8.0 Appendices

1) Copy of the updated SEND Action Plan

2) Attendance data

3) Details of Personal Progress courses

4) Ofsted Framework

5) Example of an EHCP Plan

6) Results of the 'Make Your Mark' ballot

APPENDIX 1 : Updated SEND Action Plan

SEND Strategy Action Plan Report

SEND Strategy Action Plan Report

The SEND Strategy Action Plan is a Partnership Document. This report will summarise the milestones and recent progress. The numbers reference the SEND Strategy Action Plan.

Executive Summary:

The SEND Strategy was approved in November 2014 the action plan is an overview document that allows the SEND Strategy Group to coordinate the activity from a multi-agency perspective. Many of the actions are governed by projects, programmes or strategies that are monitored internally.

This report provides a view of both progress to date and any recent progress.

1.1 Implement the Children and Families Act: EHC plans

Milestones:

- The New EHC process was co-produced over the academic year beginning September 2013

- Briefings, videos and other communications about the SEND Reforms, including EHC plans have been delivered

- Current IT System 'SEN', the Tribal Synergy view of the Children's Service Database, has been upgraded and modified to support the new EHC process.

- Reports to monitor progress have been written. These will help identify choke points for service improvement.

- The EHC1 form has been amended following feedback from partners.

- Overwhelmingly positive ad hoc feedback from parents, schools, the DFE and other stakeholders.

Recent Progress:

- The first evaluation of the EHC process is complete. The report was completed in August following telephone interviews and direct surveys with families who had been through the new process. This feedback has informed changes implemented before the beginning of the autumn term.

- As part of the reforms, Leeds Schools can now have permission to securely access an electronic view of a child's record. Schools only have access to the information for children attending the setting or considering attending the setting. Since May 2015, the project team have called every Leeds school at least three times and e-mailed at least six times. 351 school users have been set up on the system: 142 schools have two users set up; 55 schools have one user and only 17 schools have no users yet.

1.2 Implement the Children and Families Act: personalisation and personal budgets:

Milestones:

- The Personalisation Personal Budgets Group established and meeting monthly

- Draft policy for PB sent to Legal in Autumn

- Audit of current PB requests with SENSAP, Finance and FFI to inform future IT begun.

- Personalisation mini conferences in localities were held in May, June and September for managers and front line practitioners.

Recent Progress:

- The Personalisation and Direct Payments policy has been drafted, passed by Legal and is out for consultation. The projected publication date for the policy is November 2015.

- The Parent Handbook: Personalisation and Direct Payments has finished the first round of consultation and amendments. The projected publication date for the parent handbook is November 2015.

1.3 Implement the Children and Families Act: Local Offer

Milestones:

- The Leeds Local Offer was co-produced beginning November 2013

- Briefings, videos and other communications about the SEND Reforms, including the Leeds Local Offer plans have been delivered

- A new IT product, Looking Local, was procured and went live on the last week in August 2014. Over 800 URLs of relevant webpages were available for the 1st of September.

- A specific "how to use the Leeds Local Offer" guide was developed and published

- The feedback and you-said we did pages were merged, in response to low traffic to both pages and feedback from Webmaster.

- The functionality to add PDFs exists.

- Statistics on the traffic to the Leeds City Council Web Pages and month-by month google analytics are available to monitor traffic to the external site.

- In response to feedback the site approach has changed from blacklisting content to whitelisting content. This means all content available has been actively added to the site.

Recent progress:

- The annual feedback report was published August 2015.

- Work continues to actively increase content; there are now 1,354 specific web page addresses in the Leeds Local Offer.

1.4 Implement schools funding arrangements for all CYP with SEND 0-25:

Milestones:

- School budgets were delivered on time in 2014

- New Funding for Inclusion (FFI) handbooks were circulated in summer term 2014, information is clear and the process is transparent. Schools, partners and stakeholders have access to the handbook through several different routes, including the Leeds Local Offer. There is an annual review cycle in place for revisions.

- FFI updates provided through the FFI Courier.

- Training on funding systems is delivered throughout the year to all schools, partners and stakeholders -The sessions are well attended and the impact of the training can be seen in the improved quality of requests that the FFI team receive for funding.

- The team have received positive feedback from schools, partners and stakeholders.

- School budgets were delivered on time in 2015

- Joint work is happening with various teams across Children's Services to respond to the Department for Education's introduction of assessing children without national curriculum levels.

- F band funding is being reviewed in line with the SEMH strategy developments.

- E band funding is being reviewed in line with mapping the expectation of support and provision for specific language impairment and Pragmatics.

Recent progress:

- School budgets are on track to be delivered on time in 2016

- ALS Funding panels are underway and additional panels have been added to the schedule to respond to the increase in numbers funded in Post 16 provision.

- A specific working group has met to consider the allocation of A band funding without reference to curriculum levels.

- The FFI team have delivered training to 462 participants; feedback continues to be positive.

1.5 Analyse and monitor data re: progress of CYP with SEND and establish baselines and trajectories for improvement

Milestones:

- Children's Services Performance have produced a range of progress data.

- The dashboard is with Performance and is Business as Usual (BAU).

- Ad hoc requests have received responses.

- The main annual reporting needs of the Complex Needs Service are now BAU for Information Management and Technology.

- Scoping Joint Strategic Needs Analysis (JSNA) reporting needs with Children's Services Performance has taken place. The report, covering Complex Needs generally and Adult Social Care with a sole focus on learning disability, was submitted in June to JSNA

Recent progress:

- The 2015 Joint Strategic Needs Analysis Report highlights the challenges for Leeds in mapping and responding to the increasing levels of need in the city.

- The categories 'school action' and 'school action plus' are no longer in use, but work has started to align the current and historic codes to allow us to continue to identify trends.

- There is a gap in attainment compared to national figures, but further analysis is required to make this gap meaningful; analysis will be undertaken split into primary identified need.

- The SEND Strategy Group received an update on the current data available for analysis, and the very specific gap: those children and young people working below the national curriculum levels. In the new assessment without levels, these CYP are still not represented. A working group has been established to explore how schools are recording, tracking and monitoring non-academic progress of pupils with SEND with the view of sharing best practice.

1.6 Implement "Closing the gap" agenda for CYP with SEND

Milestones:

- School Improvement attended the SEND Strategy Steering Group and updated on the support they are providing to schools in Leeds.

- The 2015 Joint Strategic Needs Analysis Report included actions to improve information and support early identification of support requirements and trends. The changes to the categories have impacted on our ability to highlight trends for children with less complex need.

Recent progress:

- The SEND Strategy Group received an update on the work ongoing for children in mainstream but functioning at a low level, those children not attracting the top-up funding,

but potentially identified as pupil premium or pupil premium plus. There will be case studies produced on progress and how that is being shown, particularly in light of assessment without levels.

- A closing the gap conference is planned for the 26th of November with an emphasis on Teaching Assistant (TA) deployment for bigger impact. There are 100 places, half of which are already filled. There will also be other support offered on this topic by School Improvement.

1.7 Establish and embed a coordinated Early Help multi-agency approach

Milestones:

- City wide Early Help offer written.

- The city wide Early Help offer was published January 2015.

- An Early Start Complex Needs Pathway Event was held in May for Health Visitors and Early Years professionals.

Recent progress:

- Development to incorporate Early Help into Frameworki, the Children's Social Care Database, is underway.

1.8 Update and implement good practice protocols for transition for C and YP with SEND across each phase of education:

Milestones:

- All Specialist Transitions Advisors (STAs) have CLA as a priority on their caseload and attend the annual reviews of these learners.

- STAs are discussing CLA learners at a minimum three times a year with school SENCOs and ensuring that there is a clear pathway of transition in place for them.

- Specific cohorts with EHCPs were analysed at transition: 2 year olds, Year 9, and 17 year olds.

Recent progress:

- 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.

- An OBA was held in October 2015 about post 19 young people accessing specialist provision and their destinations.

1.9 Establish and implement a work force reform programme re SEND and Early Support principles

Milestones:

- The learning and development plan in now at stage two, first workshop design.

- The Early Support Principles do and will feature in all developments.

Recent progress:

- The SEND mini conferences emphasised the Early Support Principles.

- The conferences were held in in May, June and September and 153 people attended.

2.1 Establish and implement a 'core offer' for SEND in all mainstream schools

Milestones:

- The core offer for mainstream schools has been agreed, written and published on an LCC web page, which is in the Leeds Local Offer.

- An audit of individual schools, and whether they have published their offer, was undertaken in November 2014.

Recent progress:

- The project team followed up between May and July 2015 on the November 2014 audit of schools to ensure that all schools have their offer published and in the Leeds Local Offer; only one school has not yet published an offer.

2.2 Establish and implement a core offer for SEND in early years settings

Milestones:

- All Early Years settings have had guidance issued.

- The city wide core offer was published.

- Early Years Settings have not all published their core offer online.

- A clarification has been published and, where settings do not have a website, the Family Information Service will host the setting individual offers on their site.

Recent progress:

- Where providers accept Free Early Education (FEE) funding from Leeds City Council, there is an expectation that they will publish their SEND offer online. Where providers do not have their own website, the Family Information Service Website will host a document for them. This solution will allow the inclusion of their specific offer in the Leeds Local offer.

2.3 Establish and implement the core offer of support in specialist schools:

Milestones:

- The core offer for specialist schools has been agreed, written and published on an LCC web page, which is in the Leeds Local Offer.

- An audit of individual schools, including the SILCs, and whether they have published their offer, was undertaken in November 2014.

Recent progress:

- The project team followed up between May and July 2015 on the November 2014 audit of schools to ensure that all schools, including SILCS, have their offer published and in the Leeds Local Offer; all SILCs have published an offer.

2.4 Establish and implement a core offer for targeted services specific to areas and clusters for SEND for those aged 0-25

Milestones:

- Both Early Help and Targeted Services offers have been published on the Leeds Local Offer as PDFs.

Recent progress:

- In preparation for the Ofsted & Care Quality Commission (CQC) SEND inspection the cluster working group have agreed to develop a self-evaluation tool.

2.5 Establish and implement a core offer and a 'high needs' offer for SEND in post 16 education settings

Milestones:

- The Multi Agency Post 16 Steering Group over saw the development and coproduction of the LAs expectations of post 16 providers in relation to SEND and Inclusion. This information is now part of the Leeds Local Offer.

- Post 16 providers have been given guidance on publishing their post 16 offer on the Leeds Local Offer and pathways website and been offered training and support centrally.

Following a review of the learning offer available to young people post 16 with SEN and how changes at a national and local level will impact on future provision in Leeds a post 16 provider and partner forum has been established to:

- Ensure the effective implementation of the new SEN system (EHCPs / ALS funding / encourage and support providers to ensure their offers are kept up to date and on the local offer etc.);

- Share details about the current provision offer and good practice;

- Develop links and progression pathways across provision and providers;

- Identify gaps in provision to meet the needs of young people; and

- Improve the progression, transition and outcomes for young people in further learning, employment and/or a meaningful adult life.

- Enable a collaborative approach to improving outcomes via increasing the number of post 16 HNS leavers entering into employment and supported internships and apprenticeships;

- The forum is supporting the effective implementation of the new SEN systems including EHCPs, ALS funding, and their published offers are in the Leeds Local Offer.

Further progress has been made on the proposals from the November 2014 OBA event with the post 16 provider and partner forum on increasing the number of post 16 & 19 High Needs Students (those with an EHCP) who leave education into the world of work.

- Permissions were given for colleagues to develop a partnership proposal exploring how we increase the numbers into the world of work through establishing a supported internship study programme in the City.

Recent progress:

- There is now a supported internship study pilot in the City.

- An OBA was held in October 2015 about post 19 young people accessing specialist provision and their destinations.

2.6 Review partnership and resource provision and service level agreements

Milestones:

- All Service Level Agreements (SLAs) for Resourced Provision and Partnership provision have now been drafted and agreed by Legal.

- Commissioning asked for SLAs to be pre-drafted into the same format as standard SLAs that are drafted by LCC. This work is complete.

Recent progress:

- The final process for signing SLAs remains under discussion.

2.7 Establish coordinated planning process for the development of mainstream and specialist provision 0-25

Milestones:

- Funding secured for 200 new specialist places through Government Grant.

- Joined up planning of specialist and mainstream places can be evidenced at the stakeholder events held over the past 12 months to discuss the need for primary school places. The need for specialist places will also be referenced at the planned secondary event.

- Schools that have expressed an interest in developing provision for children with SEND have put themselves forward and attended an event in March to scope proposals for additional specialist provision.

Recent progress:

- A new coordinator of SEN for the Capacity Planning and Sufficiency team has been appointed and is scheduled to meet with the SENSAP Team Lead in October 2015. Together they will look at a way forward for planning SEN places in mainstream schools.

2.8 Extend and develop capacity in generic special school provision

Milestones:

- The build of additional generic SILC provision (200 new specialist places funded through the Government Grant) finished on time.

- An event was held January 2015 to address the support needs of children in the short term who require specialist places.

- Children who would potentially access the new generic SILC provision have been identified.

- Figures for intake at the expansion sites were agreed.

Recent progress:

- Starting figures for intake at the expansion sites are: 50 at Woodhouse Learning and 25 at South SILC for the school year 2015/16.

2.9 Implement specialist provision placement policy

Milestones:

- Leeds decisions on placement are compliant with legal requirements.

Recent progress:

- The new Terms of Reference for review panel that detail our local specialist provision placement policy process are in draft.

2.10 Review services specific to physical and medical difficulties

Milestones:

- Draft policy and report sent to CSLT in December 2014.

- Draft Policy approved by collective agreement April 2015 and published as final June 2015.

- Service Level Agreement (SLA) in place for the financial year 2015-2016.

Recent progress:

- Complete: SLA will be reviewed regularly by the Commissioning Team; Policy will be reviewed in line with relevant guidance (PG 505)

2.11 Establish and disseminate strategy specific to supporting social emotional and mental health (SEMH) issues across the continuum

Milestones:

- SEMH Strategy Steering Group Established December 2014.

- A Data Working Group has been formed to support better management of information to inform sufficiency, capacity and planning and to better measure outcomes for our Children and Young People January 2015.

- SEMH Strategy Steering Group has co-produced a first draft of a new strategy.

- A consultation with all stakeholders to develop a city-wide was launched and engagement activities with practitioners, families and children and young people are underway.

- There has been agreement to place stronger emphasis on SEMH needs in the refreshed Children and Young People's Plan, to be published later in 2015.

Recent progress:

- Children's Services are continuing focused work on rapid developments to specialist SEMH provision.

- Improving the SEMH offer across education, health and social care has now been added as a priority to the Children and Young People's Plan

- Consultation on the draft SEMH strategy continues, and engagement activities with practitioners, families and CYP have been undertaken

- An event is planned for November to examine the work on the SEMH strategy to date, alongside a concurrent the review of Emotional Mental Health (EMH) services led by health partners. The event aims to consider the two areas of work, identify any synthesis and ensure work is joined up

- A review of the offer from Area inclusion Partnerships (AIPs), supported by an external consultant, has been undertaken. It concluded that, while the basic premise of schools-led, area –based targeted support for SEMH needs is still right for Leeds, the core purpose, governance, accountability and reporting structure for AIPs lacks clarity. The review concluded that improvements in these areas are necessary. Work is now underway to: co-produce a new more formal agreement between the LA and AIPs; develop a consistent approach to outcomes monitoring and reporting, including use of the Synergy system; and ensuring all AIPs publish details of their offer for their local schools in the Leeds Local Offer and on the Leeds Education Hub.

- Two new guides to the local offer for SEMH needs, including details of universal, targeted and specialist services across education, health and social care and the third sector, have been drafted. One is for families; one for practitioners. Both will be published as 'draft' in November 2015 and feedback sought before they are finalised.

- Scoping of the developments to specialist SEMH education provision in Leeds has been completed and a clear vision and proposal established. A report requesting permission to consult on proposals, and seeking funding, has been prepared for the Executive Board in November 2015.

2.12 Review SEND service support to schools and settings

Milestones:

- Educational Psychology (EP) is trading both through the Clusters and directly to schools. Allocation of EP time outside of this is managed through Cluster allocations.

- Project support has been allocated to review the support to schools and settings.

- The review of support to schools and settings is ongoing with the Sensory Service.

Recent progress:

- The review of support to schools and settings s connected to the preparation for the Ofsted CQC SEND Inspection; a number of working groups, including a Cluster Working Group, will look at how we identify need and provide appropriate support.

2.13 Facilitate SEND networks for schools and settings

Milestones:

- SENCO Network established September 2014 and meeting semi-annually with an additional annual conference.

- Internal review report presented to SEND Strategy Group June 2015

Recent progress:

- Complete, SENCO Network facilitation is business as usual (BAU) for the SENIT Team.

2.14 Establish baseline measurements and maintain accurate yearly data sets of SEND need across the city to inform future capacity in education provision

Milestones:

- January Schools Census data has been analysed by Best Practice to provide trends in need from 2008-2015. This analysis was used to inform the Joint Strategic Needs Analysis (JSNA)

- Ad hoc data provided on request to transport and BESD.

- Collection and recording of needs data by the Complex Needs Service is now possible.

Recent progress:

- The Complex Needs Service teams are adapting and making use of the current database as part of ongoing service improvement.

- Following the JSNA, which brought together different information from different systems and from different agencies the Children's Services team are revisiting and working to improve how data is shared and progress towards one picture of the level of need.

- The Data and Intelligence Group for the Ofsted CQC SEND Area Inspection will be looking at the categories and how we identify children across our systems.

3.1 Implement the Children and Families Act - Local Offer, EHC plan and personalisation working groups (please see 1.1-1.3 for specific detail)

Milestones:

- The Programme has moved into Phase Two; a report on Phase one was produced

- The Leeds Local Offer and Education Health and care plans have become BAU, with exception reporting for any issues that arise.

The programme in Phase Two is focused on:

- Joint commissioning with Health

- Short Breaks

- Provision for Autism

- Personalisation, including transitions, especially for Year 9

- Complaints

- Workforce development focused on writing outcomes

- Phase two is complete and the changes are now BAU.

Recent progress:

- The groups for implementing the SEND reforms have been restructured for consolidation of the implemented changes.

- Groups monitoring this consolidation and service improvement are being set up in preparation for the Ofsted CQC SEND Area inspection.

- This new Ofsted CQC SEND five year area inspection cycle starts from May 2016 and will focus on how we effectively identify SEND and meet needs

3.2 Develop effective communication structures between services and people who use them

Milestones:

- SEND work will use Child Friendly Leeds Blog, Twitter and other social media rather than creating anything specific.

- SEND Reforms were, and continue to be, co-produced with EPIC and other parents and parents groups.

- Feedback through the Leeds Local Offer has been received from professionals and some parents and acted upon.

- Feedback through EPIC from parents has been received and acted upon.

Recent progress:

- Complete, as communication regarding our business improvement cycle is now BAU; when changes are considered they are co-produced.

3.3 Develop and establish effective communication structures between services and schools and settings

Milestones:

- SENCO Network established September 2014 and meeting semi-annually with an additional annual conference.

- The Education Hub has an inclusion section on the front page.

- The FFI Courier, a newsletter about Funding for Inclusion, is produced and distributed termly.

- The Complex Needs Newsletter is now BAU for Corporate Communications

Recent progress:

- Complete, as effective communication structures exist and are maintained by Corporate Communications and specific Complex Needs Teams.

3.4 Build on and develop existing parent/carer and C and YP's forums and communication networks

Milestones:

- Champions established in all Specialist and Resourced Provision settings; communication with this network is BAU for the VIC team.

- Youth forums are BAU for the VIC team.

The West Yorkshire Group (Local Offer) are exploring what we offer young people.

- Linking together through this wider forum to consult with more young people and develop a regional voice to influence development.

- Asking what information young people actually want and how they access that information.

Recent progress:

- The first evaluation of the EHC process is complete. The report was completed in August following telephone interviews and direct surveys with families who had been through the

new process. This feedback has informed changes implemented before the beginning of the autumn term.

The West Yorkshire Group (Local Offer) are exploring what we offer young people.

- A specific piece of work with deaf young people in Leeds is underway.

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

Milestones:

- Toolkit published.

- Newsletter BAU for communications.

- Requests for the newsletter still come to the BP team inbox and are added to the list.

- The newsletter has moved to a bi-annual publication, available online only.

Recent progress:

- Complete, supporting the voice of children and young people in education settings is now BAU.

3.6 Establish a feedback loop regarding provision and services to inform future planning and commissioning

Milestones:

- Pages in Leeds City Council for Leeds Local Offer Feedback developed for August 2014.

- Following review of site traffic, Feedback and "you said- we did" pages merged for November 2014

- Monthly reports on traffic sent to service leads.

- E-mails received from a small number of customers feeding back on the site itself.

- EPIC have received no adverse feedback; reported at the January SEND Steering Group.

- Responded to recent feedback from families and moved to white listing on the Leeds Local Offer.

- Telephone and postal surveys completed for EHCP process review with families that have completed the process.

Recent progress:

- Currently looking at the commissioning of alternative provisions.

Appendix 2

School attendance by SEND children and young people in the 2014/15 academic year

Version number:	V1
Date produced:	7 September 2015
Created by:	Becky Lawrence / Karen Abis
Contact details:	chs.performance.and.intelligence@leeds.gov.uk
Status:	Final
Filepath:	U:\CHILDRENS PERFORMANCE SERVICES\Work\Cross Cutting\Requests\2015\2015_09_07 SEND attendance
Protective marking:	Not restricted

The tables below show attendance for children and young people with SEN during the autumn and spring terms of the 2014/15 academic year. The data source is school census returns. SEND children includes those classified in the census as having 'SEN support' and those children who have an education, health and care plan. The analysis covers children and young people attending mainstream schools, not SILCs.

Primary

The overall attendance rate by all primary pupils in Leeds schools in the autumn and spring terms of 2014/15 was 96.2 per cent. For young people in the SEND cohort (8,994 young people, compared to the whole cohort of 54,796), the attendance rate was 95.0 per cent. The table below shows for both groups what proportion of all absence is due to what reason.

Reason for absence	SEND pupils	All primary pupils
I - Authorised absence due to Illness (NOT medical or dental etc appointments)	61.4%	65.1%
M - Authorised absence due to medical / dental appointments	7.6%	5.7%
R - Authorised absence due to religious observance	0.9%	1.1%
S - Authorised absence due to study leave	0.0%	0.0%
T - Authorised absence due to traveller absence	0.1%	0.2%
H - Authorised absence due to agreed family holiday	0.6%	0.9%
F - Authorised absence due to agreed extended family holiday	0.0%	0.0%
E - Authorised absence as pupil is excluded, with no alternative provision made	0.7%	0.2%
C - Authorised absence as pupil is absent due to other authorised circumstances	4.0%	3.9%
G - Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday	5.4%	8.0%
U - Unauthorised absence as pupil arrived after registers closed	3.3%	2.3%
O - Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description	13.7%	10.7%
N - Unauthorised absence as pupil missed sessions for a reason that has not yet been provided	2.3%	2.0%

Data source: school census

The most common reason for absence for all primary pupils and for primary-age SEND pupils is illness. Proportionally slightly more SEND absence is due to medical /dental appointments than is the case for all pupils. There is also a greater prevalence of lateness for SEND pupils than for the cohort as a whole and slightly more absence due to exclusion. The second-biggest reason for absence among SEND primary pupils is other unauthorised absence, and a greater proportion of all SEND absence is due to this reason than is the case for all primary pupils.

Secondary

The overall attendance rate by all secondary pupils in Leeds schools in the autumn and spring terms of 2014/15 was 94.5 per cent. For young people in the SEND cohort (5,474 young people, compared to the whole cohort of 38,309), the attendance rate was 91.2 per cent. The table below shows for both groups what proportion of all absence is due to what reason.

Reason for absence	SEND pupils	All secondary pupils
I - Authorised absence due to Illness (NOT medical or dental etc appointments)	36.2%	49.6%
M - Authorised absence due to medical / dental appointments	5.2%	6.1%
R - Authorised absence due to religious observance	0.5%	0.6%
S - Authorised absence due to study leave	0.0%	0.0%
T - Authorised absence due to traveller absence	0.0%	0.0%
H - Authorised absence due to agreed family holiday	0.2%	0.3%
F - Authorised absence due to agreed extended family holiday	0.0%	0.0%
E - Authorised absence as pupil is excluded, with no alternative provision made	5.9%	3.8%
C - Authorised absence as pupil is absent due to other authorised circumstances	7.6%	5.8%
G - Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday	2.1%	3.3%
U - Unauthorised absence as pupil arrived after registers closed	1.4%	1.2%
O - Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description	38.6%	27.2%

Reason for absence	SEND pupils	All secondary pupils
N - Unauthorised absence as pupil missed sessions for a reason that has not yet been provided	2.2%	2.0%

Data source: school census

Amongst the cohort as a whole, illness is the most common reason for absence but this is not the case for secondary-age SEND pupils. The most common reason for absence among this group is other unauthorised absence. This means that we cannot know what over a third of all absence in the secondary SEND cohort is due to, but we do know that schools have not authorised this absence. There is also a greater prevalence of other authorised absence for secondary SEND pupils than for the cohort as a whole.

Illness is the second most common reason for absence for secondary SEND pupils, with 36.2 per cent of all absence due to this reason. There is proportionally more absence due to exclusion for secondary SEND pupils than for all pupils.

Appendix 3

Personal Progress Units

(categorised into topic areas)

 Literacy/Numeracy/ICT
o Developing communication skills
o Developing reading skills
o Developing writing skills
o Providing personal information
o Making requests and asking questions in familiar situations
o Early mathematics: developing number skills
o Early mathematics: position
o Early mathematics: sequencing and sorting
o Early mathematics: shape
o Early mathematics: measure
o Understanding what money is used for
o Recognising time through regular events
o Developing ICT skills

• **Independent Living Skills**
o Developing independent living skills: having your say
o Developing independent living skills: keeping safe
o Developing independent skills: looking after your home
o Developing independent living skills: being healthy
o Developing independent skills: looking after yourself
o Developing independent skills: personal presentation
o Planning and preparing food for an event
o Preparing drinks and snacks
o Taking part in daily routine activities

• **Personal Development**
o Dealing with problems
o Rights and responsibilities
o Developing learning skills: learn to learn
o Getting on with other people
o Developing self-awareness: all about me
o Using interpersonal skills to contribute to positive relationships
o Engaging in new creative activities

• **Community Participation**
o Developing community participation skills: caring for the environment
o Developing community participation skills: participating in sporting activities
o Using a community facility over a period of time
o Developing community participation skills: getting out and about
o Developing community participation skills: personal enrichment
o Travel within the community: going places
o Using local health services

• **Preparation for Work**
o Developing skills for the workplace: getting things done
o Developing skills for the workplace: following instructions
o Developing skills for the workplace: health and safety
o Developing skills for the workplace: looking and acting the part
o Developing skills for the workplace: looking after and caring for animals

4

o Developing skills for the workplace: growing and caring for plants
o Participating in a mini enterprise
• **Units particularly accessible for learners with PMLD** *(working between P1-3 or at the earliest stages on the Achievement Continuum: Encounter – Supported Participation)*
o Encountering experiences: being part of things
o Engaging with the world around you: technology
o Engaging with the world around you: therapies
o Engaging with the world around you: people
o Engaging with the world around you: events
o Engaging with the world around you: objects
Units can be combined in **any combination** to reach the total minimum credit value to attain a qualification.

Appendix 4

Ofsted and CQC consultation: inspection of local area SEND arrangements

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Date   22 October 2015

Summary

Ofsted and the Care Quality Commission are consulting (until 4 January 2016) on proposals for joint inspections, from May 2016, of the effectiveness with which local areas are fulfilling their new duties under the Children and Families Act 2014 to identify and meet the needs of disabled children and young people and those who have special educational needs (SEND) aged 0 to 25.

Overview

The Children and Families Act 2014 (part 3) contains new duties regarding disability and special educational needs – explained in *The Code of Practice*, statutory guidance issued by the DfE and Department of Health (see 'Related briefings'). These came into force in September 2014 and place responsibility on the local area, which includes the local authority and health commissioners and providers, together with all of the area's early years settings, schools and post-16 further education sector, to identify and meet the needs of disabled children and young people and those who have special educational needs aged 0 to 25.

The DfE has requested that Ofsted and the Care Quality Commission (CQC) inspect local areas on their effectiveness in fulfilling these duties. These will be a new form of inspection (under section 20 of the Children Act 2004), and the present consultation seeks views on proposals for how they will be conducted – which have been shaped by discussions over recent months held by Ofsted and CQC with young people, their parents and carers, disability and special educational need support groups, local authorities (LAs) and health groups about the most important responsibilities that should be inspected. The common themes to emerge from all groups were that inspection should evaluate whether disabled children and young people and those who have special educational needs are identified properly and whether their needs are met and their outcomes improve.

The consultation – which includes a young person's questionnaire – closes on 4 January 2016; the outcomes will be published in early 2016, and the inspection programme will be launched in May 2016.

This briefing will be of interest to all elected and officers, and others, who are involved in local arrangements for the support of disabled children and young people and those with special educational needs. All such individuals are encouraged to respond to the consultation.

Briefing in full

Proposed inspection arrangements

All local areas will be inspected over a five-year period, from May 2016. Areas for inspection in a given year will be selected to ensure a spread across the country and will, where possible, take account of the timing of any other Ofsted or CQC inspection activity. There will be a risk assessment element to the selection where Ofsted or CQC have significant concerns about an area's ability to fulfil its responsibilities, for example weaknesses found in the area's education inspections.

Inspection teams will usually consist of one of Her Majesty's Inspectors (HMI) from Ofsted, a Children's Services Inspector from CQC, and a trained inspector from a local authority (not from the area being inspected), who will have specialist knowledge of disability and special educational needs and have a health, social care or education background. It will be expected that the local area has a good understanding of how effective it is, including of any aspects that require development, and it is not expected that specific preparations for inspection will be required. Inspectors will report where evidence supports the area's own evaluation, and where it does not; they will also report on where an area does not have a good enough understanding of its effectiveness in identifying and meeting needs and improving outcomes.

Inspection will evaluate how effectively the local area meets its responsibilities for disabled children and young people and those who have special educational needs, including children and young people both with and without education, health and care plans. While the LA has the key leadership role within its area, it cannot implement the reforms on its own; success requires full involvement of the local area. The inspection will therefore evaluate the effectiveness of the local area as a whole – including the local authority, clinical commissioning groups (CCGs) and NHS England (for specialist services), early years settings, schools and the further education sector – in working together to identify children and young people early and appropriately, and in meeting these needs and improving outcomes. Inspectors will look at a wide range of groups of children and young people in different settings, including those in youth justice provision and not attending school. The evaluation of social care and health responsibilities will focus on how these services contribute to meeting the needs of children and young people who are being assessed for, or are subject to, education, health and care plans; the evaluation does not extend to a broad inspection of these services' responsibilities for all children and young with disabilities and special educational needs.

The inspection will last five days, and the Director of Children's Services (DCS) and the Chief Executive for the clinical commissioning groups (CCGs) will be notified two working days before it starts. Ofsted and CQC will publish an inspection report in the form of an outcome letter that will be sent to the LA, with a request to circulate it to early years and education settings and other services involved in meeting the needs of the area's children/young people with disabilities and/or special educational needs; a copy of the letter will also be sent to the Chief Executive of the CCG, with a request that it be circulated to healthcare services and settings as appropriate. The report will outline what inspectors looked at, with a summary of their findings including key strengths and areas requiring further development; there will be no overall graded judgement, but there will be recommendations, including any priority areas for action.

Ofsted will determine, under revised [Children Act 2004 (Joint Area Reviews) Regulations 2015](#) (SI 1792, no. 2015, coming into force on 9 November 2015), whether a written statement of proposed action should be made and, if so, by whom; if it is so decided, Ofsted and CQC will pay particular attention to how the local area (not just the LA) intends to respond to the inspection's findings. Any further action by Ofsted and CQC – from requesting further detail on steps to be taken through to further inspection – will be determined by the inspection findings and the statement of proposed action.

The proposals for inspections

Proposal 1

Inspectors will evaluate how effectively the local area identifies disabled children and young people and those who have special educational needs. The evaluation will consider how children and young people's needs are identified and assessed, and also how well the needs of the whole area, which form the basis of the provision described in the area's published local offer, are identified. It is proposed to take account of the following aspects for children and young people who may require additional support and those who may require an education, health and care plan:

- how timely was the identification and assessment from when concerns were raised
- how useful was the information provided from the assessment in helping to understand the child or young person's needs, identify targets for their progress and plan the help and support required
- how well was (i) the child/young person and (ii) their parents and carers involved in the assessment
- did the child/young person's education setting and other professionals work well together during the assessment
- how effectively do arrangements provide evidence of how children/young people's needs have been identified?

Proposal 2

Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of disabled children/young people and those with special educational needs. This evaluation includes children and young people's progress towards their next stage of education or employment, independent living, participating in society and being as healthy as possible; inspectors will look at children and young people's individual needs and their different starting points. The evaluation will take into account how effectively individual children and young people's needs are met and their outcomes improved and how satisfied they and their parents and carers are. It will also consider how effectively the needs of the area as a whole are met and outcomes improved. It is proposed to take account of the following:

- how satisfied is the child or young person that their needs are being met and in the progress they have made, and how satisfied are their parents and carers
- how well have children/young people's needs been met and their outcomes improved
- how effectively do the arrangements in place provide evidence that children/young people's needs have been met and that their outcomes have improved?

The range of ways by which the area is meeting children/young people's needs will be considered, including the effectiveness of early intervention, personal budgets, short break care, the use of specialist support, therapeutic and health professionals and the published local offer.

Proposal 3

A wide range of information will be used to evaluate the effectiveness of local area arrangements to identify disabled children and young people and those who have special educational needs; and to meet their needs and improve their outcomes. Inspectors will:

- gather the views of children/young people and of parents and carers
- meet with key managers from the area's education, health and social care services
- visit a sample of early years and education settings and providers to discuss their contribution to meeting the area's responsibilities (this will include looking at students' files and information on progress, but *not* include observation of teaching and learning activity)
- visit health settings, and discuss with managers and practitioners how the area fulfils its responsibilities and how they contribute to this (this will include reviewing health files and information about how practitioners contribute to assessments and education, health and care plans)
- take into account the findings of recent inspections by Ofsted and CQC, and any complaints made to them relating to special educational needs and disability
- take account of other available information, including the outcomes for children/young people in national assessments and their destinations after leaving school; local and national data and evaluation; the published local offer; performance of the area towards meeting timescales, including for statutory assessment; information about appeals to the First-tier Tribunal (Special Educational Needs and Disability); and local area's self-evaluation of its effectiveness.

Proposal 4

A wide range of ways will be used during the inspection to obtain the views of disabled children and young people and those who have special educational needs, and their parents and carers. Ofsted and CQC want to make sure that their evaluations are informed by the views of children/young people with disabilities and/or special educational needs, and their parents and carers. These will be established through a wide range of means, including:

- meeting with children/young people and their parents and carers during visits to nurseries, schools and colleges at the time of the inspection
- meeting with established groups of children and young people and their parents and carers in the area
- online questionnaires and social media during the inspection
- looking at information already gathered by the local area, such as through local consultations and surveys.

Comment

Having introduced, in a very short period, new arrangements for the provision of support to disabled children and young people and those who have special educational needs, the Government has asked Ofsted and CQC to inspect how effectively local areas are fulfilling their new responsibilities. Following a period of discussion with interested parties, this consultation seeks views on the proposals which emerged about how the inspections should be undertaken; it includes a questionnaire for children and young people, in line with the intention that their views will be a significant aspect of the inspections themselves. Comments on the proposal are required by 4 January 2016.

External links

Ofsted and CQC Local area SEND consultation website

Government consultation response [Joint targeted reviews of services to protect children](#) on proposed amendments to the provisions of the Joint Area Review Regulations

Related briefings

[SEN and Disability transitional arrangements – draft DfE guidance](#) (June 2014)

For further information, please visit www.lgiu.org.uk **or email** john.fowler@lgiu.org.uk

Appendix 5

Example of an Education, Health and Care Plan

> **Leeds City Council**
> **Education, Health and Care Plan for**
> XXXXX (DOB: XXXXX)

XXXXX's Plan

> Version: Final
> Date: 17/7/2015

In accordance with section 36 of the Children and Families Act 2014 this Education, Health and Care plan (EHC plan) has been made by Leeds City Council in respect of XXXXX.

When assessing XXXXX's special educational, health and care needs, outcomes and provision, the local authority took into consideration the evidence and advice set out in Section K of this EHC plan.

These are the people who have contributed to this EHC plan:		
Name:	**Role:**	**Contact details:**
XXXXX	Pupil	N/A
XXXXX	Parent	XXXXX
XXXXX	Educational Psychologist	XXXXX
XXXXX	SENCO / Assistant Head	XXXXX
XXXXX	Health Visitor	XXXXX
XXXXX	Occupational Therapist	XXXXX
XXXXX	Physiotherapist	XXXXX
XXXXX	Speech & Language Therapist	XXXXX
XXXXX	Community Paediatrician	XXXXX
XXXXX	Social Worker	XXXXX
XXXXX	Paediatric Endocrinologist	XXXXX

First EHC Plan dated: 17/7/2015

**Leeds City Council
Education, Health and Care Plan for**
XXXXX (DOB: XXXXX)

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XXXXX's Plan

In accordance with section 36 of the Children and Families Act 2014 this Education, Health and Care plan (EHC plan) has been made by Leeds City Council in respect of XXXXX.

When assessing XXXXX's special educational, health and care needs, outcomes and provision, the local authority took into consideration the evidence and advice set out in Section K of this EHC plan.

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Name:	Role:	Contact details:
XXXXX	Pupil	N/A
XXXXX	Parent	XXXXX
XXXXX	Educational Psychologist	XXXXX
XXXXX	SENCO / Assistant Head	XXXXX
XXXXX	Health Visitor	XXXXX
XXXXX	Occupational Therapist	XXXXX
XXXXX	Physiotherapist	XXXXX
XXXXX	Speech & Language Therapist	XXXXX
XXXXX	Community Paediatrician	XXXXX
XXXXX	Social Worker	XXXXX
XXXXX	Paediatric Endocrinologist	XXXXX

First EHC Plan dated: 17/7/2015

Note about the front cover: XXXXX chose to have a photo of his dog, Scrap, on the front cover.

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Section A: XXXXX's details

Section A: XXXXX's views and aspirations

Family Name: XXXXX	**First Names:** XXXXX
Address: XXXXX	**DOB:** XXXXX
	Telephone/Email: XXXXX

Gender: XXXXX	**Ethnicity**: XXXXX	**Religion:** XXXXX
NHS No: XXXXX	**Synergy ref:** XXXXX	**Framework-i ref:** XXXXX
UPN No: XXXXX	**CAF No:** XXXXX	**Other ref(s):** N/A

Persons with parental responsibility: XXXXX	**Relationship:** XXXXX	**Contact details (if different):** XXXXX

Who is the initial point of contact, and how do they prefer to be contacted?
XXXXX

Language used at home: XXXXX

Details of any interpretation/access support needed for the family: N/A

Please check the box if the child or young person a looked after child: ☐

If so, or if there is any other input from social services, the name and details of the child or young person's social worker and the detail of their input: N/A

XXXXX is currently subject to a Child In Need plan, the social worker is XXXXX (contact XXXXX)

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The following comments were submitted by the Educational Psychologist as part of their EHC1 advice:

"XXXXX has positive relationships with staff, and tells me that he really enjoys attending XXXXX School. He particularly likes music, carpet time (when reading stories, but not doing numbers) and playing outside. XXXXX also said that he likes it when he is allowed to play outdoors with a small group of peers in the foundation stage play area because "they have cool things there" (he told me liked the big apparatus and particularly the tyre swing).

During observations XXXXX appeared happy to access several different activities e.g. spelling games, physiotherapy activities, choosing time and a less-structured session to celebrate Bonfire Night. XXXXX dislikes transitions between activities and communicates this to staff through a variety of verbal (repeating "no thank you, no thank you" over and over) and nonverbal (lying on the floor, holding on to the desk) means.

Within the sessions I observed XXXXX demonstrated his enjoyment by laughing, smiling, and he was also observed to flap his hands when he is excited.

We talked about what was important to him and with some additional scaffolds he said that his family, his friends and Scrap the dog were the most important things to him. He was unable to name friends and described them as "the boys and girls". He would like to live with his mum and brother XXXXX "forever". XXXXX said that he would like, one day, to become a teacher like his grandma, although he didn't want to teach maths because it's "way too tricky".

The following picture was drawn by XXXXX under the title "My favourite things". When his teaching assistant discussed what he had drawn, XXXXX described that he had drawn *"me in the playground with the swings and my house is there too. But I can't draw tyres or dogs"*

Current context:

XXXXX lives with his mother and has no contact with his father. Ms XXXXX ended the relationship with XXXXX's father when he was five months old and they now live in a 'safe house' due to domestic violence. Their home address is confidential and should not be shared.

XXXXX has a diagnosis of Autism Spectrum Condition, and some delay in his communication and language skills. He also has a number of medical needs which have some impact on his learning.

XXXXX is known to a range of health teams, including: Physiotherapy Service, Occupational Therapy Service, Speech & Language Therapy Service, Paediatric Endocrinologist, Paediatric Neurologist, as well as a social worker who supports in the home.

XXXXX has attended XXXXX School since September 2013.

What do people like and admire about XXXXX?
- The strategies he has recently employed to be able to cope better with change
- His perseverance – he is very strong-willed
- He is a happy boy and shows pleasure in lots of activities
- His giggles, cuddle times with mum and watching films together
- Very observant
- He is very handsome

What's important to XXXXX?
- His mum and wider family
- His key worker
- His mum reading to him
- Listening to music
- Routine and structure
- Being involved in decision making
- Outdoor play – loves his time in the Foundation Stage playground
- Quick responses to issues as they present themselves

What's important for XXXXX?
- Routine, structure, visual timetable
- Adult support to ensure his health care needs are met
- XXXXX needs to follow a physiotherapy programme to help develop his gross motor skills
- Clear and consistent boundaries, implemented across all settings
- To further develop his ability to make and maintain friendships

What's working well for XXXXX?
- He is beginning to make links with his current peer group
- He is beginning to develop better resilience and ability to cope with changes (although this is slow)
- XXXXX has a fantastic 1:1 support worker
- Provision in the School meets XXXXX's needs and there are clear ideas for developing this in the future
- XXXXX is accessing and enjoying nursery

- Use of a visual timetable and communication book
- Very good communication between all professionals and mum

What's not working so well for XXXXX?
- There are safeguarding concerns regarding XXXXX's potential contact with his half-siblings as he becomes older and integrates better within the community
- His ability to engage can vary from day-to-day
- Lack of academic progress despite all the support in school
- XXXXX can sometimes choose not to engage in activities

Section B: XXXXX's special educational needs

Cognition and learning

XXXXX engages well in school for the majority of the time and reports that he is happy there and enjoys his lessons. He has a good understanding of words and letters and he particularly enjoys the weekly spelling games in his class. In tasks of his choosing, or those which are linked to his areas of interest, he has good attention and motivation. XXXXX can display good play skills with adults and he has a lively imagination, which he displays through good role play. He enjoys looking at books with adults and doing jobs. He has the following areas of need:

B1: XXXX struggles to maintain attention to adult-directed tasks. He finds it difficult to concentrate, listen and follow class instructions and his behaviour in class can be very unpredictable. XXXXX is highly active, physically moving around constantly and this state of activity generally prevents meaningful engagement in learning tasks for extended periods of time. XXXXXs engagement in unstructured learning tasks is better, with engagement for up to 35 minutes.

B2: Whilst XXXXX's understanding of tasks is good he does not like to write and any attempts to persuade him to do so are met with confrontation. In addition, XXXXX is extremely averse to anything that looks or feels like an assessment (for example tests, observations) and therefore any assessments must be taken on a very informal and discreet basis. Therefore it is very difficult to achieve wholly accurate formal assessments of his actual abilities.

B3: XXXXX is best able to participate in learning activities when there is constant verbal interaction and engagement with an adult, and he responds negatively when he loses the adult's attention.

Communication and interaction

Having received an extremely high level of support from a Speech and Language Therapist throughout his early year's education and Key Stage 1, XXXXX has made excellent progress with his expressive and receptive language skills to the point where he no longer requires an ongoing therapy input. He has the following areas of need:

B4: XXXXX's expressive skills are still not quite as strong as his understanding; and at times his expressive difficulties are noticeable, particularly if he is tired or at times of distress. In particular he can have difficulties with word-finding and sentence formulation.

B5: In line with his diagnosis of Autism Spectrum Condition he has particular difficulties with pragmatics skills and social interaction. Whilst XXXXX is aware of 'how' to hold a conversation this is a very formulaic and basic understanding and he is unable to respond appropriate to any nuances in the interaction, or if something unexpected is introduced, such as a third person.

Social, emotional and mental health

XXXXX is a happy boy who enjoys being with familiar adults. He has lovely interaction with his immediate and wider family, his key worker and those who he knows well.

B6: Although he is beginning to engage with other children, his preference is for adult interaction and will continue to require support and scaffolding to be able to interact with his peers.

B7:   XXXXX appears to find transitions difficult and at such times he can display frustration. He can also choose not to engage in activities and this can lead to an escalation in his behaviour. More recently this has improved following a focus on developing self-coping strategies.

Physical and/or sensory needs

XXXXX is described as generally fit and healthy, and he is a very active and energetic young man who is very keen on physical activity and sport. He has the following areas of need:

B8:   XXXXX has a diagnosis of juvenile osteoporosis, which can affect his mood, tiredness, stiffness and he is sometimes in pain. Consequently any physical activity must be carefully planned and differentiated. XXXXX particularly enjoys physical activity and so his movement and exertion should be carefully considered by professionals over time.

B9:   XXXXX has good fine motor skills but needs to continue to ensure that he is using appropriate equipment and resources in order to maintain his healthy bone growth and to prevent longer-term pain or other injury.

B10: XXXXX has been prescribed glasses and with these he should have normal vision, although he is reluctant to wear them in school.

Independence and/or self-care skills

XXXXX is very determined and likes to be as independent as possible. He is fully independent in all self-care activities such as dressing, washing and eating/drinking. He has the following needs in this area:

B11: XXXXX is dependent on adults for his safety in the setting and in order to access outdoor provision.

Section C: XXXXX's health needs

C1:   XXXXX has a diagnosis of juvenile osteoporosis which is a bone disease of unknown cause. He is currently undergoing genetic testing to determine the cause of this which will be able to help determine the most effective treatment.

C2:   Until recently XXXXX suffered from regular bedwetting which it was thought was linked to his anxieties. XXXXX received support from the school nursing team and CAMHS with regard to this issue and there have been no incidents since May 2015.

Section D: XXXXX's social care needs

D1:   The family are currently supported by a social worker with regard to helping XXXXX's mum to overcome difficulties in the community with his birth father. XXXXX does not know the identity of his birth father and due to his special educational needs it is not yet an appropriate time to broach the issue. This is regularly reviewed between XXXXX's mum and the appropriate professionals.

Sections E to H2: XXXXX's outcomes and provision

Section E refers to the child or young person's outcomes. If an element of provision is labelled **Section F**, this refers to the special educational provision required by the child/young person. If labelled **Section G**, this refers to any health provision reasonably required by the learning difficulties or disabilities which result in the child/young person having SEN. If labelled **Section H1**, this refers to any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Act 1970. If labelled **Section H2**, this refers to any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

The contributors to this EHC plan agree to work together to implement the specified provision, with the purposes of enabling XXXXX to achieve the following outcomes. At each annual review XXXXX's progress toward meeting these outcomes will be discussed. In addition to the outcomes below, those working with XXXXX may agree shorter term targets, or steps, toward achieving the outcomes that are not part of the EHC plan, for example through the use of an Individual Support Plan or similar. These can be reviewed and, if necessary, amended regularly to ensure that the individual remains on track to achieve the outcomes specified below.

Outcome 1: By July 2016, XXXXX will engage with learning tasks for 75% of the time and make two sublevels of progress in English, Maths and Science.

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
F	A quiet corner in the classroom that XXXXX feels safe so that he can complete learning tasks	School	Ongoing
F	Support from a 1:1 worker so that XXXXX can access the curriculum.	School	Ongoing
F	Differentiated activities and curriculum that suit his kinaesthetic learning style.	School	Daily
F	Clear instructions for tasks he has to complete	School	Ongoing
F	A visual timetable so that XXXXX knows what and how many tasks he is expected to complete	School	Daily
F	Clear Individual Education Plan (IEP) targets or similar.	School	Ongoing
F	Learning activities, devised to accommodate his needs and help him make progress in Literacy and Numeracy and to encourage XXXXX to engage successfully with learning.	School	Daily
F	Opportunities to move and shift to different activities under the direction of adults.	School	Ongoing
F	Monitoring of his attention span and increase this through short burst input with varied materials	School	Termly

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
F	Create opportunities for XXXXX to extend his attention during activities and in communication with adults.	School	Ongoing
F	Implement strategies to positively redirect his attention	School	Ongoing

Outcome 2: By December 2015, XXXXX will follow staff instructions for 65% of the time with no more than two adult prompts.

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
F	Daily level book to record his level of behaviour for the day.	School Setting	Daily
F	Clear instructions, verbal and visual for tasks he has to complete.	School Setting	Daily
F	Clear Individual Behaviour Programme (IBP) targets.	School Setting	Daily

Outcome 3: By July 2016, XXXXX will develop his social interaction skills such that he is able to identify a friend in his class with whom he has a reciprocal relationship

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
	XXX will have a weekly friendship group with other children in his class	School	Weekly
	XXXX will have time social stories as part of his friendship group and which concentrates on positive friendships	School	Weekly
	School will follow the PSHE curriculum making it relevant and meaningful for XXXX and concentrating on the areas around making and keeping friendships	School	ongoing

	XXXx will have a named buddy who can spend time with XXXX in the playground and include XXXX in games with other class mates	School	Ongoing

Outcome 4: By July 2016 XXXXX will have continued to develop his physical skills such that he is able to do 5 pull ups on the monkey bars (this outcome was suggested by XXXXX himself)

Section F, G, H1 or H2	Provision or actions required toward achieving the outcome:	By whom:	By when / how often:
F	A set of exercises to be drawn up develop XXXX upper strength and opportunities to practice developing his physical skills	School Staff Physiotherapist	Daily Half- termly
F	Regular finger exercises to strengthen his grip	School staff Occupational Therapist oversight	Daily Half termly
F	Equipment (writing slope) etc. to be used for all written tasks throughout the school day	School	Daily
F	Regular physical exercise in addition to break and lunch times in short bursts throughout the day	School staff	15 minutes twice daily

Section I: XXXXX's placement

This school or setting is named in line with the parents' or young person's preference under Section 39 of the Children and Families Act 2014 unless otherwise stated.

The type of educational setting where XXXXX's needs will be met:
Any local maintained mainstream primary school

The name of the educational setting where XXXXX will be placed:
XXXXX Primary School

Section J: XXXXX's personal budget

Provision in this EHC plan that is being provided through a personal budget:	Personal budget value:
N/A	N/A
TOTAL:	N/A

Section K: Advice and Information

Advice and Information received from:	Dated:
EHC1 – XXXXX School	12/1/2015
EHC1 – Educational Psychologist	17/6/2015
EHC1 – Speech & Language Therapist	5/3/2015
EHC1 – Consultant Community Paediatrician	Undated
EHC1 – Occupational Therapist	Undated
EHC1 - Physiotherapist	18/6/2015
Letter from Consultant Community Paediatrician	2/4/2015
EHC1 – Health Visitor	17/6/2015
Part 1C of EHC1 – Consultant Paediatric Endocrinologist	Undated

Arrangements for reviewing this EHC plan

EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. The first review **must** be held within 12 months of the date when the EHC plan was issued, and then within 12 months of any previous review (or six monthly for children who are under statutory school age). A review can be held at any time if there is a change of circumstances or significant concern about the child or young person's progress. For children who are looked after the annual review should, if possible and appropriate, coincide with one of the reviews in their Care Plan and in particular the personal education plan (PEP) element of the Care Plan.

All reviews taking place from Year 9 at the latest and onwards **must** include a focus on preparing for adulthood, including employment, independent living and participation in society.

For further information about the annual review process, please refer to the *SEND Code of Practice:0-25 years (2014), para 9.166* onwards.

Date by which this plan will be reviewed:	17/7/2016
The person responsible for co-ordinating the review of this plan is:	Headteacher – XXXXX Primary School
Contact details:	XXXXX

Author: SEN Casework Officer (a duly authorised officer of the Local Authority).	
Signed:	Date:

Yorkshire & Humberside Turnouts since 2011

LA Name	Population age 11-18	Ballots 2011	Turnout out for 2011	Ballots 2012	Turnout out for 2012	Ballots 2013	Turnout out for 2013	Ballots 2014	Turnout out for 2014	Ballots 2015	Turnout out for 2015
Barnsley	22,831	0	0.00%	1,471	6.44%	1,471	6.44%	11,049	48.39%	8,951	39.21%
Bradford	53,911	0	0.00%	10,170	18.86%	10,170	18.86%	17,196	31.90%	1,476	2.74%
Calderdale	20,578	54	0.26%	1,767	8.59%	1,767	8.59%	6,605	32.10%	6,869	33.38%
Doncaster	28,741	607	2.11%	1,850	6.44%	1,850	6.44%	7,436	25.87%	3,582	12.46%
East Riding of Yorkshire	32,255	0	0.00%	0	0.00%	0	0.00%	9,014	27.95%	8,702	26.98%
Kingston Upon Hull, City of	24,628	0	0.00%	2,820	11.45%	2,820	11.45%	3,034	12.32%	0	0.00%
Kirklees	41,666	0	0.00%	264	0.63%	264	0.63%	407	0.98%	1,078	2.59%
Leeds	69,314	512	0.74%	5,408	7.80%	5,408	7.80%	19,716	28.44%	16,343	23.58%
North East Lincolnshire	16,290	428	2.63%	716	4.40%	716	4.40%	1,903	11.68%	3,674	22.55%
North Lincolnshire	15,730	0	0.00%	233	1.48%	233	1.48%	3,330	21.17%	6,135	39.00%
North Yorkshire	59,979	463	0.77%	4,913	8.19%	4,913	8.19%	3,430	5.72%	6,790	11.32%
Rotherham	25,957	7	0.03%	1,029	3.96%	1,029	3.96%	4,660	17.95%	5,468	21.07%
Sheffield	48,854	108	0.22%	1,957	4.01%	1,957	4.01%	10,354	21.19%	12,922	26.45%
Wakefield	31,907	1,140	3.57%	2,826	8.86%	2,826	8.86%	6,048	18.96%	12,389	38.83%
York	16,606	58	0.35%	556	3.35%	556	3.35%	4,966	29.90%	0	0.00%

Yorkshire & Humberside

	Barnsley	Bradford	Calderdale	City of York	Doncaster	East Riding	Kingston Upon Hull	Kirklees	Leeds	North East Lincolnshire	North Lincolnshire	North Yorkshire	Rotherham	Sheffield	Wakefield	TOTAL
1. Votes at 16	528	102	566	176	588		154	85	4,216	276	623	385	379	900	906	9,884
2. A curriculum to prepare us for life	1,202	48	900	624	1,174		303	123	633	393	815	1,335	699	1,528	2,004	11,781
3. The end of austerity and child poverty	323	237	520	361	770		136	90	1,415	208	333	541	358	826	970	7,088
4. Transport	2,165	160	910	379	1,062		299	126	1,028	455	640	772	1,207	2,252	1,209	12,664
5. Climate change	279	50	279	266	318		88	58	458	128	231	407	313	727	534	4,136
6. Mental health	803	148	829	424	945		354	88	2,306	520	729	613	635	1,576	1,559	11,529
7. Fund our youth services	154	27	241	103	734		152	18	1,173	91	152	240	181	339	496	4,101
8. Living wage	2,526	377	1,473	788	1,829		542	293	1,100	1,145	1,486	1,469	1,001	2,639	2,729	19,397
9. Tackling racism	429	260	659	266	741		168	162	3,196	234	622	605	375	1,259	1,127	10,103
10. Extended special needs support	542	67	492	195	541		164	35	818	224	504	423	320	876	855	6,056
TOTAL	8,951	1,476	6,869	3,582	8,702	0	2,360	1,078	16,343	3,674	6,135	6,790	5,468	12,922	12,389	96,739
													TOTAL NO OF BALLOTS			96,739