

Strategic Review of Special Educational Need and Disability (SEND) Provision in Leeds 2017-2021



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Introduction and context

This Strategic SEND review is to ensure that in Leeds, we have a clear and collective approach to making specialist provision for pupils with SEND. Leeds City Council has been allocated approximately £1 million of government funding allocated each year for three years, to help with sufficiency. We need to make sure that any future provision is prioritised and made in right areas of the city and in line with the wishes of our families. As part of our duty to keep SEND provision under review, this strategic plan will show the current picture of SEND provision in Leeds for children and young people aged 0-25, and will set out what we think the predicted growth areas are. More importantly, it will explain what our principles and priorities will be for future planning. Within this review document, it is the **'Principles'** and the **'Priorities'** (p.31-33) that we have asked for feedback.

Our vision for Leeds to be recognised as a 'child friendly city' is at the core of everything we do within Children and Families services. We strive to achieve this ambition by involving children and young people in developing our ideas and making decisions in areas that have an impact on their lives.

In Leeds there is a growing population of children and young people and proportionally a growing number of children and young people with SEND. The majority of children and young people with SEND can access mainstream schools and through the graduated response of support will be able to receive the right provision at the right time to enable them to lead fulfilling lives and achieve their potential. Mainstream inclusion, increasing capacity and consistency within mainstream schools in Leeds, from early Years to post-16 providers, is therefore the starting point of this Strategic Review of SEND provision and will remain a focus for services to develop and support.

In Leeds we already keep our SEND provision under review. For example, we identify demand and need, and have recently invested significantly in special school provision. We have also worked closely with our education providers across all age groups (0-25) to continue to plan the right provision in the right locations in an affordable and sustainable way, to get the best outcomes for our children and young people.

We are committed to working with local partners to achieve our vision. Those partners include NHS Leeds, Youth Offending Service, West Yorkshire Police, West Yorkshire Probation Service, Job Centre Plus, education providers, cross council partners including Social Care, Housing, Early Years, Children's Centres and the voluntary, community and faith sectors.

How making high quality SEND provision links to Children and Families priorities

- 👍 Our **Children and Young People's Plan (2015-2019)** includes 14 priorities to fulfil our vision to be the best city in the UK. We ensure that these priorities are central to our planning strategies, especially the aspirations to improve outcomes for children and young people with SEND, around supporting children to have the best start in life and be ready for learning, and increasing participation, voice and influence.
- 👍 Our **SEND Strategy (2014-2017)** is in place to support our aim to be an inclusive authority, enabling pupils with SEND to access mainstream schools. Some children and young people may require some time limited additional support and some might require specialist support therefore increasing specialist capacity is an important element of this review.
- 👍 Included in this is our drive to improve the **3 As**. **A**ttendance (working to ensure good attendance at school), **A**ttainment (improving results for young people and closing the attainment gap) and **A**chievement (development in the arts, music and opening up more opportunities for young people etc.).
- 👍 In line with prioritising the **3 As**, we are determined to narrow the gap of educational outcomes between vulnerable learners and their peers to give all Leeds children a fair and firm foundation on which further accomplishments can be built. This means that we need to increase provision in areas of the city where demand outstrips places. We will only plan places in Ofsted rated 'Good' or 'Outstanding' schools and monitor our existing provision to ensure our children and young people with SEND make progress.

- 👉 Part of the **Future in Mind: Leeds (2016-2020)** joint education and health strategy is to *invest in the transformation of our specialist education settings to create world class provision*. Work has already started on this by investing £45 million on three new schools in the east, south and north of the city, all focusing on Social, Emotional and Mental Health (SEMH) needs. This plan represents a significant increase in SEMH provision in Leeds.
- 👉 Our planning also links to the **Preparing for Adulthood Strategy (2017-2022)** and the focus on this as part of our SEND provision, so that we enable, empower and support our young people with SEND to participate in society, live as independently as possible, be healthy, and access education and employment opportunities we will also focus on the 19-25 provision for pupils with SEND.
- 👉 The **Leeds Local Offer** will ensure that all information about the SEND provision available is easily accessible to all and kept up-to-date to allow everyone to make informed choices about the type of provision available to them. We will also ensure that the priority to work with education providers to develop their post 16 education offer is a key part of this review.
- 👉 Future planning must take into account the needs of our children in the early years as well as those young people aged 19-25. We want to make sure that all our early years providers are able to support pupils with SEND by accessing training, advice and resources, enabling parents of 0 – 18 year olds to arrange childcare in their local area. We also need to ensure that young people have the option to stay local to Leeds at all stages of their education within a range of mainstream and specialist provision.
- 👉 Leeds Children's Services **Transport Policy** was recently reviewed and subsequently updated in July 2017. Personal travel allowances will in future be offered as an alternative to providing transport for young people with SEND in post-16 education. Any future development of new specialist provisions is therefore underpinned by a need to enable children to attend their local school in the least restrictive way possible.
- 👉 Throughout September 2017, the **High Needs Block** was reviewed with partners. The funding of SEND provision in Leeds follows the national guidance on school funding policy and it is important that any changes to future SEND provision are considered in a way that is sustainable in

the long term. It is important to note that any additional increases in SEND provision, increase the pressure on the High Needs Block. The local authority therefore needs to consider future planning in a way that is affordable.

Consultation and engagement

As a local authority we value the opinions of our service users to help us shape the provision we offer. In addition to that we have a statutory process to follow if we want to establish, remove or alter any SEN provision. This statutory process also includes consultation with those people that use the services we propose to create or change in any way. We will be asking for feedback on this review regarding settings that serve 0-25 year olds with SEND. This is a list of our stakeholders:

- | | |
|--|-------------------------------|
| 👍 Children & young people in a Leeds SEND setting | 👍 Education professionals |
| 👍 Children & young people that access provision outside a Leeds SEND setting | 👍 Cross council partners |
| 👍 Parents and carers | 👍 Other local authorities |
| 👍 Health professionals | 👍 Voluntary sector colleagues |

We will use a wide variety of methods to communicate with all of our stakeholders including:

- 👍 Email
- 👍 Leeds City Council's website & Leeds Local offer
- 👍 Letters
- 👍 Meetings and drop in sessions
- 👍 Newsletters

We propose to revisit this review annually to ensure that we have the right type and amount of SEND provision to meet the needs of the children and young people of Leeds.

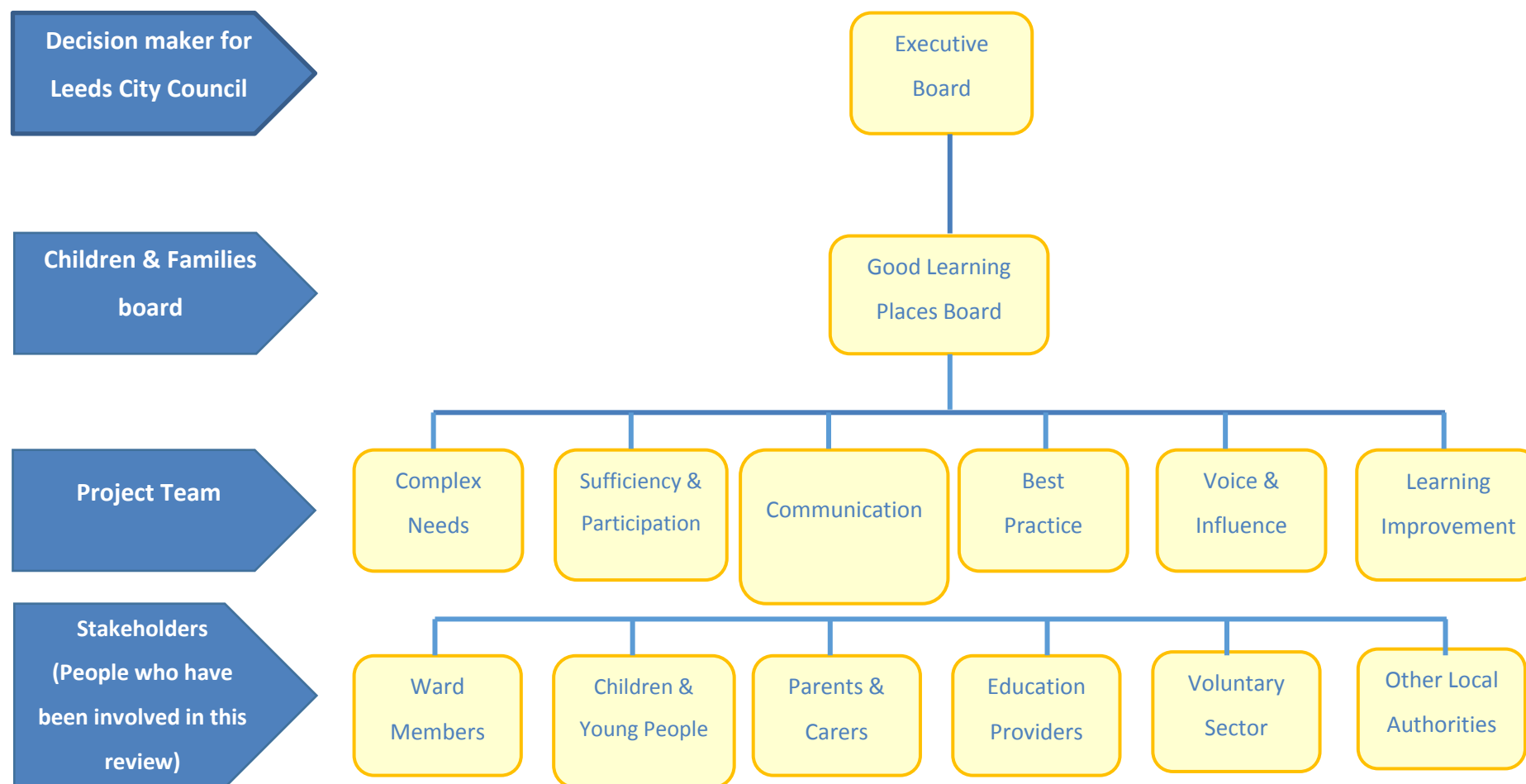
SEN Improvement Test

Whenever we want to change or improve the SEND provision in Leeds, we must make sure it meets the SEN improvement test. This essentially means that making any changes to or creating additional provision must enhance or add to the range of SEND provision in the city. We must do it in a way that meets with the wishes of children and their families.

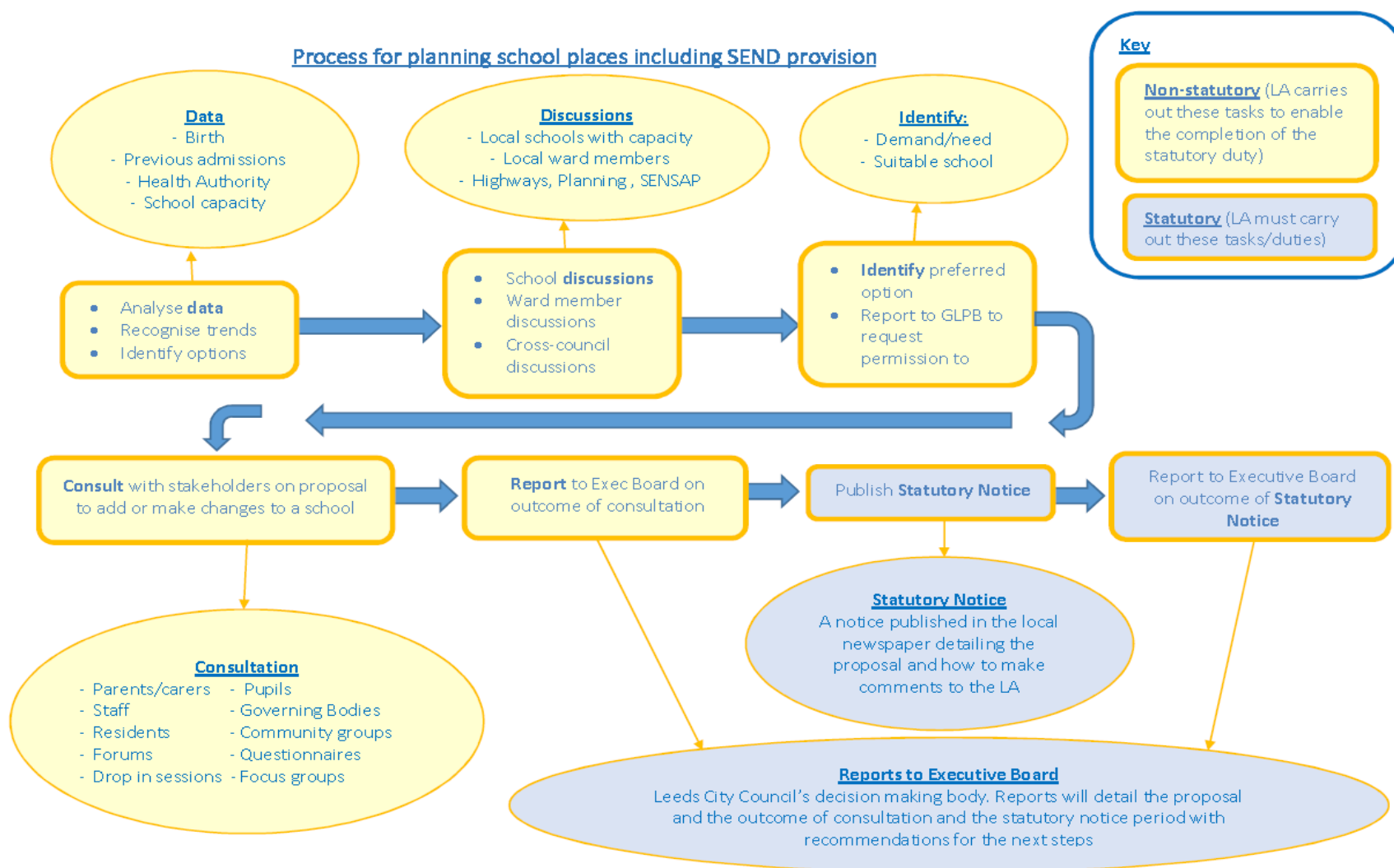
In keeping SEND provision under review and making sure that new provision is created in the right places with improved access to SEND services and provision, as well as ensuring that we follow a proper consultation process, we can show that we are meeting the SEN improvement test.

Governance

A cross-council project team keeps the current SEND provision in Leeds under review. The diagram below shows who is responsible for making the decisions about this review. The board that supports the project team and other key stakeholders that have had an input into this review. The project team will continue to monitor the impact of this review on outcomes for children and young people with SEND and provide regular progress reports to the Executive Board.



Planning process



The diagram above shows how any new SEND provision follows its own specific consultation process.

The Leeds SEND context

The number of children being born in Leeds grew rapidly until 2010 and has remained relatively stable at above 10,000 each year. The number of children with SEND has been rising as has the number of children who require specialist provision. Additionally, the numbers of children being identified with SEND has increased faster than we might expect just from the general rise in child population. This is partly because people are getting better at identifying SEND. It may also be because of increased survival rates of babies who are born prematurely and have complex needs as a result.

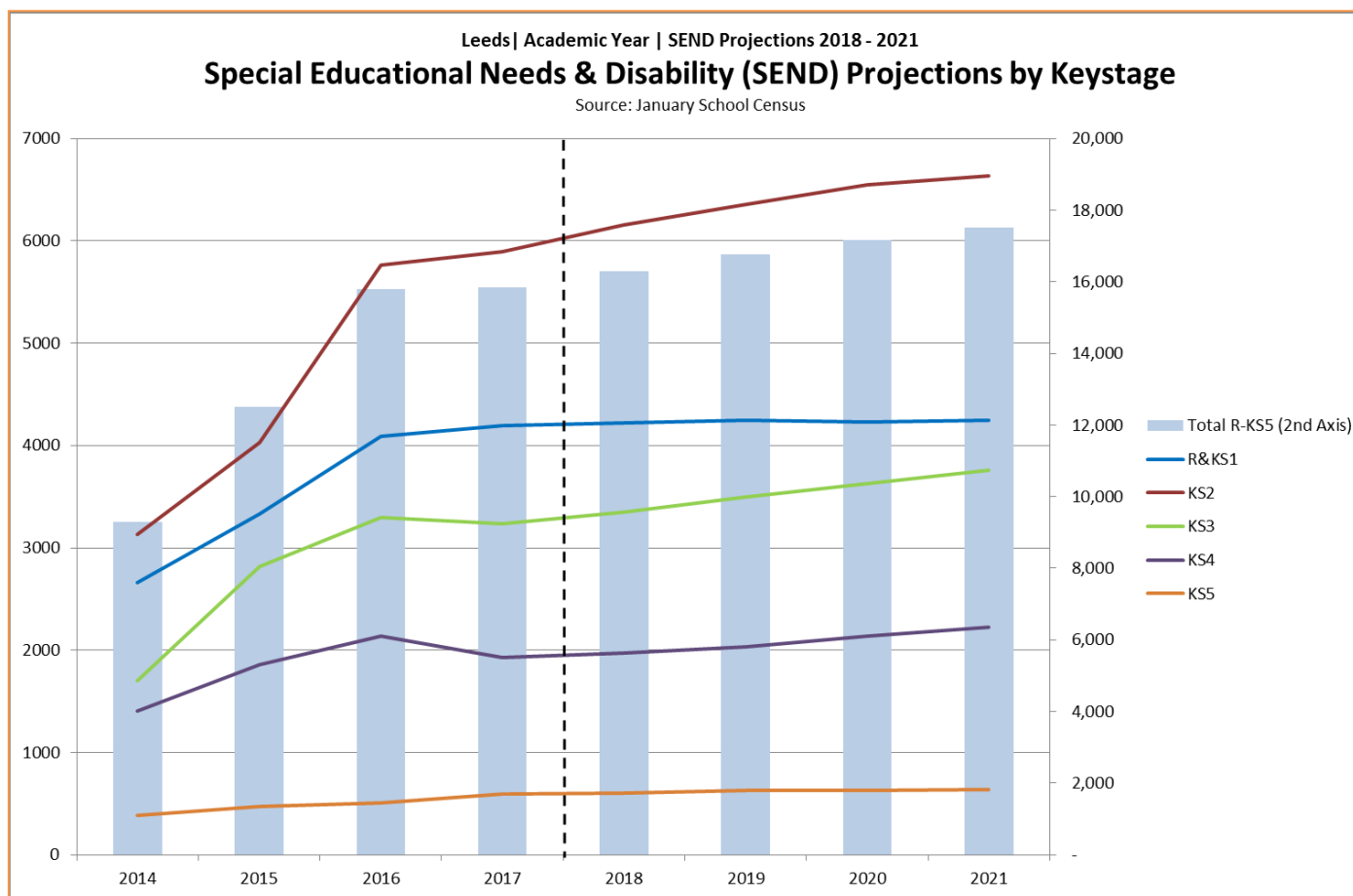
In recent years there has been an increase both nationally, and in Leeds, of the number of children and young people with SEND. Based on the data at January, projections show that the total number of pupils with SEND is likely to increase by 10.5% by 2021. Whilst there are likely to be only modest increases in Reception and Key Stage (KS) 1, and KS5 going forward; there are projected to be larger increases in KS2, KS3 and KS4 as larger cohorts of children continue to feed through.

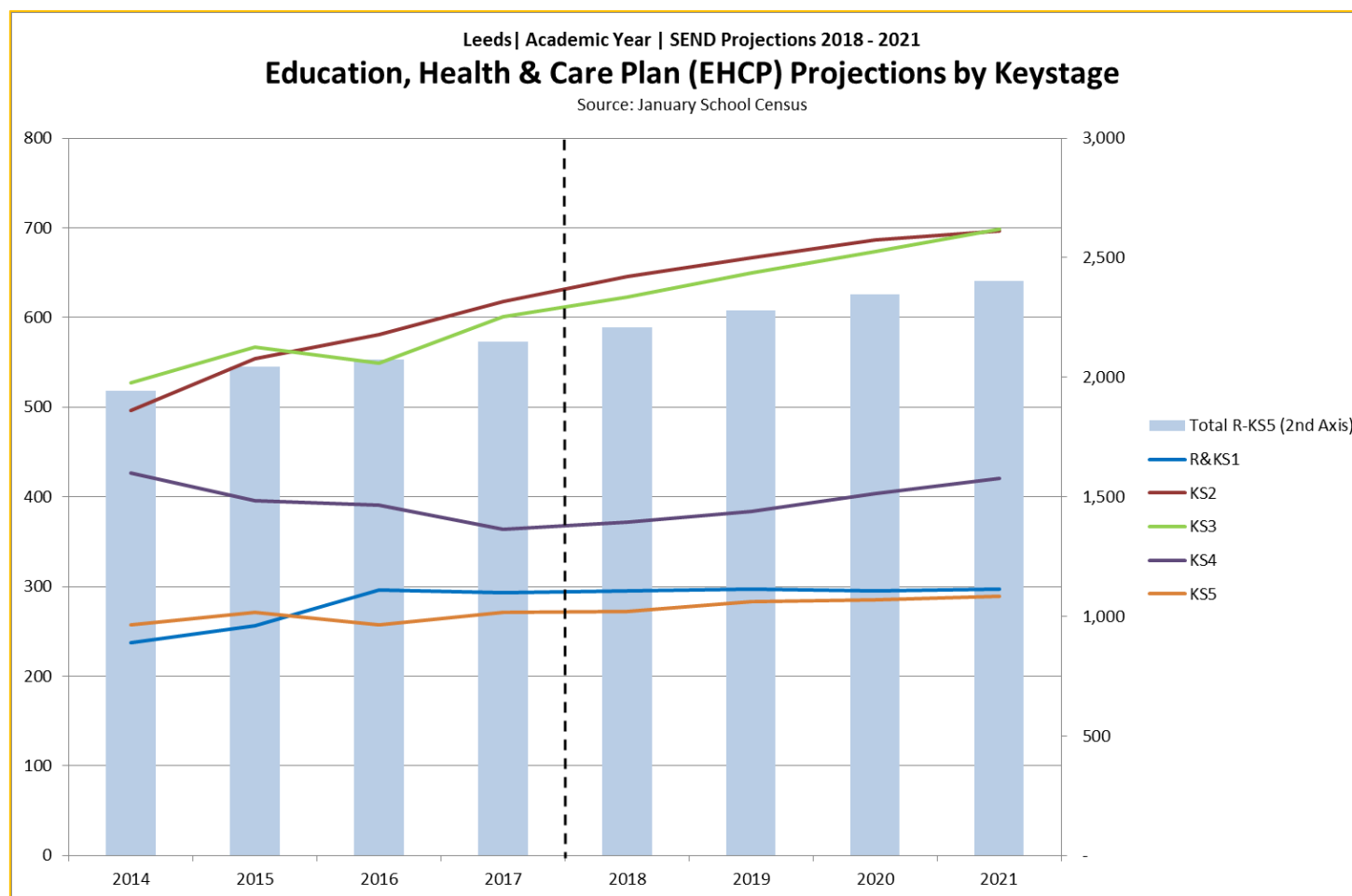
Around 412 providers in Leeds have experience of offering Childcare to children with SEND. 98% children with physical or sensory needs access their Free Early Education Entitlement (FEEE) provision in mainstream settings. According to the January 2017 Early Years Census, 122 two year olds and 652 three/four year olds with SEND were accessing FEEE. 3.5% of total FEEE claims (637 children) are from children who are in receipt of Early Years Funding for Inclusion, 38 have Education Health and Care Plans.

In Leeds we maintain fewer Education and Health Care Plans (EHCPs) than nationally, (1.8% compared to nationally, 2.8%) as a result of our Funding for Inclusion (FFI - the top up money that supports pupils with SEND, with or without EHCPs).

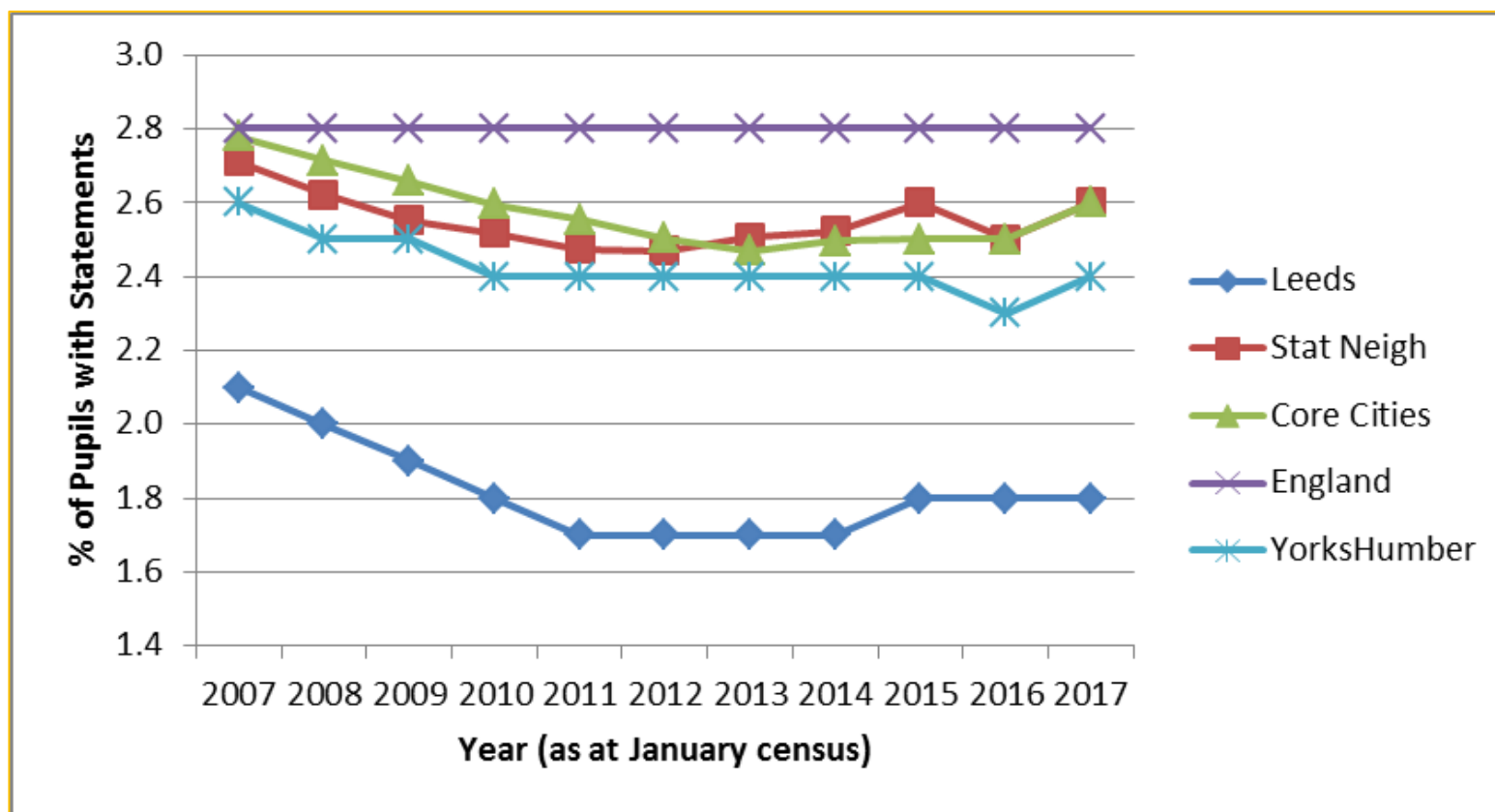
In Leeds, recently, there has been an approximate 20% increase in new requests for EHCP needs assessments which has led to the Local Authority issuing more EHCPs. It is important that we keep track of this trend, as of the new EHCPs issued, a significant proportion of those children and young people will require a specialist place. This means that year on year we will need to continue to increase specialist places in the city. By 2021, we may need approximately 150 additional specialist places. It is important to note that Leeds now maintains EHCPs for pupils aged up to 25, which will in part explain some of the increase. At September 2017, Leeds maintained approximately 3,348 EHCPs.

The chart below shows the total number of pupils with SEND in the January Census 2014-2017, including a breakdown by Key Stage. Projections for 2018-2021 are also included based on January Census 2017 data. Whilst there are likely to be only modest increases in Reception and KS1, and these are predicted to flatten out, there are projected to be large increases in KS2 and KS3 as larger cohorts are feeding through. This means that there will be more pressure on secondary and post-16 SEND provision in the future as the KS2 and KS3 feed through and it will be important to consider how we make additional capacity at both pre-16 and post 16 specialist provision.



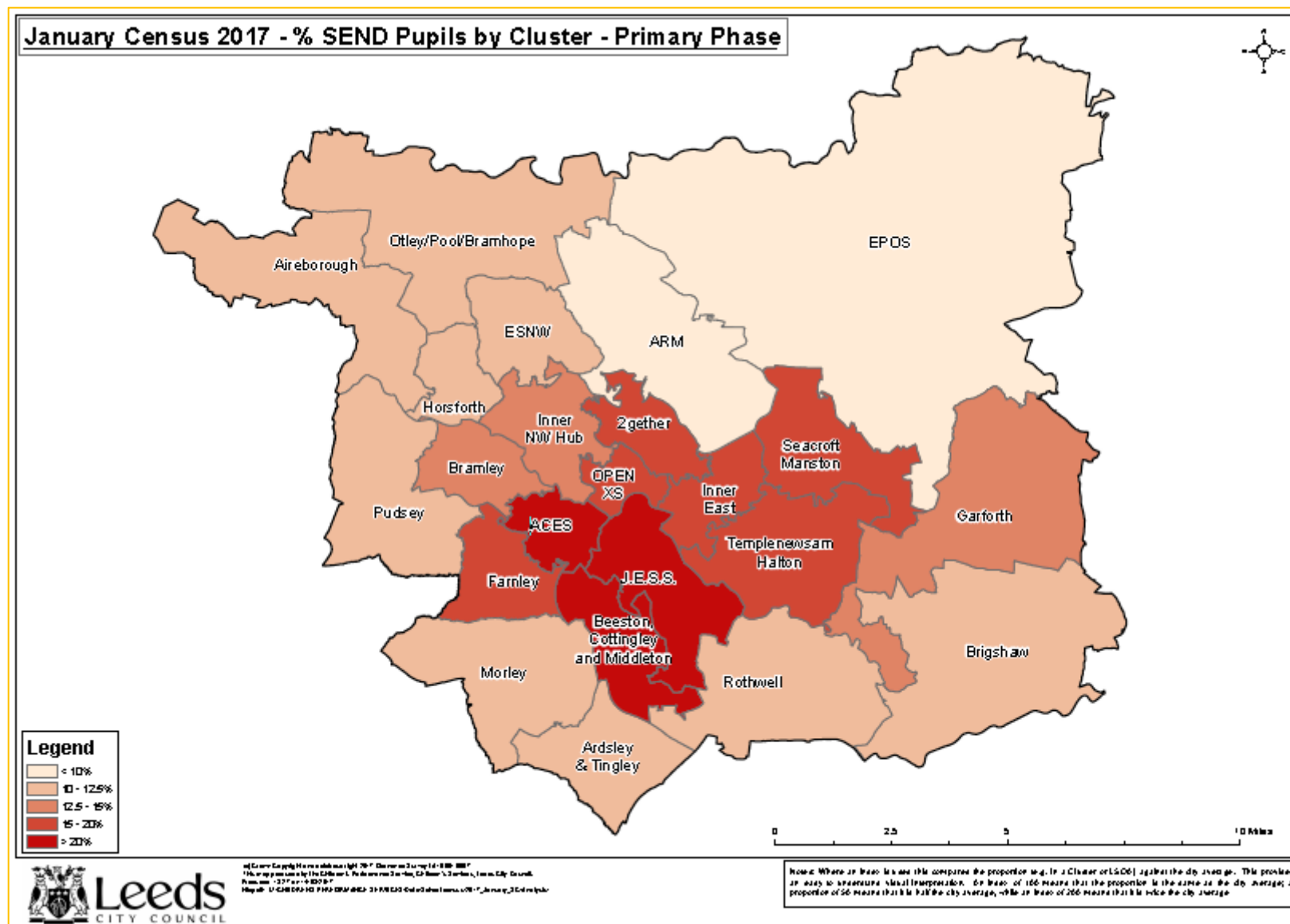


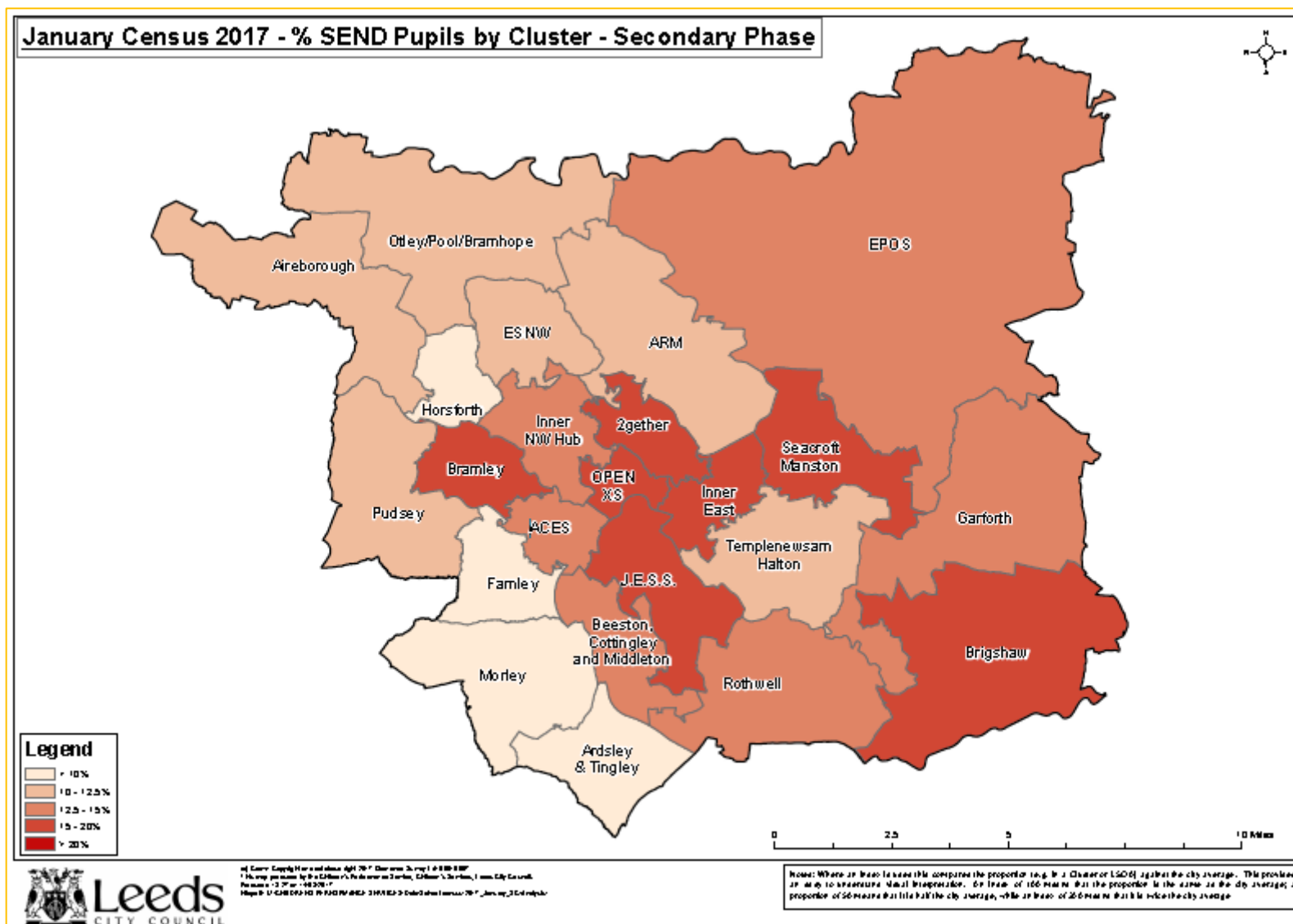
The chart above shows the number of pupils with an EHCP (or statement) at January Census 2014-2017, including a breakdown by Key Stage. Projections for 2018-2021 are also included based on January Census 2017 data.



The chart above shows the percentage of pupils with Statements/EHCPs in Leeds compared to our statistical neighbours, other core cities, the rest of England, and the Yorkshire Humber region (2007-2017).

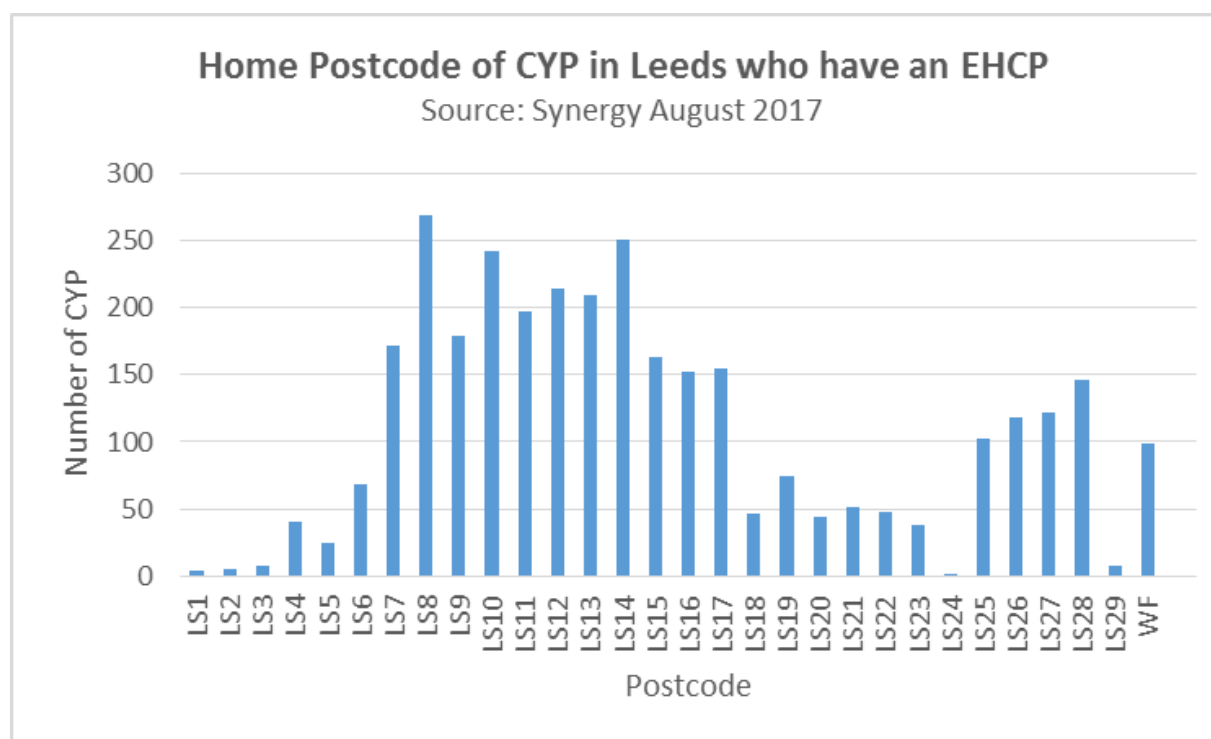
Geographical spread of need





The maps above show the percentage of the cluster population with SEND for primary and secondary age children respectively. This is based on where the child or young person lives. Whilst the maps differ slightly both show a higher percentage of children and young people with SEND and EHC plans in the inner south and east area but also some pressures in the west.

Furthermore, although there is a city wide growth in the number of children and young people with EHC plans there are areas of the city where there is a higher percentage. Therefore when we look at increasing SEND provision we will need to focus on the areas of the city where there are more pupils with EHC plans and where potentially demand outstrips places from the inner east and south through to the west of the city. It is in these areas that we should consider future planning as locating new provision in these areas can cater for pupils in the surrounding areas without the need to travel long distances.



Identification of need

In Leeds the main areas of need identified for children and young people with SEND and EHC plans include those who have Complex Communication and learning needs. This includes pupils with Autism and moderate/severe learning needs. Additionally there is also a growth in social emotional and mental health needs. (School Census, Jan 2017). Although there is demand for special school places in nursery and KS1 this demand for special school places tends to increase from Key Stage 2 upwards but particularly at the change from primary to secondary school in Year 6 and this is also going to be a pressure area in the future. The biggest area of support through Funding for Inclusion is in the area of learning, communication and social, emotional and mental health needs. (FFI data 2017)

Current range of SEND provision in Leeds

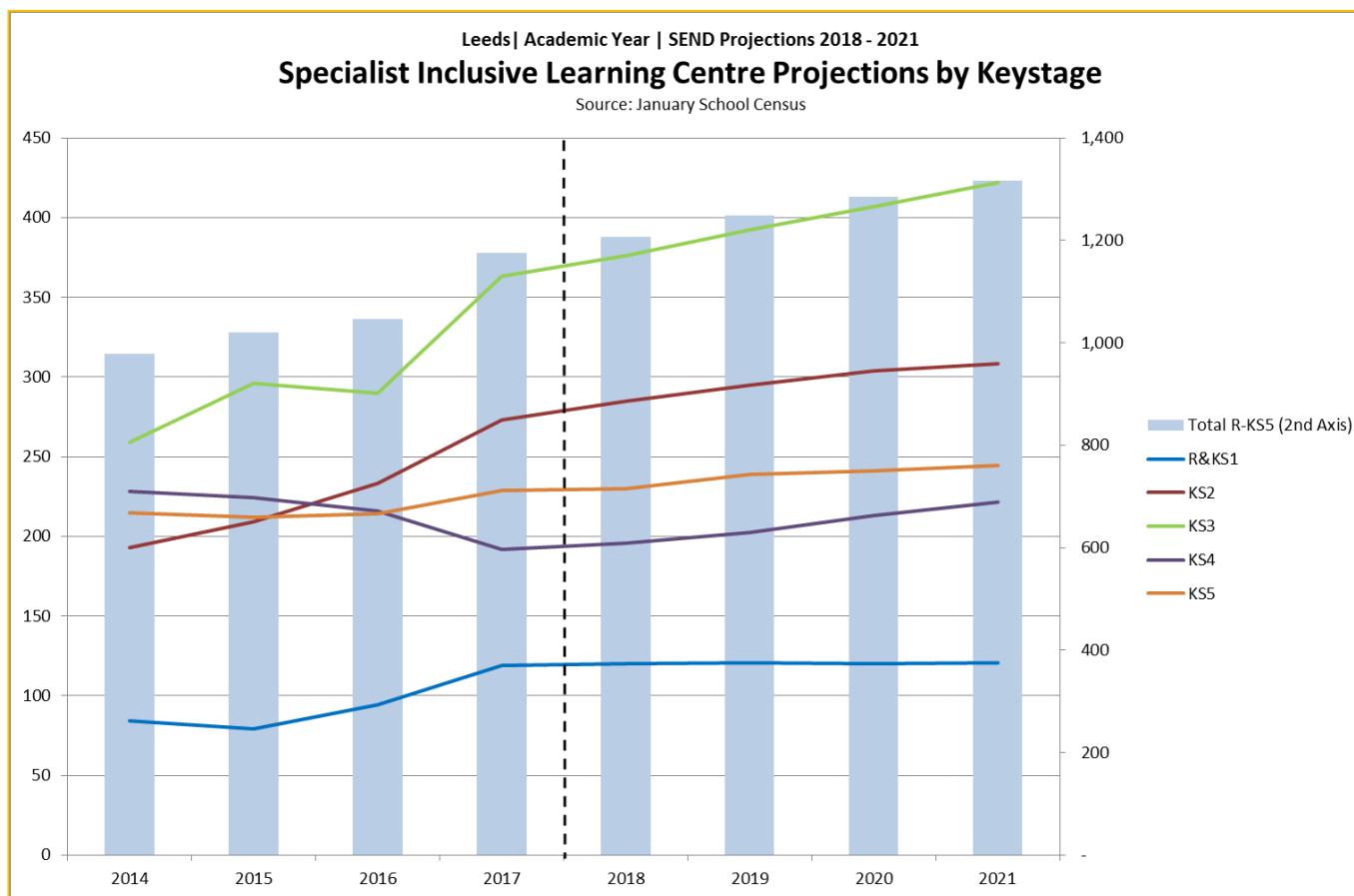
There are currently 219 mainstream primary, two infant, two junior, and 39 mainstream secondary schools and two through schools. These are made up of a mixture of local authority maintained and academy trusts. There are 121 private voluntary and independent (PVI) providers offering wrap around childcare in Leeds, before and after school and during school holidays. 136 schools and academies offer before and after school care – just 18 do not offer any wrap around care at all, however childminders collect from ten of these. In October 2017, there were 809 childminders in Leeds; 192 had experience of working with children with SEND.

Leeds also has a wide range of SEND provision in place. This includes five generic SILCs for pupils with generic complex learning needs from age 2 to 19, in addition to the new Springwell Leeds, SEMH provision. Within the SEMH continuum of provision there are also Area Inclusion Partnerships (AIP), who support inclusion and reduce the need for exclusions, and also Alternative Provision (AP - educational settings where places are provided for children who can't go to a mainstream school because of exclusion, illness or other reasons) academies, including Elland and Stephen Longfellow. There are also a number of partnerships between the SILCs and mainstream schools. Leeds also has a range of Resourced Provisions within mainstream schools. (See pages 21-28).

SILCS are a popular choice for families and just over half of our pupils with EHC plans (pre-16) attend a SILC or SILC partnership provision, (a partnership school includes children from the SILC as part of mainstream school and has teachers employed by the SILC but working in a mainstream school. The pupil is on the roll of the SILC). SILCs mainly cater for Leeds pupils with only a very small number of places taken up by pupils who live in neighbouring authorities. Between 2013 and 2017, SILC places increased from 929 to approximately 1,120. The majority of pupils who attend a SILC pre- 16 will tend to continue to remain in their post-16 education until they are 19. This cohort of pupils makes up approximately 20% of the whole SILC population. This is a consistent trend over the last few years. (Analysis SILC Return 2013-2017).

Leeds has responded to the continued demand for specialist places by increasing provision. September 2015 saw the opening of West Oaks Woodhouse Specialist Learning College with an additional 150 places available by 2018. The South SILC was also expanded by 50 places. Despite this there is a significant shortage of SILC places in the city

The chart below shows the number of pupils attending a SILC at January Census 2014-2017, including a breakdown by Key Stage. Projections for 2018-2021 are also included based on January Census 2017 data.



Leeds has also made significant investment in its SEMH provision including 3 brand new specialist academies under the Wellspring Academy Trust – Springwell Leeds. This also includes Oakwood which is the primary site. This will provide up to 340 places by September 2018 and will meet the growing need for SEMH provision.

Out of area places

The majority of places in Leeds SILCs are taken up by Leeds pupils. Only a small amount of places are taken from pupils who are living in other authorities. Additionally, only a small number of Leeds pupils attend other local authority special schools.

Over the last three years the number of independent and non-maintained out of area placements (OOA) commissioned by the local authority has tripled and is now approximately 131. A significant amount of these placements (83) are for pupils with SEMH needs as previously there was not sufficient capacity in city. It is envisaged that even with a growth in need around SEMH, the development of Springwell will reduce the need for pupils to go out of Leeds.

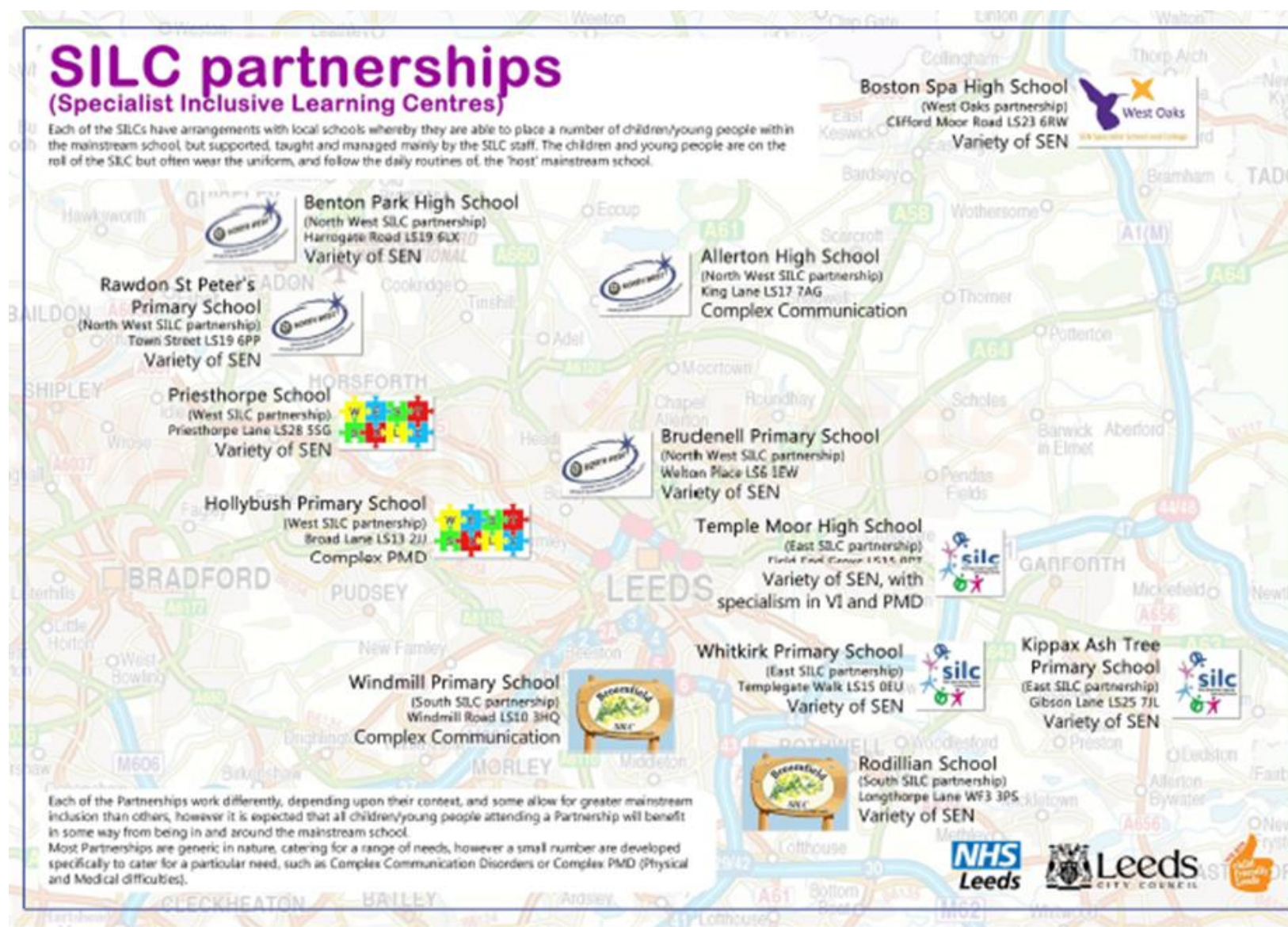
It is positive that we may be able to reduce OOA placements for our pupils with SEMH. However, we will need to continue to work to make mainstream schools inclusive and to make enough specialist places in the city for pupils with complex communication and learning needs and ASC. If we are not able to do this in the future it may mean that OOA placements increase, therefore increasing the cost to the local authority.

Post 16

Overall, the majority of young people with an EHC plan who are in post- 16, attend a mainstream college. The range of provision is set out below:

Leeds colleges	Local area colleges	Training providers
 <p>Elliott Hudson College Global Avenue, LS11 8PG Tel: 0113 323 9777 www.elliotthudsoncollege.ac.uk Contact: Jeanne McHale</p>	 <p>ASKHAM BRYAN COLLEGE Askham Fields Lane, YO23 3FR Tel: 01904 772277 www.askham-bryan.ac.uk Contact: John-Paul Wordsworth</p>	 <p>aspire igen 1 Eastgate, LS2 7LY Tel: 0113 208 9000 www.aspire-igen.com Contact: Liz Cripps</p>
 <p>Leeds City College Park Lane Campus, LS3 1AA Tel: 0113 386 1996 www.leeds.citycollege.ac.uk Contact: Diane Wilson / Sue Green</p>	 <p>Bradford College Carlton Street, BD7 1AY Tel: 01274 433008 www.bradfordcollege.ac.uk Contact: Juliette Sycamore</p>	 <p>Nacro 334 Meanwood Road, LS7 2JF Tel: 0113 239 2674 www.nacro.org.uk Contact: Andrew Queenan</p>
 <p>Leeds College of Art Blenheim Walk, LS2 9AQ Tel: 0113 202 8000 www.leeds-art.ac.uk Contact: Katrina Welsh</p>	 <p>Craven college Gargrave Road, BD23 1US Tel: 01756 791411 www.craven-college.ac.uk Contact: Catherine Jackson</p>	 <p>Leeds United Foundation Elland Road Stadium, LS11 0ES Tel: 0113 367 6307 www.leedsunitedfoundation.com Contact: Gavin Rothery</p>
 <p>Leeds College of Building North Street, LS2 7QT Tel: 0113 222 6000 www.lcb.ac.uk Contact: Trudi-Ann Pomfret</p>	 <p>Harrogate College Hornbeam Park, HG2 8QT Tel: 01423 879466 www.harrogate-college.ac.uk Contact: Jane Halliday</p>	
 <p>Leeds College of Music 3 Quarry Hill, LS2 7PD Tel: 0113 222 3400 www.lcm.ac.uk Contact: Karen Joyce / Laura York</p>	 <p>Wakefield college Margaret Street, WF1 2DH Tel: 01924 789789 www.wakefield.ac.uk Contact: Lesley Devine</p>	
 <p>Notre Dame Sixth Form College St Mark's Avenue, LS2 9BL Tel: 0113 291 6644 www.notredamecof.ac.uk Contact: Victoria Tiffany</p>	 <p>YORK COLLEGE Sim Balk Lane, YO23 2BB Tel: 01904 770200 www.yorkcollege.ac.uk Contact: Pat Rose</p>	
 <p>Swarthmore 2-7 Woodhouse Square, LS3 1AD Tel: 0113 243 2210 www.swarthmore.org.uk Contact: Mandy Torbitt</p>		  

Geographical spread of provision



SILCs
(Specialist Inclusive Learning Centres)

There are five SILCs across the city, all designed to meet the needs of local children and young people with a vast range of complex needs. All staff members are well-trained and experienced, and the teaching and learning is vastly differentiated in order to enable all children and young people to make progress from their individual starting points.

West Oaks School
Boston Spa Learning site
Westwood Way, Boston Spa LS23 6DX
tel: 01937 844772
www.westoaksschool.co.uk
Principal: Andrew Hodgkinson
Ages 2-19, variety of SEN

North West SILC
Green Meadows site
Back Lane, Guiseley LS20 8PP
tel: 0113 3862470
www.nwsilc.org
Acting Principal: Rob Arrowsmith
Ages 2-19, variety of SEN

East SILC
John Jamieson School
Hollen Hill Drive, Oakwood LS8 2PW
tel: 0113 293 0236
www.eastsilc.org
Principal: Diane Reynard
Ages 2-19, variety of SEN

West SILC
Milestone site
Town Street, Stanningley LS28 6HL
tel: 0113 3862450
www.westsilc.co.uk
Principal: Michelle Wilman
Ages 2-19, variety of SEN

West Oaks School
Woodhouse Learning site
Crowther Place, LS6 2ST
tel: 0113 323 5871
www.westoaksschool.co.uk
Principal: Andrew Hodgkinson
Ages 2-16, variety of SEN

South SILC
Broomfield
Broom Place, Belle Isle LS10 3JP
tel: 0113 277 1601
www.broomfieldschool.org.uk
Principal: John Fryer
Ages 2-19, variety of SEN

NHS Leeds
Leeds City Council

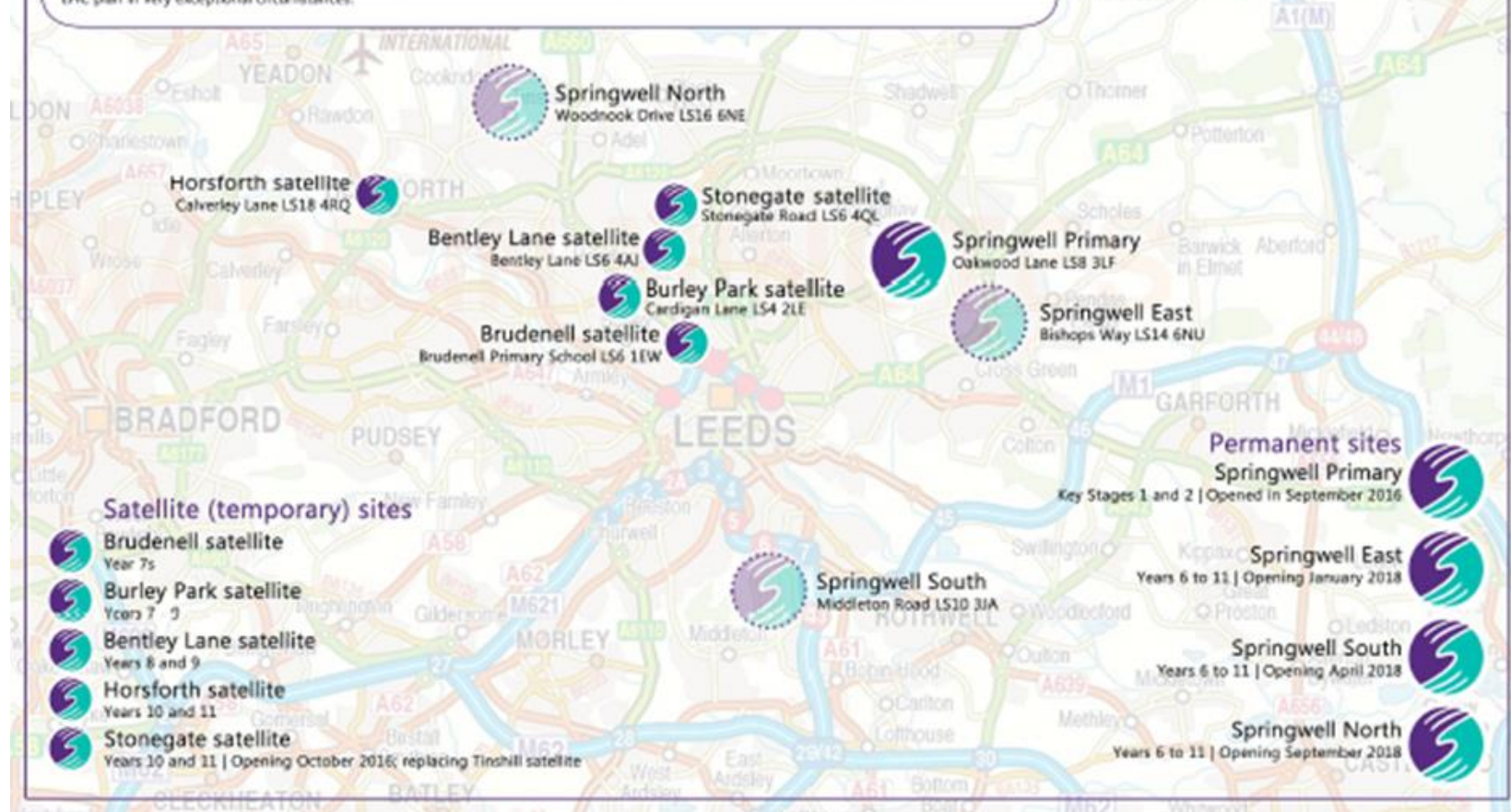
SILC Provision	Type of Provision for children with SEN	Number of occupied places (Oct 17)	Ofsted rating
East SILC (John Jamieson)	Variety of SEND (ages 2-19)	150	Good (2017)
East SILC (Kippax Ash Tree Primary School)	Variety of SEND (ages 5-11)	8	Good (2017)
East SILC (Temple Moor High School)	Variety of SEND (Specialism PMD & VI - ages 11-19)	56	Good (2017)
East SILC (Whitkirk Primary School)	Variety of SEND (ages 5-11)	10	Good (2017)
West Oaks - Boston Spa	Variety of SEND (ages 2-19)	111	Outstanding (2017)
West Oaks – Woodhouse	Variety of SEND (ages 2-16)	133	Outstanding (2017)
West Oaks SILC Partnership Boston Spa High	Variety of SEND (ages 11-19)	27	Outstanding (2017)
North West SILC (Allerton High School)	Complex Communication (ages 11-16)	17	Inadequate* (2016)
North West SILC (Benton Park High School)	Variety of SEND (ages 11-19)	29	Inadequate* (2016)
North West SILC (Brudenell Primary School)	Variety of SEND (ages 5-11)	6	Inadequate* (2016)
North West SILC (Green Meadows)	Variety of SEND (ages 2-19)	76	Inadequate* (2016)
North West SILC (Rawdon St Peter's Primary)	Variety of SEND (ages 5-11)	6	Inadequate* (2016)
North West SILC Pennyfield	PMLD (2-19)	35	Inadequate* (2016)
South SILC (Broomfield)	Variety of SEND (ages 2-19)	166	Good (2017)
South SILC (Rodillian)	Variety of SEND (ages 11-19)	35	Good (2017)
South SILC (Windmill Primary)	Autism Complex Communication (ages 5-11)	10	Good (2017)
West SILC (Milestone)	Complex learning & SEMH (ages 11-19)	22	Good (2016)
West SILC (Farnley Park)	PMLD (2-19)	39	Good (2016)
West SILC (Hollybush)	Complex PMD (ages 5-11)	15	Good (2016)
West SILC (Milestone)	Variety of SEND (ages 5-19)	61	Good (2016)
West SILC (Powerhouse)	Variety of SEND (Post 16)	44	Good (2016)
West SILC (Priesthorpe)	Variety of SEND (ages 11-16)	25	Good (2016)

*If a school or setting gets an Inadequate Ofsted rating they must become an academy and that is the process used to lead the improvement in the school. The local authority continues to work with the Multi Academy Trust to oversee provision for pupils in SEND provision. If a school or setting receives a less than 'Good' Ofsted grade then the local authority will respond to this to support the provision to improve. As part of this work we are examining our monitoring process and we will be putting in place Service Level Agreements (SLA) with our providers which sets out the relationship between the local authority and the school and which has a focus on monitoring the progress of our children and young people. It is important to note that In the NW SILC and South SILC, all of the partnership schools, where the pupils attend (Allerton, Brudenell, Rawdon St Peters, have a Good Ofsted rating).

Springwell Special Academy

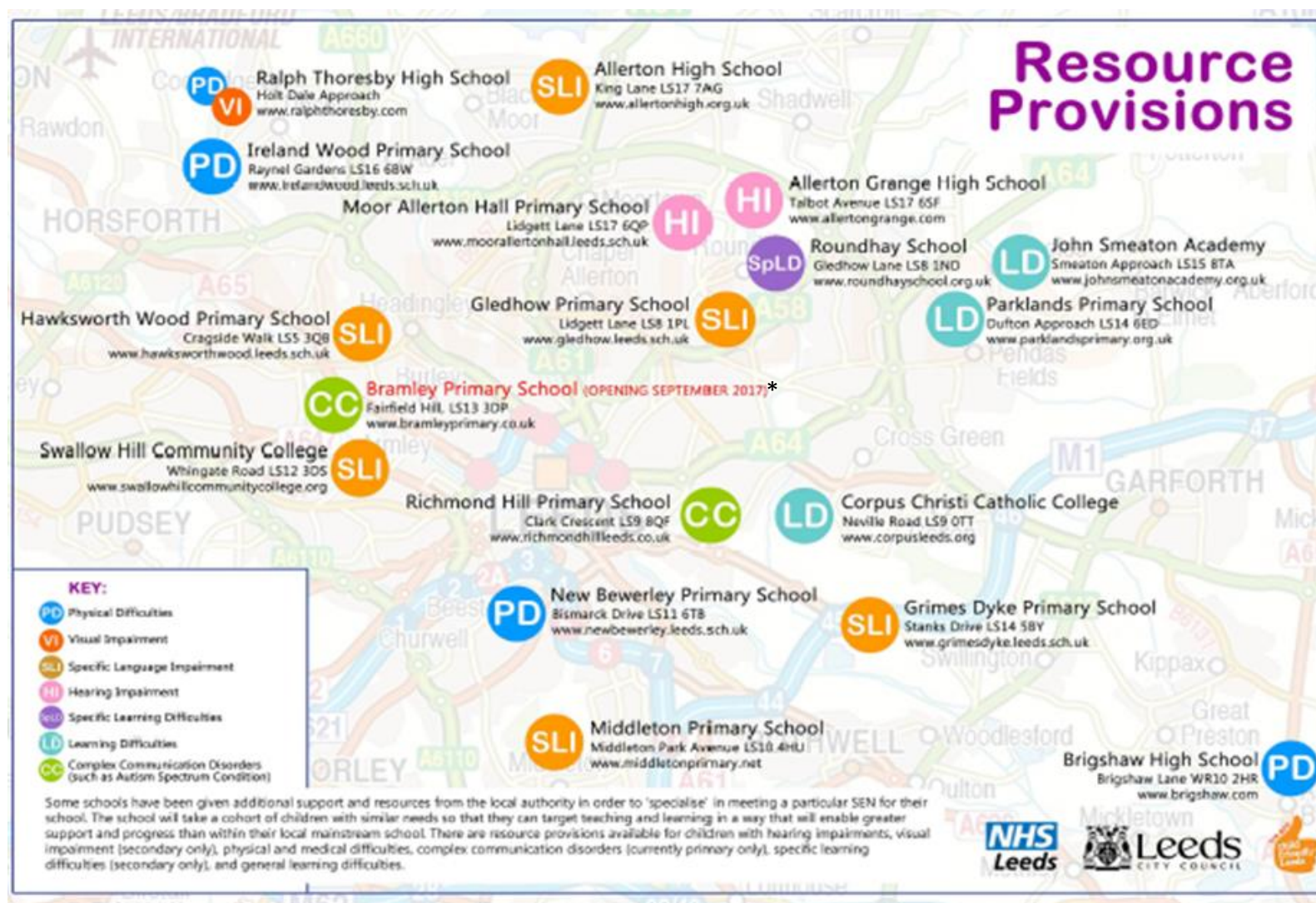
Academic Year 2016-17

In order to meet the needs of pupils with social, emotional and mental health (SEMH) difficulties Leeds has invested over £45million in providing the infrastructure for a brand new special academy which will cater for up to 340 young people aged between 5 and 16. Springwell Leeds Special Academy is currently still in development and is expected to be fully open and ready in September 2018. Currently the school has opened a number of smaller 'satellite' provisions across the city for groups of children in different age ranges. In general, children/young people must have an EHC plan to access a place at Springwell, although there are a small number of places available for some children/young people without an EHC plan in very exceptional circumstances.



Provision	Type of provision	Capacity places	Number on roll	Ofsted rating
Springwell Special Academy				
Springwell Primary Academy	Age 4-11	60	60	New academies to be inspected within 3 years of opening
Bentley Lane, Meanwood (closes December 2017)	age 13-15	21	22	
Brudenell, Hyde Park (closes December 2017)	age 12-13	25	25	
Burley Park (closes July 2018)	age 11-12	25	24	
Horsforth (temp)	Closed July 2017			
Stonegate (closes April 2018)	age 14-16	40	40	
Springwell East (January 2018)	age 10-16	100		
Springwell South (April 2018)	age 10-16	100		
Springwell North (September 2018)	age 10-16	100		

Please note that between January 2018 and September 2018 the new schools will fill gradually and the interim provisions will no longer be in place.



*Please note that Bramley Primary School is no longer a planned SEN RP

Resourced Provision	Type of Provision for children with SEN	Total capacity	Number on roll*	Ofsted rating
Primary				
Gledhow Primary School	Speech and Language	8	5	RI (2017)
Grimes Dyke Primary School	Speech and Language	8	5	Good (2012)
Hawksworth Wood Primary School	Speech and Language	8	2	Good (2016)
Ireland Wood Primary School	Physical Disability	15	16	Good (2017)
Middleton Primary School	Speech and Language	8	1	Good (2016)
Moor Allerton Hall Primary School	Deaf and Hearing Impairment	16	11	RI (2017)
New Bewerley Community School	Physical Disability	14	12	Good (2013)
Parklands Primary School	Complex learning and Autism	14	13	Good (2013)
Richmond Hill Primary School	Complex Communication and Autism	25	25	Inadequate (2017)
Secondary				
Allerton Grange School	Deaf and Hearing Impairment	20	13	Good (2012)
Allerton High School	Speech and Language	15	11	Good (2013)
Brigshaw High School	Physical Disability	10	6	Academy converter
Corpus Christi Catholic College	Complex Communication and Learning	26	26	Good (2015)
John Smeaton Academy	Complex Communication and Learning	20	18	RI (2017)
Ralph Thoresby School	Visual impairment and Physical Disability	16	16	Good (2015)
Roundhay School	Specific Learning need	18	18	Outstanding (2013)
Swallow Hill Community College	Speech and Language	20	8	RI (2017)

*Data source: SILC return, SENSAP, October, 2017

Please note that Hawksworth Wood and Middleton Resourced Provision for pupils with Speech and Language needs, subject to the SEN Improvement Test and consultation may cease to provide specialist places for Speech Language and Communication, due to lack of demand for this provision.

Other specialist settings	Type of Provision	Number on roll
Lighthouse Free School (Ofsted rating Good)	Complex Communication Disorders	60
Penny Field School (North West SILC – Ofsted Inadequate)	Complex PMLD	35
Farnley Academy Site (West SILC – Ofsted Good)	Complex PMLD	39
Grafton Learning Centre (East SILC – Ofsted Good)	Medical / Mental Health	81

Lighthouse Free School
Hospital Lane, Cookridge LS16 6Q8
tel: 0113 4570605
www.lighthousefree.co.uk
Executive Principal: Pauline Hilling-Smith
Ages 11-19, Complex Communication Disorders

Penny Field School
(part of the North West SILC)
Tongue Lane, Meanwood LS6 4QD
tel: 0113 3862470
www.nwsilc.org
Acting Principal: Rob Arrowsmith
Ages 2-19, complex PMLD

Farnley Academy site
(part of the West SILC)
Chapel Lane, New Farnley LS12 5EU
www.westsilc.co.uk
Principal: Michelle Wilman
Ages 2-19, complex PMLD

Grafton Learning Centre *
(part of the East SILC)
Craven Road LS6 2SN
tel: 0113 336 8060
www.eastsilc.org
Head of School: Penny Woodhead
Ages 11-18, Medical/Mental Health

Other specialist settings

These are other SILC sites, services or other maintained specialist settings that are designed to meet the needs of children and young people with specific SEN.
For more information about each of them, please visit the individual websites as stated.

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* Grafton Learning Centre is moving to Queenswood Education Centre (West) in October 2017

* note Pennyfield and Farnley numbers are also included in overall SILC numbers, P23.

Principles for future planning of high quality SEND provision in Leeds

Making sufficient, affordable, high quality SEND provision supports our ambition for Leeds to be the best city for all our children and young people to grow up in. We want to improve the outcomes of children and young people with SEND and their families and prepare them for adulthood.

We therefore will consider that any future planning includes the following principles:

- 👍 We will make sure that we keep our SEND provision under review so that we co-plan and have collaborative working with parents, carers, children and young people with SEND and other partners and stakeholders – making sure that all partners have opportunities to influence service development and so that we continue to put the right provision in the right places of the city.
- 👍 We will support and develop consistent access and inclusion in our mainstream education settings, from nursery to post-16.
- 👍 We will add new future SEND provision in a way that offers choice and diversity for families in the areas of the city where there is demand.
- 👍 We will consider new SEND provision in a way that provides choice and diversity for families including, Resourced Provisions, SILC Partnerships, expansion of existing SILCS and where appropriate, new special schools.
- 👍 We will establish a working group from existing providers to support developing good practice.
- 👍 We will continue to work with our SILC Principals to support the post-16 educational offer. To empower, enable and support young people into adulthood and maximise their independence, we will continue to work closely with health and social care to ensure provision, where appropriate, is alongside the specialist SILC education provision supporting the key outcomes of Preparing for Adulthood.

- 👍 We will explore the possibility of releasing pre-16 capacity in SILCs to meet the growth in demand by exploring, in collaboration with existing SILCs, the idea of creating a specialist central post-16 provision.
- 👍 We will develop new provision so that it meets the main growing area of need - complex communication and learning, including ASC.
- 👍 In creating new SEND provision, we will consider how to support the before and after school day provision including wrap around care.
- 👍 We will monitor existing provision at least annually and we will only put new SEND provision in Good or Outstanding schools.
- 👍 We will take action if a school Ofsted judgement falls below 'Good' or if we have concerns about the progress of our learners.
- 👍 We will develop shared arrangements with other local authorities to collaborate on placements on additional new specialist provision to accommodate increasing demand, where this is appropriate.
- 👍 We will always carry out an SEN Improvement Test when changing, ceasing to provide or adding new SEND provision in Leeds.

Key priorities for future SEND provision

Priority 1

Increase the percentage of pupils with EHCPs attending mainstream placements, supported by our strategic approach to inclusion and the drive to improve access to mainstream settings.

Priority 2

Establish three primary and three secondary Resourced or SILC Partnership Provisions, (25 primary places and 75 secondary places) for CYP with Complex Communication and Learning and ASC in focused areas of the city.

Review the need to consider expansion of existing SILCs to meet demand for increasing specialist places

Priority 3

Continue to work with our post-16 providers to develop the post-16 offer including mainstream settings and SILCs to support preparing young people for adulthood and to offer a range of local SEND provision, including consideration of a central post-16 provision in collaboration with our SILCs.

Priority 4

Continue to work with our Early Years and Childcare providers to ensure accessible and inclusive provision as well as ensuring that providers offer the Free Early Education Entitlement and comply with the statutory duty to publish their 'Local Offer'.

Conclusion

There was a good response following the review of Leeds' SEND provision and families and stakeholders were broadly in agreement with the priorities. There were a number of comments and responses that were considered and we have adapted the priorities in line with the feedback. Overall this is the general principle of how the DFE capital grant of £3,237,000 will be utilised over the next three years:

The Council will proceed with Priority one: **Increase the number of pupils with Education, Health & Care plans attending mainstream placements.** The work involved in making mainstream inclusive encompasses a wide range of services and is largely sector led. Therefore, a further review of what makes a difference to the quality of SEND provision in mainstream inclusion is needed, in partnership with the LA and good and outstanding inclusive mainstream schools.

The Council will agree to proceed with Priority two: **Establish three primary and three secondary Resourced Provisions or SILC partnerships for children and Young People with complex communication and Learning and Autistic Spectrum Condition (ASC).** Within the new resource provisions include ASC specific provision. Ensure any future provision consults with the families of children who have ASC and complex learning and communication needs, enabling them to help shape what good quality support looks like.

The Council will agree to proceed with Priority three. **Consideration of a central post-16 SILC provision.** This gained a great deal of support through the consultation. It is recommended to establish a working group (with the key relevant partners) to take this priority forward. This will need to include a further review of provision and progression routes available for young people 16-25 with SEND and how this aligns to the agenda around preparation for adulthood as the consultation responses indicated that more focus should be given to the 19-25 provision.

The Council will agree to proceed with Priority four. **Continue to work with Early Years and childcare providers to ensure accessible and inclusive provision.** This recommendation to be overseen by the Early Years Steering Group, including a detailed review of wrap around provision in SILCs, linking to the annual Childcare Sufficiency Assessment and associated development plan.

After considering the views of families and young people and our partners the Council has added an additional Priority five - in addition to developing Priority two and three over the next five years, the Council will agree to review the current SILC estates and the potential for expansion (where this is possible) to increase available places. Agree to also support the development of SEMH provision at Springwell Academy, another key area of demand for the city.

The Council will also follow the principles of the SEND review about making high quality places available in the city by keeping the Strategic view of SEND under regular review.

Words and phrases explained

Alternative Provision	Educational settings where places are provided for children who can't go to a mainstream school because of exclusion, illness or other reasons.
Capital funding	Money set aside for the purchase of capital or fixed assets, such as land, school buildings or manufacturing equipment.
Census	An official count or survey of people.
Child Care	Any form of care for a child that includes education (for a pre-school child only) or any other supervised activity that is not care provided by a parent, relative or carer.
CMLN	Complex and Multiple Learning Needs
Core Cities	Birmingham, Bristol, Cardiff, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Sheffield. The mission of Core Cities is: <i>To unlock the full potential of our great cities to create a stronger, fairer economy and society.</i>
CYP	Children and young people
EHC plan	Education, Health and Care Plan - A legal document that describes a child or young person's special educational, health and social care needs, and recommend most suitable provision.
Executive Board	The decision making body formed by the Leader of the Council and nine other Executive Members. Representatives of all political parties attend the Executive Board.
EY	Early Years – children between 0 and 5 years of age
FFI	Funding For Inclusion – the Leeds system for sharing out the special educational needs (SEN) High Needs Top Up budget to education settings
FEED	Free Early Education Entitlement
Good Learning Places Board (GLPB)	Governance board that provides support and challenge to the development of mainstream and specialist placements in the city.
High Needs Block	This is the LA funding allocation intended to support “High Needs” pupils and students ranging from 0 to 25. This funding allocation is utilised to support the delivery of SEN support in settings via top-up funding and also provide quality provision in specialist settings e.g. SILCs/RPs.

Mainstream Provision	A mainstream school is a maintained school or academy which is not a special school.
Net Capacity	This is the space in the school expressed in terms of the number of pupils this space is suitable for. It is calculated by combining the space in a school that is available for classrooms as well as essential non-teaching activities, such as hall, storage and staff rooms.
OOA	Out Of Area (outside of the Leeds local authority boundary)
Resourced Provision	A resourced provision is based in a mainstream school and has its own specialist area e.g. Speech and Language facilities (the pupil is on the roll of the mainstream school).
SEMH (Social, Emotional Mental Health)	An overarching term for the special educational needs of children who demonstrate difficulties with emotional regulation, social interaction or are experiencing mental health problems.
SILC (Specialist Inclusive Learning Centre)	Schools that support children and young people with the most complex needs who may not flourish in a mainstream environment. SILCs offer a high level of expertise and facilities to support complex needs in a specialist and highly accessible environment.
SILC Partnership	A partnership school includes children from the SILC as part of mainstream school and has teachers employed by the SILC but work in a mainstream school (the pupil is on the roll of the SILC)
SILC Return	A monthly return between SILCs and the Council which keeps track of pupil numbers
Special school	See SILC above
Stat Neigh	Statistical Neighbours – Bolton, Bury, Calderdale, Darlington, Derby, Kirklees, Newcastle Upon Tyne, North Tyneside, Sheffield, Stockton-On-Tees.
Statutory notice period or statutory notice	A period of time required by law to inform the public that the local authority is proposing to do or change something. The statutory notice is published with the proposal details, and invites comments. It follows a period of consultation like this one, allowing the local authority to adapt the proposals based on the views raised in the initial consultation.