

**Report of the Head of Complex Needs Service, Head of Learning Improvement and Voice and Influence Lead**

**Report to Scrutiny Board (Children & Families)**

**Date: 12<sup>th</sup> November 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. The content will supplement the information provided in the previous report from the 15<sup>th</sup> of October to explore the following issues in more detail:

- The training of educational staff/ governors on SEN and Disability
- SEND attainment data at KS4
- Achievement and Life Skill qualifications
- Promoting good attendance
- The SEND Ofsted framework
- EHCP (Education, Health and Care Plans)

**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**

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.

### **1.0 Main Issues**

#### **Training of educational governors on SEN and Disability**

- 1.1 The Governor Support Service recommends that each governing body has a SEND governor although this is not statutory. However, each governing body must have regard to the SEND Code of Practice which was drawn up to ensure that children's special educational needs and disabilities are picked up at the earliest point and provision put in place which promotes high standards of achievement.
- 1.2 The role of the special education needs and disabilities governor is to be knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed. The governor should also be satisfied that SEND provision is an integral part of the school development plan and that the quality of SEND provision is continually monitored. The role does not involve taking part in discussions concerning individual pupils.
- 1.3 SEND Training for governors is delivered by Kirsty Quayle, Monitoring Quality & Assurance Officer, in Complex Needs. The course will be led by senior inclusion and SEN improvement advisers. It will be particularly relevant to the SEN Governor or any governor interested in ensuring good provision for children with special educational needs. The course covers the compulsory knowledge required on the SEN Code of Practice.

Additional outcomes of the course outcomes are to:

- know what governors' statutory duties are as detailed in the SEN Code of Practice
- understand the roles and responsibilities of the SEN governor
- understand local initiatives in inclusion and SEN, and the impact they may have on the role of governors
- know how schools are funded for children with SEN

The feedback form issued at the end of each session asks participants to comment on how well each objective was covered in the session. Feedback from the January 2015 session included:

“I learnt an amazing amount”

“I found the course really useful”

“Trainer excellent – very open to questions”

## **2.0 Attainment**

- 2.1 Results at KS4 vary enormously in SILCs due to the range of disabilities and special needs catered for; some pupils may have severe communication problems and struggle to interact. Expectations and targets for the child therefore depend on the severity of the disability or special need.
- 2.2 Commonly used in Leeds SILCs is a piece of progress monitoring software called B- Squared. Teachers will use this programme to assess pupils’ progress towards targets every half term.
- 2.3 The information recorded on B- Squared can be used to track progress from pupils working at very low P levels to those working on the upper National Curriculum. Results can be displayed in reports and graphs, showing progression towards achieving skills. Reports are automatically updated, and track progress across any time period.
- 2.4 B-squared has a gap analysis tool which allows schools to identify vulnerable groups such as Pupil Premium and Free School Meals.
- 2.5 Pupils’ progress is discussed in regular department meetings to make sure that pupils are making the progress they expect.
- 2.6 At the end of the year this data can be exported to CASPA (Comparison and Analysis of Special Pupil Attainment) which allows nationwide comparisons with other Special Schools.
- 2.7 CASPA allows teachers to track progress from a selected ‘start’ point (results of 2010) and identify whether pupils are making better than expected progress, expected progress, or worse than expected progress, taking into account their age, previous progress, and category of need, when compared to the national cohort.
- 2.8 For example at Broomfield South SILC in the academic year 2014-15 they used CASPA to compare the progress of their pupils with that of similar pupils in similar schools throughout the country. The data, showed that:
  - 89% of pupils made expected or better than expected progress in English
  - 85% of pupils made expected or better than expected progress in Maths
  - 92% of pupils made expected or better than expected progress in PSHE
  - 89% of pupils made expected or better than expected progress overall.

## 2.9 Data at KS4 is also available for certain SEN categories:

The following data was extracted from final pupil-level data sourced from the Department for Education (DfE) and, in respect of the provisional 2015 data, the DfE's database 'Key to Success'. This data was then matched to determine the pupil's primary SEN need identified within the School Censuses for January 2012, 2013, 2014 and 2015 respectively.

2.9.1 General information on KS4 outcomes by SEN provision can be found here <http://teams.leeds.gov.uk/services/CSPI/SiteAssets/LODs.aspx>

2.9.2 When reviewing the following data presented a number of important points should be noted:-

- Special Educational Needs and Disability (SEND) provision reforms under the Children and Families Act 2014, introduced on 1 September 2014 (see appendix), led to the replacement, in September 2014, of the 'School Action' and 'School Action Plus' categories for the new category of 'SEN support'. This means there were changes in what has been collected by the DfE in January 2015 and a mixed economy of schools using both new and old codes;
- The data does not identify pupils who have Funding For Inclusion (FFI) allocated to them. Not every pupil categorised in the School Census as having SEND will have Funding For Inclusion (FFI) allocated, conversely not all pupils in receipt of a Statement or Education, Health and Care plan (EHCP) will receive FFI;
- Primary need is now collected for all pupils categorised as SEN. In previous years there was no requirement to provide a type of need for pupils who were at 'School Action'. From 2015 all SEN pupils require a type of SEN need for the School Census;
- There have been changes to the classification of type of need in 2015: the previous category of 'Behaviour, Emotional and Social Difficulties (BESD)' has been removed. A new category of 'Social, Emotional and Mental Health (SEMH)' has been introduced, although this is not a direct replacement. The category 'SEN support but no specialist assessment of type of need' was also introduced in 2015. There are 13 categories of Primary need;
- The cohorts involved each year are very small and therefore statistically insignificant;
- 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. 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;

### 3.0 SEN Primary Need Categories

The table below presents the SEN primary need codes available for assigning to SEN pupils by a school in the January 2015 School Census.

#### 3.1 Table 1: School level SEN type codes

School level SEN type Code	Description
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
NSA	SEN support but no specialist assessment of type of need
OTH	Other Difficulty/Disability

*Source: DfE School Census guidance 2015 to 2016 (version 1.7 – September 2015)*

- 3.1.1 As previously mentioned there were changes to the classification of type of need in 2015: the previous code of 'Behaviour, Emotional and Social Difficulties (BESD)' has been removed. A new code 'Social, Emotional and Mental Health (SEMH)' has been introduced, although this is not a direct replacement. The code 'SEN support but no specialist assessment of type of need' was also introduced in 2015.

#### 3.2 Analysis of Leeds SEN cohort by Primary Need in 2012, 2013, 2014 and 2015

The table presents the breakdown of the Leeds SEN cohort for the number of pupils at the end of Key Stage 4 in years 2012, 2013, 2014 and 2015, by primary SEN need.

Cohort	2012	2013	2014	2015
SPLD	29	33	26	87
MLD	137	125	133	294
SLD	15	31	39	29
PMLD	9	5	9	3
SEMH	0	0	0	295
SLCN	41	51	42	53
HI	21	18	18	21
VI	8	6	8	13
MSI	0	1	2	1
NSA	0	0	0	2
PD	23	23	25	17
ASD	41	49	51	53
OTH	55	36	37	68
BESD	285	296	310	0
<b>Total</b>	<b>664</b>	<b>674</b>	<b>700</b>	<b>936</b>

Source: School Census January 2012, 2013, 2014 and 2015

### 3.3 Illustrated Example where GCSE results can be used to monitor progress.

3.3.1 Whilst there was some discussion in the last paper around the GCSE Results and the suitability of using them for children and young people in the SILC provisions, not all SEND pupils are in a specialist provision. The Hearing Impairment Team and the Visual Impairment team work through schools in the city. The tables below show a three year trend for these two groups over the last three years.

### 3.4 Pupils with Hearing Impairment not in SILCs 2012 to 2014 (3 years)

	National average	Leeds (cohort in brackets)
<i>CYP - Children and Young People</i>		
% of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	58%	52% (63)
% of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	57%	56% (63)
% of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	76%	78% (63)
% of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	44%	35% (63)
% of CYP achieving 5 or more A* - C grades at GCSE in any subjects	60%	60% (63)

3.4.1 This table shows a three year data set from summer 2012 to 2014 comparing KS4 outcomes for deaf and hearing impaired children in Leeds with a similar cohort nationally. The data from 2015 is not yet available. Children who are in special schools because of learning difficulties are excluded from the data sets. The national Hearing Impaired comparator comes from voluntary submissions from over 90 LAs. Hearing Impaired children nationally perform significantly worse than their hearing counterparts at each key stage. Children in the cohort frequently have additional SEND within the mainstream provision. The Leeds cohort is small and should be treated with caution. It is subject to significant year on year percentage variations.

The data presents a mixed picture for Leeds. The Sensory Service has identified that the greatest need for improvement is in increasing the number of pupils achieving a grade C in English. This is a recognised difficulty nationally for deaf children, but needs an even sharper focus in Leeds. The Sensory Service is using an OBA approach to improve outcomes in this area.

### 3.5 Pupils with visual impairment not in SILCs 2012 to 2014 (3 years)

	National average	Leeds (cohort in brackets)
<i>CYP - Children and Young People</i>		
% of CYP progressing by 3 or more levels in English from the end of KS2 to the end of KS 4	62%	73% (15)
% of CYP progressing by 3 or more levels in Maths from the end of KS2 to the end of KS 4	61%	40% (15)
% of CYP achieving 5 or more A* - G grades at GCSE including English and Maths	75%	80% (15)
% of CYP achieving 5 or more A* - C grades at GCSE including English and Maths	50%	47% (15)
% of CYP achieving 5 or more A* - C grades at GCSE in any subjects	64%	53% (15)

3.5.1 This table shows a three year data set from summer 2012 to 2014 comparing KS4 outcomes for visually impaired children in Leeds. It is calculated in a similar way to Hearing Impairment. It is worth remembering that a large number of the students in the cohorts have additional difficulties as well as their sensory impairments. The data below presents a mixed picture for Leeds. The Sensory Service has identified that the greatest need for improvement is in progress in Maths from KS2 to KS4. The Sensory Service is using an OBA approach to improve outcomes in this area.

The progress and attainment for Visual Impaired children at KS2 in Leeds are significantly above the national VI figures on all measures.

### **3.6 Summary**

- 3.6.1 Drawing conclusions on the year on year attainment of KS4 pupils by their SEN need is problematic. As previously mentioned, the cohorts involved each year are very small and comparisons on attainment between the SEN need categories cannot be made as each SEN need category is different from the next. Also, the individual pupils (and their needs and abilities) in each of the SEN need categories are different each year. Comparison is complicated by the fact that until 2015 the primary need classification for some SEN pupils in the School Census wasn't necessary.
- 3.6.2 There have been improvements in the % of pupils achieving the English Baccalaureate in the 'Hearing Impairment', 'Visual Impairment' and 'Physical Disability' cohorts.

### **3.7 Special Educational Needs and Disability (SEND) Reforms**

- 3.7.1 The Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014 were introduced on 1 September 2014.
- 3.7.2 From September 2014, any child or young person newly referred to a local authority for assessment is considered under the new EHC (Education, Health and Care) plan assessment process. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996.
- 3.7.3 Since September 2014, Pupils with SEN are categorised as follows:
- SEN support - Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN Coordinator (SENCO) may receive advice or support from outside specialists. This category replaces the former 'School Action' and 'School Action Plus' categories.
  - Statement/EHC plan  
A pupil has a statement of SEN or an EHC plan when a formal assessment has been made. A document is in place that sets out the child's needs and the extra help they should receive. An example of an EHC plan is attached as Appendix 5.
- 3.7.4 It is important to bear in mind that for many pupils with SEND GCSEs are not an appropriate measure. Other qualifications available include Functional Skills, in which pupils can be entered for exams every two months.
- 3.7.5 Edexcel Functional Skills are available in England from Entry 1 to Level 2. Here are the results in Functional Skills at KS5 2014-15 from a sample of three Leeds SILCs



	<b>E1</b>	<b>E2</b>	<b>E3</b>
<b>English</b>	6	3	1
<b>Mathematics</b>	3	8	1
<b>ICT</b>	2	3	1

	<b>E1</b>	<b>E2</b>	<b>E3</b>	<b>L1</b>	<b>L2</b>
<b>Reading</b>		4		1	1
<b>Writing</b>		4			
<b>Speaking &amp; Listening</b>				1	
<b>Mathematics</b>		4	1		

- 3.7.6 At another Leeds SILC, 20 KS4/5 students will complete functional skills in English and Mathematics this year and it is expected that they will all pass.
- 3.7.7 It is thought that these exams help pupils become accustomed to an exam environment and that they can help them build in confidence. It can be particularly helpful for those with brothers and sisters in main stream school because they feel a sense of normality in exam season when everyone else is sitting exams.
- 3.7.8 As well as Functional Skill courses pupils may also complete Entry Level Certificate Qualifications which are a pre-GCSE accredited qualification.

### **3.8 Educational Pathways for KS4 and Post 16 Learners**

- 3.8.1 Young people with SEND in Leeds have a variety of options available to them post 16 including; college, work experience programmes, vocational training and life skill courses. Many of those in SILCs will choose to stay in school until 19 years of age.
- 3.8.2 The Leeds Pathways website<sup>1</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>2</sup>
- 3.8.3 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

<sup>1</sup> Leeds Pathways <http://www.leedspathways.org.uk>

<sup>2</sup> Post 16 education offer -

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

to publish simple details of their individual offer of support for children with SEND on their own websites and/or provide printed information.

3.8.4 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 often also 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. See 3.8.8 and 3.8.9 below for examples.

3.8.5 East SILC runs work related learning programmes for students as part of their post 16 provision. These are dependent on individual needs and interests and include:

- **Enterprise activities** – making seasonal objects to sell for example Mother's Day/Christmas presents and cards. These experiences build on design and technology skills, working under instruction, handling money and dealing with customers.
- Horticulture – growing plants to sell at school and also at a local market. These experiences build on science skills, working outdoors, working under instruction, handling money, and dealing with customers.
- Café – preparing food and serving customers in a café run in school. These experiences build on food technology skills, hygiene awareness, working under instruction, handling money, and dealing with customers.
- Soup and snack takeaway – preparing sandwiches and soup that are sold to staff. These experiences build on food technology skills, hygiene awareness, working under instruction, handling money, and dealing with customers.
- Tuck shop – healthy snacks sold around school. These experiences build on food technology skills, hygiene awareness, working under instruction, handling money, and dealing with customers.
- Technical support placement: bespoke work experience offered by our technical support team. These experiences build on ICT skills, working under instruction and using initiative.
- Music placement at partnership school – support with music sessions. These sessions build on music skills, working under instruction and using initiative.
- Child care: work experience within our early years setting. These experiences build on social communication, working under instruction and using initiative.
- Housekeeping: cleaning and setting tables in dining hall. These experiences build on functional maths skills, working under instruction and using initiative.

3.8.6 Work Experience placements are also organised at Broomfield SILC. Examples of placements include: Horticulture Assistant, Windmill Children's Centre Assistant, Lunchtime Assistant, Automo-Beales Motor Mechanics and Office Assistant. Where appropriate work experience can also lead to a qualification.

3.8.7 North West SILC offers three Learning Pathways for its students as they reach the end of year 11. As preparation for the move to KS5 not all subject areas are compulsory and therefore students have a range of options to choose from which are tailored to independence or employment pathways:

- **Pathway 1** – designed for students with complex and multiple learning needs, this pathway offers a flexible curriculum. EQUALS Moving On Courses of study include: World Study, Independent Living, Vocational Skills as well as Daily Literacy Programmes. Assessment is through P-Levels. The accreditation scheme enables students to be assessed and awarded nationally moderated certificates. The Barrs Court Specialist Curriculum is also offered, this is a ‘specialist curriculum’ written specifically for students with complex and multiple needs by Barrs Court School.
- **Pathway 2** – written for students operating at P-levels and has over 50 units of work covering 6 levels per unit. Students have the opportunity to experience a range of additional courses, as well as other community experiences and activities that will help them to choose a progression route post 19. The school works closely with The Vine, Leeds City College and other FE providers as well as partners such as Outside The Box Café & Guiseley Football Club. Numeracy and Communication will also be studied at the appropriate level.
- **Pathway 3** – designed for pupils working at low national curriculum levels. Core elements of this pathway are personal and social development (PSD) and functional skills (mathematics, English and ICT). These subjects are offered at an appropriate level of qualification from Entry Level 1 to Level 1. Nine vocational pathways are also available: Art & Design, Construction, Land Based Studies, Retail, Public Services, Sport & Leisure, Performing Arts and Business Administration.

3.8.8 Travel Independence is also recognised as an important skill requirement, particularly with regard to future employability. SILCs can access an independent travel programme which addresses issues such as road safety and the use of public transport.

3.8.9 Residential trips can also form an important part of life skill development. Typically these trips are 4/5 nights in length and focus on developing team building skills and confidence. Some of the more able pupils can plan their own agenda for trips which allows them to work together and make their own decisions.

3.8.10 A pilot of Supported Internships is underway this academic year 2015/16. A Supported Internship aims to help young people with learning difficulties and disabilities achieve sustainable paid employment by giving them the skills and experience they need through learning in the workplace. The internship forms part of the young person’s programme of study at their college or post 16 providers so is

unpaid and lasts approximately 6-12 months. The placement gives the young person the opportunity to show that they can perform a real job in a real workplace.

3.8.11 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. Life skill courses form a large part of the preparation for adult life and employment. This is discussed in more detail in the life skill courses section below.

### **3.9 Life Skill Courses and Preparation for Adult Life**

3.9.1 Life skills form a key part of the curriculum in Leeds SILCs. They are taught via a variety of course providers. The life skill courses cater for a variety of needs meaning that each young person can take a course appropriate to their level.

3.9.2 Award Scheme Development and Accreditation Network (ASDAN) is frequently used in Leeds SILCs; they offer [programmes](#) and [qualifications](#) that explicitly grow skills for learning, skills for employment and skills for life. ASDAN offer four Preparing for Adulthood programmes, each suited to different SEN settings:

- [New Horizons](#): for learners aged 9-13 with special educational needs
- [Transition Challenge](#): for 14-16 year olds with severe and/or profound learning difficulties
- [Towards Independence](#): for young people (14+) and adults with moderate, severe, and profound and multiple learning difficulties
- [Workright](#): for young people (14+) and adults following a work-based programme of study.

*Details in Appendix 3*

3.9.3 ASDAN also offers Entry 1 level Qualifications in Personal Progress. These are made up of units which can be broadly divided into the following areas: Literacy/Numeracy/IT; Independent Living Skills; Personal Development; Community Participation; Preparation for Work; Units Particularly Accessible for Learners with PMLD. Last year 100% of students left West Oaks SEN specialist school and college with a Foundation Learning qualification Award in Personal Progress.

3.9.4 CERTA offers courses such as Independent Living and Using Employability Skills. Unit titles include: Living in the Community, Accessing Community Facilities, Household Skills, Personal Care, Looking after Yourself and Your Home, Rights and Responsibilities.

3.9.5 In KS5 students may complete National Open college Network (NOCN) Independent Living units in Personal Development, Accessing Facilities, Household Skills and Rights and Responsibilities.

### **3.10 Attendance**

3.10.1 As previously mentioned in the report from the 15<sup>th</sup> of October, 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. The newly established SILC cluster recently held an Outcomes Based Accountability (OBA) event focussing on attendance issues.

3.10.2 All School Improvement Advisers (SIAs) look at attendance data for the schools that they work with and check whether there are any differences in attendance of different pupil groups such as gender, EAL, SEN, pupil premium etc. They also look at any potential impact on attainment and progress of these pupils / groups. Where there are issues these are discussed with head teachers and strategies to improve are discussed and agreed. These notes would be recorded in SIA reports which go to head teachers and chairs of governors following the visit.

3.10.3 Schools promote the importance of good attendance for all pupils including SEN. For all pupils they use a range of strategies which generally include: reporting whole school attendance in weekly assemblies and having best class attendance each week (this is usually noted in a prominent place where children and parents see it); awards for 100% attendance. Schools highlight the importance of good attendance and make sure expectations around this are clear to both children and parents. They are also fining parents whose children have unauthorised absence especially for holidays in term time – the percentage doing this has risen.

3.10.4 Schools also use text messaging so parents are alerted very early in the school day that their child has not arrived in school on time. Communicating by text has proved to be very effective. Schools will also telephone parents when children have not arrived in school on time, especially those with poor attendance records.

3.10.5 Most schools now have a member of staff who works with families and attendance is one of their briefs (often called Parent Support Worker, Family Liaison Officer, and Learning Mentor). These people work with children who have poor or erratic attendance. They will make house calls and establish positive relationships with families to identify barriers to children getting to school on time or poor attendance. There are examples of primary schools improving the attendance and punctuality of

vulnerable children by providing free places at before school clubs, giving them breakfast if parents have not found the time to do this. These members of staff have been found overall to have a positive impact on improving attendance. Many schools are able to use Pupil Premium funding to help pay for these staff and report the impact on their school websites.

### **3.11 The SEND Ofsted Framework**

3.11.1 From May 2016, Ofsted and the Care Quality Commission (CQC) will start their inspection of SEND. The new inspection framework will focus on how well, we as a city are identifying and meeting the needs of children and young people with SEND following the implementation of the Children and Families Act 2014.

3.11.2 The inspection is an area inspection of all SEND provision in Leeds. Leeds City Council will take a lead role in the inspection that will include children and young people (0 to 25) and their families, the local authority and partner agencies such as schools, health and the voluntary sector.

3.11.3 Two key questions that the inspection will focus on are how effective is Leeds in:

- Identifying the needs of children, young people with SEND and their families, and;
- Effectively meeting the needs of children, young people with SEND and their families.

3.11.4 It is expected that the inspection will also explore how well Leeds is doing in meeting the following outcomes for young people preparing for adulthood:

- Progress made towards high expectation targets
- Progress to higher education or employment
- Independent living
- Participating in society
- Being as healthy as possible in adult life

3.11.5 Co-production and the involvement of children and young people with SEND and their families in the review and development of services is likely to be another key theme of the inspection.

3.11.6 The inspection framework is currently out for consultation. Supporting documentation and access to the consultation questionnaire can be found on the DfE website [Local area SEND consultation - Consultations - GOV.UK](#). The consultation closes on 4 January 2016.

3.11.7 The Children & Families Steering Act Group is managing the preparation for the inspection. A sub group has been established to explore how Leeds is identifying

and meeting the needs of children and young people with SEND and their families across the city, taking a cluster based approach. A pack is being developed for rollout to the Local Authority Partners and the clusters that will help them to undertake self-evaluation in preparation for the inspection.

#### **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 suggests that young people with disabilities today are still significantly less likely than their counterparts to get good GCSEs and to enter higher education. 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 Best Council Plan**

- 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 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 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 have 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.

6.2 Consider the experience of young people from Year 9 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>3</sup>**

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<sup>3</sup> The background documents listed in this section are available to download from the Council's website,



None

## **8.0 Appendices**

- 1) Copy of the updated SEND Action Plan
- 2) Attendance data
- 3) Details of Personal Progress courses
- 4) Ofsted Framework
- 5) Sample EHC Plan
- 6) Make your Mark Ballot Results.