

**Report of the Head of Democratic Services and Director of Children and Families  
Report to Scrutiny Board (Children and Families)**

**Date: 25<sup>th</sup> September 2019**

**Subject: Aspire, Empower, Accomplish - Supporting Young People with Special Educational Needs and Disabilities in Leeds – Tracking of scrutiny recommendations**

Are specific electoral wards affected?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, name(s) of ward(s):		
Has consultation been carried out?	<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
Will the decision be open for call-in?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, access to information procedure rule number:		
Appendix number:		

## Summary

### 1. Main issues

- 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'.
- 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.
- 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.

- 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.

## 2. **Best Council Plan Implications** (click [here](#) for the latest version of the Best Council Plan)

- Making Leeds the best city for children and young people to grow up in.

## 3. **Resource Implications**

- There are no resource implications.

## **Recommendations**

The Scrutiny Board is requested to:

- a) Agree those recommendations which no longer require monitoring;
- b) Identify 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.

## 2. **Background information**

- 2.1 At the meeting on 18<sup>th</sup> 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 further tracking reports in September 2017 and October 2018. At that stage, the Scrutiny Board had agreed that 4 out of the 11 recommendations had been fully implemented and no longer required tracking.

### **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 the Best Council Plan**

4.3.1 The recommendations arising from this earlier Scrutiny inquiry continue to reflect the objectives and priorities set out within the current Children and Young People's Plan and Best Council Plan.

#### Climate Emergency

4.3.2 There are no references to the climate emergency in this document.

### **4.4 Resources, procurement 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. Conclusions**

5.1 A current position statement has been provided against the outstanding recommendations within the table at appendix 2.

## **6. Recommendations**

6.1 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.

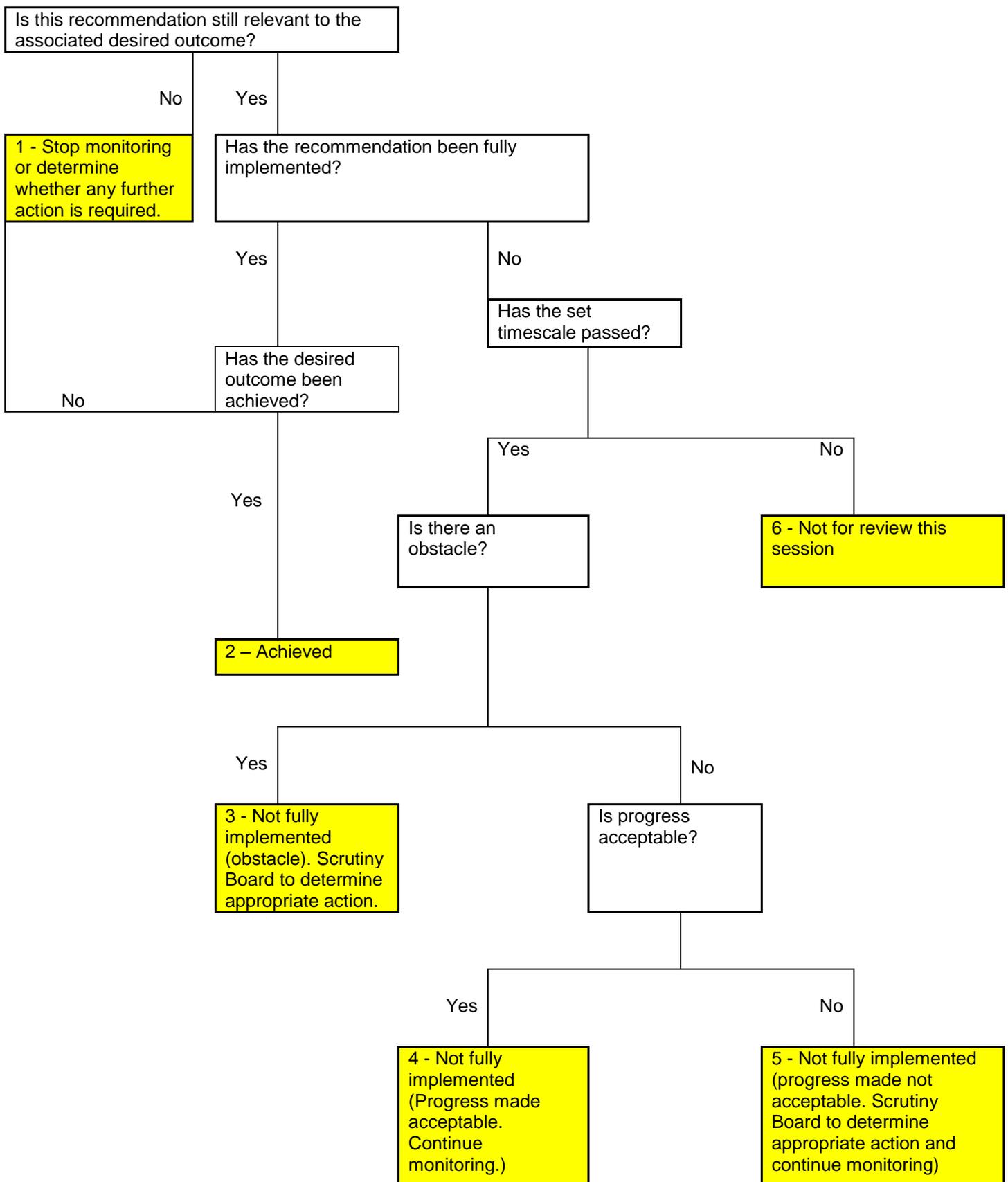
## **7. Background documents<sup>1</sup>**

7.1 None

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

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



## Appendix 2

### 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.

#### **Position reported in October 2018:**

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.

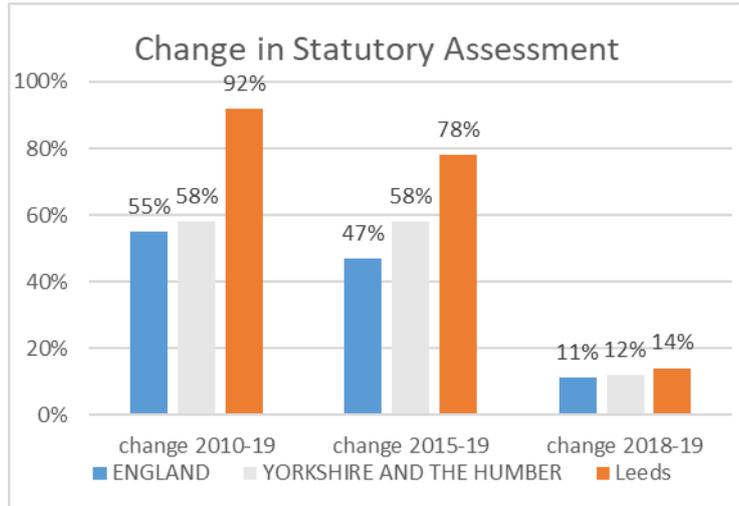
On the 10<sup>th</sup> of May 2018, Steve Walker received a letter from Nadhim Zahawi MP, the Parliamentary Under-Secretary of State for Children and Families confirming that we successfully completed all transfer reviews by the statutory deadline.

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.

## Current position:

EHC plans issued from new assessments are carried out in a timely manner with 97.3% finalised within 20 weeks. The SENSAP team have been addressing quality through moderation of EHC plans, auditing of plans throughout the year, and providing training to schools on writing outcomes.

Regular moderation and feedback through line management structures has improved consistency and quality of EHC plans. However, this has been compromised by the significant rise in demand for assessment. The increase in demand far outstrips the increase in Yorkshire and the Humber and nationally.



To respond to the 92% increase in volume statutory assessments completed since 2010 and the need for quality assessments, new staff will be in post in SENSAP for September 2019. The additional resource provided by the new staff will enable a focussed SENSAP team to coordinate and support the statutory assessments for the most vulnerable children and young people, including those young people in custody, those missing education, those placed out of area, and our children looked after.

Particular attention has been paid to the quality of education plans for young people with SEND serving custodial sentences. The Ofsted and CQC inspection 2016 highlighted that outcomes were not related to individual needs but on standard targets for behaviour in the prison. A multi-disciplinary group, including HMPS and the YOT, established an action plan to address this. The action plan covers developing quality checking systems to ensure teams are considering the individual learning needs of those young people with SEND and supporting transitions out of custody.

Work is in progress to align processes for the EHC Plan reviews and the Personal Education Plan reviews for children looked after. The connection between the school and the social worker and aligning the reviews as normal practice will strengthen the quality of the care element of the EHC.

The Leeds Community Healthcare NHS Trust (LCH) continues to work closely with SENSAP, coordinated by the Designated Clinical Officer through the LCH Steering Group to provide joined up quality assured health advice and excellent administrative responses to ensure high quality and a timely response.

**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.

### **Position reported in October 2018:**

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.

**Current Position:**

SENSAP continue to engage with the SILC Cluster parents regularly at informal coffee mornings. SENSAP are also working closely with the Voice and Influence Team, in a number of SEND focussed pieces of work.

Following a period of providing and promoting online surveys, the SENSAP team found the method did not yield sufficient feedback to improve services. The small number of responses were exclusively from parents who were satisfied. A new method of gathering feedback from families, in person, following the EHC needs assessment and EHC Review has been put in place and will commence at the beginning of the academic year.

The SEND Partnership board, with the support of the Voice and Influence Team, has sought the views of parents and carers with children with SEND through a ballot. The aim of the ballot is to help identify which of the Child Friendly Leeds Wishes parents and carers think the SEND partnership board should prioritise in 2019/20. The ballot closed on the 15<sup>th</sup> of June, with 227 responses received. The findings were presented to the SEND partnership Board on the 22<sup>nd</sup> July 2019.

As part of a consultation with foster carers, the Voice and Influence Team found that foster carers want more information and guidance on their role in the development and review of their child's EHC Plan. SENSAP will provide a session in early July to respond to this need.

As a directorate, we are responding to the wishes of families, who are increasingly requesting specialist places for children and young people with SEND. We are working with all of our SILCs to increase generic SILC places. We were successful in a new free school bid for 200 generic school places. We are also creating a 12 place resource provision for six primary and six secondary pupils with Autism or high level Speech, Language and Communication Needs to Carr Manor Community School.

The Voice and Influence Team produce the Voice and Influence report cards regularly. See Appendix 4 for recent report cards and the Summary report of findings of the ballot.

**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.

### **Position reported in October 2018:**

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.

<b>HT1-6 2016/17</b>	<b>Leeds PD Year 11 cohort</b>	<b>Leeds Year 11 cohort</b>
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.

### **Current Position:**

Research with young people was undertaken. The resulting report: Impact of Physical Disability on the 3 A's 9 Attendance, Achievement and Attainment is appended. This consultation involved interviewing young people with physical disabilities in their schools, to learn about support they have received and barriers faced which have had an impact on their attendance, attainment and achievement in school. While some practice was excellent, the young people identified inconsistent practice relating to the schools response to SEND where the need is solely physical disability. Work to address this is underway.

The Leeds Hospital Youth Forum's second "In your shoes event" was held on 30th September 2018. A series of workshops were held for parents with children with long term health conditions and or with complex needs. The resulting report was: Young people with long term health conditions and complex needs and their families share their views and experiences of Education. In response to the consultation, a working group with

representatives from children and families, health and parent representatives will work together to raise awareness of the “Supporting pupils at school with medical conditions” Statutory Guidance December 2015 and LCC Attendance Toolkit. The group agreed to develop a simple guide aimed at parents, carers and families to further their understanding of this statutory guidance and support they can expect in schools and key contact information.

Action plans to address the findings of both reports have been written.

The reports were presented at the May 2019 SEND Partnership Board and approved. See Appendix 3 for the reports.

**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, through 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.

**Position reported in October 2018:**

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.

**Current Position:**

Work to deliver the current, published PfA strategy is ongoing overseen by the Children and Families Trust Board. Children and Families services, Schools and Colleges, our NHS partners and the Transitions team are delivering actions as business as usual.

The second phase of the Family Leadership Programme is project work currently underway to deliver against the PfA strategy. This project is creating resources to support a course for parents and carers of young people with SEND who require a more structured transition to adulthood. The course will enable parents and carers to prepare for that transition. With funding from the Leeds Clinical Commissioning Group, and the expertise of the Mind the Gap theatre company, Leeds Community Healthcare Trust, the Children and Families service improvement team and the workforce development team are filming videos. Videos will be accompanied by a self-study programme and a series of sessions designed to be facilitated. These video resources are planned to launch at the PfA OBA sessions that are planned for next academic year.

The Deputy Director (Learning) is holding Outcome Based Accountability (OBA) sessions focussed on Post 16 Provision in the Autumn Term. These OBAs will also include a focus on vulnerable learners and young people with SEND.

**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 of 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.

### **Position reported in October 2018:**

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:

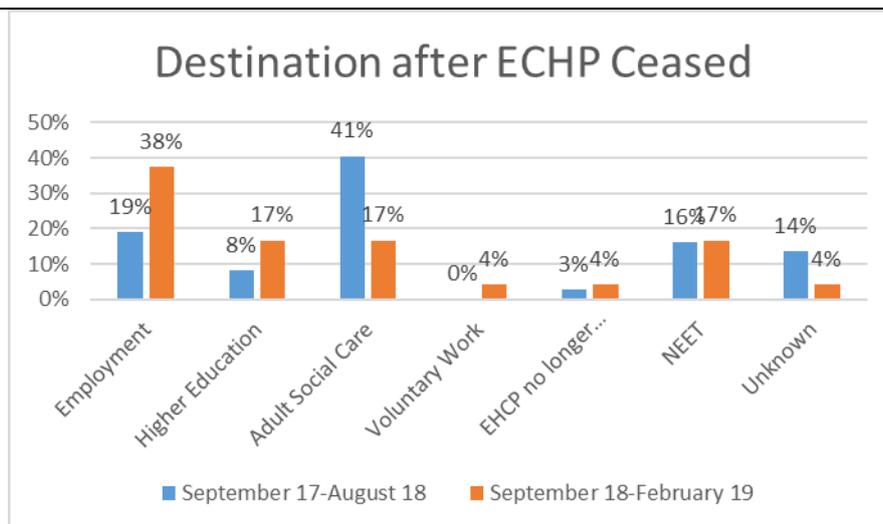
- The date the young person's EHCP ceases
- Subsequent destination of the young person, including:
  - University
  - Employment
  - Social Care
  - NEET
  - Turning 25

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.

### **Current Position:**

We now monitor the destinations of young people whose EHC plans are ceased.



The Transitions team, an Adult Social Care team who work specifically with pupils likely to be eligible for social care provision under the Care Act 2014, changed their offer to young people (with or without a social worker) who require transition support in 2017. Previously the Transitions team would only work with young people with a disability and an allocated Children’s social worker. Since the implementation of the Care Act the service added two additional social work posts. The two additional social work posts enabled the Transitions team to assess the needs of young people with a disability at aged 17.5 years. These young people had either had an Early Help Plan and limited service or no social work involvement at all. Historically these young people may have come to adult services at a later point and in crisis.

A pilot was launched to assess the need of SILC pupils earlier than 17.5; this was linked to funding for additional hours of provision. A desktop assessment of needs, based on the Education, Health and Care plan was undertaken for pupils choosing post 16 places. For those pupils who the panel felt would benefit from a more structured early intervention and were likely to be eligible for adult social care under the Care Act, a transitions social worker attended the annual review and contributed to the discussion. In the first year of the pilot, a transitions social worker attended most, though not all of the reviews as a few pupils at SILCs were not assessed as eligible. After evaluating the effectiveness, through reviewing the quality of the care section of the EHCP, the team felt that their verbal contribution was not always effectively captured in the notes of the meeting or the plan. In the second year of the pilot, a transitions social worker attended the annual review of all 80 pupils and added a brief written submission with their contributions.

In April 2018, Lighthouse Futures Trust (LFT) were funded to grow Supported Internships across the city by improving the city’s capability and capacity to deliver them. The funding was used to employ a senior job coach at LFT; build job coach capacity locally by funding training for 7 job coaches from across the city post-16 providers; and develop a specialist recruitment offer. The Employability Manager (senior job coach) has been working closely with the LFT Development Manager to deliver a programme of work.

LFT are achieving an estimated 75% success of achieving positive outcomes young people who complete Supported Internships at LFT over 24 months.

See Appendix 5 for the full report.

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



Young people with long term health conditions and / complex needs and their families share their views and experiences of Education



January 2019

## 1. Background

This consultation was undertaken in response to issues initially raised by Evie Addleman when she shared her experiences of school at the In Your Shoes Event in 2017.

Evie is a member of the Leeds Hospital Youth Forum and the Leeds Youth Council. Evie was diagnosed with Chrones's disease in 2013 and she is determined to help other people Inflammatory Bowel Disease (IBD), particularly children and young people coping with IBD at school. Evie speaks passionately about wanting schools to recognise and celebrate the resilience and strength of children and young people with complex health needs who may not achieve 100% attendance.

*"I want **ALL** schools to acknowledge those children and young people who will never make 100% attendance, because of their complex health needs. These children and young people, who cope with daily medications, tests, procedures, doctor's appointments and hospital admissions. These children and young people who find their inner strength, to dig deep and keep going, these children and young people **should be** recognised by their school, for their resilience and strength rate **and not** by their attendance rate."*

Leeds Children's Hospital, funded by Leeds Cares and in partnership with Leeds Children's Services hosted an event called "In Your Shoes" in October 2017. The event was aimed at young people aged 13-19 living with a long term condition and/ or with complex needs, who have been cared for by Leeds Children's Hospital. The event aimed to provide education and discussion around the issues of living with an illness and the effect it has on young people's lives. The event was facilitated by young people and professionals.

Evie gave a powerful [presentation](#) at the event in 2017, sharing her journey, explaining her condition, how she copes day to day and how she approached her school in order to make school life easier. Following this presentation, many of the young people at the event discussed what it was like to have to miss school and many expressed frustration at the attendance reward systems in schools and the negative impact they can have on young people with long term health conditions and / or complex needs.

Staff and members of the Leeds Hospital Youth Forum decided it would be useful to learn more about the experiences of other young people and their families at school second in your shoes event. Therefore for the second "In Your Shoes" Event in 2018 a short survey was developed to provide the opportunity to learn more about the experiences and views of young people and their families. One version for parents/carers to complete (optional) in the parents workshops and one for young people to complete at the event (optional).

## 2. Summary

This report presents the key findings of the survey about young people's experiences of school, which was completed by young people and their families the second "In Your Shoes" event in Leeds on the September 2018. The report was developed by Leeds City Council in partnership with Leeds Children's Hospital and the Leeds Hospital Youth Forum.

The survey provides a snapshot of the views and experiences of 13 parents/carers and 13 young people who completed the survey (representing 26% of the young people who attended the event). The survey was anonymous so it is not possible to match the parent/carers responses with the young people's responses.

A follow up session took place in January 2019 with 9 members of the Leeds Hospital Youth Forum to enable group members to share their experiences, discuss the findings and outline what they feel should be in place for young people in school who have long term health condition and or/ with complex needs.

### **3. Key findings from the survey and follow up session with members of Leeds Hospital Youth Forum**

- Young people with long term health conditions and / or complex needs who completed the survey had attendance levels ranging from 20% to 91%.

*The expected level of attendance for children and young people attending school is 96%*

- The majority of parents/ carers and young people completing the survey indicated that they knew if their child had an Education Health and Care Plan or an Individual Health Care Plan are.

*Although this does not reflect the awareness of families attending the event. The survey was handed out during the parent workshops and resulted in lots of questions from families about what these plans were. Handouts were available during the workshop to help families understand what the plans are. Several members of the Leeds Hospital Youth Forum had not heard of having an Individual Health Care Plan in school.*

- There are some positive examples of how young people and families feel supported when they have missed school. For example many commented on being emailed work at home and one parent mentioned staff being flexible around lateness if her child had had a seizure during the night, another mentioned health appointments not being included in the absence figures.
- Some of the ways young people felt supported by staff whilst they were at school, included having a "quiet room" or space to go when you need too e.g. after a seizure, being able to sit at the back of the class and being given a toilet pass
- Several young people and their families indicated that they wanted school staff to have a better awareness, more empathy and understanding of their condition and how it impacts on their daily lives.
- Some parents commented on how the pressure on all young people to return back to school quickly means that often when they return too soon they can pass on infections and viruses to a young person with a health condition with a lower immunity, which can result in them missing even more school.
- Parents/ carers and young people fed back that schools could be more supportive by making reasonable adjustments to their attendance awards system. The majority of young people said their school had a 97% / 100%

attendance award scheme. Some of the young people commented that they found it upsetting that they would always miss out on reward trips /experiences and benefits students receive from having 97% /100% attendance e.g. jumping to the front of the dinner queue.

- One parent commented that school had been amazing and worked hard to support her child, including stopping sending standard attendance letter. Other parents and carers and members of the Hospital Youth Forum felt that communication could be improved. One young person said schools should stop sending texts if they are missing school for a medical appointment and many agreed that the standard letters sent out need to be stopped or at least the wording changed if young people are off due to their medical condition and / complex needs as they can be upsetting to receive.

#### **4. Leeds Hospital Youth Forum**

After discussing the findings of the consultation and sharing their experiences, group members identified what they felt would make a difference and help children and young person with a long term health condition and / complex needs to feel supported in school.

1. To have a link member of staff they trust and feel comfortable sharing sensitive information with, who understands their condition and needs.
2. To have a meeting at the start of the year with this member of staff, relevant professionals and their family to make a plan to support their needs and review this annually.
3. This plan should be shared with all relevant staff (including supply teachers) to ensure they are aware of their needs and how to support them when they are at school.
4. To feel supported when they are unable to attend school due to their condition, through regular two way communication from their link member or other relevant staff.
5. All staff to have a better awareness and understanding of different medical conditions, this could be achieved through training.
6. To be recognised and celebrated for their resilience and efforts to attend school, not excluded from prizes and rewards for being unable to achieve the 97 % or 100% attendance awards for missing school due to their health condition or for attending medical appointments.
7. Automated letters and texts not be sent to parents when they have missed school due to their condition or for attending medical appointments. A more understanding and supportive approach is needed and the school could ask what support they can offer to enable the student to come back to school instead of stating that they will achieve lower grades as a result of missing school.

## 5. You Said We Did

In response to the feedback about attendance rewards from the In Your Shoes Event in 2017, work was undertaken by colleagues in Health, Leeds City Council and parents to address this issue in schools in 2018;

Leeds City Council produced a **School Attendance Service Toolkit** which was shared with all schools alongside the updated DfE [guidance](#) on attendance in schools in January 2019.

Section 1.6 “Medical Needs” of the School Attendance Service Toolkit (pg 4 – 6) provides guidance and good practice recommendations on the recording of school attendance for children and young people with long term health conditions. It includes the following:

*“This guidance has been developed with health care professionals in response to the young people’s feedback from the “In Your Shoes” an event for young people with a long term medical condition, the youth forum and from young people’s comments who are supported by the Medical Needs Teaching Service*

*“Young people have highlighted that many current school attendance reward systems are causing significant personal and emotional issues when the young person who has had periods of non-attendance due to long term illness or medical appointments is seen as reducing the potential for the class to receive an attendance award.”*

### **Rewarding attendance – best practice**

*The LA’s advice is that schools that use attendance awards whereby whole classes benefit over a period of time for full attendance, should consider whether to apply a reasonable adjustment to the scheme – specifically to discount medical appointments related to a medical condition. This may include determining the award for the class having omitted the M code data. Schools should also consider whether to apply reasonable adjustment to individual pupil attendance rewards to ensure that young people who are unwell are not excluded for reasons beyond their control.*

### **Information and actions for schools**

#### **Use of ‘M’ coding (Authorised absence)**

- 1. Pupils with medical conditions who are attending planned appointments should be recorded by school as an authorised absence ‘M’ (Medical appointments) on the register. Parents should provide evidence of the appointment in advance of the date.*
- 2. Schools are encouraged to have open communication with Health professionals to ensure that absence is recorded accurately. The named health professional should be named on the pupil’s individual health care plan, this will support communication around attendance.*
- 3. School staff working directly with the pupil should be aware of pupils’ medical appointments and ensure that pupils have opportunity to access missed work and*

*teachers input. Best practice would be to have a designated person such as SENCO or Learning Mentor or Head of year as this person that parents and health care workers can communicate with and who will understand and advocate for the young person's needs.*

- 4. Pupils should be encouraged to attend school before or after their appointment if appropriate and it is expected should be in uniform to return to school. Where this is not possibly due to distance/travel time school can record the absence for both sessions as 'M' at the discretion of the head teacher.*

#### **Use of 'V' Coding (Present Mark)**

- 5. Where there is information provided by parent that the appointment is for a specific educational session with medical practitioners where there is a set learning activities – (as for example learning about issues regarding their illness and treatment) this can be recorded as present mark 'V'.*

#### **Use of 'B' coding (Present Mark)**

- 6. Hospital Admissions – During an admission to hospital if a pupil receives education and this is confirmed by the health practitioner, the education can be recoded as 'B' (Off-site educational activity) for 1 session per day.*

*Please note - The Department of Education describe any child with below 90% attendance as being persistently absent regardless of the absences being authorised or unauthorised. Schools therefore should have regular contact with Healthcare professionals.*

#### **Parents' responsibility**

- 1. Parents need to bring to the school evidence of dates of medical appointments and specific educational sessions in order for the attendance to be coded accurately. An example - copy of medical letter confirming appointment/attendance or description of a session where the young person is learning about a piece of equipment to support them.*
- 2. Parents should communicate with Healthcare professionals and school regarding concerns over school attendance to ensure that the support received is meeting the pupils' needs. Pupils with medical conditions will often be best placed to provide information about how their condition affects them and what adjustments are needed to support access to learning.*
- 3. Parents are expected to ensure that the pupil returns to school after a medical appointment where appropriate and that their child is in school uniform to enable this.*

#### **Healthcare professionals' responsibilities**

- 1. To provide parents/carers with medical appointment letters and specific educational session information – for parents to share with schools.*
- 2. Liaise with the child/young person's school to improve communication regarding their medical condition/needs. Best practice for there to be connection between a named person from Health Services and a named person in the school.*

- 3. To encourage parent, children and young people in the value of regular school attendance at all medical appointments – and return to school after a medical appointment if appropriate.*

## **6. Next Steps**

Staff representatives and senior leaders from Leeds City Council and Leeds Childrens Hospital are meeting on 18<sup>th</sup> February to discuss the findings of the survey and suggestions outlined by the Leeds Hospital Youth Forum and agree next steps. To support this discussion a table has been developed highlighting the Statutory, Non statutory guidance and local guidance that relates to each of the recommendations and possible further actions to consider to address the findings and young people's recommendations.

The group to agree what information / proposals will be shared at SEND Partnership Board meeting on March 12<sup>th</sup> and how and when to feedback to the members of Hospital Youth Forum.

Relevant Statutory Guidance (includes Non Statutory Advice) and Local Guidance listed below:

[Supporting Pupils at School with Medical Conditions in School](#) 2014 DfE Updated August 2017

[Supporting Pupils with Medical Conditions Templates](#) 2014 DfE Updated August 2017

[School Attendance: Guidance for Schools](#) DfE Updated September 2018

**Leeds City Council School Attendance Service Toolkit** January 2019

## **Consultation- The impact of physical disability on attendance, attainment and the achievement of secondary school pupils in Year 10 and 11**

### **Summary:**

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This consultation was undertaken in response to Recommendation 5 from the Children and Families Scrutiny Board- *Aspire, Empower, Accomplish*- Supporting Young People with Special Educational Needs and Disabilities in Leeds 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”***.

This report reflects upon the experiences of young people in Leeds who experience Special Educational Needs and Disability (SEND), whose type of need is physical disability (PD) only and who are currently in years 10 or 11. The project has provided the opportunity for this cohort of young people to voice their opinions on what have been the facilitators and the barriers that have helped and hindered them in reaching their full potential into early adulthood. Throughout this report, there is a particular focus on how this cohort perceive their physical disability to have an impact on their Attainment, Attendance and Achievement (also known as the 3As).

It is important to highlight that this particular group of young people are a statistically small cohort. The school age population of pupils with just physical disabilities in Leeds accounts for a very small percentage of the total SEND population, at around 0.2% of each year group and any accurate analysis of attainment is therefore limited.

Whilst the small sample size makes it difficult to draw any statically significant results, a qualitative approach, undertaken through consultation sessions with pupils in their school setting, provides the opportunity to form a clearer picture about this small cohort and explore the experiences of young people across the city. Some of the details within this report have been kept intentionally vague to ensure that both the pupils and their schools are kept anonymous.

#### **This report:**

- Provides background and context
- Sets out the objectives and methodology for the consultation
- Outlines the findings that came from the consultation sessions with pupils
- Highlights the areas for improvement
- Puts forward recommendations to improve outcomes for this cohort
- Provides an insight into the broad experiences of this cohort of young people and helps to establish what young people perceive to be the barriers to achieving their 3As

This consultation found that the cohort of young people overwhelmingly felt supported by their schools in terms of their attainment. The pupils shared numerous examples of the support they had been offered within their school, through the provision of learning aids and by the additional support they were offered from teachers and learning support staff. In comparison, the young peoples' experiences concerning their attendance and achievement were significantly more varied and inconsistent across the different schools. This was demonstrated in the pupils' involvement in schools trips, P.E. lessons, extra-curricular activities, work experience and attendance awards. Therefore, this report sets out to recognise the good practice examples regarding the young peoples' 3As, whilst additionally highlighting the inconsistent practices between the schools and identifying the key areas for improvement.

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## **Background:**

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As previously established, young people who experience physical disabilities, are a small cohort within the school age SEND Population in Leeds. The classification of physical disability encompasses a wide range of medical and physical conditions which can be chronic, intermittent, progressive or stable and include:

- Cerebral palsy
- Epilepsy
- Cystic fibrosis
- Spinal cord injuries
- Congenital heart problems and genetic disorders
- Crohn's disease
- Traumatic brain injury
- Multiple sclerosis
- Spina bifida
- Sickle cell anaemia
- Cancer

The participants within the consultation had a similarly broad range of physical disabilities. Certain pupils within the cohort had complex medical needs, one pupil had chronic pain syndrome and another had undergone surgery for a brain tumour. Other pupils' physical disabilities included cerebral palsy and muscular dystrophy. The broad range of physical disabilities experienced by this cohort demonstrates how varied the needs and requirements are for each young person and highlights the differing level of support they require from their schools.

## **Who are our cohort of pupils:**

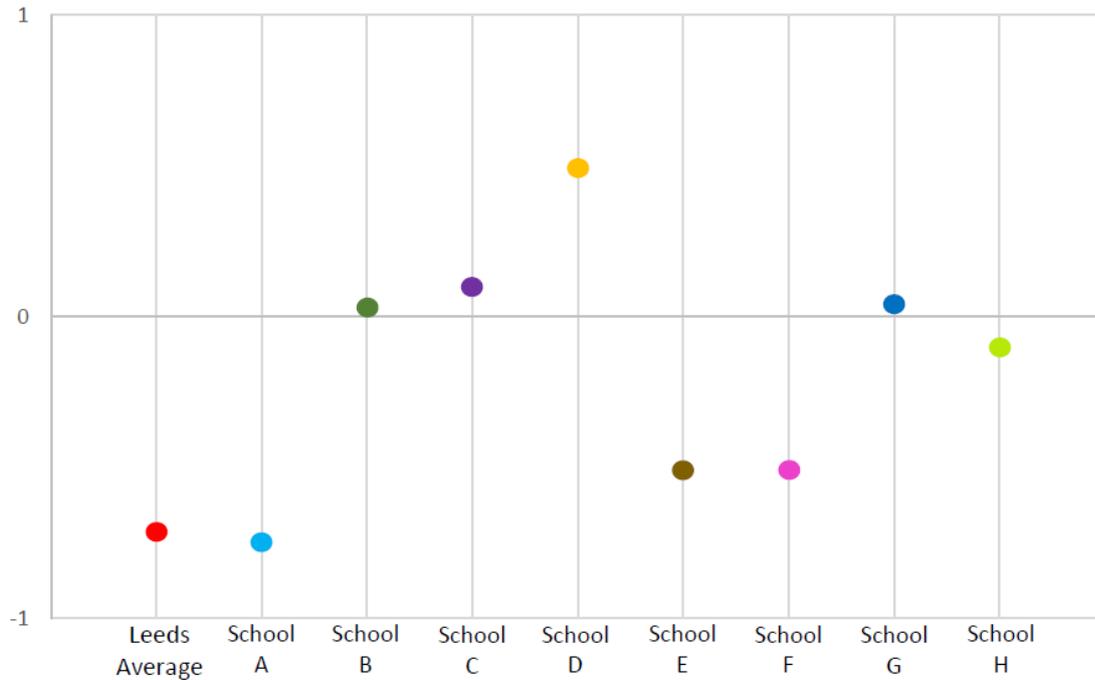
The participants who contributed to the consultation come from a total of nine schools located across Leeds, which were a range of academies and maintained schools. When looking at the deprivation levels of the areas where the schools are located, the percentage of pupils who live in the 3% most deprived areas varies from 0% for one school to 53% for another school. This report is looking at the young pupils' experiences both in and out of school, so it is important to establish that the pupils come from a range of socioeconomic backgrounds as this may inform their access to opportunities. For example, some of the pupils' parents were able to find specialist activities and take their child to and from the activity, whereas other parents did not have the financial resources for this. In this example, the pupil's parents were not able to drive and could not afford to commit to an extracurricular activity as their reliance on taxis for transport meant that an additional activity would be too expensive for the family.

The Ofsted ratings for the nine schools are similarly varied. When looking at the schools' most recent Ofsted visits, one of the schools required improvement, six of the schools were rated as good and two of the schools were rated outstanding. Certain schools' Ofsted comments frequently mentioned the strong progress made specifically by the physically disabled students within the schools and the effective support that was given to them. Conversely, other schools' Ofsted comments highlighted the weak outcomes and widening gaps in the progress of SEND students as a whole, regardless of need. The Ofsted reports were used in conjunction with this report, to explore whether the young people's experiences reflect the comments made within the reports.

The KS4 school performance progress 8 scores for year 11 SEND pupils also demonstrates further disparities between the schools. Progress 8 scores compare pupils' key stage 4 results to those of other pupils nationally and are used as an indicator for how well the pupils are doing in their GCSE attainment. The scores given to schools are between -1 and +1, as the average progress 8 score of all secondary schools nationally is 0. A score of +1 means that the school achieve one grade higher in each qualification than other similar pupils nationally

and a score of -1 means they achieve one grade lower. The graph below shows the progress 8 scores for year 11 SEND group pupils in Leeds. One of the schools did not yet have a progress 8 score and the other schools' scores varied from around -0.8, (which is below the Leeds average of 0.66), to around +0.5. The graph below shows that seven schools had attainment levels above the Leeds school average and only one school was below the Leeds average. These scores can be used to establish whether the pupils' perceptions of their attainment and the support they're offered in school is aligned with their schools' KS4 scores.

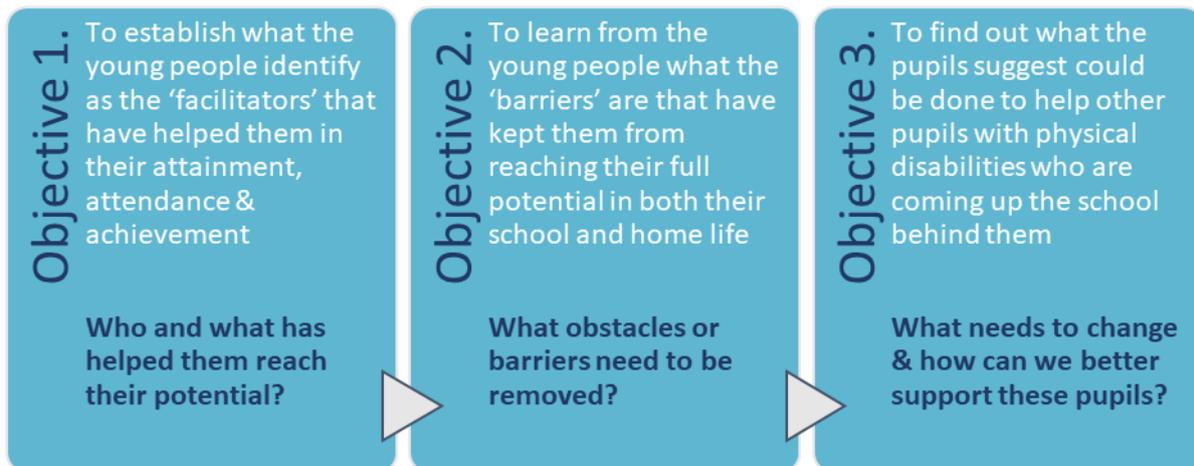
***KS4 school performance progress 8 scores for Year 11 SEND Group pupils in Leeds***



Within this cohort of young people, all 16 of the pupils' provision for their SEND is classified as SEN support and none of the pupils have an Education, Health and Care (EHC) plan. An EHC plan is for children and young people from birth up to the age of 25 years, who need a higher level of support than is available through the SEN support that their school provides. A SEN support plan focuses on the outcomes that the parent/carer and young person want to achieve and details how the school will help them to achieve this. This cohort are therefore supported through SEN support and are not at the higher level of need.

A common theme running throughout this report, is that there are simple and effective ways to support this cohort of young people, which is evidenced within some of the schools that were visited. However, these good practice examples are inconsistent between the schools, which influences the young people's 3As and detrimentally effects their experiences going through school. As a result, this report highlights the different good practice examples that are occurring at certain schools and suggests how these can be replicated across other schools in Leeds.

## Objectives:



## Outcomes:

To improve the 3As for this cohort of young people by working in co-production with them, to find out what this cohort identifies as the facilitators and the barriers to reaching their full potential.

## Methodology:

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The sample group comprised of 16 young people, who were identified based on the specification that their SEND was physical disability only and they were within the schools years of 10 or 11. These pupils were contacted through their school's SENDCo who facilitated the consultation within the school.

The pupil participants invited to take part in the consultation were identified from the DfE January School Census 2018. Selection criteria was based on the young person being in either Year 10 or 11, attending secondary school provision and experiencing a physical disability only. A total of 29 pupils were identified as meeting the criteria set.

Contact was then made with the Special Educational Needs and Disability Co-ordinator (SENDCo) in each school regarding the individual 29 pupils. By engaging the school SENDCo it was possible to confirm that individual pupils:

- Met the criteria
- Would be interested in taking part in a one off consultation session that would be conducted on school premises during the school day

If the SENDCo thought that the pupil would be interested, information letters about the consultation were given to the pupil and their parent/carer. If the pupil expressed an interest in taking part in the consultation in conjunction with parental consent, the SENDCO would arrange the consultation appointment to meet with the pupil in school.

The final number of pupils who were interested or able to take part in the consultation sessions were 16 pupils from nine different secondary schools in Leeds. The explanations that were provided by the SENDCOs as to why the pupils, their parents or the school did not want to be involved varied, as highlighted in the table below.

<b>Explanations given for pupils within this cohort not taking part in project</b>	<b>Number of pupils</b>
<b>SENDCo didn't respond to frequent contact attempts</b>	3
<b>Pupil absence from school on day of consultation session</b>	2
<b>Concern over pupils missing important lessons- e.g. mocks/GCSE content</b>	2
<b>Long-term pupil absence due to their disability</b>	1
<b>Parents didn't respond or didn't want to give consent</b>	1
<b>Issues surrounding pupil mental health</b>	1
<b>Pupils wrongly identified within this cohort e.g. additional SEND</b>	1
<b>Pupil not interested in being involved in the project</b>	1
<b>Pupil not wanting to discuss their disabilities</b>	1

The interview format was co-produced with the Voice and Influence team within Children and Families. Their expertise and guidance was invaluable in ensuring that the experiences of the pupils were heard and that the young people's suggestions shaped the recommendations within this report.

Despite the project brief specifying that the consultation was focusing on the experiences of young people with physical disabilities only, it is important to highlight that there were a small number of pupils who had secondary SEND needs. Whilst the pupils within this cohort were identified based on the classification from the DfE January school census that their primary SEND was physical and their secondary SEND was null, it was apparent that certain pupils had additional learning needs. These pupils' experiences are included within this report but it is worth highlighting this disparity in the recording of SEND.

The consultation sessions with the young people were undertaken in an informal interview style. The interviews varied from group discussions to single interviews, depending on the number of pupils from the cohort at one school and whether these pupils wanted to be interviewed by themselves or in a group. Each session followed a similar structure based on the pre-prepared interview questions, which were laid out on three separate A3 documents. This enabled pupils to be actively involved in the consultation sessions by either monitoring what was being written down or writing their own responses to the questions. The template of the interview questions that were used in each consultation session can be found in the appendix. The pupils who took part in the consultation were given £10 gift vouchers to thank them for their time and involvement.

A key outcome of this consultation was to generate recommendations based on the suggestions made by young people, to help remove any barriers which could impede pupils with similar SEND, coming up through the school behind this cohort. Based on this objective, the cohort of pupils that were selected for this project were in years 10 and 11, as their journey through the school system provides them with experience about what has helped or hindered them in fulfilling their potential.

## Findings:

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### Attendance

#### **1. Schools have established practice for pupils to catch up on missed school work**

- a. Pupils caught up on work in 'intervention' or 'period 7' which were allocated times for pupils to catch up on the work they had missed.
- b. Many of the young people felt that having an established system in place for missed school work helped take the responsibility from them, allowed them to stay on top of their work and made them feel like they were on a similar level to the rest of their classmates.
- c. Two pupils felt that this helped to reduce their reticence about returning back to school if they had missed school, as they didn't feel behind in their work.

**The facilitators: what is being done well?**

**The barriers: what are the areas for development?**

#### **1. Pupils don't want hospital appointments to be counted in attendance ratings**

- a. Five out of the 16 pupils felt that including hospital or medical appointments in attendance ratings was unfair as their appointments were unavoidable and important for their health. There was a disparity between the pupils as to whether their school included hospital or medical appointments in their attendance ratings.
- b. Certain pupils expressed their frustration at being excluded from prizes and certificates that were awarded to other pupils for good attendance.
- c. One pupil mentioned that by not being able to achieve a prize for a high attendance rating due to their medical appointments, the incentive to not miss further schooling was removed.
- d. One pupils mentioned that their attendance letter home said "we look forward to seeing a vast improvement" which they explained felt very patronising as it did not acknowledge their permanent disability.
- e. One pupil said that their school did not include hospital appointments in attendance ratings. They said "If you miss school for the morning and you're back in the afternoon, it won't go towards your attendance rate" and this pupil had won an attendance award the previous year.

#### **2. The layout and infrastructure of schools can extend pupils' period of absence from school when they are returning from an illness or surgery**

- a. Two pupils identified the layout of their school to be a significant barrier to their attendance. Both of the pupils were not able to go to back to school after their illness/surgery and had to stay off school for an additional few weeks because their school was not wheelchair accessible.
  - i. The pupils put this down to the poor layout of the school and the lack of lifts in many of the buildings
- b. There was a large contrast in the built environment of the different schools and lifts were a recurrent aspect of the schools' physical environment that was highlighted to have a significant impact on the pupils. Certain pupils went to schools which only had one lift in one building and others went to schools which had lifts in every building.

- c. These disparities were apparent in the experiences of the young people, as four pupils mentioned that they were concerned about their safety when travelling on the stairs. The pupils explained that if there was not a lift that they could access in a building, the stairs were stressful for them as they felt that there was a real potential for accidents, particularly when the stairs were crowded.

## Recommendations

To work with schools to establish a good practice standard regarding the options they provide to pupils to catch up on missed school work, which will help to put the focus on the attainment of this cohort of pupils rather than their attendance. This could vary from after school catch up lessons, one to one recap sessions and access to online resources. This would enable schools to offer a selection of options that align with their school resources and learning environments. This would also promote a consistent city wide approach which ensures that individual pupils' needs are met.

To discount hospital and medical appointments from pupils' attendance ratings. This will give pupils more of an incentive to not miss further schooling as they will be able to take part in the competitions alongside their classmates and have the same opportunities to win prizes for their individual attendance targets.

To review and identify gaps in existing communication pathways between schools and the Local Authority, regarding the provision of information about available support services. For example, the work of Access Officers within the Built Environment team, who offer advice and solutions to pupils' accessibility issues in schools. Access Officers can make suggestions for reasonable adjustments and improvement projects which are shaped around an individual pupil's need to help improve the accessibility and inclusivity of their school environment. Information about the Built Environment team and their contact details can be found on the Leeds for Learning website.

When teachers, parents and young people with physical disabilities are better informed about available support services, such as the Built Environment team, the accessibility issues experienced by the pupils in this cohort, and the knock on effects that they experienced such as prolonged absences from schools, are greatly reduced.

For our cohort of pupils there is limited choice regarding the timings of their health related appointments, which are often scheduled during school hours. For a proportion of these pupils, health appointments will be an ongoing and consistent aspect of daily life. Applying a restorative approach to individual pupils and their health needs will assist schools in determining the balance between support and challenge, which will be reflected in the attendance letters sent home to parents.

## Attainment

### What is being done well? *The facilitators?*

#### **1. Pupils feel supported by their teachers and encouraged by the learning support team**

- a. Nearly all of the pupils identified the school staff as a key facilitator to their attainment. 15 out of the 16 pupils felt that their teachers understood their disability and they felt that they had a positive relationship with the support staff.
- b. 14 pupils resoundingly felt that they could speak to their schools learning support team if they needed any help but around half of the pupils enjoyed having their independence from the team and liked deciding themselves when they saw the learning support staff.
- c. One pupil felt extremely supported by the school and their SENDCo, saying *“the school supports me so well, I think I’m more at an advantage than my classmates because I have people helping me and giving me so much support”*.
- d. Whilst this was most of the pupils’ experience, two pupils expressed their frustration at their teachers not understanding their disability, as they both felt that they were often told off because they were tired or slow in their work, which was related to their disability.
- e. However, pupils gave overwhelmingly positive examples of teachers making accommodations to support the pupils and putting in extra work to assist their learning. One pupil said *“last year I was behind in my lessons and my teacher helped me through it. He stayed behind with me after school and helped boost my grades. He made me feel really supported and I’m doing so much better now”*.

#### **2. Pupils feel supported in their learning through the provision of learning aids and by the adaptations made by schools**

- a. Six out of the 16 pupils identified learning aids and the adaptations made by their school as a key influencer on their learning.
  - i. These learning aids or adaptations included:
    - Adaptable tables, laptops, iPads, notetakers/scribes, extra time in exams, readers/writers in exams, handouts, sitting in a particular place in classrooms, TA support, specialised IT equipment (e.g. mouse) and leaving lessons five minutes early to get to the next class on time.

### Areas for development? *The barriers?*

#### **1. Pupils find it difficult to arrange meaningful work experience that is suited to their needs**

- a. Four out of the 16 pupils expressed difficulty in arranging work experience that was accommodating to their disability.
  - i. These pupils explained that they found it difficult to find something that doesn’t require a lot of walking or lifting.
- b. One pupil was unable to find any work experience that was accommodating to their disability, so they had to do their work experience in school.

## **2. Pupils can feel isolated within their school which is linked to classmates' insensitive questions and attitudes towards their disability**

- a. Over half of the pupil participants shared that they had felt isolated within school which many of them linked to feeling different from their classmates.
  - i. The pupils who required frequent medical support or had more complex needs, spent a lot of time with learning support staff. This was during lessons, break times and lunches. These close relationships often had a knock on effect on these pupils' friendships with other pupils.
- b. A reoccurring theme in the pupils' experiences in school was that they felt close to their friends but that their classmates didn't understand their disability.
  - i. The majority of the pupils felt that their classmates were ill-informed rather than malicious about their disabilities, the comments they received were:
    - *"When they see a wheelchair they stay away"*
    - *"People ask insensitive questions like is the tumour still there"*
    - *"People ask why do you walk that way"*
    - *"Why aren't you walking properly"*
    - *"Most people use disabilities as a joke and when I'm sat next them I feel isolated cause they don't get that's offensive to me"*
- c. The isolation that many of the pupils felt from their classmates had an impact on several pupils' learning:
  - i. One pupil said that *"a few times in lessons when everyone's working in groups, no one wants to work with me if my friends aren't in the lesson"*.
  - ii. Another pupil felt that their classmates perceived them to be unintelligent because of their disability and didn't like to sit with them.
- d. There was a clear message that came from the pupils' discussion about their classmates, which was, as one pupil said, *"my classmates don't get my disability"*. And for certain pupils, this led to them feeling isolated in their lessons.

## **3. Pupils' involvement in activities and their access to opportunities varies greatly between different schools**

- a. Two aspects of the pupils' time in secondary school that were significantly unlike for all of the pupils were P.E. lessons and school trips.
  - i. For ten of the pupils, there was a clear perception that they were not able to join in *"normal P.E."*
- b. Some pupils were happy with this arrangement as one pupil said, *"If I'm in a P.E. lesson with other students they try and include me which is humiliating, especially in running. That's why I'm very happy to do my physio by myself"*.
- c. For other pupils, they wanted to be involved in P.E. but currently were not able to. One pupil said *"I can't do P.E. lessons, they're all football, netball or basketball so I get knocked over or I can't join in because of my disabilities, I would like to be part of the lesson, I've tried but there's not enough resources to make it accessible for me"*.
  - i. Three of the pupils did take part in P.E. lessons with the rest of their classmates and three other pupils took part in P.E. but in a different lesson that was put on especially for them. These three pupils played an adapted game of table cricket in their P.E. lessons.

The varying involvement of the pupils in P.E. lessons was due to a number of factors ranging from the severity of the pupils' disability, how accommodating the school was to the pupils' needs and the pupils' opinion on whether they wanted to be involved. What is significant from these results is that around six of the pupils wanted to be involved in P.E. with their classmates, but were not offered the opportunity to take part.

There were similarly varied responses to whether the pupils were able to go on school trips.

- a. One pupil had a very different experience to the majority of the other pupils as the school spoke with the pupil when they were beginning to plan a school trip to learn how they could make the trip accessible for the pupil and to ensure that they were able to fully access all aspects of the trip.
- b. Two of the pupils highlighted that whilst the trips were technically accessible to them, they found the activities on the trips difficult, e.g. long walks over difficult terrain.
- c. For many of the other pupils, their access to school trips varied depending on whether:
  - Enough support staff were available
  - Their parents go could on the trip with them
  - The school had considered their medical needs e.g. they were close to a hospital
  - The school had chosen a location/accommodation that was wheelchair accessible
  - The trip was abroad or in the UK
  - Whether the school had considered if the journey to/from the location was accessible

The pupils' diverging experiences of school trips demonstrates the inconsistencies between the young peoples' journeys through school. They also demonstrate a spectrum of inclusive practice, ranging from including the pupil in the planning of the trip to pupils' not being able to access any of the school trips.

## Recommendations

To establish Child Friendly Ambassador links with schools to arrange work experience for pupils with physical disabilities so that they can take part in meaningful work experience alongside their classmates.

To promote discussion amongst primary and secondary school pupils about the different experiences of people with learning and physical disabilities. This could be used as a potential assembly topic or a theme in PHSE lessons about improving awareness and understanding to help reduce stigma.

To promote sharing of good practice between schools as to how best to adapt to the needs of their pupils. Not all of the pupils want to be involved in P.E. or school trips but it is important that these pupils are given the option to be involved and given the opportunity to work with the school to make these opportunities accessible for the pupils.

## Achievement

### What is being done well? *The facilitators*

#### **1. *Pupils feel independent in their day to day lives within their school***

- a. For the majority of the pupils, their independence was facilitated through the adaptations that were made by members of staff and one particular adaptation that many pupils felt was beneficial, was being given a lift key.
- b. Eight out of the 16 pupils either had a lift key or felt that one would allow them to move freely around school and as it gave them their independence from members of staff. The pupils who required staff members to help them access the lifts felt that their independence was limited as they had to ask for help from staff numerous times a day.

#### **2. *Pupils have access to groups and clubs that are accessible to their needs***

- a. Despite the small number of young people within this cohort, the pupils accessed a wide range of clubs and activities that they said were fully accessible to them.
  - i. One pupil played Boccia (a sport designed for people with severe disabilities) with other pupils in the school and took part in competitions after school.
  - ii. Other pupils were involved in school dance performances, their school's singing competition, mountain biking, cycling, horse riding, swimming, whizz kids and youth groups.

**1. Pupils, staff and parents need to be made better aware about the activities, clubs and groups that are offered to young people**

- a. Certain pupils and support staff felt unaware of what was on offer to young people with disabilities outside of school. These pupils wanted to access extra-curricular activities but did not know what was on offer to them or how to find out what was available.

**2. More variation is needed in the types of activities/clubs that are offered to young people with disabilities**

- a. One pupil wished that there was better variety in the types of activities that were offered to young people with disabilities. This was in terms of who the activity was aimed for- *“not many things in my area are accessible to me. They’re either for young people with learning difficulties or severe physical difficulties”* and in terms of the type of activity offered- *“lots of the activities that are for people with difficulties are sports activities and I don’t enjoy sport”*
  - i. This pupil felt that that there needed to be better recognition and understanding that young people with disabilities have a broad range of enjoyments, and the clubs and activities that are offered to these young people should be similarly varied.

**3. Pupils’ transport options can restrict their access to clubs and activities**

- a. Three pupils mentioned that their reliance on their specialised transport, restricted their access to after school activities. These pupils explained that because they required specialised transport, which was offered at a set time after school, they weren’t able to take part in any after school activities at their school.
  - i. Another pupil was similarly restricted by their transport options as their parents were not able to drive which meant that to access any clubs or activities, they had to use a taxi, which was very expensive for their family.

**4. Services such as counselling are important to the young people and can have a detrimental effect on the pupil if the service is pulled**

- a. One pupil explained that they used to meet with a counsellor every week at school, which they found really beneficial to their mental health. However, because of budget constraints, the counsellor had to stop visiting the school. The pupil explained that there was a school counsellor that they were on the waiting list for but had not been able to meet as they were overstretched. The pupil explained that they had been struggling since their counselling ended as they had really benefited from it.

**Areas for development? *The barriers?***

## Recommendations

Actively promote and raise awareness, to all agencies who work with children and young people, of information resources which highlight clubs, activities and support services that could be of interest to this cohort of pupils. For example, the Leeds Local Offer website provides information about all services for those aged 0 – 25 with SEN and Disabilities.

Additionally, the Leeds based website MindMate helps young people to explore their emotional wellbeing and offers advice on mental health issues. The website also signposts where young people under 18 and 18 – 25 year olds can find mental health support services in Leeds. The website supports young people who are not able to access counselling services in school as it promotes additional services that are on offer in Leeds such as THRU, a peer support group for young people in Leeds and The Market Place, which offers free and confidential services to young people living in Leeds.

For all agencies working with children and young people to explore more fully the ways in which they can support children and young people in pursuing their passions. Not all young people with a PD who are interested in joining a club, will be interested in a sports activity as they may prefer to pursue activities such as drama, art or music etc.

To explore whether the facilities at a number of specialised colleges and Specialist Learning Inclusive Centres (SLICs) could be accessed by pupils attending mainstream provision with or without an EHCP. For example, facilities such as hydro pools and physio equipment which pupils may not otherwise have access to.

## What achievement means to this cohort:

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The final question that was asked to the pupils' in the consultation sessions was 'What does achievement mean to you?'. This question came as a result of certain pupils' confusion about what this part of the 3As meant, as the concepts of attainment and attendance were more easily understood by the pupils. For some pupils, achievement was about getting a job and doing well in their education. For others, their achievement was about succeeding at their hobbies or interests such as drawing and biking. For other pupils, achievement was less tangible as it was about their independence, about standing out from others and about having a happy life. The wide ranging responses to this question highlights how varied the interests and passions are for this small cohort, and demonstrates the importance of recognising the individuality of each young person who experiences a disability along with their distinct interests and ambitions. It also highlights the need to support these young people's greatly differing life ambitions that can often be separate from their attainment goals, but have a similar value of importance to them.

For me, it is hard to do a full day at school so just going out and doing things every day is an achievement for me.	<i>Getting a job is what achievement means to me. Finding work experience has been really difficult as I need to find something that doesn't require walking and carrying, so getting a job will be my achievement.</i>	My achievement is getting a job. I really want my independence.	
Achievement will be getting through school and hopefully getting my GCSEs.	<i>Achievement is good pay in a job and a happy life.</i>	Achievement is doing the best you can do at this moment in time. You can always change job or school, just make sure that you always do the best in whatever it is you do.	Achievement is doing well at my biking and my music.
Achievement to me is succeeding in my dreams, which are storytelling or drawing.	Achievement is doing something unique and something that makes you stand out from the same things that everyone else does.	<i>Achievement to me is definitely getting my GCSEs and when I got my first part-time job.</i>	

## Conclusions:

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The main themes emerging from the consultation is that many of the young people within the cohort feel supported in their attainment, but good practice examples regarding the young people's attendance and achievement are more inconsistent across the different schools.

The key themes that emerged from the consultation are:

1. Pupils have a good relationship with learning support staff and feel supported in their attainment by the teachers in their school.
2. Pupils feel supported by their friends but often felt isolated amongst their classmates due to their lack of understanding about their disabilities.
3. Pupils' involvement in P.E., school trips and extra-curricular activities varied greatly- this was often depending on their school, their location/community, their parents and the complexity of their disability.

4. Independence was extremely important to pupils and most of the young people gained their independence by limiting their reliance on learning support, through the school making adaptations to the pupils' needs and pupils being able to freely move around school.
5. Some pupils are not aware of the activities and clubs that are on offer to them in Leeds. Schools and learning support staff have an opportunity to support parent/carers and pupils in accessing information about resources, e.g. Leeds Local Offer.
6. Some pupils are not being offered the same opportunities as their classmates. This was evidenced in schools' attendance ratings prizes and work experience opportunities.

On the whole, teaching and learning support staff were recognised to work hard to ensure that the pupils' did well in their attainment. Pupils were also seen to be supported and encouraged to have more independence which was demonstrated, to varying degrees, across all of the schools. In addition, there were a number of good practice examples which involved only small, incremental changes to the current practice of other schools, which resulted in positive changes and inclusivity for the young person.

Similarly, there are a number of recommendations that need to be discussed as a result of this consultation. The good practice examples regarding attendance and achievement were seen more inconsistently across the schools. Certain pupils were inadequately supported to access extra-curricular activities and meaningful work experience and there was an apparent lack of awareness about the resources and opportunities on offer for the young people. In addition, secondary school aged pupils need to be better informed about the lives and experiences of people with disabilities to help improve integration of SEND pupils within mainstream schools.

The overall recommendation that came from the consultation is that young people with physical disabilities, and the support staff that are working with them, need to be better informed about the services that are offered to this cohort. There was a reoccurring theme of pupils, their parents and schools not being aware of the support that young people with physical disabilities can access in Leeds, which demonstrates that platforms such as MindMate and Leeds Local Offer and the support that is offered by Access Officers, needs to be better communicated to schools and channelled down to staff, pupils and parents. This will help to facilitate young people who experience physical disabilities to access the wide range of support that is offered to them in Leeds, which they may have been previously unaware of.

Following on from this work, it is hoped that the good practice examples that are already in place at certain schools are replicated across other schools, to help diminish existing inconsistencies and to prompt fairer and more equitable access to experiences for young people with physical disabilities living in Leeds.

## Appendix:

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### Template Interview Questions

1. Have you attended any other high schools?
  - a. What are your reasons for choosing to attend this school?
2. What are your favourite activities/subjects in and out of school?
3. Have you had any difficulty accessing the activities you enjoy out of school? If so why?
4. Have you had any difficulty accessing the activities you enjoy in school? If so why?
5. Do you feel like you have independence in school? i.e. can you access all areas, can you freely move around the classroom?
6. Are there any physical access issues that could be altered to improve your access around the school?  
i.e. ramps, toilets, lifts, layout
7. Have you been able to access all off site activities? i.e. school trips
8. Do you feel you have been supported by the school in the adaptations (if any) they have made for you?
9. When you're at school do you feel that your physical disability has had an impact on your learning?
  - a. If so, what kind of impacts have you experienced?
  - b. What do you think could be done to change this?
10. Do you have access (if required) to learning aids to assist your learning? i.e. notetakers, computers, extra time for tests etc.
11. Do you feel school support you to achieve in your education? If so, how
12. Have you ever felt isolated at school? If so, why? Was it linked to your disability?
13. Do you feel supported by your classmates?
14. Do you feel at a disadvantage in terms of your education compared to your friends / other students?
15. Do you feel supported and encouraged to continue in full time education post 16? (give examples of how and why)
16. When at school do you ever have any problems with being on time for classes? If so, why
17. Has your disability resulted in long periods of absence from school? If so, do you think your absence has affected your learning? What support have the school offered?
18. What are the main causes of your absence from school? i.e. ill health, health appointments, transport
19. Is there good communication between your family, school and yourself?
20. What does achievement mean to you?
21. Any additional comments?

## Voice and Influence of Parents, Carers and Families Report October 2018 to March 2019



Appendix 4

**Outcome:** parents, carers and families are active citizens who feel they have an influence over decisions affecting their families' lives and services their family access. Longer term outcome is that if parents and carers are active citizens they are more likely to encourage their children to express their views and play an active role in their community.

### Highlights:

- [Guide to setting up a primary parent council](#) developed by VIC Team and shared with primary schools.
- Parent Champions and Leeds Dads participated in House of Lords Select Committee review on Intergenerational Fairness and Provision.
- 36 Foster Carers participated in Lets Talk about Education in March.
- Parents and carers were involved in the recruitment of Childrens Social Work Services Service Delivery Manager Roles and Head of Service Early Help post.
- VIC team delivered "Enabling parents carers and families to have a voice and influence in your service" training in October.
- [The format of the Parent Carer Voice website has been updated to make it more user friendly.](#)
- Parents involved in Targeted Short Breaks Grant Panel for 2019/20 and involved with the Short Breaks Review meetings.
- Parents panel evaluated the tender- Integrated Family Support Service
- Leeds Baby Week took place 12<sup>th</sup> to 18<sup>th</sup> November. Many of the events involved hearing the voices and experiences of parents and carers.
- As a result of the feedback from parents who had experienced perinatal mental health difficulties, a new programme of perinatal mental health ambassadors (NEST) has been established.

### Data:

- The parent, carer and family voice influence and change virtual network has risen from 193 members to 225 members.
- Over the last 6 months our [Parent Carer Voice website](#) aimed at professionals received 288 page views and 150 unique page views

### Issues/Priorities:

- SEND Partnership Board is seeking the views of parents and carers with children with SEND through a ballot. The aim of the ballot is to help identify which of the Child Friendly Leeds Wishes parents and carers think the SEND Partnership Board should prioritise in 2019/20. The ballot closes on 15<sup>th</sup> June and findings will be shared in July.
- Increasing demand for parents/ carers to participate in interview panels for children's services senior post but shortage of parents/ carers currently trained and ready to participate.
- Foster carers highlighted need for further clarity, information and guidance on their role in the development and review of their child's Education Health and Care Plan.

### Next Steps and Key Dates (April to September 2019):

- New kinship carer voice and influence group starts April 2019
- A Foster Carer will be sharing their experiences and speaking at a #100helpinghands Foster Carer recruitment event on May 19<sup>th</sup>
- SENDIASS first parent carer roaming steering group in June
- In response to feedback, a Foster Carers Lets Talk EHCPs (Education Health and Care Plans) will take place on 2<sup>nd</sup> July.
- Future decisions regarding EPEC (Empowering Parents Empowering Communities) programme will be taken at the Early Help board in July, following the trial period.
- Provide training for parent/ carers to participate in interview panels and develop guidance for staff (potentially with Leeds Dads, Foster Carers, Childrens Centre service users).
- Friends and Family Advisors Group are making a film about works in their relationships with agencies.
- Foster Carers will be updating the Leeds Foster Care Charter.
- Guides for parents, carers and families on statutory guidance around supporting children with medical conditions and support they can expect in schools and key contact information will be developed.

## Highlights of Parent, Carer and Family Voice and Influence across services and organisations in Leeds from October 2018 – March 2019

### Voice Influence and Change Team (VIC)

#### Parent Council Resource Pack

- The Voice, Influence and Change Team have developed a resource pack to support primary schools in Leeds to develop a parent council. The resource kit can be found [here](#) along with a number of templates that should help you whilst setting up your parent council.
- To help inform the development of this guide, a member of the VIC Team has worked with governors, staff and parents and carers to establish a parent / carer council at Pudsey Waterloo Primary School.

#### Parent/ Carer Voice and Influence Training for staff

- On the 9<sup>th</sup> October 2018, the team ran a training workshop “Enabling parents carers and families to have a voice and influence in your service” for members of the parent carer family voice and influence network.
- 16 colleagues from a range of different organisations and services including; housing, social care, children’s centres, SENSAP and schools.
- John May from the CYPSPS (Children and Young People Support and Prevention Service) shared examples of how his service provides opportunities for young parents to have a voice and influence e.g. speaking at events, running workshops, young parents on placements and the work of the Young Dads Collective.

#### Training for Parent/ Carers

- The team also planned and delivered a training programme in partnership with the [Barnardo’s stronger families programme](#). The aim of the programme was to help their service users (parents and carers) to develop their confidence and communication skills and strengthen their knowledge and understanding so they can be more actively involved in decision making processes in the project and children and families services.
- Participants were involved in weekly workshops (8 week programme) to develop their understanding of: participation; group dynamics; different roles people can play in groups; public speaking and debating skills; conflict resolution through restorative practice and interviewing skills.
- Feedback included ‘this is the best course I have ever done’ and the group have also set up a WhatsApp group for additional support and communication about the session content.
- Participants will now have the opportunity to work with the managers of Stronger Families to develop content within training for key workers- and support the delivery of this content. The training will be around aspects of key worker roles such as assessment and exiting participants from the service once work has been completed.
- Following that, everyone will have the opportunity to lead the development on an information session for key workers about the benefits of participation – and deliver this content and deliver a presentation that will promote the development of a VIC group.

#### Parent/ Carer Ballot

- The SEND Partnership Board are keen to ensure that parents, carers and families who have children with special educational needs or a disability have a say in deciding what the key priorities the board will focus on in 2019/20.
- The board includes parent/carers representatives and professionals from across organisations who oversee the services the city provide for children and young people with SEND.
- The VIC Team have worked with EPIC Leeds parent volunteers to develop a ballot. The ballot provides parents / carers of children with special educational needs or disabilities to vote for which of the child friendly Leeds wishes they feel should be a priority for the SEND partnership board and any ideas or suggestions or actions the board could take to address any barriers / challenges their family has experienced related to their chosen wish.

- The ballot is open until 15<sup>th</sup> June and can be completed online at <https://surveys.leeds.gov.uk/s/PCF2019/>

## Commissioning and Market Management Team (Leeds City Council)

- EPIC Leeds have been involved with the Targeted Short Breaks Grant Panel for 2019/20 and also involved with the Short Breaks Review meetings to explore the future commissioning options for the Targeted Short Breaks funding.
- A review is currently being undertaken by the Short Break Steering Group and this involves reviewing all documentation to ensure that they are up-to-date, parent friendly and also child friendly and future plans are to explore opportunities to ensure that C&YP with SEND are involved in the development of such documents.
- A panel of parents formed an interview panel for the Operations Manager post within Family Action for our newly commissioned Integrated Family Support Service.

## Parent Champions and Leeds Dads

- Parent Champions and Leeds Dads participated in House of Lords Select Committee review on Intergenerational Fairness and Provision.
- The Committee has called on the Government to take steps to deliver a fairer society by supporting younger people in the housing and employment market, and deliver better in-work training and lifelong learning.
- Leeds Dads and Leeds Parent Champions shared their views about work, housing and the difference between their generation, their parents and their children's and their views fed into this [report](#).
- Lindsey Foster (Parent Champion) and Errol Murray (Leeds Dads) and Leeds City Council Housing Manager Akbar Khan were then invited to go to the House of Lords to participate in the review and share and discuss the views and experiences shared by group members.

## EPEC Leeds

- EPEC (Empowering Parents Empowering Communities) is a parenting course delivered by local volunteer parents. The course supports parents to enhance their relationship with their children.
- Leeds Children Services is one of 8 local authorities taking part in wave two pilot of [EPEC](#).
- The programme is co-ordinated by the Families First team in partnership with Signpost, Health & Wellbeing support & prevention team, together cluster and the front door safeguarding hub.
- 9 parent volunteers have been trained to deliver the universal "Being a Parent Course" to parents and carers of 2-5 years old. Parents were recruited from existing volunteer groups e.g. Home-Start and Parent Champions and through promotion of the programme.
- Delivery of the EPEC programme started in January 2019 and 2 parenting groups have completed in Bramley and Seacroft.
- 3 parenting groups are currently running in Harehills, Chapeltown and Wortley and further groups are planned to begin in June 2019.
- Leeds EPEC continue to work closely with SLAM (South London and Maudsley) hospital and the Tavistock centre for Child & Parent support. A number of EPEC volunteers recently attended the National conference to share learning with other sites operating across the Country and for some parents this was their first time to London.
- Feedback from parents is very positive and a number of volunteers have now moved into employment which is a positive outcome but impacts on sustainability.

*"I enjoy going to the group because it is run by other parents, and I don't feel judged. It's an opportunity to meet other parents that might be struggling with aspects of their parenting and it's a good social event as well as learning or thinking about different approaches".*

- EPEC is a new venture in Leeds and we continue to learn and work in partnership with others to deliver the programme. Initial recruitment of parents to the groups has been low but is slowly increasing and we are now looking at how we can align the programme with Henry.
- Future decisions regarding EPEC will be taken at the Early Help board following the trial period in July.

### The Family Group Conference (FGC) Adults Service User Group

- The group have now named themselves Friends and Family Advisors Group (FAFAs)
- Group members met with Phd student from Sheffield Uni who was undertaking a consultation / research project into voice of families in domestic violence. This resulted in the researcher adapting her research methods and information leaflets.
- Met with student Social Workers to talk about good social work practice – the group make the offer to meet with students and newly qualified social workers so that they can have the conversation about what works for families
- Taken part in assessment centres for Restorative Early Support posts and Service Delivery Managers – assessment centres contributed 20% to the total score
- Families who have had an FGC in the last 6 months are being asked to take part in research into how they feel their Family Plan has been used i/ contributed to decision making in CIN meetings, ICPCs, court etc
- The adult group are having a recruitment and selection training session (with the VIC team) in April.
- The adult group are planning to make a film about what works in their relationships with agencies

### Leeds Teaching Hospital Trust

- The second “In your shoes event” was held on 30th September 2018. A series of workshops were held for parents with children with long term health conditions and or with complex needs.
- Parents and carers were also invited to complete a survey about their family’s experiences of school/ college. 13 parents / carers completed the survey and their responses and suggestions were shared in a summary report at the SEND partnership board.
- In response to the consultation, a working group with representatives from children and families, health and parent representatives will work together to raise awareness of the “Supporting pupils at school with medical conditions” Statutory Guidance December 2015 and LCC Attendance Toolkit.
- The group agreed to develop a simple guide aimed at parents, carers and families to further their understanding of this statutory guidance and support they can expect in schools and key contact information.



### Leeds Foster Carers

- The Leeds Foster Carer Association (LFCA) established a ‘welcome to Leeds’ induction / visiting programme for all newly approved foster carers in Leeds. This links with the Fostering Service support (including newly approved carers group) for all newly approved foster carers in their first year of fostering
- Foster Carers, including those from the Mockingbird Family Model project were involved in meeting inspectors to discuss their work as part of the Ofsted inspection process and helped contribute to the overall ‘Outstanding’ rating
- In March, Kinship Foster Carers attended and contributed to a Parliamentary Task Force on Kinship Care regional event hosted by Leeds. The event facilitated contributions and discussion from carers on issues, successes and challenges for them and assisted with the task force review of Kinship Care nationally.
- The Fostering Service and the LFCA are developing a written ‘Working Together’ Agreement which will identify the key areas of a mutually supportive relationship which benefits the outcomes of Children looked after and the profile of the role of foster carers in Leeds
- Foster Carer stakeholders will be contributing to the updating of the Leeds Foster Care Charter, (originally launched 2012) which details the commitments between the Fostering Service, its foster carers and improving outcomes for children and young people looked after.

- Foster Carer stakeholders will be contributing to an improved process to ensure better savings commitments for children and young people in their care and to assist with savings and budgeting advice for young people preparing for independence

## Enrichment Team

- Colleagues in the enrichment team (part of the communications and engagement team) have attended carer support groups to talk about Child Friendly Leeds and the “enrichment offer” for children looked after. It has also been an opportunity to consult with carers around how they hear about opportunities and the challenges they face in engaging young people and supporting them to access them.
- The team attended a recent Kinship carer support group in February. Feedback from kinship carers is that one of their biggest challenges for supporting children and young people in their care to access projects, events and activities is transport and getting there. Any future projects will now consider support with transport and ease of access to the activity.
- When working with external providers who apply for funding to run projects and activities, we will ask that transport expenses can be included any funding bid they submit, where possible. A recent example of this being successful is through provider Skelton Grange environmental centre. In sharing our feedback from families/carers, Skelton Grange recently submitted a funding bid and included transport cost support in their submission. This has now been successful so transport can be supported for families.
- A new male carer support group has now been established and the team have plans to attend this new group. We can then use this consultation feedback to tailor the projects and activities we develop as a team and address barriers to engagement, such as transport. The support groups are also a good opportunity to share information about Child Friendly Leeds and the “enrichment offer” for children looked after, reaching carers directly through focused groups.

## Let’s Talk about Education

- On 25th March 36 foster carers participated in a Let’s Talk about Education Session.
- The session was planned by the VIC team, Virtual School, Foster Care Association and Fostering Service in response to feedback from foster carers that they often faced challenges supporting their foster children to attend, attain and achieve at school.
- Foster carers shared their views about what they felt their role is in supporting their foster children in learning, and what their aspirations for their children are. They also discussed the barriers their children faced and what helps and explored different ideas for what foster carers, schools, social workers and wider services could do to help children to achieve, attain, attend and have high aspirations.
- A working group is identifying actions and next steps in response to the findings of the session.

## Therapeutic Social Work Team

The team are introducing a new assessment and formulation model from January 2019 that puts children and their parents/carers at the heart of decision making about therapeutic social work support.

## Stronger Families Programme

Stronger Families Leeds held a celebration event on Friday 22<sup>nd</sup> February at St George’s conference Centre which was planned with parent forum members.



## Leeds Maternity Strategy

- Young parents have co-produced the young parent’s pathway and contributed to changes in services, including a new handover process between midwives and health visitors for teenage parents, and improved information on mental health support for young parents.
- As a result of the feedback from parents who had experienced perinatal mental health difficulties, we developed a new programme of perinatal mental health ambassadors (N.E.S.T), who are people with experience of perinatal mental health difficulties; they have a remit to raise the profile of perinatal

mental health issues, addressing stigma; to promote the existing pathway of services available across Leeds to support people at risk of experiencing perinatal mental health issues; and to collect feedback on the services available to inform future work across the city.

- People with experience of perinatal mental health difficulties have informed the pathway review and action plan to further improve perinatal mental health services, and participated in the process to re-procure IAPT and other primary mental health care support services, including specific perinatal support.
- In the future there are plans to continue to build on the NEST ambassadors work, launch a new targeted support project, exploring how we improve the support offered to LGBTQ+ families and engage more with Dads and partners as part of [Leeds Maternity Voices](https://www.mindwell-leeds.org.uk/baby). <https://www.mindwell-leeds.org.uk/baby>

## **Leeds Special Educational Needs and Disability Information Advice Support Service (SENDIASS)**

- Leeds SENDIASS have started working on a new project funded from the Council For Disabled Children to support new development and innovation within the service.
- A core part of the project is consultation and evaluation with parents, carers and young people to ensure that the Leeds SENDIASS offer responds to the views and needs of service users. This will include seeking and gathering views from parents, carers and young people throughout the next year at every opportunity and through some of our targeted mini projects. These include:
  - New roaming steering groups planned for parent's carers and young people. The first of which is a parent carer roaming steering group planned with Carers Leeds on 20<sup>th</sup> June 2019.
  - New SENDIASS advice drop ins are starting in June 2019 and we are planning new SENDIASS parent training sessions, where we will be seeking session users feedback and evaluating.
  - We also have opportunities for parents, carers and young people to provide views and evaluate as we develop new literature and develop both the website and content and to apply for a range of SENDIASS volunteer opportunities, all aimed at enhancing our current SENDIASS offer.

## **SENSAP (Special Educational Needs Statutory Assessment and Provision Service)**

### **Specialist Placements**

- Families have shared with us their significant concerns regarding the limited availability of specialist placements in the city, particularly a number of families with children transitioning from primary to secondary who require specialist provision this September.
- Within the city we have been planning to increase generic specialist places, as this is an urgent requirement for the next academic year; 2019/20. We have been looking into a range of alternatives to address this. Currently work is ongoing with all the SILCs in Leeds to increase capacity wherever possible, so we are exploring building work on each SILC site as well as utilising vacant school buildings across the city that will be staffed and managed by our existing SILCs.
- In addition the LA submitted a bid for a new SEN Free school to the DfE which was successful. Work will now commence on exploring sponsors for the school.
- The city also has a new Resourced Provision for pupils on the autistic spectrum (although a diagnosis is not essential). This will be offering a 12 place provision initially, with 6 primary and 6 secondary places at Carr Manor Community School. The primary Resourced Provision will open from September 2019. The secondary will then be available in December 2019/January 2020 approximately. The provision is for pupils who are of higher learning ability and are able to access mainstream.

### **MAP (Multi-Agency Panel)**

- MAP (Multi-Agency Panel) - this has been in existence since 2014 and was created so there could be an opportunity for parents or young people to attend and be part of the decision whether to carry out an EHC needs assessment.
- SENSAP changed the key questions discussed at MAP. This has ensured a focus on children and young people's health and care needs have been considered as well as education, plus ensures relevant advice is requested where there is a proceed with an EHC needs assessment.

- Due to the volume of requests for new assessments, it is not always possible to accommodate every parent/carer who wishes to attend, due to time constraints. Many of our families have provided feedback that they want the opportunity to attend MAP and SENSAP have also received feedback that for some families attending MAP can be a stressful prospect.
- Therefore we are due to amend the process of MAP slightly to improve the initial decision-making procedure for our families. We will make decisions to proceed with an EHC needs assessment outside of MAP for those children and young people who unequivocally require an assessment. This decision will be made only when the setting has submitted the request and when the needs of the child or young person are significantly complex, resulting in a lifelong need and where the setting has clearly evidenced a robust graduated approach with extremely limited or no progress made. We want to remove the need for these families to attend MAP and this will then create additional slots for other families to attend. We are currently finalising all aspects of this process and aim to commence this decision making process at the beginning of the summer term.

#### **EHC Plan Annual Review Backlog**

- Due to the significant volume of work SENSAP are currently experiencing, we are struggling to complete the process for the reviewing of EHC Plans in a timely manner. Parent/carers have provided feedback that this causes frustration and confusion. We are working on addressing this backlog in a variety of ways. SENSAP are aiming to increase capacity within the team, plus improve our processes so that we can effectively action review paperwork in a timely manner and sustain this in the future.

#### **Engaging with our Families**

- We continue to develop our work on improving and increasing our links with families to enable us to have a greater understanding of families' opinions and concerns and are doing this by continuing to increase attending parent/carer groups, coffee mornings and events.
- We have started work on creating and developing a new approach for obtaining feedback from our families regarding their experience of the EHC needs assessment and reviews. This approach will begin in the summer term.



## Voice and Influence of Children and Young People Report – Childrens Social Work Services October 2018 to March 2019

**Outcome:** Children and young people (CYP) are active citizens who feel they have voice and influence over decisions that affect their lives and the Children's Social Work services they access.

### Highlights:

- Supporting children and young people to share their thoughts, wishes and feelings and adhering to the promise, are now responsibilities and skills required in the updated job descriptions for residential staff.
- Feedback from young people about their experiences of reviews which was sought as part of the Care Crisis Review has been shared at a practice development session with IRO's and CP chairs.
- Members of Have a Voice Council ran a recruitment event at Herd Farm which included a workshop to identify what issues looked after young people think need addressing to support them in their education.
- The Super Powers Group won a silver award at the Children and Young People Now Awards.

### Key Data:

- 131 looked after children and young people completed the universal My Health My School Survey for the academic year 17/18.
- From Oct – Dec 2018, 174 young people (118 families) were supported by Leeds Children's Rights (LCR) for advocacy support either for an Initial Child Protection Conference or at a Review or as a Child In Need. LCR also supported 39 young people & children who are looked after.
- Children and Families Service (LCC) received 6 complaints from young people -a significant decrease from 24 over the previous 6 months. (4 complaints from looked after young people, one from a care leaver and one from a young person who was previously a child in need. 3 complaints have been resolved and 3 are ongoing / wider complaints).
- One PROMISE contact was received from a care leaver, requesting furniture under the setting up home allowance. The issue was quickly resolved after a meeting with the team manager.

### Issues / Priorities

- Reviewing the Promise- increasing awareness and making it easier for CYP to "tell Steve" (HAV Voice Council)
- Corporate Parenting Principle based on "promoting high aspirations" was voted as the priority for 2019/20 at the annual takeover of the Corporate Parenting Board.
- Care Leavers Council have chosen being involved in the development of the "Care leavers Hub" as their priority for 2019/20
- Superpowers Group- South – need more support around transport coordination

### Next Steps and Key dates (April to September 2019):

- HAV Council are speaking at 0-19 looked after children and young people service development day on 2nd May.
- HAV Council speaking at Disability Foster Carer Event 19<sup>th</sup> May.
- Care Leavers Council will be involved in Corporate Parenting Induction session for new elected members on 29<sup>th</sup> May.
- Young people's Clear Approach event will take place on 4<sup>th</sup> June
- A consultation event is being planned in June for children and young people aged 10 -16 who have had a Family Group Conference.
- West Yorkshire Safeguarding Week on 24<sup>th</sup> – 30<sup>th</sup> June 2019
- Staff who run the south super powers group and VIC Team are running workshops at the Childrens Social Work Matters national event.
- STARS awards for looked after children taking place 24<sup>th</sup> and 25<sup>th</sup> July
- Members of the Care Leavers Council will be involved in visits to other Local Authorities who have Care Leaver Hub's.
- The IRO service will produce a first children's version of this year's IRO annual report, by September 2019.

## Strategic Update October 2018 to March 2019

### Ofsted Inspection 29<sup>th</sup> October to 2<sup>nd</sup> November 2018

- 10 representatives from Have a Voice Council and the Care Leavers Council met with an Ofsted inspector in October half term 2019, answering questions and describing their experiences of care and how their voices are being heard and acted upon through their involvement in the groups.
- Link to full inspection [report](#).
- VIC Team developed an “Ofsted Report Voice and influence Highlights summary” available on request.



### Corporate Parenting Board (CPB)

#### Care Leavers now members of the Corporate Parenting Board

- At the 2018 Corporate Parents Takeover, young people requested that the CPB consider having young people as members of the Board, from November 2018, two Care Leaver Council Representatives were invited to join the CPB. The Terms of Reference have been updated to reflect their membership.
- Following a suggestion from the Care Leavers Council representatives on the CPB, a new dashboard of data for care leavers has been developed and is now discussed and reviewed at every CPB meeting.

#### Happy Vault Ap

- Also at the 2018 Corporate Parents Takeover, young people set the board a challenge to find out how children’s social work services are ensuring that the successes, achievements and resilience of all children and young people in their care are recognised and celebrated.
- CPB members reviewed existing practice and identified several new ideas, which they shared with members of HAV Council and Care Leavers Council in October.
- Developing the Happy Vault Ap (suggested by Jane Mischenko CCG) was chosen by the young people on Have a Voice Council as one of their top ways to celebrate and recognise achievements. The HAV Council met with the developers from Mhabitat and shared feedback on how the ap could be developed to meet their needs.

#### Young People Trained Elected Members

Members of Have a Voice Council and Care Leavers Council worked with Head of Service for Looked After Children to plan and deliver two induction sessions for CPB members in January and February. 14 members of the Corporate Parenting Board participated in the training.

*“Thank you for sharing your journeys in care, I think it will lead to us as CPB members to really think about how we respond to issues being raised.”*

Member of the Corporate Parenting Board

#### Aspirations are top priority

The Have a Voice Council and Care Leavers Council ran their annual takeover meeting of the CPB in January. At the meeting, board members voted on their priority “corporate parenting principle” which they will focus on and work with the young people on in 2019/20.

*“To promote high aspirations, and seek to secure the best outcomes for children and young people”*

### Corporate Parenting Operational Group (CPOG)

#### New Survey Data and Promise Review

- Voice and Influence is a priority work strand for CPOG but is also embedded within the other work strands.
- Monitoring questions were included in the 2017/18 My Health My School Survey for the first time with 131 children and young people identified themselves as living with foster carers or in a children's home. MHMS data has now been analysed and a report produced comparing the findings to universal responses. Work strand leads will be using the findings to influence their work plans.
- During March, members of the Have a Voice Council and Care Leavers Council were consulted by CPOG and asked to identify the key issues they think the leads for each priority should focus on. The top issues were fed back to CPOG in April and the young people look forward to seeing how these are reflected in the work of the CPOG lead staff.
- Low numbers of children and young people make promise contacts to "tell Steve" (phone / email). The VIC Team has started a promise review by seeking the views of the HAV Council. One of their key suggestions is making it easier for children and young people to "tell Steve".

## Residential Home Review

### Job Descriptions

- Current Job descriptions have been reviewed and updated for the posts of Registered Manager, Senior Practitioner, Deputy Manager and Residential Practitioner.
- Job descriptions will now include specific responsibilities around supporting children and young people to express their views, wishes and feelings in relation to matters affecting their care and welfare and their lives. Staff responsibilities will also include being able to be an advocate for children and young people and help them understand how their views, wishes and feelings have been taken into account. Staff will also need to ensure children and young people are aware of the Leeds Promises to looked after children.
- Applicants will need to demonstrate they have the skills to help children and young people to express their views, wishes and feelings and be aware of the Leeds Promise to looked after children and understand their role in fulfilling these promises.

## Recruitment and Selection of Senior Staff

Members of the Care Leavers Council and Have a Voice Council participated in the recruitment and selection of the following 9 posts over the last 6 months; Head of Service/Principal Social Worker (Quality and Practice Improvement), Head of Service (Early Help), 4 x Service Delivery Manager's (Restorative Early Support, Children, Child Health and Disability, Family Support), a Team Manager at Wetherby Young Offenders Institute, Children's Residential Manager and an IRO Manager.

## Commissioning Panels

Members of the Care Leavers Council and Have a Voice Council participated in commissioning panels for the provider of Regulation 44 visits and the Independent Fostering Agency and Supported Lodgings Framework.

## Voice and Influence Training/ Development Sessions

- In October the VIC Team worked in partnership with the Leeds Relational Practice Centre to deliver a training day "Voice and Influence of Children and Young People in Social care".
- 21 delegates from 10 local authorities attended and enjoyed presentations and workshops delivered by; IRO Service, Child Protection Team, CHAD Team Super Powers Group and Leeds Youth Justice Service. Young people from the CARE group and Care Leavers Council also participated in the workshops, sharing their experiences and answering questions.

*"These events are really useful practical and inspiring to help us share our own work and learn about others who can help us develop and ultimately involve our young people in change for the better."*

Further voice and influence training sessions /workshops facilitated by the VIC team:

November 2018	Practice Focus session IRO's and CP Chairs
November 2018	East North East Social Work Team Day
November 2018	Step up to Social Work Student Briefing
January 2019	Children in Need Development Day
February 2019	Social Work Student Briefing

## Youth Voice Groups Update October 2018 to March 2019

### Have a Voice Council (HAV Council)

**Have a Voice Council decided that 'Improving relationships with Social Workers' would be their priority for 2019/20**

#### More tutors please!

- HAV Group developed their [annual newsletter](#) which was posted to 848 looked after children and young people aged 8-17 in October.
- The newsletter asked CYP to share what one thing would help them in their education/ issue they face as a looked after child in education. The top response was to have more access to a tutor.
- In response the new provider for tutoring looked after children and young people RANSTAD came to consult HAV council members in March. RANSTAD asked the group to share their experiences of tutors, what they thought makes a good tutor and asked for ideas on how best to seek feedback from young people who will be tutored- to shape the service they will be providing.

#### Being underestimated and feeling judged in school

- The HAV Council decided to run a fun day at Herd Farm with the aim of recruiting new young people to join the group and take part in a workshop to help the group decide the top issue they want to address as part of their education project. The virtual school funded the away day and thirteen young people participated- including nine new young people.
- After discussing what they felt were the big issues, the young people voted and the issue that got the highest number of votes by far was "being underestimated and feeling judged".
- One of the young people who attended the Fun Day is now a regular member of the group but the others said they would be keen to come to one off sessions / fun days in the future.
- The Have a Voice Council have decided the best way to tackle this issue is to make a film / animation aimed at Head Teachers and school staff. A production company is visiting the group to start this work with them in June.

#### Addressing young people's issues around moving placement

- Since 2015 the HAV Council have been working with the service on a long term project to try and improve placement moves for children and young people. The group have met with family finder team (previously placement team) five times to develop the information sheet for CYP describing what happens in a placement move and a one page transition plan that has been developed to try and ensure children and young people are involved and aware of what will happen before, during and after a move. This new approach will be launched alongside good practice guidance (aimed at staff and foster carers) at the Shaky Ground 2 event in September.

#### Getting the language right!

- Have a Voice Council will be consulted on a selection of language, words and phrases, used in Social Care about and/or to young people. The group will narrow these down to the most important/negative words/phrases and suggest alternatives. At the second On Shaky Ground conference in September these choices will be discussed by colleagues from Social Work, Foster Carer's etc. with the aim to identify how we can effectively replace this negative language with more positive alternatives throughout the care service in Leeds.

## Care Leavers Council

Care Leavers Council priority for 2019/20 is working together with the CL service to support the establishment of the Care Leavers Hub

### Training

- The group delivered two Foster Carer Training sessions as part of the skills to foster programme.

### Having a say at local and national events

- Two members of the group attended the Accommodation Stakeholder Event in January and gave their views on what support care leavers need with accommodation and what is important to them about properties and tenancies.
- One group member went to the National Leaving Care Bench Marking Forum in Hull and represented the rest of the group, sharing the things we are doing well in Leeds and one thing we want to improve on the themes of Accommodation and Loneliness.

### Care Leavers Celebration Event

- The Care Leavers Council shared their ideas for the 2018 event with the planning group which included a Halloween theme and glitter face painting.
- Members of the Care Leavers Council were also on the judging panel to decide the winners. (Except for the Community Involvement award in which most of them were nominated!)
- Toni Florey who has been a member of the Care Leavers Council for four years won the Community Award.

### Care Leavers Council have their say...

- The Care Leavers Council members have started to review the Care Leavers pages / Local Offer on Youth Information Hub that was published in September 2019 and will be working with the Care Leavers Service to identify areas for improvement. The group have suggested including short film clips to make the information more accessible to care leavers and have identified a number of different sections/topics to focus on reviewing first.
- The group also participated in a consultation about the care leaver's covenant during which they gave their views on how accessible Higher Education is for care leavers. They all agreed the support received by care experienced students was of a good quality but felt the barriers came much earlier, typically in the lower grades CLA achieve at school. The group also gave advice on a flier designed to inform care leavers about the Covenant and their feedback on plans for an event to engage employers.
- Barnardo's consulted with the group about a new supported work experience programme they were due to launch specifically for Care Leavers, and took on board the young people advise about how to help young people track their achievements and about how to publicise the opportunity to care leavers.

## CARE Group

- In January, members of the CARE group started to attend Have a Voice and Care Leavers Council meetings, supported by Andi Brierley (Youth Justice Service).

## Clear Approach Programme

- The Clear Approach Programme was delivered by The Care Leavers' Association and supported by the social work team at HMYOI Wetherby and the Keppel Unit.
- Clear Approach is an empowerment focused piece of work providing one to one work and group work, supporting young people in custody with experience of the care system to have voice and influence.
- The programme ended with an event in December, which the young men participating in the programme decided to call '**Care Mile .... A Long Way Home from Care**'

- At the event three young men housed on the Keppel Unit who are looked after/care leavers, shared their experiences of care, custody and their aspirations for the future.
- Families, key professionals supporting these young people and decision makers, were invited to attend the event with the aim of developing a greater understanding of the needs of children looked after and young care leavers in custody.
- The next cohort of the Clear Approach programme which is delivered by the Care Leavers Association and Leeds Youth Justice Service, starts in April for 9 weeks. The programme will end in an event on Tuesday 4<sup>th</sup> June where young people participating will share their stories or issues they want to raise with decision makers from Youth Justice and Social Care.

### **Super Power Group – South Group for children who have a Child in Need or Child Protection Plan**

- The Super Power Group won a Silver Award for Creative and Innovative Social Work Practice at the Social Work Awards
- The workers from the groups from the South, East and West had a Development Day in order to develop the work done with the children in their groups. There was learning about what worked, barriers, and aiming to have a consistent approach across the groups. It is hoped that at the end of the year we can compare our learning to see if there are differences in areas in terms of what children do understand about their social workers, and plans, and the impact on their lives.
- The South Super Power Group is now going to be monthly, going from 6 to 12 sessions a year.
- It does appear from our last group and new one that there is more of an understanding of what a social worker does. This is a change from the first group. We will see how this develops over the year.
- Staff supporting the South Super Powers group will be delivering workshops about the group with the VIC team at the Childrens Social Work Matters Festival Of Social Work Annual event in Sheffield on 29<sup>th</sup> June- the theme for this year's event is missing voices.

## **Residential Update October 2018 to March 2019**

### **Rainbow House**

#### **Takeover Activities**

Rainbow House run an annual takeover event where young people have the chance to explore career opportunities for the future by taking on a role of their choosing within Rainbow House for the day. This year, Luke was a Maintenance Person and checked that the fixtures and fittings were all in working order or clearly marked as under repair. Lily did some fantastic work in the kitchen as Chef, cooking up ever popular fish fingers, chips and beans.

#### **Rainbow House Childrens Council**

- Following the election campaign over the summer, the first Children's Council meeting took place in October at the Civic Hall in Leeds. Voting took place on a wide variety of issues, some to help Chris make management decisions, such as approving Autumn/Winter menus and some raised by our children on the agenda board in entrance hall such as purchasing new games and ideas for exciting activities. The council approved the buying of a selection of new games for the toy cupboard and voted for LaserZone and Adapted Biking trips to happen in the near future.
- In the January meeting, the young people decided on the Children's Panel questions to use in the upcoming recruitment campaign for Rainbow staff. They also did a review on linen and decoration to brighten up and further personalise the bedrooms and decided it is time to replace duvet sets and towels and look at choosing posters. They spent time looking at options before deciding on colours and designs most appropriate for each of our three units.
- Lily and Harry both said they enjoyed coming to the meetings. They both liked making decisions for Rainbow House. Lily said she liked going on the mini bus. Harry said the best thing about the meeting was going to the Civic Hall!

### Reviewing Policies and Consultation

- Staff have developed a new Children's meeting format which is more engaging and activity based so that all young people can take part and have a voice in the activities which we can provide. These meetings use pictures, PECs, objects of reference and the good old post-it.
- Young people accessing our residential services participated in developing the protocol for e-safety.
- Young people have had an input into the review and development of Rainbow House's new Children's guides which are more unit specific.

### Lingfield Childrens Home

- A young person from Lingfield helped with the last recruitment. They helped identify a candidate and we then chose them to come and work at Lingfield.
- The young people have been involved with helping us choose decoration for the home, picking out wall paper and other items.
- 2 young people requested that they have a short break, going to Alton Towers which we facilitated.
- 2 young people brought up about the DBT programme (type of cognitive behavioural therapy) , so we arranged a meeting to discuss this with them and work out a way moving forward.

### St Cath's Childrens Home

- Young people were involved in the development of a pro-forma of the steps staff will take to assess if a young person is able to stay at friends.
- Young people have had input into the fabric & furnishings at St Cath's whilst the refurb has taken place- even to the point of having USB charger points in their rooms.
- Successfully sourced funds to enable a young person (who had expressed an interest) to attend an outward bound course in July.

## Team / Service Update October 2018 to March 2019

### Child Health and Disability Team (CHAD)

- CHAD Voice and Influence working group has accomplished the development of a Communication Passport to be used for all children that have a CHAD Social Worker. The intention being that any Social Worker will be able to effectively communicate with our children using their chosen communication method, in an environment that they chose and incorporating their individual interests. This will ensure that any child who comes into contact with a colleague from across CHAD and Children's Social Work Services will not have to struggle to communicate with this Worker, as the worker can effectively plan for their interaction so the child's voice is appropriately sought, heard and is incorporated into all assessments and plans. Most importantly children can trust that the worker coming to communicate with them for any reason knows what, how, where and when is best to communicate with them.
- We have exciting plans to use this collective knowledge to develop our library of accessible documents and resources to elicit, record and incorporate child's views in all that we do. This includes developing a short breaks guide for children, child in need plans and has already been used to produce an accessible Promise document for our looked after children. Our ambition is to make all current documentation accessible for SEND and CHAD children.
- Visual representations are so significant for SEND and CHAD children, as objects of reference. So look out for our exciting new green lanyards to identify a CHAD Social Worker which has been developed in partnership with children and young people.



## Independent Reviewing Service (IRO Service)

- Independent Reviewing Officers (IRO's) have achieved the target of 85% consultations with children and young people for their looked after reviews ( data @ Dec 2018)
- In October, an IRO Manager spoke at the Leeds Relational Practice Event, sharing with other local authorities' the good practice of Leeds IROs regarding involvement of children and young people. This has resulted in a number of follow up contacts with colleagues from other local authorities.
- A looked after young person participated in the interview panel for new IROs.
- We have revised our written information for CYP and parents, which explains the role of IROs and provides information about the looked after review process.
- Hannah Lamplugh (VIC Team) presented the findings of the feedback from looked after young people and care leavers about their experience of reviews at an IRO team meeting ( Child Protection Chairs also attended) in January 2019. The feedback was originally gathered from the Voice Council, Care Leavers Council and CARE group, as part of the national Care Crisis Review. In response, the IRO's shared different creative approaches they had successfully used to engage children and young people in reviews.
- The IRO service aims to improve the involvement of CYP in their reviews by increasing the numbers seen separately and prior to the review.
- The IRO service will produce a first children's version of this year's IRO annual report, by September 2019.

## Therapeutic Social Work Team

- The team have incorporated feedback from young people's experiences of life story work into the life story training and life story clinic.
- A Team Manager went to a Herd Farm residential to try to capture children's voices in relation to future planning – they learnt simple things like making sure everyone is introduced.
- Introduction of new assessment and formulation model from January 2019 that puts children and their parents/carers at the heart of decision making about Therapeutic Social Work support.

## Futures Project

Futures is a service that works with young men and women under 25 years old who have experienced the first removal of a baby under 12 months old. The service prioritises parents who are also care leavers. As part of their on-going work, Futures conduct 3 monthly evaluations with those working with our service.

Below are some quotes from 5 of our young people:

*"I really like that the practitioners share information between them, so I don't need to repeat myself with different Futures workers."*

*"I used to be isolated & down, crying all the time, now I feel different be-cause I have someone to speak to."*

*"I know I'm listened to even when I'm shouting & angry, I've not experienced that before."*

*"Futures have helped by explaining things to me so I understood better."*

*"Futures don't tell me not to do things, they show me alternatives, open my eyes to new opportunities."*

## Care Leavers Service

- The Local Offer to care leavers is a Government initiative where Local Authorities have to publish what care leavers can expect from their Corporate Parent on a range of subjects. The [Leeds Local Offer to care Leavers](#) has now been published following consultations and is on the Youth Information Hub. Work has commenced to make the Youth Information Hub more 'attractive' to care leavers and make it a space where we can consult, advise and support care leavers in Leeds.
- PA's are now using the pathway planning ap, which was developed through consultation with staff and care leavers.

- The Care Leavers Service have set up a group on how Leaving Care Services support care leavers who are in the Armed Forces, which includes Prof Mike Stein and a serving care leaver. The guidance that has been put together from that group will be published shortly.
- A working group has been established to explore how the Pre-Birth Assessment process can be developed to make it more supportive and non-discriminatory for care leavers. One to one / group sessions are being planned with up to 12 care leavers to ascertain their experiences which will inform any new procedure or policy.
- As part of the work strand identified as a priority by care leavers- tackling isolation and loneliness. The care leavers service are bringing together the leads of all care leavers groups in Leeds to explore how to work together to enhance the offer to care leavers on socialisation. Care leavers will also be involved in the development of the offer.
- The corporate grandparents scheme (idea suggested by care leavers council members) had been postponed following staff changes but we are now liaising with young people and other professionals and hope that the scheme will be up and running again shortly

### Child Friendly Leeds Team

- A group of 13 young people who named themselves “The Dynamics” planned and delivered the annual Child friendly Leeds Awards.
- Four of the young people’s planning group were looked after children and young people.
- The Dynamics chose comic book super heroes as their theme and this year had a record number of categories (eight in total) with a new category ‘Youth Group of the Year’ added which received 58 nominations for 36 different youth groups. Photos from the evening and some of the fantastic costumes can be viewed [here](#).

### Communications and Engagement Team

- 12 looked after children and young people completed a 3 day Think like a Pony projects in 2018.
- [Think Like a Pony](#) programmes aim to empower children and young people to develop social and communication skills through learning to interact safely, empathetically and effectively with horses.
- Young people have participated in an evaluation of the impact of the TLaP programme, highlighted that participants wanted the project to be longer than 3 days. As a result we have worked with the provider and the previous 3 day project is now being extended to a 4 day project for 2019.
- The Enrichment Team plan to strengthen their approach to participation of children and young people and have now incorporated evaluation activities into each project which include a travelling graffiti wall and written/ drawn evaluation sheet and other tools.



## Voice and Influence of Children and Young People Citywide Report October 2018 to March 2019

**Outcome:** children and young people are active citizens who feel they have voice and influence.

**Indicator:** Number / percentage of CYP participating in city wide ballots, surveys and elections for youth representatives.

### Highlights:

- Leeds Childrens Mayor Rio deputised to full Council in November
- 132 young people representing 19 different youth and community groups participated in Citywide Youth Voice Summit-delivered in partnership with Children & Families Scrutiny Board.
- Youth Voice Group members took over three strategic boards.
- Out 2 18 and Transtastic were awarded youth group of year at Child Friendly Leeds Awards.
- Community Youth Ambassadors group were shortlisted for peer inspection work in Children Young People Now national awards
- Evie Addleman and SILC Compass House project were shortlisted in the British Youth Council Youth Voice Awards.
- 13 young people formed the group Dynamics and successfully planned and delivered 2019 Child Friendly Leeds awards.

### Key Data:

- 425 young people aged 10-18 years old on the LYC network.
- 7770 children voted in Leeds Childrens Mayor Elections.
- 24,708 young people (11 to 18 years old) from Leeds (36% of the youth population) voted in the Make Your Mark ballot.
- 3500 CYP completed online survey, sharing what activities they would like, when and where they would like to take part in them.
- 537 children and young people took part in 7 community youth summits across the city representing 58 Leeds schools.
- 1619 CYP have had a say and made recommendations on spend of Youth Activity Fund in their local area.

### Issues / Priorities

Top issues locally and nationally voted for by young people:

1. Too many young people's lives are lost to knife crime; the Government need to do more to help the knife crime epidemic.
2. Improve the level of mental health support available to students in schools and colleges.
3. "Tackling Racism" is the theme of the manifesto of the current Leeds Childrens mayor.

### Next Steps and Key dates (April to September 2019):

- YouthWatch –findings of YP mental health crisis consultation will be available in May 2019.
- 2019/20 Leeds Childrens Mayor deadline manifestos is 28<sup>th</sup> June and voting will take place between 22<sup>nd</sup> July to 25<sup>th</sup> September
- Leeds Childrens Mayor resource pack and film shared in June
- MYP's will be hosting the youth voice summit for secondary schools focusses on raising awareness of knife crime in July.
- MYP's working with Children's Services to develop a 'one point' webpage for all curriculum for life resources for young people.
- UK Youth Parliament Make Your Mark will launch in August
- Compass House Summer pop up shop at St John's Centre in July
- Debating competition for all SILCs in
- Training session for LYC network members over the summer as part of the LYC Working Groups' Mental Health Campaign
- Scrutiny Inquiry report will be published reflecting evidence gathered from children and young people and other key stakeholders. The report will contain recommendations that will be shared back with the youth groups who attended this event.

## October 2018 to March 2019

### Voice Influence and Change Team

#### UK Youth Parliament

- 24,708 young people (11 to 18 years old) from Leeds (36% of the youth population) voted in the Make Your Mark ballot, voting put an end to knife crime as their top issue followed by improving mental health services. A full summary of the results can be found [here](#)
- On Friday 9<sup>th</sup> November the four Leeds Members of Youth Parliament joined MYP's from across the UK at the House of Commons in London to debate the top five issues before voting what will be their campaigns for 2018/19. **Votes at 16 was voted the UK Campaign** and **Put an end to Knife Crime was voted the England only Campaign.**
- Met with Steve Walker, Director Children & Families, to discuss Curriculum for Life and the idea of having a webpage / app for young people to access curriculum for life resources i.e. finance, politics, community cohesion etc.
- MYP's took over the Children and Families Trust board alongside the Leeds Youth Council to talk to the board members about the local and national campaigns for young people (tackling knife crime and improving mental health services)
- MYP's will be hosting the youth voice summit for secondary schools focusses on raising awareness of knife crime
- MYP's will be working with Children's Services to develop a 'one point' webpage for all curriculum for life resources for young people .Make Your Mark will launch in August 2019

#### Leeds Children's Mayor

- Rio deputised to full Council in November 2018
- Rio has been working with the VIC team to develop his manifesto. Rio will be providing primary schools with a resource pack for them to use to discuss racism with pupils, the resource pack will also include Rio's own video and wristbands.
- Rio has had an amazing few months as Leeds Children's Mayor, and has attended lots of different events representing the children of Leeds.
- Launch resource pack and LCM Film and tour of primary schools in June 2019.
- 2019/20 application process will open in May 2019

#### Work with SILCs

- Top issues from Make Your Mark 2017 & 18 for young people with SEND are:  
Curriculum for Life, particularly work experience (2017)  
Tackling knife crime (2018)
- East SILC, West SILC, Broomfield SILC, North West SILC and Lighthouse School worked in partnership with support from the VIC team on a pop up shop work experience project. Students from each of the five settings met on a bi-weekly basis from September to December to make all the decisions about the pop up shop before opening 'Compass House' w/c 10<sup>th</sup> December, 10am till 2pm Monday to Friday at Leeds Kirkgate Market. The project was a great success.
- The project group made a [short film](#) to promote the shop opening. A [press release](#) was written and submitted prior to the opening.
- 24 students have been put forward for the Leeds Youth Award
- Compass House were shortlisted in the British Youth Council Youth Voice Awards

- Students from East SILC, Broomfield SILC and West SILC took over the SEND Partnership Board in January 2019 and spoke to board members about how tackling knife crime was the top issue for young people with SEND from the Make Your Mark ballot and also how m
- Compass House Summer pop up shop will be hosted in the St John's Centre in July 2019
- Work experience talks for students based on the jobs they aspire to do
- Debating competition for all SILCs

### Takeover Challenge

- Takeover challenge took place in November 2018. One sided summary report [here](#)
- 40 local schools and organisations took part, activities included Takeovers of strategic boards within Leeds City Council.
- Members of Youth Parliament and Leeds Youth Council took over the Children and Families Trust Board (January 2019)
- Students from East SILC, West SILC & Broomfield SILC took over the SEND Partnership Board (January 2019)
- Have a Voice Council and Care Leavers Council took over the Corporate Parenting Board (February 2019)

### The Leeds Youth Council Working Group

- The big issue that the youth council are currently campaigning on is to improve the level of mental health support available to students in Leeds schools and colleges. Members of the LYC Working Group have been working on a "better mental health support in schools and colleges" campaign. They have had 4 planning sessions and now have set up a dedicate campaign planning sub-group. The aim of their campaign is to increase awareness of the MindMate offer awareness amongst young people, parents/carers and teachers/youth workers. They will be working in partnership with Common Room and Space 2 and their campaign will link in with existing promotional activity around MindMate.
- 26 Members of the LYC Working Group attended a team building residential at Herd Farm Residential centre in February
- Members of the LYC Working Group have taken part in a variety of consultations and focus group sessions, giving a youth perspective on:
  - Colourful pedestrian crossings in the city centre
  - The Leeds Youth Work review
  - The "Our Spaces" public realm strategy
  - The current "Is Leeds a child friendly city?" scrutiny enquiry
- Members of the LYC also participated in the recruitment and selection of the Head of Learning Improvement and Youth Offer Lead.
- Over the next 6 months the group will continue with the Mental Health campaign, working towards holding 3 events for young people in the city over the summer holidays. They will also be working in partnership with the Breeze Leeds team to influence the design and implementation of a revamped Breeze website and review the child friendly Leeds city centre map. The LYC will also be working in partnership with Public Health Leeds to review the new Tobacco strategy for the city.

## Leeds Youth Council Network

- 5 LYC Network members applied to be on the West Yorkshire Police / Safer Schools “Stop and Search Youth Panel”
- 40 LYC Network members participated in the citywide consultation about the future of Public Space in the city centre as detailed in the “Our Spaces” strategy.
- LYC Network members were encouraged and enabled to contribute to citywide consultations about Mental Health Crisis support in Leeds and an NHS review of how young people access ‘Urgent Care’ services
- The LYC Network will continue to be promoted online and at events to grow the number of members
- Members will continue to receive monthly email updates containing voice, influence and change opportunities
- Members will be invited to attend a training day during the summer to help them contribute to the LYC Working Groups’ Mental Health Campaign

Are you aged 10-18 (or up to 25 with additional needs)?  
Want to help make Leeds an even better city?



- # Join the LYC network & receive a welcome pack of freebies & information! #
- # Regular email to keep you updated on projects to get involved in! #
- # Get exclusive invites to events and special meetings! #
- # Make new friends, learn new skills and gain a Leeds Youth Award #

<https://tinyurl.com/LYCN123>

Apply online with this QR code or use the form overleaf



## Youth Voice Awards

51 young people who regularly attend Leeds Youth Voice programmes and volunteer hundreds of hours, received awards and recognition at the second annual Youth Voice Awards on 16<sup>th</sup> October in the Civic Hall.

## Citywide Youth Voice Summit –Youth and Community Groups

### LCC Children and Families Scrutiny Inquiry engagement: Is Leeds a Child Friendly City

#### “Let’s talk about Leeds” Youth Voice Summit 13/3/19

- This event was designed to enable young people to give their views on how they feel the city is doing in meeting the 5 outcomes as set out in the 2018-2022 Children and Young People’s Plan.
- The event was attended by 132 young people representing 19 different youth and community groups from around the city as well as 9 members of the Leeds City Council Children & Families Scrutiny Board. Young people worked within their youth groups to look at what works well and what could be improved in relation to the 5 outcomes of the Children and Young People’s Plan: being safe from harm, doing well at learning and having skills for life, enjoying healthy lifestyles, having fun growing up and being active citizens with a voice and influence.
- Each table of young people at the event was joined by an adult member of the Scrutiny Board in their role as “active listeners”
- During the break times, Yorkshire Sport (shaping regional sports provision in the future), YouthWatch Leeds (mental health crisis support for young people) and City Development (the Leeds “Our Spaces” public realm strategy) all held separate consultation stalls. Each stall received over 100 responses from young people in attendance.
- All of the views and feedback from the young people in attendance have been typed into a report that will be shared at the April meeting of the Children and Families Scrutiny Board. The feedback contained within the report will be combined with feedback received when Scrutiny Board members have visited youth groups around the city as part of this inquiry.

- Scrutiny Board officers will produce a final Scrutiny Inquiry report that will reflect all of the evidence gathered from Children and Young People and other stakeholders. The report will contain recommendations that will be shared back with the youth groups who attended this event. <http://democracy.leeds.gov.uk/ieListMeetings.aspx?CId=1089&Year=0>

## Communities Team

### Community Youth Summits

- Children and young people have influenced what the Youth Activity Fund is spent on and worked with elected members to ensure they are funding and commissioning the right activities at the right time in the right place. Children and young people will be informed of how they have influenced the projects funded across the city.
- Since October 2018 the Communities Team have delivered 7 community youth summits across the city for 7 community committees. 537 children and young people took part with representatives from 58 Leeds schools. The Youth Service, school clusters, VIC team and many organisations and partners worked with the communities' team to be present, provide activities and support the summits. These focused on giving children and young people a voice in their community and having a say over activities the Youth Activity Fund (YAF) should be spent.
- Consultation took place in Inner North West with 5 schools with 69 children and young people making recommendations for the spend of YAF to the community committee.
- In Outer North West, consultation with 11 schools took place with 1013 children and young people to influence the spend of YAF in the area and will form the foundations of the Children's Voice Event on 26<sup>th</sup> April 2019.
- In total 1619 children and young people have had a say and made recommendations for how the Youth Activity Fund is spent in their area.
- Outer North West and Outer North East Youth Summits will take place in the next 3 months influencing activities delivered in their area.

### Leeds Community Youth Ambassadors

- The City Centre Peer Inspectors group relaunched in October and are now Leeds Community Youth Ambassadors to reflect their diverse involvement with projects across the city. The group now meet twice a month at Leeds Civic Hall.
- The group were nominated and shortlisted for the Children Young People Now national awards for their contribution for The Youth Volunteering and Social Action Award for their peer inspection work. The ambassadors were also nominated for Child Friendly Leeds Youth Group of the Year for their hard work and dedicated for the city.
- The Leeds Community Youth Ambassadors have worked with Leeds City Council planning department to establish the needs of children in the development of child friendly communities. The ambassadors presented to developers the needs of children, in the development of estates and communities representing the children and young people of Leeds.
- The Community Youth Ambassadors have been involved with Children's Services Scrutiny board members to support their review.

### Citywide youth activity survey

- An online survey for activities has now closed and has over 3500 responses providing a citywide picture of what activities children would like, when and where they would like to take part in them.

- The citywide consultation for activity data will be shared providing significant information for many partners and organisations across the city to utilise.

### Youth Voice Star Awards

- Yorkshire and Humber held the regional British Youth Council [Youth Voice Star Awards](#) ceremony on Saturday 19<sup>th</sup> January at Leeds Civic Hall.
- Compass House were highly commended for the Celebrating Diversity award, the project is a great example of youth voice within the SILCs (special inclusive learning centres) in Leeds. Students with complex needs highlighted that meaningful and valuable work experience is something hard to come by. The students from West SILC, East SILC, North West SILC, Broomfield SILC and the Lighthouse School worked in partnership together (with support from staff and the voice and influence team) to plan and host a pop up shop in Leeds Kirkgate Market for Christmas. The students made all the decisions about the shop i.e. name, logo, products to sell before working in the shop for a week in December 2018.
- Evie Addleman was nominated for the Young Campaigner of the Year award, Evie is a young person in Leeds who campaigns to raise the awareness of Crohn's amongst professionals and families. Evie is an incredible campaigner who spends her free time speaking at events and holding fundraisers to raise money for the Crohn's foundation.

### Barca VIP's (Voice, Influence & Participation Group)

- [Barca Leeds](#) V.I.P.'s (Voice, Influence and Participation group) were asked to provide their support to the Leeds City Council Commissioning Manager in order to establish the thoughts and views of young people around two specific areas (transport and advertising) in light of the forthcoming Youth Work review.
- The V.I.P.'s were the first group to be part of this process and made excellent contributions, were honest in their thoughts and ideas and gave the Commissioning Manager plenty to think about moving forward. Having this opportunity to contribute to a city wide delivery model was a great experience for the group and a reflection of their reputation.

### Getaway Girls

- Getaway Girls hosted a celebration event on the 6<sup>th</sup> August 2018 Beckett University, which celebrated 100 years of the women's vote. The Celebration event had lots of activities for all who attended with the focus being 5 workshops that centred on the 5 key issues identified in our girl's forum that takes place every 6 weeks. These were; **Safety, Diversity & identity Opportunities for Girls, Freedom and Equality**. Girls who attended had the opportunity to share their different perspectives and views in these particular areas and explore how they can and influence and make positive changes.
- As part of UK Parliament week, youth worker T took a group of girls to participate in the event **#Girls Breaking Barriers** at the House of Lords. They joined 200 girls from across the UK who were given the opportunity to have their say on some of the key barriers facing girls and women in the UK and around the world and the solutions that should be put in place to ensure they are able to achieve their potential. Watch the debates [here](#)



### Carers Leeds

- With funding from the [i-will big lottery fund](#), the [FlyGirl Films](#) collaborated with Carers Leeds to produce 5 short films, which were shot over 3 days.
- The young people enjoyed making the films which aim to raise awareness of what they do and the barriers they face and they bonded over their shared experience. They felt passionate that their feat as a young adult carer was recognised and empowered to use the medium of film to get their messages across in creative and quirky ways.
- An official film launch took place at the Carriageworks theatre in Leeds inviting professionals and young people from various positions of influence across Leeds.
- Visit the [Carers Leeds](#) website to view the fantastic films.



## Barnardo's Willow Young Carers

### YP-PIE! Group (Participation, Inclusion/ Influence, Engagement)

- A large group of young carers and young adult carers met with leaders from Children's services at the Civic Hall in September 2018 and took part in a consultation about support for young carers across children's services, with particular emphasis on support in schools. This resulted in the drafting of a stand-alone Young Carers strategy, which went out for consultation earlier this year and is currently being signed off by senior leaders in Children's services.
- 20 young carers worked with staff at Barnardo's support office to co-produce a piece of public art for Takeover Day in November. This was opened by Councillor Fiona Venner for Young Carers Awareness Day in January and will now be on permanent and prominent display in Barnardo's reception area. The piece generated a lot of media interest so the young people involved contributed to raising awareness about young carers across the city.
- Willow's first Steering Group meeting voted on the group name, YP-PIE! Their aim is to work with Willow staff to make the service more inclusive of and responsive to the voices and views of the children and young people who use the service. The group is committed to representing all young carers in Leeds and is looking forward to representing the service in any way they can.
- A lecturer from Leeds University is coming to the March group meeting. She wants to work with some of our young people and is interested in hearing their stories about caring for someone, and what they see as their needs. The information gathered will go towards teaching and informing social work students about the needs of young carers.
- Two young carers will be presenting at a meeting with Leeds Community Hospitals Trust in April. This is part of an ongoing piece of work to offer support and involve carers of all ages in service development and response
- We plan to involve young people in volunteer training in June and September. They will be working on 'scenarios' to put to potential volunteer befrienders and will give feedback to the trainees on what makes a good volunteer.

## Temple Newsam Community Partnership (TNCP)

- TNCP continues to work alongside the local community to ensure local voice and influence opportunities are available, and to ensure feedback influences operational and strategic action planning. A standard agenda item "Voice and influence Update" is now included at all community service meetings to support Cluster wide voice and influence agenda.
- Trust School Council – new arrangements now in place – All 9 TNCP schools continue to be involved



with up to 20 children and young people attending each meeting termly at TLA. All feedback will be shared with local councillors and local Heads in order to influence change

- Planning online consultation in April to enable children, young people and families to inform planning of the summer holidays activity programme.
- We have also recently had our first TNCP School Council and Junior Leaders Meeting of the academic year. Click [here](#) to find out more about how local children and young people access voice and influence opportunities as part of this group and see latest [minutes](#).
- **YouthWatch**
- YouthWatch has completed its work finding out children, young people's and school staff's views of the MindMate Champions programme. You can read the report and the action plan we have received from the Health and Wellbeing service who provide the programme here. They have said they will act on all of our recommendations which we are really pleased about!
- Young people from YouthWatch also presented the findings, recommendations and proposed actions of this piece of work at the Future in Mind: Leeds Programme Board and the Healthwatch Leeds Board.
- YouthWatch have been seeking young people's views about their experience of mental health crisis as part of a wider project Healthwatch Leeds is doing on this issue. This has involved going and talking to young people at places like the Market Place and linking with CAMHS. The findings of this work should be available in May 2019.
- YouthWatch are looking at how we can get more young people's views incorporated into the Leeds Plan when it is reviewed later this year.
- See photos attached of one of the MindMate Champions schools visit and two YouthWatch volunteers presenting their findings to the Future in Mind: Leeds Programme Board
- Hannah (CEO of HealthWatch) took part in the Takeover Day Challenge and was taken over by a YouthWatch Volunteer Emma for the day. Find out more [here](#).
- MindMate [Champions report and action plan](#).

### Leeds Maternity Strategy

- Young parents have co-produced the young parents pathway and contributed to changes in services, including a new handover process between midwives and health visitors for teenage parents, and improved information on mental health support for young parents.

### Commissioning & Market Management Team – Leeds City Council

#### Transport

- The West Yorkshire Combined Authority (WYCA) have teamed up with Arriva, First and Transdev to form the alliance to tackle transport reliability, carbon free travel and affordable fares to all. This group which was launched on Monday 18<sup>th</sup> March, will be known as 'The West Yorkshire Bus Alliance'.
- One of the aims of the new alliance is to communicate with young people in order to address the above named targets. This is an area where the Voice and Influence of young people in Leeds can be utilised.
- Conversations held with representative at WYCA regarding feedback from young people in December 2018 for the Bus18 group to address. Plans have been made to address these concerns in the first week of April with 2 relevant members of the team who will be able to influence change.

## Targeted Short Breaks

- In October a group of C&YP with SEND were involved with the Targeted Short Breaks Grant Panel for 2019/20. Any applicants had a specific C&YP Panel question that they had to answer and the C&YP's involvement and feedback was included when awarded the annual grants.
- The C&YP feedback has enhanced the way that we wish to incorporate their voices in the future for commissioned services. EPIC Leeds have been involved with the Targeted Short Breaks Grant Panel for 2019/20 and also involved with the Short Breaks Review meetings to explore the future commissioning options for the Targeted Short Breaks funding.
- A review is currently being undertaken by the Short Break Steering Group and this involves reviewing all documentation to ensure that they are up-to-date, parent friendly and also child friendly and future plans are to explore opportunities to ensure that C&YP with SEND are involved in the development of such documents.

## Youth Work Review

- The Communities Teams organised a series of wedge based 'summits' for children and young people, and we took the opportunity to ask the participants to complete a survey to help us shape new services coming out of the youth work review. It was particularly useful as the new service is for 9-12 year olds, and the majority of participants were from primary schools. Children completed more than 200 surveys. We were particularly interested in how far they would travel to attend a provision, their motivation for attending and the methods we should use to advertise. We feel like we've been given a good steer that will be reflected in the new specification
- Meetings have been arranged for the beginning of April for colleagues from Commissioning to meet with a member of both the policy and communication teams in order to progress discussion in making changes as outlined by young people towards the end of 2018. Following this discussion there will be the opportunity to meet with young people to feedback what has been discussed and get their response and further recommendations made. There is also likely to be an opportunity for young people to try out any proposals ahead of their implementation in order to ensure that young people's opinions and views are fully heard.

## Museums and Galleries -Leeds City Council

- The museum's youth collective, the Preservative Party have, in the last 6 months, curated displays for our visitors – including one about Food 1945 and 1919, and a pop up display about women from Leeds in WW1. They have also delivered intergenerational reminiscence sessions to groups from AGE UK, tours and talks and an Instagram takeover for Kids in Museums.
- Students from Swarthmore Education Centre have been on placement with the museum, getting valuable work place skills and changing and shaping our galleries and visitor offer. One student has developed a dinosaur handling box, which we can use with younger visitors.
- We had a young person on the interview panel for the recruitment of the Learning and Access Officer. We were assisted by a young person with additional needs who is currently on a long term work placement at Leeds City Museum. The young person had never been to a job interview before (on either side of the table) and said it was a great experience to be on the interviewing side of the table and that he was reassured that their opinion carried the same weight as the rest of the panel. [www.leeds.gov.uk/museumsandgalleries](http://www.leeds.gov.uk/museumsandgalleries)

## Child Friendly Leeds Team- Leeds City Council

13 new young people were recruited to help plan and deliver the Child Friendly Leeds awards 2019 and called themselves Dynamix. 4 of the young people are looked after and 2 have additional needs. Over 600 nominations were received and the group planned and delivered a fantastic event attended by hundreds of children, young people, and families

### **CFL City Centre Project (Multi-agency partnership project)**

The legacy of the Child friendly City Centre Competition continues. The ten competition winners' ideas continue to be incorporated in activities on offer to families and influence developments taking place in the city centre.

- Kirkgate Market will continue to run the roller skating rink in the Easter Holidays and have set up a free monthly cinema club for children and under 5s term time meet for parents with under 5s.
- Indoor play sessions will take place again at St John's Centre delivered by Emma Bearman.
- Child Friendly Leeds Live will take place again on 7<sup>th</sup> August in Millennium Square.
- Pop Up Parks will continue in Cookridge Street and outside the Town Hall.
- Pop Up and Play will continue with the theme this year of 'Create. Sculpt. Play' running from Saturday 20<sup>th</sup> July – Saturday 3<sup>rd</sup> August at Victoria Gardens
- SCRAP will set up another junk play space over three/ four days on Cookridge Street.
- Child Friendly Leeds Sundays programme is currently being planned.
- Child Friendly Leeds Ambassadors and Leeds Youth Council and Community Youth Ambassadors consulted on 2019/20 version of Child Friendly Leeds City Centre Map. New version will be available from mid July.
- Research paper presented to city centre shopping centres outlining potential income and benefits of providing permanent indoor soft play facilities.
- Under 5s permanent play provision to be set up in Queens Square this summer.
- Free orienteering Explorer Game has been developed for children and young people to be launched in city centre in July.
- CFL Awards will include an additional award category around child friendly hotels, shops and cafes.
- The final report summarising the project and film is available to view [here](#).

### **Health and Wellbeing Service – Leeds City Council**

- Over the last six months engagement with children and young people and parents has continued both through Healthy Schools and MindMate assessment days to triangulate '*strengths*' and '*areas for development*' through interviews. A cross-section of pupil volunteers are selected including pupil premium pupils, vulnerable learners and pupils with additional needs. Through this process we also ask for parent feedback through a **Healthy Schools Parent Survey**, which we have had over 1,400 responses.
- A number of schools have engaged with the Health Champion Model using **My Health My School** annual survey (MHMS) data demonstrating impact on pupils' health behaviours.
- Seven schools have achieved Healthy Schools Champion Programme. A key element of the process is engagement of pupil voice and behaviour to show progress, impact and the difference the input achieved. Case studies, which have been produced by schools at the end of the Healthy Schools Champion Programme, demonstrate how the Programme has impacted directly on them and their health behaviours.
- Both the Healthy Schools process and Health Schools Champion Programme use extensive data from MHMS survey. The Primary PSHE scheme of work **You, ME, PSHE** includes pupil reflection

sheets for assessment of all topics. Pupils evaluate and feedback on the lessons and their learning. 199 Leeds schools now have this scheme with feedback being extremely positive.

- School Food Ambassadors (SFAs) pupil training took place on October 2018 and was attended by 20 pupils who took part in activities to become experts on school meals and healthy eating. The pupils went back to their schools to become leaders for food in their school and make a difference to the food experience. We also ran two in-school workshops with SFAs at Yeadon Westfield Infants and Bracken Edge Primary to empower pupils to take the lead for improving school meals and packed lunches.
- The Health and Wellbeing Service are running a poster competition for young people in partnership with Jamie's Italian restaurant. Pupils will design posters to raise awareness of free school meals and encourage pupils and parents to claim their entitlement.
- Advanced SFA training will take place in June 2019 where experienced ambassadors or secondary pupils can learn about how to critically evaluate their lunchtimes and also promote behaviour change. They will also learn about food and the environment and look to reduce food waste and use of packaging at lunchtimes.

### **Deaf and Hearing Impairment Team (DAHIT)- Leeds City Council**

- Students at Leeds Secondary school shared that staff were not using the radio aid equipment correctly as they had not accessed training being offered. The students were supported to run two drop in sessions and then invited staff to attend. School staff reported feeling more confident using equipment and the students even developed signals with them to act as reminders to staff if they forgot to switch the radio aid on / off.
- Students requested that their school website offered more sign and British Sign Language. The DAHIT team discussed a list of words, phrases and topics with the children that would be useful for non signers to learn and use at school. The school then arranged for a number of short videos of children signing these to be recorded and they have been added to the school website and more hearing parents and children are learning signing as a result.
- Students requested that mainstream staff were more involved in deaf awareness week and so the team videoed mainstream staff signing their names and hobbies using an "Animoji" to hide their identity. A competition was organised to recognise and identify staff from their signing and winners receive a keyring made by DAHIT staff.

### **DEAF START- Leeds City Council**

The team have responded to feedback from students from different schools / colleges who shared that they felt staff would benefit from training to support deaf and hearing impaired students. Training sessions have been set up with the relevant schools/colleges and information to increase staff awareness has also been shared.

## **Parent & Carer Ballot Summary Report July 2019**

### **Background**

In October 2018 the newly launched SEND partnership board agreed priorities areas for the board to focus on in the new Terms of Reference.

The SEND Partnership board is taken over by young people with SEND on an annual basis. The takeover meeting is facilitated by the Voice Influence and Change Team and enables young people with SEND to share the top issues young people voted for in the Annual Make Your Mark Ballot and request support / make asks to the partnership to help them address the priorities.

Parent representatives (EPIC Leeds) are members of the SEND partnership board and after reviewing the terms of reference it was identified that parents and carers of children and young people with SEND should also have the opportunity to identify a priority for the board to focus on over the next 12-18 months. The Voice Influence and Change Team offered to work in partnership with EPIC Leeds to develop an approach to identifying a key issue from parents and carers.

Planning meetings with VIC Team and EPIC Leeds led to the ballot being based around the 12 child friendly wishes which underpin our vision to be a child friendly city. Parents and carers of children and young people with SEND will have the opportunity to vote for which wish they want the SEND partnership board to address and asked why this is and ideas / suggestions for actions the board could take to address issues raised.

### **Objectives**

- To actively involve a wide range of parent and carer support groups in surveying parents / carers of children and young people with SEND to identify the top issue/ priority they want the board to address.
- Share the top issue/ priority for parents and carers back with the SEND Partnership board.
- Board members work with EPIC Leeds and parents/ carers to further understand and explore the priority issue and develop and oversee actions to address the issue raised.

### **Outcomes**

Parents and carers of children and young people with SEND will have identified a priority for the SEND partnership board and will be involved in identifying and agreeing actions to address the issues raised.

### **Communication**

Online ballot form developed and circulated to list of parent groups and services/ organisations to circulate. Paper ballots printed and available for parent groups to use.

### **Timescales**

Approval of draft ballot and additional information	March 13 <sup>th</sup>
Online ballot live and paper ballots available from (Online ballot hosted on Family Information Service Website).	15 <sup>th</sup> April to 14 <sup>th</sup> June
Communication / promotion from SEND Partnership Board members and circulated to VIC network for staff working with parents, carers and families.	WC 15 <sup>th</sup> April

Results collated

WC 17<sup>th</sup> June

Results shared with SEND Partnership Board

15<sup>th</sup> July

Feedback results and share next steps via Parent groups and VIC Network.

WC 22<sup>nd</sup> July

### **Key Roles**

#### **VIC Team:**

- Develop a draft of the ballot form in partnership with EPIC Leeds
- Coordinate the ballot and provide a summary of results for the Board.
- Provide advice and guidance to EPIC Leeds and board members in development and implementation of an action plan.

#### **EPIC Leeds:**

- Help develop ballot
- Encourage parents/ carers to complete the ballot.
- Promote the ballot
- Feedback ballot results to parents/carers
- Facilitate a wider groups of parents/ carers to meet with board members to identify how to address the top issue identified in the ballot.
- Work with the relevant board members to develop and implement the actions agreed
- Update the board on progress.

#### **Parent / Carer Support Groups:**

- Promote and encourage parents/carers to complete the ballot.
- Feedback ballot results to parents/carers

#### **SEND Partnership Board**

- Approve the draft ballot, additional information and list of parent/carers groups.
- Work in partnership with EPIC Leeds and parents/carers to explore how to address the top issue voted for in the ballot.
- Develop an action plan and monitor progress.

### **Results of the Ballot**

- 229 ballots were returned.
- 2 by email.
- 52 paper ballot
- 175 online ballot

### **Where did parents/ carers find out about the ballot?**

<b>No. Votes</b>	<b>How did you hear about the ballot?</b>
96	School
38	EPIC Leeds
14	No answer
13	Facebook
11	Zig Zag
8	Email from LCC
5	Jigsaw
5	Little Hiccups
5	Sunshine and Smiles

4	Fostering
3	SENDIASS
2	DEAL Leeds
2	Nursery
2	SNAPS
2	Weekenders
2	Boston Spa twin group
1	ABC Leeds
1	CAMHS
1	CANN
1	Complex Needs Team Email
1	DAHIT
1	Family placement
1	Work
1	Leeds area parents of T1 diabetics
1	Leeds Asperger's /ASD parent conversation group
1	Leeds Carers
1	Leeds Mencap
1	PDA Yorkshire
1	Post
1	Adams Court
1	Social Worker
1	The Market Place
1	Twitter

### **Ongoing Engagement and Communication**

Parents and Carers were asked to provide their contact details if they would like to be kept up to date on the outcome of the ballot and be invited to work towards addressing the top issue identified by this ballot.

- 75% of parent/ carers who completed the ballot want to be kept up to date on the outcome and be invited to work towards addressing the top issue with the SEND partnership Board.
- 173 parents and carers provided their contact details (173 email addresses and 4 postal addresses)
- 52 parents and carers did not provide their contact details.

### **Findings of the Ballot**

- 35% of the parents/carers who responded chose "learning places identifying and addressing barriers that prevent children and young people from engaging and enjoying in learning".
- The second and third top wishes voted for relate to children and young people having places and spaces to play and things to do and being treated fairly and feeling respected.

<b>Number of Votes</b>	<b>Wish</b>
80	All our learning places identify and address the barriers that prevent children and young people from engaging in and enjoying learning
31	There are places and space to play and things to do, in all areas and open to all
30	All children and young people have their basic rights met
21	Children and young people are treated fairly and feel respected

12	Children and young people find the city centre welcoming and safe, with friendly places to go, have fun and play
11	There are greater number of better quality jobs, work experience opportunities and good quality careers advice for all
11	Children and young people express their views, feel heard and are actively involved in decisions that affect their lives
10	Children and young people can make safe journeys and easily travel around the city
8	Places and spaces where children and young people spend time and play, are free of litter and dog fouling
5	Children and young people can easily find out what they want to know, when they want it and how they want it
5	Children, young people and adults have a good understanding of children's rights, according to the United National Convention of the Rights of the Child
3	Void: Picked several wishes
2	Children and young people have the support and information they need to make healthy lifestyle choices

### **What do Leeds do well?**

221 parents/ carers responded to this question.

29 parents/carers completing the ballot did not respond to this question

31 parent/ carers left negative feedback

<b>What do Leeds do well?</b>	<b>Number of responses</b>	<b>Example of feedback</b>
Support, provision and staff (SENCOs and teaching Assistants) in School / SILCs	31	<i>"A great choice of schools that offer great support for children with special educational needs." The school my son attends is outstanding , the staff are well trained and the kids love the school. There is family support too which is vital."</i>
Max Card/ Leeds Extra Card	8	<i>"The Leeds card extra means that I can afford swimming lessons for my children and afford days out and places such as Lotherton Hall and Temple Newsham" "Leeds have venues that are including max card users to access places free or at a discounted price which means a lot to those with children with sen as you may only manage 5 minutes before having to go home and paying high costs for 5 minutes is always a worry."</i>
STARS	7	<i>"STARS Autism team have transformed the understanding of our son's needs and how these can be met, both in school and at home. They have provided Cygnet parenting training and Autism Education Trust training for school staff; they have worked in school observing our son and making recommendations; they have supported our family on an ad-hoc basis through participation in the monthly drop-in at Leeds Central Library."</i>
Inclusive events and activities on offer (e.g. Breeze, disability gymnastics, Leeds Young Film Festival)	7	<i>"There is always an event somewhere going on in Leeds. There is always something to do."</i>
Health Services (e.g. hospital services, physio, paediatric care, medical practice)	7	<i>"Paediatric care, the NHS does a good pathway. The amount of hospital services that are open to us, as and if needed."</i>

SENDIASS	6	<i>"SENDIASS have been brilliant supporting my family through the EHCP process."</i>
Museums and Galleries e.g. City Museum, Temple Newsam, Lotherton Hall	5	<i>"Leeds is very family focussed. There are often events on which interest children, be it in museums, parks, libraries and outdoor spaces. More publicity of such events would be useful as often they are quite hard to find."</i>
Community/ Voluntary sector support groups and activities	5	<i>"Excellent community groups and opportunities within our local area and city centre." "Scouting is flourishing in Leeds we have found groups that allow her to fit in and grow."</i>
EPIC Leeds (e.g. support and sessions they run)	5	<i>"Support groups, like EPIC, have helped me lots. Just being with other people in the same situation to chat about things."</i>
Transport provided to and from school / escort	5	<i>"Leeds council provide a mini bus to school the staff are amazing so supportive and friendly." "Transport to school. Without which I would be unable to work."</i>
Social care staff ( social worker, supervising social worker, RES worker)	4	<i>"Good, supportive supervising social workers who care about both the carers and the children" "I have a RES worker, who is fantastic." "She really supports me with school and tells me I'm doing all that I can when I'm falling to pieces."</i>
ZigZag	4	<i>"The only real support that has been easy to get has come from a parent led support group called Zig zag autism group."</i>
Short Breaks offer/ provision (e.g. Rainbow House and Weekenders)	4	<i>"Very good short breaks offer" "Rainbow House helps us as a family"</i>
Leeds MENCAP (also mention Hawthorn MENCAP)	4	<i>"Hawthorn Mencap. It is the most amazing supportive place. My child loved the sensory focussed nursery and the support and friendships made with other parents in the family room has been so useful. The family support worker is so knowledgeable and skilled. She has helped me and my child in so many ways. They also organised for me to attend the E-pats course which I believe every parent with a child with needs should attend. I cannot praise them enough."</i>
Inclusive events and activities on offer (e.g Breeze, disability gymnastics, Leeds Young Film Festival,	7	<i>"Putting on events which include SEND events such as the Leeds Young Film Festival" "Activities that are organised for younger children could have a relax hour or two like you do for breeze. Which I have seen become extremely popular over the years."</i>
SENSAP ( service and staff)	4	<i>"Our caseworker is incredibly helpful and open but probably overstretched too "</i>
Parks and play areas	3	<i>"Nice outdoor green spaces"</i>
Childrens Centres	3	<i>"Horsforth Children's Services have provided great support for our family through courses and counselling. Children's centres have been amazing, the staff have always been very helpful, access to services and workshops, courses and support."</i>
SNAPS	3	<i>"There are some incredibly supportive small charities who deserve more recognition than they get whose support</i>

		<i>we aren't sure where we would be without. For example SNAPS and Leeds Mencap. They deserve support."</i>
Direct Payments	3	<i>"Provides a small amount of Direct Payments so we can manage consistence for our family."</i>
EHCP support	3	<i>"My son has an EHCP which has been invaluable in enabling him to get the support he needs."</i>
CAMHs	3	<i>"West Leeds CAMHs have been brilliant for us"</i>
Personal Transport Budget	2	
SCOPE and PAs	2	<i>"For me having a PA has really been good to our family. My child enjoys going for activities and it has built up his confidence."</i>
Carers Leeds	2	<i>"We have carers Leeds as a good way to voice concerns. They also provide activities for special needs families."</i>
Negative comments/ feedback		<i>"Unfortunately none of our young person's needs have been met or fulfilled and we've had to fight for anything "</i>

Other team/ services parents and carers mentioned include SENIT, Visually impaired team, Cluster contacts and post adoption supports service, support applying for a DFG (Disabled facilities grant).

*"I have to say the support when apply for a DFG was outstanding. Neighbouring councils I know do not offer this level of assistance to help parents and kids stay in their homes"*

Parents/ carers also mentioned changing places toilets, leisure centre, green spaces, parks, access to information and *"how Leeds seeks views and listens"*.

The 31 parents/carers who left negative feedback mainly focused on lack of funding, lack staff, waiting for support/ diagnosis, EHCPs, having to fight for everything and rights not being met.

### **Top priority for SEND Partnership Board (voted for by 35% parents and carers completing the ballot)**

*"All our learning places identify and address the barriers that prevent children and young people from engaging in and enjoying learning"*

#### **Summary of key issues**

##### **Issue 1 Training to increase awareness and understanding of staff** **(Raised by 14 parents/carers)**

#### **Why is this a priority?**

- Schools are not meeting child's individual learning requirements due to lack of training
- CYP disengaging as learning styles not being met
- Lack of understanding of need from professionals
- Staff not always aware of impact of trauma and poor attachment on children
- Staff should have training on FASD (Foetal Alcohol Spectrum Disorder)

*"Identification and understanding of specific conditions are not always known or understood by teaching staff which in itself creates an extra barrier to learning."*

*“More training in schools for teachers to understand different children's needs and to address them appropriately before things escalate.”*

### **Ideas and Suggestions for the Board**

- Earlier assessments was mentioned by 7 parents/carers)
- Train staff on SEND
- Train staff on trauma and attachment

*“Educate, educate and educate staff who work directly with children”.*

*“Better trained and relevantly qualified staff in school. Better ratio of staff to children with needs.”*

*“Good quality training for all school staff in trauma and attachment. It would be wonderful for every school in Leeds to be able to adequately support children whose barriers to learning are caused by past or present trauma.”*

### **Issue 2 Current provision not meeting children’s needs**

**(Raised by 14 parents/carers)**

#### **Why is this a priority?**

- Quality of provision – different standards across city
- Lack of school places
- Child had to go to residential school out of area
- More support in classroom needed
- Lack of funding for schools means reduced staffing and resources
- Teaching Assistant jobs have been cut
- Schools not able to fulfil recommendations in EHCP due to lack of funding and resources.

*“Due to government funding cuts many SEND children are still not having even their basic needs/rights met, which should be just a given, rather than a fight for their families.”*

*“Cuts to school funding has the most impact on SEN children especially when TA jobs are cut.”*

*“Because most schools and learning places are not meeting the needs of send pupils adequately due to a lack of training and lack of money.”*

*“Understaffed and under resourced.”*

*“Many of the barriers are due to schools not having sufficient resources to meet the learning needs of children”*

*“Schools not implementing EHCP / guidance”*

### **Ideas and Suggestions for the Board**

- Challenge spending cuts and campaign to the government (with parents/carers)
- Provide more specialist school places

*“Campaign for more assistants in classrooms to assist children with disabilities with all aspects of school life”*

*“Value schools on how they treat most vulnerable, as well as SATs”*

*“Create more specialist school places for kids with a range of learning needs”*

*“More provision, more support, more inclusion and activities, more awareness, more investment”*

**Issue 3 Better information and communication with families**  
**(raised by 12 parents/carers)**

**Why is this a priority?**

- Lack of awareness of SEND partnership board and role
- Families need support to understand their rights
- Need to improve communication and enable parents to work more closely with SENCO
- More support and better communication between schools/parents/carers.
- Responses are too slow and so deadlines aren't being met for EHCP
- Process too complicated
- Lack of staff training can mean they provide inaccurate information

*“Make access to information easier to find.”*

*“Reply to emails and phone calls in a timely manner.”*

*“SEND schools to have more contact with parents and offer more family support”*

*“We have had a good service this is only because we are aware of the rights of our children and know how to access the support and push for what they need.”*

**Ideas and Suggestions for the Board**

- Work more with parents – have conferences where parents can have their say.
- Think tank with parents
- Advise SENCO has termly review with parents/ carers.
- It should be mandatory for SENCO to meet with new parents of children with additional needs.
- Provide a support pack for all parents before starting the EHCP process
- Simplify procedure and meet deadlines
- Make sure that FFI teams and SEN teams are providing correct advice to schools and parents.
- Involve the monitoring officer at the council to ensure EHC plans are lawful.

*“Think tank with parents”*

*“Provide relevant information and training to schools, remind schools of their duties under the Equality Act 2010 and the Children and Families Act.”*

*“All still too much working in professional lanes and not joining up working or information. “*

*“Ensure that NHS provides quick support and intervention and that there is some partnership working - why am I as parent the person who has to share info between different agencies?”*

*“Ensuring parents have more information on the support and approaches to learning that could be implemented and looking to establish standard guidelines across the different learning establishments.”*

#### **Issue 4: Provision and support for CYP with Autism**

**(raised by 10 parents/carers)**

##### **Why is this a priority?**

- Lack of provision that meets child’s needs
- Poor interagency working
- Lack appropriate resources
- Long waits diagnosis
- Lack reasonable adjustments
- Need for more accurate assessments
- Rigid education policies mean damaging environment for CYP
- Leading to CYP missing school
- Withdrawal of the SENDIASS service from accompanying parents to meetings further exacerbates the difficulties parents have in accessing the correct support for their children

##### **Feedback**

*“Too many SEND children, especially those with 'high functioning' autism and associated mental health difficulties, cannot access specialist education, yet mainstream provision is woefully inadequate and rarely understands or meets a child's needs, despite EHCP's.”*

*“My son has lost 2 years of education so far. He is only 9 years old.”*

*“SILC buildings and partnership primary schools in Leeds are no longer fit for purpose and create environmental barriers for autistic children to learn.”*

*“A proper workforce development overhaul is required in all schools and services to work effectively and inclusively with ASC children and young people. The board would do well to re-launch with schools the notion that inclusion means doing things in a way that everyone can access and not just doing something a bit different for that SEND child. So promote real inclusion.”*

*“I know that a lot of autistic children are finding it difficult to access school due to a lack of reasonable adjustments... being excluded from school or having anxiety levels so high when at school to the extent learning becomes impossible is damaging for the rest of life”*

*“Recognise dyslexic and less typical autism presentations and less typical add/ adhd too. Encourage educators to focus on building strong collaborative relationships as opposed to controlling punitive based regimes( ‘positive discipline ‘is sanction based)”*

*“There is a massive gap for educating 'high functioning' autistic and/or anxious children who for whatever reason cannot cope in mainstream but don't want to be segregated in a 'special' unit. SEMH schools are not appropriate for autistic children.”*

##### **Ideas and Suggestions for the Board**

- Develop the autism offer for CYP with CYP and Parent/carers.
- Allow the STARS team and CAMHS team to work with families in the family home where the ASC child has significant difficulties engaging in school life.
- Earlier identification - individual multi agency support plans with person centred strategies
- Increase funding for STARS service as provide such valuable support but long waiting list
- More STARS sessions- not just in city centre
- Mandatory training about autism and reasonable adjustments provision for all school staff.
- Provide more funding for SENDIASS to support parents at meetings
- Share best practice amongst schools
- Create more schools and autism units
- Insist academies cant off roll children

*“a proper workforce development overhaul is required in all schools and services to work effectively and inclusively with ASC children and young people. The board would do well to re-launch with schools the notion that inclusion means doing things in a way that everyone can access and not just doing something a bit different for that SEND child. So promote real inclusion.”*

*“We are fortunate that the school has made reasonable adjustments to meet his needs; the support he receives enables him to be included and enjoy learning. Schools in Leeds could learn from each other to promote a 'can-do' approach to including children and young people with SEND, to remove the variation that currently exists.”*

*“Create more schools and autism units that fully & genuinely understand 'high functioning' autistic children. (use schools like Limpsfield Grange, Breckenborough and Ackworth as ideal models)”*

*“More "STARS" employees to make regular visits to all educational settings and regular accessible help/groups/advice sessions for parents and carers. (more than once a month in the city centre)”*

### **Issue 5 School Priorities, Policies and Procedures**

**(Raised by 8 parents/carers)**

#### **Why is this a priority?**

- Children are missing school as cannot cope with behaviour policies/ uniform policies
- Overuse of exclusions and isolations booths for CYP with SEND
- Schools off rolling

*“My son is year 7, high functioning asd. He cannot deal with the structure and behaviour policies of mainstream school and has been mentally unable to attend for the last couple of months. He was on target for top grades in most lessons but his grades are sliding due to the amount of time he has spent in isolation and absence.”*

*“From personal experience and constant barrage of exclusions for my kids because of lack of knowledge and understanding from schools.”*

*“There is huge variation in how well schools in Leeds accommodate special needs, and many schools follow uniform and discipline policies that actively discourage parents of disabled children from sending their children there. This needs to be urgently addressed, to make schools a more nurturing environment for all.”*

#### **Ideas and Suggestions for the Board**

- School make reasonable adjustments to policy and procedure
- Training for staff
- Advise schools to review behaviour policy in consultation with CYP with SEND and their families.
- Advise against using isolation booth and exclusions for CYP with SEND
- Share best practice

*“More help with strategies for schools, especially Academies who seem to throw SEN children into isolation as much as they can (first-hand experience)”*

*“Ensure children aren’t excluded due to special needs; ensure all schools think about the impact of their behavioural policies on children with special needs (some of the popular new behavioural policies are too rigid in my opinion)”*

*“Examine uniform and discipline policies in schools across Leeds, identify the best and worst practices and engage with schools to make the changes to while school policies that help disabled children fit in without excessive adjustments needing to be made.”*

*“Isolation booths for low level behaviour for children such be made illegal”*

*“Encourage educators to focus on building strong collaborative relationships as opposed to controlling punitive based regimes ( ‘positive discipline ‘is sanction based)”*

*INSIST academies cannot off-roll our children and that they learn how to support our children properly*

Other issues raised by a smaller number of parents and cares included need for improved support for children with dyslexia (2) and reduced access to social clubs and activities after school due to transport.

#### **Second priority for SEND Partnership Board (voted for by 14% parents and carers completing the ballot)**

*“There are places and space to play and things to do, in all areas and open to all”*

#### **Why is this a priority?**

- Families feeling isolated as lack of accessible places to go nearby
- Lack of awareness about accessible places to play – outdoor and indoor
- Better communication /information about what’s available
- Sometimes play areas with accessible play equipment have steps so make them inaccessible
- Need for more changing places facilities.
- Quiet areas / zones helpful for CYP with SEND
- More soft opening times for CYP with additional needs

- Need for more groups /activities for teenagers

*“Easy for families with SEND children to become isolated”*

*“It’s very difficult to entertain my particular special needs child as so many places are not accessible and or appropriate. Changing places are essential as are quiet spaces but in amongst mainstream entertainment as he has siblings without special needs”*

*“Trying to consider all disabilities together when designing neighbourhood parks, every child should not only be able to access the playground but also have something to do once they are there.”*

### **Ideas and Suggestions for the Board**

- Provide Max card for families
- Better communication and promotion of what’s available
- More involvement of families in development of outdoor play provision
- Encourage more organisations and services to provide quiet spaces and soft opening times for CYP with additional needs
- Encourage more places to have changing places facilities
- Learn from other cities

*“Better communication of what is available for families”*

*“Consult with children and families with send more frequently and commit to inclusive practices.”  
Improve accessibility in mainstream activities by sharing good practice across the city. Work with external partners to make real differences at grass roots level. Raising awareness of young people with SEND in local communities will help them be safe and involved and the wider community will feel ownership of the inclusion.”*

*“Quiet sessions at appropriate times not at times of the day that prevent them from joining in.”*

*“Learn from others ... Kids Playground - Parc de Montere, Park in Luxembourg City, Luxembourg  
[https://www.trier-info.de/petrispark-info.](https://www.trier-info.de/petrispark-info)”*

### **Third priority for SEND Partnership Board (voted for by 13% parents and carers completing the ballot)**

*“All children and young people have their basic rights met”*

#### **Why is this a priority?**

- Right to an education that meets their needs
- Right to play
- Right to healthcare
- Right to have a say

*“If children and young people don't have their basic rights met, the other outcomes can't be achieved. Hierarchy of needs.”*

*“Quite often having a child with a disability you find that their needs are not met in some way or another. For example it is a basic need to be able to use a toilet however for my son who has cerebral palsy, in many places this need is not met because of a massive lack of changing spaces available or being able to enter a shop without worrying about whether they will get up a step in a wheelchair.”*

### **Ideas and Suggestions for the Board**

- Inform and communicate rights to children and families
- Training of staff on rights of children with SEND, where information and support is available
- Encourage change of attitude – focus on inclusion and increase understanding of challenges families facing.
- Make council run events, activities and buildings more accessible and inclusive.

*“Just let us know what our rights are, plus make schools aware we know our rights”*

*“Encourage inclusion and help parents and carers to understand and focus on what their children can do, not what they can't”*

*“Understand how difficult our lives can be, what we are dealing with and help us cope. “*

*“I guess more funding would make sure their basic rights are met but I understand that it is out of your hands. The most important thing is to have capable and competent SEN staff.”*

*“Start with the right to education, which many children with send are denied due to a lack of understanding and support. More accessible leisure opportunities. More support to families and parents, particularly respite, so they don't reach crisis point.”*

*“Encourage places, not just council places but everywhere to have disabled people as a first thought rather than an afterthought. Encourage people to think about how they would feel if their basic needs such as toileting and free movement were not catered for. Even some 'accessible' events are not well thought out and feel like they are run because they have to be.*

*“Make sure that every school/college/gp practice has a family support worker or a person who can guide people to the appropriate schemes/available help.”*

*“All children have a basic right to be in a safe environment. SEN children especially should be able to access all the same activities/spaces that all their peers access. Travel especially in LEEDS is not offered in a way accessible to Sen children many are unable to access public transport and so are reliant on private cars yet the ability to obtain a disabled badge to easy access is impossible; the people overseeing the scheme have no experience with Sen children specifically autism . Refusing access to a badge means these children do not access the wide world or have exposure to the things there peers do.”*

### **Next Steps and Actions**

- The findings provide quality feedback for the Children and Families Leadership Team which will be incorporated into the refresh of the SEND strategy and self-evaluation framework
- The Head of Learning Inclusion confirmed that key themes will be incorporated into service action plans

- Parents who gave contact details and raised concerns that haven't already been followed up will be contacted directly by the SENSAP team.
- The findings will be shared and discussed with the SEND partnership board on 22<sup>nd</sup> July to agree next steps and how they will address the priorities and issues raised by parents and carers.
- This summary report and information about next steps, will be shared with all parents/carers who provided contact details when completing the survey and made available on the local offer website.



## LEEDS CITY COUNCIL SECTION 31 GRANT FUNDING FROM DFE to LIGHTHOUSE FUTURES TRUST

In April 2018, Lighthouse Futures Trust were selected by Leeds City Council to partner with them in growing Supported Internships (SI's) across the city by improving the city's capability and capacity to deliver them. The funding was a one off grant of £50,000. Although we have not been asked to do a formal grant report, we felt it may be helpful for LCC to understand the impact of that funding and all the associated activities we have been able to develop and deliver and how this has impacted many young people.

### Original Brief

The S31 SEND reform Grant provides a welcomed opportunity to invest in this development. The intention of allocating a grant to the Lighthouse Futures Trust is to:

- Further build job coach capacity locally by funding training for 7 job coaches from across the city post-16 providers – in line with national standards e.g. L3 job coach and Training in Systemic Instruction (TSI) (£15,000)
- Fund a senior job coach at Lighthouse Futures Trust (£25,000) to:
  - Develop and expand the supported internship employers network – strengthen links with the Child Friendly Leeds Employers network
  - Expand supported internship study programmes
  - Celebrate successes and marketing campaign to increase awareness of supported internships
  - Explore collaboration across the region - regional conference
- Provide capacity to develop a specialist recruitment offer (£10,000) – to seek employment for those students who didn't move directly into employment at the end of their study programme

The total value of the grant to be awarded to the Lighthouse Futures Trust as detailed above is £50,000.

## Project Report

AREA	ACTIVITY TO DATE	OUTSTANDING WORK TO COMPLETE
Senior job coach at LFT	<p>Sally Dexter joined LFT in July 2019 as Employability Manager, in charge of all the job coaches and associated programmes. She has been working closely with the LFT Development Manager who is responsible for employee engagement. Together they have delivered the funded programme as detailed below.</p> <p>Once starting on this programme we realised a significant gap in terms of Careers Advice for young people with SEN. Accordingly we have been holding meetings with the Local Enterprise Partnership (LEP) regarding setting up a Careers Hub and are currently pursuing funding options. We have been successful in securing support to set up a careers hub for all the SEND education providers in the city. We have also raised funds to create and implement a yr7 to yr14 employer engagement curriculum which will be rolled out within Lighthouse School from Sept 19 and to further SILCs in 2020. This will provide a more solid base for employability to be a major part of the school curriculum, something that is currently lacking.</p>	LFT is currently seeking further funding for this post.
<p><b>Job Coaching:</b> fund training for 7 job coaches from across the city's post-16 providers in line with national standards e.g. L3 job coach and Training in Systemic Instruction (TSI)</p>	<p>We have worked in partnership with Shipley College to set up and run a level 3 course. (Shipley are already an authorised delivery partner with Gateway who are the accrediting body). We have 7 people from Leeds and 3 from out-of-area who are paying directly. They are all over half-way through the programme and will complete by August 2019.</p>	<p>Set up Job Coach Network (autumn) following successful completion of training. This will be open to other Job Coaches across the city and will run throughout 2019/20 with a calendar of events for the year.</p>

	<p>Invites went to all educational settings and third sector organisations including Mencap, People Matters and People in Action amongst others and students on the course are from: 3rd sector (Mencap and LFT), SILC's and Leeds City College plus OOA including Wakefield College</p> <p>We are launching a 2<sup>nd</sup> programme in October 2019 which will be funded by delegates directly paying approximately £1,600 each. We have 7 provisional bookings to date from out of area.</p>	<p>Confirm details for the October programme and promote widely.</p>
<p>Develop and expand the supported internship employers network – strengthen links with the Child Friendly Leeds Employers network</p>	<p>LFT started the Employer's Network in October 2017 and, since then, we have held 17 forum meetings/events Thanks to funding from LCC we have been able to significantly expand this network and bring on more employers. We now have 70 members on the database and get between 12-25 attendees at each event. Speakers have included representatives from DWP, employers, DfE, as well as disability awareness and autism trainers delivering bespoke employer sessions. The members have confirmed they would like to carry on meeting every 2 months.</p> <p>We attend and input into the Employers Forum that Tenfold (the 3<sup>rd</sup> sector Learning Disability Forum host (including education providers, public sector organisations and some businesses).</p> <p>We have developed strong links with the CFL employers network including attending their events and working closely with Auli Miles to introduce her to some of LFT's corporate contacts.</p>	<p>LFT is going to continue to manage the Forum using our own resources and are currently seeking further funding to expand our team.</p> <p>We should not under-estimate how long it takes to engage a company. Experience shows that it can take up to 8 months – of emails, phone calls and at least 1 or 2 face-to-face meetings which are done by our CEO or Business Development Manager.</p> <p>For an employer to sign up and prepare for an internship it takes LFT staff 130 hours (over 17 days) days of Senior Leadership, Business Development and Job Coach time.</p>

<p>Expand supported internship study programmes</p>	<p>We have grown the study programmes and number of participating employers during the year. At the time of receiving the grant we had 52 students in total for the year with 21 interns on placement with employers and 31 students at Keepers Coffee and Kitchen Microbusiness and Branching Out Grounds and Gardening Maintenance.</p> <p>We are looking at offering 22 placements (with potential capacity for 30). Current internships are at: John Lewis Partnership, Sodexo, Johnson and Johnson, Yorkshire Water, KPMG.</p> <p>Ideally we would have liked to have doubled the number of student interns from Leeds but have not been able to source enough job-ready candidates. The majority of students with ECHP's are at Leeds City College – estimated at 485 – but we have not received many referrals for job-ready candidates (although we continue to work closely with the college).</p> <p>This year we have worked with 3 students from Leeds City College, a number from the Leeds SILC's and Lighthouse School and from those directly on roll within our charity. We are also working closely with students from Shipley College in Bradford.</p>	<p>We have a growing number of employers wanting to run internships for the next academic year including:- KPMG; John Lewis Partnership; Sodexo; Johnson and Johnson; ITV; Pinsent Mason Law; Morrisons; Anchor Care; Yorkshire Water. This gives us capacity for almost 30 interns from October 2019 and we believe we can help create additional places through fast-tracking some of the more active employers on the employers forum if required.</p> <p>Many of the forum members directly help LFT with our programmes in a practical sense. We are now looking at how we can set up a wider Forum of interested employers (similar to Leeds Mind's Mindful Employer Network) that could be open to a wider audience including local third sector partners, education providers, local authorities and employers that perhaps meets twice a year.</p>
<p>Celebrate successes and marketing campaign to increase awareness of supported internships</p>	<p>We have produced a high quality internship brochure with case studies and have built a new and more appropriate website to signpost families and businesses to internships.</p> <p>We have had articles in the local press, and done radio</p>	<p>We are beginning a more extensive programme of creating further links with other 3<sup>rd</sup> sector providers in Leeds working with young people with disabilities and have been doing this in conjunction with Tenfold.</p>

	<p>interviews on BBC Radio Leeds and Calendar to raise the profile of internships across the city.</p> <p>We have booked the first of a number of events for parents/carers and young people which is scheduled for 12<sup>th</sup> July at St Georges Conference Centre in Leeds in order to promote the potential internships.</p> <p>We have established a National SEND Employment Forum with almost 40 members including: SI providers, LA's, DFE, and Employer Ambassadors. The main aims are to develop best practice, provide support, share resources (including national case studies) and accelerate reach for internships nationally. The group meets quarterly and the hosting of the event is rotated around members to ensure sharing of best practice.</p>	<p>We are planning a Graduation ceremony for the end of year for interns and will potentially be inviting the Lord Mayor to participate.</p> <p>Through our National Forum we have met with Huw Merriman MP who is contacting 3 further MP's to get internships on the radar and taking the issues to parliamentary question time. He is going to push for a national campaign to raise the profile of internships amongst parents/families and employers and see if that the Apprenticeship Levy can be used to make it easier for employers to bring people with SEND into their organisations. He is also exploring the potential for more central support around internships which will accelerate change.</p>
<p>Explore collaboration across the region - regional conference</p>	<p>We were planning a regional conference in July for LA's however through our National Forum we are planning two national conferences with one in the North and one in the South during September. It therefore makes sense to combine the Regional and National event and host the Northern one in Leeds. Agenda's, speakers, format, invitees are currently being arranged</p>	<p>We have spoken with Phil Mellen about the potential of using the Banqueting Suite at Leeds Civic Hall to host the conference and showcase the partnership with the Council.</p>

<p><b>Specialist recruitment offer:</b> seek employment for students who didn't move into employment at end of study programme.</p>	<p>We have been helping our interns into employment on a 1-1 basis for the past 24 months and estimate that we are achieving 75% success of getting young people into positive outcomes. The vast majority move into paid employment with some opting to move into vocational training which has been inspired by their internship.</p> <p>Employers that have given interns a paid job have included KPMG, Yorkshire Water, John Lewis, Johnson and Johnson, Emovis, Jacobs Engineering and MOD Pizza, with some employers employing more than 1 person.</p> <p>We have moved into new premises where students attend our programme and generally undertake supervised job search as part of the wider programme. We are seeking funding for a dedicated person to head up this service in the charity.</p>	<p>We are currently exploring the potential of setting up a dedicated recruitment service for Leeds targeting young people with SEN and/or autism and/or learning disabilities. Our working title for this is Talent Recruitment. We have funding for a full feasibility study and this is currently being delivered with a view to having a final plan by July 2019.</p> <p>We have had meetings with specialist recruitment companies including The Works Recruitment and Harvey Nash, both of whom have given us good advice. Harvey Nash are looking at ways in which we can partner with them to enable us to work with their client base of major organisations.</p>
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