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Leeds Area SEND and AP Partnership Board

Terms of Reference

Version last updated at 29/03/2024

1. Name

Full name: Leeds Area Special Educational Needs and Disability and Alternative Provision Board

Abbreviation: Leeds Area SEND and AP Partnership Board

2. Partnership Board Purpose

The Leeds Area SEND and AP Partnership Board brings together partners who work together to lead our progress towards our shared vision and values of an inclusive child-friendly Leeds. The Board governs strategic plans to improve the experiences and outcomes of children and young people aged 0 to 25 in Leeds with special educational needs and disabilities (SEND); children and young people with inclusion needs requiring support in alternative provision (AP); and their families.

The Leeds Area SEND and AP Partnership is an equal partnership of sector representatives including education providers, Leeds City Council Children and Families Services, health and social care providers, the Leeds Health and Care Partnership (NHS West Yorkshire Integrated Commissioning Board), representatives of the third sector, representatives of the Leeds Parent Carer SEND Forum, and representatives of the voices of children and young people in Leeds via the Leeds SEND Youth Council.

The Board oversees and holds agencies to account for delivering our local SEND and inclusion strategy ([Everyone's included: the Leeds SEND and Inclusion Strategy 2022 to 2027](#) in its current iteration) and its impact and effectiveness in improving the experiences and outcomes of children and young people aged 0-25 with SEND and inclusion needs.

The Board enables partners to make decisions together to make the best use of resources, maximise collaborative working across all sectors as appropriate, and unblock any barriers for the work of the group. This will not impact on the statutory responsibilities of individual organisations, nor have responsibilities been delegated formally to another forum.

3. Aims and objectives of the Partnership Board

The aims and objectives of the Leeds Area SEND and AP Partnership Board are to:

- Promote a culture and ethos of inclusion and partnership working across the city through co-production/co-design

- Act as the strategic governance body for oversight of local SEND and inclusion strategy and service improvements across Leeds
- Ensure that partners have a clear, identified shared vision; clear, identified shared values and priorities; and a clear shared plan of activity for improvement, as set out in our local SEND and inclusion strategy (*Everyone's included: the Leeds SEND and Inclusion Strategy 2022-2027* in its current iteration)
- Ensure meaningful engagement and co-production with children, young people and their families is embedded in the culture of all SEND and inclusion services
- Ensure that improvements and reforms overseen by the Board align with wider local strategic developments and with national policy, legislation, and practice guidance
- Ensure that improvements and reforms are effective and have a positive impact on outcomes for children and young people with SEND
- Ensure that improvements deliver appropriate consistency in delivery of services, removing unwarranted variation, and ensure there is equality of access to provision
- Ensure that delivery of improvements and reform represents best value
- Ensure systems and processes support improvements in the delivery of, and engagement with, services across the partnership and for children and young people, parents and carers
- Provide oversight, check, and challenge on progress of delivery plans for SEND and inclusion improvements, ensuring that there is full scrutiny of the work that is being delivered by accountable agencies and,
- Ensure the lived experience of children and young people with SEND and their families is improved, and that their needs are met and outcomes achieved through the effective delivery of high-quality, holistic identification and assessment, and high-quality, integrated plans, through a graduated approach in line with the SEND Code of Practice 2015.
- Ensure integration and alignment of our local SEND and inclusion strategy ([*Everyone's included: the Leeds SEND and Inclusion Strategy 2022 to 2027*](#) in its current iteration) and the [*Future in Mind: Leeds strategy 2021-2026*](#), which aims on improve children's and young people's social, emotional and mental health (SEMH). As SEMH needs are one of the four categories of SEND identified in the SEND Code of Practice 2015, it is important that the two strategies are integrated.

4. Shared Principles, Values and Behaviours

Principles:

- We work in partnership across education, health and social care services and settings, the third sector / VCSE (Voluntary, Community and Social Enterprise organisations) and with parents and carers and children and young people aged 0-25
- We will be ambitious for the people we serve and the staff we employ
- We belong to its people and to commissioners and providers, Councils and NHS
- We will do the work once – duplication of systems, processes and work should be avoided as wasteful and potential source of conflict
- We will undertake shared analysis of problems and issues to inform taking of action

- We will apply subsidiarity principles in all that we do – with work taking place at the appropriate level and as near to local as possible
- We will build constructive relationships with communities, groups and organisations to tackle the wide range of issues which have an impact on people’s health and wellbeing
- The voice of the child and family is at the heart of everything we do; and
- We identify need early and intervene early

Values and Behaviours

- We are leaders of our organisation, our place and of best inclusive practice
- We support each other and work collaboratively
- We will implement our shared priorities and decisions, holding each other mutually accountable for delivery
- We will work with children and young people and their families restoratively
- We will be open, honest, and trusted
- We will treat people fairly
- We will spend money wisely
- We will work as a team for Leeds
- We will work with all communities

5. Governance

The Leeds Area SEND and AP Partnership is an equal partnership of sector representatives including education providers, Leeds City Council Children and Families Services, health and social care providers, the Leeds Health and Care Partnership (NHS West Yorkshire Integrated Commissioning Board), representatives of the third sector, representatives of the Leeds Parent Carer SEND Forum, and representatives of the voices of children and young people in Leeds via the Leeds SEND Youth Council.

The Board enables partners to make decisions together to make the best use of resources, maximise collaborative working across all sectors as appropriate, and unblock any barriers for the work of the group.

Members of Leeds City Council’s Children and Families Directorate senior leadership team representing learning and social care services, alongside the senior responsible officer representing the local ICB, are jointly accountable to the Leeds Health and Wellbeing Board for directing implementation of local SEND and inclusion strategy ([Everyone’s included: the Leeds SEND and Inclusion Strategy 2022 to 2027](#) in its current iteration).

The Leeds Area SEND Partnership Board will report strategically to the Leeds Health and Wellbeing Board. Reports will be annual with summary highlight reports produced (frequency of highlight reports TBD by the Health and Wellbeing Board; these reports will also be provided to the Children and Young People’s Population Board)

Leeds City Council’s Director of Children and Families Services is responsible for reporting significant risks and issues arising from activity related to the work of the Board, or providing updates as required, to the Council’s Cabinet and Scrutiny Board.

Directors and Officers representing the ICB and Leeds City Council will report operationally to the Children and Young People’s Population Board, ensuring join-up that reflects their shared accountabilities for improving learning, health, and wellbeing outcomes for children and young people with SEND and the interaction/alignment of local SEND and inclusion strategy ([Everyone’s included: the Leeds SEND and Inclusion Strategy 2022 to 2027](#) in its current iteration) and the [Future in Mind: Leeds strategy 2021-2026](#) supporting children and young people’s social, emotional and mental health.

The governance structure is set out in Appendix 1.

6. Membership

The Leeds Area SEND Partnership Board is co-chaired by senior leaders of the Leeds City Council Children and Families Service and the local Integrated Commissioning Board in partnership, reflecting this shared agenda across education, health, and social care and accountabilities across both organisations. Leeds City Council will take a lead Chair role in meetings for pragmatic purposes and will ensure organisation and clerkship of meetings.

The participation of children and young people with SEND in the Board will be invited in a format or medium that best suits their needs (as opposed to typical membership of the Board). Currently this in the form of a yearly ‘takeover’ of a Board meeting, with regular two-way dialogue at other meetings, facilitated by membership of the Leeds City Council Children and Families Service Voice, Influence and Change team. Officers of the team will ensure representation of the voices of young people and their wishes, needs, and aspirations are regularly shared with the Board and responses from the Board are in turn shared with young people.

Members representing stakeholder groups (for example learning providers of different kinds, third sector groups) will provide a conduit for regular two-way dialogue between the Board and wider partners in the sector. Members are expected to share updates on Board meetings and activity with others in the sector they represent, and ensure their responses and views are reported back to the Board. Members representing each sector will be identified through a transparent process of dialogue with partners in the sector.

Partnership Category	Role / Representative	Named Person
Chair of Partnership Board	Deputy Director Leeds City Council (LCC) Children and Families Service (learning)	Dan Barton
	Associate Director of Pathway Integration, West Yorkshire Integrated Care Board (Leeds Place)	Emily Carr
Clerk of Partnership Board	Team Leader, LCC Strategy and Resources	Cheryl Murphy
	Deputy Director LCC Children and Families Services (learning)	Dan Barton

LA Director of Children's Services or their nominated Deputy(ies)	Deputy Director LCC Children and Families Service (social care)	Farrah Khan
	Head of Service, LCC Adult's Social Care	Maxine Naismith
	Service Delivery Manager, Early Help, LCC Children's Social Care	Lesley Wilkinson
	Manager of Transitions Team, LCC Adult's Social Care Transitions Team LCC	Lynn Dunion
Local authority (LA) learning, SEND and inclusion partners	Deputy Leader of Leeds City Council and Executive Member for Economy, Culture and Education	Councillor Jonathan Pryor
	Chief Officer LCC Children and Families Service, Learning Inclusion Service	Gary Saul
	LCC Children and Families Service, Principal Educational Psychologist and SEND Support Lead	<i>Vacant post</i>
	LCC Children and Families Service, Vulnerable Learners Lead	Rebecca McCormack
	LCC Children and Families Service, SEND Statutory Assessment and Provision (SENSAP) Lead	Ben Allchin
	LCC Children and Families Service, Best Practice Officer	Natalie Samuel
LA Finance Director	<i>TBD</i>	<i>TBD</i>
LA Performance and intelligence	LCC Head of Service Performance and Improvement	Peter Storrie
ICB Executive Lead for SEND	Associate Director of Pathway Integration, West Yorkshire Integrated Care Board (Leeds Place)	Emily Carr
ICB Children's and Adult's Health Commissioners and / or Local Authority and ICB joint Commissioners	Senior Pathway Integration Manager (CYP)	Charlotte Guest
	Senior Pathway Integration Manager (adults)	<i>TBD</i>
ICB Designated Medical / Clinical Officer	Designated Clinical Officer (DCO)	Sally Townend
	Designated Medical Officer (DMO)	Dr Nagashree Nallapeta
<i>Public Health Officer</i>	<i>TBD Executive Lead Public Health</i>	<i>TBD Kathryn Ingold</i>
Performance and intelligence	ICB Performance lead	Graham Hyde
Chair of Local Parent Carer Forum (PCF)	Co-chair Parent Carer Forum (PCF)	Jess Duffy
Vice Chair of the Local Parent Carer Forum (PCF)	Co-chair Parent Carer Forum (PCF)	Yvonne Winteler
Representation of Learning Providers		
Chair of Schools Forum (<i>NB this is recommended by experts supporting the national change programme, but it is recognised that this may depend on capacity; a place on the Board is</i>)	TBD	

<i>reserved for them or their nominee)</i>		
Education providers	Early Years	<i>TBD: conversations with education system partners to decide most appropriate representation are ongoing.</i>
	Primary mainstream	<i>TBD: conversations with education system partners to decide most appropriate representation are ongoing.</i>
	Secondary mainstream	<i>TBD: conversations with education system partners to decide most appropriate representation are ongoing.</i>
	Alternative provision	<i>TBD: conversations with education system partners to decide most appropriate representation are ongoing.</i>
	Specialist provision: Lighthouse School	Emma Sullivan
	Specialist provision:	<i>TBD: conversations with education system partners to decide most appropriate representation are ongoing.</i>
	14- 25 provision	<i>TBD: conversations with education system partners to decide most appropriate representation are ongoing.</i>
	14- 25 provision	<i>TBD: conversations with education system partners to decide most appropriate representation are ongoing.</i>
Representation of NHS Providers		
Health Providers (NB: <i>(NB it is recommended by experts supporting the national change programme, that primary, secondary and tertiary care be represented; representatives of CAMHS and 'champions' for example Health Watch Victors, Early Years Champions</i>)	LCH SEND leads	Hannah Beal / Janet Addison
	LTHT SEND leads	<i>TBD Karen Sykes or Sarah Smyth</i>
	LYPFT SEND leads	<i>TBD Jenny Bailey</i>
Representation of the voices of children and young people with SEND and inclusion needs and their families		
Voice, influence, and change	LCC Children and Families Service Voice, Influence and Change Lead	Hannah Lamplugh
	Local Offer & SEND Voice, Influence and Change Coordinator	Kayleigh Thurlow
Voice, influence, and change	The Leeds SEND Information Advice and Support Service	<i>Vacant post</i>

7. Local Arrangements

Frequency of Meetings

The Board will meet **6** times annually. To ensure accessibility of parent and carer representatives, it is intended that the majority of meetings be held in term-time between the hours of 10.00 am and 14.00 pm.

Attendance

Invitations may be extended to non-members where this supports the discussion taking place at the meeting. Members of the Health and Wellbeing Board may attend Board meetings as observers.

Quoracy

The meeting is quorate with the Chair, or their nominated member acting as Chair, in attendance along with 40% of the membership. Where a meeting is inquorate it can proceed with decisions to be ratified at the next meeting.

Substitution at Meetings

Members are expected to attend 80% or more of the Board meetings. Members may nominate a relevant colleague or partner to attend if necessary.

Communication and Information Sharing

The minutes of each Board meeting will be available **within 5 working days** of being approved by the Board as an accurate record. Additionally, **within 1 week** of each Board meeting, members will receive a Board Brief that may be shared with the team, service, sector or group they represent. The Board Brief will be attached to the minutes of the meeting.

A secretariat of the Board will be arranged by the Leeds City Council Children and Families Service. Agenda items may be proposed via email to the Chair **no less than 10 working days** before a scheduled meeting of the Board.

Declaration of Interest and Confidentiality

Board members must declare a direct personal or professional interest related to any items under discussion. At times the Board will consider sensitive and/or confidential items which will be identified within papers and at the meeting. Such items remain confidential until such time it is agreed otherwise.

8. Review

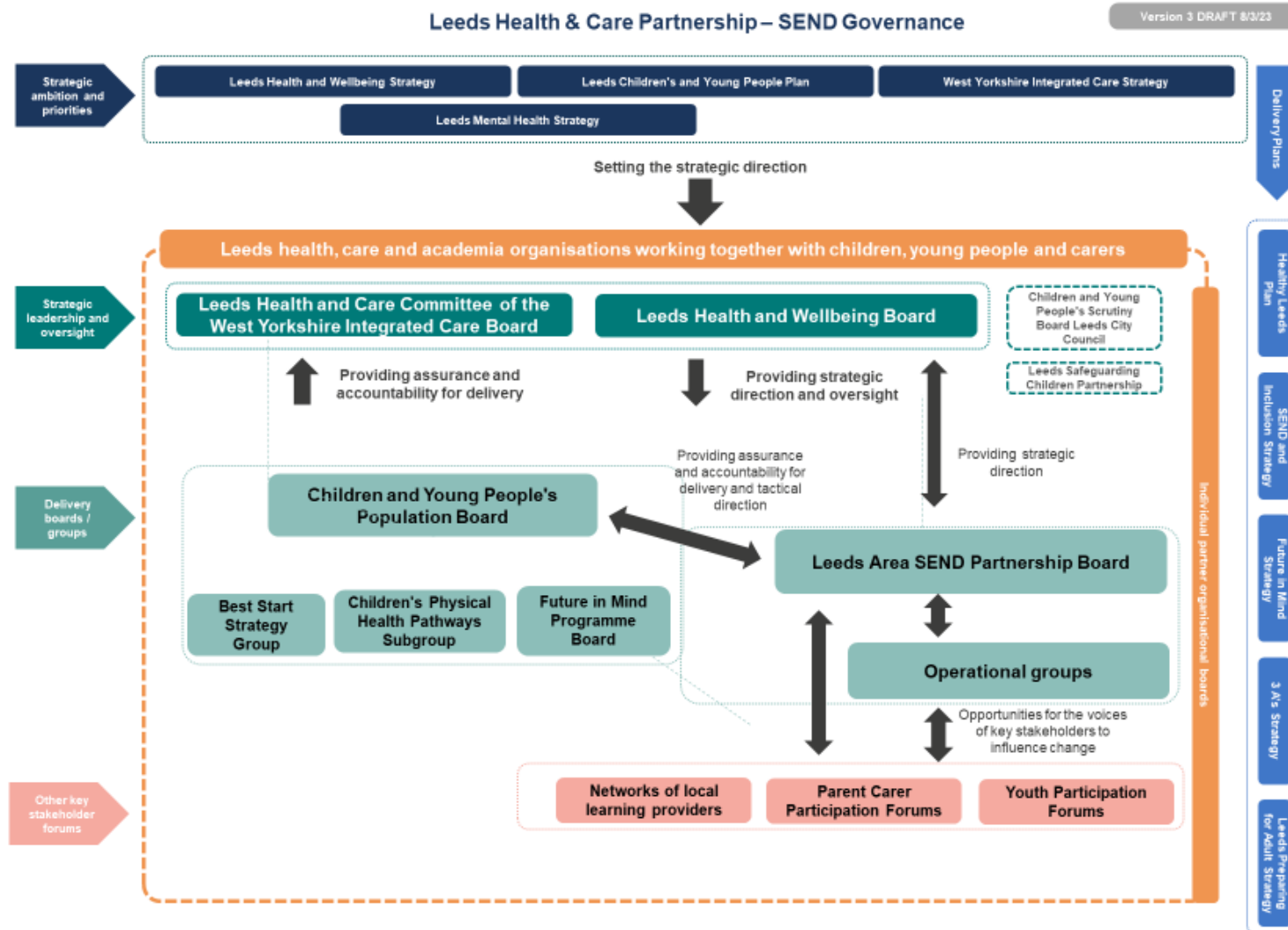
The Board's term of reference, governance structure and membership of the Board will be reviewed every two years to ensure that it continues to reflect the SEND partnership, and to ensure that there are no vacancies due to people changing jobs etc.

The Board will keep the purpose of its work, priorities for action and governance structure under regular review and revise Terms of Reference annually.

(NB it is recommended by experts supporting the national change programme, that meeting dates for the 12 months following annual review be added to these ToR. These are currently not fully confirmed but will be added).

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Appendix 1: governance structure:



Annex 2: Statutory Responsibilities and Funding Contribution of Board Members (where applicable):

This table sets out the key statutory responsibilities and funding contributions of Partnership Board members where this applies. This provides transparency for all members and enables a shared understanding of all members' contributions to the work of the Board.

Member	Statutory Responsibilities	Funding contribution	Expertise
Local authority officers (Leeds City Council officers):	<ul style="list-style-type: none"> To develop, publish and review the SEND Local Offer (section 30 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014). Keep educational and training provision and social care provision for CYP with SEN or disabilities under review (Section 27 of the Children and Families Act 2014). Secure sufficient schools for providing primary and secondary education are available for their area, and make arrangements for the provision of suitable education at school or otherwise for those children of compulsory school age who by reason of illness, exclusion from school or otherwise may not for any period receive suitable education unless such arrangements are made for them. (Sections 14 and 19 of the Education Act 1996). Local authorities must exercise its SEND functions with a view to ensuring integration between educational provision and training provision, health, and social care provision, where this would promote wellbeing of CYP with SEND in its area or improve the quality of special educational provision for CYP who have SEN (Section 25 of the Children and Families Act 2014). 	<ul style="list-style-type: none"> Dedicated Schools Grant (which includes High Needs Funding, Early Years National Funding Formula, funding for mainstream schools, Disability Access Fund and SEN Inclusion Fund (SENIF)). Capital funding for new specialist school places Funding for core service functions e.g., home to school transport, SEND service administration etc. 	<p>Appointed individuals with relevant skills and experience relating to statutory responsibilities.</p>

	<ul style="list-style-type: none"> Safeguard and promote the welfare of 'children in need' in their area, including disabled children, by providing appropriate services to them (Section 17 of the Children Act 1989). 		
The ICB Executive Lead for SEND and/or other roles identified locally (such as Head of SEND, Designated Medical/Clinical Officer and other place directors)	<ul style="list-style-type: none"> Local authorities and partner commissioning bodies¹ must have arrangements in place to plan and commission education, health, and social care provision jointly for children and young people with SEN or disabilities (Section 26 of the Children and Families Act 2014). To take forward the joint commissioning arrangements for those with SEN or disabilities, partners could build on any existing structures established under the Children Act 2004 duties to integrate services. 	<ul style="list-style-type: none"> Each ICB delegates funding via ICB place-based funding allocation. Under section 75 of the National Health Service Act 2006, local authorities and CCGs (now known as ICBs) can pool resources and delegate certain NHS and local authority health-related functions to the other partner(s) if it would lead to an improvement in the way those functions are exercised. ICBs must follow the NHS Mandate, which contains a specific objective on supporting children and young people with SEN or disabilities, including through the offer of Personal Budgets. 	Experience and knowledge of the local health system, health and wellbeing strategy and joint strategic needs assessment .
ICB Children's and Adult's Health commissioners and/or Local Authority and ICB joint commissioners		<ul style="list-style-type: none"> Delegated commissioning budgets (whilst working with LA to commission services to meet local need). 	
Designated Medical/Clinical Officer.		N/A	Coordinate health and social care input to the SEND system and statutory process and improve join-up between

¹ These are set out in section 26(8) of CFA 2014 and are (i) NHS England (to the extent that it's under a duty under s3B of NHS Act 2006 to arrange for the provision of services and facilities for those CYP with SEND the LA is responsible for) and (ii) each ICB that is under a duty in section 3 of NHS Act 2006 to arrange for the provision of services or facilities for such CYP.

			strategic and operational practice.
Representation from NHS Providers e.g. Heads of Service.		N/A	Experience of delivering local health and care services and seeing impact of decisions on the local population. Bring perspective of how well strategies are being delivered.
The Chair and Vice Chair of the Local PCF.	None. Parent Carer Forums are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families. Parent Carer Forums have been established in most local areas and local authorities are actively encouraged to work with them.	The DfE PCF Grant is given to LAs via the national charity Contact who administer the process. This grant of £17,500 per annum is given to PCFs to strengthen the participation of parent carers in the SEND System.	Expertise through lived experience of the local SEND system.
Schools and EY settings	<ul style="list-style-type: none"> • Mainstream schools, maintained nursery schools, 16-19 academies, AP academies, PRUs and institutions within the FE sector must use their best endeavours to secure the special educational provision that is called for by the pupil's or student's special educational needs is made. (section 66 of the Children and Families Act 2014). • The same institutions are required under section 29 of the same Act to co-operate with the local authority in the exercise of its functions. • Mainstream schools and maintained nursery schools must (subject to certain conditions) ensure that children with special educational needs engage in the activities of the school together with children without SEN (section 35 of the Children and Families Act 2014). • In accordance with the Statutory Framework for the Early Years Foundation Stage, early years providers must have arrangements in place to support children with SEN or disabilities. Early years providers must also have regard to the SEND code of practice (issued under section 77 of the 	<ul style="list-style-type: none"> • Schools are responsible for meeting the costs of additional support for their pupils with SEND, up to £6,000 per pupil per annum. The relevant LA should meet costs in excess of this threshold, but the discharge of a school's statutory duties is not limited by the budget notionally allocated for SEND. • Early years settings can access the Disability Access Fund and SEN Inclusion Fund (SENIF) to support children with SEND. 	Schools are experts in providing inclusive education and can provide case studies and evidence of what works for individuals in different settings.

	Children and Families Act 2014) when making these arrangements, which should include a clear approach to identifying and responding to SEN.		
Post-16 Education and Training	<ul style="list-style-type: none"> Institutions in the FE sector must have regard to the SEND Code of Practice (collectively referred to here as FE providers) (section 77 of the Children and Families Act 2014). The same Act outlines how FE providers must use their best endeavours to secure the special educational provision called for by the student’s special educational needs (SEN). FE providers also have duties and obligations under the Equality Act 2010 to ensure that they are acting inclusively and not discriminating against disabled students. They are obliged to make reasonable adjustments to prevent disabled students being placed at a substantial disadvantage. 	<ul style="list-style-type: none"> Like mainstream schools, FE providers are expected to provide appropriate, high quality SEND support using all available resources. Disadvantage Funding - Colleges receive additional funding (over and above their core funding) for students with additional needs, including those with SEN, through Disadvantage Funding, allocated to providers through two elements (postcode and prior attainment). 16-19 Bursary Fund – up to £1200 a year for students in defined vulnerable groups, including disabled young people Learner Support Fund for apprenticeships - training Providers can access learning support of £150 per month where a reasonable adjustment is delivered and evidenced. This can be increased to up to £19,000 per year in exceptional circumstances. 	Post-16 Education and Training providers are experts in providing inclusive education and can provide case studies and evidence of what works for individuals in different settings.
Higher Education	<ul style="list-style-type: none"> HE providers have duties and obligations under the Equality Act 2010 to ensure that they are acting inclusively and not discriminating against disabled students. They are obliged to make reasonable adjustments to prevent disabled students being placed at a substantial disadvantage. 	<ul style="list-style-type: none"> Disabled Students Allowance – available for students to access to fund reasonable adjustments. 	Whilst not directly involved, higher education providers should be engaged with and fulfil a wider role, with expertise on transition support for people aged 18-25 who progress to higher education or employment