

**Report of the Head of Learning Improvement**

**Report to Scrutiny Board**

**Date: 17<sup>th</sup> December 2015**

**Subject: The future for Social and Emotional Mental Health (SEMH) education provision in Leeds**



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 checked="" type="checkbox"/> Yes	<input 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

**Purpose & Background of this report**

- 1.1 Nationally, incidences of Social and Emotional Mental Health (SEMH) are increasing. Headteachers, parents and GPs are all reporting concern coupled with a lack of appropriate support and provision. It is well established that attainment, NEET, and youth offending outcomes for those with complex SEMH needs are much poorer than for their peers. It is an exciting time to be in Leeds as we are aiming to make significant improvements to the whole offer of education provision for learners with social, emotional and mental health needs (SEMH) and challenging, disruptive, or disturbing behaviours (formerly known as 'behavioural, social and emotional difficulties or 'BESD').
- 1.2 The BESD Specialist Inclusive Learning Centre SILC (at Elmete Wood) was recently placed into 'special measures' by Ofsted. By considering their structural future, at the same time as consulting on improvements to the wider continuum of provision to meet SEMH needs, there is an opportunity to establish a coherent whole offer of provision to meet a complex and diverse range of needs and improve outcomes for these most vulnerable children and young people.
- 1.3 After Elmete Wood was placed in special measures, the city has no suitable accommodation for its most vulnerable children and so is obliged to transport many of them outside of the city at great financial, reputational and social cost. Ofsted require rapid purposeful action by the local authority to rectify the situation. Failure to do so risks the closure of the SILC at very short notice. There would be

significant difficulty in placing current learners elsewhere, and great disruption to these vulnerable children. With no provision in the city there would also be significant revenue pressures; a 'standard rate' to place all 240 learners elsewhere quotes a minimum of £13.2m per annum plus transport costs.

- 1.4 The intention is to convert the existing SILC at Elmete Wood into an academy to meet the needs of the city. The proposal is to create one new provision based across four sites. In order to do this we need to identify the necessary capital funding to secure appropriate accommodation. This is acknowledged by the DfE to be one of the most complicated conversions in the country but we continue to receive support from the DfE, the Funding Agency, Ofsted and the Regional Schools Commissioner.
- 1.5 Following conversion of the BESD SILC to a 4 – 19 SEMH provision, the new academy would operate across four sites including Tinshill, Oakwood, and two further sites to be identified. It would offer a range of provision to meet the diverse needs of 240 learners. Such provision is atypical and the quality of the physical environment provided by Wellspring is an important aspect in its success. To replicate this provision, and to address the shortage of places in Leeds, would require investment of around £15 million for each of 3 sites, in addition to the existing site at Oakwood.
- 1.6 The local authority is seeking to work with health partners, schools and the voluntary sector to develop a cohesive plan to provide a co-ordinated range of both targeted and specialist support.
- 1.7 We have an opportunity to significantly improve our local offer of provision and outcomes for these most vulnerable learners, and, in so doing, reduce the pressures on the preventative work so critical to reducing future needs. This will provide the equitable, quality local offer advocated by the Children and Families Act.
- 1.8 Additional information is included in the Executive Board report which is attached at Appendix 1.

## **2 Recommendations**

- 2.1 Scrutiny Board are recommended to note the information provided and are invited to provide any feedback.

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

- 3.1 None

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