



The 3As Plan 2024 - 2026

Children and Families Services

Leeds City Council



Introduction



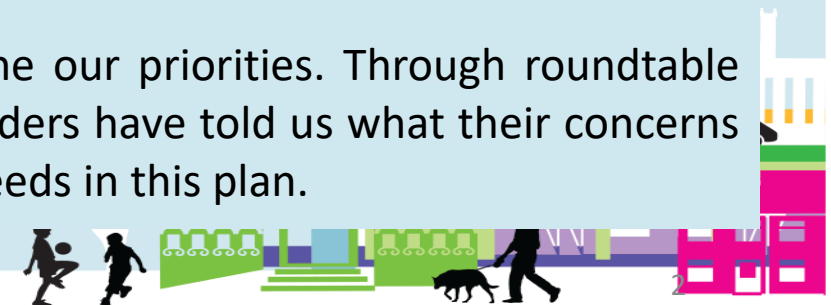
In the Leeds Children and Young People's Plan which ran from 2018 to 2023, there were three obsessions. One was "improve achievement, attainment and attendance at school". To address that obsession the 3As Strategy was created.

The intervention of Covid meant that our priorities changed, so, in June and July 2021, we held a series of discussions with educationalists from early years to further education to find out what they considered to be the barriers to achievement, attainment and attendance at school.

As a result of those consultations, we drew up the Refreshed 3As Plan which had five priorities. These were based around reading, attendance, SEND, well-being and transitions. The plan was designed to last two years and end at the same time as the Children and Young People's Plan ended.

As we launch the new Leeds Children and Young People's Plan, it is also the right time to update our Refreshed 3As Plan. It takes account of the change to one of the obsessions which is that "young people in Leeds attend school, achieve, and attain well", and they also "continue their route of a sustained education, apprenticeship or employment destination".

Once again, we have consulted with a wide range of stakeholders to determine our priorities. Through roundtable events across the city with school leaders and Families of Schools' meetings, leaders have told us what their concerns are and what they need from the local authority. We have tried to reflect their needs in this plan.



Our updated plan is not for schools to enact. We know they have their own plans. Education leaders in Leeds are highly effective. This plan is our way of marshalling our combined forces and energy so we can help those leaders do what they do in the service of young people in the city.



The 3As Plan 2024-2026 is based on service delivery. At its core, it is the means by which the local authority will provide services to education settings which support them to improve the outcomes of the children they work with through constant interaction.

We look forward to working with settings, partners, children, and their families to offer the best possible opportunities for all children and young people to attend, attain and achieve.



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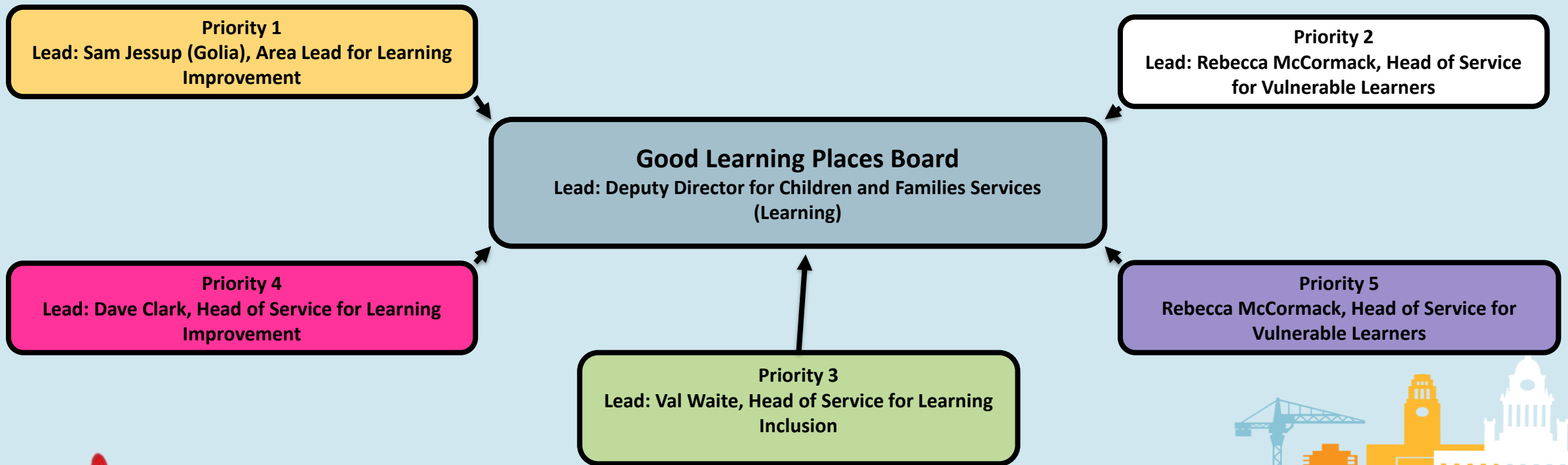


Farah Khan
Deputy Director
Children
and
Families
Services



Governance, leadership and partnerships

Each of the 5 priorities is led by the appropriate priority lead within Children and Families Services, who will complete a half termly summary evaluation. These will be presented at the Good Learning Places Board, a board which will consist of Heads of Service and Deputy Directors from across the directorate. Summary evaluations will include relevant information and evaluations against the key performance indicators providing an outline of success, areas for improvement and risk management. The board will hold lead officers to account through high challenge and support and will form part of the regular review and delivery cycle.



Performance and priorities

Priority 1 - All children and young people in Leeds are supported to improve their communication, language and literacy so they develop into strong readers taking into account their individual needs.

Priority 2 - Support education providers to ensure children and young people regularly attend.

Priority 3 - Support education settings to meet the needs of children and young people with Special Educational Needs and Disabilities (SEND).

Priority 4 - All children and young people and staff in learning settings feel safe and supported with their wellbeing.

Priority 5 - Ensure all young people in Leeds participate in education, employment and training after statutory school age and progress to a positive destination.



Priority 1 - All children and young people in Leeds are supported to improve their communication, language and literacy so they develop into strong readers taking into account their individual needs.



Priority lead: Sam Jessup, Area Lead for Learning Improvement

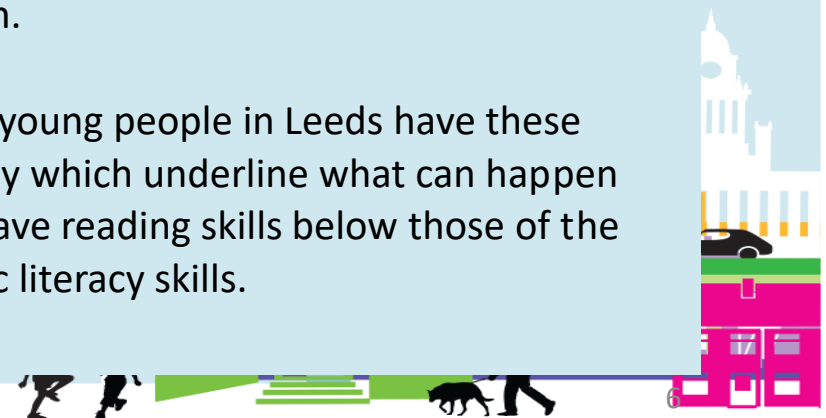
Why we have chosen this priority:

Pupils who can read fluently are able to make progress with their learning. They have a key skill which will help them manage day to day life, both as a child and an adult. They can benefit emotionally through reading stories and understand their own feelings and those of others. The building blocks for reading include effective development of communication and language.

Pupils take the phonics screening check at the end of year 1 (typically aged 6) to test their proficiency at word reading. In Leeds and nationally in 2022, a quarter of children did not meet the phonics test threshold and therefore, entered year 2 without the basic literacy skills to access the curriculum.

Furthermore, learning loss as a result of school closures during the COVID-19 pandemic continues to make reading a greater issue in secondary schools. In 2022, 27% of pupils left primary school without having reached the expected standard in reading. This means that many children will struggle with the demands of the secondary curriculum.

The ability to communicate and read well is essential to most jobs and it is important that young people in Leeds have these essential skills in order to access a positive destination. There are stark reminders in society which underline what can happen when children do not develop basic literacy skills. For example, 25% of young offenders have reading skills below those of the average seven-year-old, whilst 60% of the prison population experience difficulties in basic literacy skills.





What education leaders in the city have told us needs to sit under this priority:

Support the development of children's speech, language and communication in early years education to provide a strong foundation for the teaching of reading.

Agreed service actions:

- **Action 1:** A Communication & Language audit to review practice across all EY settings (PVI and childminders) will be developed and launched to all settings.
- **Action 2:** Targeted communication and language programme will be offered to settings in areas of city with high indices of multiple deprivation and low FSP data for communication and language, reaching at least 10% of settings.
- **Action 3:** Universal free literacy training offered to all Leeds EY settings.
- **Action 4:** Language, Communication and Literacy CPD programmes to be offered to all schools to include development of disciplinary knowledge, critical thinking, questioning and vocabulary development for development at KS1 and KS2
- **Action 5:** Secondary schools to be offered KS3 reading reviews to ascertain progress in reading skills in Year 8.



Action 1: A Communication & Language audit to review practice across all EY settings (PVI and childminders) will be developed and launched to all settings.

How?

This will be a Universal offer – accessible as a self- evaluation audit for all settings via the EYFS leadership and management gateway on Leeds for Learning. Communication and Language audit and programme will be launched at sector networks/leadership forums. Engagement will be monitored by reviewing the number of Communication and Language audits accessed through the EYFS gateway.

Impact

- ❖ Outcomes in communication and language data (FSP) improve.
- ❖ Learning Improvement offer will be more clearly aligned to the needs of settings.
- ❖ Ofsted reports will be positive about the Communication and language strategies used in settings.

Impact over time

Outcomes in communication and language data (FSP) improve.



Action 2: Targeted communication and language programme will be offered to settings in areas of city with high indices of multiple deprivation and low FSP data for communication and language, reaching at least 10% of settings.

How?

Service to identify settings in scope and communicate offer. Setting to complete communication and language audit prior to initial visit by EYC/EYCC. Settings signposted to communication and language training offered by range of providers – eg. DfE, EYPDP programme, Elklan – Leeds speech and language team. Work with service to identify priorities and agree actions. Mid-year review conducted to monitor progress towards agreed actions. End of year review conducted to measure engagement and progress.

Impact

- ❖ Increased staff confidence in settings in delivery of speech, language and literacy provision.
- ❖ Minimum of 10% (=60+ settings) of all settings will be offered the targeted communication and language programme.

Impact over time

Outcomes in communication and language data (Foundation Stage Profile) improve.



Action 3: Universal free literacy training offered to all Leeds EY settings.

How?

Early Years team to develop a literacy training offer to support children's communication, language, and literacy. Scheduled throughout the year at different times to meet needs of sector. Celebration events established to share good practice across the sector.

Impact

- Training offered to 100% of EY settings with engagement of at least 10% (60+) settings
- Improved engagement and skill set of EY settings in areas of city with high indices of multiple deprivation and low FSP data for communication and language, reaching at least 10% of settings through attendance at free literacy training and celebration events and target

Impact over time

Outcomes in communication and language data (Foundation Stage Profile - FSP) improve especially in settings in areas of high deprivation and low FSP data..



Action 4: Language, Communication and Literacy CPD programmes to be offered to all schools to include development of disciplinary knowledge, critical thinking, questioning and vocabulary development for development at KS1 and KS2

How?

Subject leader networks will include development on disciplinary language, questioning and critical thinking. Subject leaders will be supported to better understand the prerequisites for disciplinary language and develop questioning to promote thinking. This should support children to answer extended questions. Training to include reference to the tiers of language and the importance of tier 2 words. Training and support to promote group and paired work with a specific reference on how to support children how to do this.

Impact

- Teachers more confident with vocabulary teaching and supporting children with communication.
- Teachers more confident to make effective use of talk in the classroom.

Impact over time

Outcomes in reading and writing at KS1 and KS2 improve..



Action 5: Secondary schools to be offered KS3 reading reviews to ascertain progress in reading skills in Year 8.

How?

Continue to offer reading fluency to KS3. Continue to focus on reading in the senior leader briefing agenda and share effective practice between schools. Engage with schools to offer reading reviews (in KS3) in secondaries, to ascertain progress in reading skills in year 8 and identify gaps. Further engagement with University of Leeds and the dissemination of research projects focussed on reading and include a focus on disciplinary literacy in the LLP including a link with the CTG strategy.

Impact

- ❖ Fewer pupils progress into Year 8 with poor reading skills.
- ❖ Secondary schools will have strong provision in place to address weaknesses in reading on entry.

Impact over time

Secondary schools will have strong provision in place to address weaknesses in reading on entry.





Aligned links to local authority plans

Tackling the long term impacts of Covid 19 on children and families inquiry report (July 2021) recommendations:

Work with schools to ensure that pupils receive good quality phonics teaching enabling them to become proficient readers, access the curriculum and read independently.

Child Friendly Leeds young people's 12 wishes: All our learning places identify and address the barriers that prevent children and young people, particularly those with additional needs, engaging in and enjoying learning.

Best Council Plan 2020-2025: Priority 5: Improve achievement and attainment for all, with a KPI: percentage of pupils reaching the expected standard in reading, writing and maths at the end of Key Stage 2 (end of year 6)



Priority 2 - Support education providers to ensure children and young people regularly attend



Service lead: Rebecca McCormack, Head of Service for Vulnerable Learners

Why we have chosen this priority:

Children who have strong attendance in learning settings are more likely to fulfil their potential and achieve their best possible outcomes in education. Access to education settings also keeps children safe from harm, promotes protective factors such as positive relationship with adults and access to targeted services that sit around schools and settings, and enables them to get involved with enrichment activities such as sports, the arts, and volunteering. Regular attendance also enables them to develop good routines and habits which prepare them well for the world of work.

Attendance in schools is much lower than it was before the pandemic. In the 2022/2023 confirmed attendance data, the DfE reported percentage for absence in primary schools was 6.0% and 8.7% in secondary schools. In Leeds, for the same time period, the figure for primary schools is 5.7% and 9.1% for secondaries. These figures compare starkly with the same ones for 2018-19 where nationally the absence figure for primary schools was 4% and for secondary 5.5%

The numbers of young people excluded from Leeds schools, despite remaining significantly lower than the national picture, is also rising. There is an extensive evidence base that children who are excluded from school face further adverse life experiences. Supporting children to stay in school might lead to higher educational attainment and more opportunities in the future, and ensure children remain in a safe environment.



What education leaders in the city have told us needs to sit under this priority:

- A shared commitment to not permanently excluding young people.
- For Social Care to support schools when children are not attending and continue to be involved with the family.
- Making attendance a big priority for the city, for example, by having a very visible advertising campaign.
- Consistent policy on fines, clear steer from LA for one approach for all schools and Headteachers.

Agreed service actions

- **Action 1:** All schools to be offered register checks and be allocated a link Attendance Officer.
- **Action 2:** Establish Significant Absence Panels
- **Action 3:** Review the code of conduct for the use of fixed penalty notices and school attendance orders
- **Action 4:** Co-produce revised strategy for Alternative Provision and reinforce city-wide shared commitment to avoid exclusion
- **Action 5:** School-based SENDCOs and Local Authority SEND support colleagues will focus on identifying effective support for SEND pupils in order to improve attendance



Action 1: All schools to be offered register checks and be allocated a link Attendance Officer.

How?

Schools to be allocated link attendance Officer to support approaches to improving attendance. All schools to be offered officer capacity to undertake register checks to identify areas where attendance gains could be made. Service to review engagement and prioritise engagement with schools with high levels of persistent absence. Ensure Cosial Care colleagues are aware of these link officers and can liaise with them.

Impact

- ❖ Key attendance indicators improve
- ❖ Good communication between attendance service and schools
- ❖ Ofsted validation of attendance strategies used by schools
- ❖ Attendance personnel in Leeds schools are knowledgeable about DfE attendance guidance and legislation and confident in implementing it.

Impact over time

Attendance headlines improve and narrow gap with pre-pandemic levels



Action 2: Establish Significant Absence Panels

How?

Service to engage schools in establishing Terms of Reference for Significant Absence Panels to ensure confidence in the system. Panel schedules to be drawn up and panel members to be trained. Social Care colleagues to be fully briefed on intent and impact of these panels. Communication with schools and families to be effective in ensuring all stakeholders know the purpose, process and intended outcomes of the Significant Absence Panels.

Impact

- ❖ Significant Absence Panels established
- ❖ Referral to panel leads to improved engagement with school
- ❖ Key attendance indicators improve
- ❖ Good communication between attendance service, families and schools

Key performance indicator
Attendance headlines for identified
CYPs improve



Action 3: Review the Code of Conduct for Fixed Penalty Notices and School Attendance Orders

How

Attendance Team will review impact of current system, engage stakeholders including Social Care colleagues and identify elements of strength and areas for improvement in current Code of Conduct. A new Code of Conduct will be reviewed and consulted upon.

Impact

- ❖ Code of Conduct renewed and launched
- ❖ Improved engagement with school-based staff
- ❖ Improved communication between attendance service, families and schools

Impact over time

Attendance headlines for identified Children and Young People improve



Action 4: Co-produce revised strategy for Alternative Provision and reinforce city-wide shared commitment to avoid exclusion

How

Service colleagues will work together with school leaders (specifically through Area Inclusion Partnerships) and wider stakeholders – including parent/carer forum, Social Care and Commissioning colleagues to review current provision, revise strategic plans in line with SEND and Alternative Provision Change Programme strategy and establish a summary strategy to be consulted on.

Impact

- ❖ Strategy shared and understood widely across city.
- ❖ Reduction in suspensions and exclusions from schools.

Impact over time

Improved outcomes for vulnerable learners



Action 5: Local Authority SEND support colleagues and school-based SENDCOs will focus on identifying effective support for pupils with SEND in order to improve attendance

How?

Termly SENDCO Forum and partnership working with colleagues from SENIT and the STARS teams will focus on developing practice and meeting the needs of children with SEND to encourage attendance. SEND teams will liaise with parent/carer forum to ensure stakeholder voice is acted on. Social Care colleague will be invited to engage in these discussions to support engagement with provision.

Impact

- ❖ LA and school-based staff have shared understanding of effective SEND provision to promote attendance
- ❖ Pupils are better supported to access learning and attend school.

Impact over time

Improved attendance of pupils with SEND





Aligned links to local authority plans

Best City Plan : Priority 4: Increase the number of children and young people participating and engaging in learning.

Best Council Plan 2020-2025: KPI: Improved attendance at primary and secondary schools

Child Friendly Leeds Young People's Wishes: All our learning places identify and address the barriers that prevent children and young people from engaging in and enjoying learning.



Priority 3 - Support education settings to meet the needs of children and young people with Special Educational Needs and Disabilities (SEND).



Service lead: Val Waite, Head of Service for Learning Inclusion

Why we have chosen this priority:

All children and young people in Leeds, whatever their needs or circumstances, should have equal rights and opportunities to reach their full potential in learning and development. 18% of learners in Leeds in schools have identified SEND needs and research suggests a further 4% may have unidentified needs, making up 22% of the school population (Over 137,000 CYP in Leeds).

In 2022 a survey by the Early Years Alliance found that over two years 74% of respondents reported an increase in the number of children with formally-identified SEND while 82% reported an increase in the number of children who they believed may have SEND that has not yet been formally identified.

A recent Ofsted report highlighted that too many pupils with SEND do not make nationally expected rates of progress at Key Stage 2 or achieve well in level 2 or level 3 qualifications. This has an impact on their next steps in education, employment, or training.

Following the pandemic, Ofsted noted that SEND pupils had missed out on education and were further behind their peers. Missed support for physical health, communication needs and mental health had had a seriously detrimental impact. Preparation for adulthood had been adversely affected and delays in identifying needs meant that some children and young people's needs may not have been properly assessed or identified.

School leaders in Leeds have told us that they are seeing an unprecedented rise in the number of children with complex needs. They are facing delays in the identification of need and getting them the right support.



What education leaders in the city have told us needs to sit under this priority:

- Training and specialist advice available to school based staff from the authority on how to support individual children with very specific needs.
- Training for classroom staff on how to support struggling learners.
- More specialist provision in the city and making full use of what already exists.
- Better support for young people with SEMH.
- More creative use of available space to serve the needs of young people with SEND.
- Creating appropriate provision for young people with SEND at Post 16.
- Ensuring a continuum of support across the city through the Early Help Hubs and the Clusters and that services are aligned with these.
- Prioritisation of resource into Early Years to resolve issues quickly and prevent them from escalating.
- EHCP assessments to be completed within the timeframe.
- A focus on SEND and SEMH needs of children in Early Years.



Agreed service actions:

- **Action 1:** Supporting implementation of the Graduated Approach Toolkit for SENCOs will ensure children have clearer pathway for support and will be further developed to be accessible to all phases.
- **Action 2:** Ensure clear communication and alignment of service objectives with ongoing development through the DFE Change Programme Pilot
- **Action 3:** Complete school SEND curriculum reviews using the SEND review curriculum toolkits.
- **Action 4:** Review and remodel funding for inclusion to ensure it meets needs of children within their settings.
- **Action 5:** Improve the timeliness of EHCP Needs Assessment process, developing effective strategies where delays occur and ensure a provision offer of 'waiting well' which supports children and settings.



Action 1: Supporting implementation of the Graduated Approach Toolkit for SENCOs will ensure children have clearer pathway for support and will be further developed to be accessible to all phases.

How?

This will be a Universal offer – schools will be supported through clear communication of the Graduated Toolkit and an effective offer of CPD and support to implement the strategies in the toolkit. SENDCO forum will ensure that there is a bespoke offer of support for SENDCOs which includes support with communicating the strategy to wider staff and across schools' stakeholders. In addition, we will develop and extend Early Years SENDCO networks to at least three meetings per year. To ensure familiarity and alignment with approaches.

Impact

- ❖ Graduated Approach Toolkit is used to support identifying learning needs
- ❖ SEND LA offer will be more clearly aligned to the needs of settings

Impact over time

Children and Young People have clear pathway for support for identified SEND needs



Action 2: Ensure clear communication and alignment of service objectives with ongoing development through the DFE Change Programme Pilot

How?

As a selected pilot local authority for the DFE SEND and Alternative Provision Change Programme Partnership, the service is working with other regional LAs to explore and pilot a wide range of strategies to implement DFE strategies for improvement to SEND and Alternative provision. We will work with LAs to evaluate pilot approaches and will involve stakeholders in this evaluation. We will ensure stakeholders are aware of potential changes and encourage feedback from them.

Impact

- ❖ Pilot approaches will lead to better provision for CYP with SEND needs
- ❖ Changes to SEND practices will be co-constructed with stakeholders

Impact over time

Provision of, and access to SEND support improves for Children and Young People and families



Action 3: Complete school SEND curriculum reviews using the SEND review curriculum toolkits.

How?

We will continue publicise the newly developed SEND curriculum review toolkit. The impact of early pilots will be reviewed and communicated in order to encourage further engagement. The service will communicate with schools and encourage uptake, offering bespoke support where required.

Impact

- ❖ Schools review their curriculum offer through a SEND 'lens'
- ❖ Schools have the opportunity to use a framework to re-shape their curriculum to ensure provision meets the needs of all children
- ❖ Improved attendance due to improved engagement

Impact over time

CYP access a curriculum which enables them to succeed.



Action 4: Review and remodel funding for inclusion to ensure it meets needs of children within their settings.

How?

School leaders and SENDCOs will work with service colleagues to review the impact of Funding For Inclusion. This review, alongside external review recommendations will be used to inform changes as identified as further meeting the needs of children within their settings.

Impact

- ❖ Funding For Inclusion criteria are clearly understood by educational leaders and SENDCOs
- ❖ Children are supported in their learning as additional funding enables settings to meet identified needs.
- ❖ Improved attendance due to improved engagement

Impact over time

CYP have access to the resources which enable them to succeed.



Action 5 : Improve the timeliness of EHCP Needs Assessment process, developing effective strategies where delays occur and ensure a provision offer of 'waiting well' which supports children and settings

How?

The service will continue to improve timeliness measures of EHCP Needs Assessment and Annual Reviews. Responding to findings and recommendations from external reviews the service will identify and implement changes to process and strategy to ensure the LA returns to more prompt delivery of Needs Assessments and Annual EHCP reviews. Educational Psychologists will continue to explore opportunities to extend the workforce and find effective ways of streamlining the assessment process without diminishing quality. Colleagues will work with members of the SEND Partnership Board – including parent/carers, representatives from health, social care and third sector colleagues to further develop an effective strategy to ensure children and families are supported with their needs whilst awaiting assessments, ensuring they are 'waiting well'.

Impact

- ❖ Children identified as meeting criteria for assessment are supported whilst awaiting appointments and possible diagnosis.
- ❖ Schools and families are supported in meeting the needs of children who are awaiting assessment
- ❖ Improved communication reduces the anxiety and stress of awaiting assessments for children, families and educational settings

Impact over time

Children awaiting assessments are supported to ensure their potential needs are met.





Aligned links to local authority plans

Best City Plan:

- Children and Young People (CYP) do well at all levels of learning and have the skills they need for life.
- Improving educational attainment and closing achievement gaps for children and young people vulnerable to poor learning outcomes.

Children and Young People's Plan 2018-2023:

- Priority 2 - Ensure the most vulnerable are protected.
- Priority 6 - Improve at a faster rate, educational progress for children and young people vulnerable to poor learning outcomes.

Child Friendly Leeds young people's 12 wishes: All children and young people have their basic rights met.

4. Differences are celebrated in Leeds so children and young people feel accepted for who they are. They do not experience bullying and discrimination
12. Leeds is an inclusive city for children and young people with special educational needs and disabilities

Leeds City Council Equality and Diversity Plan: Advance equality of opportunity.



Priority 4 - All children and young people and staff in learning settings feel safe and supported with their wellbeing.



Service lead: Dave Clark, Head of Service for Learning Improvement

Why we have chosen this priority:

When we feel well, we are likely to feel like we can cope with everyday life. Positive wellbeing has many benefits, which include adding years to our lives, improving recovery from illness, helping us reach our full potential and giving us the best opportunity to be more successful in learning.

Children and young people:

We know also that there has been a sharp increase in the numbers of children with mental health issues with increased anxiety post pandemic or experienced trauma and some struggle to attend school as a result. Services are under strain because of the increase in demand. Leaders have told us about the increased prevalence of young people experiencing suicidal thoughts.

The issues of gang violence and knife crime have also led to many staff and young people feeling unsafe. Whilst the vast majority of children and young people are not engaged in serious violence or knife crime, there have been recent increases in proven possession offences and a worrying rise in the numbers of children and young people treated for assault with a knife. We know that even primary school age children can be drawn into gang activities or very young children can be severely impacted by their young parents' or older sibling's involvement in gangs, underlining the need for an integrated multiagency, multi-disciplinary response to tackling serious youth violence and knife crime.



What education leaders in the city have told us needs to sit under this priority:

- Support in dealing with the increase in gang related violence and knife crime affecting both primary and secondary pupils.
- Improvement in the ways that the local authority communicates with education leaders.
- For the local authority to look for ways to advance possible solutions and support to break down barriers preventing these.
- Support with recruitment and retention of staff.
- Investigate ways the LA can advertise the advantages of Leeds as a place to teach. Investigate whether the local authority can become the sponsor for teachers from abroad.
- Support in conveying views of leaders in Leeds to Ofsted and the Department for Education.

Agreed service actions:

- **Action 1:** Launch an effective online gateway platform for staff in schools that brings together a range of support for wellbeing
- **Action 2:** Continue to work in partnership with colleagues in health and social care to embed a city-wide trauma informed service that provides support to education professionals working with traumatised children in schools and settings.
- **Action 3:** To engage Leeds schools/settings with the My Health, My School Survey, supporting them to deliver practice to improve pupil wellbeing, with a particular focus on pupil examination stress
- **Action 4:** We will support school leaders in dealing with gang related violence and knife crime in their settings.



Action 1: Launch an effective online gateway platform for staff in schools that brings together a range of support for wellbeing



How?

In order to support this priority, a range of Leeds City Council Teams have worked together to create access to all resources and contact information school staff and Governors can access to support well-being, along with overviews of the services available. Following a pilot period and feedback from the sector, the well-being gateway initiative will be launched fully on Leeds for learning in January 24. (Teams involved include: Health and Well-being, Headteacher Support Service, Occupational Health, HR, Voice and Influence, Health and safety, Learning Inclusion, MindMate).

Impact

All leaders and schools will have access to a newly developed wellbeing gateway and Governing bodies will be offered additional support in how to ensure their duty to have regard for wellbeing of headteachers is effective.

Impact over time

Leadership teams and staff feel supported and reassured that they have access to a service when needed.



Action 2: Continue to work in partnership with colleagues in health and social care to embed a city-wide trauma informed service that provides support to education professionals working with traumatised children in schools and settings.



How?

We will work in partnership with colleagues in health and social care to continue to develop a city-wide trauma informed service which will provide support to education professionals working with traumatised children in schools and settings. Improved links will be fostered with other initiatives and programmes, such as the Safe Taskforce and Mindmate Support Teams, to ensure a joined-up supportive approach to settings and communities. The Learning Inclusion Service has dedicated time from a Senior Educational Psychologist to work with colleagues to develop an understanding of trauma work and advise education and schools settings. The senior psychologist will be a core member of the service development group. Materials and information to support schools will be available through the SEND practice framework toolkit.

Impact

An effective multi-agency trauma informed service is established, and a clear offer of training, support and information is available to all schools and settings

Impact over time

Improved Early identification of need, support for vulnerable learners and improved outcomes for learners



Action 3: To engage Leeds schools/settings with the My Health, My School Survey, supporting them to deliver practice to improve pupil wellbeing, with a particular focus on pupil examination stress.



How?

We will provide a My Health, My School Survey resource pack to support schools to navigate their way through school level data, city level data and reporting results to the whole school community, including governors, to ensure identified pupil well-being priorities are acted on.

The Voice and Influence team will meet with school leaders to discuss examination stress and to share resources and strategies to mitigate these for pupils. A working group to be initiated to explore strategies to address this priority as identified by students.

Impact

The Health & Wellbeing service achieve a completion rate of 11500 responses to the MHMS Survey and the Voice Influence team provide access to all schools to access resources for students on exam stress.

Impact over time

Pupils feel that their concerns are being shared and listened to and that effective action is being taken to address their well-being priorities.





Action 4: We will support school leaders in dealing with gang related violence and knife crime in their settings.

How?

We will facilitate discussions between school leaders, safe communities' teams and WY police to support increased understanding and awareness of the challenges and impact of gang related violence. We will facilitate resources and support being shared effectively with schools and settings. An education representative will attend the Safer Stronger Communities Team working group.

WY Police representatives will be invited to meet with school leader representative groups and opportunities will be sought to share resources and information with schools and academies through existing networks and education groups.

Impact

A strategy is in place to ensure that school leaders understand, and can access, resources from WY Police

Impact over time

School Leaders feel more effectively supported in managing the impact of increasing gang related violence on their school community and specific students



Aligned links to local authority plans



Best Council Plan:

- Ensuring support for the health and social care sector to respond to and recover from COVID-19.
- Supporting healthy, physically active lives.
- Working as a system to ensure people get the right care, from the right people in the right place.

Children and Young People's Plan 2018-2023:

- Priority 7 - Improve social, emotional, and mental health and wellbeing.

Tackling the long term impacts of Covid 19 on children and families draft inquiry report recommendations:

- Actively promote the uptake of the My Health My School survey and ensure the directorate is considering the outcomes of the survey and refining its offer to schools to respond to them.
- All learning places identify and address the barriers that prevent children and young people from engaging in and enjoying learning.

Future in Mind Plan: Leeds 2021-26: The refreshed plan will continue to drive to improve children and young people's social, emotional, and mental health (SEMH) outcomes with a particular focus on reducing health inequalities.



Priority 5 - Ensure all young people in Leeds participate in education, employment and training after statutory school age and progress to a positive destination.



Service lead: Rebecca McCormack, Head of Service for Vulnerable Learners

Why we have chosen this priority:

We want young people in the city to achieve their potential, go on to exciting pathways when they leave school or college, continue to stay safe from harm and contribute to the economy.

In 2010, a report by the University of York found that its lowest estimate of the life-time public finance cost of young people who are NEET (not in education, employment or training) between the ages of 16 and 18 was just short of £12billion . Thirteen years on, it is likely that this figure is now even higher.

We know that the issue of NEET is a particularly critical one for Leeds. In February 2023, there were approximately 730 young people between the ages of 16-18 (25 for young people with a special educational need) who were NEET or Not Known.



What education leaders in the city have told us needs to sit under this priority:

- Work with providers and colleges to ensure that young people can pursue apprenticeship opportunities.

Agreed service actions:

- **Action 1:** Engage an interim strategic to lead to focus on reducing NEET and achieving full participation for young people aged 16-18 (25)
- **Action 2:** Prioritise post 16 provision place planning and provider attraction to ensure sufficiency of places for young people at the right levels.
- **Action 3:** Ensure wider understanding of the changing nature and impact of post 16 curriculum and qualification reforms.
- **Action 4:** Support the impact of careers education, information, advice and guidance in schools and post 16 settings and review and develop digital information resources and communications which meet the needs of young people and professionals
- **Action 5:** Develop a Risk of NEET indicator to identify and target support to those who most need it.



Action 1: Engage an interim strategic lead to focus on reducing NEET and achieving full participation for young people aged 16-18 (25)

How?

Colleague identified and seconded from educational setting. This lead will work with existing Positive Destinations colleagues to develop more effective engagement with wider partners across the city to raise participation rates in 16+CYP. A major focus will be on identifying post-16 destination pressure points and developing strategies to address any shortfall in destination opportunities.

Impact

- ❖ 100% schools engage with 14-19 strategy
- ❖ City wide understanding of current challenges and potential solutions

Impact over time

CYP have clear pathway positive destinations



Action 2: Prioritise post 16 provision place planning and provider attraction to ensure sufficiency of places for young people at the right levels.

How?

Colleagues will develop effective communication of current destinations data and ensure understanding amongst key stakeholders – from education, social care, health, third sector, and employers. Review of current provision will inform discussions about expansion of offer for 2024 and 2025.

Impact

- ❖ Post-16 providers work together to ensure September Guarantee translates to sustained positive destinations.
- ❖ City wide understanding of current challenges and potential solutions

Impact over time

Children and young people have clear pathway to sustained positive destinations



Action 3: Ensure wider understanding of the changing nature and impact of post 16 curriculum and qualification reforms

How?

Colleagues will develop effective communication and understanding amongst key stakeholders – from education, social care, health, third sector, and employers. Through establishing network meetings and consultation events, educational leaders will be supported in identifying the impact of qualification reforms and in finding alternative solutions to meet the needs of their learners which give all students access to successful outcomes and positive further destinations.

Impact

- ❖ Post-16 providers are supported in understanding the impact of qualification reforms.
- ❖ City wide understanding of current challenges and potential solutions

Impact over time

Educational providers are supported in designing effective Post-16 curriculum offer which meets the needs of learners and provides access to further positive pathways.



Action 4: Support the impact of careers education, information, advice and guidance in schools and post 16 settings and review and develop digital information resources and communications which meet the needs of young people and professionals

How?

Working with Careers and destinations colleagues we will support schools and Post-16 settings to review the content of their current careers education, information, advice and guidance and identify areas for improved content and/or communication. We will support these settings to review the impact of their current offer and explore more effective – digital- provision to enhance their offer.

Impact

- ❖ Post-16 providers are supported in developing their CEIAG offer.
- ❖ Post-16 providers are supported in identifying potential digital solutions to enhance their offer.

Impact over time

CYP have access to clear, accurate and inspirational careers education, information, advice and guidance



Action 5: Develop a 'Risk of NEET' indicator to identify and target support to those who most need it.

How?

Working with data teams, careers and destinations colleagues, school leaders and wider sector specialists, we will develop and pilot an early identification index which could support schools in identifying potential NEET Children and Young People in order to target positive destinations intervention.

Impact

- ❖ Schools are supported in working with Children and Young People to sustain engagement and reduce the risk of the Children and Young People becoming NEET

Impact over time

Reduction in NEET numbers across the city



Aligned links to local authority plans

Best City Plan:

- Priority 4: Increase the number of children and young people participating and engaging in learning
- Do well at all levels of learning and have the skills they need for life

Children and Young People's plan: Priority 10: Help young people into adulthood, to develop life skills, and be ready for work through the KPI: Percentage and number of young people who are not in employment, education or training or whose status is 'not known'.

Child Friendly Leeds young people's 12 wishes:

Wish 10. All children and young people are in learning settings that meet their needs

Wish 11. Young people have access to a wide range of work experience, employment and volunteering opportunities. Young people know where to get information and advice and are supported to access a wide range of opportunities that meet their needs and aspirations. This includes work experience, employment, training and volunteering.

Leeds City Council Equality and Diversity Plan: Advance equality of opportunity.

