

**Report of: Director of Children and Families**

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

**Date: 26<sup>th</sup> April 2018**

**Subject: Springwell Leeds – Specialist Social, Emotional and Mental Health (SEMH) Provision**



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

## 1. Summary of main issues

- 1.1. Linked to the sustained rise in the growth of the city, Leeds has experienced rising demand for support for children in schools with SEND (Special Education Needs and Disabilities), including those with Social, Emotional and Mental Health (SEMH). There has been a rise in both the number and the complexities of children living with specialist social, emotional and mental health (SEMH) needs, both locally and nationally. This applies to both mainstream and specialist school provision. There have been increases in the type of need and the complexity of need, and a rise in children experiencing more than one type of need. Children who have SEMH identified as a primary or secondary Special Educational Need achieve lower educational outcomes than children with no SEMH or SEN needs.
- 1.2. The provision available in Leeds, at the Elmete Wood Behaviour Emotional, Social Difficulties Specialist Learning Centre (BeSD SILC) was inadequate and Leeds City Council took the decision to stop placing children in the provision. The options were to place children outside of the authority at huge expense or to build a new provision. Leeds City Council has invested £45 million into the creation of a world-class provision for

children and young people across Leeds who have specialist social, emotional and mental health (SEMH) needs.

- 1.3. The aim was to combine the existing BESD SILC and Pupil Referral Unit (PRU) provision into one multi-site, innovative SEMH Academy catering for ages four to nineteen and all aspects of the SEMH spectrum. Delivery of these proposals is managed as part of a co-ordinated, city-wide, multi-agency programme covering all aspects of this transition.
- 1.4. Responsibilities for school improvement, intervention and funding have changed radically in recent years. It is now law that in the case of inspection failure in a school, the government will intervene and require the Local Authority to turn the school into an academy.
- 1.5. In line with the requirement to academise schools in Special Measures, and to strengthen learning outcomes and provision for vulnerable children and young people, it was agreed that Elmete Wood, which was in Special Measures, would be converted into a 4 – 19 sponsored academy for children with Social Emotional and Mental Health Issues (SEMH). The school will be based on four sites across Leeds, partnered by an outstanding existing local specialist sponsor- Wellspring Academies Trust.

## **2. Recommendations**

2.1. Members are recommended to:

- Consider and comment on the information provided.
- Identify the information they may want at future meetings.

### **3. Purpose of this report**

- 3.1. This report will provide an update to Children & Families Scrutiny Board on Social, Emotional and Mental Health Services in Leeds, with particular reference to the partnership work with the Wellspring Academies Trust

### **4. Background information**

- 4.1. Leeds continues to make progress in significant developments to the offer of support for Children and Young People (CYP) with SEMH needs in the city. In January 2017, the 'Future in Mind: Leeds' strategy was launched. The strategy was co-produced by the local authority and local health agencies, with significant input from families, young people and colleagues across different agencies.
- 4.2. The strategy sets out a vision of a universal focus on wellbeing to develop resilient communities through a city-wide continuum of high quality support, thereby preventing and reducing the need for specialist interventions and supporting improved outcomes for some of our most vulnerable CYP.
- 4.3. Whilst the legal and policy framework for children's services have been subject to great change in recent years, Local Authorities retain significant duties and responsibilities for sufficiency and vulnerable learners. Councils are generally responsible for ensuring sufficient school places are available in the local area, and more specifically are required to ensure that children and young people with an Education Health and Care Plan (EHCP) are placed in settings that are suitable for their needs. The Children and Families Act 2014 extended this duty for young people with EHCP, requiring Councils to support young people up to the age of 25. In addition to the direct responsibilities for learners with additional needs and disabilities, Councils have a wider role in championing the needs of vulnerable learners, and in particular, additional legal duties to promote the learning of Children Looked After. Councils must ensure that, wherever possible in line with the needs of the child, Children Looked After must be placed in provision that is judged as 'good' or better by OfSTED. Lastly, it is worth remembering that Local Authorities continue to have a central and over-riding duty to safeguard and promote the wellbeing of children and weaknesses in SEMH provision can pose risks to the young people.
- 4.4. In November 2015, an Executive Board Report set out the plans to create a world class provision within Leeds for children and young people with Social, Emotional and Mental Health (SEMH) needs by working with an outstanding partner to convert the existing Behavioural, Emotional and Social Difficulties (BESD) SILC and the Pupil Referral Units (PRUs) along with the existing primary provision into one new organisation. The Executive Board approved the principles and direction of the Children & Families Service 'Social and Emotional Mental Health' (SEMH) programme. This programme aims to improve education and support for children and young people with complex social, emotional and mental health needs. This is part of a wider citywide strategy supported by both the Council and NHS to invest and improve services for children's emotional and mental health. The SEMH programme seeks to replace the outdated and costly provision with specially designed facilities that are managed and led by a leading provider of SEMH learning. The transition will be achieved by working with an Academy partner, the Wellspring Academy Trust, whose other provisions have been rated by Ofsted as 'outstanding'.

## 5. Main issues

- 5.1. Work is ongoing to transform specialist education provision for SEMH needs in Leeds and establish a new world-class SEMH provision in partnership with the Wellspring Trust. This new provision will be delivered over four sites across in the city and feature new state-of-the-art buildings and facilities. This represents a major investment by the Council and will radically improve the learning environment for this vulnerable group of learners. It will also reduce the numbers of learners travelling a long way each day to access education outside of the city due to a lack of suitable local provision to date. The city is on track to achieve the timescale of opening all the new sites by September 2018.
- 5.2. Springwell Leeds is the name of the multi-site school in Leeds across 4 sites. Springwell Leeds is part of the Wellspring Academy Trust which has experience of running Ofsted rated outstanding specialist SEMH provision in the north of England.
- 5.3. Wellspring are an academy chain who run 15 academies across Yorkshire and Lincolnshire, in the Primary, Special, PRU and Alternative Provision sectors. They are in the top 5% of Trusts in England by number of academies, and they have had zero permanent exclusions from Wellspring Academies. Their vision is as follows:
  - 5.4. *“Our vision is to provide a sustainably outstanding school experience for all. Our schools inspire innovation, creativity and aspiration for life. Our schools share a climate of high expectation and high aspiration for each pupil. High levels of support are matched with appropriate challenge to ensure that every pupil gets the maximum from school. Our young people are confident individuals, responsible citizens and successful learners.*
  - 5.5. *Our educational vision is one of inclusive, high achieving, community schools and a community of schools in which pupils thrive and which provide Value Added for the communities they serve”*
- 5.6. Wellspring took over the running of the specialist SEMH provision in September 2016. The new builds will be on the site of the old PRU at Tinshill, a site in south Leeds, and on a site in east Leeds. The fourth site is the refurbished Key Stage 2 facility at Oakwood site. Up to this point, they have been running the schools in temporary sites across the city. As the new provisions are coming online, the temporary sites are closing. All of the sites are set to be open by September 2018. The East site opened in January 2018, the South site in April 2018, and the North site will open in September 2018.
- 5.7. With regards to the financing of the SEMH provisions, £14.5m was spent on each new building, with £1.65m spent on furnishing and equipping the 3 buildings
- 5.8. There are currently 187 students on roll; this figure is set to rise to 270 between April and July, and then to 340 after September. The primary provision is set to provide up to 60 places, with the three secondary provisions providing up to 100 places each. The majority of the students who are placed in Springwell have an Education and Health Care Plan, which names Specialist Provision. There is a Social, Emotional and Mental Health Panel that has an overview of the non-statutory assessment places; enabling exceptional case to get access to quality provision.

- 5.9. The vision for Leeds is to ensure that the most vulnerable children and young people across the city have the right educational pathway and support so they have the confidence to meet their potential. This will be achieved through providing a continuum of outstanding SEMH provision for children and young people in schools, academies and all educational provision.
- 5.10. This is an effective joined up approach for the city, working in partnership to ensure a successful continuum established for all children and young people in Leeds. To achieve this aim, there is ongoing work to develop the offer of Area Inclusion Partnerships (AIP), partnership of schools across 5 areas of the city working to promoting inclusion in schools and provide support where there is a risk of exclusion. This has included development of a new SEMH Panel to ensure timely, equitable access to support for learners who have exceptional SEMH needs which the local AIP cannot meet through their local offer of support.
- 5.11. The SEMH Pathways Panel contributes to the vision by providing a solution-focused partnership response for the most vulnerable young people who have “exceptional” needs and are deemed to require a centralised response or have been permanently excluded. This can include temporary placement in centralised alternative provision or an assessment place at Springwell Leeds or a bespoke package of support. The panel aims to identify the most appropriate educational provision for young people’s learning needs together with the appropriate targeted support for their parents and carers.
- 5.12. The SEMH Pathways Panel meet weekly to consider the most appropriate pathway for children and young people where schools and academies are indicating that despite all previous strategies and support, the young person is not currently able to achieve and attain; and for any permanently excluded young person in terms of 6th day cover and next steps
- 5.13. The SEMH Pathways Panel:
- Supports the local authority (LA) to meet its statutory duty to provide suitable full time educational 6th day provision for permanently excluded children and young people.
  - Determines the nature of the provision based on their particular needs – whether this is a short term placement prior to return to the Fair Access Panel (FAP) or an assessment place moving potentially to an Education, Health and Care Plan (EHCP).
  - Determines the appropriate placing in education provision for a young person from another authority who has previously been permanently excluded or who has been in specialist type provision without an EHCP.
  - Considers exceptional cases where, despite appropriate interventions having been put in place, an emergency situation has occurred and special consideration is requested for an assessment place.
  - If the young person is already in the process of an EHCP assessment, the Panel would not consider that there is a necessity for a Springwell place, but may recommend a centrally commissioned alternative provision
  - If the young person already has an EHCP on exclusion, the expectation would be that a multi-agency of the plan is undertaken as soon as possible – within the 15 days prior to the governors meeting. The Panel will note the permanent exclusion and ensure that access is made to 6th day cover. The AIP will support the local arrangements working with SENSAP and pay for travel.

5.14. The panel membership will be formed of:

- Principal Educational Psychologist - Chair
- AIP representative Springwell representative
- Children Missing Out on Education (CMOE) Lead
- SENSAP lead or representative
- Primary, Secondary school, Academy or 14- 16 head representatives
- Representative from alternative providers on rolling basis
- Targeted Services representative linked to social care
- Youth Offending representative
- CAMHS rep

5.15. Arrangements will be reviewed each term in response to feedback and operational practice.

#### 5.16. **Panel decisions**

- The Chair will ensure the panel identifies key recommendations and advice regarding personalised pathways and that this is provided to the referring school/academy/AIP with clear information within 2 days of the panel meeting by secure email to the referrer
- Key recommendations and advice from the SEMH Pathways Panel will form part of the rationale explaining the decisions, which will be reported back to each school making an application for support. This will be the responsibility of each AIP lead representative including the update of PSS/Synergy.
- Where the recommendation of the panel is that the young person has need of an assessment place at Springwell Academy Leeds the panel will pass this recommendation on to the Head of Complex Needs for consideration. The response to this is likely to take no more than 2 working days.

5.17. The first SEMH pathways panel took place on the 20th September 2016. Since then there has been a total of 41 panel meetings with a total of 95 individual cases referred.

## 6. **Corporate considerations**

### 6.1. **Consultation and engagement**

6.1.□1. The principles of the SEMH programme were subject to an Executive Board Report approved on 18th November 2015. Details of the consultation for the wider SEMH programme is detailed within the previous report.

### 6.2. **Equality and diversity/cohesion and integration**

6.2.□1. The recommendations within this report are subject to the need to assess impact on any of the groups falling under equality legislation and the need to eliminate discrimination and promote equality. Equality Impact Assessments (EIA) have already been completed for this work. In the December 2013 Executive Board report an EIA was undertake for the overall strategy and a further EIA for the design proposals was

completed in February 2016 in line with the timescales agreed in the December 2015 Report.

### **6.3. Council policies and Best Council Plan**

- 6.3.□1. This report provides context on a key city regional and national challenge. Improving learning outcomes is a priority in the Children and Young People's plan, raising attainment for all while closing the gaps that exist. This priority is reflected in all city strategies contributing to the strong economy compassionate city including the Best Council Plan 2015-20 and the Joint Health and Well Being Plan). Learning being central to improving future outcome for citizens and the city.
- 6.3.□2. The proposal contributes to the city's aspiration to the Best Council and the Best City in which to grow up; a Child Friendly City, through the creation of provisions that offers children in Leeds the opportunity to benefit from outstanding, integrated provision, which best meets their behaviour needs. That, in turn, will increase attendance, attainment and progression to education, employment and training among some of the city's most vulnerable children, as desired by the Children and Young People's Plan.

### **6.4. Resources and value for money**

- 6.4.□1. There are no specific resource implications from this report.

### **6.5. Legal implications, access to information and call in**

There are no legal implications or access information issues arising from this report.

### **6.6. Risk management**

- 6.6.□1. The Risk has been managed through the application of 'best practice' project management tools and techniques via the City Council's 'PM Lite' risk methodology. Experienced Project Management resource has been allocated from within the Built Environment Team.
- 6.6.□2. Support on legal and contractual matters has been provided by Legal Services within Children's Services.

### **6.6.□3. Conclusions**

- 6.7. There is a strong legal, moral and economic case for change in Leeds' provision for complex children and young people with social, emotional and mental health needs. The priority given to the issue of SEMH by both the local authority and NHS partners and the new approach is better for children, better for families and will reduce costs for the Council over time. In addition, the development of the new, world class, provision for children with SEMH needs will be an investment in a strong foundation for wider change in developing joined up, holistic support across the city for children and young people with emotional and mental health needs.

6.8. The children, staff and buildings at the new provision for specialist SEMH across the city will deliver a continuum of excellent facilities for some of the most vulnerable children and young people in Leeds.

6.9. The building projects are on track, and all provisions will be open by September 2018.

## **7. Recommendations**

7.1. Members are recommended to:

- Consider and comment on the information provided.
- Using the recommendations provided to agree school visits.
- Identifying the information they would want at future meetings.

## **8. Background documents<sup>1</sup>**

None

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