



**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS
REPORT TO SCRUTINY BOARD
DATE: January 2009**

SUBJECT: Leeds Inclusive Learning Strategy

1.0 PURPOSE OF REPORT

1.1 The purpose of the paper is to update Scrutiny on progress to date regarding the Leeds Inclusive Learning Strategy and progress achieved on outstanding Scrutiny Board Recommendations.

2.0 BACKGROUND

2.1 At its meeting in October 2007, Scrutiny Board considered the draft Leeds Inclusive Learning Strategy and appointed a working group to give more detailed consideration to two of the objectives:

- The further development of specialist provision, including the role of the SILCs;
- The further development of the behaviour continuum and provision, including the role of the pupil referral units.

The working group was also commissioned by the Board to review progress in implementing the recommendations made by the Scrutiny Board (Children's Services) in April 2006 arising from its inquiry into Specialist Inclusive Learning Centres (SILCs). The working group met on three occasions: 5th December 2007, 27th January and 6th March 2008. Following presentation of the working group's findings to the full Scrutiny Board, the Board agreed six recommendations. Three of the six recommendations have since been signed off.

2.2 Three recommendations, 1, 2 and 5 are outstanding and are the subject of further monitoring.

- Recommendation 1: That Education Leeds report quarterly to the Scrutiny Board (Children's Services) on any concerns regarding schools' use of delegated SEN funding raised through the school improvement process, and how schools have responded to challenge.
- Recommendation 2: That Education Leeds commits to early consultation with parents and professionals on any proposals for changes in the location of specialist SEN provision.
- Recommendation 5: That Education Leeds continues to lobby the DCSF to ensure that the establishment of future Academies, especially in Leeds, provides for funding to follow an excluded pupil.

3.0 PROGRESS ON THE DELIVERY OF THE LEEDS INCLUSIVE LEARNING STRATEGY

3.1 The purpose of the programme of activity that is contributing to the delivery of the strategy has been redefined. The programme's purpose is now;

To increase opportunities for children and young people in specialist and mainstream settings to benefit from high-quality inclusive learning, in order to increase their achievement, involvement and enjoyment of learning. All learners will benefit from this new provision, especially those with a statement of special education needs.

Our aim is for children and young people, and their parents and carers to have access to a full range of services in their school setting and beyond. These will be professional, joined-up services, tailored for children and young people's needs, and available in their area of the city.

3.2 The LILS is being delivered through a programme management approach. The programme plan has been developed with four strands;

- the promotion and further development of inclusive practice and inclusive schools:
- the further development of the role of the specialist provision, including the role of the SILCs
- the development of the behaviour continuum and provision, including the role of the PRUs
- the further development of integrated locality working

3.3 Programme activity on Strand 1 is now complete and has been signed off by the Programme Board. However, there will be further work required to embed the results of this work in school improvement policy and practice.

3.4 Work on Strand 4 has progressed well since September 2008. However, the Programme Board decided that the strand's scope needed to be broader than was possible in this programme. Work on this strand will therefore continue under the aegis of the Extended Services Board. Regular reports on progress will continue to be made to the LILS Programme Board.

3.5 Proposals are being developed to inform the future of specialist provision for learners with learning difficulties and disabilities. That is provision made in special schools/SILCs and in specialist resourced provision in mainstream schools. A revised set of deliverables with indicative timescales have been developed. These timescales have yet to be finalised as they are in part, dependent on Leeds City Council being secure that any proposals for change are sufficiently well framed.

3.6 Proposals are being developed on the future pattern of specialist provision for learners with social, emotional and mental health needs. That is provision made in the BESD SILC, in Pupil Referral Units, and in other targeted provision. Crucially these proposals will have to include guidance on thresholds that might be applied to ensure that there is equitable access to provision city wide. However, there is likely to be diversity of provision required to best meet the needs in localities. Again, a revised set of deliverables with indicative timescales have been developed but have not yet been finalised.

4.0 RESPONSE TO RECOMMENDATIONS FOLLOWING SCRUTINY INQUIRY – JANUARY 09

4.1 Recommendation 1

- 4.1.1** (a) The FFI handbook has been rewritten and reissued to all schools and learning settings. Joint working practices involving Integrated Children's Services and School Improvement Partners are being developed to both support and challenge schools in regard to their outcomes for children with SEN/LDD.

The use of The National Strategies and Audit Commission Value for Money tool kit is an integral part of the support, challenge and school self evaluation process. Education Leeds were key partners in the development of this national school improvement tool kit.

The annual reviews for children with and without statements in N2 and year 6 have been completed. Progress and consequent placement decisions continue to be monitored and delivered by Special Educational Needs, Statutory Assessment and Provision Officers and colleagues from the Integrated Support and Psychology Service. This will ensure that all placements for children with SEN will be aligned with the Admissions Protocol, actioned for September 2009 and subsequently monitored.

Further work on the quality of information received from schools through the Annual Review is being embedded into team processes, good practice will be shared and areas of concern addressed through the School Improvement Policy. This policy is undergoing review and will be updated by the end of March 2009.

- 4.1.2** (b) Utilising the existing data analysis and current frameworks, Funding for Inclusion protocols, School Improvement Policy, Analysis of School Improvement Advisor/Partner and OFSTED Reports as well as joint working with colleagues from the Financial Services Team, three primary schools, one Specialist Inclusive Learning Centre and two high schools that require further support and intervention have been identified. A further update on how these schools have responded to the support and intervention provided will be given in the next quarterly update to the Scrutiny Board.

4.2 Recommendation 2

A working group met on 8th December 2008 to consider what progress had been made to date and to recommend any further steps that should be taken to ensure that the recommendation is achieved. The working group indicated that there was a need to keep a close watch on progress with implementing this recommendation in the short term, in order to see that commitments now being made are delivered.

A further meeting of the group has been commissioned for January 2009 to:

- monitor short term progress;
- review the next stage of plans for informing/engaging/consulting parents and professionals;
- receive and consider the further information identified in relation to the parent

carer consultation activity plan.

4.2.2 Following the meeting on 8th December, an update on the Leeds Inclusive Learning Programme has been issued to parents and carers via the SILCs and through a range of parent support groups. This is attached as Annex 2.

4.3 Recommendation 5

4.3.1 (a) The statutory funding adjustments on both permanent exclusion and on re-inclusion will apply to all Academies from 1st April 2009. The DCSF are to issue consultation as to the nature of the representation required on the Schools Forum in order that the additional local adjustments would also apply.

4.3.2 Given this significant shift by the DCSF, it is the view of Education Leeds that Scrutiny Board should consider signing of this recommendation as completed.

5.0 RECOMMENDATION

5.1 Scrutiny Board is invited to

- note progress to date on recommendations 1, and 2,
and
- consider signing off recommendation 5 as completed.

Annex 1

Leeds Inclusive Learning Programme

This is an update for parents and carers on the Leeds Inclusive Learning Programme.

The purpose of the programme has been refined:

Leeds Inclusive Learning Programme will increase opportunities for children and young people in specialist and mainstream settings to benefit from high-quality inclusive learning, in order to increase their achievement, involvement and enjoyment of learning. All learners will benefit from this new provision, especially those with a statement of special education needs.

Our aim is for children and young people, and their parents and carers to have access to a full range of services in their school setting and beyond. These will be professional, joined-up services, tailored for children and young people's needs, and available in their area of the city.

Education Leeds and Leeds City Council remain fully committed to providing education in a specialist setting for parents and carers who want it.

Education Leeds will make more effort to make sure that our most important partners are engaged, informed and involved.

- We will keep children and young people, parents and carers and other important partners informed about our plans. We will be open, honest and direct.
- We will work with all our partners, and in particular parents and carers, to manage these changes successfully and to improve the quality of provision for all our children and young people.
- We will be clear about consulting with children and young people, parents and carers, and other partners about any proposed changes. We will also be clear about how we use their responses.

Education Leeds does not have any current plans to close any special schools. However, we may have to consider this as an option in the future and recognise the importance of being direct and open about any proposals.

Education Leeds will be outlining how special schools will benefit from any money available for building schools in reports to the council's Executive Board during 2009.

Annex 1

We already have specialist resourced provision at 17 mainstream school sites. New inclusive learning settings are being established at Priesthorpe High School, Temple Moor High School, Allerton High School, Rodillian School and a number of primary schools. This will widen the opportunities for inclusive learning for children and young people.

If you have any questions or wish to provide feedback, please contact Education Leeds on educ.inclusivelearning@educationleeds.co.uk

Website: www.educationleeds.co.uk/inclusivelearning

If you would like impartial advice or you want to give feedback to Education Leeds please contact the Leeds Parent Partnership Service.

Telephone 0113 395 1200

Email education.pps@educationleeds.co.uk

Website: www.leedsparentpartnership.co.uk