and Designated Clinical Offer (DCO) (*Appendix 6*)

Children and young people's views (*Appendix 7*)

Feedback provided collectively from the Special Educational Needs Statutory Assessment and Provision team (SENSAP) (*Comments – Appendix 8*)

A questionnaire format was used to gather information from respondents in groups A through to F. Questionnaires varied slightly from group to group to take into account differing roles within the EHCP process but focused on the themes highlighted in the review's scope.

Initially, parent and carers were invited to comment on their experience of the EHCP process by telephone. Where a telephone interview could not be undertaken those remaining parent / carers were sent a paper questionnaire to complete and return in a pre-paid envelope. The response rate from parents and carers was 52% (35 families out of 67 provided responses).

Team discussions were held by the Educational Psychologists in the areas and three team questionnaires were provided to the survey along with six individually completed questionnaires.

The response rate for SENCOs of completed questionnaires was 31% (17 out of 55).

With regard to other internal professionals such as the children's social work service and the Complex Needs sensory team, the response rate was 20 to 25% with only two respondents returning completed questionnaires out of a sample size of ten. The social workers involved with the sample



group are aligned to fieldwork provision and not based within the Child Health & Disability (CHAD) SW teams.

Requests for advice from health professionals are managed by a central health administration team and individual professionals could not be identified for the purposes of the review and as such the questionnaire could not be targeted and a response rate calculated. This includes the following teams:

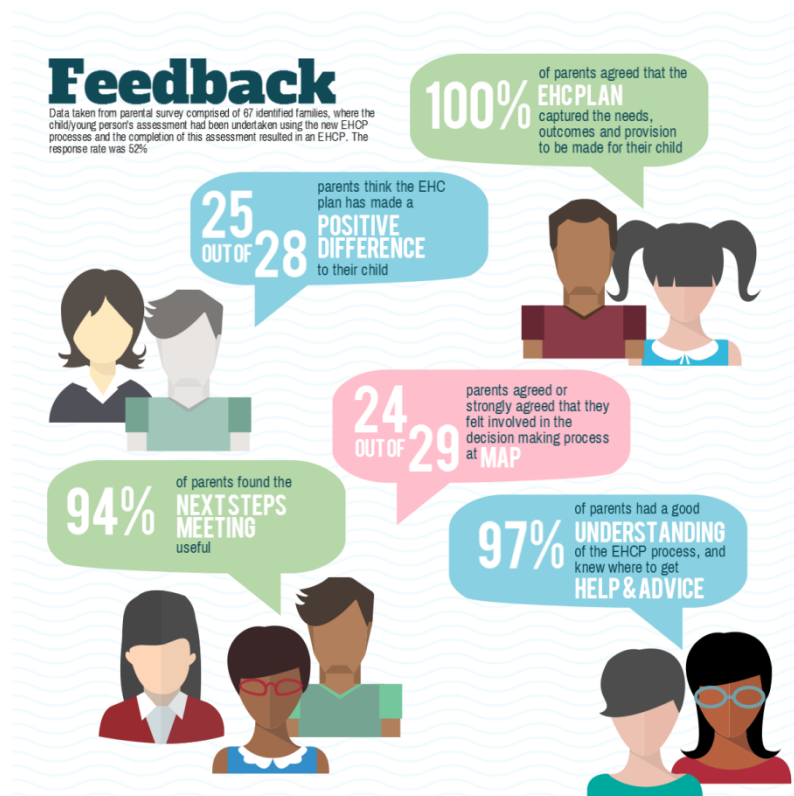
- Speech & Language Therapy (SALT)
- Paediatric Occupational Therapy (OT)
- Paediatric Physiotherapy

It was therefore difficult to identify how many individually named therapists have been involved in the EHCP process for the total cohort of 67 families. However, additional feedback has been provided collectively from the SALT team which has been included in this review. A structured interview approach was used for senior health managers (group G).

The internal Business Support Unit provides an administration function and there are seven Assistant Casework Officers, three of whom returned completed questionnaires (43%).

The questionnaire for the 3<sup>rd</sup> sector was passed out through Voluntary Action Leeds (VAL) so the reach is unknown and no responses were received. Responses from Scope Leeds and EPIC Leeds were from direct consultation.

## Findings



## Communication

### Strengths of the new processes

Information in the parent pack was agreed to be good by parents (87.5%)

87.5% agreed that the written information received from SENSAP gave them an understanding of the EHCP process

The BSU hub reports that there has been an increase in the amount of contact they have with families since Sept 2014

Both Scope and EPIC Leeds agreed that there is greater engagement and involvement in the decision making process with families in the EHCP process

The BSU hub reports a change in the type of and ease of tasks that they undertake, in relation to communication with parents, carers and partner agencies – increase in electronic and decrease in paper-based activities

The BSU hub agrees that there are clear and effective processes in place to ask for and

### Areas for development

Half of families received a home visit. Other families had a telephone discussion.

35% of SENCos thought that the written communication from SENSAP was not received in a timely way at the point of requesting assessment

### Recommendations

SENSAP Leadership team to monitor the timeliness of draft EHCPs

Ensure that all families receive a telephone call once the request for assessment has been made and discuss if a home visit is also required.

Head of SENSAP to write to senior leadership team of all advice givers to re-enforce the message of providing families with a copy of the advice to be submitted to SENSAP prior to submission

Consider amending notification letters to schools and families – making key dates and times more prominent

Discussion is required with partner agencies to develop triggers for early assessment of unmet need in terms of health and care

Make a framework for sharing, agreeing and recording the family's aspirations and identified outcomes prior to MAP and continuing through the EHCP process – stronger working between families and professionals would help to develop outcomes that bring together the advice from several professionals rather than outcomes being developed in isolation

## Paperwork

### Strengths of the new processes

Parents agreed that the EHC2 helped them to express their child's needs, aspirations and outcomes (97%)

All families agreed that the final EHCP captured the needs, outcomes and provision to be made for their child

90% of professionals agreed that the EHC1 helped them express their professional views in relation to the child's needs, aspirations and outcomes

100% of SENCOs agreed that the EHC1 helped them express their professional views in relation to the child's needs, aspirations and the outcomes

93% of SENCOs were provided with notice of the Next Steps meeting

### Areas for development

Parents reported that only a third of professionals shared their reports with them prior to submission to SENSAP

More support for parents on capturing outcomes and aspirations

91% of professionals reported that they did not share the content of the EHC1 with parents before submitting it to SENSAP

37.5% of SENCOs felt that the notes that they received from MAP did not make it clear as to what the Next Steps were and who would be responsible

### Recommendations

Best practice examples of paperwork to be collated and shared with advice giving partners for sharing with their teams for professional development. This will enable consistency for recording advice on the EHC1.

SENSAP team to work on further developing MAP notes to ensure actions have a name against them

Amend the EHC1 proforma to record that professionals have provided the family with a copy of the advice that they have submitted. This will be monitored and fed back to services as appropriate

Resolve technical issues on the EHC1 e.g. font size and formatting

## Multi-Agency Panel (MAP)

### Strengths of the new processes

- 83% of parents said that the time allocated to MAP was about right
- 93% of parents agreed that the professionals attending MAP had a good understanding of their child's needs
- 80% of professionals agreed that MAP ensures that the family felt involved in the decision making around their child
- 100% of SENCOs agreed that MAP gave them a better understanding of the decision making process
- Parents know where to get support i.e. from Casework Officers, SENCOs and SENDIASS

### Areas for development

- 30% of parents were not able to attend MAP even though they wanted to
- 25% of professionals did not receive all of the information regarding the cases to be discussed by the given deadline
- 25% of professionals felt that they did not feel involved in the MAP decision making process
- Some professionals reported that MAP notes do not always reflect who made comments and who would own recommended actions
- 33% of SENCOs said that they were not made aware of the date that the child would be discussed at MAP

### Recommendations

- Ensure a weekly MAP meeting throughout the year
- Explore options for current and alternative venues
- Increase the number of available slots for parents to attend MAP
- SENSAP leadership team will work to further develop consistency in chairing of meetings
- Ensure notes from MAP will identify responsibilities for actions
- Notes from MAP will assign the specific comments if they are not shared by the whole panel
- Liaise with Health colleagues to ensure wider involvement from Health professionals in MAP

## Next Steps Meeting

### Strengths of the new processes

- 89% of parents had a copy of the draft EHCP before the Next Steps meeting
- 80% of professionals agreed that the Next Steps meeting was a helpful process for the child and family and 92% of SENCOs said found it useful to have the Next Steps meeting
- 94% of SENCOs attended the Next Steps meeting

### Areas for development

- 23% of parents felt that they did not receive the draft EHCP in time to read before the Next Steps meeting
- 33% of parents reported that the professionals who contributed to the EHCP did not attend the Next Steps meeting
- 42% of professionals did not attend the Next Steps meeting in comparison to 94% of SENCOs attending
- 45% of professionals said that the draft EHCP was not available to them before the Next Steps meeting
- 56% of professionals felt that there was not enough time to read through the plan before the Next Steps meeting

### Recommendations

- SENSAP to discuss professional attendance at Next Steps meeting with relevant senior managers
- SENSAP to discuss with partners the expectations of families and professionals attending the Next Steps meeting
- Ensure that the EHCP draft is sent to families and professionals at least a week before the Next Steps meetings to ensure that there is time to read and comment
- Schedule meetings in such a way as to maximise attendance of relevant professionals
- Continue to work on capturing children and young people's views and aspirations in all plans

## Other comments

### Areas for development

Both parents and professionals would like to have access to best practice examples of the EHC1; EHC2; outcomes and aspirations; and EHCPs

Pre-population of EHC1 with child's details

Increase awareness of SENCOs in relation to statutory deadlines

The BSU and Health administration hubs are generic in nature and undertaking specialist work can be challenging

Changes in timescales for completion of the needs assessment to 20 weeks can adversely affect engagement with parents and school based staff particularly in the summer break

Early Help Pathway needs to be embedded within the MAP discussions if an EHC assessment is not agreed

Parent views of the venue for MAP were mixed with some parents finding the open reception area intimidating

Capturing families and Children and Young People's voices is an integral part of the process and not separate to it. The processes need to facilitate this

Partnerships between schools, Children's Services and the 3rd sector are still moving very slowly in comparison to social care and how it utilises experience and resources from the 3rd sector

### Recommendations

Undertake review of administration processes

Explore ability of SENSAP systems to increase auto-population of documentation

SENSAP to develop a list of FAQs that can be given to advice givers and other professionals so they can better understand the constraints of the 20 week statutory process and the remit of both the MAP and the next Steps meetings ie steps in the assessment process, time scales and government guidelines for agreeing an EHCP at a given point in time rather than an EH assessment / plan

SENSAP to review and re-circulate statutory timelines and overview of EHCP process including Lead professional responsibilities

Develop better understanding with SENCOs regarding when to timetable a needs assessment

Consider how we develop capturing parental feedback that is integral to the assessment

## Case studies

In order to look in more detail at the parental feedback, two cases were selected from the sample group where families had responded to the survey (35 families out of 67). One family had reported that they were happy with the new process and one family had a level of

### Case Study 1

The family expressed concern regarding the amount of initial paperwork that was sent to them via the SENSAP team. Whilst lots of the information was said to be useful there was a considerable amount to deal with that was not relevant or pertinent to their child's needs. The telephone survey conducted with the family highlighted that there was some delay in the production of the draft EHCP and as a consequence the family felt somewhat unprepared for the Next Steps meeting. Although there is no statutory timeframe for circulating this document, from a best practice perspective, it would be beneficial to share this document, with all concerned, at least one week before the Next Steps meeting.

The family reported that they did not feel involved in the Multi Agency Panel Meeting (MAP) even though the decision was a yes. They felt that the decision had already been made and that they were not included in the discussion.

With regard to the venue the family expressed some concern regarding the parking difficulties at Adams Court and the location of the offices. SENSAP is exploring with built environments the possibility of having visitor spaces designated in the car park at the current venue and also exploring holding the meetings elsewhere across the three areas of the city.

### Case Study 2

The family reported that they felt that the information from SENSAP was sent in a timely manner and that the written information that was shared was appropriate and informative. The family felt well connected to the process and had good support from not only the SENSAP team but from voluntary agencies throughout the process.

The family felt that the EHCP captured their child's needs in a really quick and professional manner. The family reported the EHCP had already made a difference to their child's development and the provision described in the plan, as advised by the advice givers, was already in place in the school.

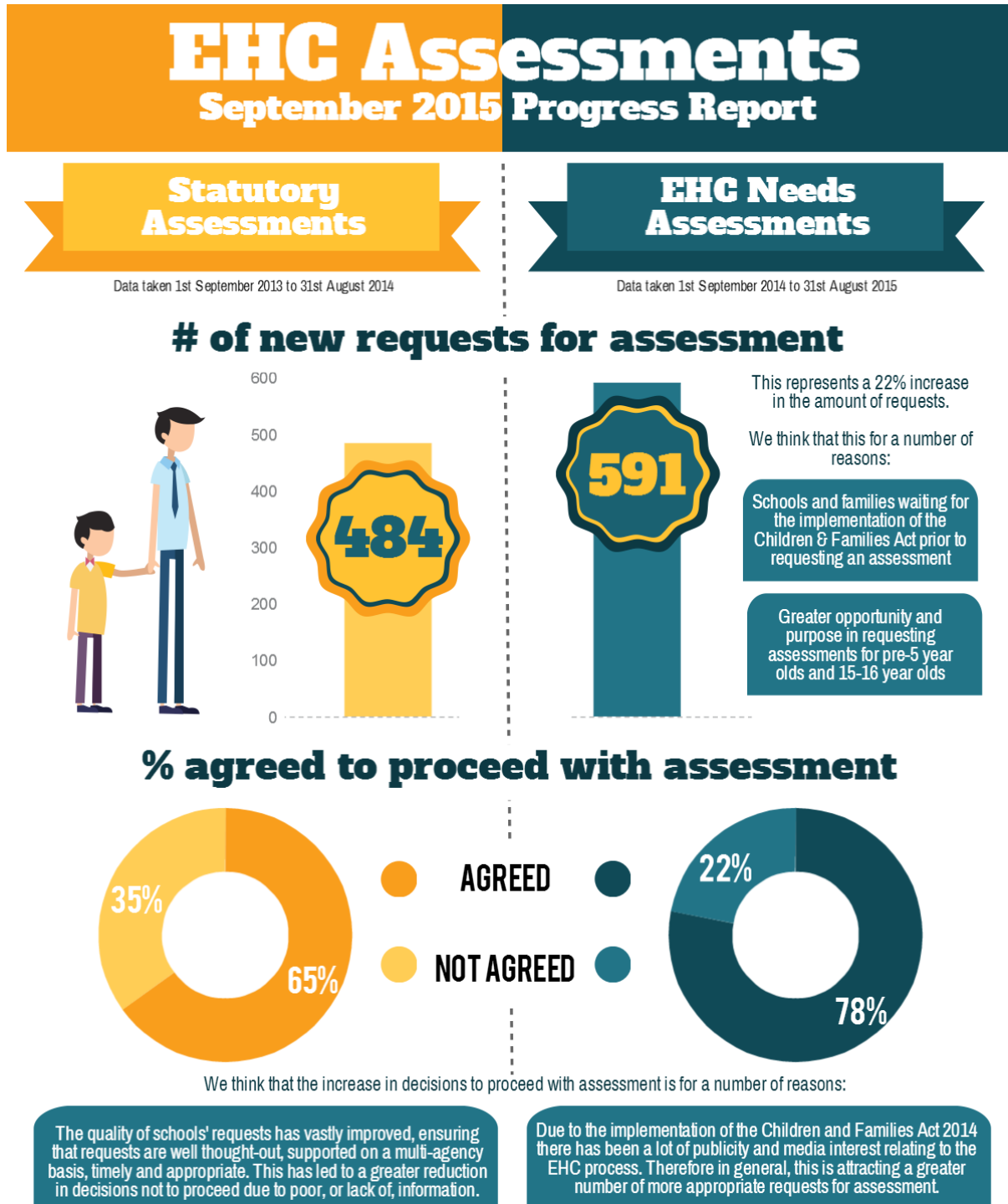
The mother of the family did not want to attend the MAP meeting as she felt that the written evidence from school was strong and she did not need to attend. The draft EHCP was made available for the family before the Next Steps meeting. Overall the parent reported that she felt that process was quicker than she had expected and resulted in a good plan.

### Reflection on the case studies

These two cases share very similar aspects, with casework officers completing home visits and undertaking very similar interactions

One family attended the MAP meeting and one didn't and this could have given them very different views on the process and how decisions are made. One significant stressor that could have impacted negatively on the family's view of MAP is the location and parking of the meeting venue. The SENSAP team is already pursuing options to resolve parking issues at the venue.

The illustration below shows the number of requests for EHCP and how many proceeded with assessment for the current and past academic year.





Over the course of the last academic year there has been a decrease in parental requests and an increase in school requests. Overall the figures indicate that there has been a 22% increase in new requests for assessment. The number of requests for assessments that have been agreed to proceed with assessment has also increased by 13%. These increases may be explained as it is a new process so schools and parents were waiting for the new system to come in to force and had delayed their requests resulting in a bulge. A further explanation is that children of a much younger age are coming through for assessment and again this may be a bulge in conjunction with the fact that the age range now extends to 25 years.

## Conclusions

The main theme emerging from the review is that families are pleased with the changes in the working practices and they are leading to a greater level of engagement and better outcomes for children and young people.

The main theme emerging from the review is that families are pleased with the changes in the working practices and they are leading to a greater level of engagement and better outcomes for children and young people.

There are a number of recommendations that need to be discussed and actioned as appropriate following this review. The SENSAP team continues to work incredibly hard to ensure a good service standard for the children and families they support. Both the significant increase in demand for new assessments and with the need to convert 2400 Statements into new plans is putting the system under considerable pressure.

Work with key partners in health and social care continues to ensure the system changes that are required to implement the spirit of the children and families act are delivered at an operational level and children, young people and families experience the difference in the way services respond and interact.

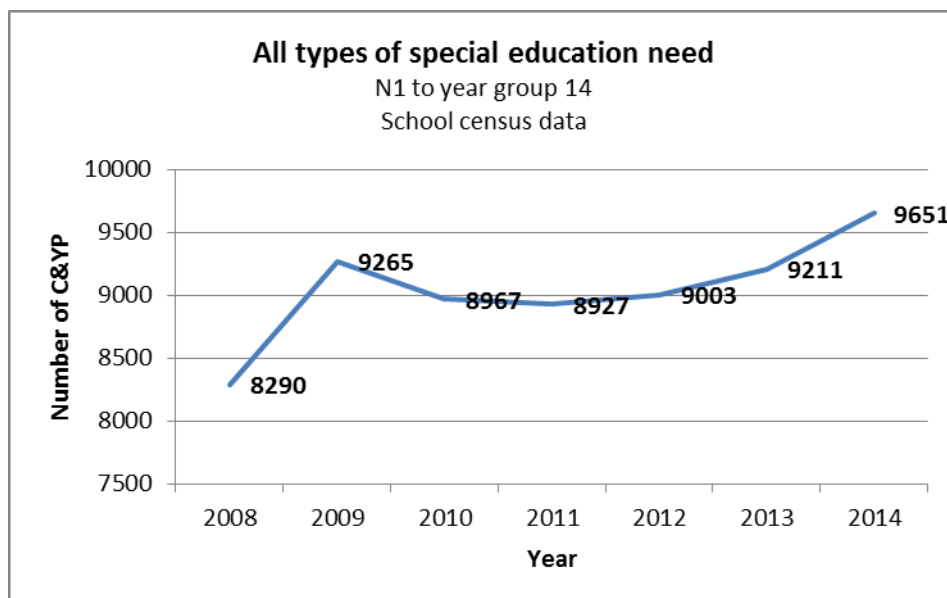
As we approach the anniversary of the implementation of the children and families act we will begin to review the first Education, Health and Care plans and gather information regarding the percentage of the outcomes achieved for the children and young people.

In addition to this further work will be undertaken to capture the views of families that are did not progress with an Education, Health and Care plan assessment and how they have progressed on the non-statutory pathway and whether they have returned to a statutory pathway.

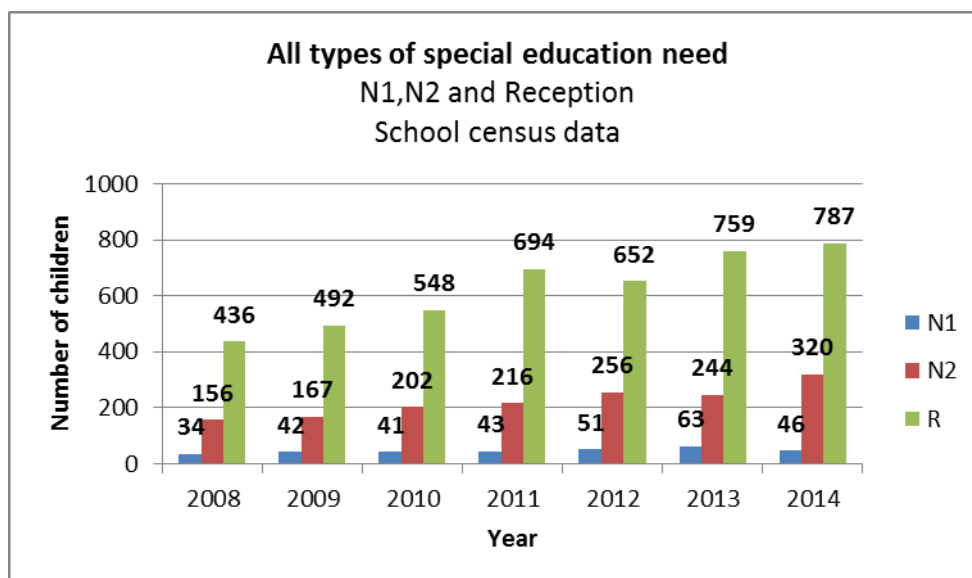
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**Children and Young people with SEND - Demographic Information**

The graph below shows the total growth in number of children and young people experiencing SEND in Leeds since 2008.



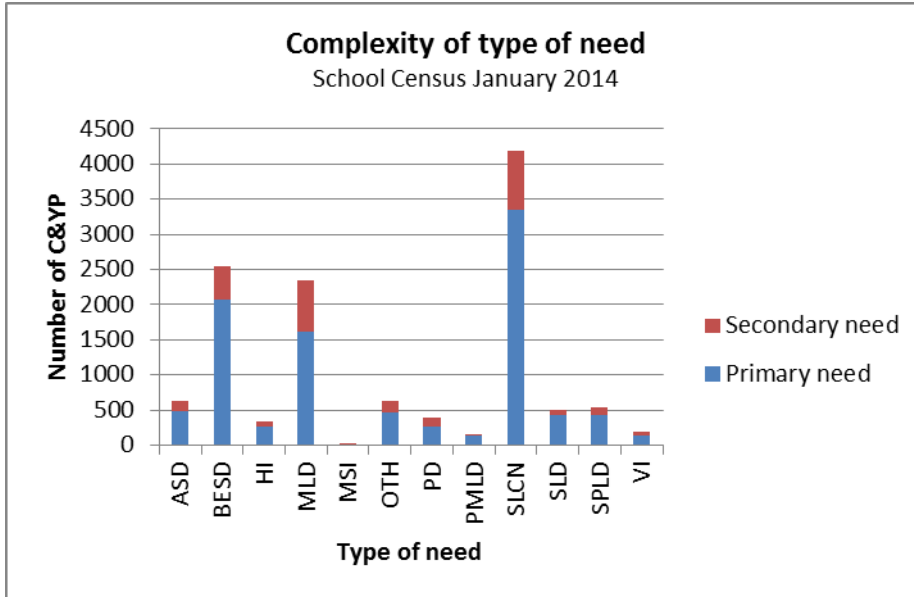
The graph below shows the total growth in the number of young children experiencing SEND in Leeds since 2008.



	N1	N2	R	Total
2008	34	156	436	626
2009	42	167	492	701
2010	41	202	548	791
2011	43	216	694	953
2012	51	256	652	959

2013	63	244	759	1066
2014	46	320	787	1153

The graph below shows the prevalence of secondary needs for children and young people who experience SEND. Source: January School Census 2014 N1 to Y14.



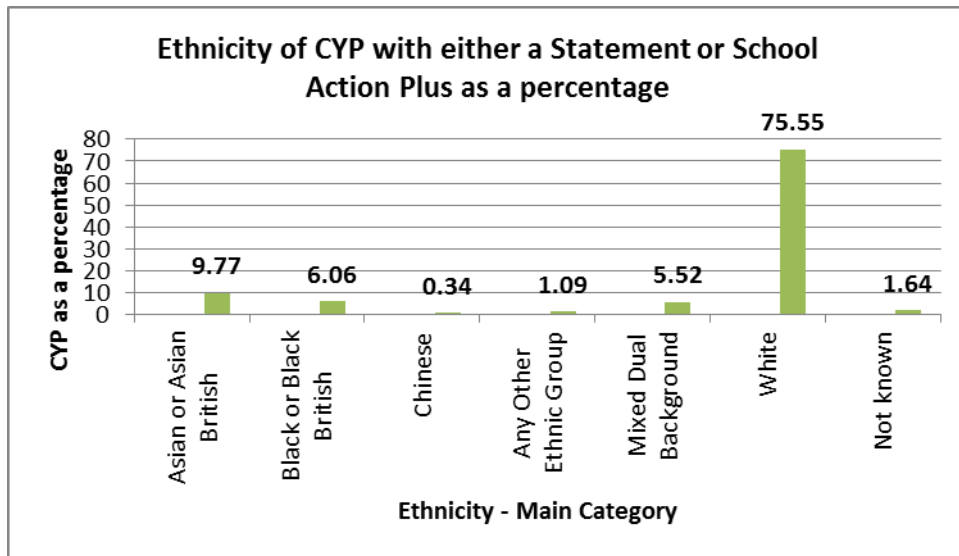
Type of need	Primary	Secondary	Total
ASD - Autism spectrum disorder	487	142	629
BESD – Behaviour , emotional, social disorder (superseded by SEMH – social, emotional and mental health in 2015)	2079	464	2543
HI – Hearing impairment	270	60	330
MLD – Mild learning difficulty	1609	744	2353
MSI – Multi-sensory impairment	11	6	17
OTH – Other need	459	166	625
PD – Physical disability	271	115	386
PMLD – Profound and multiple learning difficulties	133	10	143
SLCN – Speech, language and communication needs	3347	847	4194
SLD – Severe learning difficulties	431	69	500
SPLD – Specific learning difficulties	422	125	547
VI – Visual impairment	131	55	186
<b>Total</b>	<b>9650</b>	<b>2803</b>	<b>12453</b>

### Gender

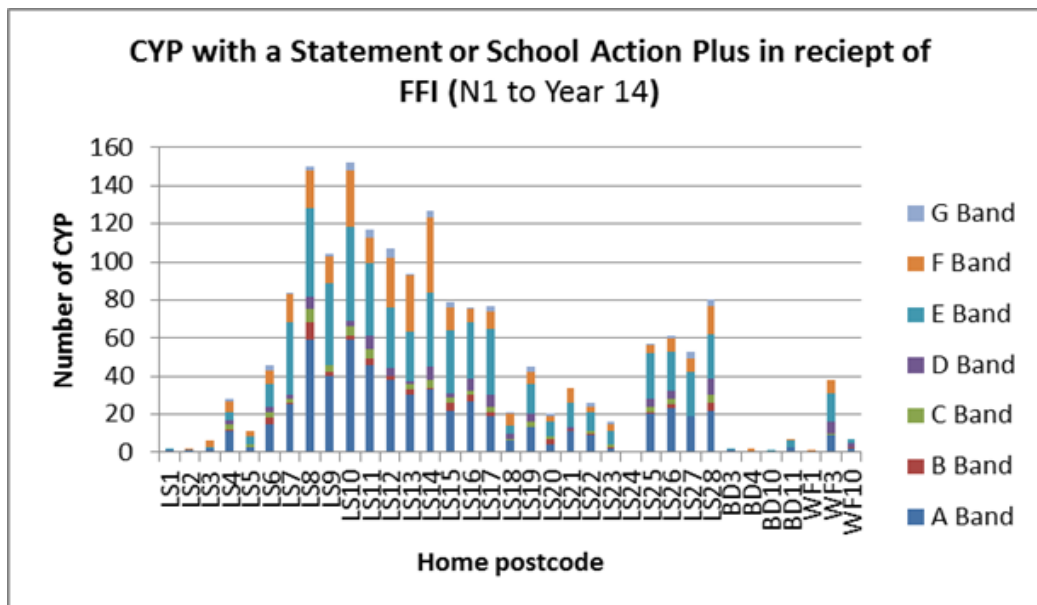
Classification	Male	Female	Total
School Action Plus and Statement combined	6599	3051	9650
School Action Plus	5179	2522	7701
Statement	1420	529	1949

Source : January School Census 2014 N1 to Y14

The graph below shows the ethnicity of children and young people with SEND. Source: January School Census 2014.

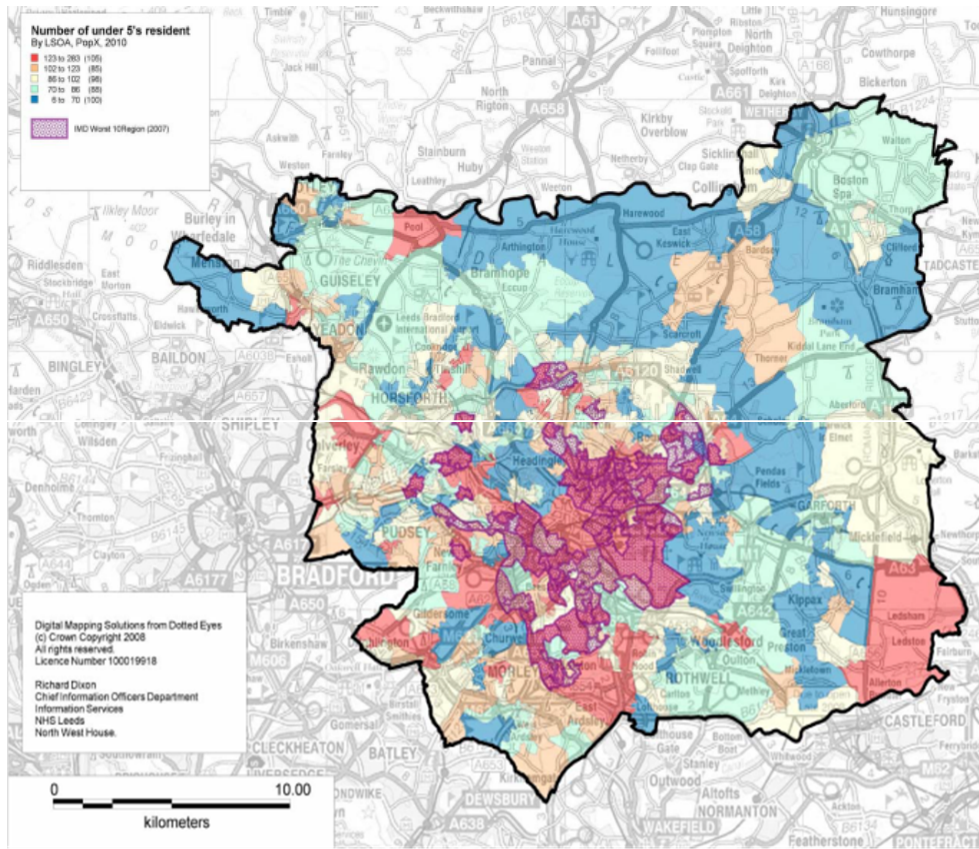


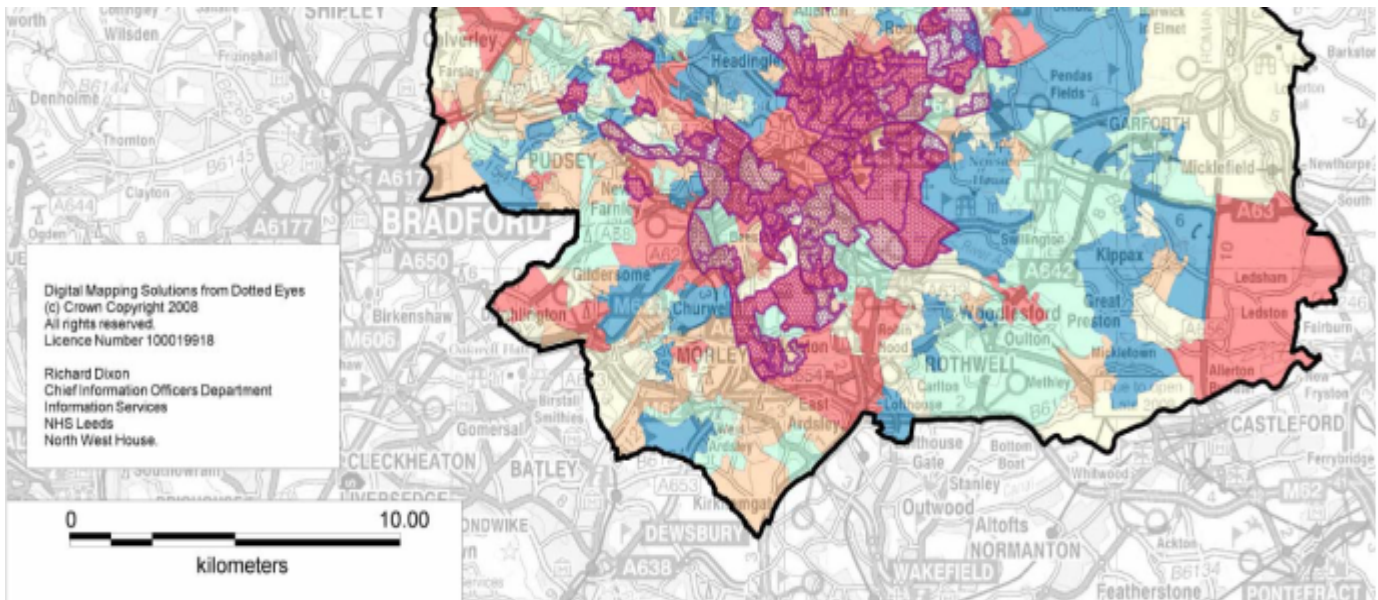
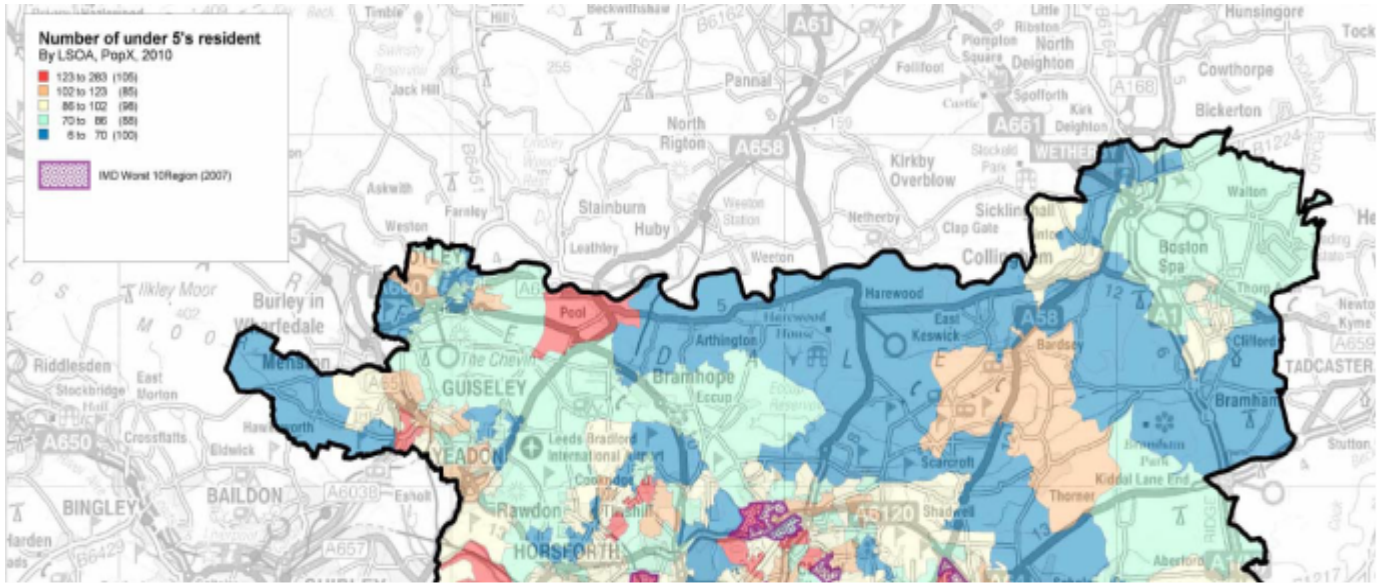
The graph below shows where children and young with SEND live in the city by primary type of need.

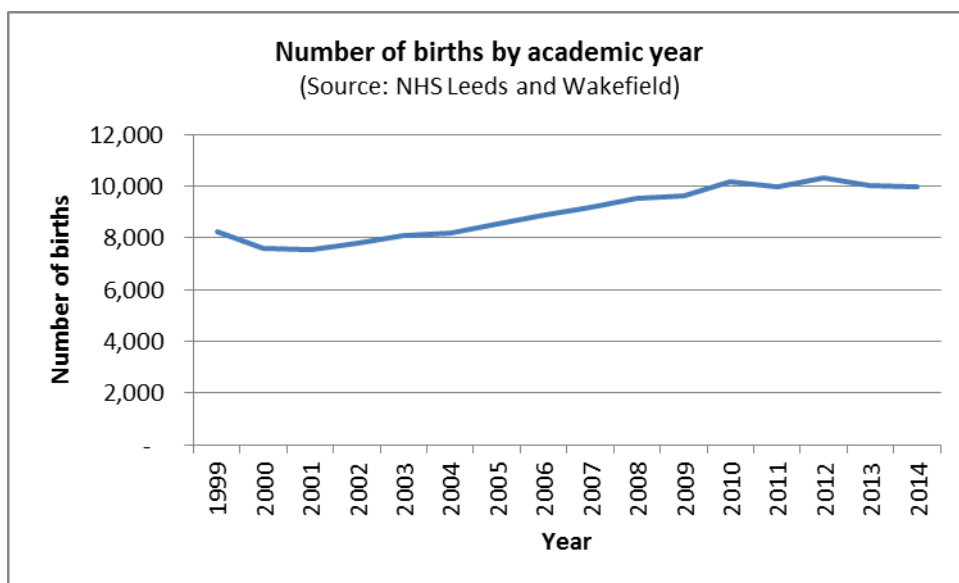


FFI Banding	Type of need
A	Cognitive / Learning
B	Visual
C	Hearing
D	Physical Disability
E	Communication and Interaction
F	Behaviour
G	Medical Needs

The map below demonstrates the increased density and population of children under age five in specific areas of Leeds.







**Number of births by academic year as supplied by NHS Health Leeds & Wakefield**

**Note: 2014 should be read as 1st Sep 2013 - 31st August 2014 etc**

Year	Number of births
1999	8,227
2000	7,620
2001	7,562
2002	7,784
2003	8,094
2004	8,192
2005	8,516
2006	8,886
2007	9,175
2008	9,550
2009	9,652
2010	10,202
2011	9,996
2012	



	<b>10,350</b>
<b>2013</b>	<b>10,051</b>
<b>2014</b>	<b>9,962</b>

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## **Appendix 5**

### **Special Educational Needs and Disabled (SEND) Children and Young People**

#### **Background**

On 1<sup>st</sup> September 2014, following the enactment of the Children and Families Act 2014, changes to the support and services that children and young people with special educational needs and disabilities receive came into force.

Further information can be found at the link below:

<https://www.gov.uk/government/policies/special-educational-needs-and-disability-send>

A 0 to 25 Special Educational Needs and Disabilities Code of Practice was published as part of the changes under the Act, with the aim of promoting a more individualised and better graduated response to support children and young people with special educational needs and disabilities.

Further information can be found at the link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The new approach was designed to ensure support for SEND children and young people are focused on individual need and personal outcomes rather than classifications. The categories of School Action and School Action Plus no longer apply and have been replaced with a new system called special educational needs (SEN) support. For those SEND children and young people with the most complex needs a single birth-to-25 education, health and care (EHC) plan has replaced statements of special educational needs and Learning Difficulty Assessments (assessments of need for young people in post-16 study). The creation and delivery of these plans is led by the local authority but schools are involved in developing, delivering and reviewing these plans working closely with parents.

The data presented in this document is for 2013/14, when SEN was classified by a different methodology, prior to the changes made under the Children and Families Act 2014.

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Within that system pupils with special educational needs comprise those at School Action, School Action Plus, or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.
- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

## **SEND Children and Young People – Attainment**

In Leeds, Special Educational Needs and Disabled (SEND) children and young people attend both mainstream schools and specialist inclusive learning centres (SILCs), at primary and secondary level. Of the children and young in Leeds classified as having SEND, 6% attend a SILC and 94% attend a mainstream setting (School Census May 2015).

Where SEND children and young people attend a mainstream school setting they are assessed in the same way as all young people, at the end of each Key Stage (KS), although they may be given additional support do so (for example additional time, assistive software etc.).

Alternatively, a SEND child or young person may attend a SILC. There are 6 LA-maintained SILCs and 1 Free School SILCs (Lighthouse) in Leeds, all are generic and cover all age ranges (all offer post-16 provision) with the exception of the SEMH SILC (Elmete) which offers provision for secondary age young people with a social, emotional or mental health need.

SEND children and young people who attend a SILC are assessed at the end of each Key Stage. There will be some children and young people who take National Curriculum tests (SATs) at the end of Year 6 and GCSEs and other equivalent qualifications in Year 11, but there are likely to be many more children and young people in these schools who cannot access the National Curriculum and for whom this form of assessment is not appropriate. P-scales are a national alternative for assessing the progress of these children and young people.

Further information about these performance measures can be found on the DfE website <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>.

Some, but not all, SEND pupils are entered for GCSE examinations.

Table 1.0: List of Leeds SILCs and their pupil age groups

<b>SILCs (all age groups)</b>	<b>SILCs – Secondary Phase</b>
East SILC	SEMH SILC
South SILC	Lighthouse Free School
North East SILC	
West SILC	
North West SILC	

*Source: Department for Education*

The achievement of pupils in primary, secondary and 16-18 provision in schools and colleges in the Local Authority, and for England as a whole, are reported in the Department for Education's performance tables. The performance tables provide headline information on individual school's aggregated school-level data and performance, including attainment and attendance. Further information about DfE performance tables can be found on the DfE website <http://www.education.gov.uk/schools/performance/>.

The attainment of children and young people in SILCs, at the end of KS 2 and 4, appear in the DfE performance tables for the local authority, alongside mainstream schools.

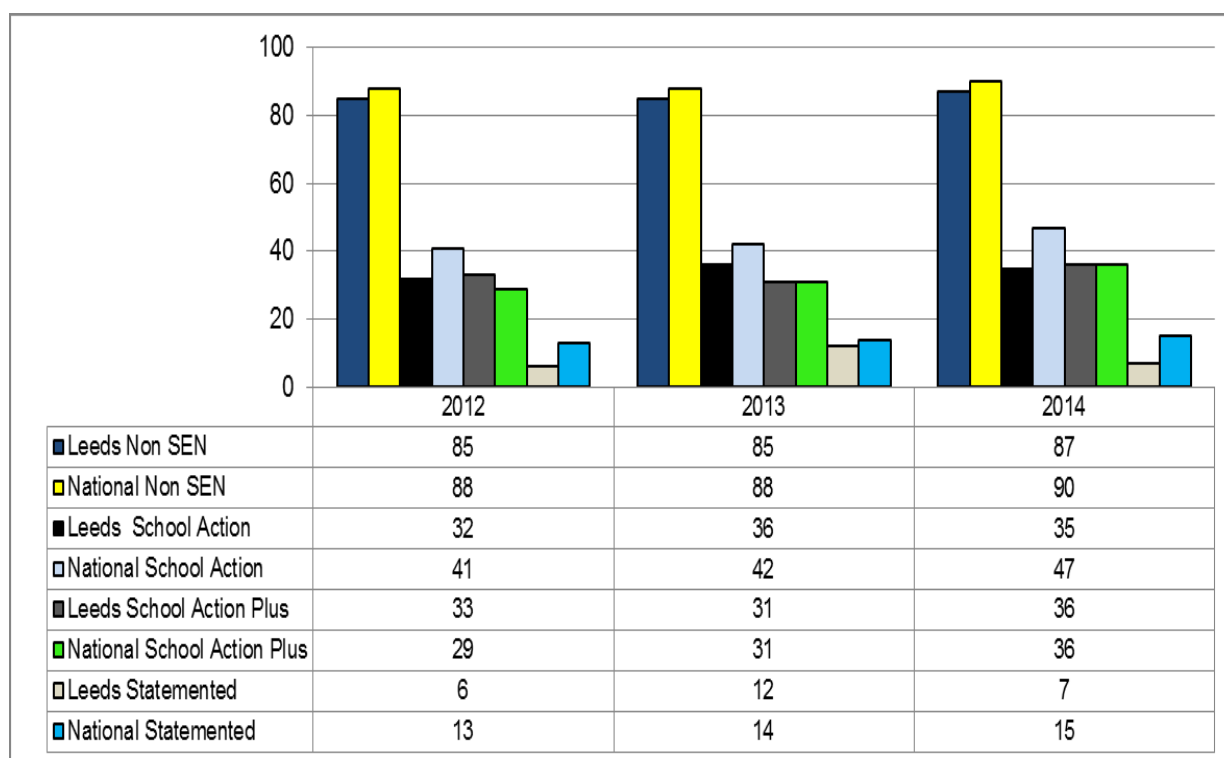
The school-level data for all Leeds schools for the academic year 2013/4 is published on the Department for Education website. The school-level attainment data for the academic year 2014/15 is still provisional and the validated data will be published on the performance tables in December for KS2 and January 2016 for KS4.

Direct comparison between the attainment of SEND children and young people in mainstream setting and in SILCs should be avoided. There is a different context to pupil assessment within a SILC and it is not exclusively focused on learning outcomes, but can also be on the relevant attainment of life skills; for example achieving greater independence.

## SEND Attainment – Key Stage 2

The chart below describes the attainment of Leeds SEN pupils and non-SEN pupils at the end of KS2, in 2011-12, 2012-13, and 2013-14, in mainstream schools.

Chart 1: Comparison of the Leeds and national KS2 results - Percentage of pupils achieving level 4 or above in Reading, Writing and Maths - SEN provision – 2011-12, 2012-13, 2013-14



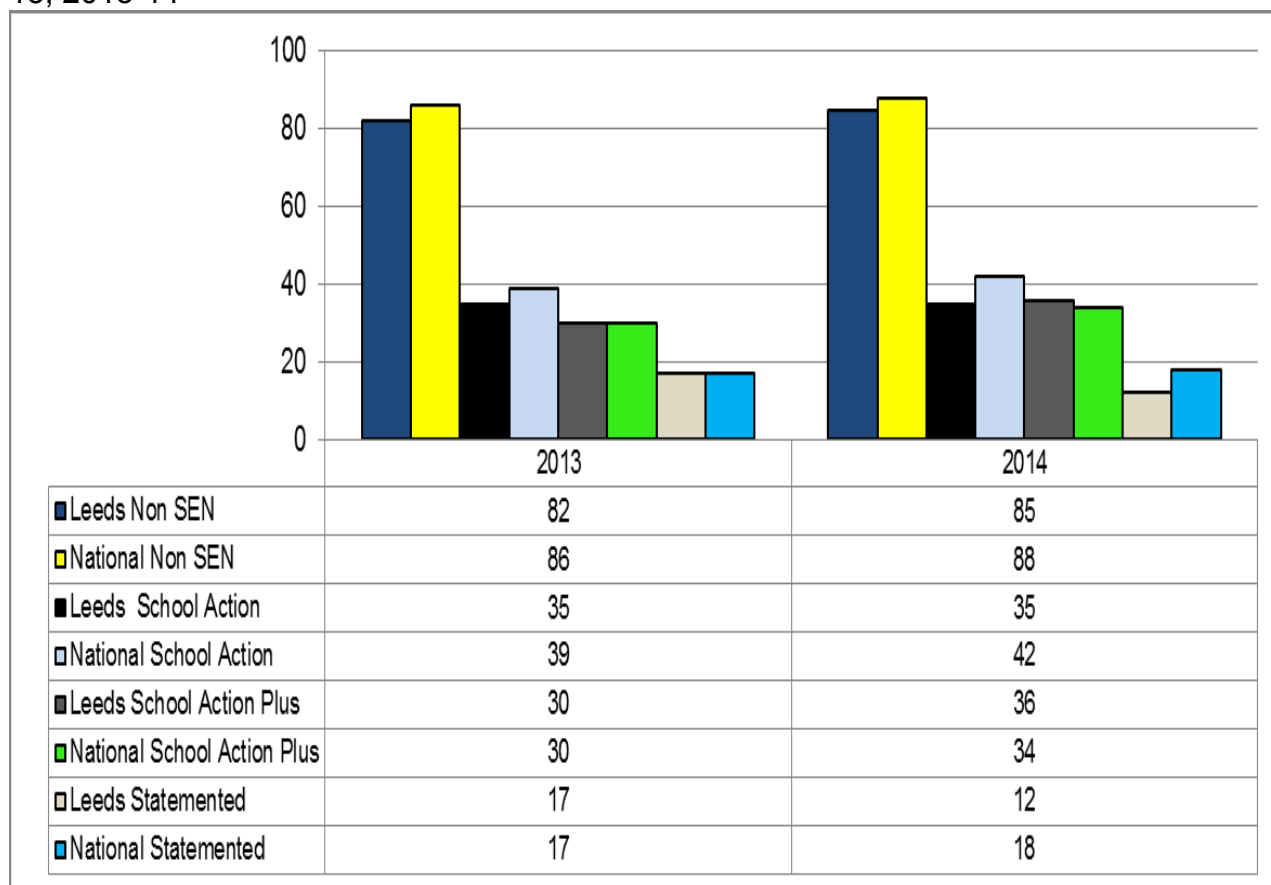
Source: 2013-14, Key Stage 2 - Learning Outcomes Dashboards - Pupil Groups

SEN Pupils in Leeds do not perform as well as SEN pupils nationally across all categories of SEN, with the exception of those pupils categorised as School Action Plus who have equalled or exceeded the national School Action Plus figure over the past three years. The biggest gap between the Leeds and the national figure is for pupils who are categorised as School Action.

At a national level, of all reported pupil characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.

The chart below describes the attainment of Leeds SEN pupils and non-SEN pupils at the end of KS2, in 2012-13, and 2013-14, in mainstream schools.

Chart 2: Comparison of the Leeds and national KS2 results - Percentage of pupils achieving level 4 or above in grammar, punctuation and spelling - SEN provision – 2012-13, 2013-14



Source: 2013-14, Key Stage 2 - Learning Outcomes Dashboards - Pupil Groups

SEN pupils in Leeds do not perform as well as SEN pupils nationally across all categories of SEN, with the exception of those pupils categorised as School Action Plus, where the Leeds figure is two percentage points above the national average. The biggest gap between the Leeds and the national figure is for pupils categorised as School Action, where there is a difference of 7 percentage points, and this is followed by the statemented figure which is 6 percentage points.

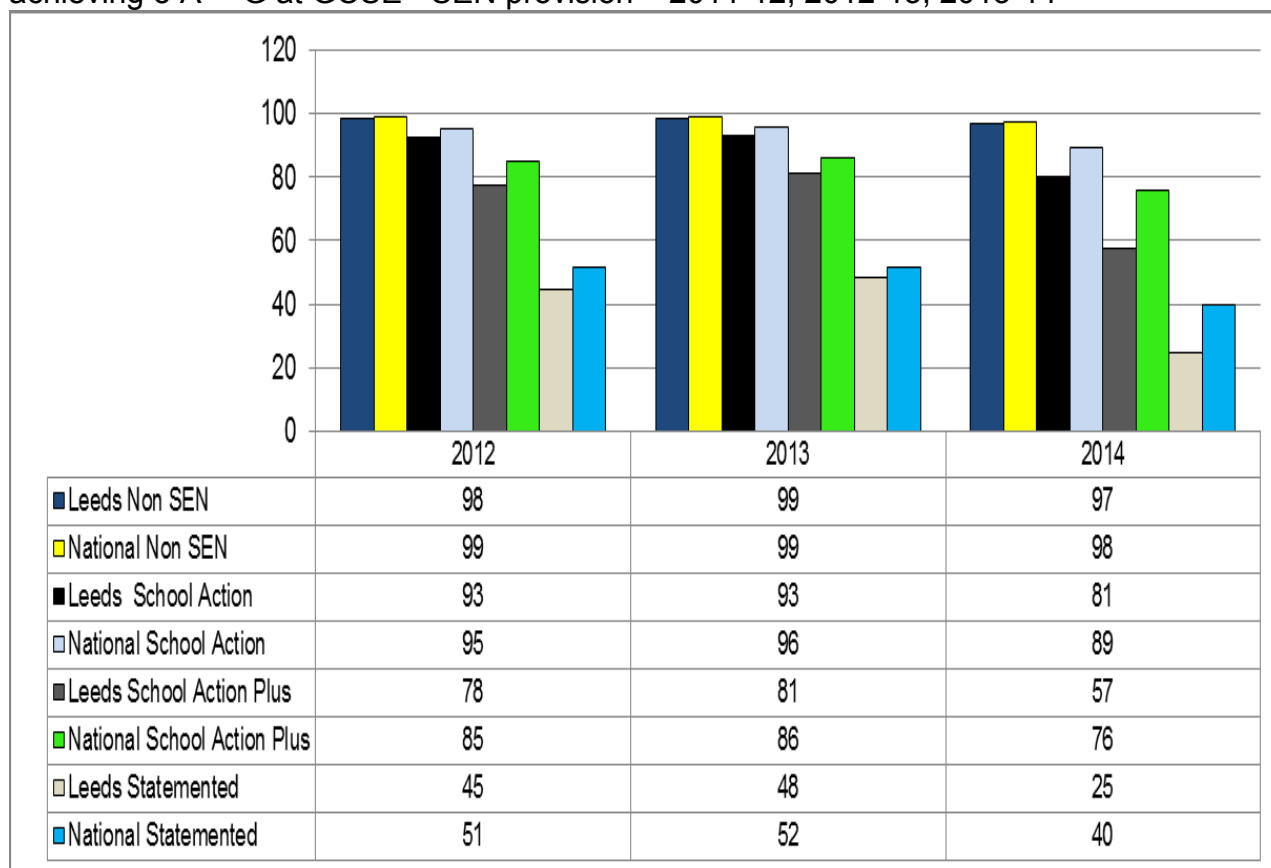
At a national level, of all reported pupil characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.

## SEND Attainment – Key Stage 4

At the end of Key Stage 4, in mainstream schools and SILCs, one of the main performance indicators, in 2013/14 and previous years, is '5+ A\*-C GCSEs (or equivalent) including English and mathematics'. This is one of the key indicators reported for attainment each year in DfE performance tables.

The charts below describe the attainment of SEN and non-SEN pupils at the end of KS4 in Leeds mainstream schools in 2011-12, 2012-13 and 2013/14.

Chart 3: Comparison of the Leeds and national KS4 results - Percentage of pupils achieving 5 A\* - G at GCSE - SEN provision – 2011-12, 2012-13, 2013-14



Source: 2013-14, Key Stage 4 - Learning Outcomes Dashboards - Pupil Groups

Direct comparison between the 2013/14 GCSE and equivalent results and those of previous years is problematic as two major reforms were implemented which have affected the calculation of KS4 performance data for 2013/14 (Professor Alison Wolf's Review of Vocational Education recommendations and the 'Early Entry Policy'). This should be taken in to consideration when reviewing the 2013/14 results alongside previous years. These changes only apply to figures shown for 2013/14.

Briefly, the two main reforms were:-

### **Reform of vocational qualifications -**

A number of recommendations were adopted from Professor Alison Wolf's Review of Vocational Education. Those were to:-

1. only include qualifications in performance measures which meet the new quality criteria. This led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14;
2. adjust the associated point scores for non-GCSEs so that no qualification would count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it was reduced to the equivalence of a single GCSE in its contribution to performance measures.
3. Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

## **Introduction of Early Entry policy**

In the past, school performance measures were calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it. In September 2013 the DfE announced that only the first result a pupil achieves would count in performance measures from 2013/14 onwards. This development was implemented with regard to English Baccalaureate subjects 2013/14 and was expanded to apply to all subjects in 2014/15.

Further information about DfE performance tables can be found on the DfE website.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/399005/SFR\\_06\\_2015\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399005/SFR_06_2015_Text.pdf)

At a national level, of all reported pupil characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.

## **SEND Children and Young People – Attendance**

### **Background**

Data on pupil absence in England is collected, analysed and published by the Department for Education.

The data presented below is from a Statistical First Release (SFR) that reports on absence in state-funded primary, secondary and special schools during the 2013/14 academic year.

The Department uses two key measures to monitor pupil absence; overall absence and persistent absence. Absence information by reason, characteristics and geographic location was also included in the release.

Further information can be found on the DfE website:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416343/SFR\\_10\\_2015\\_text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416343/SFR_10_2015_text.pdf)

SEND children and young people, in general, have higher percentage of overall absence and persistent absence than non-SEND pupils. Nationally in 2013/14, pupils with a statement of special education needs (SEN) had an overall absence rate of 7.5% whereas pupils with no identified SEN had an overall absence rate of 4.1%, and the percentage of

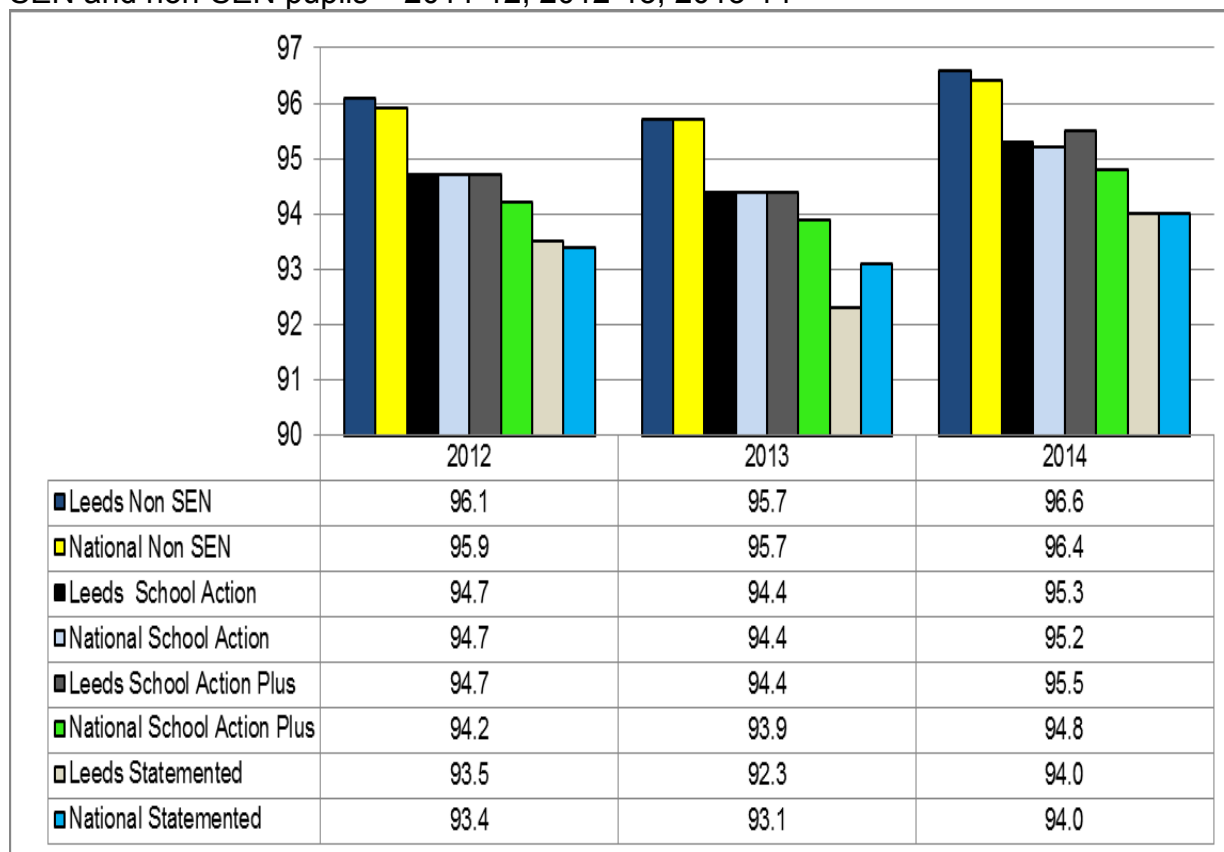


pupils with a statement of SEN that are persistent absentees (11%) is more than four times higher than the percentage for pupils with no identified SEN (2.6%).

SEND Attendance – Primary Stage

The chart below describes the overall attendance of SEN and non-SEN pupils in Leeds primary schools (mainstream) in 2011-12, 2012-13 and 2013/14.

Chart 4: Comparison of the Leeds and national data - Percentage of overall attendance of SEN and non-SEN pupils – 2011-12, 2012-13, 2013-14



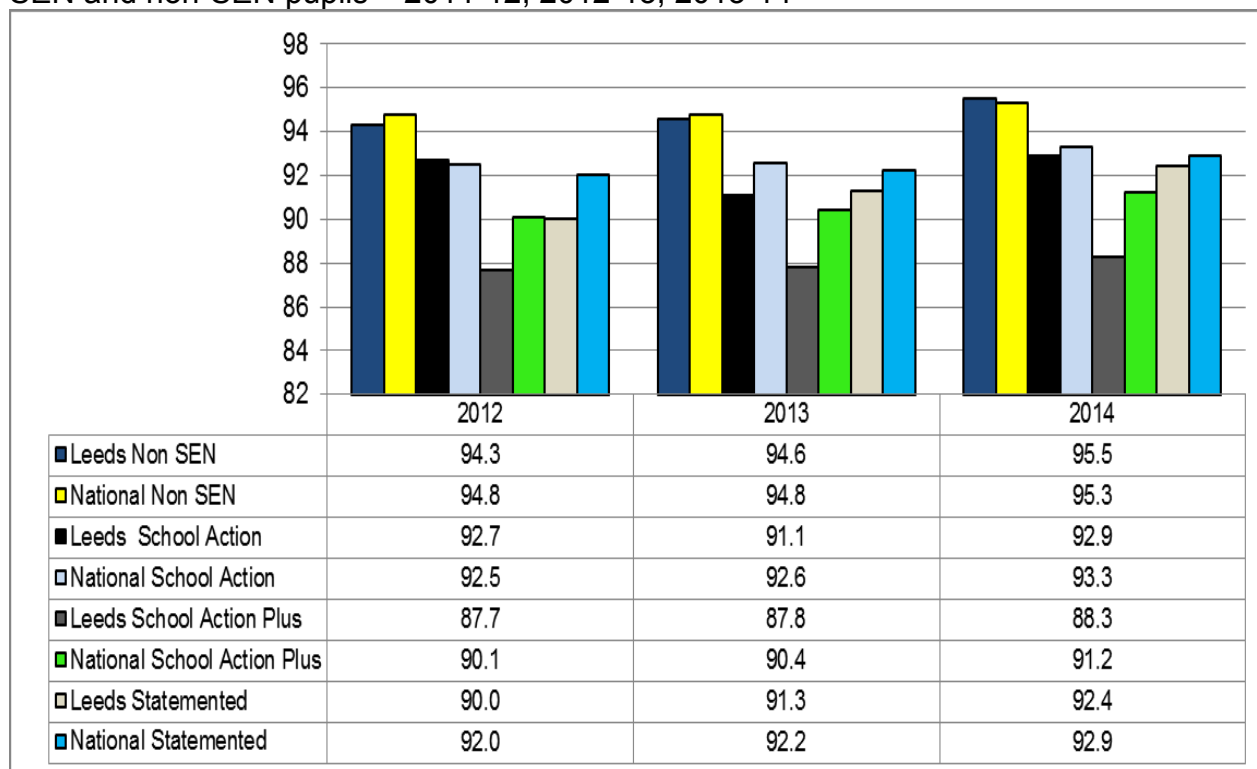
Source: 2013-14, Primary Attendance - Learning Outcomes Dashboards - Pupil Groups – Half terms 1-5.

Attendance has improved across all SEN groups in Leeds in the last three years, with the biggest increase of 1.7 percentage points for pupils who are categorised as Statemented, putting Leeds in line with the national average.

## SEND Attendance – Secondary Stage

The chart below describes the overall attendance of SEN and non-SEN pupils in Leeds secondary schools mainstream schools in 2011-12, 2012-13 and 2013/14.

Chart 5: Comparison of the Leeds and national data - Percentage of overall attendance of SEN and non-SEN pupils – 2011-12, 2012-13, 2013-14



Source: 2013-14, Secondary Attendance - Learning Outcomes Dashboards - Pupil Groups – Half terms 1-5.

Attendance has improved across all SEN categories in Leeds in the last three years, despite this Leeds remains below the national average across all SEN groups. School Action pupils have the highest attendance rate of 92.9%, an increase of 1.8 percentage points, compared to the national increase of 0.7 percentage point, bringing the Leeds' result more in line with the national average.

## SEND Attendance – SILCs

The table below describes the overall attendance at LA-maintained SILCs in 2012-13 and 2013/14.

Table 2.0: Comparison of % attendance at Leeds SILCs (LA-maintained) Half Term 1-5 2012/13 and 2013/14

<b>SILC</b>	<b>% attendance 2012/13</b>	<b>% attendance 2013/14</b>
East SILC	89.1	88.9
South SILC	90.7	92.0
City-wide SEMH	63.9	66.5
North East SILC	92.7	94.6
North West SILC	89.2	90.8
West SILC	89.3	89.8

Source: SFR10/2015

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Hearing Impairment. NATSIP outcomes benchmarking HI data 2012 - 14

Performance Indicator	All Pupils			HI Pupils					
	2012 National All Pupils [Leeds]	2013 National All Pupils [Leeds]	2014 National All Pupils [Leeds]	National HI 2012	Leeds HI 2012 (Cohort)	National HI 2013	Leeds HI 2013 (Cohort)	National HI 2014	Leeds HI 2014 (cohort)
P1. Average total point score for all 17 Early Learning Goals achieved by CYP at the end of the EYFS	N/A	33 [32]	34 [33]	N/A	N/A	27	28 (19)	27	25 (27) ↓
P2. % of CYP achieving a Good Level of Development at the end of the EYFS	N/A	52% [51%]	60% [58%]	N/A	N/A	28%	27% (19)	34%	22% (27) ↓
P3. % of CYP at the end of KS1 achieving expected standard of phonic decoding				N/A	N/A	N/A	N/A	53%	55% (38)
P5. % of CYP progressing by 2 or more levels in Reading at KS2	89% [92%]*	88% [91%]	91% [92%]	78%*	71% (31)*	77%	77% (26) ↑	80%	93% (28) ↑
P6. % of CYP progressing by 2 or more levels in Writing at KS2	89% [92%]*	92% [94%]	93% [94%]	78%*	71% (31)*	78%	85% (26) ↑	82%	93% (28) ↑
P7. % of CYP progressing by 2 or more levels in Maths at KS2	87% [89%]	88% [90%]	90% [91%]	73%	74% (31)	78%	92% (26) ↑	78%	100% (28) ↑
P8. % of CYP achieving Level 4 or above in Reading, Writing and Maths at the end of KS2	74% [73%]*	76% [74%]	79% [76%]	55%*	48% (31)*	57%	50% (26) ↑	59%	79% (28) ↑
P9. % of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	68% [62%]	71% [64%]	72% [64%]	55%	42% (19)	58%	65% (20) ↑	61%	50% (24) ↓
P10. % of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	69% [66%]	72% [67%]	66% [62%]	57%	57% (19)	59%	65% (20) ↑	55%	50% (24) ↓
P11. % of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	94% [94%]	94% [93%]	91% [86%]	82%	79% (19)	71%	90% (20) ↑	75%	67% (24) ↓
P12. % of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	59% [55%]	61% [57%]	57% [51%]	47%	32% (19)	44%	50% (20) ↑	42%	25% (24) ↓
P13. % of CYP achieving 5 or more A* - C grades at GCSE in any subjects	83% [84%]	83% [86%]	66% [61%]	68%	74% (19)	63%	90% (20) ↑	48%	25% (24) ↓

\* denotes data for English rather than reading and writing which were not separated

All figures rounded to nearest whole number

	Above National Average
	Below National Average
	Same as National Average



Increase on previous year



Decrease on previous year

**Appendix 6 - Hearing Impairment. NATSIP outcomes benchmarking HI cumulative data 2012-14 with severity analysis.**

Performance Indicator	Leeds HI 2012/13/14 Mild (Cohort) Ranking	Leeds HI 2012/13/14 Moderate (Cohort) Ranking	Leeds HI 2012/13/14 Severe (Cohort) Ranking	Leeds HI 2012/13/14 Profound (Cohort) Ranking	National all HI 3 year average	Leeds all HI 3 year data
P1. Average total point score for all 17 Early Learning Goals achieved by CYP at the end of the EYFS (2013 and 14 only)	25 (20)	28 (18)	22 (6)	26 (2)	27	25 (46)
P2. % of CYP achieving a Good Level of Development at the end of the EYFS (2013 and 14 only)	25% (20)	33% (18)	0% (6)	0% (2)	31%	24% (46)
P3. % of CYP at the end of KS1 achieving expected standard of phonic decoding (2014 only)	42% (19)	71% (14)	50% (4)	100% (1)	55%	54% (38)
P5. % of CYP progressing by 2 or more levels in Reading at KS2 (includes English 2012)	86 % (42) - 1	86% (28) - 1	71% (7) - 3	38% (8) - 4	78%	80% (85)
P6. % of CYP progressing by 2 or more levels in Writing at KS2 (includes English 2012)	88% (42) - 1	86% (28) - 2	71% (7) - 3	50% (8) - 4	79%	82% (85)
P7. % of CYP progressing by 2 or more levels in Maths at KS2	95% (42) - 1	89% (28) - 2	71% (7) - 3	50% (8) - 4	76%	87% (85)
P8. % of CYP achieving Level 4 or above in Reading, Writing and Maths at the end of KS2 (includes English 2012)	69% (42) - 1	61% (28) - 2	14% (7) - 4	38% (8) - 3	58%	59% (85)
P9. % of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	65% (26) - 2	48% (25) - 3	0% (6) - 4	67% (6) - 1	58%	52% (63)
P10. % of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	58% (26) - 3	64% (25) - 2	0% (6) - 4	67% (6) - 1	57%	56% (63)
P11. % of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	81% (26) - 2	84% (25) - 1	50% (6) - 4	67% (6) - 3	76%	78% (63)
P12. % of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	42% (26) - 1	40% (25) - 2	0% (6) - 4	17% (6) - 3	44%	35% (63)
P13. % of CYP achieving 5 or more A* - C grades at GCSE in any subjects	62% (26) - 3	64% (25) - 2	33% (6) - 4	67% (6) - 1	60%	60% (63)

All figures rounded to nearest whole number

	Above National Average
	Below National Average
	Same as National Average

1 - 4 Ranking refers to relative performance in Leeds compared with other levels of impairment. 1 is highest.



Visual Impairment. NATSIP outcomes benchmarking VI data 2012 - 14

Performance Indicator	All Pupils			VI Pupils					
	2012 National All Pupils [Leeds]	2013 National All Pupils [Leeds]	2014 National All Pupils [Leeds]	2012 National VI	2012 Leeds VI (Cohort)	2013 National VI	2013 Leeds VI (Cohort)	2014 National VI	2014 Leeds VI (Cohort)
P1. Average total point score for all 17 Early Learning Goals achieved by CYP at the end of the EYFS	N/A	33	34 [33]	N/A	N/A	27	24 (6)	27	29 (12) ↑
P2. % of CYP achieving a Good Level of Development at the end of the EYFS	N/A	52% [51%]	60% [58%]	N/A	N/A	29%	0% (6)	34%	50% (12) ↑
P3. % of CYP at the end of KS1 achieving the expected standard of phonic decoding				N/A	N/A	N/A	N/A	62%	50% (2)
P5. % of CYP progressing by 2 or more levels in Reading at KS2	89% [92%]*	88% [91%]	91% [92%]	75%*	70% (10)*	79%	86% (7) ↑	76%	100% (9) ↑
P6. % of CYP progressing by 2 or more levels in Writing at KS2	89% [92%]*	92% [94%]	93% [94%]	75%*	70% (10)*	82%	100% (7) ↑	79%	100% (9) →
P7. % of CYP progressing by 2 or more levels in Maths at KS2	87% [89%]	88% [90%]	90% [91%]	71%	80% (10)	78%	86% (7) ↑	73%	100% (9) ↑
P8. % of CYP achieving Level 4 or above in Reading, Writing and Maths at the end of KS2	74% [73%]*	76% [74%]	79% [76%]	58%*	60% (10)*	56%	86% (7) ↑	54%	67% (9) ↓
P9. % of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	68% [62%]	71% [64%]	72% [64%]	62%	50% (4)	57%	100% (4) ↑	68%	57% (7) ↓
P10. % of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	69% [66%]	72% [67%]	66% [62%]	63%	50% (4)	61%	50% (4) →	59%	29% (7) ↓
P11. % of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	94%	91%	91% [86%]	76%	75% (4)	74%	100% (4) ↑	76%	71% (7) ↓
P12. % of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	59% [55%]	61% [57%]	57% [51%]	54%	50% (4)	44%	75% (4) ↑	51%	29% (7) ↓
P13. % of CYP achieving 5 or more A* - C grades at GCSE in any subjects	83% [84%]	83% [86%]	66% [61%]	68%	50% (4)	64%	75% (4) ↑	60%	43% (7) ↓

\* denotes data for English rather than reading and writing which were not separated

All figures rounded to nearest whole number

	Above National Average
	Below National Average
	Same as National Average

↑	Increase on previous year
↓	Decrease on previous year





Visual Impairment. NATSIP outcomes benchmarking VI cumulative data 2012-14 with severity analysis.

Performance Indicator	Leeds VI 2012/13/14 Mild (Cohort)	Leeds VI 2012/13/14 Moderate (Cohort)	Leeds VI 2012/13/14 Severe (Cohort)	Leeds VI 2012/13/14 Profound (Cohort)	National all VI 3 year average	Leeds all VI 3 year data
P1. Average total point score for all 17 Early Learning Goals achieved by CYP at the end of the EYFS (2013 and 14 only)	29 (10)	25 (7)	25 (1)	0 (0)	27	26 (18)
P2. % of CYP achieving a Good Level of Development at the end of the EYFS (2013 and 14 only)	50% (10)	14% (7)	0% (0)	0% (0)	32%	35% (17)
P3. % of CYP at the end of KS1 achieving the expected standard of phonic decoding (2014 only)	0% (1)	0% (0)	100% (1)	0% (0)	62%	50% (2)
P5. % of CYP progressing by 2 or more levels in Reading at KS2 (includes English 2012)	92% (13)	71% (7)	100% (3)	67% (3)	77%	85% (26)
P6. % of CYP progressing by 2 or more levels in Writing at KS2 (includes English 2012)	92% (13)	86% (7)	100% (3)	67% (3)	80%	88% (26)
P7. % of CYP progressing by 2 or more levels in Maths at KS2	100% (13)	71% (7)	100% (3)	67% (3)	74%	88% (26)
P8. % of CYP achieving Level 4 or above in Reading, Writing and Maths at the end of KS2 (includes English 2012)	62% (13)	71% (7)	100% (3)	67% (3)	55%	69% (26)
P9. % of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	100% (3)	57% (7)	75% (4)	100% (1)	62%	73% (15)
P10. % of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	33% (3)	29% (7)	50% (4)	100% (1)	61%	40% (15)
P11. % of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	67% (3)	86% (7)	75% (4)	100% (1)	75%	80% (15)
P12. % of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	67% (3)	43% (7)	25% (4)	100% (1)	50%	47% (15)
P13. % of CYP achieving 5 or more A* - C grades at GCSE in any subjects	67% (3)	57% (7)	25% (4)	100% (1)	64%	53% (15)

All figures rounded to nearest whole number

	Above National Average
	Below National Average
	Same as National Average



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**Report of the Head of Service Children Looked After**

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

**Date: 15 October 2015**

**Subject: Leeds Residential Children's Homes review and update**

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

**Summary of main issues**

To provide Scrutiny committee with an overview and update of the review of the children's home provision in Leeds.

**Recommendations**

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

- The development of the children's homes as an integral part of the Children's Services offer to vulnerable children and families in Leeds;
- The restructure and reconfiguration of the children's homes staffing matrixes and the subsequent investment in training and skills development to meet the challenge of modern day children's homes;
- The development of a flexible and responsive resource that reflects the profile of demand and supports Leeds City Council's legal duty to provide sufficient and appropriate accommodation for those children who are in need of care and accommodation;
- The alignment of children's homes service delivery to similar services within Leeds City Council and our partners;
- The plan to provide small homes for up to four children which reflect the accommodation of a family home rather than an institution;
- The refurbishment of the children's homes to reflect modern family living.

## **1 Purpose of this report**

- 1.1 To update the Scrutiny committee on the findings and recommendations of the Residential Review and progress towards modernising the provision for Leeds' children.

## **2 Background information**

- 2.1 Over the last two and a half years Leeds Children's Services have embarked on a whole service review (see attached report) and a significant improvement programme for children's homes. A clear strategy was developed and agreed at Executive Board in October 2013; this report provides an update on progress made. Leeds now operates six mainstream children's homes all but one being for four children with one home still offering care to five children. One further, refurbished home at Lanshaw Crescent is to open in early October which will bring the total of mainstream homes to seven. Leeds also operates two complex needs homes and one secure children's home at Adel Beck which was newly built in 2014. This paper reflects the changes to the mainstream homes only.

## **3 Main issues**

- 3.1 Historically children's homes in Leeds have not been developed and improved alongside the improvements that have been made in the wider Children's Services. Therefore in 2013 an improvement journey began and to date some significant progress has been made. Examples of progress include:
- 3.2 The development of two homes to deliver specific interventions with the Multi Systemic Therapy (MST) team. Leeds have been chosen by the Department of Education to "road test" a new intensive support and treatment programme to children, young people and their families where the care plan is family reunification using the MST Family Integrated Therapy model. This is operational in one home with a second home awaiting registration with Ofsted.
- 3.3 Previously children's homes have not reflected the demographic of children in need of care in Leeds, leading to children being placed in privately run children's homes and in some cases outside the local authority area. A detailed analysis of the referrals for care and accommodation to Leeds' Placement Team over a six month period has informed the focus and specialism of each home. However there continues to be an increase in the demand for placements for teenagers and those at risk of child sexual exploitation.
- 3.4 We are developing our ambition for all children's homes to be judged as Outstanding by Ofsted.
- 3.5 We have developed a clear strategy that was agreed at Executive Board in October 2013 to close our larger children's homes and replace them with smaller homes that blend into local communities and that better replicate family life. The last large home operated by Leeds City Council was at Bodmin Road, for twelve children and this was closed in early 2015. A significant restructure and development plan has been developed for all staff working in children's homes to enable them to meet the demands of a modern children's home sector.

- 3.6 A new, fit for purpose, staffing structure has been developed reflecting the role and responsibility of the Registered Managers and their teams in the Children's Homes Regulations and associated Quality Standards. Work is underway to appoint Registered Managers, Deputy Managers and Senior Practitioners to each home. There is also now a clear progression for entry grade children's homes workers to achieve nationally mandated training and develop the necessary skills for this work. This restructure better fits with our ambition for children's homes in Leeds and will lead to significant improvements in the care planning for children who reside in children's homes.
- 3.7 Furthermore, as part of the National Innovation Scheme delivered by the National Implementation Service, Leeds was accepted onto the pilot scheme to deliver RESuLT training, initially to two children's homes. This is a 10 week licensed and accredited programme to develop skills in direct work with challenging teenagers through an operational knowledge of Social Learning Theory and Brain Science.
- 3.8 We are moving on with our ambition that the majority of children in care should not stay in children's homes for long periods and that the role of the home is to help prepare children and young people for family life / independence.
- 3.9 All of our children's homes are working on developing a clear specialism and will link more directly with other parts of Children's Social Work. In addition to the two MST/FIT homes described above, Leeds now has one home for children aged eight to twelve focussing on preparing children to return to family life within their own family or foster family. One home specialises in preparing children for leaving care, repairing family and friendship networks, building support and self-care skills and where appropriate seeking to match young people with Supported Lodgings providers, therefore delaying the point at which a young person must enter independence and maximising the young person's likelihood of succeeding in entering adult life in training, education or work. A further home offers medium length care to children who have experienced multiple moves and experienced repeated disruption; again using restorative practices and improving family members involvement in their children's lives whilst in care, maximising the opportunity for successful reunification and/or improved family relationships.
- 3.10 The seventh home is to operate a short placement and emergency provision for children and young people who experience immediate disruption in their care placements or whose entry to care is problematic and immediate identification of a suitable care placement is not possible; for example those children who present with extremely risky or offending behaviour where they are released into the care of Leeds City Council by West Yorkshire Police. This approach allows emergency admissions to other homes to be kept to a minimum and thus reducing the consequential disruption of such admissions.
- 3.11 We are developing a new approach to the refurbishment and/or replacement of all our children's homes over a three-ten year period. A proposal and plan has been presented to Asset Management Board in which the capital receipts from the sale of the closed children's homes at Inglewood, Wood Lane and Bodmin are to be used to refurbish and improve the children's homes estate which is currently in a poor and out-dated condition. A detailed plan and drafts are currently being drawn up in consultation with the care teams in the homes and the children who are cared for within them.

## **4 Corporate Considerations**

### **4.1 Consultation and Engagement**

4.1.1 There has been extensive consultation throughout the review and implementation of the review with children, young people, care leavers, children's home staff members, partner agencies, children's services staff and local communities.

### **4.2 Equality and Diversity / Cohesion and Integration**

#### **4.3 Council policies and the Best Council Plan**

4.3.1 The Children and Young People's Plan for the city cites a primary obsession as safely and appropriately reducing the number of children looked after. The recommendations of the review to increase the focus on safely returning children to family living, improving family functioning through delivery of direct work from a skilled children's homes workforce; delivering this critical work at the point of contact with a children's home, rather than referring on to partners or other professionals, significantly improves the likelihood of family engagement in the care plans for family reunification. This necessitates significant investment in the workforce both in structure, purpose and expectation of the staff teams in our homes but also in the level and depth of training and partner engagement going forward; reflected in both the Children and Young People's Plan and the Best City Plan.

4.3.2 The children's home review and recommended actions for the authority are consistent with the Council's objective in the City Plan to continue to become a child friendly city, providing good quality, safe care for Leeds' most vulnerable children.

4.3.3 Furthermore in line with the Social Contract within the Best Council Plan the focus on restorative practices, Family Group Conferencing and increased family involvement in our children's homes sees families taking control of the decisions about their children's care and maximising the potential for reunification.

#### **4.4 Resources and value for money**

4.4.1 Since 2013 significant progress has been made. Our three largest homes have been successfully closed (Wood Lane, Inglewood and Bodmin Road). This has resulted in a decrease of 28 beds. These have been replaced by two smaller homes: Ganners Green and Cherry Tree, which has increased our capacity by eight beds, with a net loss overall of 20 beds within the internal children's homes sector over the last two years. At the same time we have reduced our use of external children's homes placements purchased from the private sector from 110 to 51, this has created a net reduction of circa 70 children's homes beds. This reduction has realised significant savings for the council and reduced our reliance on children's homes in favour of family based care options. These savings have been achieved by:

- Increasing the number of foster placements available
- Improving care planning to ensure children and young people move to a family quicker rather than spending many years in children's homes.
- Developing a clear specialism for each home.



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

- 4.5.1 The Children's Homes Regulations and associated Quality Standards were reviewed in 2014 leading to new legislation coming into place in April 2015. These regulations set out how children's homes should be operated and the legal responsibility to provide accommodation and care of a decent standard and quality to maintain the statutory registration with the children's homes inspectorate, Ofsted.
- 4.5.2 Ofsted have also reviewed their inspection framework and have implemented a new framework and guidance upon which all homes are now judged. The rating of Satisfactory has been replaced by Requires Improvement, emphasising the continuous improvement agenda within the inspectorate and implicit within the new legislation.

## **4.6 Risk Management**

- 4.6.1 We are currently assessed by Ofsted as being a Good authority with Outstanding for leadership and management; however there is a reputational risk to the Local Authority if the homes of children that we have corporate parenting responsibility for are not assessed as Good or Outstanding. Without investment in the residential children's homes sector we will not be able to meet the ambition that we have for all homes to be Outstanding, to be a Child Friendly City, the best city in the UK and the best city for children to grow up in without implementing the recommendations of the review.

## **5 Conclusions**

- 5.1 Children's homes service provision has been subject of a comprehensive review covering the quality and extent of all the services currently offered within our homes and taking into consideration the demand profile and demographic of children in care in Leeds. The resulting improvement programme is well underway and is already delivering better outcomes for children who need to spend time in children's homes, however the focus on improvement needs to continue so that we can achieve our ambitions for children in care.
- 5.2 The review has also considered the changes to the regulations which set out how children's homes should be operated and the guidance on the quality of the services operated by Leeds City Council and changes have been made accordingly.
- 5.3 We have listened to the voice and experience of children, family members, children's home staff and those responsible for the care plans of our children looked after. It was evident from the review that the residential provision needed to change and by involving all of the key stakeholders changes made have been ambitious and needs led.
- 5.4 Further change is needed to ensure Leeds is well positioned to meet the regulatory requirements of the Children's Homes Regulation 2015, the Quality Standards and the improvements highlighted above. We have secured funding to allow some urgently needed improvements to the housing stock which makes up the current residential estate.

- 5.5 Further work is still needed to improve the offer to children leaving our children's homes to either return home to their families, return to foster care or to live independently.
- 5.6 We need to be ambitious in terms of the expectation of the skill level of all children's homes employees to offer the best care possible to children looked after and build a supportive network of professional challenge and development in and around the homes.
- 5.7 The staff in children's homes need be highly skilled and more flexible to reflect the direction of travel of Children's Services and to create an environment in which residential services has parity with peers and partners and is seen as a critical partner to assessing and supporting children in need.

## **6 Recommendations**

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

- The development of the children's homes as an integral part of the Children's Services offer to vulnerable children and families in Leeds;
- The restructure and reconfiguration of the children's homes staffing matrixes and the subsequent investment in training and skills development to meet the challenge of modern day children's homes;
- The development of a flexible and responsive resource that reflects the profile of demand and supports Leeds City Council's legal duty to provide sufficient and appropriate accommodation for those children who are in need of care and accommodation;
- The alignment of children's homes service delivery to similar services within Leeds City Council and our partners;
- The plan to provide small homes for up to four children which reflect the accommodation of a family home rather than an institution;
- The refurbishment of the children's homes to reflect modern family living.

## **7 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.

## Report of the Head of Scrutiny and Member Development

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

**Date: 15 October 2015**

**Subject: Work Schedule**

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 Purpose of this report

1.1 The purpose of this report is to consider the Scrutiny Board's work schedule for the forthcoming municipal year.

## 2 Main Issues

2.1 A draft work schedule is attached as appendix 1. The work programme has been provisionally completed pending on going discussions with the Board. The work schedule will be subject to change throughout the municipal year.

2.2 When considering the draft work programme effort should be undertaken to:

- Avoid duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue
- Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
- Avoid pure "information items" except where that information is being received as part of a policy/scrutiny review
- Seek advice about available resources and relevant timings taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place
- Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year

2.3 Also attached as appendix 2 is the minutes of Executive Board for 23 September 2015

### **3. Recommendations**

3.1 Members are asked to:

- a) Consider the draft work schedule and make amendments as appropriate.
- b) Note the Executive Board minutes

4. **Background papers**<sup>1</sup> - None used

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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.

## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	18 June	23 July - Full	August
<b>Inquiries</b>			
<b>Annual work programme setting - Board initiated pieces of Scrutiny work (if applicable)</b>	Consider potential areas of review	Extended work programme discussion	
<b>Budget</b>		Budget Update 2014/15 outturn and 2015/16 update  Plan for use of £4.8m of innovation fund.	
<b>Policy Review</b>		Basic Need Update and sufficiency of Early Years Provision  Public Request for Scrutiny	
<b>Recommendation Tracking</b>			
<b>Performance Monitoring</b>		Performance Report	
<b>Working Groups</b>			

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\*Prepared by S Pentelow

Key: SB – Scrutiny Board (Children's Services) Meeting

WG – Working Group Meeting

## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	10 September	15 October	12 November - Full
<b>Inquiries</b>	Agree scope of review for ** SEND Children – what is it like growing up in Leeds?	<b>Evidence Gathering</b> SEND Children – what is it like growing up in Leeds? (Young People)	<b>Evidence Gathering</b> SEND Children – what is it like growing up in Leeds? (Young People)
<b>Recommendation Tracking</b>	NEET a) recommendation tracking b) supporting Care Leavers c) geographical challenges  Focus on Disability and SEN- preparing for and providing a destination in EET		Private Fostering Inquiry (LSCB and Director of CS)
<b>Policy Review</b>	Improving School Attendance (with tracking)	Re-organisation of Children's Home Provision - Update	BESD/ SILC provision consultation (scheduled for Exec Board permission to consult Oct)
<b>Performance Monitoring</b>			Leeds Safeguarding Children – Annual Report
<b>Working Groups</b>	Safeguarding in Taxi and Private Hire Licensing – joint with Adult Social Services, Public Health, NHS and Scrutiny Board		

\* Prepared by S Pentelow

**Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year**

**Schedule of meetings/visits during 2015/16**

<b>Area of review</b>	<b>17 December - Full</b>	<b>January</b>	<b>February</b>
<b>Inquiries</b>	<p>Agree scope of review for ** SEND Children – what is it like growing up in Leeds? (Younger Years)</p> <p><b><u>Evidence Gathering</u></b> SEND Children – what is it like growing up in Leeds? (Young People)</p>	<p><b><u>Evidence Gathering</u></b> SEND Children – what is it like growing up in Leeds? (Young People)</p>	<p><b><u>Evidence Gathering</u></b> SEND Children – what is it like growing up in Leeds? (Younger Years)</p>
<b>Budget</b>	<p>Initial Budget Proposals 2016/17 and Budget Update</p> <p>Cluster Funding Arrangements Development Update.</p>		
<b>Policy Review</b>	Basic Need Update		
<b>Recommendation Tracking</b>		Cluster Inquiry Tracking	
<b>Performance Monitoring</b>	Performance Report	<p>Universal Activity Funding – performance, consistency and delivery since the delegation of responsibility and budgets to Community Committees ?</p> <p>Targeted Youth Services?</p>	
<b>Working Groups</b>	Cluster Recommendation Tracking - Visits?		

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\* Prepared by S Pentelow

## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Schedule of meetings/visits during 2015/16			
Area of review	March	April	May
<b>Inquiries</b>	<b><u>Evidence Gathering</u></b> SEND Children – what is it like growing up in Leeds? (Younger Years)	<b><u>Evidence Gathering</u></b> SEND Children – what is it like growing up in Leeds? (Younger Years)	
<b>Budget and Policy Framework</b>			
<b>Recommendation Tracking</b>			
<b>Performance Monitoring</b>			
<b>Working Groups</b>			



## Draft Scrutiny Board (Children's Services) Work Schedule for 2015/2016 Municipal Year

Unscheduled - required :

- School Transport Statement for final policy– Exec Board
- CSE working group
- Maths and English – recommendation tracking – (to come with directors response to Learning Improvement Inquiry)
- BESD/ SILC provision, pre- Executive Board decision scrutiny following completion of consultation.
- SEND part 2 (Early identification of Dyslexia and Dyspraxia)

For information - TaMHS and CAMHS report back to the Adult Social Services, Public Health, NHS and Scrutiny Board

Updated - September 2015

\*Prepared by S Pentelow

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## EXECUTIVE BOARD

WEDNESDAY, 23RD SEPTEMBER, 2015

**PRESENT:** Councillor L Yeadon in the Chair

Councillors D Coupar, M Dobson, J Lewis,  
R Lewis and L Mulherin

**SUBSTITUTE MEMBERS:** Councillors J Bentley and J Procter

**APOLOGIES:** Councillors J Blake, A Carter, S Golton and M Rafique

**35 Chair of the Meeting**

In accordance with Executive and Decision Making Procedure Rule 3.1.5, in the absence of Councillor Blake who had submitted her apologies for absence from the meeting, Councillor Yeadon presided as Chair of the Board for the duration of the meeting.

**36 Substitute Member**

Under the terms of Executive and Decision Making Procedure Rule 3.1.6, Councillors J Procter and J Bentley were invited to attend the meeting on behalf of Councillors A Carter and Golton respectively, who had submitted their apologies for absence from the meeting.

**37 Exempt Information - Possible Exclusion of the Press and Public**

**RESOLVED** – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) Appendix 1 to the report entitled, 'Redevelopment of Kirkstall Road Household Waste Recycling Site and Transfer Station', referred to in Minute No. 47 is designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that the information contained within the submitted appendix contains the price evaluation scores for each of the tenderers, and which therefore relates to the financial or business affairs of each of the tenderers. Keeping this information exempt from publication also relates to the business affairs of the Council, where the disclosure of such information could damage confidence in the Council's procurement processes. Consequently, it is considered that the public interest in maintaining the exemption from publication outweighs the public interest in disclosing the information.

**38 Declaration of Disclosable Pecuniary Interests**  
There were no declarations of Disclosable Pecuniary Interests made at the meeting.

**39 Minutes**  
**RESOLVED** – That the minutes of the meeting held on 15<sup>th</sup> July 2015 be approved as a correct record.

### **HEALTH, WELLBEING AND ADULTS**

**40 Delivering the Better Lives Strategy in Leeds - Proposed Next Steps - Progress Report**

Further to Minute No. 104, 19<sup>th</sup> November 2014, the Director of Adult Social Services submitted a report which provided an account of the further work which had been undertaken in support of the “Delivering the Better Lives Strategy in Leeds – Proposed Next Steps”. The report identified the progress which had been made since November 2014 when the Board previously considered the matter, and which also sought approval to proceed with further proposals, including the structure of the proposed consultation process.

Members noted that the purpose of the submitted report was to gain the Board’s approval to undertake a consultation exercise on the proposals detailed, with assurances being provided that such consultation would be genuine, comprehensive and would involve all relevant parties.

Furthermore, it was emphasised that whilst noting the significant reduction in the Council’s budget over the last five years, the aim was to ensure that modern, personalised services were offered which provided the individual with a range of choices and enabled them to maintain their independence for as long as possible. Also, it was highlighted that should any actions be implemented following the consultation period, the Council guarantees that individuals affected would have the same level of service, that there is sufficient residential care provision in the city and that the Council would support all relevant parties throughout the accompanying processes.

Responding to a Member’s enquiry, it was reiterated that current and projected figures indicated that there were sufficient levels of residential care provision to meet demand in Leeds. Furthermore, Members were also provided with information on the work which had been undertaken on the viability of alternative models of provision.

#### **RESOLVED –**

- (a) That the work which has been undertaken in compliance with the requirements of the agreement given by the Executive Board on 19th November 2014, be noted;
- (b) That the following proposals be agreed:-
  - (i) To begin consultation on the recommended proposals to decommission the three remaining care homes (Middlecross, Siegen Manor and The Green) and associated day centres

Draft minutes to be approved at the meeting  
to be held on Wednesday, 21st October, 2015

(Middlecross, Siegen Manor and The Green) and Springfield day centre for older people, with consultation on these services commencing on 1st October 2015 and being completed on 23<sup>rd</sup> December 2015. (It was noted that the related recommendation within the report remained unchanged from that which featured in the November 2014 report);

- (ii) To begin consultation on the recommended proposal to decommission Radcliffe Lane Day Centre, with consultation taking place in the same timescale as the services listed above. (It was noted that the related recommendation within the report had been altered from that which featured in the November 2014 report, with explanatory details set out at sections 3.36-3.41 of the submitted report);
- (iii) To consult on the proposal to remodel Wykebeck Valley day centre over time as a complex needs hub for the East of the city, taking a phased approach to accommodate the needs of existing and future customers, with consultation taking place in the same timescale as the services listed above. (It was noted that the related recommendation within the report had been altered from that which featured in the November 2014 report, with explanatory details set out at sections 3.42-3.45 of the submitted report);
- (iv) To continue and complete the review of the Council's long term community support service (home care) which is currently underway;
- (v) That officers be asked to submit a further report to Executive Board in Spring 2016 detailing the outcomes from the consultation process on the proposals outlined in the submitted report and in relation to the outcomes from the review of options for the residual Community Support Service and making further recommendations in relation to the next steps;
- (vi) To note that a further report has been submitted to the Executive Board that sets out proposals in relation to Frederick Hurdle and Apna Day Centres (Minute No. 53 refers);
- (vii) To note that the lead officer responsible for the implementation of such matters is the Director of Adult Social Services.

(At the conclusion of this item, the meeting was adjourned at 1.25 p.m., and subsequently reconvened at 1.35 p.m.)

## **CHILDREN AND FAMILIES**

### **41 Outcome of consultation to increase Primary School Places in Pudsey/Swinnow**

The Director of Children's Services, the Director of City Development and the Deputy Chief Executive submitted a joint report on proposals which related to the Local Authority's duty to ensure sufficiency of school places. Specifically, the report made reference to the outcome of the consultation exercise which had been undertaken on proposals to expand primary school provision at Park Spring Primary School, and sought permission to publish a statutory notice in respect of such proposals.

#### **RESOLVED –**

- (a) That the publication of a Statutory Notice to expand Park Spring Primary School from a capacity of 315 pupils to 420 pupils, with an increase in the admission number from 45 to 60, with effect from September 2017, be approved;
- (b) That it be noted that the responsible officer for the implementation of such matters is the Capacity Planning and Sufficiency Lead.

### **42 Outcome of statutory notices on proposals to expand secondary provision at Roundhay Through-School**

Further to Minute No. 10, 24<sup>th</sup> June 2015, the Director of Children's Services, the Director of City Development and the Deputy Chief Executive submitted a joint report detailing the outcomes from the publication of statutory notices regarding proposals to expand secondary provision at Roundhay Through-School and which sought approval to implement such expansion.

Responding to an enquiry, Members were advised that the school's Board of Governors had considered and agreed to the proposals.

#### **RESOLVED –**

- (a) That changes to Roundhay Through-School by increasing its capacity from 1250 pupils to 1500 pupils in years 7 – 11, with an increase in the cohort sizes from 250 to 300, with effect from September 2017, be approved;
- (b) That the increase to the year 7 admissions number in 2017 and 2018 to 300, then its reduction to 240 in 2019, be approved, given that the primary children are already on the roll of the school and the admission number is the number of additional children from other primary schools that would be admitted;
- (c) That it be noted that the responsible officer for the implementation of such matters is the Head of Learning Systems.

## **COMMUNITIES**

### **43 Migration and Refugee Update**

The Assistant Chief Executive (Citizens and Communities) submitted a report which provided an update on a range of issues relating to migration in Leeds as well as Leeds' response to the current Middle East refugee crisis. In addition, the report provided context on migration and asylum issues as they historically and presently affected the demography of the city as well as responding to the current refugee crisis.

Responding to a Member's enquiry, it was confirmed that the proposed use of up to £100,000 of local welfare scheme funding to support third sector organisations in dealing with capacity challenges would not impact upon the delivery of the Council's welfare service provision. Furthermore, it was noted that the Council would continue to work in partnership with the third sector in order to ensure that the outcomes provided by such organisations were maximised.

A discussion then took place on the detail of the Council's response to the Home Office's consultation paper: 'Reforming Support for Failed Asylum Seekers and other Illegal Migrants'.

#### **RESOLVED –**

- (a) That the Assistant Chief Executive (Citizens and Communities) be authorised to liaise with Home Office colleagues in order to seek to agree the terms and funding arrangements for the relocation of up to 200 Syrian refugees in Leeds over the next two years;
- (b) That the Board endorse the use of up to £100,000 of local welfare scheme funding in order to support third sector organisations in dealing with current capacity challenges, with the Assistant Chief Executive (Citizens and Communities) agreeing specific proposals in consultation with the relevant Executive Member.

### **44 Future Policy Direction for the Regulation of the Private Rented Sector and tackling empty homes**

The Director of Environment and Housing submitted a report presenting the issues currently affecting the Private Rented Sector (PRS) in Leeds, and outlined a number of potential policy directions in this area. Furthermore, the report responded to the deputation presented to the 1<sup>st</sup> April 2015 Council meeting by the Trade Unionist and Socialist Coalition (TUSC) regarding private sector housing and letting agencies.

In discussing the available options for the regulation of the private rented sector, and also the emerging issue of properties being purchased as part of the 'Right to Buy' initiative and subsequently being privately rented, it was noted that comments made by Members would be taken into consideration as such matters were progressed.

**RESOLVED** – That the Director of Environment and Housing be requested to report back to the February 2016 Executive Board on the development of a range of options for the improvement and the regulation of the PRS in Leeds, specifically:-

- (i) A self-regulation agreement with members of Accreditation Schemes;
- (ii) Establishing a “Rogue Landlord” unit;
- (iii) Lobbying government for changes to the operation of Housing Benefit or Universal Credit within the sector;
- (iv) Refining the approach to prosecutions of failing landlords;
- (v) Establishing an “Ethical Lettings Agency”; and
- (vi) Targeting the Leeds Neighbourhood Approach (LNA) within a Neighbourhood Improvement programme.

**45 Approval to grant thirteen 99 year leases at less than best consideration to Leeds Action to Create Homes (LATCH)**

Further to Minute No. 35, 4<sup>th</sup> July 2007, the Director of Environment and Housing submitted a report which sought approval to surrender 13 existing leases and grant 99-year leases at ‘less than best’ consideration to LATCH (Leeds Action to Create Homes). The report detailed how this would enable LATCH to secure additional finances in order to undertake a programme of acquisition and refurbishment of privately owned empty properties across the city.

Responding to a Member’s enquiry, officers undertook to ensure that the Council would work with the relevant organisations in order to ensure that any properties involved in this and similar schemes would be brought back into use within a specified timescale.

**RESOLVED –**

- (a) That a recommendation to surrender 13 existing leases to LATCH, be approved;
- (b) That approval be given to enter into new 99-year Leases at ‘Less Than Best’ consideration in order to enable LATCH to secure additional finances and enter into a programme of acquisition and renovation of empty properties in Leeds;
- (c) That the necessary authority be delegated to the Director of City Development in order to approve the terms of the new leases at ‘Less than Best’ consideration, based upon a peppercorn rent calculated at £1 per annum per property by January 2016.

**ENVIRONMENTAL PROTECTION AND COMMUNITY SAFETY**

**46 Draft Safer Leeds Strategy 2015/16**

The Director of Environment and Housing submitted a report which presented the draft Safer Leeds Strategy for 2015-2016 for the Board’s consideration and support, prior to the Strategy being submitted for the purposes of formal approval to the meeting of full Council on 11<sup>th</sup> November 2015.



Responding to a Member's enquiry, the Board was advised that although the issue of road safety was not included within the strategy, it did feature within the West Yorkshire Local Transport Plan, and it was emphasised that collaborative work between relevant partners would continue in order promote all aspects of the issue.

**RESOLVED** – That the draft Safer Leeds Strategy be supported as the city's Crime and Disorder Strategy for 2015-16, and that the Strategy be submitted to full Council on 11th November 2015 for the purposes of approval.

(In accordance with the Council's Executive and Decision Making Procedure Rules, the matters referred to within this minute were not eligible for Call In as the power to Call In decisions does not extend to those decisions made in accordance with the Budget and Framework Procedure Rules, which includes the resolution above)

**47 Redevelopment of Kirkstall Road Household Waste Recycling Site and Transfer Station**

Further to Minute No. 217, 5<sup>th</sup> March 2014, the Director of Environment and Housing submitted a report which sought approval to proceed with the redevelopment of the Kirkstall Road recycling site. The report highlighted how the proposed scheme would provide major enhancements to recycling facilities and services for residents in this area of the city, and which aimed to support a further increase in recycling performance.

The submitted report and the exempt appendix provided Members with details of 2 options: Option 1 included the development of a 're-use shop' within the project, whilst Option 2 excluded it.

Members discussed the updated costings and the factors which had led them to be revised.

Following consideration of Appendix 1 to the submitted report, designated as exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

**RESOLVED –**

- (a) That the appointment of the preferred contractor, to complete the design and carry out construction of the proposed Kirkstall Road recycling site, in accordance with the details contained within the submitted exempt appendix 1 (i.e. Option 1 - including the development of a re-use shop), be approved;
- (b) That a further injection into Capital Scheme No. 16169 of £943k, to be funded through a combination of additional unsupported borrowing and grant, be approved, giving a total approved budget of £5.243m;
- (c) That authority to spend up to a total of £5.243m on the re-development of Kirkstall Road recycling site be approved;

Draft minutes to be approved at the meeting  
to be held on Wednesday, 21st October, 2015

- (d) That the necessary authority be delegated to the Director of Environment and Housing in order to approve the completion of the contract award, and to take any necessary action associated with the contract and/or contract award.

## **ECONOMY AND CULTURE**

### **48 Best Council Plan - Strong Economy and Compassionate City**

Further to Minute No. 30, 15<sup>th</sup> July 2015, the Deputy Chief Executive submitted a report which sought agreement to a renewed ambition for Leeds. In doing so, the report presented the draft 'best city' outcomes and the updated breakthrough projects, which would inform the 2016/17 Best Council Plan together with the Council's financial strategy, and which would also aim to build upon the progress previously reported to the Board.

Responding to Members' enquiries, it was emphasised that focus would be placed upon the delivery of the ambitions presented within the submitted document, and that Members would be kept informed of the progress being made against such ambitions.

### **RESOLVED –**

- (a) That a renewed ambition for Leeds: to be the 'best city', as set out in the '*Vision for Leeds 2011-30*' be agreed, which means that it must be a compassionate, caring place that helps all of its residents contribute to and benefit from the effects of economy growth, thereby tackling poverty and reducing the range of inequalities that still exist;
- (b) That the draft 'best city' outcomes and updated 'breakthrough projects', as presented at Appendix 1 to the submitted report be noted, which are in support of the twin aims of Leeds having a 'strong economy' and being a 'compassionate city'. It also be noted that these will be finalised in the coming months through developing the 2016/17 Best Council Plan and aligned budget, both of which are scheduled to be presented to the Board in February 2016.
- (c) That it be noted that the officers responsible for such matters are the Chief Executive (for the Best Council Plan) and the Deputy Chief Executive (for the Council budget).

## **RESOURCES AND STRATEGY**

### **49 Financial Health Monitoring 2015/16 – Month 4**

The Deputy Chief Executive submitted a report presenting the Council's projected financial health position after 4 months of the 2015/16 financial year. Furthermore, the submitted report sought approval of the proposed changes to the budget and the associated savings detailed at Appendix 2, in order to reflect the potential reduction in the Public Health grant. Finally, the report provided an update on the Council's procurement activity during the first quarter of the financial year.

Responding to an enquiry, the Board received an update on the factors which had led to the current forecasting of a year-end overspend within the Children's Services directorate, together with the actions being taken to address it.

Members also received an update on the current position regarding the national in-year reduction in Public Health grant, and in relation to this, discussed the details within Appendix 2, which presented proposals to change the budget and make savings in order to accommodate such a grant reduction.

Responding to a Member's enquiry, the Board was advised that dialogue with the Home Office would continue, both on the collaborative work which the Council was undertaking to assist with the current refugee crisis and also in respect of associated Government funding to support such work.

**RESOLVED –**

- (a) That the projected financial position of the Authority for 2015/16 be noted;
- (b) That in line with the Budget and Policy framework, approval be given to the changes to the budget in order to reflect the potential reduction to the Public Health grant, together with the proposed savings, as outlined in Appendix 2 of the submitted report, which are subject to confirmation of the final in-year grant, and which are for implementation by the Director of Public Health in line with the Council's decision-making processes.

**50 Paying a Real Living Wage**

The Deputy Chief Executive submitted a report which recommended that the Council established a real Living Wage for staff of £8.01 per hour from 1st April 2016, in line with the West Yorkshire Combined Authorities' Low Pay Charter, which the Council signed up to in April 2015 (Minute No. 191 of Executive Board, 22<sup>nd</sup> April 2015 refers).

Responding to an enquiry, it was confirmed that the real Living Wage initiative would apply to all staff, other than in exceptional circumstances, and would not include an age threshold.

In addition, Members noted the estimated financial impact that the establishment of the real Living Wage would have upon schools, and received information on the dialogue which continued with schools, together with other partners, on the wider implications of the initiative.

**RESOLVED –**

- (a) That it be noted that Council staff will be paid a real Living Wage at £8.01 per hour from 1<sup>st</sup> April 2016;

- (b) That the budget strategy be developed in order to accommodate this, with the minimum pay rate being annually reviewed as part of the budget strategy, and with increases being considered in terms of affordability, impact on pay structures and national pay settlements;
- (c) That it be noted that the Deputy Chief Executive is the responsible officer for the implementation of resolutions (a) and (b) (above);
- (d) That Leeds City Council engage with partners and the business community in Leeds in order to demonstrate how this change will help build a stronger economy and a compassionate city, with the Deputy Chief Executive reporting back to the Board on this, together with other key national developments regarding pay and benefit changes that affect low paid staff.

## **REGENERATION, TRANSPORT AND PLANNING**

### **51 Project to establish a Leeds domestic energy services company (LESCo)**

The Director of Environment and Housing submitted a report which introduced the underpinning concepts of the Leeds Domestic Energy Services Company (LESCo) project and which outlined the proposed next steps, with the intention of securing the support of the Executive Board to proceed as planned with the scheme. In addition, the report also focused upon some of the cross linkages and interdependencies that this project shared with the Council's wider objectives around the breakthrough projects programme.

The Board welcomed the proposals detailed within the submitted report. In addition, Members emphasised the importance of ensuring that there was transparency around the tariffs and offers provided by LESCo. Having noted that Council houses would be automatically switched to the new energy company during the voids process, it was suggested that consideration be given to the service being eventually extended to as wide a customer base as possible.

#### **RESOLVED –**

- (a) That the contents of the submitted report be noted;
- (b) That approval be given to the Council conducting an open competition in order to enable the identification of a suitable organisation to partner with, under formal contract;
- (c) That the necessary authority be delegated to the Director of Environment and Housing in order to conduct the competitive process referred to above, and also to negotiate and agree the resulting formal contract and all ancillary matters/documents.

### **52 Hunslet Riverside Regeneration Plan**

Further to Minute No. 19, 15<sup>th</sup> July 2015, the Director of City Development submitted a report outlining a proposed approach which aimed to secure the

regeneration of the Hunslet Riverside area. The report highlighted the scope of the opportunities available and the need for an agreed Regeneration Plan. Additionally, the report also identified how the Council proposed to use its' assets in order to support growth aspirations in the area.

**RESOLVED –**

- (a) That the principles as set out at section 3.7.1 of the submitted report be agreed, in order to guide the delivery of regeneration in the Hunslet Riverside area;
- (b) That approval be given for the Head of Regeneration to undertake stakeholder consultation and prepare a Regeneration Plan for Hunslet Riverside, with the associated matters being submitted to Executive Board in Spring 2016 for the purposes of approval.

**HEALTH, WELLBEING AND ADULTS**

**53 Delivering the Better Lives Strategy Adult Social Care - BME Day Services**

Further to Minute No. 104, 19<sup>th</sup> November 2014, the Director of Adult Social Services submitted a report providing an update on the progress made regarding consultation on the future of the Adult Social Care day centres for older people from Black and Minority Ethnic (BME) communities at Apna (Hyde Park & Woodhouse) and Frederick Hurdle (Chapel Allerton).

The report also provided details regarding the current and future demand for BME services and presented a number of potential options for the future delivery and management of the provision, all of which had been the subject of the associated consultation exercise.

Responding to a Member's enquiry, it was highlighted that as part of the Better Lives Strategy, the aspiration of re-designing this service model was to ensure that users were provided with a range of choices in terms of service provision.

**RESOLVED –**

- (a) That the outcomes of the extensive consultation exercise on the future delivery of services at Apna and Frederick Hurdle day centres, be noted;
- (b) That a two stage approach to service change be approved:
  - In Phase One between October 2015 and March 2016, the service model be re-designed in co-production with service users, carers, staff, and the wider communities working with ASC Commissioning;
  - Phase Two to involve the transition to the new service model and the services being managed by one or more external providers. This phase to take place between April and December 2016;

- (c) That the new service model and costs be confirmed as the detailed proposals are developed, which will be approved through a delegated decision when the new arrangements are finalised;
- (d) That approval be given to the existing approach continuing into the Commissioning phase of the project, whereby service users, carers, staff and the wider communities work in co-production with Leeds Adult Social Care in order to develop proposals for these services;
- (e) That it be noted that the lead officer responsible for the implementation of such matters is the Director of Adult Social Services.

**54 Director of Public Health Annual Report 2014/15**

The Director of Public Health submitted a report which provided a summary of the background, context and key issues from the Director's Annual Report 2014/15. Full copies of the Director's Annual report were also provided to Board Members for their consideration.

The Board noted the objectives of the Director's report: namely the health benefits of good urban design and also to ensure that communities were able to effectively contribute towards the planning process.

In addition, Members highlighted the importance of ensuring that the necessary infrastructure, including public health provision, accompanied new housing developments. Furthermore, the Board welcomed the aspiration of ensuring that communities and stakeholders were able to have greater input into the planning process, but highlighted how current procedures did not always help to facilitate this, and as a result suggested that representations could be made to Government on such matters.

**RESOLVED –**

- (a) That the contents of the submitted report be noted;
- (b) That the recommendations, as detailed within the Director of Public Health's Annual Report 2014/15, be supported;
- (c) That the Scrutiny Board (Adult Social Services, Public Health and NHS) be recommended to receive the Director of Public Health's Annual Report 2014/15.

**55 Endorsing the national "Mental Health Challenge"**

The Director of Public Health submitted a report regarding the national 'Mental Health Challenge', which provided the Board with the opportunity to consider the commitments lying behind the initiative, and to signal its commitment to this agenda by signing up to the 'challenge'.

On behalf of the Board, the Executive Member for Health, Wellbeing and Adults highlighted the importance of promoting good mental health and wellbeing in city's schools, colleges and workplaces, and also thanked all of

those who had participated in and contributed to the recent seminar attended by Elected Members on the issue of mental health.

Furthermore, the Chief Executive highlighted that as part of the activities of National Inclusion Week this week, he had addressed senior officers on such matters, with all senior officers adopting an 'inclusion objective'. It was highlighted that these activities, together with the recent Members' seminar and the consideration of such matters by Executive Board were all part of the proactive and co-ordinated approach being taken by the Council.

In conclusion, the Chief Executive offered to take up the role of lead officer for promoting the Mental Health Challenge in Leeds, alongside the Executive Member for Health, Wellbeing and Adults' role as Member Champion for this initiative.

**RESOLVED** – That the Executive Board endorse and sign up to the 'Mental Health Challenge' initiative.

**DATE OF PUBLICATION:** FRIDAY, 25<sup>TH</sup> SEPTEMBER 2015

**LAST DATE FOR CALL IN  
OF ELIGIBLE DECISIONS:** 5.00P.M., FRIDAY, 2<sup>ND</sup> OCTOBER 2015

(Scrutiny Support will notify Directors of any items called in by 12.00noon on Monday, 5<sup>th</sup> October 2015)

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