



SCRUTINY BOARD (CHILDREN AND FAMILIES)

Meeting to be held in Civic Hall, Leeds, LS1 1UR on
Wednesday, 24th October, 2018 at 10.00 am

(A pre-meeting will take place for ALL Members of the Board at 9.45 a.m.)

MEMBERSHIP

Councillors

- H Bithell - Kirkstall;
- K Bruce - Rothwell;
- D Cohen - Alwoodley;
- P Drinkwater - Killingbeck and Seacroft;
- C Gruen - Bramley and Stanningley;
- J Illingworth - Kirkstall;
- W Kidger - Morley South;
- A Lamb (Chair) - Wetherby;
- J Lennox - Cross Gates and Whinmoor;
- K Renshaw - Ardsley and Robin Hood;
- R. Stephenson - Harewood;

Co-opted Members (Voting)

- Mr E A Britten - Church Representative (Catholic)
- Mr A Graham - Church Representative (Church of England)
- Mrs K Blacker - Parent Governor Representative (Primary)
- Ms J Ward - Parent Governor Representative (Secondary)
- Mrs V Bryden - Parent Governor Representative (SEN)

Co-opted Members (Non-Voting)

- Ms C Foote - Teacher Representative
- Ms H Bellamy - Teacher Representative
- Mrs A Kearsley - Early Years Representative
- Ms C Hopkins - Young Lives Leeds
- Ms D Reilly - Looked After Children and Care Leavers

Principal Scrutiny Adviser:
Angela Brogden
Tel: (0113) 37 88661

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A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>APPEALS AGAINST REFUSAL OF INSPECTION OF DOCUMENTS</p> <p>To consider any appeals in accordance with Procedure Rule 25* of the Access to Information Procedure Rules (in the event of an Appeal the press and public will be excluded).</p> <p>(* In accordance with Procedure Rule 25, notice of an appeal must be received in writing by the Head of Governance Services at least 24 hours before the meeting).</p>	
2			<p>EXEMPT INFORMATION - POSSIBLE EXCLUSION OF THE PRESS AND PUBLIC</p> <ol style="list-style-type: none"> 1. To highlight reports or appendices which officers have identified as containing exempt information, and where officers consider that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, for the reasons outlined in the report. 2. To consider whether or not to accept the officers recommendation in respect of the above information. 3. If so, to formally pass the following resolution:- <p>RESOLVED – That the press and public be excluded from the meeting during consideration of the following parts of the agenda designated as containing exempt information on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the press and public were present there would be disclosure to them of exempt information, as follows:</p> <p>No exempt items have been identified.</p>	

3

LATE ITEMS

To identify items which have been admitted to the agenda by the Chair for consideration.

(The special circumstances shall be specified in the minutes.)

4

DECLARATION OF DISCLOSABLE PECUNIARY INTERESTS

To disclose or draw attention to any disclosable pecuniary interests for the purposes of Section 31 of the Localism Act 2011 and paragraphs 13-16 of the Members' Code of Conduct.

5

APOLOGIES FOR ABSENCE AND NOTIFICATION OF SUBSTITUTES

To receive any apologies for absence and notification of substitutes.

6

MINUTES OF THE PREVIOUS MEETING

1 - 6

To approve as a correct record the minutes of the meeting held on 26th September 2018.

7

SCRUTINY INQUIRY - IS LEEDS A CHILD FRIENDLY CITY?

7 - 28

To receive a report from the Director of Children and Families presenting information linked to the second session of the Scrutiny Board's Inquiry and agreed thematic approach based around the five Children and Young People's Plan Outcomes.

8

SCRUTINY INQUIRY INTO ASPIRE, EMPOWER, ACCOMPLISH - SUPPORTING YOUNG PEOPLE WITH SEND IN LEEDS - TRACKING OF SCRUTINY RECOMMENDATIONS AND PROGRESS MADE FOLLOWING THE SEND OFSTED INSPECTION FEBRUARY 2017.

29 -
92

To consider the report of the Head of Governance and Scrutiny Support and the Director of Children and Families presenting the progress made in relation to the previous Scrutiny recommendations and Ofsted/CQC inspection.

WORK SCHEDULE

To consider the Scrutiny Board's work schedule for the 2018/19 municipal year.

DATE AND TIME OF NEXT MEETING

Wednesday, 23rd January 2019 at 10.00 am (pre-meeting for all Board Members at 9.45 am)

THIRD PARTY RECORDING

Recording of this meeting is allowed to enable those not present to see or hear the proceedings either as they take place (or later) and to enable the reporting of those proceedings. A copy of the recording protocol is available from the contacts on the front of this agenda.

Use of Recordings by Third Parties – code of practice

- a) Any published recording should be accompanied by a statement of when and where the recording was made, the context of the discussion that took place, and a clear identification of the main speakers and their role or title.
- b) Those making recordings must not edit the recording in a way that could lead to misinterpretation or misrepresentation of the proceedings or comments made by attendees. In particular there should be no internal editing of published extracts; recordings may start at any point and end at any point but the material between those points must be complete.

SCRUTINY BOARD (CHILDREN AND FAMILIES)

WEDNESDAY, 26TH SEPTEMBER, 2018

PRESENT: Councillor A Lamb in the Chair

Councillors H Bithell, D Cohen,
P Drinkwater, C Gruen, J Illingworth,
W Kidger, J Lennox, K Renshaw and
R. Stephenson

CO-OPTED MEMBERS (VOTING)

Mr E A Britten – Church Representative (Catholic)
Mr A Graham – Church Representative (Church of England)
Mrs K Blacker – Parent Governor Representative (Primary)
Ms J Ward – Parent Governor Representative (Secondary)

CO-OPTED MEMBERS (NON-VOTING)

Ms C Foote – Teacher Representative
Ms H Bellamy – Teacher Representative
Mrs A Kearsley – Early Years Representative
Ms C Hopkins – Young Lives Leeds
Ms D Reilly – Looked After Children and Care Leavers

25 Appeals Against Refusal of Inspection of Documents

There were no appeals against the refusal of inspection of documents.

26 Exempt Information - Possible Exclusion of the Press and Public

There were no exempt items.

27 Late Items

There were no late items.

28 Declaration of Disclosable Pecuniary Interests

There were no declarations of disclosable pecuniary interests.

29 Apologies for Absence and Notification of Substitutes

Apologies for absence were received from Viv Bryden and Councillor K Bruce, with no substitute Member present.

30 Minutes - 18th July 2018

RESOLVED – That the minutes of the meeting held on 18th July 2018 be approved as a correct record.

31 Matters Arising from the Minutes

Minute 21 – The Board had requested a list of Leeds Schools' current surplus or deficit positions. The Chair noted that details of schools and extended school balances for 2017/18, as reported to the Leeds Schools Forum in June 2018, had been circulated to Members.

32 Co-opted Members

The Head of Governance and Scrutiny Support submitted a report which sought the Board's formal consideration for the appointment of existing co-opted member vacancies.

The Board noted that the following statutory voting co-opted members had been appointed by process of election:

- Parent Governor (Primary) representative – Mrs Kate Blacker
- Parent Governor (SEN) representative – Mrs Viv Bryden

In addition to the statutory voting co-opted members, the Board also acknowledged two nominations for non-voting co-opted members.

The Chair reminded Members of the Board's decision to appoint any additional co-opted members on an ad-hoc basis based on the subject matter of each themed meeting, in response to a Member's query around the appointment of co-optees from different religious communities.

RESOLVED – That in addition to the above statutory voting co-opted members, the following be appointed as non-voting co-opted members to the Scrutiny Board for 2018/19:

- Teacher Representative – Ms Helen Bellamy
- Looked After Children and Care Leavers Representative – Ms Debbie Reilly

33 White Rose Children Looked After Interim Residential Framework Agreement

The Head of Governance and Scrutiny Support submitted a report that reflected the request made by the Chair for the Board to receive a briefing about a recent Key Decision for the White Rose CLA Interim Residential Framework Agreement, in relation to which decision deadlines set out in the Constitution had been missed.

The following information was appended to the report:

- Delegated Decision Notification
- Request to extend the White Rose Children Looked After Interim Residential Framework Agreement
- Approval of Special Urgency
- Equality, Diversity, Cohesion and Integration Screening

The following were in attendance:

- Councillor Lisa Mulherin, Executive Member for Children and Families
- Tom Riordan, Chief Executive
- Sal Tariq, Deputy Director for Children and Families
- Tim Pouncey, Chief Officer, Resources and Strategy
- Kieron Dennet, Head of Commercial (Legal)
- Chris Dickinson, Head of Service, Commissioning and Market Management

The Chair wished it to be noted that the Director of Children and Families, Steve Walker, had written to the Board apologising for his absence during this item. The letter had been circulated to all Members prior to the meeting.

Members discussed a number of matters, including:

- The positive culture of openness that led to Children and Families Directorate managing the oversight relating to compliance with the Key Decision deadline in a transparent manner.
- That in the circumstances of the contract extension and in the absence of a specific Constitutional provision, the proxy use of the Special Urgency Provision was understood as a means of ensuring transparency.
- That a review be undertaken of the Executive and Decision Making Procedure Rules to ensure that any future circumstances where a decision is required can be done so through a tailored and regularised process.
- The systems operating at the time in the Children and Families Directorate to manage key and other decision deadlines, and the revised arrangements now put in place to more effectively manage decision deadlines in the future.
- Members were pleased to hear that all other local authorities within the agreement remained confident in the ability of Leeds to continue as the lead authority for the framework, along with confirmation that no children or public funds were put at risk through the error.
- The Board were keen to be involved in the review of the interim contract for the framework, to develop standards for providers to adhere to and identify any potential savings.

RESOLVED –

- a) That the contents of the report and appendices be noted.

- b) That the matter be referred to Corporate Governance and Audit Committee to look at in further detail in advance of any proposals being brought to the General Purposes Committee and Full Council.
- c) That the Board be invited to participate in the review of the current framework in due course.

34 Scrutiny Inquiry - Is Leeds a Child Friendly City?

The Director of Children and Families submitted a report that presented information linked to the Board's Scrutiny Inquiry and agreed thematic approach based around the five Children and Young People's Plan Outcomes.

The following information was appended to the report:

- Children and young people are active citizens who feel they have a voice and influence - Indicator report
- Children and young people have fun growing up - Indicator report

The following were in attendance:

- Councillor Lisa Mulherin, Executive Member for Children and Families
- Councillor Jonathan Pryor, Executive Member for Learning, Skills and Employment
- Sal Tariq, Deputy Director for Children and Families
- Chris Hudson, Performance Programme Manager, Children and Families
- Hannah Lamplugh, Voice, Influence and Change (VIC) Lead, Children and Families
- Rebecca Gilmour, Deputy Service Manager, Leeds Youth Offending Service
- Vicki Marsden, Play Strategy Officer, Children and Families

The Voice, Influence and Change Lead provided Members with a video and presentation highlighting the model for participation used by the team, some of the historical and local context, and a number of successful youth voice projects that had taken place since 2011.

Members discussed a number of matters, including:

- Members expressed concerns around the barriers to participation faced by children in the outer areas of Leeds, in regards to the cost and connectivity of public transport. Members were informed that as transport was named the top issue in last year's 'Make Your Mark' ballot by the young people of Leeds, the Leeds Youth Council (LYC) have been working with BUS18 to develop an under 19s 'MyDay' bus ticket which has recently been launched for unlimited travel across the city. The LYC have also made a series of other recommendations to BUS18 and are awaiting a response.

- Members recognised the difficulty in measuring emotional outcomes, but valued the use of MyHealthMySchool (MHMS) survey and felt more could be done to encourage schools to take part.
- Members queried the lack of involvement of religious youth groups in voice and influence projects as set out in the presentation, and were informed that the list of youth groups included in the presentation was not exclusive and changed regularly depending on various projects. Members were also informed of the 'Let's Tackle It' event in 2017, which focused on racial and religious discrimination and involved a range of young people and guest speakers from different faiths and religions.
- Members questioned whether there was any voice and influence activity taking place with pre-school children across the city, as it was unclear from the report. Members were informed that a summary document could be circulated, containing more information about voice and influence projects within the early years setting.
- Members expressed concerns regarding the decrease in ratings of 'happiness' in recent years, for which there seemed to be some disparity between measures. Members also cited recent national data which showed a considerable difference between genders in ratings of 'happiness', and requested that gender be included in future surveys and reports as a variable to establish the prevalence in Leeds.
- Particular reference was made to the Future in Mind Strategy and the MindMate website, which were co-produced with young people. It was noted that schools also have MindMate lessons and champions.
- Members expressed concerns around the lack of space available for play activities in the inner city compared to outer areas, and felt that there was a lack of consideration for such facilities through planning processes. The Chair suggested that the Board should look in further detail at the extent of young people's voice and influence beyond Children's Services, particularly in relation to planning and city development.
- Members sought further information on the methods used to ensure that children looked after do not enter the criminal justice system, and were informed of work taking place with children's homes to ensure that the Police are not called when issues can be managed internally by staff, which is already having a great impact. Additionally, Members heard that there was now a stronger focus on helping bereaved young people who are at risk of entering the criminal justice system.
- To gain a greater understanding of the various voice and influence projects taking place across the city, the Chair suggested that Board Members undertake visits to some of the youth groups that the VIC team currently engage with.

RESOLVED –

- a) That the contents of the report and appendices be noted.
- b) That an additional Scrutiny Board meeting be scheduled later in the year to accommodate further consideration of the following key issues raised during today's meeting:

- The extent of young people's voice and influence beyond Children's Services with particular focus on the development of child friendly spaces through planning and city development processes;
- The extent to which young people's voice and influence is helping to identify and address the local transport needs of young people.
- The extent to which the My Health My School survey data is being used to identify and address lower ratings of 'happiness'.

c) That visits to youth groups across the city be arranged for Board Members in the coming months.

(Councillor Gruen, Councillor Renshaw and Co-opted Members C Hopkins and T Britten, left the meeting during discussion of this item)

35 Work Schedule

The Head of Governance and Scrutiny submitted a report which invited Members to consider the Board's Work Schedule for the remainder of the current municipal year.

As well as agreeing to amend the work schedule to reflect the Board's decision to hold an additional Scrutiny Board meeting later in the year, the following updates were also highlighted for the Board's attention and approval:

- Whilst it was originally scheduled for the Board to consider the 'enjoy healthy lifestyles' CYP outcome as part of its September meeting, this had now been scheduled for the Board's March meeting.
- That the work schedule had been amended to reflect the decision that was made by the Chief Officer, Partnerships and Health in June 2018 to approve a pause to the phased introduction of transport changes for new entrants to post-16 education scheduled for September 2018. Rather than receive a recommendation tracking report, the Board will now maintain a watching brief on developments as they progress.

RESOLVED – That the work schedule be updated and approved in accordance with the above.

36 Date and Time of Next Meeting

Wednesday, 24th October 2018 at 10.00 am (pre-meeting for all Board Members at 9.45 am)

The meeting concluded at 12:40pm.



Report author: Anne Fell & Kim Porter
Tel: 0113 3783626

Report of: Director of Children & Families

Report to: Scrutiny Board (Children and Families)

Date: 24th October 2018

Subject: Is Leeds a child friendly city?



Focus: Children and young people do well at all levels of learning and have skills for life

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

1 Summary of main issues

- 1.1 One of the five key outcomes in the Leeds 2018-23 Children and Young People’s Plan is for all children and young people to do well at all levels of learning and have skills for life. Learning underpins wellbeing, which is why supporting children to have good attendance to attain and achieve is central to the Child Friendly Leeds approach, putting the education of children at the heart of our best city ambition to be a strong economy in a compassionate city.
- 1.2 In recent years, national changes to the formation and status of schools, and significant shifts in education policy, presents challenges to providing broad and excellent educational experiences to all children and young people. Additionally, there have been significant funding reductions across local authorities and

schools, whilst expectations of standards and progress are on the rise, which have brought about difficult decisions on staffing and resource allocation. The population is growing and the demographics of pupils are changing and becoming increasingly complex.

- 1.3 Through best city ambitions, Leeds has responded to this challenging environment strongly, and has come a long way since 2010/11.

Recommendations

Scrutiny Board is recommended to:

1. Recognise the improvements that have been made to children and young people's outcomes 2011-18 in a challenging context.
2. Endorse, as appropriate, the actions taken by Children and Families to bring about these improvements.
3. Support the service in placing a disproportionate focus on learning and readiness for learning in order to enable more rapid improvements.

2 Purpose of this report

- 2.1 To consider the impact of Child Friendly Leeds 2011-2018 with specific reference to outcomes for children and young people (CYP) within the context of significant influential factors.

3 Child Friendly Leeds

- 3.1 We want Leeds to be a child friendly city as part of our vision to be the best city in the UK, putting children at the heart of a strong economy and compassionate city. Our Children and Young People's Plan 2018-23 clearly states that as one of our key 5 outcomes, we want all CYP to do well at all levels of learning and have skills for life.
- 3.2 Our work with schools and settings to improve attendance, attainment and achievement of all children must be considered in terms of measurable outcomes against the background of significant issues, nationally and locally, which influence the scope and impact of such work.

4 Background information

4.1 Influential factors – national

- 4.2 The education system in the UK has changed drastically in the last seven years but more recently there have been a significant and unprecedented number of national changes in law affecting the structures, financing, curriculum and assessment arrangements for schools as well as their relationship with local authorities. Alongside these, there have also been reforms in teacher training, the school inspection framework and public accountability measures.

Academies and free schools

- 4.3 Since 2006, there has been greater variety across the educational landscape with the introduction of free schools and academies- state funded schools with greater autonomy than traditional state schools and freedom to operate independently of local authorities.
- 4.4 Academies can be 'sponsored' (typically these have been underperforming schools directed by the DfE to academise and work with a strong partner or sponsor) or they can be schools previously judged good or outstanding by

OfSTED who have chosen to convert to academy status. The latter are able to be considered by the DfE and the Regional Schools Commissioner for sponsorship of other schools, more recently and frequently as part of a Multi-Academy Trust.

4.5 Leeds – as at end September 2018:

	Primary	Secondary
Total	224	42
<u>Academies</u>	40	27
of which Sponsor	17	12
of which Converter	23	11
Free School	2	4
Community School	92	6
Foundation School	34	6
Voluntary Aided	39	3
Voluntary Controlled	17	0

SILCs (2-19yrs)	6	
UTC (14-19)		1

4.6 The 2011 Education Act changed the arrangements for establishing new schools, with the requirement for all to be academies or free schools. Local authorities are no longer able to propose the building of maintained schools.

4.7 The DfE have, over the past five years, increasingly devolved funds from School Improvement to Teaching Schools.

Funding

4.8 There are continued pressures on public funding. Leeds City Council has seen its budget cut by 40% since 2010 with core government funding cut by £239m. Changes to budgets coincide with rising costs and a growing population increasing the demand pressures for services.

4.9 The main source of revenue funding paid to local authorities for state funded 5-16 schools in England is the Dedicated Schools Grant (DSG). This is divided into four blocks: the Schools Block, High Needs Block, Early Years Block and the

central schools services block. In consultation with the local schools forum, decisions are made to determine any central retention of funding, any movement of funds between the four blocks of DSG and a local funding formula used to distribute individual school budgets.

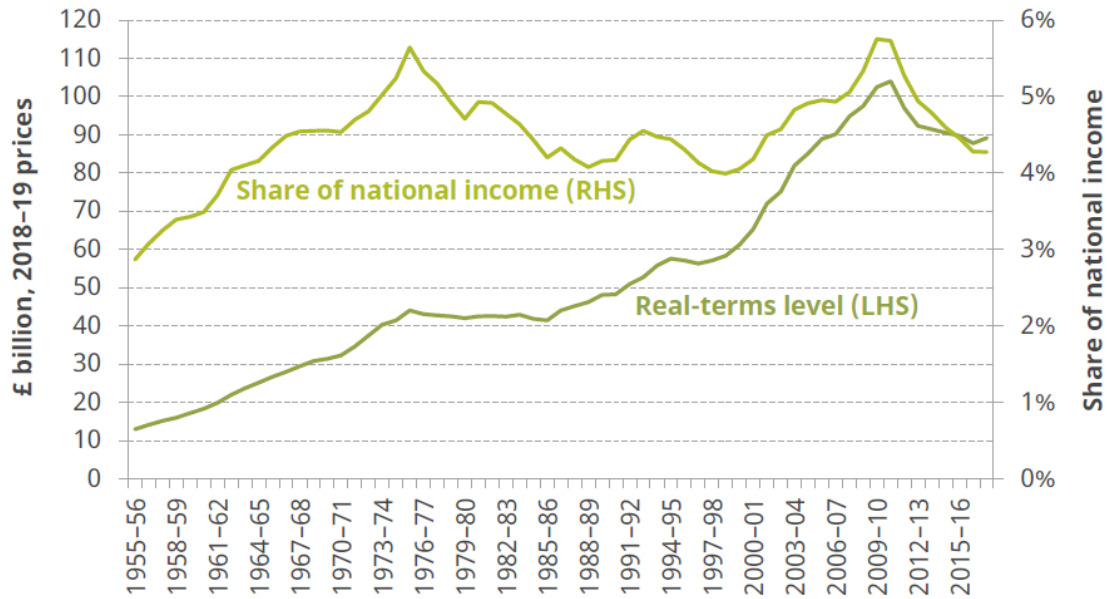
- 4.10 The current system results in significant variations in the amount of funding per pupil in different parts of the country. In 2016-17, the unit of funding per pupil ranged from just over £4000 to just under £7000. The average spend across England was £4500, for Yorkshire and the Humber £4450. In Leeds it was £4546.
- 4.11 Since 2010-11, education spending by the government has fallen in real terms, taking it back to the level it was in 2005-6 (Institute for Fiscal Studies figures). Whilst the Department for Education's overall schools budget has been protected in recent years, this has not provided for funding per pupil to increase with the rise in inflation. With rising pupil numbers in Leeds, this pressure continues to increase.
- 4.12 There are additional pressures to Leeds schools' budgets due to significant underfunding over time. In general, there are discrepancies between the North and London. The Institute for Public Policy Research (IPPR) estimated that in 2016, northern primary schools received £900 less per pupil than those in London and £1300 less per secondary school pupil. Whilst the government has committed to the introduction of a national funding formula to calculate the amount of core revenue funding mainstream schools would attract as well as separate formulae to calculate funding for early years and high needs (for children with SEND) the implementation is not yet underway and therefore reduction in differences is yet to be seen. Whilst the national funding formula has identified that Leeds is significantly underfunded for the schools and high needs blocks when compared with other local authorities, the funding which should be allocated to Leeds has been capped, leading to approximately £15m less for Leeds schools than there should be.
- 4.13 Increasingly, DfE funding streams have been directed through teaching school alliances.

Highest Funded Local Authorities		Lowest Funded Local Authorities	
	Per Pupil Amount		Per Pupil Amount
Tower Hamlets	£ 6 982	Cheshire east	£ 4 205
Hackney	£ 6 857	York	£ 4 201
Lambeth	£ 6 485	West Sussex	£ 4 198
Southwark	£ 6 462	Poole	£ 4 186
Hammersmith & Fulham	£ 6 350	Wokingham	£ 4 166
Leeds = £4 546			

4.14 Regional Variances in Dedicated Schools Grant

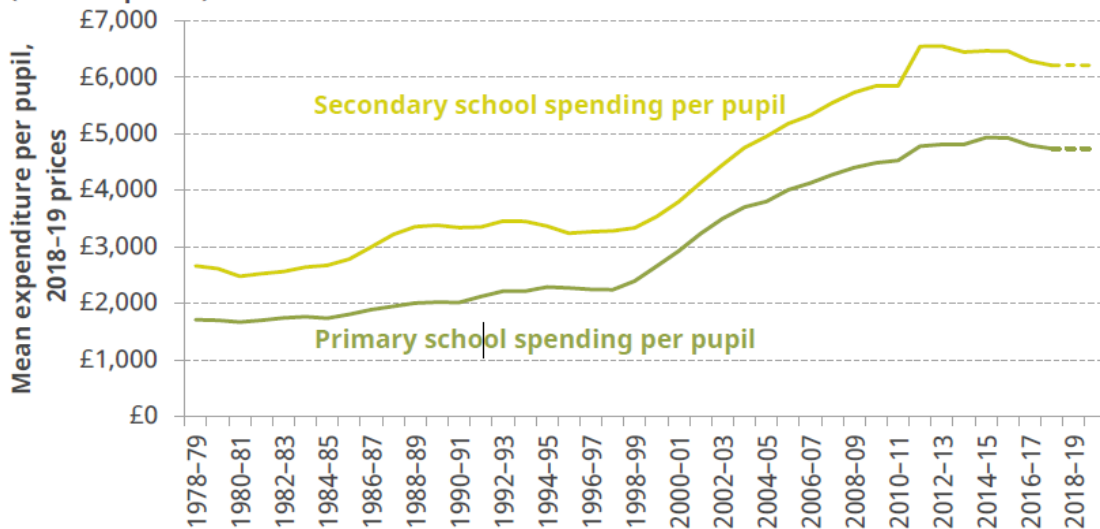
Region	Total 2016-17 baseline for the schools block	TOTAL PUPILS	Funding per pupil
England total			
EAST MIDLANDS	£2,615,183,396	607,344	£4,310.00
EAST OF ENGLAND	£3,437,420,271	795,560	£4,320.00
INNER LONDON	£2,186,303,114	372,341	£5,870.00
NORTH EAST	£1,495,218,115	328,817	£4,550.00
NORTH WEST	£4,359,396,754	960,908	£4,540.00
OUTER LONDON	£3,429,015,990	715,608	£4,790.00
SOUTH EAST	£4,692,363,320	1,119,790	£4,190.00
SOUTH WEST	£2,801,514,727	660,815	£4,240.00
WEST MIDLANDS	£3,554,440,947	784,760	£4,530.00
YORKSHIRE AND THE HUMBER	£3,201,028,099	719,527	£4,450.00
TOTAL	£31,771,884,733	7,065,470	£4,500.00

Figure 1.1. UK education spending (2018–19 prices)



Source: HM Treasury, *Public Expenditure Statistical Analyses 2018*; previous PESAs; Office for National Statistics, *Blue Book*; HM Treasury deflators, March 2018 (<https://www.gov.uk/government/statistics/gdp-deflators-at-market-prices-and-money-gdp-march-2018-quarterly-national-accounts>).

Figure 3.1. Spending per pupil in primary and secondary schools, actual and plans (2018–19 prices)



Note: Figures based on actual policy up to 2017–18 and policy announcements (dashed lines) up to 2019–20.

Source: See chapter 3 and figure 4.1 in Belfield and Sibieta (2016) for sources up to 2014–15. Figures for 2015–16 to 2019–20 nowcasted and projected based on final Dedicated Schools Grant allocations and Pupil Premium allocations: 2015–16 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2015-to-2016>), 2016–17 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2016-to-2017>), 2017–18 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2017-to-2018>), 2018–19 (<https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2018-to-2019>) and 2019–20 (<https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2019-to-2020>); Pupil Premium allocations taken from Kelly et al. (2018). Figures for 2019–20 also account for additional teachers' pay grant (<https://www.gov.uk/government/news/government-to-fund-pay-rise-for-teachers>). HM Treasury deflators, March 2018 (<https://www.gov.uk/government/statistics/gdp-deflators-at-market-prices-and-money-gdp-march-2018-quarterly-national-accounts>).

Curriculum and assessment

- 4.15 The national curriculum, introduced in 1988 has been reviewed several times and there have also been changes to the early years' curriculum during this time.
- 4.16 Since 2011, major revisions to the content of all national curriculum subjects have been implemented. The new and more demanding expectations have been followed by changes to assessment arrangements at the end of early years foundation stage (EYFS) in 2013 in 2012 for Y1, in 2016 for Key Stages 1 and 2 and in 2017 and 2018 for Key Stages 4-5.

5 Influential factors – Leeds, a challenging and changing context

- 5.1 Leeds is a vibrant, diverse and growing city, the second largest metropolitan authority in the country. The 2011 census showed that Leeds has a population of 751,500 living in 320,600 households, with over 170 different languages spoken. The latest population estimates for Leeds (mid-2017 data, from the Office for National Statistics) are 784,846, a rise of just over four per cent from the 2011 census. This growth is now affecting secondary school provision and will in the coming decade impact on all young people focused services.
- 5.2 The growth has also been concentrated, although not exclusively, in Leeds's poorer communities, especially in areas considered to be in the most deprived nationally. Many families are living in hugely overcrowded conditions and in addition to the impact on health and wellbeing, there are limited opportunities for children and young people to access quiet spaces, books and other learning materials at home to complete their homework.
- 5.3 Children in the 10% most deprived areas are ten times more likely to be in care or subject to a child protection plan than their peers living in the 10% most affluent areas. The rising diversity impact will be complicated and notably some of the largest population rises are in ethnicities over-represented in the care cohort.
- 5.4 In the most deprived areas of Leeds, one in fifty children is in care or is subject to a child protection plan. On average, a school class in these areas will have two children with whom social care has an open case.

5.5 U18 Population change in Leeds and England from 2012-2017:

	Mid 2012	Mid 2013	Mid 2014	Mid 2015	Mid 2016	Mid 2017
U18 population Leeds	156,825	158,573	160,470	162,598	164,806	166,286
% increase	-	(+1.1%)	(+1.2%)	(+1.3%)	(+1.4%)	(+0.9%)
U18 population England	11,423,310	11,506,451	11,591,701	11,677,856	11,785,277	11,866,957
% increase	-	(+0.7)	(+0.7)	(+0.7)	(+0.9)	(+0.7)

5.6 The under-18 population in Leeds continues to rise at a faster rate than nationally. It is projected to grow by 10.3% by 2026, with the 11-17 population projected to grow by 25.4% across the same period.

5.7 The January 2018 school census showed the following information about the school population:

- 122,750 children and young people are attending Leeds state-funded schools. 75,485 in primary phase; 45,880 in secondary phase; and 1,385 in special schools.
- 35.4% of primary pupils and 31.3% of secondary pupils are from black and minority ethnic backgrounds.
- 22.1% of primary pupils and 16.5% of secondary pupils have English as an additional language.
- 15.8% of primary pupils and 14.5% of secondary pupils are entitled to free school meals.
- Free school meals uptake was 80.8% (primary: 82.9 %; secondary: 75.9 %).
- Universal infant free school meals uptake is 90.5%
- 541 (0.8%) primary pupils and 472 (1.2%) secondary pupils have a statement of special educational needs or an education health and care plan (reception to year 11).

- 9,613 (14.0%) primary pupils and 4,091 (10.3%) secondary pupils are on special educational needs support (reception to year 11).
- In 2017, 35,039 pupils were eligible for pupil premium.

5.8 There is now an overwhelming body of empirical research that links poverty, deprivation social class and parental educational achievement to the education outcomes of children and young people. The linkage is so strong that these factors are considered to significantly outweigh any other factor in determining the likely success of any child. They are much stronger, for example, than the influence of a good teacher or a good school. In fact the longer a child spends in poverty and the greater the depth of that poverty the greater the negative impact this will have on their educational achievement. In looking at the standards of attainment both nationally and in Leeds in recent years this is very clearly borne out. Children living in poverty and deprivation are more likely to attain lower grades and make less progress in education than their better off peers.

5.9 The 3As (Attainment, Achievement and Attendance) strategy is based upon sound research and learning the lessons of what has worked and not worked in Leeds and other cities. It identifies that the key cause of underachievement is poverty and disadvantage. In order to address this the 3As strategy has established core principles of targeting disadvantaged and vulnerable learners, by ensuring that schools; adopt restorative practices, implement quality first teaching, develop and maintain broad balanced curricula for all children and work together in providing cohesive support to disadvantaged learners that will benefit the city's families, communities and economy.

6 Position at launch of Child Friendly Leeds in 2011

6.1 The 2011 census showed:

- An increase in the proportion of households with a lone parent, 10.9%, up from 9.8% in 2001
- A significant increase in the number of residents that were born overseas; more than half of the 86,000 had arrived in the last ten years.

- 23.5% (31,135) of children under 16, and 22.7% (35,145) of all children, experienced child poverty (households earning less than 60 per cent of median income).
- 22% of Leeds' local super output areas (LSOAs) were in the most deprived
- 10% nationally (105 of 476). 164,000 of people in Leeds live in the areas that were ranked amongst the most deprived 10% nationally.
- 29% of children aged 0-15 lived in the most deprived LSOAs in the city, well above the proportion for the whole population (22%).
- Leeds results are improving over time but not always as fast as other areas.
- Attainment gaps for disadvantaged pupils in Leeds are wider than the same gaps nationally: non-disadvantaged pupils in Leeds do as well than their peers nationally.

7 Current position (2018)

7.1 Outcomes

7.2 Accepting that substantial changes have taken place in curriculum and assessment at all key stages since 2011, limiting the amount of directly comparable data, some significant positive improvements can nonetheless be seen. See appendix 1 for a breakdown of KS2 attainment by pupil group.

	Leeds data – EY, Y1, KS2		
	2016	2017	2018 (provisional)
Early Years (percentage of children reaching a Good Level of Development)	62.5%	64.8%	65.6%
Phonics Y1 (working at expectations)	76.8%	77.4%	79.2%
KS2 assessment (percentage reaching expected standard in reading, writing and maths)	46.9%	55.1%	59.6%

	Leeds data – KS4, KS5	
	2011	2016/17
Proportion of students gaining five good GCSEs including English and Maths	53.1%	
Proportion of students gaining five good passes in any GCSE subject	80.8%	
Progress 8		+0.07
Attainment 8 (average per pupil)		45.1
Percentage of pupils achieving a strong pass in English and Maths		39.3%
Percentage of pupils achieving a standard pass in English and Maths		60.5%
Level 3 qualifications at 19	49.6%	

7.3 *Ofsted inspections*

7.4 Early years settings

7.5 Leeds offers a very broad range of early years' provision across the city. There are currently over 1450 early years' settings which include 236 day nurseries/playgroups, 35 children's centre daycare settings, 828 childminders and 129 school nurseries.

7.6 The vast majority of children in Leeds receive their early years' education in childcare on non-domestic premises or with childminders; this means that most early years children in Leeds attend a setting which is Ofsted rated as good or outstanding. This demonstrates a strong pattern of improvement since 2014.

Early Years Provision Type	Leeds September 2013	Leeds September 2014	Leeds September 2015	Leeds September 2016	Leeds September 2017	National September 2017
Childcare non-domestic premises	77%	87%	93%	95%	97%	95%
Childminders	70%	81%	87%	94%	99%	89%

7.7 The Ofsted outcomes for primary and secondary between 2011/12 and 2016/17 are as follows:

Ofsted stats – percentage of schools rated ‘good’ or ‘outstanding’		
2011/2012	Primary	71% of schools rated good or outstanding
	Secondary	67% of schools rated good (0 outstanding)
2016/2017	Primary	91% of schools rated good or better
	Secondary	70% of students attend a good or outstanding school

7.8 *Attendance*

7.9 Leeds is committed to achieving consistently good school attendance. Whilst the final figures are not yet available for 2018, there has been clear progress in attendance rates since 2010/11 when primary and secondary school figures were 94.80% and 92.37% respectively. In 2016/17, the rate reached 96.2% and 94.3%. This now places Leeds in the top quartile of local authorities for both primary and secondary school attendance. In real terms this equates to an increase of more than 400,000 schools days.

8 Actions taken

8.1 In 2011, schools and settings were organised into three city areas, mainly aligned with Cluster teams and services worked with a group of advisers under

an area lead, accountable to Heads of Primary and Secondary, a Head of Learning Improvement and an Assistant Director for Learning, Skills and Universal Services.

- 8.2 The universal offer to schools was largely free at the point of contact and followed a similar pattern of contacts for all maintained schools whereby an individual adviser allocation was made. Contact typically involved termly visits to focus on aspects of leadership, teaching and learning. Those schools deemed most vulnerable were allocated some additional resource either through access to particular courses or specific consultancy e.g. subject, age-phase or that related to pupil groups. There was no secure precedent for work with other teams such as Virtual School and SENIT.
- 8.3 Service structures and related staffing changes since 2011 have effectively resulted in incrementally diminished resource and at the same time further increased challenging financial targets set for traded services work in Learning Improvement. The resultant dynamic between schools, settings and the local authority has changed considerably.
- 8.4 Together with the impact of the changing educational landscape, the organisational developments within LCC Children's Services and Children and Families Services necessitated a review of the Learning Improvement Strategy in 2015. Contact proportionate to need has been more clearly specified and an increased brokerage and use of system leaders and Teaching Schools alongside the local authority has been secured to target schools for improvement.
- 8.5 Since 2011, there have been stronger communications and closer alignment of services, and therefore better overall service delivery for our children and young people. The city's unique position of working in Clusters offers opportunities for multi-agency working and support. An example of this is the allocation of attendance officers to Clusters to work directly in localities. This has had positive impact as demonstrated above.
- 8.6 The establishment of the Virtual School has supported the teams work together to ensure that children looked after (CLA) and care leavers fulfil their potential at all stages of their learning journey so that they can go on to be successful in

higher education, apprenticeships and employment. In May 2018, the communication and alignment of services was further supported through the reshaping of Children and Families services, with the inclusion team becoming a more direct part of Learning Improvement, with the appointment of a Learning Inclusion Lead. In Leeds, the provision for pupils with SEND reflects the view that children and young people should be able to receive the provision they need at a level, and in a setting, which is appropriate to their individual needs.

9 Future commitments

- 9.1 Against this backdrop of rapid and complex change, the overall outcomes for children and young people have improved. Whilst we have continued to close gaps with national, there remain significant challenges to closing gaps for children and young people who are disadvantaged or vulnerable through learning or disability and those looked after, with other children and young people.
- 9.2 We are committed to continuing to improve outcomes for all of our children and young people in Leeds. The key drivers for this will be the revised CYPP, the developing 3As Strategy, and the Learning Improvement Policy.
- 9.3 The refresh of the 2015 Children and Young People's Plan for 2018-23 expands on our obsession relating to improving school attendance. This now also includes attainment and achievement. The plan makes a commitment to placing a disproportionate focus on learning and readiness for learning so that we narrow the gap and enable all children and young people to realise their potential.
- 9.4 We will continue to provide high quality bespoke support and challenge to schools and settings, based on the Learning Improvement strategies to secure further improvements, ensuring the right balance of core/traded offer to ensure focus on identified priorities and key areas for development.
- 9.5 We will undertake more detailed analyses of schools where disadvantaged pupils make good progress to understand the key drivers for this and identify approaches to support other schools in narrowing the gap for disadvantaged pupils.

- 9.6 We will consider approaches to 'poverty proofing the school day' as taken in Manchester and the North East and develop an audit toolkit for use in Leeds schools.
- 9.7 Continuing to promote better peer support with Leeds schools. This will include closer partnership working through learning alliances, families of schools, Teaching Schools and Mathematics Hubs Supporting schools, encouraging settings to share good practice. At secondary, the Leading Learning Partnership (LLP), through its 13 termly subject networks, senior leader briefings and other focused training events, will continue to provide high quality support for school leaders.
- 9.8 Further develop leadership skills across the education sector to build capacity, and ensure improvements are driven forward. Through strong alignment of Governor Services and Learning improvement, ensure that governance is consistently good or better through development opportunities and shared consistent messaging.
- 9.9 A particular focus is the development of oracy and oral literacy across all phases so that pupils, and particularly EAL pupils, have the tools to access learning across a range of subjects.
- 9.10 Focus on closing the attainment gap between vulnerable learners and their peers. This will involve further development and communication of the 'Advantaging the Disadvantaged' work designed to raise the achievement of disadvantaged groups and sharing the 'Breaking Down Barriers' directory developed by Learning Improvement Colleagues in conjunction with schools. In addition, we will continue to work with school settings and children's centres through Clusters and RES Teams to promote the 3As through more joined up working with vulnerable learners and their families.

10 Corporate Considerations

10.1 Consultation and Engagement

- 10.1.1 In Leeds, we acknowledge that schools are more than just learning places and are also a gateway to being a child friendly city. When the city asks: 'what is it like for a child to grow up in Leeds?' a large proportion of the answer is based in the work that schools do in our communities. Through schools, the local authority has access to every child, young person and family in the city.
- 10.1.2 This report has been produced as a result of the continuous consultation and engagement with our key partners, including schools and settings across the city.

10.2 Equality and Diversity / Cohesion and Integration

- 10.2.1 Information within the report and appendices details the challenges of improving equality and diversity in the context of increasing pressures on the system. The Best City for Learning and the Annual Standards Report provide specific information on the priorities and objectives in relation to equality and diversity in Leeds.

10.3 Council policies and Best Council Plan

- 10.3.1 This report highlights the challenges to delivering the outcomes and priorities as defined in The Best City for Learning 2016-2020, The Best Council Plan 2013-2017, The Children and Young People's Plan 2018-23, The Best Start in Life Strategy, Child Friendly Leeds and the Leeds SEND Strategy 2014-17.

10.4 Resources and value for money

- 10.4.1 The level of investment in children and young people is considerable. The need to continue to improve learning and education across Leeds means that this must remain a high priority when allocating resources. The potential challenges outlined in this report only serve to sharpen the necessity of this investment to ensure that we continue to improve the lives and outcomes for all our children and young people.

10.5 Legal Implications, Access to Information and Call In

- 10.5.1 This report is not subject to Call in.

10.6 Risk Management

- 10.6.1 Risk is managed through a variety of groups, depending on the topic of consideration. These include, but are not limited to: Children and Families Trust Board, Children's Services Leadership Team, Vulnerable Learners, Complex Needs Board, Schools Forum, Dedicated Schools Grant Board, Basic Need, Learning Improvement Leadership Team, Future in Mind Programme Board.

11 Conclusions

- 11.1 Since 2011, there have been significant changes to education, the impact of which are faced by children and young people, schools and local authorities. These changes have increased the accountability, competition and pressures faced by schools and local authorities, whilst simultaneously reducing the funding, raising teacher workloads, and increasing the restrictions in the ability for schools and local authorities to work together to mitigate these risks. Demographic changes are placing further pressure on a system that is already struggling with teacher shortages, curriculum changes and accountability and assessment stress.
- 11.2 Within this context, schools, teachers, local authority staff, and all those who work with children and young people are working hard to make a difference to the lives of children and young people, support them and their families throughout their journeys and make savings without having a pejorative impact on children. National policy changes, however, make this ambition challenging.
- 11.3 Despite these challenges, we are working with all partners to build on the education system within the city to ensure that it is equitable and fair. We need all schools to be strong, capable and resilient; able to cope with the changes that are a feature of education. There are also opportunities for Leeds. We are creating stronger alliances within the city, focusing on Leadership and Management / Teaching and Learning and we are working restoratively with schools to mature those relationships. If we can support schools to move forward securely within a distinctive community of learning, this will enable us to have a greater citywide influence with schools, families and young people.

12 Recommendations

12.1 Scrutiny Board is recommended to:

1. Recognise the improvements that have been made to children and young people's outcomes 2011-18 in a challenging context.
2. Endorse, as appropriate, the actions taken by Children and Families to bring about these improvements.
3. Support the service in placing a disproportionate focus on learning and readiness for learning in order to enable more rapid improvements.

13 Background documents ¹

13.1 None

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

Appendix 1 – 2010/11, 2016/17 and 2018 (provisional) KS2 attainment data by pupil group

Please note that data is not directly comparable due to changes in assessment and curriculum.

Free school meal (FSM) eligibility

Percentage of Leeds pupils attaining level 4+ in English and Maths

		2010/11	
		Eligibility	Percentage
English and Maths	Non eligible	78	-24
	Eligible	54	

Percentage of Leeds pupils reaching expected standards in reading, writing and maths

		2016/17	
		Eligibility	Percentage
RWM	Non eligible	61	-28
	Eligible	33	

The 2018 provisional data for FSM eligible pupils reaching expected standards in reading, writing and maths is 44%.

Special Educational Needs (SEN)

Percentage of Leeds pupils attaining level 4+ in English and Maths

		2010/11	
		SEN	Percentage
English and Maths	No identified SEN		85
	Action		37
	Action +		30
	Statement		12

Percentage of Leeds pupils reaching the expected standard in reading, writing and maths

		2016/17	
		SEN	Percentage
RWM	No identified SEN		N/A
	SEN Support		16
	EHC Plan or SEN with a statement		7

The 2018 provisional data for SEN pupils reaching expected standards in reading, writing and maths is 16.7%.

English as an Additional Language (EAL)

Percentage of Leeds pupils attaining level 4+ in English and Maths

		2010/11		
		Language	Percentage	Gap
English and Maths	Non EAL		74	-9
	EAL		65	

Percentage of Leeds pupils reaching the expected standard in reading, writing and maths

		2016/17		
		Language	Percentage	Gap
RWM	Non EAL		58	-10
	EAL		48	

The 2018 provisional data for EAL pupils reaching expected standards in reading, writing and maths is 49.4%.

Ethnicity

Percentage of Leeds pupils attaining level 4+ in English and Maths

		2010/11	
		Ethnicity	Percentage
English and Maths	White		74
	Mixed		72
	Asian		69
	Black		60
	Chinese		66

Percentage of Leeds pupils reaching the expected standard in reading, writing and maths

		2016/17	
		Ethnicity	Percentage
RWM	White		57
	Mixed		53
	Asian		53
	Black		49
	Chinese		79

The 2018 provisional data for BME pupils reaching expected standards in reading, writing and maths is 55.3%.



Report author: Sue Rumbold and
 Angela Brogden
 Tel: 0113 37 83573

Report of the Head of Governance and Scrutiny Support & Director of Children and Families

Report to Scrutiny Board (Children and Families)

Date: 24th October 2018

Subject: Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds – Tracking of scrutiny recommendations and progress made following the SEND Ofsted inspection February 2017

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

Summary of main issues

1. This report sets out the progress made in responding to the recommendations arising from the Scrutiny inquiry 'Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds'.
2. Scrutiny Boards are encouraged to clearly identify desired outcomes linked to their recommendations to show the added value Scrutiny brings. As such, it is important for the Scrutiny Board to also consider whether its recommendations are still relevant in terms of achieving the associated desired outcomes.
3. The Scrutiny recommendation tracking system allows the Scrutiny Board to consider the position status of its recommendations in terms of their on-going relevance and the progress made in implementing the recommendations based on a standard set of criteria. The Board will then be able to take further action as appropriate.
4. From 5 to 9 December 2016, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Leeds to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. The findings from the inspection, including some areas

of strength and areas for further improvement was published in a joint letter to the Director of Children's Services and the Chief Officers of the Leeds CCGs 9 February 2017.

Recommendations

5. With regard to the Scrutiny Inquiry, the Board is requested to:
 - Agree those recommendations which no longer require monitoring;
 - Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.

6. With regard to the Ofsted / CQC inspection, the Board is requested to:
 - Note the progress in the areas for improvement as identified in the Area SEND Ofsted / CQC Inspection outcome letter and make any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.

1 Purpose of this report

- 1.1 This report sets out the progress made in responding to the recommendations arising from the Scrutiny inquiry into Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds.
- 1.2 Appendix 3 of this report sets out the specific areas for improvement as identified in the Area SEND Ofsted / CQC Inspection outcome letter and details of progress made to-date.

2 Background information

- 2.1 At the meeting on 18th June 2015 the Scrutiny Board (Children's Services) resolved to undertake an inquiry to look at how Government and Corporate priorities are making a difference for young people with SEND, with a particular focus on how young people are supported to achieve their aspirations and also prepare for adulthood.
- 2.2 The Board concluded that the purpose of the inquiry would be to make an assessment of and, where appropriate, make recommendations on the following areas:
 - The voice of the child and their family and the extent to which children, young people and their families feel informed and involved in decisions affecting their lives particularly in preparing for adulthood.
 - Learning and achievement from year 9 onwards. Education settings and the educational pathways available to generate opportunities for children and young people to obtain skills for life and/or qualifications.
 - Promoting good school attendance.
 - Increasing the number of SEND young people in education, employment or training
 - Preparation for adulthood and transition support.
- 2.3 The inquiry was conducted between September 2015 and February 2016. Visits to five educational settings were conducted between January 2016 and April 2016 to speak to education professionals, young people and carers.
- 2.4 The Scrutiny Boards report 'Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds' was published on 23rd February 2017. This detailed the Scrutiny Board's findings and recommendations. In March 2017, the Scrutiny Board received a formal response to the recommendations arising from this review and then received a further tracking report in September 2017. At that stage, the Scrutiny Board agreed that 4 out of the 11 recommendations had been fully implemented and no longer required tracking.
- 2.5 From 5 to 9 December 2016, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Leeds to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. The findings from the inspection, including areas of strength and areas for further improvement was published in a joint letter to the

Director of Children's Services and the Chief Officers of the Leeds CCGs 9 February 2017.

3 Main issues

- 3.1 Scrutiny Boards are encouraged to clearly identify desired outcomes linked to their recommendations to show the added value Scrutiny brings. As such, it is important for the Scrutiny Board to also consider whether its recommendations are still relevant in terms of achieving the associated desired outcomes.
- 3.2 The Scrutiny recommendation tracking system allows the Scrutiny Board to consider the position status of its recommendations in terms of their on-going relevance and the progress made in implementing the recommendations based on a standard set of criteria. The Board will then be able to take further action as appropriate.
- 3.3 This standard set of criteria is presented in the form of a flow chart at Appendix 1. The questions in the flow chart should help to decide whether a recommendation has been completed, and if not whether further action is required. Details of progress against each recommendation are set out within the table at Appendix 2.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 Where internal or external consultation processes have been undertaken with regard to responding to the Scrutiny Board's recommendations, details of any such consultation will be referenced against the relevant recommendation within the table at Appendix 2.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 Where consideration has been given to the impact on equality areas, as defined in the Council's Equality and Diversity Scheme, this will be referenced against the relevant recommendation within the table at Appendix 2.

4.3 Council Policies and Best Council Plan

- 4.3.1 The inquiry supports the ambition to be a Child Friendly City by 2030. The methodology for delivering this vision is outlined in The Children and Young People's Plan (CYPP) 2018-2021. The inquiry also supported some of the best council objectives and priorities as defined in the Best Council plan for 2015 to 2020 (as at February 2017)

- Improving educational achievement and closing achievement gaps
- Providing skills programmes and employment support
- Improving school attendance
- Reducing the percentage of young people NEET

4.4 Resources and Value for Money

4.4.1 Details of any significant resource and financial implications linked to the Scrutiny recommendations will be referenced against the relevant recommendation within the table at Appendix 2.

4.5 Legal Implications, Access to Information and Call In

4.5.1 This report does not contain any exempt or confidential information.

4.6 Risk Management

4.6.1 This section is not relevant to this report.

5 Recommendations

5.1 With regard to the Scrutiny Inquiry, the Board is requested to:

- Agree those recommendations which no longer require monitoring;
- Identify any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.

5.2 With regard to the Ofsted / CQC inspection, the board is requested to:

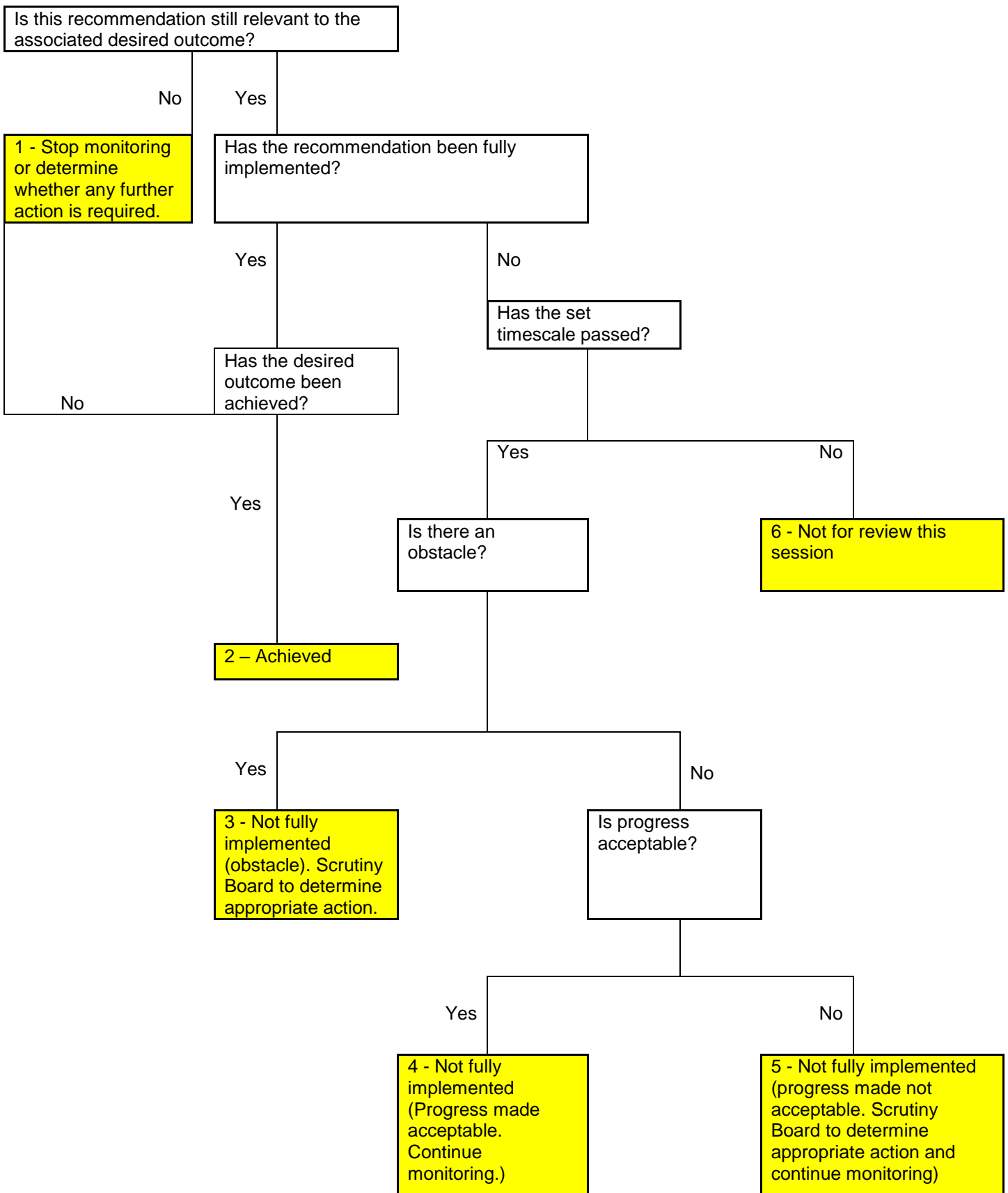
- Note the progress in the areas for improvement as identified in the Area SEND Ofsted / CQC Inspection outcome letter and make any recommendations where progress is unsatisfactory and determine the action the Board wishes to take as a result.

6 Background documents¹

6.1 None

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

Recommendation tracking flowchart and classifications:
Questions to be considered by Scrutiny Boards



Position Status Categories

- 1 - Stop monitoring or determine whether any further action is required
- 2 - Achieved
- 3 - Not fully implemented (Obstacle)
- 4 - Not fully implemented (Progress made acceptable. Continue monitoring)
- 5 - Not fully implemented (Progress made not acceptable. Continue monitoring)
- 6 - Not for review this session

Desired Outcome - To improve the support provided to children and young people with Special Educational Needs and Disability (SEND) by improving the quality and timeliness of EHC plans.

Recommendation 1 – That the Director of Children’s services works collaboratively with all organisations involved in the provision or conversion of EHC plans to review quality assurance and ensure measures are in place to deliver complete, detailed and individual EHC plans in a timely manner.

Formal response: The Director of Children’s Services accepts this recommendation and is pleased to provide the following update. EHC plans issued from new assessments are carried out in a timely manner with approx. 90% finalised within 20 weeks.

With regard to the transfer of statements of SEN to EHC plans, Leeds was ambitious about setting a schedule to complete the overall conversion work and This was co-produced with our families and partners and had to fit in with the timeframe imposed by central government.

Leeds LA is pleased that we have together as a local area achieved over 65% of the overall conversions required to be completed by April 2018. If those that have already been drafted and are awaiting finalisation are added, this number increases to nearly three quarters conversions nearly completed, with a year left to go until the overall deadline of April 2018.

Conversion meetings are held in a person-centred way, focusing on the child and young person’s outcomes and with the consideration of whether advice contributing to the review is recent and relevant and whether further information is needed as part of the transfer process. Parents are waiting on average approximately 24 weeks to receive a draft plan and this is not good enough. Efforts to improve this are ongoing, as is the focus on quality. To further improve quality, all draft EHC plans are moderated by a senior officer as well as a termly EHC moderation meeting which includes partners from health and social care and which takes an in-depth look at the advice contributing to EHC plans from both conversion and new assessments.

We continue to improve the EHC plan process by working with partner agencies. This includes:

- The Designated Clinical Officer (DCO) from Leeds Community Healthcare to continue to work with the SEN team to help align and streamline processes, review the quality of health advice in section C of the EHC plan and reviewing the attendance of health professionals at key meetings
- Colleagues in the Transitions Team, Adult Social Care to work together with the SEN team to develop and strengthen the care elements in section D of the EHC plan and the corresponding provision in the EHC plan to support our young people in preparing for

adulthood

- Work to better align short breaks provision to the EHC plan review process

This work supports the journey towards achieving consistent, high quality advice from our partner agencies; gives a holistic picture of the child / young person and fully identifies their needs and desired outcomes.

Position reported in September 2017:

As of 20 July there are 305 conversions that require drafting into an EHC plan. This is roughly in line with the original planned timeline. There is a plan in place so that key year groups and cohorts of children are prioritised accordingly, leading to minimised risk of impact for the individual child / family. Reporting of conversions undertaken is reported to the DfE every month via the Transfer Reviews Data Collection.

ACTION 1

- The remaining 305 EHC plans will be evenly distributed to each officer in the casework team (including managers) using a project-style task and finish approach. The projected numbers allow for contingency planning to meet any staffing changes or urgent other work
- There will be a focus on completing draft conversions over the summer
- At 31 Aug any draft conversions awaiting finalisation will be completed in Sept /Oct 2017
- Oct 2017 onwards the Casework Team will continue with next year's phase transfers and any review back log – this will return the service back to a good baseline by April 2018.

ACTION 2

As an additional step, Special Educational Needs Statutory Assessment and Provision (SENSAP) will contact school Special Educational Needs Co-Ordinators (SENCOs) directly in the Autumn term, to ensure that all children and young people from the early waves of transfer and any additional children who may have moved into the city have all be accounted for and that no Statements of SEN remain in the system.

Please note that this recommendation is consistent with SEND Inspection **Outcome 1.2 - EHC plan conversions** and the actions are the same.

Current Position:

EHC plans issued from new assessments are carried out in a timely manner with 96.6% finalised within 20 weeks (SEN2 2017). With regard to the transfer of statements of SEN to EHC plans, Leeds local authority is pleased that we have, together as a local area, achieved 100% of the conversions required to be completed by April 2018.

On the 10th of May 2018, Steve Walker received a letter from Nadhim Zahawi MP, the Parliamentary Under-Secretary of State for Children and Families confirming that we successfully completed all transfer reviews by the statutory deadline.

In recognition of our position as leaders in the process and effective use of technology, Leeds has been asked by the DfE to support other local authorities.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To be able to utilise information provided by children and young people to identify issues, problems or barriers faced by a particular group, including those with SEND.

Recommendation 2 – That the Director of Children’s Services ensures that monitoring information is incorporated in future children and young people surveys, facilitated or supported by Leeds City Council to enable the analysis of responses from groups including children and young people with SEND.

Formal response: The Director of Children’s Services accepts this recommendation and is pleased to advise that disability monitoring information was included for the first time in the 2015 /16 My health My School (MHMS) survey. Question 5 specifically asks ‘*Do you have or do you consider yourself to have, a disability?*’ The definition provided for children and young people in the survey is “*A physical or mental condition that has a ‘long term’ negative effect on your ability to do normal daily activities*”. The Health and Wellbeing Service consulted with colleagues from a range of teams and services before identifying the final question and definition. 9013 children and young people completed the survey; 255 primary school children and 274 secondary school young people answered yes to this monitoring question.

The Health and Wellbeing Service (HWS) is able to extract information from the 2015/16 survey results filtered for disability that pupil /students self-report. The next step will be to agree which questions to prioritise and analyse further. A summary report of key findings will be provided to the Complex Needs Partnership Board (CNPB) on 21 June 2017 and next steps agreed.

The HWS is currently in the progress of developing a tailored SEND version of the MHMS survey, so that in time, there will be a more detailed response. The HWS are attending the next Special Inclusive Learning Centre (SILC) cluster partnership meeting to discuss a SILC version of the survey, pulling together a working group from SILCs. An update on progress will be provided to CNPB on 21 June 2017.

Position reported in September 2017:

18 questions from the Universal My Health, My School Survey 2016 were identified for further analysis. The Health and Wellbeing Service developed a summary report which highlighted the different responses between children and young people who identified themselves as having a disability with those who didn’t.

The Health and Wellbeing Service presented the report at the Complex Needs Partnership Board 21 June. Board members were really positive that the data was available for the first time. Discussion focused on questions relating to children and young people’s emotional health and wellbeing/ social emotional mental health. For example responses indicated that a higher percentage of children and young people with disabilities felt sad, angry and stressed every day in comparison to children and young people who didn’t identify themselves to have a disability.

The HWS have worked in partnership with the SILCs to develop a SILC MHMS Survey. The survey was presented at the Complex Needs Partnership Board Meeting on 21st June 2017. The board welcomed the development of the SILC Survey. Fewer questions were included in the SILC MHMS Survey and the wording and structure of some questions had been changed to make it more accessible to children and young people with SEND. It was identified at the meeting that some of the questions prioritised for further analysis from the Universal MHMS survey were not included in the SILC MHMS survey - including questions relating to children and young people’s emotional health and wellbeing/ social emotional mental health.

Discussion will take place at the next SILC development meeting 19 September 2017 to discuss whether the questions can be included in the SILC My Health, My School Survey.

Current Position:

Since the initial introduction, in the 2015/16 My Health My School (MHMS) survey, of disability monitoring questions, developed collaboratively with colleagues from a range of council services this information has been collected in each of the subsequent two years i.e. 2016-17 and 2017-18 providing a total of three years' worth of data. The MHMS survey question 5 specifically asks the following:

Q5. Do you have, or do you consider yourself to have, a disability?

Percentage	Primary			Secondary		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Yes	5%	5%	6%	7%	8%	9%
No	95%	95%	94%	93%	92%	91%

The definition of 'disability' provided in the survey is: "A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Impairment is a problem in body function or structure which may cause someone to find it difficult to complete a task or action such as feed or dress themselves".

As well as being used at a school level, the survey findings on disability monitoring previously reported at Complex Needs Partnership Board (CNPB) will be reported to the Learning Inclusion Service.

Regarding the development of the tailored MHMS SILC survey this was discussed at last September's SILC development meeting following which a revision of the question set was supported and subsequently implemented to produce a final draft (18th October).

The draft SILC survey was ready for a live pilot using the council's survey tool with Leeds SILC's from Spring 2018 onwards. However, as the original MHMS survey was also being reviewed in preparation for the new academic year 2018-19 the decision was taken to align the SILC survey and the new post-16 survey also being newly introduced this year. The SILC survey was tested with pupils from the East SILC in July 2018 for both readability and to ensure appropriate accessible content for SILC pupils. The final SILC survey will be ready and online for the Autumn term along with other MHMS surveys.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To improve parental engagement and collaboration in order to expand their voice and influence in the education, health and care of their child.

Recommendation 3 – That the Director of Children’s Services collaborates with the SILC cluster to explore how parental engagement can be improved across all the SILC’s in the Leeds area to expand parental voice and influence.

Formal response: The Director of Children’s Services accepts this recommendation. The Director is pleased to report the following in support of the recommendation:

- The Targeted Services Lead (TSL) for the SILC Cluster is in post
- A senior manager from the Complex Needs service has been named and will provide the lead on parental engagement

There are opportunities for developing parent / carer involvement with the Leeds SILCs with support from the Voice and Influence (VIC) team. The VIC team has proposed that SILCs identify a Voice and Influence Lead staff member for parent / carer voice in their SILC. The SILC Voice and Influence Lead staff members of parent / carer voice in each of the SILCs could then be invited to join the VIC network and regularly receive citywide opportunities to share with parents / carers but also information and guidance to support them in their role.

The VIC team and the designated Complex Needs Service Lead (as above) will meet with the SILC VIC Leads staff members as a group. This will be to agree what their role will involve, how they will work together, support each other, share good practice / challenges and contribute to the voice and influence report card. The report card is shared with decision makers in the city every six months.

The VIC team will be coordinating a month of workshops promoting the voice and influence of parents and carers in October 2017. Potentially the SILC VIC leads could facilitate the participation of parents / carers (from the SILCs) in a SILC cluster meeting in October. This would enable them to join the discussion and identify any actions that the cluster and senior leaders could support with.

It would be helpful for the SILC cluster to identify an example of good practice from one of the SILCs about how they effectively involved parents / carers in decision making processes in school. The source of the example could come from a consultation, parent survey, parent voice group, parents on interview panels, parents working with staff to review policies etc.

EPIC Leeds is the Parent Participation forum for parents / carers and families of disabled children and young people with additional needs in Leeds. The forum aims to empower parents / carers and families to work in partnership with services, organisations and professionals in the area. EPIC Leeds members are currently attending the SILCs to make themselves known to parents / carers, supporting and encouraging them to become involved in having a voice.

Position reported in September 2017:

Each of the five generic SILCs have provide a named Parent Carer Champion (PCC).

The Complex Needs VIC Lead along with the PCCs have agreed to hold coffee mornings for parents /carers in the SILCS. The coffee mornings will provide the opportunity to listen to feedback and respond to any issues raised and they will start in the autumn term 2017. The approach of a ‘parent support drop in’ was successfully tested at Morley Newlands

(mainstream primary school).

The longer term aspiration is to widen this initiative out to partnership and resourced provisions and then mainstream schools.

Putting this initiative into a wider context: The role of the Complex Needs VIC Lead includes the following actions:

- To develop communication tools to enable the Complex Needs service to be able to share information and planned events directly with parents and carers
- To develop communication tools to enable parents and carers to share any ideas, issues or concerns about services they access with the local authority, online or in person at events
- For the council to work in partnership with parents and carers
- Provide an a six monthly update report to Children's Trust Board
- To provide a headline news document to share with heads of service

Links have already been established with Carers Leeds, Leeds SEND Information Advice Support Service (SENDIASS), Family Fund and EPIC Leeds. The Complex Needs VIC Lead will continue to meet with other key agencies to develop good practice approaches on parental involvement.

The Complex Needs service is working with colleagues from the local authority, health and the SILCs and other specialist schools and colleges across the city to develop the post 16 offer. The coffee morning sessions will be used to make contact with groups such as the West SILC Post 16 parents group to share plans and seek views, ideas and suggestions.

The Lead is co-facilitating a parent carer's workshop (for parents of children and young people with complex health needs. This is part of the Leeds Children's Hospital Conference (LTHT) to be held on 22 October 2017.

Current Position:

In light of the Children and Families Directorate reorganisation of the way services for children and young people with SEND are delivered, the SENSAP team rather than an individual senior leader have responsibility for involving families in the SILC Cluster.

SENSAP are working on understanding what families, specifically those with children who have an EHCP, think of the process, progress and services we offer. All pupils in the SILC cluster fall into this group. The Statutory Assessment and Provision Lead and the Senior Casework Officers are currently attending coffee mornings not only at the SILCs, when possible, but also at a variety of parent groups.

A systemic and comprehensive plan to gather parent voice, as part of the assessment process and the day to day work of the SENSAP team, is in development with the support of the Voice, Influence and Change team. The responsibility for developing and implementing this plan, as part of service improvement, is with a Senior Casework Officer.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To understand if an attainment gap exists on the basis of physical disability only. If so, to identify the barriers to attainment and how these can be removed.

Recommendation 5 – That the Director of Childrens Services collects and analyses data to identify attainment gaps for physically disabled children and young people, with a view to identifying and understanding if there are any barriers to learning that could be removed through reasonable adjustment.

Formal response: The Director of Children’s Services accepts this recommendation and undertakes to investigate if there are any barriers to learning for the cohort of children and young people who are identified as having a physical disability recorded as their primary SEN need, but no other need. The cohort can be identified using data from the annual January School Census – Department of Education (DfE).

A review of the attainment and progress of the specific cohort described above will be undertaken. This work will be overseen by the SEND Monitoring Group described at 3.5. This group has oversight regarding the quality and monitoring of educational provision for pupils with SEND (classified as requiring an EHC plan or SEN Support).

The Children’s Performance Service is able to provide a breakdown of data that describes how many children and young people have a physical disability need only and which school year group they belong to and total number (Data source: January School Census 2016) .

Early investigation of this cohort shows that there are fewer than 20 pupils within each year group (EHC plans and SEN Support). Attainment data is available for the following school year groups R, Y2, Y6 and Y11. Performance measures can be applied to this cohort to show how they compare with their immediate school peers, Leeds as a local area and nationally. However, given the small size of the cohort (around 0.2% of each year group) any accurate analysis of attainment is limited.

A dip sample approach could be used to drill down and explore information about young people’s individual circumstances, such as attendance, attainment against age related expectations, creating case studies.

The Access Officer located within the Special Educational Needs Statutory Assessment Process (SENSAP) team records adaptation and equipment requests made by mainstream school settings for their pupils with a physical disability. It is proposed that this data is analysed to identify any trends.

Position reported in September 2017:

ACTION 1

To use a dip sample approach and explore information about young people’s individual circumstances such as attendance, attainment against age related expectations and their access to equipment and or funding.

The cohort of 15 young people was selected from the January School Census 2017 data set. The criteria for selection being that the young person attended a mainstream school, is currently in year 11 and has a physical disability (PD) need only.

Three young people have an EHC plan and 12 are categorised as requiring SEN Support. Capital funding has been used in three mainstream schools to provide change beds and to install automatic doors. Two young people have had contact with the Medical Needs

Teaching service and one information and communication technology (ICT) assessment has been undertaken. Two standers have been supplied through Individual Pupil Need funding.

ACTION 2

To revisit the cohort and analyse their attainment and progress from Y2 to Y6 and KS4 results in Y11. This will be actioned in October 2017 when KS4 data is available.

To obtain attendance data for the cohort.

Current Position:

Using the DfE January School Census (2017) a cohort of 11 pupils with a physical disability (PD) as their primary SEN need and no other identified secondary need has been identified. All 11 pupils attended a mainstream school and their needs were classified as SEN Support.

The types of physical disabilities discussed in this section include conditions such as Muscular Dystrophy, Spinal Cord Injury, Spina Bifida, Cerebral Palsy and amputation following severe meningitis or accident.

Poor attendance can adversely affect a pupil's level of attainment. The data below shows the average levels of attendance for the Leeds Year 11 cohort of 11 pupils with PD in comparison with Leeds Year 11 pupils without PD.

HT1-6 2016/17	Leeds PD Year 11 cohort	Leeds Year 11 cohort
Attendance	87.6%	93.3%
Overall absence rate	12.4%	6.7%
Persistent absence rate	9.1%*	17.2%

Data HT1-6 2016-17 * 1 pupil

The data shows that pupils with physical disability only, have slightly lower attendance levels than their peers without physical disability.

Within this cohort, the majority of the absence was as the result of medical/dental appointments, rather than illness (not medical or dental appointments). It is interesting to compare it with the Year 11 2016/17 cohort as a whole. See table below. However, it is important to note that we are looking at absence in just one academic year and comparing a cohort of 11 pupils to a cohort of 7528 pupils.

Attendance code	Pupil Absence by Attendance Codes in HT1-6 2016-17	% reason for 2016/17 Yr 11 PD cohort	% reason for 2016/17 Yr 11 cohort
I	Authorised absence due to Illness (NOT medical or dental etc appointments)	22.7	34.56
M	Authorised absence due to medical / dental appointments	54.1	5.36
R	Authorised absence due to religious observance	0.0	1.01
S	Authorised absence due to study leave	1.9	0.61
T	Authorised absence due to traveller absence	0.0	0.03
H	Authorised absence due to agreed family holiday	0.0	0.16

F	Authorised absence due to agreed extended family holiday	0.0	0.00
E	Authorised absence as pupil is excluded, with no alternative provision made	0.0	2.87
C	Authorised absence as pupil is absent due to other authorised circumstances	14.1	7.10
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday	0.0	2.41
U	Unauthorised absence as pupil arrived after registers closed	0.0	1.93
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description	4.3	41.14
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided	2.9	2.81

It is known that poor attendance can be one of the factors that adversely affect pupil attainment. Exploration of additional data available for this cohort of young people from the January School Census 2017 was inconclusive. Comparing attainment at KS2 with actual KS4 attainment in year 11 and home postcode to levels of deprivation did not show any patterns or links. This cohort of 11 pupils achieved a range of grades at GCSE.

Given the small size of this cohort of pupils (around 0.2% of each year group), any accurate analysis of attainment is very limited and therefore not statistically sound. In light of this, the next step would be to undertake a small piece of work with future cohorts of young people coming into year groups 10 and / or 11. To co-produce a short report, detailing their individual experiences of barriers to learning and what might have helped.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To understand the scope, purpose and content of the citywide Preparation for Adulthood Vision and Strategy, and how this is driving change and improvement across all health and social care services in Leeds for children and young people with SEND.

Recommendation 9 – That the Director of Children’s Services provides a comprehensive update in September 2017, on the development and impact of the Preparation for Adulthood Vision and Strategy, providing an overview of this strategy to the Scrutiny Board (Children’s Services).

Formal response: The Director of Children’s Services accepts this recommendation and is pleased to comment that the aim of developing a Preparation for Adulthood (PfA) Vision and Strategy, is to achieve a shared vision with intended outcomes, strategic priorities and indicators which demonstrate a positive impact on young people with SEND as they transition into adulthood. This vision and strategy is being designed using a co-production approach, working with key stakeholders from education, health and care across the city. In May 2016 it was announced that Leeds was successful in its bid to become one of nine national demonstrator sites for the work being done on PfA. The three areas of focus on for the national demonstrator site are EHC plans, strategic engagement of children and young people, parent and carers, and the Local offer.

The strategic engagement of children, young people and families and the existing good practice and development work undertaken as a demonstrator site will be shared nationally.

A significant amount of consultation with children, young people and families through surveys, focus groups and direct work takes place, to understand what is important for them in preparing for adulthood. To help shape the PfA Vision and Strategy a city wide PfA coproduction event was held (in 2016).

One key piece of work with children and young people used the ‘tree of life’ tool to explore with young people with SEND their aspirations for the future, any barriers that are currently or might get in the way of achieving their aspirations, and the support they need to overcome these barriers. Young people and practitioners found this to be a powerful tool to use, and the intention is to establish the tree of life tool in our training and workforce development offer across the partnership to engage with children and young people. The findings from this consultation have fed into our supported internship programme.

Further research was undertaken through an audit of 90 EHC plans specifically focused on content relating to preparation for adulthood. This work was undertaken by a multi-agency group including secondary SENCOs, a SILC head teacher, an educational psychologist and a representative from the EPIC Leeds Parent Participation forum. The audit found that EHC plans were generally more focused on education than health and care, and there were opportunities to improve the content of the plans in relation to preparation for adulthood. The findings of the audit were shared with the SENSAP team, who reviewed and developed the EHC plan guidance to include more specific prompts in relation to preparation for adulthood, and further training and development has been undertaken with SENSAP in relation to young people’s annual EHC plan reviews.

Alongside this review and consultation work, a multi-agency transitions group including colleges, educational psychologists, SENCOs, specialist schools, the Transitions Team and health colleagues has been working on an employment pathway, with the aim of using this in educational settings from Year Nine onwards. In January 2017, representatives from this group attended the citywide career information advice and guidance network to discuss EHC plans, SEND and support. They will also be sharing feedback from young people and

the audit exercise, as well as the revised EHC plan templates. The aim of sharing the information at this event is to prompt careers advisors in schools to consult with their SENCOs about young people with SEND, and to feed this joint working into plans for young people.

A number of workshops and a city wide event took place in March 2017 to celebrate the work to date and to explore what has worked well, what has been challenging, reaffirm the long term vision and goals and explore next achievable steps in relation to preparing for adulthood. Following this event the PfA strategy was finalised and ready to share with Scrutiny board for the September 2017 meeting.

Position reported in September 2017:

The Leeds PfA Strategy 2017-2022 has been written following a series of workshops, focus groups, surveys and city wide events over the past 18 months as described above.

A draft of the strategy went out to consultation and was live for three weeks from 19 June to 7 July. The draft strategy was e-mailed with a consultation response form to key partners (the lists has over 1000 e-mail addresses):

- Members of the CNPB
- The Director of Children and Families Service extended leadership team
- Complex Needs management team,
- Area Inclusions Partnerships
- Clusters via Targeted Services Leaders
- The complex needs service
- SEN Coordinators in schools
- Early years providers
- Post 16 providers
- Health providers and commissioners
- The Carers Information Advice and Guidance network
- The Voice Influence and Change network (children and young people)
- EPIC Leeds - (parents and carers)
- Adult Social care
- Transitions service
- Children's Social Care
- SEN governors

The draft strategy and response form were also available on the local authority's website. Child Friendly Leeds, Leeds Preparing for Adulthood, Forum Central and other partners helped to raise awareness of the consultation via twitter.

To promote accessibility an easy read version of the draft strategy and response form was also produced and received positive feedback from Forum Central, Leeds and York Foundation Trust (LYPFT) Easy-on-the-i team, parents, carers and some staff.

There were 35 responses in total either through email, through a live feedback board at the forum massive marketplace, at meetings and boards that were attended and through a consultation at Rainbow House. The 35 responses came from a variety of sources, including:

- Adults and young people with learning disabilities.
- Parents and carers

- SENCOs
- Staff working with young
- Third sector organisations
- Members of the public

Whilst some of the responses were from individuals, others responded on behalf of teams or services, such as the transitions service and adult social care.

The feedback was analysed and put into broad themes:

- Strategy effectiveness (mainly to do with outcomes, indicators, priorities and actions)
 - How progress is measured
 - Content
 - Implementation
 - Relationship between outcomes, priorities, indicators
- Funding
- Transitions
- Layout/design
- Content
- Language
- Missing (some responses felt that the strategy could be more explicit about young people with complex and profound disabilities).

The strategy will be launched after the summer break, though the complex needs newsletter, social media and at various partnership groups and boards. The strategy will be a key feature of the next annual PfA city wide event in spring 2018. Work to deliver the strategy will be reported to and governed by the CNPB, a sub group of the Children and Families Trust Board.

An approved city-wide PfA Strategy that has been co-produced will enable the local authority and wider children and families trust partners to focus our efforts on improving the preparing for adulthood outcomes and turning the curve on the indicators set out in the strategy. This will enable us to fulfil our legal duties on PfA as defined in the SEND Code of Practice. Ultimately, successfully implementing a shared PfA strategy will deliver improved destinations and outcomes into adulthood for young people.

Current Position:

Following extensive co-production described previously, the Leeds PfA Strategy 2017-2022 has been published and included in the Leeds Local Offer.

In light of the Children and Families Directorate reorganisation of the way services for children and young people with SEND are delivered, the strategy will be amended to reflect the current governance and delivery structure while retaining the vision and aims of the original version. The current version will remain published until that work is complete.

Progress in delivering the strategy will be reported to and governed by the SEND Partnership Board, a sub group of the Children and Families Trust Board.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To ensure that the complexities and barriers to providing supported and effective transition in health and social care services are addressed across all providers in Leeds.

Recommendation 10 – That the Director of Children’s Services and the Complex Needs Partnership Board oversees the development of a plan aimed at addressing the recommendations within the ‘Transition from children’s to adults’ services for young people using health or social care services’ NICE guideline, across the local authority and all relevant health and social care partners in Leeds. Reporting to, and working collaboratively with, the Children and Families Trust Board and the Health and Wellbeing Board to secure positive outcomes. The Complex Needs Partnership Board is required to provide a progress update to the Scrutiny Board (Children’s Services) at a future meeting.

Formal response: The Director of Children’s services and the Complex Needs Partnership Board accepts this recommendation and will request that partners agencies come together to establish a specific Task and Finish group. The remit of the group will be to map current practices and developments against the NICE guidelines.

Background:

The NICE guidelines set out a number of ‘Overarching principles’ to shape best practice in relation to transitions as well as guidance in the areas of ‘transitions planning, ‘support before transfer’, ‘support after transfer’ and ‘supporting infrastructure’.

Overarching principle 1

Involve young people and their carers in service design, delivery and evaluation related to transition by:

- Co-producing transition policies and strategies with them
- Planning, co-producing and piloting materials and tools
- Asking them if the services helped them achieve agreed outcomes
- Feeding back to them about the effect their involvement has had

Overarching principle 2

Ensure transition support is developmentally appropriate, taking into account the person’s:

- Maturity
- Cognitive abilities
- Psychological status
- Needs in respect of long-term conditions
- Social and personal circumstances
- Caring responsibilities
- Communication needs

Overarching principle 3

Ensure transition support:

- Is strengths-based and focuses on what is positive and possible for the young person rather than on a pre-determined set of transition options

- Identifies the support available to the young person, which includes but is not limited to their family or carers.

Overarching principle 4

Use person-centred approaches to ensure that transition support:

- Treats the young person as an equal partner in the process and takes full account of their views and needs
- Involves the young person and their family or carers, primary care practitioners and colleagues in education, as appropriate
- Supports the young person to make decisions and builds their confidence to direct their own care and support over time
- Fully involves the young person in terms of the way it is planned, implemented and reviewed
- Addresses all relevant outcomes, including those related to:
 - education and employment
 - community inclusion
 - health and wellbeing, including emotional health
 - independent living and housing options
- Involves agreeing goals with the young person
- Includes a review of the transition plan with the young person at least annually or more often if their needs change.

Overarching principle 5

Health and social care service managers in children's and adults' services should work together in an integrated way to ensure a smooth and gradual transition for young people^[1]. This work could involve, for example, developing:

- A joint mission statement or vision for transition
- Jointly agreed and shared transition protocols, information-sharing protocols and approaches to practice.

Overarching principle 6

Service managers in both adults' and children's services, across health, social care and education, should proactively identify and plan for young people in their locality with transition support needs.

Overarching principle 7

Every service involved in supporting a young person should take responsibility for sharing safeguarding information with other organisations, in line with local information-sharing and confidentiality policies.

Overarching principle 8

Check that the young person is registered with a GP.

Overarching principle 9

Consider ensuring the young person has a named GP.

Position reported in September 2017:

The Transitions Social Work teams work across Adults and Health and Children and Families directorates to support young people and their families through the process. This work is referenced in Recommendation 8. The SENSAP post 16 team work closely with the Transitions Social work team.

A cross agency scoping workshop was held on 7 July to agree key activities. A task and finish group has been formed to oversee a gap analysis of the NICE guidelines with all partners contributing (Adult Social Care, CSWS, both Children's and Adult Health). The Health SEND Steering Group also focusing on this area and this work will feed into the task and finish group. Recommendations from the group will be taken to CNPB.

The task and finish group is scheduled to meet 5 September to set up the gap analysis work which will inform future activity.

Current Position:

A scoping workshop about the NICE guidelines was held as planned on 7 July 2017 to agree key activities. The group agreed to form a task and finish group and oversee a gap analysis of the NICE guidelines with all Adult Social Care, CSWS, and both Children's and Adult Health. The task and finish group met 5 September 2017, but due to the scope of the work and change involved, this has been managed by existing groups as part of ongoing service improvement.

Services have been working together through the Post 16 SEND Strategy Group and the Health SEND Steering Group.

The Transitions Social Work teams work across Adults and Health and Children and Families directorates to support young people and their families through the process of transition. The SENSAP post 16 team works closely with the Transitions Social Work team.

Innovative ways of working have been developed and managed through the Post 16 SEND group. The recent pilot, currently in its second year, regularised the evaluation of pupils at SILCs by the transitions team at an earlier age. The transitions social workers look at the ECH plans of year 10 pupils, without a transitions social worker or a children's social worker, then attend the relevant year 11 reviews to contribute to the discussion around preparing for adulthood. This collaborative approach prevents young people with high levels of need coming to the attention of the transitions team for the first time at age 17, allowing for better planning and resourcing.

The Health SEND Steering Group is also working on transitions. There has been a significant focus on aligning pathways, since children's health services are organised differently to adult health services, and both are provided across multiple NHS trusts. The Designated Medical Officer (DMO) is coordinating this work as part of the statutory role and involving professionals from Leeds City Council in the planning and coordination as appropriate.

There will be a health-led Transitions conference on the 24th of October 2018. The conference will be opened by a member of Children and Families Leadership and the Designated Clinical Officer (DCO) for Leeds. Contributions to the conference will include

external research programmes and those in Leeds working directly with children and young people through their transition to adulthood. Managers from both SENSAP and the transitions team will be speaking at the conference.

As a result of these efforts we expect better advice and better EHC plans leading to better outcomes.

Quality audits of the EHCP, particularly EHC plan outcomes, and parental voice will be used to evaluate the impact of transition work on the EHC plan. In addition to audit of the plans, the presence of evidence of careers advice, the notes provided by the transitions team attending annual reviews and parental satisfaction measures at different points in the process will provide a full picture of the support to inform planning.

Evaluating outcomes is addressed in Recommendation 11.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To fully understand which interventions and support measures have provided the best outcomes for children and young people with SEND to enable effective future commissioning, service planning and investment.

Recommendation 11 – That the Director of Children’s Services develops an evidence base of ‘what works’ based on the collection of intelligence and outcome information for SEND young adults who have been supported into adulthood wholly or in part by Leeds City Council.

Formal response: The Director of Children’s services accepts this recommendation. We propose to engage a range of key personnel including officers from children’s services Complex Needs, Commissioning and Market Management Service and 14 -19 Partnerships alongside colleagues from Adult Social Care commissioning and social work services and colleagues from the performance and intelligence service. These key partners together will scope and plan the work required to implement this recommendation. The work will be undertaken in two stages.

The first step will involve clearly identifying the work already undertaken to collect data and intelligence across a range services working with this group of young people. Performance data alongside the views of young people and parent carers is already collected to inform commissioning decisions and resource allocation and increasing emphasis is being placed on this. Colleagues in the Children’s Performance service also provide performance monitoring support to the Complex Needs service and a number of different performance reports are already in place. Therefore it is important to establish a clear baseline of what intelligence and outcome information already exists amongst key partners which can support us in our aim to identify good practice and ‘what works’ in supporting young adults with SEND through their journey to adulthood. The first actions may include:

- Identifying what information currently exists amongst key partners to create a baseline
- Considering how this information is currently used to commission, plan services and drive investment
- Considering whether this information can be better shared where appropriate
- Identifying if the information that already exists can be used more effectively to build an evidence base of ‘what works’

Consideration will be given to whether additional data needs to be collected and what systems may be required to collect the data and intelligence necessary to comprehensively identify best practice.

This work will not just focus on the use of data to identify this but on engagement with young people, families and key stakeholders in order to understand their experiences and views of what worked for them.

In addition national, regional and local best practice will be considered as part of a clear evidence base.

This project will aim to bring together a clear picture of what data exists, which interventions have provided the best outcomes and ‘what works’ for young adults with SEND who are being supported into adulthood. It is important that this links with and complements other pieces of work such as individual service and commissioning reviews which could utilise the improved evidence base to ensure decisions made regarding the deployment of resources are as robust as possible and outcomes are maximised.

Position reported in September 2017:

The Nation Institute for Health and Social Care Excellence (NICE) published guidelines in February 2016 titled '*Transition from children's to adults' services for young people using health or social care services*'. These guidelines set out a number of 'Overarching principles' which they feel sets out best practice in relation to transitions as well as guidance in the areas of 'transitions planning, 'support before transfer', 'support after transfer' and 'supporting infrastructure'.

These principles have been outlined in more detail above under Recommendation 10. They also form the basis for describing 'what works' within a model of best practice in Leeds regarding the development of an evidence base for practice in Leeds.

Leeds employs a co-production approach where the voice and influence of children, young people and parents and carers is valued and has a strong influence in the development of strategy and policy. Parent and carer participation forum EPIC Leeds play a key role in strategic meetings including the CNPB and are involved in all major strategy development. Children and young people are also consulted at a strategic level with support from the Voice, Influence and Change Team.

Leeds City Council Children and Families Directorate and Adults and Health Directorate collaborate strongly around transitions including through the involvement of the Transitions Social Work Team who manage the transitions process for those with SEND or are carer for an adult with a disability.

This transitions team sits across Adults and Health and Children and Families Directorates and allows named transitions social workers to support young people, families and professionals as a young person transitions from children to adults social care. This is in line with requirements with the NICE transitions guidelines to ensure each young person transitioning has a named worker. This team starts working with young people with SEND at the age of 16 to ensure an experienced worker can help develop and co-ordinate the transitions plan to ensure appropriate accommodation and support services are put in place to enable a smooth transition into adult social care.

Within this there are a number of key areas identified which enable a successful transition into adult social care which strongly contribute to the achievement of the best possible outcomes for children and young people following transition to adulthood. These key areas identified as 'what works' in transitions have been identified through discussion with key professionals (including within the transitions team) and a key case study.

Preparation for Transitions to start as early as possible:

The transitions team will start working with a child or young person around the age of 16 however transition planning starts from year 9 (age 14) in line with NICE guidelines. The earlier the planning for transitions starts the better the expected outcomes can be and the smoother the transition to adult services is likely to be. Although formal transition planning may start at year 9 preparation for adulthood should be a theme that runs through the support to children and families from a young age in order to ensure that children and young people with SEND achieve their full potential as they transition to adulthood.

Good communication and joint working between Adult and Children's Social Care

It is clear that good communication between all those professionals supporting young people and their families is essential in achieving successful outcomes and managing a smooth transition to adult social care support. The named transitions worker plays a key role in co-ordinating and managing the transition plan and putting in place the support

required following transition however it is clear that positive and proactive engagement and good communication between the transitions worker and other key professionals including the CHAD social worker and key professionals in Adult Social Care is critical to successful planning for transitions. This close joint working in a team around the young person and family, and with the views of the young person and family at the heart of this joint working, will ensure the process supports a successful transition to adulthood in a way that maximises the ability of the young person to achieve their potential through successful outcomes and minimises anxieties for children and their families.

Strengths based/restorative/personalised support

It is clear that the way in which support is provided to children, young people and families throughout their childhood, as well as the way in which their future support is planned from year 9 onwards, has a significant impact on the ability of young people to achieve their potential and maximise outcomes in adulthood. The NICE transition guidelines references 'strengths based' support which is also terminology used by colleagues in Adult Social Care. In Children and Families there is a strong emphasis on restorative approaches which work 'with' children and families rather than working 'to' or 'for' families and promote a 'personalised' approach which ensures that plans, and the support delivered, is tailored specifically to individual need rather than expecting families to fit with fixed and static service offers. Whatever the terminology used it is clear that transition planning should be led by the needs and views of young people and their families. Planning should consider the strengths of the young person and their families, communities and support networks and build upon these to ensure that, wherever possible, support is routed within communities. The transition process itself, and the potential to maximise outcomes in adulthood, are most successful when this approach to support has been consistently applied and young people and families have been supported in personalised way which maximises their individual strengths and capacities. Where this has not been the case and needs have not been met in a personalised way or that dependence upon services had been created it is likely that this will negatively impact upon the ability of the young person to achieve their potential and maximise their outcomes in adulthood.

Leeds Case Study – ID

ID is a young person who had been in local authority care for a number of years and had been living at Acorn Lodge complex needs children's home since 2015. ID had autism, ADHD, moderate to severe learning disabilities and epilepsy. In early 2017 he transitioned into a 24 hour staffed supported living placement living with one other person in a three bed house. In order to support this transition staff at Acorn Lodge worked closely alongside the transitions social worker, CHAD social work team and other workers supporting the young person. A specific plan was developed by staff at Acorn Lodge which was led by the wishes of the young person themselves and planned his transition to the adult accommodation. This plan identified the terminology the young person wished to use in relation to their current and future accommodation and diarised the timeline for staff to visit the young person at his current accommodation and a programme of day, tea time and overnight visits to his new accommodation. This approach was led by the young person themselves and supported by those who know the young person best. This close working and intensive work led by the views and wishes of the young person themselves was extremely important in ensuring the transition was tailored to their individual needs, including communication needs, and preferences and planned well in advance to allow the young person time to familiarise themselves with their new accommodation and the staff who will be supporting them there.

ID is now doing well in their new supported accommodation and it is widely accepted this is in no small part due to the close joint working and careful planning led by the young person

themselves and at a pace that the young person was comfortable with.

Future work

Recommendations 11 and 10 are very closely linked and as such, the 'blue print' for 'what works' and the evidence base to work to is provided through the NICE guidelines.

The information and data on the destinations of young people 18 to 25 years has never been previously collected and it will take some time for this evidence to be fully gathered as young people grow to become adults.

ACTION

To build a system to collect, collate and monitor destination data for young people with an EHC PLANS at the end of the life of the plan.

Current Position:

The SEN Statutory Assessment and Provision Team (SENSAP) have set up a basic Excel spreadsheet to record the following information where a post 16 young person has an EHCP:

- The date the young person's EHCP ceases
- Subsequent destination of the young person, including:
 - University
 - Employment
 - Social Care
 - NEET
 - Turning 25

The time that the team expects to collect the most data will be in the autumn months with learners not returning to college for this academic year and the cessation of their EHCPs. October provides the best opportunity to collate and analysis data for a structure report.

A second phase will look at ways of improving destinations and explore with providers, the ways that they may be able to collate this data in the future.

Position Status (categories 1 – 6) *This is to be formally agreed by the Scrutiny Board*

Desired Outcome - To effectively identify children and young people who experience Specific Learning Difficulties (SpLD)

Outcome 1.1 - Dyslexia

Leaders have not responded to SPLD – particularly dyslexia, and the proportion seen nationally for the same group. Consequently, leaders have not ensured all children with SPLD have their needs identified adequately. Parents and young people have concerns about the impact of unmet needs stemming from dyslexia on their emotional health.

Background:

Dyslexia occurs across a range of abilities and is best thought of as a continuum; ranging from mild to severe. In the UK, recent estimates state that around 10% of the population are thought to be dyslexic whilst 4% are severely affected.

Local Picture

The SEND Code of Practice (2014) requires schools to undertake a cyclical process of *Assess, Plan, Do and Review*; work in collaboration with parents, seek pupil voice and source specialist advice where appropriate. The Complex Needs Service Dyslexia Guidelines provide a clear rationale for schools to support identification and provision for pupils with SpLD. Schools should ensure that good quality first teaching with appropriate adaptations enables pupils to access the curriculum alongside evidence based interventions that are specifically tailored to provide cumulative, multisensory and structured teaching. All provision should be monitored for impact. Where pupils are deemed to need further specialist support, the school should contact the Complex Needs service who can provide specialist advice and assessment as appropriate.

Schools are expected to use up to £6,000 of their notional inclusion budget per pupil to meet identified needs and further top up funding is available for pupils who are most severely affected. The Special Educational Needs Inclusion (SENIT) team offers bespoke and central training around identification, screening, policy, evidence based interventions, securing good progress and working in partnership with parents.

Quality first teaching should mean that learners with mild dyslexia make progress in line with age-related expectations without the need for any additional intervention or formal identification.

Placement on the school's SEN Register is an indication that a school has determined a need to make additional provision for pupils who are more severely affected.

On this register pupils with dyslexia are classified under the umbrella term, 'SpLD' which also includes pupils with Dyscalculia and ADHD (with Dyslexia broadly expected to be by far the largest category).

In 2015/16, 112,391 children and young people were on roll in primary and secondary schools across Leeds. The number of pupils in our schools who may therefore be affected by dyslexia could be between 11,239 (10%) and 4,495 (4%).

In 2016, a total of 16,258 children and young people in Leeds were placed on the SEN Register with 1309 pupils identified under the category of SpLD. This equates to 1.16% of the whole school population and 8.05% of the identified SEN population.

Despite a local increase in identification from 4% to 8.05% over the last two years there continues to be a significant discrepancy between the local picture and the national average representation for SpLD, which is around 15% of the SEN Cohort.

These figures not only suggest that children in Leeds with dyslexia are being under identified, it is also possible that provision is not as systemic as it is in some other parts of the UK.

Current Position:

Identification of SpLD School Census

	2015		Gap	2017		Gap	2018		Gap
	England	Leeds		England	Leeds		England	Leeds	
Primary	10.5	5.3	5.2	9.7	6.4	3.3	9.5	6.3	3.2
Secondary	20.9	12.2	8.7	21.1	17.0	3.1	21	17.5	2.5

Policy & Practice Support Provided

- Updated the Complex Needs Service Specific Literacy Difficulties (Dyslexia) Guidelines for schools, setting & parents – disseminated at city wide SENCo networks and available on the Leeds Local Offer:
<https://www.leeds.gov.uk/docs/Complex%20Needs%20Service%20Dyslexia%20Guidlines%202018.pdf>
- City wide cross phase SENCO conference (May 2018):
 - Launched Leeds promotional video to showcase the local offer for pupils with dyslexia (available here: <https://youtu.be/a5h5o1X1eC0>)
 - Workshops included ‘Mapping Provision for pupils with SpLD (dyslexia),’ ‘Supporting pupils with DCD,’ & ‘Using Assistive technology to support pupils with SpLD’
- Created a ‘Continuum of Need’ model to describe the process of assessment, identification, provision & outcomes for pupils in Leeds Schools
- Advice on Dyslexia in SENIT half termly Newsletter to all SENCos with links to suitable resources at www.leedsforlearning.co.uk. Including resources for Dyslexia Awareness Week 1-8 October 2018 & Cued Spelling.
- Targeted schools for training through a city wide database
- Reviewed data from Year 1-2 phonics screening to target schools for training
- SENIT representation at Dyslexia festival September 2018 (PATOSS & Yorkshire Rose Dyslexia)

Training

- Delivered Level 1 Dyslexia Capacity Building Training to 125 school delegates (since 2015)
- Delivered two 1 hour staff meetings to 107 schools (since 2015)
- Held SpLD intervention training for Alpha to Omega and The Active Literacy Kit at 90

schools (since 2015)

- Provided additional bespoke training on reading, phonics, spelling & memory to 15 schools (Sept 17 – July 2018) Increased professional development offer to schools from September 2018.

Further development 2018/19

New courses

- Secondary Level 1 Capacity Building (A Two day course for SENCOs and English Leads)
- Level Two Dyslexia Ca course to further embed good practice and policy for schools who have successfully completed Level 1 course. Pilot with 7 schools ended March 2018 and to be rolled out 2018/19.
- Phonological Awareness
- Targeted Intervention to Promote Reading Fluency

Next Steps

1. Review of SpLD top up funding (FFI) process; transition, quality assure provision
2. Work more collaboratively to secure right provision for children with SpLD (Dyslexia and DCD)
3. Develop further links with partners; WALLS, PATOSS, Roundhay, Regional dyslexia associations
4. Work with Learning Improvement to highlight the impact of good practice within quality first teaching, targeted support and whole school policies
5. Continue to target schools for training and build capacity regarding early and accurate identification and good provision.
6. Invite schools completing level 2 training to be 'local leaders' in their cluster

Waiting time for Dyslexia assessments by SENIT is between six and eight weeks at a maximum. Dyslexia assessments are completed within the school term of the request.

Desired Outcome - To improve the support provided to children and young people with SEND by improving the quality and timeliness of EHC plans

Outcome 1.2 – Education Health Care Plan Conversions

The local area established an unrealistic timetable for conversion of statements of SEN, to EHC plans, resulting in unnecessary pressure on schools and colleges. Equally the timescale has created a log jam and many reviewed plans are not getting back to parents and schools before the date of the next review meeting.

Background:

Please note that this outcome is consistent with Recommendation 1 and the actions are the same.

Current Position:

All conversions are completed and, on the 10th of May 2018, Steve Walker received a letter from Nadhim Zahawi MP, the Parliamentary Under-Secretary of State for Children and Families confirming that we successfully completed all transfer reviews by the statutory deadline.

In recognition of our position as leaders in the process and effective use of technology, Leeds has been asked by the DfE to support other local authorities.

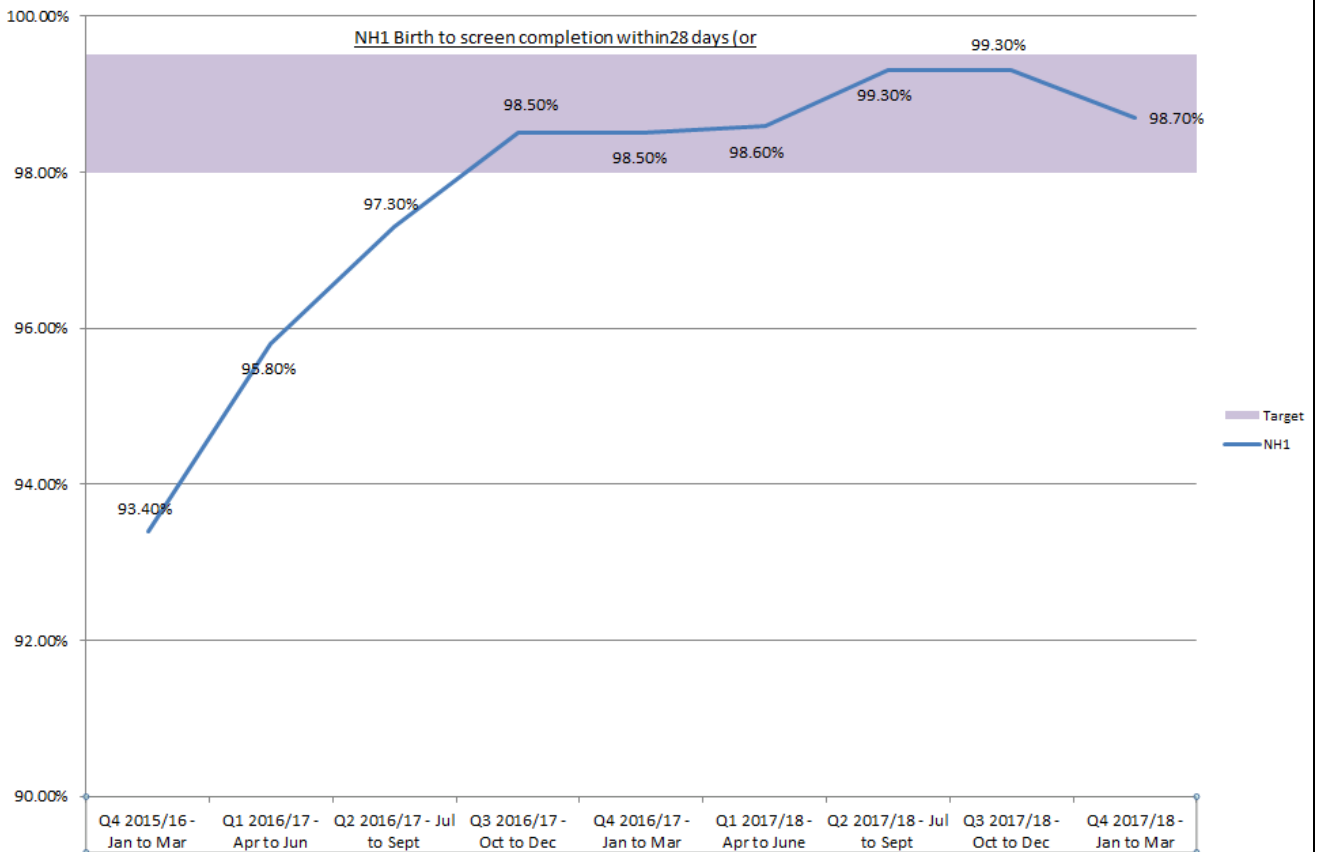
Desired Outcome - To check new born babies' hearing in a timely and effective manner.

Outcome 1.3 – Needs of babies

The NHS England Commissioner oversees an action plan to improve the early identification of the needs of babies, because this is not effective as it could be. For example, fewer checks take place on new born babies' hearing compared with other areas in England.

Background:

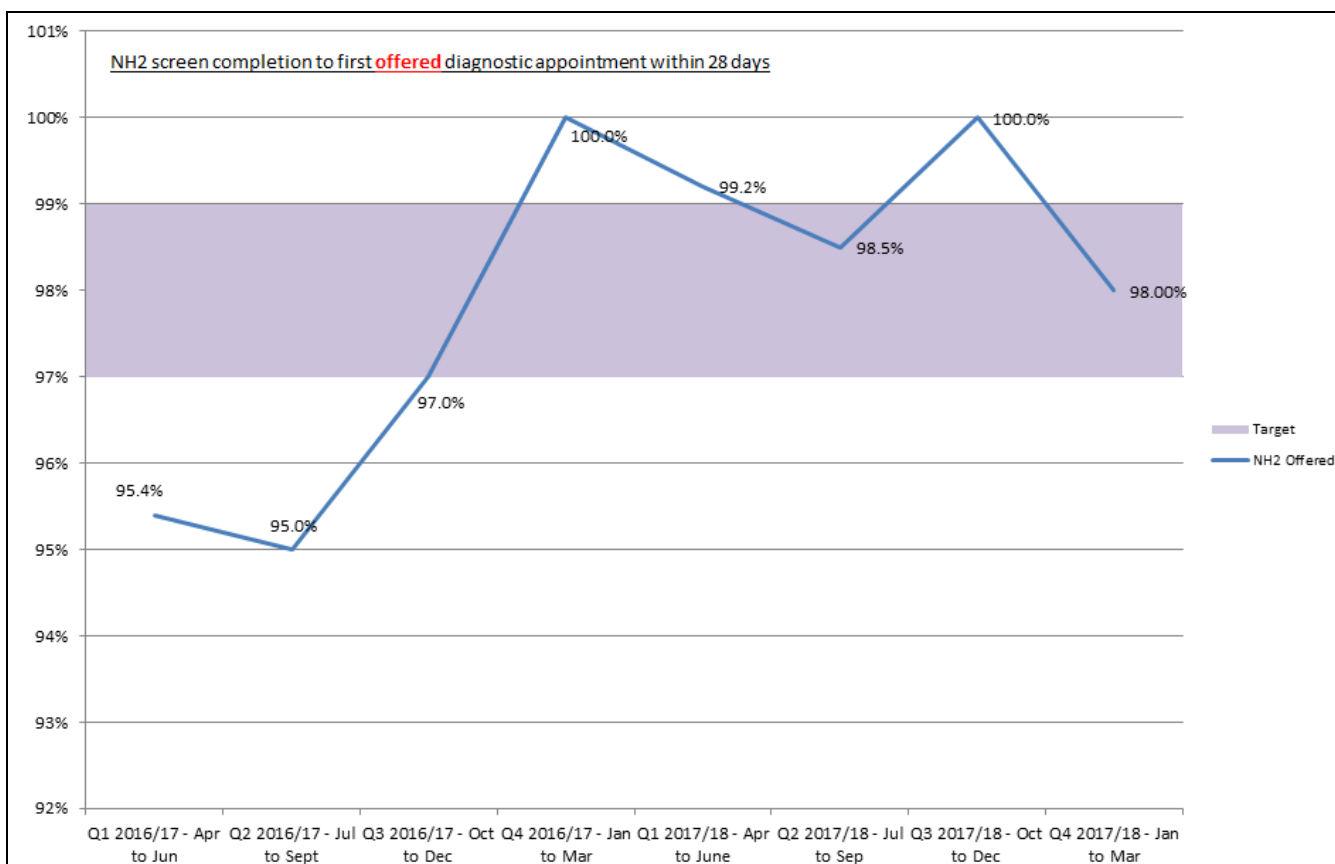
Nearly all new born hearing initial screening (NH1) is offered within the target of 97% within 28 days (up from the previous target of 95%). The exception being babies that are too poorly (the regional Neonatal Unit and Cardiac Unit are based in Leeds).



Information produced by the national NHSP team at 28/8/18 for NH1

The drop below target occurred when staff were TUPE from Leeds Community (LCH) Health to Leeds Teaching Hospital Trust (LTHT) and four out of fourteen staff were on Maternity leave at the same time.

New born hearing (NH2) is a referral to audiology and this is affected greatly by percentage as the numbers are small. A quality audit visit for LTHT was undertaken in June 2017 and was very positive about the hearing programme.



Information produced by the national NHSP team at 28/8/18 for NH2

Current Position:

All children in Leeds are seen as a priority. The screening programme has strengthened relationships with audiology and now staff book directly into audiology, at the same time having conversations with parents to explain the importance of attendance. Where the four week target is not met it is often because of patient choice, all appointments are offered within the four week timescale. If appointments cannot be found within the four weeks then audiology are contacted to arrange more clinics.

The acceptable performance threshold as set by NHSE as commissioners is 97%; performance has remained within target since Q1 2016/17. This pathway is part of the CCG managed contract with NHS England, it has been addressed and will be continuously monitored.

Desired Outcome - To ensure that for all children and young people aged 0-25 have their social care needs appropriately identified and that this is included as part of the EHC planning process and is included in the EHC plan through a quality Section D. This will also link through to shared social care outcomes and corresponding provision. This includes information and advice from Early Help/CiN/ CPP/CLA plans including any universal, targeted and/or specialist interventions, short breaks etc.

Outcome 1.5 Short breaks

Some parents reported that their child’s need for social development away from their immediate family, through short breaks, is not accurately identified. Examples of EHC plans indicated that for some young people this is the case. Leaders recognise that the assessment of need for social development outside of the family, through short breaks and leisure activities and including personal budgets and direct payments, is not linked to the EHC planning process. This is causing anxiety and confusion for parents, many of whom

fell there is little transparency in how services are allocated to meet identified needs. Leaders' plans show they are going to revisit this element of their offer so that it is better aligned to the EHC planning process.

Background:

These issues were already identified by the Complex Needs service as areas for development. They have been incorporated into the wider post-area review and Scrutiny Board developments to support the integration of this work with interdependent actions.

Current Position:

Following legislative changes to the process for tribunals, the Single Redress Working Group has been formed. Under that group the improvement work has been scoped and an overarching action plan has been developed. Actions from this group will be monitored as part of the directorate-wide improvement plan.

We will further strengthen and develop our principles, processes, mechanisms and guidance to embed short breaks within our EHC Plan process and streamline the assessment of care needs.

This means aligning EHCP Annual Reviews, the RADAR panel and social care, and wider team around the child meetings as below:

Actions

- Embed the Early Help assessment process within the EHC plan preliminary procedures. As part of a one assessment or plan approach, the early help plan will either be used prior to the multi-agency panel (MAP) meeting or as an outcome of the assessment process.
- Agree that the EHC plan will be the “spine document or plan” with the care and short breaks needs informed by social care or Early Help assessment to support identified outcomes and all stakeholders contributing to the process.
- Map and agree the process for obtaining appropriate and timely social care advice within the SENSAP service to inform the EHC Plan.
- Agree how the information from the EHC assessment or EHC plan can consistently and appropriately inform the relevant statutory Care plans.
- Align the EHC plan annual reviews with the Resource, Allocation, Decision, Review (RADAR) process so that reviews of direct payments take place once a year at the same time.
- Develop and integrate decision making, resource allocation and joined up working to support short, medium and long term outcomes identified in the EHC plan through the use of Personal Budgets, social care and health short breaks.

The review of Short Breaks provision has been completed and the findings were shared with providers in June 2018. Planning decisions are currently being made. The summary report is at 6.4 Background documents.

Desired Outcome - All EHC plans have quality outcomes with time frames that link to the end of key stages.

Outcome 2.1 Quality of Education Health Care Plans

In many EHC plans, the connection between the description of the child's needs and the intended outcomes of the plan is poor. Many outcomes are based on the universal expectation that a child will make progress in core subjects in school. Too few are child specific. The limited focus on what is important to the individual child restricts the opportunity for progress in those areas.

The connection between outcomes and actions to ensure that outcomes are met is not strong. Examples of service protocols being listed as actions that do not relate to the specific child, contribute nothing to the effectiveness of plans.

In a range of support plans for children and young people who have additional needs, the lack of detailed analysis of the barriers to young people achieving good outcomes, weakens their effectiveness. As a result, this group makes slow progress.

Background:

Improving the quality of Education Health and Care Plans is a priority for SENSAP, Education Psychology and Leeds Community Healthcare NHS Trust. The core business of SENSAP is the Education Health and Care Plan; the quality of plans is scrutinised at all levels and checks have been built in to service delivery. Education Psychology provide the statutory advice as part of their core business; the quality of advice provision and monitoring improvement is part of the three year team plan. Leeds Community Healthcare NHS Trust have developed, between the Designated Clinical Officer and the Designated Medical Officer, a specific group to guide and monitor service improvement. The quality of the advice provision and support for assessment is part of every agenda.

Current Position:

There are established structures and resource in SENSAP to ensure the aspirations of the child or young person are reflected throughout the plan so outcomes are relevant and personal:

- Moderate plans and learn from the process and findings
- Audit EHC plans and EHC advice to improve the quality of plans year on year
- Use the preparing for adulthood outcome section to structure discussion from year 9
- Provide training to schools on writing outcomes

The Educational Psychology Team (EPT) plan provides the framework to improve outcomes i.e. the achievement, attainment and attendance of children and young people with SEND in statutory process develop processes and practices within the team and with partners to quality assure and embed learning into practice:

- Focus, over the next year, on post 16, early years and SEMH needs with a longer term view to have a continuous review cycle addressing other key stages and needs as appropriate.
- Develop a sustainable operational working model between the EPT and SENSAP
- Support and promote the importance of the graduated response for children and young people to develop robust, shared understanding of needs and provision

- Support and challenge to schools to provide a strong graduated response, and provision within a local mainstream environment for all children and young people with SEND.

The Designated Clinical Officer has developed internal processes to strengthen health advice which is coordinated through the Health SEND Steering Group:

- Moderate advice and learn from the process and findings
- Provide training on how to write effective advice linked to provision and funding
- Ongoing participation in the Multi-Agency Panel
- Better use of Systmone to complete the EHC1 jointly
- Stay abreast of any legislative changes (single point of redress tribunals)

The recent focus on EHC conversions had an impact on service delivery and the timeliness of EHC Reviews. This was due to the volume of plans and the ambitious time targets that were set by Government. The SENSAP team are now focusing on improving the timeliness of reviews.

SENSAP are also working on understanding what families, whose children who have an EHCP, think of the process, progress and services we offer. The Statutory Assessment and Provision Lead and the Senior Casework Officers are currently attending coffee mornings to develop relationships and open avenues of communication at a variety of parent groups and at the SILCs.

A systemic and comprehensive plan to gather parent voice, as part of the assessment process and the day to day work of the SENSAP team, is in development with the support of the Voice, Influence and Change team. The responsibility for developing and implementing this plan, as part of service improvement, is with a Senior Casework Officer.

The intention is to work closely with partners to ensure that key questions about advice, process and outcomes are part of working with our families.

Desired Outcome - For young people to have a personalised plan which is monitored and reviewed.

Outcome 2.2 Young people with custodial sentences

The education plans for young people who have SEND from Leeds who are serving custodial sentences, do not relate to the education, health or care needs of each young person but, instead, focus on standard targets for behaviour in the prison. This lack of recognition of their individual needs does not aid their effective re-integration into society when released.

Background:

A first response was to engage with the Head of Youth Offending service (YOS) to establish the current baseline process of monitoring of cases via a quarterly monitoring action by YOS officers.

YOS made contact with *Her Majesty's Young Offender Institution* (HMYOI) Wetherby and raised the inspection outcome with the Governor. Initial thoughts included:

- YOS education officers to ensure that all practitioners are aware of the need to ensure individualised plans for young people
- To monitor education and sentence plans via the YOS quarterly audit programme
- Ensure that YOS officers are able to challenge institutions to ensure that objectives that are set are personalised and not standardised

It was important to include officers from the Complex Needs service (SENSAP and Educational Psychology) to understand their involvement with HMYOI Wetherby. Contact has also been made with the Resettlement Consortium Manager South and West Yorkshire in relation to young people's destinations from HMYOI Wetherby.

A half day at HMYOI Wetherby was spent in touring and discussing with the Head of Education and the Head of Inclusion the current issues they have identified in working with young people with SEND in custody. This issues include :

- Lack of information available to Wetherby in relation to a young person in custody.
- Or by the time information is available the young person may have served their sentence.
- Operational issues and the regime of the prison prove highly challenging and can impact on young people's education
- Additionally, there can be issues facing young people post custody in terms of their destinations for employment and further education

Current Position:

A multidisciplinary meeting including the teams highlighted above was scheduled for 14 August 2017. The purpose of the meeting was to create a stepped action plan to meet the desired outcome: For young people to have a personalised plan which is monitored and reviewed. The action plan to:

- Establish remedial actions to education plans
- Strengthen relations and partnership working
- Increase support given to HMYOI Wetherby
- Establish processes and practices with YOS and HMYOI Wetherby
- Develop processes to demonstrate improvement in educations plans, and how these are to be monitored
- Understand and strengthen transition arrangements for young people leaving custody. (Coming into custody – time in custody – exit from custody). To include apprenticeships, further education and job opportunities
- Create a benchmark personalised education plan

Her Majesty's Prison Service (HMPS) worked with Youth Offending Team (YOT) Managers at the end of 2017/ beginning of 2018 to adapt Personal Learning Support Plans. Since February 2018, the Engagement and Resettlement Officer at HMPS Wetherby Young Offenders Institution has been quality checking PLSPs. The checks are themed and include the initial meeting, final review and resettlement arrangements in place for the young person. The PLSPs are individualised for each young person and shared with YOT

via email. The PLSPs are reviewed regularly onsite.

Desired Outcome - For health staff to provide good quality health information into the EHC assessment process in a timely way.

Outcome 2.3 Health information for Education Health Care Plans

The existing arrangements for the effective exchange and quality assurance of health information are not robust for the conversion of statements of special educational needs to EHC plans. This means that health staff are not always aware that a child has an EHC plan; for example, some practitioners are not asked to contribute to plans despite having completed a recent health assessment on children in the care of the local authority.

Current Position:

ACTION 1 – Improve administrative processes around EHC plans including conversions to ensure staff are notified when health information is required

A centralised admin system is in place for seeking information on new plans from health service, and is moving forward with plans to cover annual reviews for SILCs from 2018-2019 school year.

ACTION 2 - Governance procedure for health information and quality assuring EHCPs

LCH has now been moderating health information for one year through the SEND health steering group, and this is conducted quarterly. Feedback is posted on our intranet and circulated to teams for attention. Overall, health information is of good quality. We are focused on continual improvement.

ACTION 3 – Engage with Adult Health Care

Adult health care teams are aware of EHC process and supported to engage with central admin process.

The quality of advice submitted for the initial EHC assessment by Health is improving. The Speech and Language Therapy, Occupational Therapy, Physiotherapy and Nursing service all consistently use the EHC1 form. These services also submit joint advice where possible. Some services continue to use the most recent clinic letter, however this is mitigated by the change in emphasis and structure of the clinic letters.

Desired Outcome - To reduce waiting lists as quickly as possible with full efficiency and quality of care to be NICE compliant.

Outcome 2.4 Autism

Children and young people wait too long to have their health needs assessed or checked by some health services. The CCG has secured additional funding to increase resources at LCH to reduce waiting times for ASD assessment because some children have experienced waits of over 52 weeks.

Background:

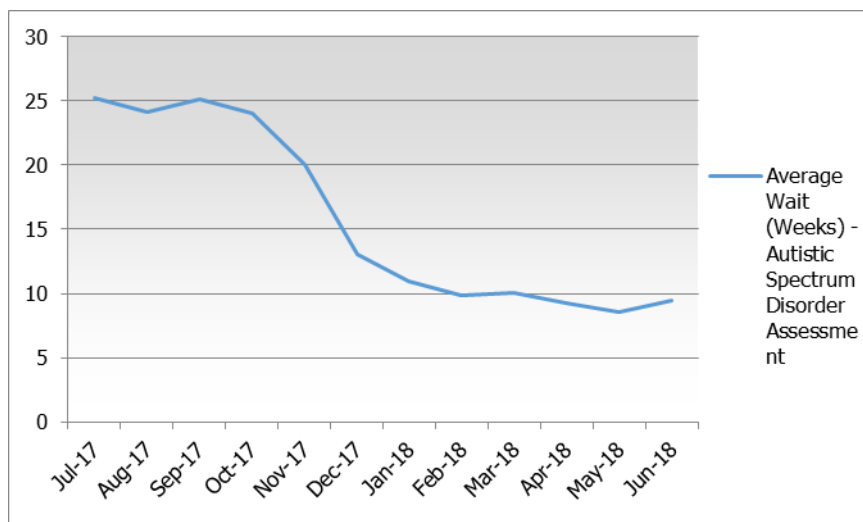
The number of patients waiting at month end and average wait time (weeks) has varied from month to month. As of March 2017, waiting list times had increased slightly due to the reduction in the number of functioning clinics and lack of fully skilled core staff.

Measures were put in place to reduce the waiting list numbers and the average wait time for assessment:

- outsource 100 assessments to other clinicians
- hire temporary staff to complete observations
- agree with current staff additional hours to complete an increased number of assessments
- apply additional administrative and managerial resource to actively manage the waiting list and coordinate the outsourced assessments

Current Position:

Service	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
Number of Patients Waiting - Autistic Spectrum Disorder Assessment	214	194	186	154	112	61	70	68	70	86	124	171
Average Wait (Weeks) - Autistic Spectrum Disorder Assessment	25.3	24.1	25.1	24.1	20.1	13.0	10.9	9.8	10.1	9.3	8.5	9.5



As a result of the actions taken the average wait time has fallen substantially. As of June 2018:

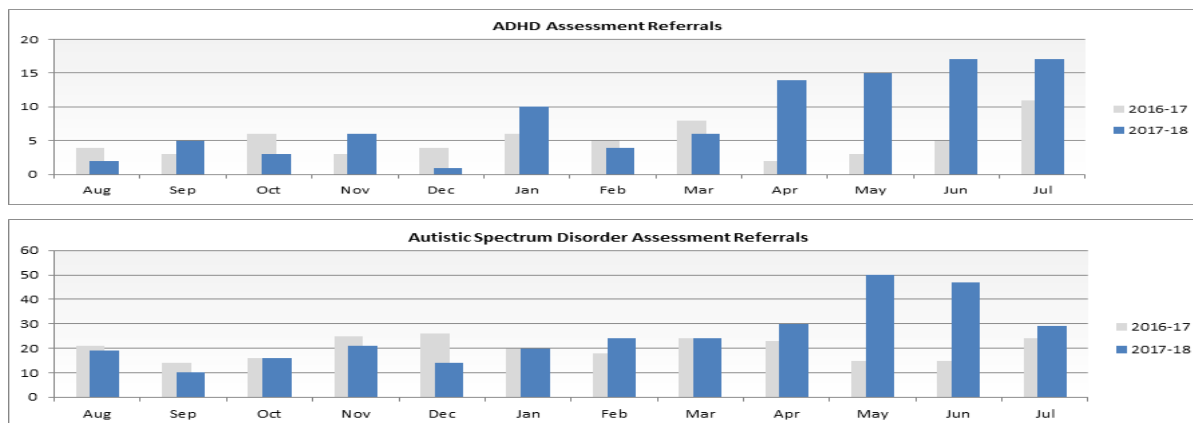
- Number of patients waiting for an assessment was 171 down from 214 at the same time last year
- Average wait time was 9.5 weeks, down from 25.5 weeks at the same time last year
- Various re-design structures are being evaluated as a result of this focused project to determine which model will provide sustained improvement.

The rising waitlist figures since April 2018 have been noted, but the average wait time has continued to fall and is well below 12 weeks. There is a plan in place to ensure that LCH can meet higher levels of demand and sustain the reduction in waiting list times for autism assessment.

LCH is planning a new Neurodevelopmental (ND) pathway. This is due to us grouping children with both a query around Autism and/or ADHD (Attention Deficit Hyperactivity Disorder) in addition to other complex ND needs, into one ND pathway. This is of benefit as children often present with a query in both Autism and ADHD areas and there has been previous duplication in assessment processes. This pathway will ensure a timely and more streamlined patient experience with less duplication.

Whilst LCH acknowledges that waiting lists have begun to rise they have a sustainable plan which began its implementation phase in July 2018.

The reasons for the increase in waiting lists have been due to staff movement and a rise in the number of Consultation Clinic appointments offered and onward referrals for ND assessment. This is both due to an increased level of activity within Consultation Clinics in CAMHS and the national increase in requests for ND assessments being replicated in Leeds.



The sustainable model is a ND pathway described as follows:

- Child or young person is referred to MINDMATE SPA with a ND query. This includes self referrals being accepted at MINDMATE SPA from 1st October 2018.
- Data is gathered from a range of agencies and professionals and a decision is made at MINDMATE SPA whether the child or young person meets the criteria for further screening for ND consideration. If they don't meet the criteria they are given bespoke advice and recommendations and if they do meet the criteria they go for specialist screening in CAMHS
- The ND screening is staffed by a range of senior professionals with a specialism in Autism assessment and/or ADHD assessment, There is also a newly-recruited Psychology Assistant for 2 days per week (0.4wte) who has experience in screening for Autism and will therefore save specialist clinician time undertaking most of the school observations as necessary.
- Following this, there is a graded approach to the child's assessment needs and therefore every child will receive an assessment based on their individual presentation. This ensures children who need fairly straight forward assessment and intervention, will be undertaken accordingly and therefore building capacity for children with more complex presentations who need a more detailed and possibly longer assessment process. We are also in consultation with the Commissioner and other partner agencies about the Leeds post assessment and diagnosis offer.
- Part of making the pathway sustainable will be an ongoing training programme for staff in CAMHS that do not have a specialist knowledge of ND conditions to ensure a wider staff resource in the future.

To support this whole process the team are currently in consultation with their senior management within LCH. This is to consider resources to facilitate the specialist ND clinicians having the appropriate capacity needed for the pathway, and to consider funding for outsourced appointments to reduce the current waits, whilst implementing this pathway.

They have done extensive research on demand and capacity and mapped out the patient

journey in detail. This research gives a clear understanding of what the service needs to be sustainable in the future. They anticipate reduced waits both in the medium and long term.

Within 12 months they expect for waits to be within the 12 week limit and the demand and capacity work shows this is achievable.

	Number of waiters	Number waiting >12 weeks	Average wait (weeks)
ADHD Assessment	81	34	11.6
Autistic Spectrum Disorder Assessment	216	111	12.9

The team are also meeting with colleagues in the LCH ICAN (Integrated Children with Additional Needs) service to look at an integrated pathway for the pre-school and school age children. Similarly we are also recruiting to a Transitions post within Leeds CAMHS that will serve the needs of children with a learning disability and/or Autism in their transition to adult services.

The increase in diagnosis has had an impact on Leeds City Council services. There has been an increase in referrals to STARS; this service is specific to autism and requires a diagnosis for access. The advice provided to families post diagnosis often specifically suggests the family seek an Education Health and Care (EHC) plan. Autism is an identified need in about a third of applications for EHC assessment heard at the Multi-Agency Panel. The increase in need for autism placements has outstripped our projections.

Desired Outcome - For children to continue to be seen for initial assessment within 18 weeks of referral and to receive their follow up appointments within 18 weeks of moving to the waiting list for a follow up.

Outcome 2.5 Speech and Language Therapy (SALT)

Decisions made by LCH leaders about recruiting speech and language therapists to the NHS mainstream provision, and their plans to implement new ways of working, are not effectively meeting the needs of children who still wait too long to receive their services. More than 600 children in school based settings and more than 200 children in clinic settings are experiencing prolonged waits that exceed 18 weeks*.

* The numbers quoted at the time of inspection were not accurate and had not been verified by the LCH performance service.

Background:

In April 2013, LCH Children’s Speech and Language Therapy Service went through an organisation wide review of services. This was to ensure appropriate savings targets were achieved in the organisation. The review looked at: Clinical pathways; outcomes / value added; consistency of offer across the city and settings; bandings of colleagues; systems and process; productivity and right person, right place and right time for the child.

Due to having one of the largest services in the country the move over to the new service delivery model was undertaken whilst maintaining the previous model. The consequence of this has been unacceptable waiting times for children requiring intervention which the service is actively addressing with organisational support. Of particular issue are the way

that waiting lists have been set up and appointments not outcomed on the data system. The main bulk of the work since Easter has been to cleanse the waits and ensure waits are true waits.

There is an over-arching NHS Core commissioned SALT service ensuring equal access for all children with speech, language and communication needs across the city and the traded offer to schools does not impact on the equality of this NHS Core offer. All vacancies have been approved for recruitment and vacancies not filled at the time of the SEND assessment have been recruited to.

Current Position:

Wait times in LCH Children's Speech and Language Therapy Service are now averaging at or below 12 weeks across the service for both initial waits and follow up waits.

Desired Outcome - To Increase the uptake of the Leeds Local Offer

Outcome 2.7 Leeds Local Offer

Nearly all of the parents that inspectors spoke to during the inspection did not know of, or use, the LLO. This means that they miss out on key services or do not know where to get high quality support. The feedback from a small number of parents in August 2016 is being acted upon by leaders and some parents, through the EPIC Leeds (Parent' Participation forum) remain involved in improving the offer.

Background:

The Leeds Local Offer website went live on 1 September 2014. The content and technical functionality of the website has been upgraded and improved through major and minor changes to the front end and back office functions.

The Local Offer is a mechanism that families can use to influence and inform commissioning and service provision as well as a way to collate the service information in one place.

The Service Improvement Team manages the website and feedback to the dedicated email address. An annually produced report about the Leeds Local Offer describes upgrades and technical improvements; user navigation and take up statistical data and user feedback.

Current Position:

The accessibility and appeal of the Leeds Local Offer has been improved through structural and aesthetic changes to the front page. The front page uses standard Children and Families branding, has less text and there are videos demonstrating how to use the directory and search. On the front page there is also a video explaining the unique selling point of the Leeds Local Offer: that we have a duty to respond and regularly publish our responses to comments and suggestions about the offer of services.

Promotional materials for ongoing marketing have been updated and printed, using consistent Children and Families branding. There are leaflets in business card and post card size to promote the site. These leaflets are provided to parents and professionals as part of quality conversations with members of SENSAP and the Educational Psychology team.

A review of the young person's version was undertaken in the summer of 2017. Young

people from the West SILC Powerhouse were engaged in the review and the possible development of a local offer social media profile or a dedicated mobile app. Focus groups were held with parents and young people via EPIC Leeds and with students attending Post 16 colleges.

The review also looked at a bespoke mobile app commissioned by Liverpool City Council, built by Splinter C Ltd and available through itunes.apple.com

From the review, it is clear that there is little appetite from families and young people to develop a specific young person's version of the Leeds Local Offer on the existing website or through a separate social media provider.

As part of raising and sustaining awareness we are continuing to:

- Make better use of the face-to-face contacts every day by embedding promotion of the Leeds Local Offer within all staff contacts, especially with families new to services in Leeds and at all public-facing events and activities, through using the promotional leaflets.
- Where appropriate, hold focused Leeds Local Offer Live events to promote the link between services and the website. Two events have been held to date. The first general event was attended by 273 people comprising 135 practitioners and professionals, 34 parents or carers and 104 young people. The second event in November 2017, with a particular focus on Preparing for Adulthood, was attended by 91 people comprising 32 practitioners and professionals and 59 parents or carers and young people.


Significant technical changes were made (winter 2017/18) to the Home Page of the Leeds Local Offer website. To enhance the directory and guided menu, improve search functionality and 'push' the feedback message to users of the site.

As a result of these changes, direct contact to the dedicated email has increased; comments are now a mixture of feedback on the site and questions about services, previously our feedback by email was entirely about the site itself. Traffic to the website is slightly higher this year and currently helps circa 300 people self-serve each month.

Audience Overview

Sep 1, 2016 - Aug 31, 2017

Some data in this report may have been removed when a threshold was applied. [Learn more](#)

 All Users
100.00% Sessions

Unique Visitors

2,178

% of Total: 100.00% (2,178)



Visits

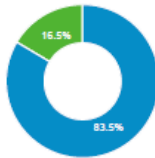
3,339

% of Total: 100.00% (3,339)



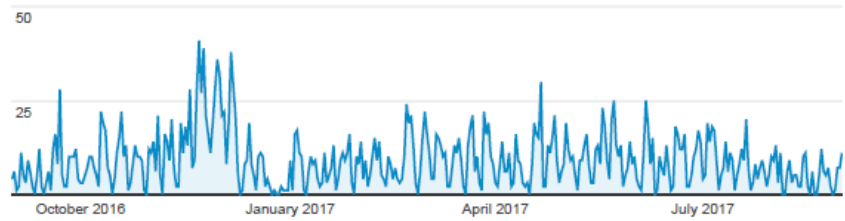
Type of Visitors

■ New Visitor ■ Returning Visitor



Visits

● Sessions




Visits by Location

Country	Sessions
United Kingdom	2,148
(not set)	794
Russia	139
United States	89
Germanv	37

Audience Overview

Sep 1, 2017 - Aug 28, 2018

Some data in this report may have been removed when a threshold was applied. [Learn more](#)

 All Users
100.00% Sessions

Unique Visitors

2,926

% of Total: 100.00% (2,926)



Visits

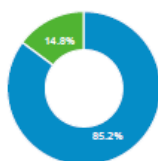
3,874

% of Total: 100.00% (3,874)



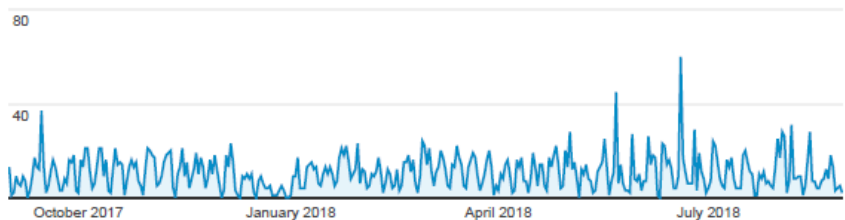
Type of Visitors

■ New Visitor ■ Returning Visitor



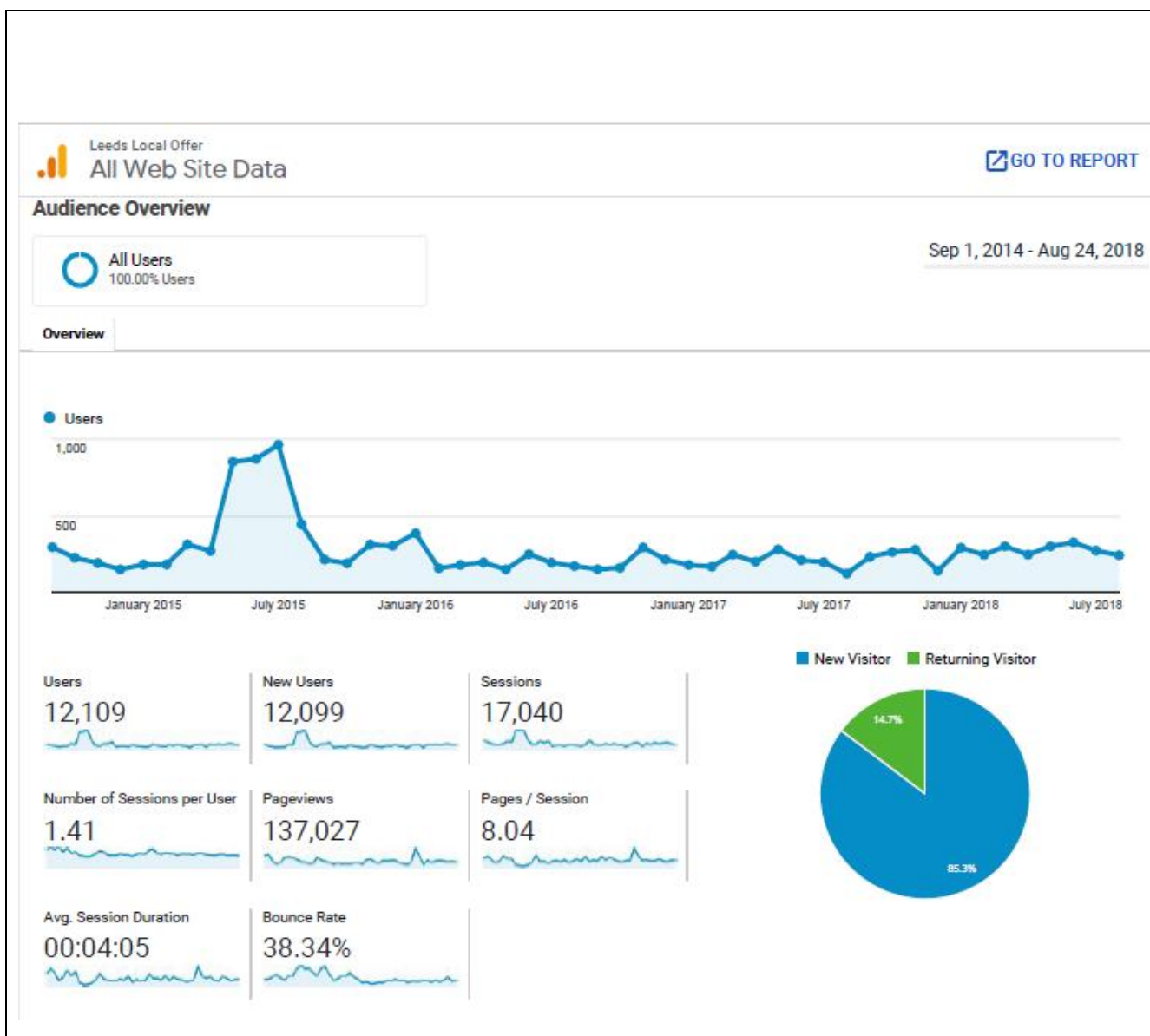
Visits

● Sessions



Visits by Location

Country	Sessions
United Kingdom	3,023
(not set)	533
France	238
United States	27
Ireland	13



Desired Outcome - For this cohort of pupils to be above the national average for attendance.

Outcome 3.1 Improve learners' attendance

For over 100 pupils who needed additional support was amongst the lowest in England in 2016.

Current Position:

Leeds City Wide School Attendance

Primary Level		Academic Year			
SEN Status	Census Category	2017/18*	2016/17	2015/16	2014/15
SEN Support	K or A or P	94.7%	94.8%	95.0%	95.1%
EHCP/Statement	E or S	93.5%	93.5%	93.8%	93.8%
No SEN	N	96.3%	96.2%	96.4%	96.3%
All Primary Pupils		96.0%	96.0%	96.2%	96.1%

Secondary Level		Academic Year			
SEN Status	Census Category	2017/18*	2016/17	2015/16	2014/15
SEN Support	K or A or P	91.2%	90.6%	90.7%	90.9%
EHCP/Statement	E or S	91.8%	92.6%	91.9%	91.5%
No SEN	N	95.0%	94.8%	95.1%	94.9%
All Secondary Pupils		94.5%	94.3%	94.5%	94.4%

*2017/18 for Autumn and Spring Terms only

The data shown above only includes pupils for whom SEN Status was recorded on the January School Census.

Restorative Early Support Teams (REST) bring together social work and family support staff locally, with the aim of trying a more flexible, multi-disciplinary approach to working with families within their own communities. RES arrangements are additional to and not instead of cluster and early help resources. REST work across early help and social work and are building new ways of working with local schools and services using the 'Leeds Practice Model'.

The RES Teams will provide better support for the 3As through developing better practice and better joint working between schools and local services.

Children and young people with medical needs such as Crohn's disease, Asthma, Cancer, Diabetes, Sickle Cell Anaemia and Epilepsy are more likely to have time out of school. This type of need is characterised by hospital appointments for treatment, consultations and periods of inpatient care.

Desired Outcome - For attainment in English and Mathematics by the age of 19 to be above the national average (second quartile). Proportion of young people aged 17 who have SEND and are Not in Education, Employment, or Training (NEET) is above the national average.

Outcome 3.2 Attainment

Attainment in English and mathematics by the age of 19 remains low for this group. Equally, the proportion of young people aged 17 who have SEND and remain in education or employment with training in 2015 was 82% compared with the national figure of 88%.

Background:

Supported by Council services and partners, work to take forward the City ambition for a NEET free city under the City Deal and the NEET obsession of the Children's and Young People's Partnership Board, has achieved considerable progress in reducing the number of young people identified as NEET and Not Known.

However, the challenge remains and the Council retains a statutory duty to provide a sufficiency of learning places and support to the most vulnerable learners. Through the targeted Information, Advice and Guidance Service and in conjunction with the wider leadership role of:

- Supporting learning institutions to meet their duties around Careers Education,

Information, Advice and Guidance (CEIAG)

- Building effective links with local businesses to better connect education with the world of work
- Enabling young people to make informed choices

Children’s Scrutiny Board concluded its inquiry on NEET prevention and reduction and the monitoring of the implementation of its recommendations in September 2016. However, since that time there have been a number of significant changes in policy, learning provision and support, infrastructure and funding constraints. This has led to significant changes in the resources available to be deployed by services internally and for the commissioning of programmes at national, city region and local level.

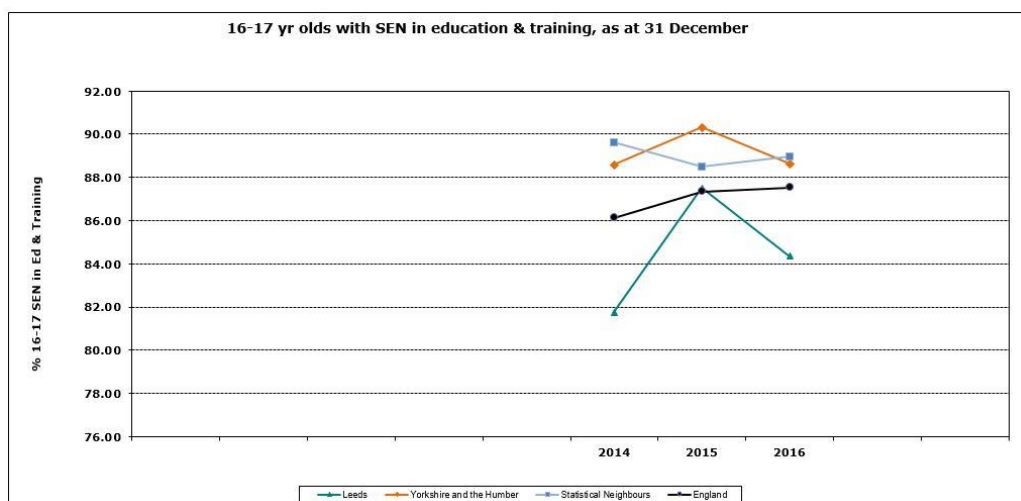
In addition, there have been changes in Council service structures and individual roles and responsibilities. Some have been planned, but others have been interim arrangements to meet challenging budget saving targets and revised operational requirements and priorities. These have directly or indirectly impacted on this agenda.

The NEET label is used by many services to describe different cohorts of young people ranging in ages from 14 to 25 years. The definition of NEET used by the DfE includes young people in years 12 and 13 of secondary education (16 and 17 years old) not in Education, Employment or Training.

Current Position:

16-17 year olds with SEN in education & training

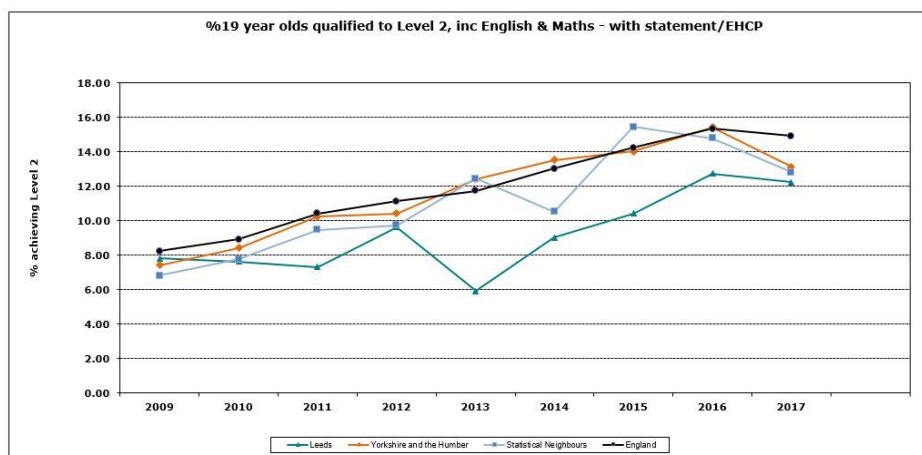
	2014	2015	2016	Change from previous year
Leeds	81.76	87.50	84.36	-3.14
Yorkshire and the Humber	88.57	90.31	88.64	-1.67
Statistical Neighbours	89.62	88.48	88.98	0.47
England	86.13	87.34	87.52	0.18



Leeds are ranked 128 nationally and has less young people with SEN (aged 16 to 17) in education and training than our statistical neighbours, Yorkshire and the Humber and nationally.

% 19 year olds qualified to Level 2, inc. English & Maths with statement / EHCP

	2009	2010	2011	2012	2013	2014	2015	2016	2017	Change from previous year
Leeds	7.80	7.60	7.30	9.60	5.90	9.00	10.40	12.70	12.20	-0.50
Yorkshire and the Humber	7.40	8.40	10.20	10.40	12.40	13.50	14.00	15.40	13.10	-2.30
Statistical Neighbours	6.80	7.75	9.44	9.71	12.41	10.49	15.41	14.76	12.78	-1.98
England	8.20	8.90	10.40	11.10	11.70	13.00	14.20	15.30	14.90	-0.40



In Leeds over the previous nine years, the percentage of young people aged 19 with an EHCP (or old statement at the time) attaining qualifications to Level 2 has improved from 7.80 to 12.20%. However, Leeds is behind its statistical neighbours, Yorkshire and the Humber and nationally.

Desired Outcome – To narrow the gap between the Progress 8 score for children and young people with SEND in Leeds against the national average

Outcome 3.3 Educational outcomes and progress

Overall, educational outcomes for children and young people who have SEND are poor. Indicative results for 2016 reveal progress in half the secondary schools is slow, particularly for those who need additional support.

The Learning Improvement service works with schools to improve the outcomes of children

and young people who have SEND. As a result, schools develop systems that provide better support to children and young people. Unfortunately, the impact on the educational progress children and young people make, particularly for young people who have additional support needs, is limited.

Leaders have not used information about the progress young people with different needs make, to target their support for schools to do better. However, since September 2016, systems to use information about the progress of different groups of young people are being developed and put to better use.

Background:

Action to improve overall educational outcomes for children and young people sits with head teachers. Within the Children and Families directorate, a SEND Monitoring Group has been established that brings both Learning Improvement and Complex Needs services together to explore and understand the barriers in both primary and secondary mainstream provision and to review achievement in specialist provision.

The first step in supporting schools is to identify what the barriers are to improving performance and identifying where the challenges lie. For example, coding of need correctly, the use of the SEN Register (is the child or young person behind in their learning rather than having SEND?)

There is a wider challenge discussion regarding diminishing the differences in progress between non SEN pupils, pupils requiring SEN Support and Pupils with an EHCP as shown by the Leeds Progress 8 data.

It is about being able to identify where performance gaps between cohorts of children and young people are too wide and sign post specialists to address SEND progress with the specific school setting.

An example of this is where Learning improvement now lead on the process of reviewing the SILCs prior to Ofsted inspection. Making the process internal, in partnership with the Complex Needs service, has focussed the challenge and support given to these settings.

Progress 8 is the name of the accountability measure used to track the progress of pupils in secondary provision, across a selected set of eight subjects. It is calculated each year on the basis of the actual results of all of the pupils taking exams at the end of key stage 4 that year.

The average progress score in Leeds for SEN Support pupils is -0.57 (the national average is -0.38) and for EHCP pupils it is -1.46 (the national average is -1.03). The average progress score for non-SEN pupils is 0.06 (the national average is the same). A score of +1 means pupils are achieving one grade more in each GCSE qualification. This data is from the academic year 2015/16.

The provision for pupils classified as requiring SEN Support and pupils with an EHC plan will be different; therefore it is useful for each of these two cohorts to have their own 'desired outcome' ie target Progress 8 score.

A realistic short term target for improving progress for pupils with SEN Support would be -0.3 and for pupils with an EHC [plan would be -0.1. This would bring Leeds up to the national average.

Current Position:

This data is from the academic year 2016/17.

The average progress 8 score in Leeds for SEN Support pupils is -0.39 (the national average is -0.43).

The average progress 8 score for Leeds EHCP pupils (SEN with a statement or EHCP is the SFR definition) is -0.91 (the national average is -1.04).

The average progress 8 score for non-SEN pupils is +0.18 (the national average is +0.07).

When comparing changes from one year to the next it is more helpful to look at the relative gap in attainment. This change in gap is shown below:

Pupil cohort	2015/16 Gap to national (points behind national)	2016/17 Gap to national (points behind national)
Average progress 8 score for SEN Support pupils	-0.19	-0.04
Average progress 8 score for SEN pupils with a statement or EHCP	-0.43	-0.13
Average progress 8 score for non SEN pupils	0 - Same as national	+0.11 (points in front of national)

NB A minus sign indicates how far behind the national average Leeds is performing. A plus sign indicates how far in front of the national average Leeds is performing.

The data shows that the gap has closed considerably between 205/16 and 2016/17 for the two SEN cohorts. With Leeds also performing above the national average for non SEN pupils.

Desired Outcome - For outcome measures to be progressively introduced within Health Children's Services and demonstrate progress for the child or young person in reaching their potential and working towards goals.

Outcome 3.4 Use of outcome measures in health services is variable

This has been recognised by the designated clinical officer, who is working with health commissioners to use the CQUIN scheme to develop child focused outcomes within children's health services.

Current Position:

Moving to outcome oriented pathways is now embedded in the Leeds Community Healthcare Children's Services Strategy. Outcome measures are in use with many pathways. This is complex work, and Leeds continues to be at an advanced level comparatively nationally. Work is ongoing.



Nadhim Zahawi MP
Parliamentary Under-Secretary of State for Children and Families
Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Mr Steve Walker
Director of Children's Services
Leeds City Council

10 May 2018

Dear Steve,

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND): COMPLETING THE TRANSFER OF STATEMENTS OF SEN TO EHC PLANS

As you know, the Children and Families Act 2014 introduced the biggest changes to special educational needs and disability (SEND) support in a generation, putting children and young people with SEND at the heart of the process and ensuring that they are supported all the way through from 0-25 if needed.

Completing the transfer of Statements of SEN to quality Education Health and Care (EHC) plans is an important milestone and I am pleased that your April data return to the Department shows you have successfully completed all your transfer reviews by the statutory deadline.

I want to thank you, your colleagues and partners for the commitment and hard work you have shown to completing the transfers on schedule, and to the families who have worked with you on this journey. Moving across to EHC plans should have enabled those children, young people and their families to feel the benefit of the reforms and to receive a more joined-up approach to meeting their needs and improving their outcomes.

The end of the transition period marks the beginning of a new phase for the SEND reforms, focussed on continuing to improve the quality of EHC plans through annual reviews, the quality of provision, and the joining up of services. I look forward to working with you further so that together we achieve our shared vision of improved outcomes for children and young people with SEN and disability.

I am copying this letter to the leader of the council and to the MP for Leeds.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N. Zahawi'.

Nadhim Zahawi MP
Parliamentary Under-Secretary of State for Children and Families

EP TEAM PRIORITIES PLAN 2017-19

What	How
Outcome 1: To improve outcomes i.e. the achievement, attainment and attendance of children and young people with SEND in statutory process	
Improve further the quality and consistency of EP EHC advice	<ul style="list-style-type: none"> • Write a framework which details the focus of quality indicators for EHC advice. • Develop consistent understanding of quality through team meetings and individual supervision. • Peer moderation process is developed with focus on quality advice and relevant to the 0-25 process. • SENSAP Quality assurance model feeds into EP practice. • Ensure EHC advice for early years and post 16 is consistent and of high quality. • Shared understanding in the EP team of universal, targeted and specialist provision in mainstream school. • Shared understanding of the SILC offer.
Develop a sustainable operational working model between the EPT and SENSAP	<ul style="list-style-type: none"> • Operational issues are addressed through clear processes and structure. • SCO and SEP meetings target issues and are fed back to team. • Regular reviews are held to support development of joint responses to statutory issues, including post 16.
Outcome 2: To ensure the graduated response for children and young people is effective and supports attainment, achievement, attendance and inclusion (i.e. Early Help)	
To develop a non-statutory offer to support non-statutory work in schools	<ul style="list-style-type: none"> • Develop the EPT strategic vision within children's services for traded capacity and planning. • Identify the development needs for intervention and training and explore possible pilots and sustainability.
To develop and ensure a consistent SEMH offer which supports the graduated response from the EPT	<ul style="list-style-type: none"> • Mindmate - Training planned and delivered and evaluated for SEMH (linked to Mindmate). • SEP and EP working in partnerships with AIP. SEPS offer for AIP partnership working is shared with AIP chairs. • Contribute professional advice to AIP area developments. • Team meetings focus on developing shared understanding of SEMH provision in mainstream. (Ref: Outcome 1) • SEPS and EPs focus together on SEMH provision through supervision, reflection on at least three reports annually and one case study. The annual cycle is reviewed and evaluated. • Develop EPT QA process for SEMH advice for EHC and feed back to team.
To embed a consistent offer of early support for schools and settings	<ul style="list-style-type: none"> • City Wide consultations are embedded in the offer to all settings. • CPD develops a consistent understanding of the EP role in early help • SLT links with partners and wider agenda are established

To ensure EP team processes support early intervention conversations	<ul style="list-style-type: none"> • IPMs are used effectively to support pre statutory work with the most vulnerable pupils. • Data identifies targeted work for 2018-19 academic year.
To develop working partnership with Learning Improvement Team and Social Care to support early intervention conversations	<ul style="list-style-type: none"> • PRG and SRG terms of reference are reviewed with PEP. • SEP, SPEP meet with area officers from social care and share EP team practices and Core offer. • SEPS feed into the Local Authority offer for schools which are identified as requires improvement or not meeting the need of vulnerable learners currently through SRG, PRG and MAP.
To improve attainment, achievement and attendance of CLA through supporting early intervention	<ul style="list-style-type: none"> • EP involvement is reflected in Personal Education Plans. • SEP and Virtual school link with AIP to develop joint focuses.
To have clarity of EPT offer for EY Children in relation to the wider strategic vision of the Complex Needs Service offer.	<ul style="list-style-type: none"> • EY work is targeted and coordinated with area practitioners. • Links to SENIT are strengthened. • SPEP engages in the development of CNS strategic vision and EY offer.
Outcome 3: Schools will continue to be supported effectively and sustainably in critical incidents	
To develop a sustainable critical incident response across service	<ul style="list-style-type: none"> • Increase the number of EPs able to respond to critical incidents. • All EPs are confident in the critical incident response processes. • Local authority processes are robust so EPs can respond effectively settings in meeting the needs of children and young people.
Outcome 4: To promote professional wellbeing at work, development opportunities are available throughout the team and embedded into the service delivery model.	
To increase engagement and opportunity for all EPs in wider work.	<ul style="list-style-type: none"> • Supervision and PALS focuses on EP development planning. • Identification of tasks and opportunities which offer operational/systemic input from EPs. • Develop an overview of CPD i.e. record of activity. • Implementation and review of service enabling time in terms of professional wellbeing and development.

Autism Assessment Waits

CAMHS Assessment Clinics:

There were 3 autism assessment clinics based around Leeds, an extra clinic has been added on a temporary basis (mainly staffed with clinicians working extra hours in addition to their WTE and temporary staff) and ensured that clinics were working at full (and sometimes more) capacity.

Securing funding for the outsourcing of autism assessments:

Funding was secured from NHS England to enable Leeds CAMHS to work in partnership with Clinical Partners who were commissioned to undertake 100 assessments on behalf of Leeds CAMHS. These assessments have been offered on a 7 day basis in (mainly) CAMHS premises around Leeds. There has been significant amount of CAMHS administration and managerial time that has supported this project.

Administrative Support:

From within the exiting admin team the waiting list initiative have been well supported by two members of the team, almost all of their time has been exclusively spent on this process for at least the last six months.

ADOS training:

Purchase of ADOS training for 15 members of staff within CAMHS to ensure parity in the quality of the child based assessment component of the assessment process. This was coupled with purchasing three more ADOS assessments kits to ensure there was enough equipment in the service to undertake the increased level of assessment activity.

Assistant Psychologists:

Recruitment of 2 band 4 assistant psychologists on a 12 month contract (one assistant had her contract extended by 4 months until Jan 18), with dedicated time to support the autism assessment process by undertaking school observations, observing ADOS assessments amongst many other things.

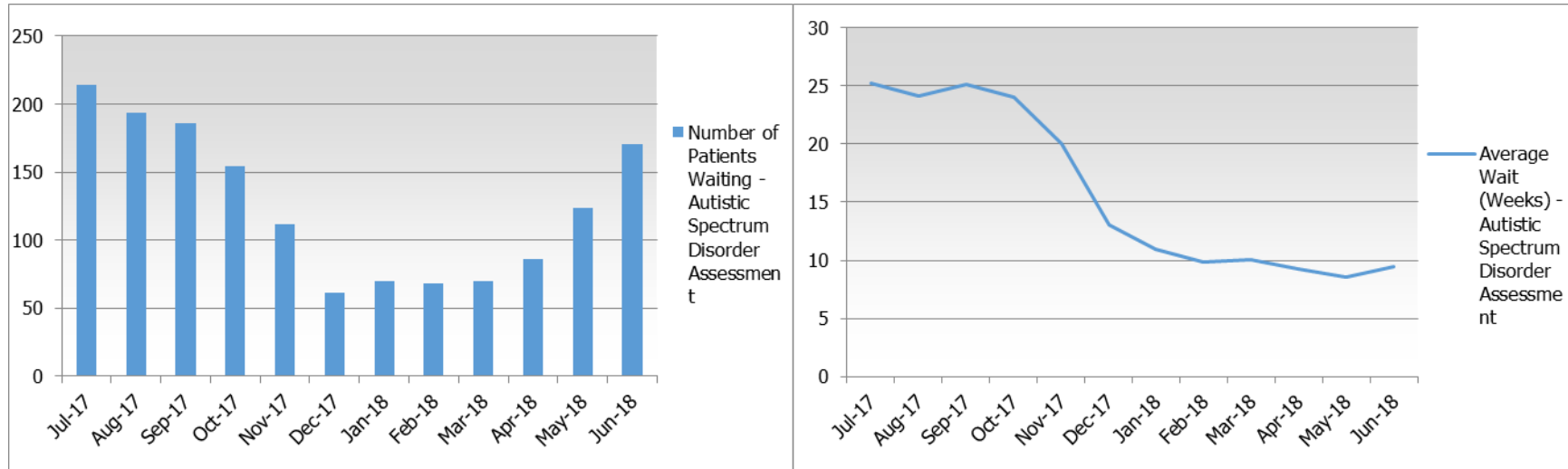
Project management/ Managerial oversight

Aleesha Shazad was initially in post as a project manager and Sara Clarke has taken over this role from Sept 17. This has been very much a logistical role to support the work of colleagues and Clinical Partners. It has also required a 'forensic' level of oversight and management of the waiting list on a daily basis to ensure that appointments are been offered, DNA's are being managed etc. and that when data is requested it is current and of worth.

The following details progress over the last year.

Autistic Spectrum Disorder Assessment Waiting times July 2017 to June 2018

Service	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
Number of Patients Waiting - Autistic Spectrum Disorder Assessment	214	194	186	154	112	61	70	68	70	86	124	171
Average Wait (Weeks) - Autistic Spectrum Disorder Assessment	25.3	24.1	25.1	24.1	20.1	13.0	10.9	9.8	10.1	9.3	8.5	9.5



Short Breaks Review

SUMMARY REPORT

|

April 2018



Introduction

The Leeds Children and Families service has reviewed the Short Breaks services we commission for children and young people with SEND and their families in partnership with colleagues from Complex Needs, Health and EPIC - the parent/carer and families participation forum.

It is really important that we work with our partners, stakeholders and families to provide the best possible services with the resources available to us. This document sets out the work we have undertaken, what we have found, and our plans for short breaks services in future.

What is a short break?

Short breaks form part of a wider package of support available to disabled children and their families. They are designed to support families that could potentially be at risk of breakdown or significant disadvantage and enhance disabled children and young people's personal social and emotional development.

In Leeds, we commission short breaks services at three levels:

Universal short breaks

Universal short breaks aim to support children and young people with additional needs to access 'universal' services that are open to all. Currently we commission training, advice and support for organisations and venues with the aim of helping families to access appropriate and inclusive provision.

Targeted short breaks

Targeted short breaks meet specific needs. In Leeds we currently commission targeted short breaks through an annual grant round where organisations can apply for funding to provide targeted short breaks. In 2018/19 our budget is £500,000 which we have invested in 23 schemes delivering almost 55,000 hours of activity.

Specialist short breaks

Specialist short breaks are for children and young people with very complex needs. A variety of specialist short breaks are available including overnights at Rainbow House residential home and the Complex Needs Fostering Short Breaks Service both provided by Leeds City Council.

Parents and carers can also receive a direct payment for a short break delivered by a Personal Assistant or with support from an Individual Support Worker through a contracted provider.

“In Leeds, the focus has been on increasing access to universal settings”

The focus in Leeds has been on increasing access to universal settings so that wherever possible children and young people can take part in activities with their non-disabled peers and be active members of their local community. At the same time we have worked closely

with our partners and providers to try and enhance our targeted and specialist short breaks offer.

Commissioning Review

We recognise the importance of short breaks services for children and young people with SEND and their families. By working closely with providers, partners and families we have continued to develop our short breaks offer in recent years. However, we also recognise that increasing demand on services, financial pressures and changing needs mean that it is important that we periodically review the services we commission to ensure they are still best use of resources and meet the needs of children and families.

To do this effectively we wanted to look at a range of data including the number of children and young people with SEND in Leeds, the numbers accessing short breaks, what their needs are and the areas of the city in which they live. Just as importantly, we wanted to speak with children, young people and families as well as providers, professionals and other stakeholders to understand their views on short breaks and what is important to them.

A Health Short Breaks review is ongoing and the findings of this Short Breaks Review will inform the process within Health and will feed into any conclusions.

Consultation

For this review we engaged with 38 stakeholders, 100 parents and carers and 83 young people.

1) Stakeholders: We held two stakeholder events to talk to short break providers and representatives from parents' groups about their views on all types of short breaks, what they knew about the offer within the city, what outcomes we wanted, what works and what could be improved.

2) Children & Young People with SEND and their Families / Carers: We wanted to consult with a range of young people and their parents and carers. We did this by publishing an online survey, holding a dedicated consultation session and visiting a number of short breaks services and parents' coffee mornings.

We will use the data we have gathered and the feedback received through the consultation to help inform future commissioning decisions.

What we have found?

Demand for short breaks will continue to increase

The number of children and young people with SEND will rise in line with population growth and in turn will lead to increasing demand for short breaks. School census projections from 2016 onwards suggest an increase of 2,179 children / young people with SEND in Leeds between 2016 and 2020.

Overall 5% of children and young people with SEND access a targeted short break. Due to the varied nature of universal short breaks it is not possible to say how many children with

SEND access universal provision across the city, although we know children and young people with SEND do sometimes experience barriers in accessing universal provision (see below).

Consultation with parents indicates that waiting lists/availability is the second biggest barrier to accessing short breaks after location. Parents and carers also clearly identified weekends and holidays as a time when more short breaks, particularly play scheme provision, is needed.

Short Breaks are valued by both children and young people and parents

Short breaks play an important role in providing fun and enjoyable activities that support social and emotional development but also in preventing family breakdown.

The results of the 'My Health, My School' survey 2015-16 showed that children who identified as having a disability in mainstream settings are less likely than their non-disabled peers to take part in regular after school activities and are less likely to be happy with the number of good friends they have.

Consultation with stakeholders identified key outcomes for short breaks including reducing social isolation, making friends and participating in fun and enjoyable activities that help young people develop independence and learn to manage risk. Short breaks services also act as early intervention and help prevent family breakdown. Parents also reported that they value the informal peer support networks that often form around short breaks.

A survey of parents undertaken as part of the review asked what was important to them about a short break. The results demonstrate that short breaks fulfil multiple functions for children and their families:



There are significant strengths in the current short breaks offer

Significant developments have been achieved in our short breaks offer in recent years. Feedback from providers, parents and other stakeholders indicated that the partnership working and sharing of best practice between providers and with Leeds City Council has been a strength of the approach in recent years.

In 2017/18, the number of hours of targeted short breaks increased by 25%

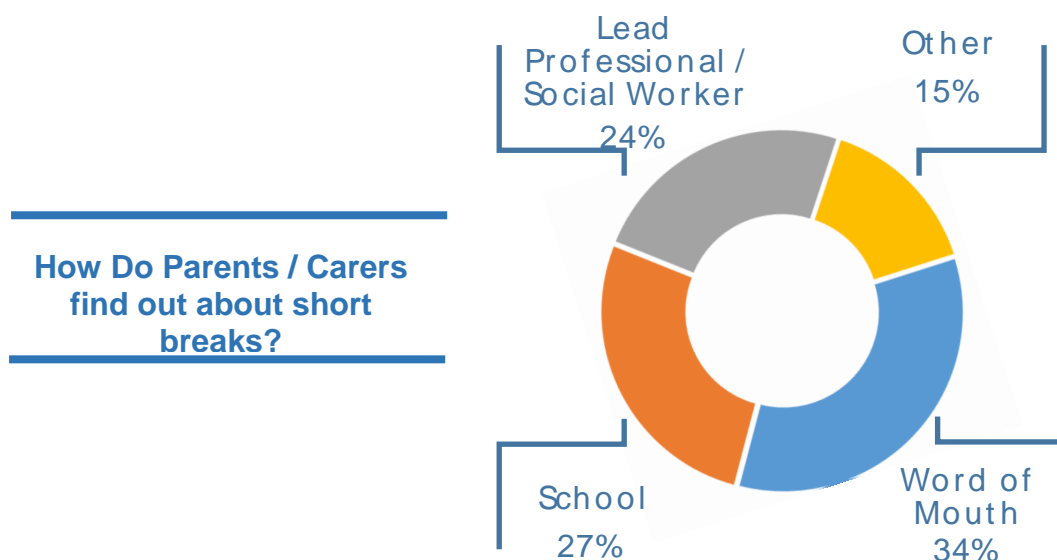
In 2016/17 the number of hours of targeted short breaks provision commissioned across Leeds was 44,000 hours. In 2018/19 we have commissioned 54,891 hours. This is a 25% increase whilst also focusing on an improvement in quality and enhanced staffing ratios for weekend and holiday play schemes to enable services to work with those children and young people with more complex needs.

The almost 55,000 hours commissioned in 18/19 is a decrease on the figure commissioned in 17/18 (67,000 hours), however this is largely due to an emphasis on improving quality and staffing ratios of provision to enable services to better support those children and young people with a higher level of need.

Awareness of services and inclusiveness of services, particularly universal services, remains a challenge

Feedback from parents, carers and families clearly identified that many universal settings are not accessible for children and young people with SEND. Families gave a number of examples of services that were not inclusive including inappropriate facilities and training/awareness of staff. Some parents said that once children exhibit 'challenging behaviour' they are refused access to services and often attention turns to parents who feel 'on trial'. Feedback indicates that a lack of inclusion in some universal settings is placing greater pressure on targeted and specialist resources.

Stakeholder consultation indicates that knowledge of services, particularly universal services, differs significantly between organisations and individuals. A survey of parents carried out as part of the review shows that word of mouth is the most common method for parents to hear about provision was word of mouth, followed by their school or lead professional / social worker.



Autism Spectrum Disorder was identified as the most common disability for children accessing a targeted short break

The most common disability type for children and young people accessing a targeted short break is Autism spectrum disorder. Data from 2016/17 shows 186 out of a total of 839 (22%) children and young people accessing a targeted short break were identified as having

Autism Spectrum Disorder. The children and young people least likely to access the services were those with Multi-Sensory Impairment (0%), followed by Speech, Language and Communication Needs (1%) and Social Emotional and Mental Health (1%).

When comparing Leeds population data with information on those accessing a targeted short break we can see that 82% of children and young people with Multiple and Profound Learning Disability accessed a targeted short break compared with 21% of children and young people with Autism Spectrum Disorder.

For both targeted and specialist short breaks, the children and young people accessing them were most likely to be male and White British. Boys / young men accounted for 72% of targeted short breaks and 66% of specialist short breaks, and 79% of children and young people accessing these services were classified as White British. The last census data for Leeds shows 18.9 of the population are from an ethnic minority group.

The most common age range for a targeted short break is 10 – 14 at 32% with over 15s accounting for the highest percentage of specialist short breaks at 37%.

There are currently 54 children and young people who receive regular respite at Rainbow House, 35 of whom are male and 19 female. Eighty percent of these cyp have severe/complex learning disabilities, including autism spectrum disorder. 225 cyp to date have been approved to receive support from a Personal Assistant via a Direct Payment.

There is not an equal geographical split of services

School census data from 2016 indicates that the inner city south and east wards have the highest percentage of pupils with SEND, however we know this is not reflected in the location of our commissioned services. This question about the geographical split of services was also raised in the stakeholder consultation, and it was felt that there is not an equal geographical spread of services, and the knowledge of what services are available across the city varies amongst individuals and organisations.

We can see from the data that this unequal geographical spread of services at a targeted level does not necessarily mean that families in some areas are not accessing services. The percentage of the population accessing targeted short breaks from the east, south and west of the city is roughly the same, approximately 4%. It may indicate that some families have to travel further to access services, which could impact on the ability of the short break to deliver the intended outcomes.

Through consultation both young people and parents and carers spoke about issues around transport emphasising the importance of local short breaks being delivered wherever possible. Some young people spoke about services working for them due to the fact they were available near to home and in the survey undertaken of parents and carers, the location of short breaks was identified as the most common barrier to accessing services, with 46% of respondents highlighting this.

Services must be personalised and offer a variety of activities

Taking forward the personalisation agenda was highlighted as an important aspect within short breaks. Feedback highlighted that work is ongoing to ensure more personalised services, however there is more to do to fully embed personalisation and personal budgets in particular.

Feedback from stakeholders, parents/carers and children and young people emphasised the importance of a range of short breaks that provided a variety of activities based on individual interests.

What range of activities should short breaks provide?



Many children and young people said they liked outdoor and physical activities whilst others stated they enjoyed quieter time including craft based activities. A number of young people, especially at the older age



range, said they were most interested in computer and gaming based activities. This highlights the importance of short breaks being able to offer



a range of activities based on individual preferences and interests.

Whatever type of activity young people were most interested in, they consistently fed back the fact that they valued the opportunity to spend time with their peers and make friends through fun activities.

It is also important to note the important role that short breaks play in developing skills to support preparation for adulthood through fun and enjoyable activities.

Conclusions

- By working closely with partners and providers we have been able to increase the number of targeted short break hours available from 44,000 in 16/17 to 54,000 in 18/19. This is a 25% increase whilst also increasing quality and staffing ratios to enable access to those with a higher level of need.
- This increase has been as a result of a sustained period of intensive work by providers, partners and the local authority and it would be difficult to deliver a further increase in provision due to the value for money currently being achieved
- Families report many universal services are still not accessible and inclusive for children with SEND – this continues to be a priority for further work.
- Short breaks are valued by young people and families and provide an opportunity to support social inclusion and friendship through fun and enjoyable activities. Developing independence and managing risk are key factors in early intervention/prevention of family breakdown
- Significant developments have taken place in recent years in terms of partnership working between providers of short breaks and the local authority, through sharing best practice and communication. This is a strength that should be retained
- It is key to offer a variety of short breaks services which are personalised to meet the needs of individual young people
- Whilst the most common disability type for young people accessing targeted short breaks is Autism, parents still feel many that when children or young people exhibit 'challenging behaviour' they are refused access to services

- There are significant challenges to be faced, in particular in relation to the provision of specialist short breaks through ISW and Direct Payments due difficulties in recruitment of Personal Assistants/ISW workers.

What does this mean for future commissioning?

Further emphasis will be made on supporting access to universal settings by providing a service which can help signpost into the universal offer and support organisations to become more inclusive.

There should be continued investment in Targeted Short Breaks to build upon the good work that has taken place and the strong partnerships that have been developed over recent years.

Future Commissioning Considerations:

Offering **longer term arrangements** to successful providers for weekend and holiday play schemes and increasing the number of hours of this type of provision

Ensuring a **more even split of weekend and holiday** play schemes across the city

Continuing with a **smaller grant round** for other targeted short breaks to retain a variety of services across a variety of locations

Increase inclusivity within universal provision

Ensuring services provide a fun, enjoyable and social activity for children and young people but also provide stimulating activities that support their **development and preparation for adulthood**

Reviewing current ISW contract for specialist short breaks and consider the **role of direct payments** and future arrangements for meeting need

Continuing our work to further develop approaches to **personalisation** throughout the spectrum of universal, targeted and specialist short breaks

Increase knowledge of a positive behaviour support approach and **embed PBS principles** within a range of settings

Commissioning Considerations Update (June 18):

A market event was held in April to share the review findings with stakeholders and to outline a preferred commissioning option based on the considerations above. Stakeholders were in broad agreement that the consultation findings reflected what they heard/saw on a daily basis however they expressed concern that the proposed

commissioning option (a core contract delivering both weekend and school holiday activity schemes) presented significant challenges for an April 2019 start date.

A commissioning options appraisal has been undertaken and the Children and Families Commissioning Board has approved the following plan:

- 2019/20 continue with a targeted short breaks grants process
 - From April 2020 onwards award a core contract delivering both weekend and school holiday activity schemes divided into 3 lots covering each wedge of the city. This would be complemented with a grants pot, part of which would be ring-fenced for additional school holiday play schemes.
 - We will work with the market from July 2018 onwards to facilitate a move to the new contracting arrangements and Voluntary Action Leeds (VAL) will provide support to the voluntary sector around consortium working. We hope to offer a six month mobilisation period following contract award to ensure providers are ready to start delivery in April 2020.
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Report of Head of Governance and Scrutiny Support

Report to Scrutiny Board (Children and Families)

Date: 24th October 2018

Subject: Work Schedule

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

1 Purpose of this report

1.1 The purpose of this report is to consider the Scrutiny Board’s work schedule for the remainder of the current municipal year.

2 Main issues

2.1 At its initial meeting in June 2018, the Scrutiny Board agreed to adopt a thematic approach this year and undertake an inquiry based on the question ‘is Leeds a child friendly city?’ seven years on from the introduction of Child Friendly Leeds.

2.2 The latest iteration of the Board’s work schedule is attached as Appendix 1 for consideration and agreement of the Scrutiny Board – subject to any identified and agreed amendments. As well as reflecting the agreed thematic approach, other traditional items of Scrutiny work have also been incorporated into the work schedule, which involve recommendation tracking of work previously undertaken by the Children and Families Scrutiny Board; performance monitoring reports and any Budget and Policy Framework items.

2.3 Executive Board minutes from the meeting held on 19th September 2018 are also attached as Appendix 2. The Scrutiny Board is asked to consider and note the Executive Board minutes, insofar as they relate to the remit of the Scrutiny Board; and identify any matter where specific scrutiny activity may be warranted, and therefore subsequently incorporated into the work schedule.

Developing the work schedule

2.4 The work schedule should not be considered a fixed and rigid schedule, it should be recognised as something that can be adapted and changed to reflect any new and

emerging issues throughout the year; and also reflect any timetable issues that might occur from time to time.

2.5 However, when considering any developments and/or modifications to the work schedule, effort should be undertaken to:

- Avoid unnecessary duplication by having a full appreciation of any existing forums already having oversight of, or monitoring a particular issue.
- Ensure any Scrutiny undertaken has clarity and focus of purpose and will add value and can be delivered within an agreed time frame.
- Avoid pure “information items” except where that information is being received as part of a policy/scrutiny review.
- Seek advice about available resources and relevant timings, taking into consideration the workload across the Scrutiny Boards and the type of Scrutiny taking place.
- Build in sufficient flexibility to enable the consideration of urgent matters that may arise during the year.

2.6 In addition, in order to deliver the work schedule, the Board may need to take a flexible approach and undertake activities outside the formal schedule of meetings – such as working groups and site visits, where deemed appropriate. This flexible approach may also require additional formal meetings of the Scrutiny Board.

Developments since the previous Scrutiny Board meeting

Call In meeting – 10th October 2018

2.7 An Executive Board decision was Called In on 27th September 2018. The decision related to the proposal to increase primary places at Moor Allerton Hall Primary School and therefore fell within the remit of the Children and Families Scrutiny Board. A Call In meeting was held on 10th October 2018. In conclusion, the decision was released for implementation.

3. Recommendations

3.1 Members are asked to consider the matters outlined in this report and agree (or amend) the overall work schedule (as presented at Appendix 1) as the basis for the Board’s work for the remainder of 2018/19.

4. Background papers¹

4.1 None used

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

Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

June	July	August
Meeting Agenda for 13th June 2018	Meeting Agenda for 18th July 2018	No Scrutiny Board meeting scheduled.
Scrutiny Board Terms of Reference and Sources of Work (DB) Performance Update (PM)	Inquiry into Child Poverty & 3As – Formal Response (RT) Annual Standards Report (PM) Financial Outturn/Financial Health Report (PM)	
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

September	October	November
Meeting Agenda for 26th September 2018	Meeting Agenda for 24th October 2018	No Scrutiny Board meeting scheduled.
Co-opted Members (DB) White Rose Children Looked After Interim Residential Framework Agreement (PSR) Scrutiny Inquiry - Is Leeds a child friendly city? Themed discussion on the following CYPP outcomes: <i>Children and young people have fun growing up;</i> <i>Children and young people are active citizens who feel they have a voice and influence.</i>	SEND Inquiry (RT) Scrutiny Inquiry - Is Leeds a child friendly city? Themed discussion on the CYPP outcome: <i>Children and young people do well at all levels of learning and have skills for life.</i>	
Working Group Meetings		
Site Visits		
		Visits to various local youth groups will be arranged in consultation with Board Members.
Call In Meetings		
	Meeting held on 10 th October 2018 to consider the Executive Board decision relating to the proposal to increase primary places at Moor Allerton Hall Primary School.	

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

December	January	February
No Scrutiny Board meeting scheduled.	Meeting Agenda for 23rd January 2019	No Scrutiny Board meeting scheduled.
	Performance report (PM) Financial Health Monitoring (PSR) 2019/20 Initial Budget Proposals (PDS) Best Council Plan Refresh – Initial Proposals (PDS) Inquiry into Child Poverty & 3As – Update (RT)	
Working Group Meetings		
Site Visits		
Visits to various local youth groups will be arranged in consultation with Board Members.	Visits to various local youth groups will be arranged in consultation with Board Members.	Visits to various local youth groups will be arranged in consultation with Board Members.

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

Scrutiny Board (Children and Families) Work Schedule for 2018/2019 Municipal Year

March	April	May
Meeting Agenda for 6th March 2019	No Scrutiny Board meeting scheduled.	No Scrutiny Board meeting scheduled.
Children Centres Inquiry (RT) Annual Standards Report (PM) Scrutiny Inquiry - Is Leeds a child friendly city? Themed discussion on the following CYP outcomes: <i>Children and young people are safe from harm.</i> <i>Children and young people enjoy healthy lifestyles.</i>		
Working Group Meetings		
Site Visits		

Scrutiny Work Items Key:

PSR	Policy/Service Review	RT	Recommendation Tracking	DB	Development Briefings
PDS	Pre-decision Scrutiny	PM	Performance Monitoring	C	Consultation Response

EXECUTIVE BOARD

WEDNESDAY, 19TH SEPTEMBER, 2018

PRESENT: Councillor J Blake in the Chair

Councillors A Carter, R Charlwood,
D Coupar, S Golton, J Lewis, R Lewis,
L Mulherin, J Pryor and M Rafique

49 Exempt Information - Possible Exclusion of the Press and Public

RESOLVED – That, in accordance with Regulation 4 of The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the public be excluded from the meeting during consideration of the following parts of the agenda designated as exempt from publication on the grounds that it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present there would be disclosure to them of exempt information so designated as follows:-

- (a) That Appendix 2 to the report entitled, 'Right to Buy Replacement Funding: Investment to Support the Delivery of New Supply Affordable Housing', referred to in Minute No. 54 be designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that it contains information which relates to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information was obtained through grant application forms, then it is not in the public interest to disclose this information at this point in time.
- (b) That Appendix 1 to the report entitled, 'Sovereign Square: Final Development Plot', referred to in Minute No. 59 be designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that it contains information relating to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information is subject to one to one discussions and further negotiation, it is not in the public interest to disclose this information at this point in time. Also, it is considered that the release of such information would or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in

Draft minutes to be approved at the meeting
to be held on Wednesday, 17th October, 2018

disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

- (c) That Appendix 2 to the report entitled, 'Holt Park District Centre - Asda', referred to in Minute No. 61 be designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that it contains information relating to the financial or business affairs of a particular person, and of the Council. This information is not publicly available from the statutory registers of information kept in respect of certain companies and charities. It is considered that since this information is subject to one to one discussions with Asda, it is not in the public interest to disclose this information at this point in time. It is also considered that the release of such information would, or would be likely to prejudice the Council's commercial interests in relation to other similar transactions in that prospective purchasers of other similar properties would have access to information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of this transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.
- (d) That Appendices 3 and 5 to the report entitled, 'Disposal of Middleton Park Complex to the Ministry for Housing, Communities and Local Government', referred to in Minute No. 62 be designated as exempt from publication in accordance with paragraph 10.4(3) of Schedule 12A(3) of the Local Government Act 1972 on the grounds that this information relates to the financial or business affairs of the Council. It is considered that it is not in the public interest to disclose this information at this point in time because it is considered that the release of such information would, or would be likely to prejudice the Council's commercial interests in relation to this or other similar transactions in that prospective purchasers of this or other similar properties would have information about the nature and level of consideration which may prove acceptable to the Council. It is considered that whilst there may be a public interest in disclosure, much of this information will be publicly available from the Land Registry following completion of any transaction and consequently the public interest in maintaining the exemption outweighs the public interest in disclosing this information at this point in time.

50 Declaration of Disclosable Pecuniary Interests

There were no Disclosable Pecuniary Interests declared at the meeting, however, during the consideration of agenda item 15 (Holt Park District Centre – Asda), Councillor Golton drew the Board's attention to the fact that

the North West Leeds Liberal Democrat office was located in the district centre (Minute No. 61 refers).

51 Minutes

RESOLVED – That the minutes of the previous meeting held on 25th July 2018 be approved as a correct record.

ECONOMY AND CULTURE

52 City Centre Vision and Our Spaces Strategy

The Director of City Development submitted a report which provided an overview of the City Centre Vision to date and which also introduced the draft 'Our Spaces' Strategy, with a view to obtaining approval to commence stakeholder engagement, prior to the formal adoption of the strategy, currently scheduled for early 2019.

Members welcomed the proposals, and in response to specific enquiries the Board received further information on the actions being taken to build upon the ongoing work to ensure that the city centre continued to be an accessible, inclusive and safe environment for all, whilst also being an attractive location for employers and employees.

Members also discussed the importance of accessible green spaces within the city centre and in the wider community. Members also discussed the potential provision of street trees in future city centre developments, with the Board also considering alternative ways in which to promote greenspaces, with the example of 'living walls' being provided.

The Board considered the need for the further provision of shopmobility services as the city centre expanded. Members also emphasised the importance of maximising the benefit of the waterfront infrastructure within the city centre and the wider community.

In conclusion, the collaborative approach being taken with partners to progress this strategy was highlighted.

RESOLVED –

- (a) That the Vision to be the "Best City Centre by 2030" be reaffirmed, and that the aspirations for the City Centre, as contained within the submitted report, be endorsed;
- (b) That the contents, vision and ambition for the draft 'Our Spaces' Strategy be noted, and that the request to commence stakeholder engagement be approved, with a view to seeking its formal adoption in early 2019, once consultation is complete;
- (c) That it be noted that the Chief Asset Management & Regeneration Officer will be responsible for progressing the consultation on the 'Our Spaces' Strategy.

COMMUNITIES

53 Street Support: Safeguarding People in Need on the Streets, and addressing Criminality and Anti-Social Behaviour in Leeds City Centre

The Director of Communities and Environment submitted a report providing an overview of the developing 'Street Support' programme which looked to address a range of issues regarding street users and associated activity in the city centre. In addition, the report also highlighted the significant 'step-change' in how the city collectively approached such issues, with an emphasis on the establishment of an integrated, multi-agency approach for the delivery of services through 'Street Support'.

Responding to a Member's enquiry, the Board received reassurance that the aim of the initiative was not to simply relocate individuals from the city centre, but to provide a compassionate and at the same time, case management approach whereby actions would be taken to find the appropriate solutions for those affected.

Again, responding to a specific enquiry, the Board received further information regarding the provisions in place to deal with any potential issues arising from dogs which were in the care of the homeless or street users.

Members welcomed the multi-agency approach being taken with this initiative, and its links to other projects such as 'Big Change Leeds'. The Board extended its gratitude to partners for the collaborative approach and also to street cleaning teams for the valuable work they undertook.

RESOLVED –

- (a) That the 'Street Support' approach as part of the city's compassionate response towards people in need on the streets of Leeds, be endorsed;
- (b) That the progress made on introducing the new Street Support Team, to be fully effective from early autumn 2018 and which is to be led by the Chief Officer (Safer Leeds), be noted.

54 Right to Buy Replacement Funding: Investment to support the delivery of new supply Affordable Housing

Further to Minute No. 45, 17th July 2013, the Director of Resources and Housing submitted a report which provided an overview of the 'Right to Buy' Replacement Programme and which sought approval for funding contributions towards a number of affordable housing schemes being delivered by Registered Providers and the Third Sector.

Responding to a Member's enquiry, officers undertook to provide the Member in question with information on the level of Section 106 commuted sums that the Council had received arising from developments, which were ring fenced for affordable housing provision, together with details regarding geographic restrictions of where such sums could be spent.

In addition, responding to a Member's enquiry, the Board received further information on the level of Right to Buy receipts which were allocated for the delivery of affordable housing and also received details of the difficulties which were experienced when allocating Right to Buy replacement funding on the provision of affordable housing, due to the regulations in place.

When considering the difficulties associated with the allocation of Right to Buy funding for the provision of affordable housing, it was noted that such matters had been acknowledged in the Government's related Green Paper. It was highlighted that the consultation period for the Green Paper was ongoing and a response on behalf of the Council was being prepared. It was then undertaken that officers would share the proposed response with all Group Leaders and provide an opportunity to contribute to it prior to its submission.

Following the consideration of Appendix 2 to the submitted report designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the contents of the submitted report, be noted;
- (b) That approval be given to the use of 'Right to Buy' Replacement grant funding to deliver 50 new affordable housing units and enter into funding agreements for the schemes as listed at paragraph 3.6 of the submitted report and detailed in exempt Appendix 2;
- (c) That the necessary authority be delegated to the Director of Resources & Housing to enable the Director to negotiate detailed terms and also to approve minor amendments to Right to Buy Replacement Programme grant funding allocations (within delegated authority powers).

55 Community Asset Transfer of Kentmere Community Centre & Meanwood Community Centre to Leeds Community Spaces

The Director of Communities and Environment and the Director of City Development submitted a joint report which sought approval for the community asset transfer of Kentmere Community Centre and Meanwood Community Centre to Leeds Community Spaces, and which also sought the Board's approval regarding the provision of associated grant funding.

The Board noted a Member's comments regarding the role of the Council's central lettings service when considering the process of booking community centres, and the suggestion that a review of this booking function could potentially be incorporated into any further review regarding community centres in the future.

RESOLVED –

- (a) That a 50 year full repairing and insuring lease for a peppercorn consideration to Leeds Community Spaces for Kentmere Community Centre, be approved;
- (b) That a 50 year full repairing and insuring lease for a peppercorn consideration to Leeds Community Spaces for Meanwood Community Centre, be approved;
- (c) That associated grant funding for the centres totalling £168,614, funded from the existing community centre budget, be approved and allocated on a year by year basis as follows:-
 - 2018/19 £24,692 (5 months from November 1st 2018);
 - 2019/20 £42,330
 - 2020/21 £38,097
 - 2021/22 £29,631
 - 2022/23 £21,165
 - 2023/24 £12,699
- (d) That it be noted that the Chief Asset Management & Regeneration Officer will be responsible for ensuring the leases are processed and that the Chief Officer Communities will be responsible for awarding the grant funding;
- (e) That it be noted that the estimated market value of the properties is £1.362m.

RESOURCES AND SUSTAINABILITY

56 Best Council Plan Annual Performance Report: Looking Back on 2017/2018

The Director of Resources and Housing submitted a report which presented an end of year review on performance with regard to the delivery of the 2017/18 Best Council Plan.

The Board welcomed the submitted report and noted a point raised by a Member regarding the working practices of a specific company which operated from a Council owned site. In response, it was highlighted that the Council and other organisations such as the LEP Board took matters such as employees' working conditions seriously, and that it was in the interests of all for best practice in this area to be promoted.

In considering the 'Inclusive Growth' data detailed in the report, the Board noted a number of significant and positive statistics which covered: the growth of the Leeds economy, the high employment rate and the economic output per person for Leeds being the highest in the region and above the UK average.

RESOLVED –

- (a) That the annual performance report for 2017/18 as submitted, be received, and that the progress made against the 2017/18 Best Council Plan, be noted;
- (b) That it be noted that a summarised, graphically-designed version of the full annual performance report, as detailed at Appendix 1 to the submitted report, will be produced for the purposes of publication.

(Councillor Coupar left the meeting at 1.50pm and returned at 2.00pm, during the consideration of this item)

57 Financial Health Monitoring 2018/2019 - Month 4

The Chief Officer, Financial Services submitted a report providing an update on the Local Authority's projected financial health position for 2018/19, as at month 4 of the financial year.

Responding to a Member's enquiry, the Board received an update regarding the currently projected overspend within the refuse service, with it being noted that a further update would be provided as part of the next financial health monitoring report submitted to the Board.

With regard to the reported level of legal disbursement costs within the Children and Families directorate, it was noted that a review of such costs was to be undertaken.

Also with regard to the Children and Families directorate, responding to an enquiry, the Board received further information on the progress which had been made in recent years with regard to reducing the number of external residential placements for children and young people.

Responding to an enquiry regarding street lighting, the Board noted the intention for a report regarding street lighting provision to be submitted to the Board in the near future.

RESOLVED –

- (a) That the projected financial position of the Authority, as at Month 4 of the 2017/18 financial year, be noted;
- (b) That Directors be requested to identify and implement appropriate measures so that a balanced budget position can be delivered.

REGENERATION, TRANSPORT AND PLANNING

58 Air Quality Improvement- Office for Low Emission Vehicles Grant for Electric Charge Points

The Director of City Development submitted a report which provided details of the successful grant funding application submitted to the Office of Low Emission Vehicles (OLEV) by the West Yorkshire Combined Authority and the West Yorkshire district councils, whilst it also provided information on the

additional funding from the Local Transport Plan (LTP) which was to supplement the OLEV grant funding. Furthermore, the report sought approval for the injection of such funding into the Capital Programme, for the necessary 'authority to spend' and also for approval to use a framework contract to engage a single supplier to install rapid charge points in Leeds.

It was noted that once the proposed chargers were operational, each would have 2 bays, with 1 being designated for taxi and private hire vehicles only. Responding to a Member's enquiry, the Board noted that no issues were envisaged regarding the split between private vehicle and taxi/private hire use of the facilities, but it was undertaken that the matter would be monitored.

RESOLVED –

- (a) That approval be given to inject into the capital programme, and give authority to incur expenditure of up to £1,152,000, to be grant funded from the Office of Low Emission Vehicles, including up to £360,000 of West Yorkshire LTP grant, via the West Yorkshire Combined Authority, for the installation of between 30-35 twin rapid Electric Vehicle chargers within the Leeds District;
- (b) That approval be given to inject into the capital programme, and give authority to incur expenditure of the additional sum of up to £90,000 LTP capital funding towards the costs associated with site preparation work, such as Distribution Network Operators (DNO) applications and site surveys;
- (c) That the terms of procurement of a single supplier to deliver the project across West Yorkshire following a tender process led by the West Yorkshire Combined Authority, be approved, subject to a separate legal agreement;
- (d) That approval be given to exempt the resolutions arising from this report from the Call In process, on the grounds of urgency, as detailed within section 4.5 of the submitted report.

(The Council's Executive and Decision Making Procedure Rules state that a decision may be declared as being exempt from the Call In process if it is considered that any delay would seriously prejudice the Council's, or the public's interests. In line with this, the resolutions contained within this minute were exempted from the Call In process, as per resolution (d) above, and for the reasons as detailed within section 4.5 of the submitted report)

59 Sovereign Square - Final Development Plot

The Director of City Development submitted a report providing information on the offers and development proposals received for the final development plot at Sovereign Square. The report advised how the recommended development proposals would complement Sovereign Square and the surrounding area and how it would also contribute towards the links between the city centre and South Bank proposals.

Following the consideration of Appendix 1 to the submitted report designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That in the Board's capacity as landlord, the selection of the party, as detailed within the accompanying exempt appendix 1 to the submitted report, as purchaser of the remaining development plot at Sovereign Square, be approved;
- (b) That in the Board's capacity as landlord, and in the event of the sale to the first party falling through, the selection of another party as reserve purchaser, as detailed within the accompanying exempt appendix 1 to the submitted report, be approved;
- (c) That the Director of City Development be authorised, under the Council's Officer Delegation Scheme to consider and approve any subsequent changes to the detailed terms for the sale.

60 Leeds Bradford Airport Transport Infrastructure Package

Further to Minute No. 84, 15th October 2014, the Director of City Development submitted a report providing an update on the recent progress made in developing schemes to improve connectivity and surface access to Leeds Bradford Airport (LBA) in the context of airport growth, the proposed Employment Hub and the wider transport strategy. Also, the report sought endorsement of a proposed joint consultation exercise between the Council and the West Yorkshire Combined Authority (WYCA), and which also sought approval to enter into funding agreements with the WYCA, as may be necessary for scheme development.

Responding to a Member's concern regarding the consultation of local Ward Councillors on this issue, it was highlighted that a sub group meeting of the Outer North West Community Committee was scheduled in the near future to consider such matters. However, it was undertaken that if a further consultation meeting with local Ward Members was required, then this too could be facilitated.

It was also noted that some Board Members had received representations on this issue from a member of the public. In response it was noted that such representations would be fed into the consultation process.

RESOLVED –

- (a) That the progress made in relation to the LBA transport infrastructure package to date, be noted;
- (b) That the emerging multi-modal transport strategy for serving LBA and the LBA Employment Hub be endorsed, with the development of the wider transport context in North West Leeds and the surrounding area, being noted;

- (c) That the principle of the joint consultation exercise, covering both the LBA Link Route and LBA Parkway Station, including contacting potentially affected landowners in advance of the general release of alignment plans, be endorsed;
- (d) That engagement with landowners and Leeds Bradford Airport to explore opportunities to expedite early delivery of the LBA Parkway Station and associated LBA Station Link spur road, be endorsed, with the necessary authority being delegated to the Director of City Development to enable the Director to acquire land by agreement, if such opportunity arises;
- (e) That it be noted that officers will return to Executive Board following the consultation in order to seek future direction, including approval for the selection of the preferred option and the submission of the Outline Business Case for the LBA Link Route, and (if appropriate), in principle support for the LBA Parkway Station;
- (f) That approval be given for the injection together with the 'authority to spend' for the expenditure of the development costs of £1.785m, up to approval of the Outline Business Case, subject to the finalisation of a grant agreement with West Yorkshire Combined Authority (WYCA) in accordance with their assurance framework; and that the approval of the terms of any future funding agreements be delegated to the Chief Officer Highways and Transportation;
- (g) That it be noted that the Chief Officer Highways and Transportation is responsible for the delivery of the LBA Link Route, with an anticipated completion date of 2026/27, whilst it also be noted that responsibility for the delivery of the LBA Parkway Station rests with the Combined Authority.

(Under the provisions of Council Procedure Rule 16.5, Councillor A Carter required it to be recorded that he abstained from voting on the decisions referred to within this minute)

61 Holt Park District Centre - Asda

Further to Minute No. 138, 17th December 2014, the Director of City Development submitted a report providing an update on the proposals emerging for the Holt Park District Centre site and which sought approval to the terms of a land transaction with Asda in order to facilitate their reconfiguration and improvement proposals.

In considering the report, Members noted and discussed the current position regarding the sitting tenants within the centre.

Following the consideration of Appendix 2 to the submitted report designated as being exempt from publication under the provisions of Access to

Information Procedure Rule 10.4(3), which was considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the positive progress achieved to deliver future improvements to the Holt Park District Centre and the surrounding vacant land, be noted, with it also being noted that a further report will be submitted to Executive Board in due course;
- (b) That approval be given for all Council owned land within the site boundaries, as shown in Appendix 1A and 1B to the submitted report, be declared as operationally surplus;
- (c) That the terms of the property transaction with Asda, as set out in exempt appendix 2 to the submitted report, be approved;
- (d) That the approval of the final disposal boundary and the associated terms be delegated to the Director for City Development, with the concurrence of the Executive Member for Regeneration, Transport and Planning;
- (e) That the position with the affected tenants as named within exempt appendix 2 to the submitted report, be noted; and that any future decisions deemed necessary be delegated to the Director for Resources and Housing, with the concurrence of the Executive Member for Regeneration, Transport and Planning.

(During the consideration of this item Councillor Golton drew the Board's attention to the fact that the North West Leeds Liberal Democrat office was located in this district centre)

62 Disposal of Middleton Park Complex to the Ministry for Housing, Communities and Local Government

The Director of City Development submitted a report which sought approval for the disposal of part of the Middleton Park Complex to the Ministry for Housing, Communities and Local Government in order to provide land for the new Laurence Calvert Academy Free School.

Following the consideration of Appendices 3 and 5 to the submitted report designated as being exempt from publication under the provisions of Access to Information Procedure Rule 10.4(3), which were considered in private at the conclusion of the meeting, it was

RESOLVED –

- (a) That the heads of terms as detailed within exempt Appendix 3 to the submitted report, for the disposal of the Middleton Park complex to the Ministry for Housing, Communities and Local Government in order to allow the construction of a new school for the recently approved Laurence Calvert Academy Free School, be approved;

- (b) That the necessary authority be delegated to the Director of City Development in order to enable the Director to negotiate the final freehold disposal terms;
- (c) That the purchase and installation of a new modular unit for South Leeds Family Childcare at 100 Middleton Park Grove, be approved.

HEALTH, WELLBEING AND ADULTS

63 Local Authority Healthy Weight Declaration

The Director of Public Health submitted a report providing details of the Local Authority's proposed Healthy Weight Declaration, which consisted of 14 standard commitments and 6 locally chosen priorities which would look to spearhead the development of the Declaration.

RESOLVED –

- (a) That the Local Authority Healthy Weight Declaration, as detailed within the submitted report, be adopted;
- (b) That the local priorities, which form part of the Declaration, be adopted, and that consideration be given by directorates to the incorporation of these within Council work programmes;
- (c) That it be noted that the Director of Public Health will be responsible for the implementation of this matter.

64 Better Lives for People with Care and Support Needs in Leeds: The 2017-18 Annual Adult Social Care Local Account

The Director of Adults and Health submitted a report which presented the 2017-18 Local Account of Adult Social Care Services in Leeds, which detailed information on the Council's 'Better Lives' priorities for adult social care and the progress made against such priorities. In addition, the report provided details of the progress being made against the adult social care outcomes framework indicators (ASCOF).

Members discussed the composition of, and attendance at the Better Lives Board, highlighted its valuable role and received an update on the work being undertaken to relaunch it.

Responding to a Member's enquiry, the Board received further detail on the work of the Care Quality Team; the support being made available to service providers in the sector and the take-up levels of such support by private care homes. Following further discussion on such matters, officers undertook to submit a report to a future Executive Board meeting in order to provide further detail.

RESOLVED –

- (a) That the contents of the submitted report, be noted; with the Local Account: *'Creating Better Lives for People with Care and Support*

Needs in Leeds, together with the supporting ASCOF and 'Better Lives' measures, also being noted;

- (b) That agreement be given to a published version of the Local Account being produced and made available to public and partners, including being placed upon the Council website.

65 West Yorkshire Financial Exploitation and Abuse Team

The Director of Adults and Health submitted a report providing details of the innovative approach which was being taken across West Yorkshire to create a co-located, specialist, multi-disciplinary team to investigate the financial exploitation and abuse of vulnerable and older residents in West Yorkshire in relation to scams, frauds and door step crime. In addition, the report specifically detailed the work of the team, the outcomes which had been achieved to date and the future plans to progress the initiative.

Susan Betteridge and Linda Davis of West Yorkshire Trading Standards, were in attendance at the meeting in order to provide the Board with a brief overview of the initiative, to outline the achievements to date, to identify future plans and to highlight the level of workload that the team were experiencing.

Responding to a Member's enquiry, the Board received further information on how the impact of the initiative was being monitored.

The Board also received further information regarding the establishment of 'cold calling zones', with it being highlighted that representatives of West Yorkshire Trading Standards could liaise further with Members interested in such matters, as appropriate.

RESOLVED –

- (a) That the positive impact of the West Yorkshire Financial Exploitation and Abuse Team in the early identification of risk, harm and need in respect of the financial abuse of vulnerable adults, be noted;
- (b) That Executive Board support be provided to the planned Leeds Safeguarding Adults Board Campaign in 2019 which will look to address financial abuse, with the aim of ensuring that all parties are engaged in this campaign.

CHILDREN AND FAMILIES

66 Children and Families Services Workforce - progress and next steps

The Director of Children and Families submitted a report which reviewed the progress made in Leeds in developing the Children and Families Services workforce, and which also sought the Board's support for the next steps in the ongoing strategy for improvement.

RESOLVED – That the proposed next steps for continuing to develop the Children and Families workforce, as detailed within the submitted report, be endorsed.

LEARNING, SKILLS AND EMPLOYMENT

67 Outcome of Statutory Notice on a proposal to increase learning places at Moor Allerton Hall Primary School

Further to Minute No. 29, 27th June 2018, the Director of Children and Families submitted a report detailing the outcome of a Statutory Notice which had been published regarding a proposal to expand primary school provision at Moor Allerton Hall Primary School and which sought a final decision in respect of this proposal.

Concern was raised by 2 Members regarding the submitted proposal, with reference being made to the representations which had been received as part of the consultation process and the recommendation of the School Organisation Advisory Board (SOAB), as appended to the submitted report. In considering this matter, Members discussed the level and nature of the responses which had been received to the proposals.

Clarification was provided to Members regarding the pool of membership for the Advisory Board, and that there were the required number of attendees at the meeting of SOAB on 15th August 2018 to make a formal recommendation.

Responding to a Member's enquiry regarding whether SOAB still held the concerns it raised at its meeting, the Board noted that the process was that following SOABs consideration of the proposals and their subsequent recommendation, the recommendation of SOAB was included within the Executive Board report for the Board's consideration as part of the final determination. In considering this, the Board was advised that it was felt that the concerns raised by SOAB had been addressed, and in response to a Member's request, officers undertook to provide further detail to SOAB members confirming that their concerns had been duly considered by Executive Board and also explaining how it was felt that such concerns had been addressed.

As part of the discussion, a request was made that consideration be given to the role of SOAB, with this to be picked up as part of any future review on related matters.

In conclusion, it was confirmed to the Board that no new concerns had been raised further to those referenced by SOAB or which had arisen from the consultation, with the Board noting that it was felt that those existing concerns had been addressed. As such, Members considered the recommendations in the submitted report, and it was

RESOLVED –

- (a) That the proposal to permanently expand primary provision at Moor Allerton Hall Primary School from a capacity of 420 pupils to 630 pupils, with an increase in the admission number from 60 to 90, with effect from September 2019, be approved;

- (b) That it be noted that the implementation of resolution (a) (above) is subject to feasibility and planning permission, as indicated at paragraph 3.9.15 of the submitted report, with it also being noted that the proposal has been brought forward in time to allow places to be delivered for 2019;
- (c) That it be noted that the responsible officer for the implementation of such matter is the Head of Learning Systems.

(Under the provisions of Council Procedure Rule 16.5, Councillor Golton required it to be recorded that he abstained from voting on the decisions referred to within this minute, whilst under the same provisions, Councillor A Carter voted against the decisions referred to within this minute)

ENVIRONMENT AND ACTIVE LIFESTYLES

68 Development of a City Physical Activity and Sport Ambition in Leeds

The Director of City Development and the Director of Public Health submitted a joint report which highlighted the benefits of physical activity, outlined the progress being made on the development of a new physical activity and sport 'ambition', and detailed some of the work being undertaken in this area by the Active Leeds Service.

Members discussed the extent of the new approach that the ambition was proposing and highlighted the need for such an initiative to be undertaken collaboratively across directorates and agencies, with officers reiterating the 'whole system' approach, as detailed within the submitted report.

Members also emphasised the existing commitment to physical activity which had been highlighted via the Health and Wellbeing Strategy and the Best Council Plan for instance, and referenced the valuable and continuing role played by Scrutiny in the development of the ambition.

Emphasis was also placed upon the importance of monitoring the impact of the ambition, with it being noted that the intention was to submit further reports to the Board in future in order to monitor the progress being made.

RESOLVED –

- (a) That the overriding evidence base in support of the importance of physical activity, as outlined in the submitted report, be noted;
- (b) That the development of a new physical activity and sport ambition, together with the need to adopt a systems based approach, be supported;
- (c) That the statement made by the former 'Inclusive Growth, Culture and Sport' Scrutiny Board, as detailed within the submitted report, together with the Scrutiny Board's desire to increase the significance of physical activity in future Council plans, be noted;

- (d) That approval be given for the 'Adults, Health and Active Lifestyles' Scrutiny Board to continue to be engaged in the development of the new Physical Activity and Sport Ambition;
- (e) That the role that the Active Leeds Service together with Public Health are playing in driving forward this agenda, be supported;
- (f) That the final city Physical Activity and Sport Ambition be submitted to Executive Board in due course, with the submitted report highlighting the wider implications of this initiative for the Council;
- (g) That it be noted that the Head of Active Leeds is responsible for the implementation of such matters.

DATE OF PUBLICATION: FRIDAY, 21ST SEPTEMBER 2018

**LAST DATE FOR CALL IN
OF ELIGIBLE DECISIONS:** 5.00 PM, FRIDAY, 28TH SEPTEMBER 2018